

DUNDEE CITY COUNCIL

REPORT TO: POLICY AND RESOURCES COMMITTEE – 18 MAY 2015

REPORT ON: AUTISM DEVELOPMENTS

REPORT BY: DIRECTOR OF SOCIAL WORK AND DIRECTOR OF EDUCATION

REPORT NO: 192-2015

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to inform the Policy and Resources Committee of the progress made working with people on the autistic spectrum and their carers since report number 477-2013 'National Learning Disability Strategy – the Keys to Life' was submitted.

2.0 RECOMMENDATIONS

It is recommended that the Policy and Resources Committee:

2.1 notes the progress made in developing supports for children and adults with autism and their carers,

2.2 remits the Director of Social Work and the Director of Education to present a joint Dundee Autism and Learning Disability Strategic and Commissioning Statement for consideration of relevant Committees in the near future.

3.0 FINANCIAL IMPLICATIONS

3.1 Dundee City Council received £331K from the Scottish Government's Autism Development Fund over a 3 year period to help fund some of the initiatives outlined in this report. Any broader financial implications arising from local developments in future years will be set out within the joint Dundee Autism and Learning Disability Strategic and Commissioning Statement and brought back to relevant Committees for consideration in the near future.

4.0 MAIN TEXT

4.1 Background

4.1.1 Report 477 - 2013 presented to the Social Work & Health Committee on 25th November 2013 (article II refers) described the local responses to the Scottish Government Autism Development Fund, which was introduced to support the national strategy. Dundee City Council Education Department received funding in partnership with Social Work, NHS Tayside, Dundee College, Parent to Parent, Enable and Barnardos. The funding aimed to achieve the following:

- to support people through the transition from child to adult services and in transition from secondary to post school life;
- to provide support to lead to employment opportunities;
- to provide appropriate training and education;
- to address the needs of all people with autism, and carers, through a local partnership approach;
- consultation to provide evidence on what is working for people with autism and their families;
- to develop a range of services in conjunction with the relevant local authorities and to build capacity of autism services and support;
- to increase Care Management support;
- to create specific recreation and leisure supports for people with autism.

4.2 National Strategy

4.2.1 The Scottish Strategy for Autism was first published by the Scottish Government in late 2011. The strategy set out a 'vision that individuals on the autism spectrum are respected, accepted and valued by their communities and have confidence in services to treat them fairly so that they are able to have meaningful and satisfying lives.'

4.2.2 The six values which underpin the strategy are: Dignity; Privacy; Choice; Safety; Realising Potential; and Equality and Diversity.

4.2.3 The expectation is that the strategy will:

- Influence the development of meaningful partnerships between central and local government and the voluntary/independent sector;
- lead to creative and collaborative use of service budgets to meet individual need;
- promote access to appropriate assessment of needs throughout life;
- enable access to consistent levels of appropriate health and social care supports across the lifespan, including into older age.

4.3 Local Action Plan

4.3.1 The Dundee City Autism Action Plan, (March 2014) was informed by consultation with people with autism and representatives from a wide range of agencies providing services to those living with autism, including NHS Tayside, Dundee City Council and the voluntary Sector.

4.3.2 The plan outlines a number of good practice indicators based on the Scottish Strategy for Autism and identifies the progress required in each area.

4.3.3 The plan is being used to monitor progress against the National Strategy and will be reflected within all future commissioning intentions.

4.3.4 Progress to date is noted within sections 4.4 to 4.8 of this report.

4.4 Strategy

4.4.1 It is recognised that people with autism and their families have been involved in setting local strategic direction for some years in Dundee. It is thought this engagement will be strengthened further by using a variety of methods of communication with people, particularly people who have autism but no learning disability, and their families/carers.

4.4.2 A number of developments have been successful in ensuring a national and local focus and priority is given to planning with and for people with autism and their families/carers. These include:

- a collaborative of national leads for autism has been established;
- a Menu of Interventions which outlines a range of potential supports for people with autism, following consultation with people themselves, is in place and a local event took place in October 2014 to agree local actions;
- Dundee City Council and its partners have been engaged in a range of involvement events nationally and locally in conjunction with Autism Network Scotland. The findings of these events have directly contributed to a joint Strategic and Commissioning statement which is in draft form and will be submitted to relevant Committees in the near future.

4.4.3 An area previously identified for further development was the strengthening of links between respective planning groups in the city. Some progress is being made to ensure that specific planning for people with autism complements processes such as community planning and covers all ages of the population. An example of this has been stronger linking between the Dundee multi agency Strategic Planning Groups for people with Autism

and for Children with Complex Needs. It is envisaged that further focus in this area will be crucial to developing greater access to universal supports as well as specialist resources for people for autism and their families/carers.

