

Moray Autism Strategy 2014-24: Action Plan

V1, May 2015

'It is our vision that all people with autism are accepted for who they are and valued for what they contribute to the world.'

The Moray Autism Strategy was given its final approval by the Community Planning Board in January 2014. The following Action Plan provides details of how the strategy will be implemented in Moray. The information was gathered through consultation exercises for the development of the strategy and the national autism mapping exercise, commissioned by the Scottish Government in 2013.

The intention of this document is that it is to be used as an evaluative framework against which the progress of the strategy can be measured to ensure that the outcomes of both the local and national strategies are being met. The plan will be monitored by the Autism Board, with an annual report being presented to them and the Children and Young People's Committee in January of every year beginning January 2015 until January 2024.

Timescales

The timescales chosen for the action plan reflect the timescales of the Scottish Government's 'Scottish Strategy for Autism' (2011)

Foundations = Up to 2 years of the strategy

Whole Life Journey = Up to 5 years of the strategy

Holistic, Personalised Approaches = Up to 10 years of the strategy

Progress Key: Green – Completed

Amber- In progress

Red- Not yet addressed

Foundations (0-2 Years)

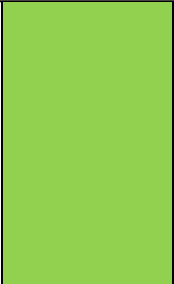
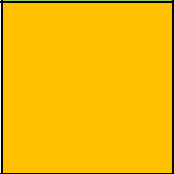
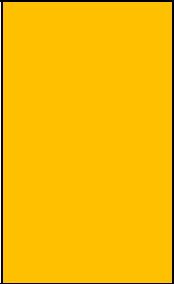
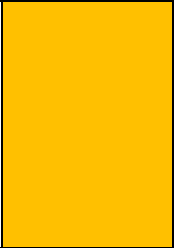
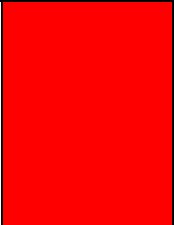



Strategy Aim	Main Tasks	Responsible Person	Progress	Update
<p>Working in Partnership: Lead officers for autism will be identified by the Local Authority and the National Health Service in Moray to provide strategic leadership to all autism services and developments in Moray.</p>	Identify lead officers within the Health and Social Care Partnership and Children and Young Persons Partnership.	Strategy Development Officer		Completed (2014)
	Draw up a partnership agreement between the Moray Council and the NHS.	Autism Lead Officers		Completed (2014)
	Hold lead officers accountable for any absences at Partnership meetings.	Head of Community Care		Completed (2015). It has been agreed that leads will identify a representative in their absence whenever possible.
	Hold the strategy's development to account through the Integrated Joint Board.	Chief Officer Health and Social Care		Completed (2015). This will be ongoing throughout the strategy and progress will be reported to the Integrated Joint Board.
<p>Working in Partnership: The existing Moray Autism Partnership Board will make sure that people with autism and their families are part of the decision making process.</p>	Promote the Partnership Board.	Public Involvement Officer		This will be ongoing. Press releases go out regularly and information has been put on the MorInfo site and the Facebook page regularly.
	Report details of the Partnership Board to other agencies.	Public Involvement Officer		This will be ongoing for the duration of the strategy.
<p>Diagnosis: People will know who to talk to if they are concerned that they, or someone they care for, may have autism.</p>	Provide training for professionals identified as 'Named Person'.	GIRFEC partnership officer		Completed (2014)

