

NAS Review 2012 Halton Borough Council Development Plan

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| Develop an Autism Service Development Group to include all stakeholders to develop a more strategic approach to meeting the needs of people with an ASD. | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| Autism Strategy Group and Autism Development Group | | | | |
| 1.1 | Publish a final version of the strategy | Present strategy to Executive Board in June 2012. | June 2012 | Paul McWade - HBC |
| 1.2 | Coordinate the work of the autism service to incorporate multi services, especially the work of SALT and the family support workers | To continue with the current pathway model and develop further | | Jennifer John/SALT Lead |
| 1.3 | Include parent representation on the Autism Strategy Group from sources in addition to those from HAFS | Membership of the ASC Strategic group to be extended to ChAPS, Halton Speak Out, representative from the People Cabinet and Carers Centre. | May 2012 | John Williams - HBC |
| 1.4 | Develop the recommendations in the Scrutiny Review. | The Autism Scrutiny Review has an action plan that is being completed. Some of the recommendations are also within this development plan and the Autism Strategy development plan. | Review 01.09.2012 | John Williams – HBC Katy Rushworth - HBC |
| 1.5 | Continue to find robust means to collect data on the incidence of ASC in adults so that the planning of services can be tailored to known needs. | Completed on a quarterly basis within social care, also linked to transition tracking panel. Care first 6 to include an Autism prime for data collection. As part of the ASD diagnostic pathway individuals will be referred to the IAT team for an assessment of needs as per the statutory guidance. | Quarterly | John Williams – HBC - |

Area

Develop opportunities for extended school day and short breaks specific to the needs of children and young people with autism. In adulthood, there needs to be low level, preventative services such as social groups, befriending and investment into Community Bridge Builders

| | Recommendation | Action | Due date | Lead Officer / Agency |
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| | Short Breaks for children and young people with autism | | | |
| | Children's Services | | | |
| 2.1 | Clarify to parents whether the opportunities for short breaks are available to those children in enhanced provision, as well as those with statements. | Through the strategy group ,review the criteria for access and ensure appropriate provision is available through commissioning | September 2012 | Jennifer John/ Ann McIntyre |
| 2.2 | Investigate the opportunity of offering school accommodation during school holidays for leisure activities for children with ASC and their families. | Propose, through commissioning that schools offer this opportunity as short breaks /or as part of extended school activity | April 2013 | As above |
| 2.3 | Consider the commissioning of Short Breaks (four night activity holidays with family support) for children and young people with ASC. (Model to be offered to HBC). | Consider model offered. | April 2013 | As above |
| | Adult Services | | | |
| 2.4 | Further extend the Community Bridge Builders service so that the waiting list can be reduced, and the service can continue to make a significant contribution to adult befriending services for those with autism. | The CBBT team will need to review the service to meet the increased demand in services as Autism awareness increases any increase in resource will need to be considered in the context of the council budget review. | April 2013 | Shelagh Thornhill HBC John Williams HBC |
| 2.5 | Extend the work of the Carers' Service which is meeting the needs of a wide range of parents and carers of children and young people with autism. | Meeting with carers centre to discuss remit and developments, extend invitation to ASC strategy group to Carers Centre Manager | July 2012 | Leigh Hammad HBC John Williams HBC |

