



North

Yorkshire County Council

Improvement and Integration

Strategy for meeting the needs of Children and Young People with Autism in North Yorkshire

IMPLEMENTATION PLAN

Highlight Report 4

April 2014



Partnership Commissioning Unit

Commissioning services on behalf of:
NHS Hambleton, Richmondshire and Whitby CCG
NHS Harrogate and Rural District CCG
NHS Scarborough and Ryedale CCG
NHS Vale of York CCG

“Care through partnership”

Children and Young People's Service

A responsive County Council providing excellent and efficient local services

The Strategy

The following report outlines progress on implementation of the Strategy for Children and Young People with Autism in North Yorkshire.

The strategy was approved by CYPS Executive Members on 9th October 2012. It can be accessed via:

<http://www.northyorks.gov.uk/send>

<http://nyypct.nhs.uk/localservices/children/index.asp>

The Strategy Implementation Plan was given final assent by the CCGs on April 26th 2014.

The aim of this highlight report is:

- ◆ To provide a regular update on progress against the priority actions set out in the plan
- ◆ To summarise the main successes and challenges
- ◆ To identify key recommendations and developments for the next period

What we have achieved in this period

- ◆ Inaugural meeting for All Age Autism Strategy March 2014
- ◆ Published an Interim Strategy for Meeting the Needs of Adults with autism.
- ◆ Raised awareness of autism and the Autism Strategies through World Autism Day Celebrations.

The Implementation Plan

This section focuses on the implementation plan which will deliver the major strands of work identified in the strategy.

What we have achieved in this period

Promoted the Autism Strategy widely across the NYCC workforce and the wider community through our World Autism Day celebrations

Identified an area of need within Autism and commenced a study to establish the prevalence and needs of children and young people with autism in relation to their mental health and emotional wellbeing.

Developed a framework for parent support groups, with a view to increasing the number of parent groups available for families of children and young people with autism across the county.

Commenced roll out of the Early Years AET Autism Training across the county.

What we know / have found

- ◆ People with autism and their families are keen to support the development of an All-age strategy for meeting the needs of people with autism
- ◆ There is a need to engage Children's Social Care in the development of the All-age Strategy.

Challenges

- ◆ Ensuring universal services are able to meet the needs of children and young people with autism effectively.
- ◆ Capacity to meet the needs of increasing numbers of children and young people and adults with a diagnosis of autism.

Next steps / Recommendations

- ◆ Health - procurement for adult autism diagnosis
- ◆ All-age strategy Project Board to be set up to provide a strategic lead with a Project Team to drive forward the development of a single Autism Strategy
- ◆ Develop an interim implementation plan for the Interim Strategy for Meeting the Needs of Adults with Autism.
- ◆ Continue working towards the completion of objectives within the existing Implementation plan for the Strategy for meeting the needs of Children and Young People with Autism.

What we know / have found

- ◆ That there is a real need for universal support in relation to emotional wellbeing and developing resilience in secondary pupils with autism
- ◆ There are a small, but significant number of children and young people with autism who have experience one or more exclusions over the past year.

Parents / professionals' view

- ◆ The materials used and the way that the training materials link to the Early Years Foundation Stage Curriculum is really useful. The video clips are very informative and really help you to understand autism from the perspective of the child.

Next steps / Recommendations

- ◆ Review progress against the implementation plan and prioritise future actions.
- ◆ Publish a Strategy Outcome Report
- ◆ Draft an All-Age Strategy for Autism
- ◆ Consider the needs of those pupils who have been excluded from school to establish what support can be offered.

Integrated, collaborative working

There is much to celebrate in North Yorkshire in relation to current practice and provision; however we acknowledge that more needs to be done to integrate across health, education and social care approaches and activities to support children and young people with autism, in a planned and managed way.

What we have achieved in this period

- ◆ A Project brief to develop an All-age strategy for autism has been developed across Health, CYPS and HAS
- ◆ A multi-disciplinary outcomes task and finish working group has been developed to collate outcome data related to the Autism Strategy.
- ◆ Collaborative working relationships with both the AET and the NAS accreditation team.
- ◆ ASCEND programmes within the Selby area through collaboration between CAHMS and the local authority autism outreach team

What we know / have found

- ◆ The Learning and Development group has achieved a substantial amount of work during the last year these groups should expand and continue to run, supporting the work of both strategies and the development of the All-age Strategy.