<p>Diagnosis: People will know who to talk to if they are concerned that they, or someone they care for, may have autism.</p>	<p>Raise awareness of the 'Named Person's' role in the general public.</p>	<p>GIRFEC partnership officer</p>		<p>Links to GIRFEC website have been added to Moray Council and NHS webpages. A presentation has been given to the Autism Partnership.</p>
<p>Diagnosis: The 'Named Person', the family doctor and other key professionals will be aware of the signs of autism to know if a referral for diagnosis may be helpful, if agreed with the person and/or their family.</p>	<p>Identify a screening tool for children through the Children's Diagnostic Pathway Group.</p>	<p>Autism Lead Officer for Health</p>		<p>Completed (2014).</p>
<p>Diagnosis: The 'Named Person' will know who to contact for diagnosis. The diagnosis given will be confidential and the process will be co-ordinated.</p>	<p>Create and launch a revised children's pathway for diagnosis.</p>	<p>Autism Lead Officer for Health</p>		<p>The ADAPT pathway is in draft format and has is being piloted. Plans to be launched in 2015.</p>
	<p>Discuss the creation of an adult pathway.</p>	<p>Autism Lead Officers for Health and Adult Services; Chief Officer Health and Social Care</p>		<p>This is due to take place in 2015.</p>
<p>Diagnosis: If the person with autism, or their families in the case of children, does not want to be diagnosed, they will be offered support to meet their assessed needs.</p>	<p>Review the contracts of all external service providers to ensure people are not excluded due to lack of diagnosis.</p>	<p>Senior Commissioning Officer</p>		<p>Completed (2014).</p>
<p>Diagnosis: The person with autism will be able to trust professionals to do their job.</p>	<p>Include autism training as part of the CPD for all health professionals.</p>	<p>Autism Lead Officer for Health</p>		<p>Completed (2014). This will be the responsibility of individual staff to attend the training.</p>

<p>Diagnosis: The person with autism will be able to trust professionals to do their job.</p>	Carry out an evaluation of satisfaction with stakeholders annually with the Autism Development Team.	Autism Development Team (Education)		This will take place annually for the duration of the strategy. The last evaluation was September 2014.
	Create various levels of autism training for frontline staff depending of their need.	Autism Training Facilitator		Completed (2015).
	Celebrate and share positive and good practice in autism.	All staff working with individuals with autism		This will be ongoing and highlighted through the Autism Partnership.
<p>Knowledge and Support: Information about autism will be available to anyone who wants to find out about the condition.</p>	Employ an Autism Development Coordinator.	Autism Lead Officer for Adult Services		Completed (2014)
	Research and create a One Stop Shop service in Moray.	Autism Development Coordinator		Completed (2014)
	Launch One Stop Shop drop-in sessions for anyone to access information and signposting to other services.	Autism Development Coordinator		Completed (2014)
	Create an autism Facebook page and update regularly with local and national information.	Autism Development Coordinator		Completed (2014)
	Create a basic autism leaflet for distribution to the general public.	Autism Development Coordinator; Autism Training Facilitator		This will be created in 2015.

<p>Knowledge and Support: Counselling and training will be available for people with autism and their families which helps them understand what autism is and what it means to them.</p>	Develop a coordinated programme of support with LA and NHS training teams and autism providers.	Autism Training Facilitator		Completed (2014)
	Provide autism awareness training for anyone who wants to attend.	Autism Training Facilitator		Completed (2014)
	Provide peer support groups through the Moray One Stop Shop.	Autism Development Coordinator		Completed (2014)
	Encourage children with autism to be a part of the social use of language programme (SULP) in schools.	Autism Development Team (Education)		Materials are being reviewed so that autism appropriate materials can be used in future programmes.
<p>Knowledge and Support: Independent advocacy and training in self-advocacy and citizen leadership will be available to people with autism recognising that people who do not have autism can find it difficult to understand the needs of those who do.</p>	Discuss options for services with Advocacy North East and Children First.	Autism Lead Officer for Adult Services		The discussion has taken place with Advocacy North East. The discussion with Children First will take place in 2015.
	Provide citizen leadership training for more people with autism.	Autism Training Facilitator		Completed (2014) Further training is available as and when required.
<p>Knowledge and Support: People with autism and their families will be able to link together, either in person, or by e-mail or telephone, to support each other and make friends if they wish.</p>	Develop a website and online forum for families and individuals to be able to link together.	Autism Development Coordinator		The website is currently under development with plans of being launched in Summer 2015.
	Support the set up and maintenance of parent-led support groups across Moray.	Autism Development Coordinator; Autism Development Team (Education)		Completed (2015)