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| Enhance the communication system with parents to ensure they are aware of provision within education and social care that is available for them. There needs to be information for families about the transition process, and about what services are likely to be available as people move into adulthood. | | | | |
| | Recommendation | Action | Due date | Lead Officer / Agency |
| | Communication Systems with Parents | | | |
| 3.1 | Continue to develop the very promising support offered by resource bases to parent. | Review the impact of current provision and consult with parents through Light Relief groups as part of the review | April 2013 | Inclusion/SEN Jennifer John |
| 3.2 | Continue Early Bird and explore Early Bird Plus | Develop this opportunity as part of the existing training programme | March 2013 | As above |
| 3.3 | Maintain a central database where there has been parental support by each agency so that this is tracked, and links can be made between the practice of different agencies. | Confirm the existing opportunity for this process through current systems and track progress of Green paper, pathfinder groups to investigate new opportunities. | Sept 2012 | |
| 3.4 | Publish a named contact for parents with children with ASC who are on enhanced provision so that they can ask questions about provision as they arise. | Contact all parents and update them with regular newsletters as well as website contacts, informing them of lead for Enhanced provision and Social Communication & Autism within the Inclusion Service Add to the information letter when provision is allocated. Advise Parent Partnership officer of the appropriate leads | Sept 2012 | Inclusion/SEN Jennifer John |
| 3.5 | Ensure there is a channel for information to all parents of children and young people with autism, so that all stakeholders are kept fully informed of what is on offer for them, how to access it, and what they can do in order to make a contribution to the strategy. | Develop the parent's page on The Source Website and Learning Platform. And promote joint working through Light Relief. Establish a pupil page on the websites Extend the membership on the Strategy group to include all parent support groups | Sept 2012 | Autism Strategy Group |
| 3.6 | Consider implementing a Family Support Information Officer in Adult Services as a central point of contact for families and people with ASC | This role to be facilitated as part of the Adult Social Care Initial Assessment Team process and Autism Champion network that is currently under development. | Sept 2012 | Adult Social Care |

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| 3.7 | Consider reinstating a Transitions Officer as part of Adult Services. | Practice Manager, Autism has the Lead on Transition linking between Children's and Adults social care – JW is redrafting the protocol – this is currently under development and will be presented to Children and Enterprise and Communities SMT. | April 2012 | John Williams HBC |
| | Comprehensive Overview for Parents of What Is Available To Meet the Needs of Their Child with Autism and the Wider Needs of the Family | | | |
| 3.8 | <p>Improve information about the continuum of provision, and the availability of the different levels of provision according to need.</p> <ul style="list-style-type: none"> • On the general Halton Borough Council website; • On a specific parent Information website; • Via schools' own websites. | Publicise the Early Help Strategy through The Source Website, Learning Platform & Parent partnership information booklets and website. | Sept 2012 | Inclusion/SEN Jennifer John EHaS Group |
| 3.9 | Develop the work of the Carers' Centre as a channel for providing information about what is available to support them to parents and carers of those with ASD | The carers centre signpost to other services locally, it is essential to keep them informed of developments, membership on the Autism Strategy group will be key to information sharing and stakeholder feedback in addition to the voluntary sector. All carers known to the LA are registered with the carers centre for both | Sept 2012 | Autism Strategy Group |

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| Increase staff capacity to provide a training strategy which includes basic autism awareness for all staff working with people with ASD, and for relevant staff across the professions at a higher level, with systems for dissemination. This needs to be embedded as part of induction. Funding for autism training should be ring fenced. Some training should be jointly delivered across LD, MH and Further Education | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| Autism Training Strategy | | | | |
| 4.1 | Ensure that all new employees, and those who are already working with children and young people with ASC, have completed induction training in autism awareness. Individualise training to meet needs of specific pupil population. This includes teaching assistants and midday supervisors | Autism Initiatives UK have been commissioned to provide 6 half day training sessions for Basic Autism Awareness – E-learning for Autism is available on the inter/intranet. 5 Borough Partnership currently provide 2 day Autism awareness training for support staff and carers. PBSS team continue to provide a range of training including: An introduction to Autism from a behavioural perspective, basic principles of behaviour analysis, behaviour change procedures, Active Support, Interactive Training and use of the ABLLS-R assessment tool (Assessment of Basic Language and Learning, Partington, 2006). Additionally bespoke training to meet specific individual's needs | April 2013 | Brian Hilton HBC Marie Saville HBC Maria Saville HBC |
| 4.2 | Ensure teaching assistants have the opportunity to achieve NVQ Level 3 in Supporting, Teaching and Learning. | Add to existing programme | April 2013 | |
| 4.3 | Continue to be aware of new Government initiatives through Education Trusts and new resources in the field of autism. | ASC training strategy sub group – multi agency representation chaired by Learning and Development manager aim to establish a framework for Autism training and promote quality training in the field of Autism | April 2013 | Brian Hilton |
| 4.4 | To ensure autism training by specialist providers other than education to other agencies | See 4.1 | | |
| 4.5 | To promote basic awareness training about ASC for customer facing staff in | See 4.1 | | |