Next steps / Recommendations

- ◆ Create two task and finish groups to support the communication and consultation of the All-age strategy and to ensure continuation of the training and development that has taken place across Health, CYPS and HAS.
- ◆ Communicate and further develop collaboration with the Integrated Service Teams and the Specialist Careers advisors.
- ◆ Askham Bryan College are working with selected NYCC schools to support the transition of young people with autism into college.
- ◆ Limetrees and the Autism Outreach team are working in partnership to ensure local parent support programmes are available in the Selby area

Focus Area 1: Raising Awareness of Autism

This section focuses on improving the knowledge and skills of the workforce in relation to understanding, identifying and meeting the needs of children and young people with autism through a targeted programme of competency-based training.

What we have achieved in this period

- ◆ Delivered the AET “Developing Good Autism Practice” to 15 candidates from NYCC schools.
- ◆ The Early Years AET “Making Sense of Autism” training was piloted within NYCC and is now available for Early Years Settings and Children’s Centres to access as required.
- ◆ Co-ordinated a joint Early Years Advisory Teachers and Autism Outreach Teacher Development day.
- ◆ Delivered accredited Cygnet practitioner training to Harrogate and Craven Disabled Children’s team.
- ◆ Delivered Autism awareness training to the Youth Support Service (5 sessions across localities)
- ◆ Undertook two showings of the “My Autism DVD” followed by a question and answer session for the NYCC workforce to celebrate World Autism Day.

What we know / have found

- ◆ That professionals across health and education are keen to understand more about the SCERTS framework as a model of multidisciplinary post diagnostic support for the children and young people with autism that have the highest needs.
- ◆ Many Early Years professionals have received little or no autism training prior to the “Making Sense of Autism” training

Pupils / parents / professionals’ view

- ◆ Professionals really value the use of the young person’s perspective of appropriate support within the “My Autism” DVD when undertaking autism training

Next steps / Recommendations

- ◆ Co-ordinate a 4th Autism Conference for the Children’s Resource Centres
- ◆ Deliver the AET “Building on Existing Knowledge and Taking a Lead in Autism” training to SENCO’s within NYCC.
- ◆ Train Autism Outreach staff in an additional two parent programmes “Seminars for Families” and “Cygnet Puberty, Relationships and Sexuality”
- ◆ Provide training in developing pupil resilience for the Enhanced Mainstream Schools.
- ◆ Develop an “Overview of the SCERTS framework” package to share with partners and schools.

Focus Area 2: Identification, assessment and diagnosis

This section considers the pathway for assessment and diagnosis of autism.

We acknowledge the need to ensure consistency across the County, timely identification of need and NICE compliance.

What we have achieved in this period

- ◆ The Autism Outreach Service received confirmation of diagnosis for 40 CYPS and a total of 31 requests for involvement following a diagnosis being given during this period.
- ◆ HaRD CCG has agreed to support additional diagnostic capacity and fund a waiting list initiative. Negotiations are in progress with HDFT for an activity plan.
- ◆ HRW CCG has agreed to support additional diagnostic capacity and fund a waiting list initiative. Negotiations are in progress with HDFT for an activity plan.
- ◆ SRCCG CCG has agreed to support additional diagnostic capacity and fund a waiting list initiative. Negotiations are in progress with YDHT for a delivery and activity plan.
- ◆ A new performance measurement tool has been co-developed with providers and CCGs. This is designed to focus on key performance indicators and standardise how data is collected across NY.

What we know / have found

- ◆ There is variance on the terminology used in confirmation letters that is difficult for non-specialist staff to comprehend when inputting data

Parents / professionals' view

- ◆ Despite further resources being made available to increase the number of diagnosis in NYCC, recruiting specialist staff remains difficult.

Next Steps /Recommendations

- ◆ Implementation of the new performance management tool.
- ◆ Harrogate assessment and diagnostic team to trial a variation on their current assessment structure to establish the most effective
- ◆ Continue to develop the peer review group to moderate ADOS assessments.
- ◆ Standardise the approach that diagnostic teams inform the local authority of diagnosis to improve data collection.

Focus Area 3: Give parents greater control and influence

This section concentrates on our partnership with parents and development of the local authority 'Local Offer' which will include comprehensive information on the full range of support available for children and young people with autism and their families.

What we have achieved in this period

- ◆ Delivered the Early Bird programme in Harrogate to 5 families.
- ◆ Airedale offer EarlyBird Plus training in the Craven area.
- ◆ Co-delivered the Cygnet parent programme with Expert parents across the county.
- ◆ Developed a data system for parent programmes to ensure all parents who receive a diagnosis of autism are offered parent training.
- ◆ Trial the Cygnet Puberty, relationships and sexuality materials with families in the Harrogate area.
- ◆ Delivered a conference for parents on the changes in the SEN system resulting from the Children and Families Bill.