<p>Knowledge and Support: Social groups and activities for people with autism will exist for those who wish to attend.</p>	Consult the existing Autism Partnership regarding social groups and activities.	Chair of the Autism Partnership		Completed (2014)
	Create a monthly programme of events which will include social activities with the Moray One Stop Shop.	Autism Development Coordinator		Completed (2015)
	Promote youth organisations and services which offer activities out with school.	Autism Development Coordinator; Autism Development Team (Education)		Completed (2015)
<p>Community Understanding and Support: The Moray Community will know and understand about autism through regular planned autism awareness events.</p>	Identify officer/s responsible for organising Autism Awareness events.	Autism Lead for Adult Services		Completed (2015)
	Plan quarterly autism awareness events to take place in the community in a variety of locations across Moray.	Autism Awareness Officers		This will be ongoing. Currently there has been one event using the NHS mobile information bus to raise awareness. The second will be a conference to celebrate autism in June 2015.
<p>Community Understanding and Support: All services provided or funded by the Local Authority and National Health Services in Moray are 'Autism Aware'.</p>	Ensure all policies and procedures are Equality Impact Assessed.	Equality Team		Completed (2014)
	Review recruitment policy within the Local Authority and NHS to support people with 'hidden disabilities' to gain employment.	Autism Lead Officer for Adult Services (Moray Council); Recruitment Team (NHS)		To be looked at in 2015 within the Local Authority. Within the NHS there is the option to declare disabilities at interview and all new staff have occupational health screenings.

<p>Community Understanding and Support: Local businesses and organisations are enabled to support those with autism through the 'Friendly Access' campaign.</p>	<p>Support the launch of the National Campaign.</p>	<p>Autism Lead Officers</p>		<p>Completed (2014)</p>
<p>Community Understanding and Support: Training is available to all organisations and community groups enabling them to support those with autism who use their services.</p>	<p>Offer specific training to service providers who work continuously with people with autism.</p>	<p>Autism Training Facilitator</p>		<p>This will be ongoing for the duration of the strategy.</p>
	<p>Deliver autism awareness training to schools, nurseries and health visitors to assist with early detection.</p>	<p>Autism Training Facilitator</p>		<p>This will be ongoing. Currently three sessions have been delivered to schools and two to health visitors.</p>
<p>Community Understanding and Support: People with autism are supported in the right way if they are in contact with the police, the courts or prison.</p>	<p>Monitor and provide recruitment, training and support to ensure continued availability of Appropriate Adults.</p>	<p>Training Facilitator</p>		<p>This will be ongoing. Currently there are 28 appropriate adults on the rota.</p>
	<p>Issue an annual statement to all officers, to remind them of the issues for people with autism and the use of appropriate adults.</p>	<p>TBC</p>		<p>TBC</p>
	<p>Research methods of working with offenders who have autism.</p>	<p>TBC</p>		<p>TBC</p>
	<p>Provide applications for autism alert cards through the Moray One Stop Shop.</p>	<p>Autism Development Coordinator.</p>		<p>Completed (2014)</p>
				

<p>Opportunities and Services: There is agreement as to what is meant by the Education Inclusion Policy which is understood by all those working in accessing the education system, giving all schools an ethos acceptance, working in partnership with parents and pupils.</p>	<p>Provide training and support for teachers, if needed, through the Autism Development Team.</p>	<p>Autism Development Team (Education)</p>		<p>This will be ongoing for the duration of the strategy. Visual support training, autism awareness and bespoke training is available at request.</p>
	<p>Introduce visual timetables to all primary schools to develop a coordinated approach.</p>	<p>Autism Development Team (Education)</p>		<p>14 schools have been given the resources and training.</p>
	<p>Revise the meeting following exclusions so that it includes what is required by everyone to enable the child to return to school.</p>	<p>Children's Wellbeing Manager</p>		<p>Completed (2014) An action plan for the child is created at the back to school meeting.</p>
	<p>Create a new template for Individual Education Plans (IEPs) so schools all follow a similar format.</p>	<p>Autism Development Team (Education)</p>		<p>Examples of good practice have been studied. A consultation group will be set up in 2015.</p>
<p>Opportunities and Services: There are coordinated autism support services for children and adults including a clear referral process.</p>	<p>Develop a coordinated children's autism service</p>	<p>Autism Development Team (Education)</p>		<p>Completed (2014)</p>
<p>Opportunities and Services: There is a clear 'staged' process within education through which children and young people with autism access the support they require. This includes support to access further and higher education.</p>	<p>Promote the use of the Additional Support Needs Manual and Autism Education Toolkit in schools.</p>	<p>Autism Development Team (Education)</p>		<p>Completed (2015)</p>
	<p>Liaise and facilitate support throughout all periods of transition for children and young people.</p>	<p>Autism Development Team (Education)</p>		<p>Completed (2014)</p>