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| | commercial sector organisations. | | | |
| 4.6 | To ensure that GPs, social workers and mental health nurses have received sufficient recent training for their role | See No 1 in addition Chris Bean (NHS Commissioner) is to create a task and finish group - training for NHS Merseyside footprint, ideally with first meetings in June including all stakeholder involvement; | April 2013 | Chris Bean NHS Merseyside |
| 4.8 | To ensure that there is refresher training and details kept on a database | See 4.1 | | |
| 4.9 | Implement the December 2011 ASC Training Strategy, with clear timelines and identified lead personnel for each objective | This action plan is progressing as part of the sub group action plan. | April 2012 | Brian Hilton HBC |

Area

Consider the appointment of a Family Support Worker / ASD Information officer to help parents to navigate the system within Halton. This service could be commissioned from a third party to ensure objectivity

| Recommendation | | Action | Due date | Lead Officer / Agency |
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| Family Support | | | | |
| 5.1 | To consider the use of more family support workers to link into families that are experiencing issues and challenges with pupils before being on the pathway. | To consider this as part of the role of lead professional | April 2012 | Principal Education Welfare Officer/Sue Graham |
| 5.2 | To link family support workers into education multi-agency meetings at schools | To appoint a lead person within the Service | Sept 2012 | As above |
| 5.3 | Family support workers or other name can remove barriers to learning enabling families and pupils to access the services and supports that they need. Some of the issues faced could be bullying, family issues or challenging behaviour so work undertaken at school is continued at home | To appoint a lead person within the Service | Sept 2012 | As above |
| 5.4 | To work closely with the Education Welfare | Increase awareness through the Early help | April 2012 | Principal |

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| | Service and other services | Strategy | | Education Welfare Officer/Sue Graham |
| 5.5 | To facilitate communication links between education, health, social workers, police | Review the delivery of the Service to Halton parents | On-going | |
| | Adult Services | | | |
| 5.6 | Adult services become more closely aligned with children's services in the provision of Family Support and Information Officer who would link with that in children's services and provide a seamless service for families in Halton | Practice Manager, Autism has lead for Autism, Transition and LD Commissioning this will provide a seam interface between adults and children's services, the Positive Behaviour Service also work across children's and adults services minimising impact of disparity across services. | On-going | John Williams HBC |

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| Widen the menu of provision for children with autism within Halton schools. For example, consider Resource Provision attached to dedicated staff can support the pupils and influence the whole school. | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| Resource Bases | | | | |
| 6.1 | Continue to develop the provision in resource bases and to use the resource base as a hub of expertise, both within the mainstream school in which it sits, as well as to other mainstream schools through outreach. | Continue to implement through Enhanced Provision Process | On-going | Gill Bennett/Jennifer John |
| 6.2 | Further embed processes for outcomes measurement so that small steps of progress within school, as well as that reported by home, are recorded. | Develop the reporting link through SIMS process | Sept 2012 | As above |

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| 6.3 | Consider the siting of a multi-agency team at the Grange School, both to service the needs of children within the school, as well as the community. | Investigate as part of the Early Help Strategy And Autism Pathway | April 2013 | Children and Families Emma Taylor/ Jennifer John |
| 6.4 | Develop the links with PBSS including the use of behavioural management and modification approaches so that there is consistency of approach. | <p>C and E have requested a new post from PBSS – assistant behaviour analyst (care manager) Education specific- work in schools - PBSS to sit on any planning group for any re-designation of Ashley School.</p> <p>Continue to develop joint working between Educational Child Psychology and the Specialist Teaching Teams.</p> <p>Adopt ABLLS as method of assessment and intervention and promote through resources bases and Special Schools</p> | | Principal Educational Psychologist/Val Staddart-Cross |
| | Special Schools as Part of the Continuum of Provision in Halton | | | |
| 6.5 | Consider re-designating Ashley School as an ASD specific 11-19 special school. In this way, Halton Borough Council will be able to meet the continuum of needs locally of all pupils with Social Communication and Autism in Halton, except for those with autism and the most complex needs. | Consult with School and formally request agreement of the Executive Board of the Council to proceed to public consultation through the appropriate Statutory process | | Steve Nyakatawa/ AnnMcIntyre |
| 6.7 | Consider providing an enhanced provision within Ashley School which will be for a maximum of three pupils per annum for those pupils with autism who are in crisis, and who need additional intensive support, including using PBSS approaches. Entry | Define entry and exit criteria with the agreement of schools and PBSS | | Inclusion and Education/Jennifer John |