What we know / have found

- ◆ Approximately 1/3 of families of a CYP with autism known to the local authority have received parent training
- ◆ Many parents find it difficult to attend parent training due to work commitments and would appreciate evening training.

Parents / professionals' view

- ◆ Parents attending training this term have found the perspective of the "Expert parents invaluable"

Next Steps /Recommendations

- ◆ Develop a virtual reference group which includes parents to inform the new All-Age Strategy for Autism.
- ◆ Continue to develop the local offer
- ◆ Dovetail the autism specific parent training with Carer's Resource training and other parent training offered within the parenting strategy.

Focus Area 4: Improve local provision

This section focuses on the model of specialist support for children and young people with autism, schools and families across North Yorkshire County Council.

What we have achieved in this period

- ◆ Developed a project brief for the development of an All-age Autism Strategy to replace the existing strategies for autism from 2015.
- ◆ Circulated a “Mental health and autism” prevalence questionnaire to schools across the county to establish need.
- ◆ Completed the core standards self-evaluation in preparation for the Mid-term review.
- ◆ Developed a series of posters based on the NYCC Autism Quality Standards for schools across NYCC.

What we know / have found

- ◆ Parents from across the county are requesting the opportunity to contribute to the consultation on the local offer.

Parents / professionals' view

- ◆ It is essential we obtain an accurate, meaningful understanding of the needs of youngsters with autism that have additional mental health needs so we can better determine how best to support them

Next Steps /Recommendations

- ◆ Develop a draft All-age strategy for autism
- ◆ Create strategy task and finish groups to complete focused activities around training and learning and communicating with key partners and stakeholders throughout the development of the strategy.
- ◆ Audit the skills and knowledge of the autism outreach team through undertaking a self-audit using the AET competency framework.
- ◆ Complete the NAS self-audit (Core and Specialist) and collate evidence in preparation for the mid-term review in September.
- ◆ Continue the SCERT trial with individual cases to establish its effectiveness
- ◆ Undertake a documentation audit within the Autism Outreach Service.

Focus Area 5: Transitions

This section considers transition for children and young people with autism at all ages and stages through to adulthood.

It is important that services explore more joined-up working practices in order to ensure smooth transition for children and young people.

What we have achieved in this period

- ◆ Identified that 50 CYP will transition to post-16 provision this academic year and are establishing a tracking system to ensure that support is offered to FE colleges to ensure a successful placement.
- ◆ Developed a pathway document to share with schools and colleges for children and young people with autism.
- ◆ Provided training for York College and Harrogate College.
- ◆ Provided autism data to inform the development of a transition team that meets the needs of young people with autism including those that are academically able.
- ◆ Identified 25 learners to take part in the “Ambitious About Autism” Project and developed One page profiles for each of these to support the transition planning.

What we know / have found

- ◆ That there are 50 CYP that will require transition support to post-16 provision.

Parents / professionals' view

- ◆ “The worry of what will happen to X come July is unbearable. He has been so well supported through his school life, and the future seems so uncertain.”

Next Steps /Recommendations

- ◆ Plan the transitions of all pupils leaving school in the summer of 2014 for FE establishments.
- ◆ Draft an All-Age strategy for autism which will ensure consistency across CYPS and HAS to reduce the challenge of transition.
- ◆ Support the training of employers for those leaving school this academic year who have gained employment or work experience opportunities.
- ◆ Provide training for the Supported Employment team within Hambleton and Richmond.

Recommendations

1. Development of the wider workforce
2. Continue to develop the Local Offer site in relation to autism
3. NAS Accreditation of LA Central services
4. Develop plans for the implementation of the Children and Families Bill and the New Code of Practice
5. Actively promote the AET Competency-based standards for Specialist Teachers

Glossary of abbreviations

- AET – Autism Education Trust
- ADOS – Autism Diagnostic Observation Schedule
- ASCEND – Autism Spectrum Condition Enhancing and Nurturing Development
- CAMHS – Community and Mental Health Service
- CCG – Clinical Commissioning Group
- CYPS – Children & Young People's Service
- FE – Further Education
- HAS – Health and Adult Services
- HRW – Hambleton, Richmond & Whitby
- H&RD – Harrogate and Rural District
- NAS – National Autistic Society
- SCERTS – Social Communication, Emotional Regulation and Transactional Support
- SEN – Special Educational Needs
- SENCO – Special Educational Needs Coordinator
- SR – Scarborough
- YDHT – York District Health Trust

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