<p>Opportunities and Services: There is a clear 'staged' process within education through which children and young people with autism access the support they require. This includes support to access further and higher education.</p>	<p>Provide advice about the education process through the autism education team.</p>	<p>Autism Development Team (Education)</p>		<p>A booklet about the service is available on the Moray Council website. Clarity regarding home support is now required.</p>
<p>Opportunities and Services: Reliable support services, which parents and people with autism can depend on, are available in Moray to enable people with autism to stay within Moray where ever possible. This will include educational support for children and residential, fostering, respite and other support services for both children and adults.</p>	<p>Assess children with autism as to whether they require transport to their school or any specialist bases or programmes they attend through education.</p>	<p>Education Support Officer (ASN)</p>		<p>Completed (2014)</p>
	<p>Provide signposting to relevant residential, respite an educational support services through the Moray One Stop Shop.</p>	<p>Autism Development Coordinator</p>		<p>Completed (2014)</p>
	<p>Establish long term contract with Speech and Language Therapy (SaLT) and Computer Assisted Learning Language (CALL) to provide alternative augmentative communication to ensure the stability of educational support.</p>	<p>Autism Lead Officer for Children's Services</p>		<p>Completed (2014)</p>
	<p>Deliver autism awareness training to all housing staff.</p>	<p>Autism Training Facilitator</p>		<p>To be delivered in 2015.</p>
	<p>Consider any amendments to the medical assessment procedures for housing allocation.</p>	<p>Housing Strategy Officer</p>		<p>Completed (2014)</p>

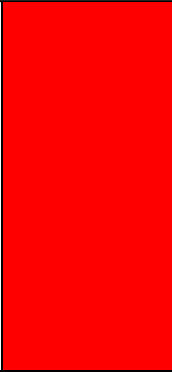
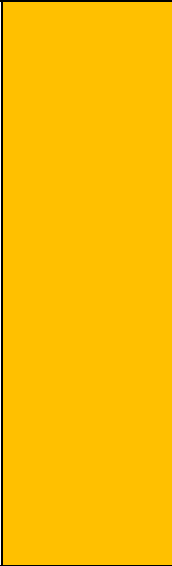

<p>Opportunities and Services: Reliable support services, which parents and people with autism can depend on, are available in Moray to enable people with autism to stay within Moray where ever possible. This will include educational support for children and residential, fostering, respite and other support services for both children and adults.</p>	<p>Develop an autism specific enhanced provision within Elgin Academy for those children with the most complex/severe needs who are at risk of going out of area (OOA).</p>	<p>Autism Lead Officer for Children's Services</p>		<p>Completed (2014)</p>
<p>Opportunities and Services: People with autism are able to have an amount of money agreed to meet their assessed needs in the way that they want. This is known as Self-Directed Support (SDS).</p>	<p>Ensure that people with autism are encouraged and supported to use SDS, if appropriate.</p>	<p>Service Manager Assessment and Care</p>		<p>Completed (2014)</p>
	<p>Monitor and address the specific needs and concerns of people with autism who use SDS.</p>	<p>Social Workers/ Community Care Officers</p>		<p>This will be ongoing for the duration of the strategy.</p>
	<p>Promote SDS.</p>	<p>Community Care Officers; Autism Development Coordinator</p>		<p>This will be ongoing. Currently the One Stop Shop provides information at drop-in sessions.</p>
	<p>Create a partnership with Tsi Moray to inform small businesses about opportunities to provide services for people with autism who use SDS.</p>	<p>Development Officer for Social and Micro-enterprises</p>		<p>Completed (2014)</p>
	<p>Establish a Moray Small Business Network to support people with autism who want to set up their own businesses.</p>	<p>Development Officer for Social and Micro-enterprises</p>		<p>Completed (2014)</p>