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| | and exit criteria would be clear, and schools could only access this through a SLA. The referring school would also need to own the child, and maintain links with the child in this duration so that approaches could be implemented consistently on the child's return. This will meet the needs of the pupils with the social and academic curriculum linking in with short breaks and other extracurricular leisure/sport activities. | | | |
| 6.8 | Improve the marketing of all special schools in Halton so that their information includes pupil achievement, including benchmarked against national data for similar cohorts. | Ask for Communications and Marketing to provide advice on use of the media to market special schools. Develop and secure presence on the intranet and on the Council's website | April 2013 | Steve Nyakatawa |
| 6.9 | Develop the links with PBSS including the use of behavioural management and modification approaches so that there is consistency of approach. | C and E have requested a new post from PBSS – assistant behaviour analyst (care manager) Education specific- work in schools - PBSS to sit on any planning group for any re-designation of Ashley School. | September 2013 | PBSS Steering Group/Paul McWade |
| | Autism Accreditation | | | |
| 6.10 | Ensure that Cavendish School attains its Autism Accreditation during 2012 | Action in place and on going | Sept 2013 | Jennifer John |
| 6.11 | Support Ashley School to achieve the Autism Accreditation programme. | Action in place and on going | Sept 2013 | As above |
| 6.12 | Investigate whether the resource bases are eligible to gain Autism Accreditation in order to reflect their good practice for children and young people with ASC. | Action in place and on going | Sept 2013 | As above |
| | FE and Independent Living As Part of the Continuum of Provision for Young People with ASD in Halton Borough Council | | | |
| 6.13 | Improve the transition of young people with | To consider model | | |

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| | ASC to college so that they are able to make appropriate choices, and have appropriate support in college. (Model to be discussed with HBC) | | | |
| 6.14 | Ensure the progress of young people in college is tracked and supported by an appropriate individual (eg a Transitions support worker from within the special schools/outreach worker from the resource base etc.) | Action in place and on going | On going | |
| 6.15 | Extend the opportunities for independent living and functional living skills at the bungalow at Cavendish School, and similarly at Ashley School, once re-designated as an ASD specific school. | To continue with existing programme offered through the school and consult with stakeholders around further developments, - PBSS to sit on any planning group for any re-designation of Ashley School. | September 2013 | Inclusion/SEN Jennifer John |
| 6.16 | Increase the employment opportunities for young people with ASC through Project Search or Prospects for example, or other employment opportunities where coaching supports the young person to learn the job, and be supported to be successful within it. | Halton Day service are exploring the potential to offer services based on employment models for 16 years +, The service is to be developed in partnership with C&YP Directorate incorporating a SEN component thereby broadening the service to cover the fragile transition period. Halton Day Service, Bren Project and Practice Manager, Autism exploring job coaching pilot. Training in Systematic instruction (TSI) model currently being piloted in day services. Halton Speak Out are commissioned to provide Jigsaw to job project. | April 2013 | Wesley Rouke |
| 6.17 | Ensure there is consistent communication between the young person with autism, college and home using set pro-forma. | Work with Riverside College to achieve – Practice Manager, Autism as Autism and Transition Lead linking to commissioning to take forward. | November 2012 | Transition Lead/ Pam Beaumont Practice Manager John Williams |