- 4.4.4 It should also be noted that the significant changes now underway in respect of health and social care integration mean that there will be a need for the Integration Joint Board to ensure that the Integration Strategic Plan takes full account of the priorities highlighted in the report. Relevant priorities will also require to be reflected in future Integrated Children's Services plans and Strategic Commissioning Intentions.

4.5 Workforce Development and Training

- 4.5.1 A framework for learning and workforce development is planned, taking into account the learning needs of a range of people who support children and adults with autism. An e-learning programme is being made available for all staff as part of this and is being developed with specialist Speech and Language input .
- 4.5.2 Accredited training has been attended by health professionals to improve their knowledge of sensory considerations required to support people with autism.
- 4.5.3 Allied Health Professionals, Community Learning Disability Nurses, Social Work professionals, families and carers have attended Knowledge Share events run by Scottish Autism. This has contributed to flexible approaches to enabling people to access mainstream health services such as acute care and out patient services.
- 4.5.4 A representative from the Education Department is currently participating in the accredited training provided by Scottish autism. In partnership with the University of Dundee, a Masters Level Inclusive Practice programme has been jointly designed and delivered with Education staff with a focus on Autism.
- 4.5.5 Kingspark School is accredited by the National Autistic Society and received its re-accreditation in April. The school met all of the standards and exceeded some of them. Promoted staff in the school contribute to staff development programmes for others in the city.
- 4.5.6 Plans are underway to develop an Autism Academy in partnership with Dundee and Angus College. A specific report outlining this exciting development will be submitted to relevant Committees in the near future.

4.6 Information Access and Signposting

- 4.6.1 The Dundee Virtual Network was recently launched on 2nd April 2015 in conjunction with Autism Network Scotland. This gives people in and around Dundee an exciting opportunity to share information, ideas and solutions online in relation to autism matters.
- 4.6.2 A number of Virtual Networks are being set up across Scotland and can be used by their members to link together via the site.
- 4.6.3 In response to the views of people with autism and their families/carers, a local autism network is being developed. This will be integral to improving communication with people generally and will help to ensure that the views of people with autism and their families are central to any proposals about future commissioning intentions.
- 4.6.4 It is envisaged that the improved links between planning processes specifically in place for people with autism, for children and for local communities, as described in section 4.4.3 of this report, will increase the availability of information and signposting opportunities. Local events in relation to the NHS Education for Scotland (NES) 'Right to Speak' programme have aimed to broaden community awareness of Augmentative and Alternative Communication formats, often used by people who have autism.

4.7 Consultation and Evaluation

- 4.7.1 A range of activity is in place in relation to the involvement of people with autism and their families/carers in service planning. The development of the Single Child's Plan and an outcome focussed assessment for adults is leading to people themselves directing more personalised supports.
- 4.7.2 Collective views of people continue to be gathered through planned events, both at local and national level. Themes that are arising include people feeling a need to have greater control of where they live, a need for improved access to universal services and less duplication in the need to share information with a range of professionals. All themes which arise through involvement processes are incorporated within local strategic considerations.
- 4.7.3 The views of people with autism and their families/carers will continue to be sought in a variety of ways. The benefits of a national focus on the needs of people with autism will continue to be used locally, for example in relations to data collation.
- 4.7.4 Specific engagement with people with autism who do not have a learning disability will be an area of particular focus in the future.

4.8 Care Pathways

- 4.8.1 There has been an increase in Care Management capacity to support the transition for people with autism leaving school. This has enabled a more personalised approach to planning with people and their families/carers.
- 4.8.2 Enable Scotland have been involved in supporting young people with autism in employment opportunities. Research carried out as part of the Autism Development Fund gathered qualitative data from parents/carers, young people, schools and employers. The main benefit of the work experience scheme was found to be helping young people to develop confidence in their ability to face a variety of new life-experiences, including meeting new people, and a more positive outlook on their future employment. Closer links across services supporting children and adults with autism have been developed to ensure a more seamless approach to employment opportunities.
- 4.8.3 An additional leisure and recreation support worker has been involved in enabling a large number of young people and adults with autism to engage in community activities. This is an area where positive outcomes in terms of health and general wellbeing are already being realised.
- 4.8.4 A multi agency transition forum is in operation to facilitate the change process for young people leaving school who require support to live meaningful lives and contribute within their community. The forum focusses on the development of data systems, the analysis of data to aid future planning and a co-ordinated approach to providing personalised support for each young person.
- 4.8.5 Improvement has been made in the analysis of available data and the gathering of new data. This has been most notable in recent strategic planning for people with autism in that data concerning children and adults has been analysed together to ensure seamless planning. Longitudinal data from age 3-18 is being used to inform future planning of services, taking into account the key transition stages.