<p>Opportunities and Services: Technology will be available to help meet the needs of people with autism to enable them to be more independent while remaining safe e.g. fire and flood alarms, task organisers.</p>	<p>Provide information regarding telecare on the autism web page and Moray One Stop Shop.</p>	<p>Autism Development Coordinator</p>		<p>Completed (2014)</p>
	<p>Provide telecare and technology for short term loan to enable people with autism to see if it of use.</p>	<p>Tele-healthcare coordinator</p>		<p>Completed (2014)</p>
<p>Opportunities and Services: Support is available for people with autism to identify and develop their particular skills and therefore be able to contribute to their community through employment or voluntary work whenever possible.</p>	<p>Provide a specialist employment support service for people with autism.</p>	<p>Employment Development Manager</p>		<p>Completed (2014)</p>
	<p>Up skill the Employment Support Service staff to deliver core skills and the certificate for work readiness.</p>	<p>Employment Development Manager</p>		<p>Completed 2014. Members of the team have been given SVQ training to deliver qualifications. Further training is ongoing.</p>
	<p>Promote opportunities for individuals to develop life skills.</p>	<p>Autism Development Coordinator; Development Officer Social and Micro-Enterprises; Employment Development Worker</p>		<p>Providers of these opportunities need to be identified and then information made available through the One Stop Shop and Employment Support Service.</p>

Whole Life Journey (up to 5 years)

Strategy Aim	Main Tasks	Responsible Person	Progress	Update
Diagnosis: There is a clear process for people to find out if they have autism, if they want to.	Agree the role of the family doctor in adult diagnosis with the lead GP's in Moray	Autism Lead Officer for Health; Lead GP		There is currently disagreement in this area.
Diagnosis: The 'Named Person', the family doctor and other key professionals will be aware of the signs of autism to know if a referral for diagnosis may be helpful if agreed with the person and/or their family.	Identify a screening tool for adults through NHS Grampian.	Autism Lead Officer for Health		A discussion around the adult pathway needs to take place before this can happen.
Diagnosis: The 'Named Person' will know who to contact for diagnosis. The diagnosis given will be confidential and the process will be coordinated.	Regularly update the Autism Partnership regarding progress with the adult diagnostic pathway.	Autism Lead Officer for Health		Once the process is in place this will be able to happen.
Knowledge and Support: Independent advocacy and training in self-advocacy and citizen leadership will be available to people with autism recognising that people who do not have autism can find it difficult to understand the needs of those who do.	Provide self-advocacy training for people with autism.	Autism Lead Officer for Adult Services; Autism Development Coordinator		Options for self-advocacy services need to be researched as there is currently no independent provider in Moray.
Knowledge and Support: Social groups and activities for people with autism will exist for those who wish to attend.	Provide extra-curricular sport activities for children and young people with ASD.	Autism Development Team (Education)		This will be looked at in 2015 to include those up to the age of 24.

<p>Community Understanding and Support: People with autism are supported in the right way if they are in contact with the Police, the courts or prison.</p>	<p>Provide staff within the Police, Criminal Justice Team, Court Services and Appropriate Adults with autism awareness training.</p>	<p>Autism Training Facilitator</p>		<p>Training dates have been booked for all criminal justice services in 2015.</p>
<p>Community Understanding and Support: Statutory services will know how many people in their area have support needs associated with their autism in order to plan for future services and support.</p>	<p>Research the national statistics for autism and combine with numbers known to plan for future services.</p>	<p>Performance Officer</p>		<p>Publications are searched for the most up to date numbers however; autism isn't always recorded which could cause inaccuracies.</p>
<p>Opportunities and Services: There is an agreement as to what is meant by the Education Inclusion Policy which is understood by all those working in and accessing the education system, giving all schools an ethos of acceptance, working in partnership with parents and pupils.</p>	<p>Create an inclusion policy for integrated children's services.</p>	<p>Integrated Children's Services Strategy Manager</p>		<p>This is a long-term project currently at the very early stages of progression.</p>
	<p>Introduce visual timetables to all pre-school provisions to develop a coordinated approach.</p>	<p>Autism Development Team</p>		<p>This will be addressed when all primary schools are using the timetables.</p>
<p>Opportunities and Services: Reliable support services, which parents and people with autism can depend on, are available in Moray where ever possible. This will include educational support for children and residential, fostering, respite and other support services for both children and adults.</p>	<p>Discuss what is needed in terms of providing/commissioning services for both adults and children and how this might be met.</p>	<p>Autism Lead Officers for Children's and Adult's Services; Chief Officer Health and Social Care</p>		<p>This will be looked at following the locality research of the Integrated Joint Board.</p>
	<p>Develop an autism specific enhanced provision within Elgin Academy for those children with the most complex/severe needs who are at risk of going out of area (OOA).</p>	<p>Autism Lead Officer for Children's Services</p>		<p>Completed (2014)</p>