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| Ensure that transition planning for all on the autism spectrum is timely and well monitored at every stage from early years to adult | | | | |
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| Recommendation | | Action | Due date | Lead Officer / Agency |
| Transition | | | | |
| 7.1 | Transition Planning | Transition protocol is currently being redrafted, Adult Social Care will begin to work with the young person at 14 years during reviews, and then care managers starting the assessment process at 16 years to ensure a seamless transition into adult hood, this is underpinned by the work of PBSS team working across children's and adult services. | August 2012 | Nigel Moorhouse HBC John Williams HBC |
| 7.2 | Continue using person centred planning with transition team for children, young people and adults | PCP and reviews are completed from 14 years + and will continue to be facilitated by the LA during the transition from children's to adults services. | On going | Transition Lead/Pam Beaumont |
| 7.3 | Include Health agencies to become a part of the process where necessary | Pending NHS cluster reconfiguration. | | Tbc |
| 7.4 | Ensuring the use of connexions personal advisors to support young people with ASD from severe complex autism to HFA. To access work experience programme and other links such as Prospects. | Connexions remain involved in the planning with young people and identifying options post school, Connexions staff are part of the tracking panel each term. | Each school term | Vicki Banks Connexions |
| 7.5 | <ul style="list-style-type: none"> • To consider the NDTi 'Preparing for Adulthood programme' and follow guidelines from the DfE to: <ul style="list-style-type: none"> a) Build on the learning from past initiatives in preparing for adulthood b) Support peer to peer learning at a local level to improve life outcomes c) Share knowledge of what works, the challenges and the solutions, with Government, local agencies, families and young people. | Review proposal through the Transition sub Group and monitor. | Quarterly | Paul Edwards HBC |
| Adult Services | | | | |

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| 7.6 | Continue to identify the numbers coming through at high functioning autism levels(e.g. from Connexions and through Transition) and therefore classified as vulnerable adults, even though requiring no social care needs; use this information to plan future services, including social and leisure activities, or befriending services, in the future | Transition tracking this continues to track all young people 14 yrs to 25 yrs with additional needs or disabilities. Practice Manager, Autism (Autism and Transition Lead) is also working with Children's services to identify individuals as they are diagnosed with Autism. | On going | John Williams HBC |
| 7.7 | The Local Authority compare its responses with those of the North West for the Transition Support programme Year 3, and develop an action plan to address any areas for developing transition further. | This work will be completed as part of the Transition Strategy sub group. | Quarterly | Paula Edwards |
| 7.8 | The provision of autism specific support is not included in the Transitions Guide for parents and young people with autism. This might be an area the local authority might consider including in future editions. | Specialist Teacher for Transition and Autism and Transition Lead are redrafting the Transition Guide. | Aug 2012 | Pam Beaumont HBC John Williams HBC |
| 7.9 | With the increasing identification of young people and adults with autism, the role of transitions in adulthood will become increasingly important. Therefore it seems important to have a Transitions Officer for adult services as well as in children's services | Practice Manager, Autism lead officer for Transition in social care | On going | John Williams HBC |
| 7.10 | Monitor the implementation of PCPs to ensure there are services and funds to provide the young person's wishes, and use trends from data analysis to commission services and provision as necessary | Practice Manager, Autism to monitor as part of Transition and commissioning role working with partner agencies and other LA and Health Commissioners, Transition Sub Group will discuss trends and ensure action planning or tasks and finish groups to identify trends and respond appropriately. | Each School term | Practice Manager/ John Williams |