4.9 Conclusion

- 4.9.1 Good progress is being made to ensure that a range of support is in place for Dundee's citizens with autism and their families/carers. This reflects the national aspiration for people with autism.
- 4.9.2 The involvement of people with autism and their families/carers in proposing a local strategy continues to be integral to development. Particular focus is being given in this area to the involvement of people with autism who do not have a learning disability.

4.9.3 The actions and progress made with the Dundee Autism Action Plan have informed the development of a draft Strategic and Commissioning Statement which will require to be considered by relevant Committees in the near future.

5.0 POLICY IMPLICATIONS

This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An equality impact assessment is attached.

6.0 CONSULTATIONS

The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services were consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

- The Scottish Strategy for Autism, Scottish Government, November 2011
- Keys to Life, Improving Quality of Life for People with Learning Disabilities, June 2013
- Dundee City Autism Action Plan, March 2014

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Director of Social Work

Michael Wood
Director of Education

DATE: 23 April 2015

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is this a Full Equality Impact Assessment (EQIA)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Date of Assessment:	20/04/2015	Committee Report Number: 192-2015
Title of document being assessed:	Autism Progress Report	
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input checked="" type="checkbox"/>	
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.	The purpose of this report is to inform the Policy & Resources Committee of the progress made working with Individuals on the Autistic Spectrum and carers since the last report on 25 th November 2013	
3. What is the intended outcome of this policy, procedure, strategy or practice?	Update on local responses to the Scottish Government Autism Development Fund, which was introduced to support the national strategy.	
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	2011 Scottish Autism strategy. 2014 Dundee City Autism Action Plan. 2014. Learning Disability Statistics Scotland statistics release	
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	27/8/14 Menu Of Interventions Event. 7/10/15 Family And Relationships Event. Learning Disability and Autism Strategic Planning group involves people with autism through Advocating Together and people are represented on the group by SAY reps (who have autism and/or Learning disability).	
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc.)	Arlene Mitchell, Service Manager Jennifer King, Education Manager ASN Gillian Parks –Wilson, Resource Manager Arlene Hirons, Resource Manager 27/11/14, 8/12/14-Core Group of Learning Disability and autism Strategic Planning Group. 2/12/14 1/4/15 Learning Disability and autism Strategic Planning Group	
7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?	There is not an identified need to collect further evidence at this stage. The overall involvement with the plans will be undertaken on a continuous improvement model, in particular to ensure optimum involvement of people with autism, their carers and other stakeholders. Where involvement and consultation might be seen as having gaps in representation information will be sought from other local and national research.	

Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Race, Ethnic Minority Communities including Gypsies and Travellers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The impact of this policy is in general a positive one for race and minority ethnic communities however not enough is known about meeting the needs of people with Autism in Gypsy traveller communities				
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Impacts/Monitoring

<p>1. Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>The funding awarded to DCC and external agencies to undertake work in particular to young people in transition to adulthood has had positive impacts for young people with autism improving access to training, education, and employment opportunities as well opportunities for leisure and recreation.</p> <p>The impacts of the plans described are considered to be positive across equality characteristics for both individuals and their family carers.</p>
<p>2. Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>No Negatives but there is a gap in knowledge about people from Gypsy traveller communities and autism. Some recent research regarding Self Directed support has provided insights into Gypsy Travelling Communities and carers. It is thought that National Funded Research might be needed to learn more about how this characteristic might affect support needs of people with autism. This will be raised through Autism Network Scotland who have responsibility for monitoring and supporting implementation of Scottish Autism Strategy.</p>
<p>3. What action is proposed to overcome any negative impacts?</p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	<p>N/a</p>
<p>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>N/a</p>
<p>5. Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	<p>No</p>
<p>6. How will the policy be monitored?</p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>Through Learning Disability and Autism Strategic Planning Group and Children with Disability Strategic Planning Group. Both these groups meet on a regular basis throughout the year.</p>

Part 4: Contact Information

Name of Department or Partnership	Dundee City Council, Social Work Department
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Type of Document	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

Manager Responsible	Author Responsible
Name: Jenni Tocher	Name: Arlene Mitchell
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Signature of author of the policy: Arlene Mitchell	Date: 23/04/2015
Signature of Director/Head of Service: 	Date: 23/04/2015
Name of Director/Head of Service: Jenni Tocher	
Date of Next Policy Review: Annual	