<p>Opportunities and Services: Reliable support services, which parents and people with autism can depend on, are available in Moray where ever possible. This will include educational support for children and residential, fostering, respite and other support services for both children and adults.</p>	<p>Consider the development of a Guide for Social Landlords: Housing and Autistic Spectrum Disorder.</p>	<p>Housing Strategy Officer</p>		<p>Currently not a priority for the housing strategy at present. This may have been too ambitious for the current plan.</p>
<p>Opportunities and Services: People with autism are able to have an amount of money agreed to meet their assessed needs in the way that they want. This is known as Self-Directed Support.</p>	<p>Provide more SDS training for professionals, including GP's.</p>	<p>Senior Carer's Strategy Officer</p>	<p>TBC</p>	<p>TBC</p>
<p>Opportunities and Services: Transitions, at all key stages, must be tailored to the individual, ideally through a Person Centred Approach using the Scottish Transition Forum guidelines, coordinated by an identified lead professional.</p>	<p>Agree on an integrated transitional document and procedure across the Local Authority and, in time, NHS for all children.</p>	<p>Principal Educational Psychologist</p>		<p>An updated version of the guidance is in draft form. The guidance will cover all additional support needs including autism. This will be managed through the transitions panel.</p>
				

Holistic, Personalised Approaches (up to 10 years)

Strategy Aim	Main Tasks	Responsible Person	Progress	Update
<p>Diagnosis: The 'Named Person' will know who to contact for diagnosis. The diagnosis given will be confidential and the process will be coordinated.</p>	Create an adult diagnostic pathway.	Autism Lead Officer for Health		Discussions regarding the adult pathway will begin in 2015.
<p>Diagnosis: If the person with possible autism, or their families in the case of children, does not want to be diagnosed. They will be offered support to meet their assessed needs.</p>	Ensure that GIRFEC is embedded in all work relating to children.	GIRFEC partnership officer		A GIRFEC training plan has been developed for work force development. Three operational groups will take forward the five aspects of the strategic plan for GIRFEC.
<p>Community Understanding and Support: The Moray Community will understand about autism through regular planned autism awareness events.</p>	Encourage schools to hold annual autism awareness events during term time.	Education Support Officer (ASN)		The idea of developing an 'embracing diversity' PowerPoint is being considered which all schools could deliver.
<p>Community Understanding and Support: All services provided or funded by the Local Authority and National Health Service in Moray are 'Autism Aware'.</p>	Develop and distribute guidance on policies and procedures within schools which include autism.	Education Support Officer (ASN)		Schools engaging in accreditation have autism strategies.

<p>Community Understanding and Support: Statutory services will know how many people live in their area who have support needs associated with their autism in order to plan for future services.</p>	<p>Create a shared record of people with autism known to statutory services which is updated on a biannual basis.</p>	<p>Autism Development Coordinator</p>		<p>Discussions with the autism leads need to take place to clarify where the information will be taken from and what information can be shared to allow for confidentiality.</p>
<p>Opportunities and Services: There is an agreement as to what is meant by the education inclusion policy which is understood by all those working in and accessing the education system, giving all schools an ethos of acceptance, working in partnership with parents and pupils.</p>	<p>Introduce visual timetables to all secondary schools to develop a coordinated approach.</p>	<p>Autism Development Team (Education)</p>		<p>This will be addressed once all primary school and pre-school settings are using the timetables.</p>
<p>Opportunities and Services: Reliable support services, which parents and people with autism can depend on, are available in Moray where ever possible. This will include educational support for children and residential, fostering, respite and other support services for both children and adults.</p>	<p>Work towards autism accreditation for the autism development team (education).</p>	<p>Education Support Officer (ASN) Autism Development Team (Education)</p>		<p>Hythehill Primary gained accreditation in 2013. Elgin Academy is working towards accreditation.</p>
<p>Opportunities and Services: Transitions, at all key stages, must be tailored to the individual, ideally through a Person Centred Approach using the Scottish Transitions Forum Guidelines, Coordinated by an identified lead professional.</p>	<p>Clarify the role of the lead professional/ main contact across children and adult services for those unlikely to be in work or training.</p>	<p>GIRFEC Partnership Officer</p>		<p>Eventually, GIRFEC operational group 1 will be responsible for clarify the named person responsible for those 16-18 years olds not in work or training but this is not a current priority.</p>