Area

Assess the capacity of in borough residential services to support people with an ASD. Consider local re-provision for out of borough placements

| Recommendation | | Action | Due date | Lead Officer / Agency |
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| Local re-provision for out of borough placements | | | | |
| 8.1 | The LA to prepare for the higher numbers emerging from primary to secondary education, both within resource base provision, and within the special school places planning | Review Provision Annually | Sept 2012 onwards | Ann McIntyre |
| 8.2 | The LA to consider extending the age range of provision within special schools to 19, with appropriate curricula and post 16 options. This would then match that provision currently used for some pupils in out of borough placements. | Recommend within the proposals for the re-designation of Ashley School | Sept 2013 | Steve Nyakatawa |
| 8.3 | Mirror family support worker in adult services to match that in children's services | To be reviewed once Adult Social Care have reconfigured and Autism Champions are embedded the Champion role will achieve the recommendation | Aug 2012 | Marie Lynch HBC John Williams HBC |
| 8.4 | Use the data generated as PBSS to show the impact of interventions (see above) and use this as a baseline against which external placements Out Of Borough might be measured; and the amounts being spent on out of borough placements. | PBSS develop an assessment tool to capture this information to collate information on out of borough placements being used linking ABLLS-R assessments in to transition process with the PBSS Team leading | Sept 2013 | Maria Saville HBC Marie Lynch HBC Angela McNamara HBC |
| 8.5 | Suggest this is extended as an opportunity for the LA to establish where the in borough expertise is now higher because of PBSS that there needs to be research on the adequacy of the OOB places | See 8.4 | | |
| 8.6 | Look at the incidence and identification of those with high level and complex needs as a precursor to requiring significant support later. | Identify children at young age who are likely to have the most significant needs early intervention from PBSS team working with other key stakeholders. | Sept 2013 | Maria Saville |
| 8.7 | <ul style="list-style-type: none"> JWs role on children's ASD transition panel and complex needs panel to continue as part of extending seamless links between children's and | Practice Manager, Autism continues with his role on the tracking panel and is lead officer for transition. PBSS team attend the tracking panel and complex needs panel to offer | On-going | John Williams - HBC |

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| | adult services | advice. Adult social care is represented on both the tracking panel and complex needs panel | | |
| 8.8 | The LA analyses all those with an ASD to establish the prevalence of their needs across different forms of residential accommodation, and invests in support for those environments to be made autism specific, including in shared living arrangements | Practice Manager, Autism (Autism Lead) collects data relating to individuals with Autism. | Quarterly | John Williams - HBC |
| 8.9 | The LA work closely with Parent Partnership Services to continue with current practice to offer mediation for parents considering applying for a school place out of borough via Tribunal. | To continue with current practice. | | Jennifer John |

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| The Authorities should ensure that the Social & Communication Disorder Pathway continues to dovetail with the Halton Pathway for School-Aged Children with ASD so that parents do not experience a differential approach at later stage diagnosis. | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| Diagnostic Pathways | | | | |
| 9.1 | Publish the current Diagnostic Pathways information so that all stakeholders, including parents understand what the relaunch of the Pathways entails. | Chris Bean to create a task and finish group - for diagnostic pathway for NHS Merseyside footprint, ideally with first meetings in June. With representatives from stakeholder involvement. The outputs of the group will be a diagnostic pathway in place, as per NICE guide, for April 2013; and training delivered and as part of programme for NHS Trusts across the patch. | April 2013 | Chris Bean NHS Merseyside |
| 9.2 | Develop the practice of a key contact for each family when a child is placed on the Pathway. | To develop as part of the reviewed parent partnership service. | April 2013 | Jennifer John |

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| Halton BC consider identifying a senior manager in the adult social care team to undertake a lead ASD role in relation to adults with ASD. | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| Diagnostic Pathways | | | | |
| 10.1 | HBC support this key role by ensuring that the vacancy for Transition support from adult services is filled. | Operational Director (Commissioning & Complex Care) has strategic lead for Autism. Practice Manager, Autism –has operational lead on Autism and Transition | On going | Paul McWade John Williams |

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| Invest time and effort in trying to establish a more harmonious relationship with HAFS. | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| 11.1 | HAFS engage in a mediation opportunity with the LA to address central points of difference. | This will need agreement from HAFS Chair and Development Manager; an independent mediator will need to be commissioned and funded. Cost is unknown at present. | As required | Steve Nyakatawa/John McWade |
| 11.2 | The LA to invite representatives from all parent groups to see the ASD specific provision in the enhanced resource bases and the special schools so that they can see first-hand that the LA is investing heavily in ensuring there is a continuum of provision within Halton to meet the needs of those children and young people with ASD without recourse to out of borough placements. | To be considered. | | |

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| Classify all adults on the autism spectrum as potentially vulnerable adults so that they do not fall between Learning Disability and Mental Health Services. | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| 12.1 | The Local Authority develop a strand of the Initial Assessment team which will have a specific expertise and responsibility for adults with ASC, so that their needs are met appropriately from the point of initial contact. | Adult Social Care to be reconfigured by September 2012 – All adults with Autism will access services via Integrated Assessment Team (IAT) and area based teams with the exception of those with a mental health diagnosis or subject to formal section under the remit of the mental health act 1983. The social care teams will access appropriate Autism training to their role. Each team will have Autism Champions who will specialise in Autism receiving additional training and support. | September 2012 | Marie Lynch HBC Sue Rothwell HBC John Williams HBC |

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| 12.2 | Those relevant teams which will be referral points for adults with ASD, for example independent living services, also have training in autism awareness so that this understanding transfers into practice for adults with ASC | See 4.1 & 12.1 | | |
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| The Adult Social Care teams work with the 5 Boroughs Mental Health Trust to develop supported discharge plans for people leaving the services who may have specific ASD needs | | | | |
| Recommendation | Action | Due date | Lead Officer / Agency | |
| 13.1 | The Practice Manager for autism looks specifically at the tailoring of support services post discharge from in-patient mental health care for those with autism, with a view to ensuring these patients' specific needs during transition to improved mental health are supported. | The CMHT work with any individual who is sectioned under the remit of the mental health act, planning for discharge begins at the point of admission; the care manger will use the Care Programme Approach and work with colleagues and the individual to facilitate a successful discharge reducing the risk of readmission. Services will need to be developed to meet the needs of the Autistic population who are subject to sectioning this should be in partnership with health agencies and other local authorities that border Halton this will reduce the need to spot purchase services. | April 2012 | Sue Rothwell HBC John Williams HBC |

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| Develop a diagnostic pathway for adults which could be developed in partnership with neighbouring Local Authorities and PCTs. | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| 14.1 | <p>To ensure older carers not on the LA radar and not able to care for their child any longer are fully informed of the pathway</p> <p>Carers Support Group and frontline social care staff are informed about and able to support this process as part of a consistent post diagnosis support for adults.</p> <ul style="list-style-type: none"> To appoint a lead professional | Chris Bean to create a task and finish group - for diagnostic pathway for NHS Merseyside footprint, ideally with first meetings in June. With representatives from stakeholder involvement. The outputs of the group will be a diagnostic pathway in place, as per NICE guide, for April 2013; and training delivered and as part of programme for NHS Trusts across the patch | April 2013 | Chris Bean NHS Merseyside |

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| | <ul style="list-style-type: none"> • Clarify the pathway process by 2013, as recommended in the draft NICE guidelines • This should be managed by the Autism Strategy Group • Use the points for consideration of Lorna Wing and Judith Gould (NAS) when developing an adult diagnostic service (See Appendix 2) • A diagnosis of autism will trigger an assessment for the individual and that for the carer. | | | |
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| <p>Area</p> <p>Consider investment in lower level support such as befriending or social groups for young people and adults with Asperger Syndrome as a preventative measure.</p> | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| 15.1 | The LA consider that approach used by Nottingham's Asperger Support Team | Practice Manager, Autism to review and compare against Nottingham's Asperger Support Team to determine if the model can be utilised within Halton or adapted to meet local provision and needs. | September 2012 | John Williams HBC |

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| 15.2 | The LA develops further outreach support to those with Asperger's Syndrome to prevent isolation and accompanying difficulties. | Community Bridge Building Team offer low level support to individuals with Autism and Asperger's. Mental Health Outreach service is currently under review – this service has provided low level support for individuals with Autism and or Asperger's. ChAPS are currently providing Social group once a week in a local pub for Adults with Asperger's and Autism and their carers this is funded for 12 months by the carers grant (LA) | April 2012 – March 2013 | Shelagh Thornhill HBC John Williams HBC |
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| The authority should undertake an exercise to look at the profiles of young people who are likely to come through transition in the next 5 –10 years, and, using person centred planning approaches, try to plan for what type of adult provision will be needed for those people with autism and complex needs. Dialogue then needs to take place with prospective provider organizations to look at whether it is worth commissioning services within Halton. This could either be done individually as a borough or through a consortium with neighbouring boroughs. | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| 16.1 | The provision of autism specific support is not included in the transitions Guide for parents and young people with autism. This might be an area the local authority might consider including in future editions | Include within the guidance and publish The transition guide for young people is currently under redevelopment, it is planned to consider a DVD for the young person and a booklet for the parents to ensure all relevant information is captured as part of the Transition Strategy - sub group. | Sept 2012 | Pam Beaumont HBC John Williams HBC |

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| The referral pathway into Community Bridge Builders needs to be clarified and made transparent to all who use it. Access to ASD specialist advice should be developed within the Community Bridge Builders service. | | | | |
| Recommendation | | Action | Due date | Lead Officer / Agency |
| Community Bridge Builders | | | | |

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| 17.1 | Increase spending and resource to CBBT to meet demand. | To review the CBBT to ensure they can meet the increase in demand as services identify individuals with Autism and low level support is required taking into account the councils budget review. | March 2012 | Paul McWade HBC John Williams HBC |
| 17.2 | Collect data on the support given to those with ASD/Asperger Syndrome so that the full impact of the team for those with this need can be evaluated and expanded. | See 17.1 above | Quarterly | Sheila Thornhill HBC John Williams HBC |
| 17.3 | The LA invests further support workers in CBBT to include specialist ASD team members who could develop a befriending and support service which is Asperger and autism specific. This could dovetail with support in the Carers Centre. | A clear action plan for the CBBT worker to develop links and low level support groups, linking into the voluntary sector, taking into account the councils budget review if increased resources are required. | March 2012 | Sheila Thornhill HBC John Williams HBC |
| | Learning Opportunities | | | |
| 17.4 | Consider the development of provision at Cavendish School to offer respite and residential living experiences for pupils with autism. | To consider but would require statutory consultation | | |
| 17.5 | Consider in the re-designation of Ashley School to be autism specific, also extending the age range to 19. | To consider but would require statutory consultation | | |
| 17.6 | Consider using in-borough training expertise to develop the skills, knowledge and understanding of | Practice Manager and Training and Development Manager lead to take forward with Riverside College. | April 2013 | Brian Hilton HBC John Williams HBC |

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| | autism in college staff | | | |
| 17.7 | Consider liaising with the colleges locally to discuss implementing a provision similar to that at The Rug room, City College, Norwich | To consider this within the working group. | November 2012 | Pam Beaumont HBC |
| | Improved Employment Opportunities | | | |
| 17.8 | Expand the social enterprise model. | To be considered. | March 2013 | |
| 17.9 | Include opportunities for adults with higher functioning autism | This area will require further exploration to include employment agencies and day service. | December 2012 | |
| 17.10 | Look to exploit the planned opportunities for increased budgets for disabled people, and to offer further employment to those with autism, as a result of the cessation of the Remploy contract. Proposed 2013) | Pilot with Halton Day Service to explore day service officers leading on Job Coaching, to link into local business and throughput from Day Service venues. – any increase in resource to be considered as part of the councils budget review. | January 2013 | Stiofan O'Suilibhan HBC John Williams HBC |
| 17.11 | Develop leisure and recreation activities for those with autism as an adjunct to meaningful employment opportunities. | Currently on offer with Halton Day services | On-going | Stiofan O'Suilibhan HBC |
| 17.12 | The LA appoints an employment champion to link with available employers, voluntary organisations | To be explored as part of the Employment partnership board. | December 2012 | Wes Rourke HBC |

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| | and existing programmes so that each young person leaving college has a clear post-college route, and this is monitored, and supported as necessary to ensure success. | | | |
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