

# **WEST LOTHIAN COUNCIL**

## **AUTISM STRATEGY**

### **Action Plan**

## Strategic Actions:

To ensure the provision of a co-ordinated range of services for children and young people with Autism Spectrum Disorder.

To embed a quality and consistent approach across the continuum of provision in partnership with other agencies and parents/carers.

To enhance the process of transition for children and young people with Autism Spectrum Disorder..

**Strategic Action 1: To ensure the provision of a co-ordinated range of services for children and young people with Autism Spectrum Disorder.**

Key actions for implementation	Personnel	Timescale	Monitoring Strategies	Expected Outcome / Impact
1. Review all mainstream and specialised provision and specialist services to align with W.L.C. review programme.	HTs, Ed Psych, Moira Park. <b>E.O.</b>	Determined by review cycle.	Evaluation based upon QIs. Within W.L.C. monitoring procedures.	<ul style="list-style-type: none"> <li>➤ Schools to use QIs to improve practice</li> <li>➤ Stakeholders feel involved in the process</li> <li>➤ Current resources are used effectively</li> <li>➤ Children make progress through accurate identification of needs, IEPs and CSPs as appropriate</li> <li>➤ Specialist provision continues to develop.</li> </ul>
2. Review the impact of the SLA with New Struan House.	<b>E.O.</b> and Moira from Scottish Society for Autism.	Ongoing	SLA Minutes of operational group meetings.	<ul style="list-style-type: none"> <li>➤ Improving/developing the service within West Lothian as a result of working with S.S.A.</li> </ul>
3. Bring key partners together at the strategic decision-making level including representation from mainstream schools.	EO Autism Strategy Group	2x Annual	Minutes of meetings Committee Reports	<ul style="list-style-type: none"> <li>➤ All services work efficiently together to impact on the needs of young people and their families.</li> </ul>
4. Monitor and evaluate multi-disciplinary working	Operational Group	Ongoing	Service reviews Action Plans Views of partners	<ul style="list-style-type: none"> <li>➤ Partner agencies feel appropriately involved in the planning, delivery, monitoring and evaluation of the range of services and in multi-disciplinary working</li> <li>➤ Service provision is appropriate to meet the overall needs of children with Autism and their families</li> <li>➤ The number of Level 3 referrals is reduced</li> </ul>

**Strategic Action: To ensure the provision of a co-ordinated range of services for children and young people with Autism Spectrum Disorder. ( continued )**

Key actions for implementation	Personnel	Timescale	Monitoring Strategies	Expected Outcome / Impact
5. Produce a communication pathway for children and families	Working group to include parents/carers. Link with Alison Raeburn and <b>Katrina McAuley</b>	Dec 2010	Evaluation of pilot Views of other agencies, parents and pupils	<ul style="list-style-type: none"> <li>➤ Pilot of communication pathway</li> <li>➤ Information pack launched and available to parents at earliest available opportunity – containing e.g. leaflets, contacts for support groups and services, web-site information, descriptors of local education resources.</li> <li>➤ Glossary of terminology commonly used at meetings, reviews etc.</li> <li>➤ Dedridge Primary and Balbardie Primary parent support groups active</li> </ul>
6. To develop support groups in ASD provision and make all parent/carers aware of other support groups.	<b>Denise</b> HTs Parent group. Moir Park. Katrina McAuley	Aug 2010	Discussion with parents.	<ul style="list-style-type: none"> <li>➤ Parents identify areas for discussion/input and find the informal meetings helpful and useful.</li> <li>➤ Information from other groups e.g. Lothian Autism Society Parent Group, meeting in Beatlie School</li> </ul>
7. Produce a 3 year programme of joint training across all sectors for children and young people, parents/carers and staff.	<b>Mairi</b> Working group.	June 2011	Evaluations of CPD, comments from participants. Comments re impact of training on classroom observation	<ul style="list-style-type: none"> <li>➤ Staff are skilled and confident in working with children with Autism and their families</li> <li>➤ Pupils and parents experience a consistent approach across all of West Lothian Council</li> <li>➤ All staff and agencies are clear about their own roles and responsibilities</li> <li>➤ Pupils benefit from staff use of the Autism Toolbox and Promoting Excellence Document.</li> <li>➤ Include parents in training.</li> </ul>

8. Up date 'Focus on Autism' Strategy.	<b>EO</b> Working group Alison Raeburn and Moira.	Nov 2011	Evaluations Minutes of planning meetings Views of partners, staff, families and children	<ul style="list-style-type: none"> <li>➤ Partners are fully informed of the strategy</li> <li>➤ Team approach is evident amongst partners and to children and families</li> <li>➤ The policy 'Focus on Autism' is shared with all partners and communicated effectively in West Lothian Council A.S.N. website.</li> </ul>
9. Develop partnership with CLD and plan strategy for the implementation of 'Set up to Succeed' project.	<b>Tom Wallace</b> David. Eric Burton. DHT Secondary sector.	Start by Aug 2010	Evaluation from staff and parents Pupil comments and evaluation of targets met.	<ul style="list-style-type: none"> <li>➤ Pupils are able to learn about independence, how to work with others, apply problem solving skills in context and learn about environmental issues and conservation as part of Social Skills curriculum.</li> </ul>
10. Improve the sharing of information between schools and after school clubs and projects for children with ASN.	<b>Mary</b> Linda Berrie K. McAuley J. Lockhart	Start by August 2010	Evaluation from staff, pupils and parents	<ul style="list-style-type: none"> <li>➤ More children and young people will be able to sustain placements in after schools clubs.</li> </ul>
11. Produce flow chart for referrals to Health Services	<b>Catherine</b> Pam	Start by August 2010	Feedback from Head teachers and partners	<ul style="list-style-type: none"> <li>➤ Staff leading planning, through the integrated assessment process, for children and young people are clear about referral routes for health services.</li> </ul>
12. Embed good practice in terms of the integrated assessment process.	<b>HTs</b>	On going	Feedback from reviews and HTs	
13. Increase capacity within service to meet the needs of pre-school children with autism	E.O. and senior manager.	Jan 2010	Integrated assessment process	<ul style="list-style-type: none"> <li>➤ Understanding of autism within pre school services is raised to support pupils within the range of provision</li> </ul>

**Strategic Action 2: To embed a quality and consistent approach across the continuum of provision in partnership with other agencies and parents/carers.**

Key actions for implementation	Personnel	Timescale	Monitoring Strategies	Expected Outcome / Impact
<ol style="list-style-type: none"> <li>1. Develop partnership working with schools, the outreach service and other agencies to ensure effective learning and teaching for pupils with autism.</li> <li>2. Provide professional development training opportunities for staff through the CPD directory.</li> </ol>	HTs, other agencies, Autism Outreach team, SSA.	Ongoing	Minutes of meetings Questionnaire to staff and partners Action plans within the integrated assessment process. IEPs Individual learning plans Rolling programme of school review.	<ul style="list-style-type: none"> <li>➤ Staff have effective skills and resources to work with pupils with autism</li> <li>➤ Other pupils have a greater understanding of and empathy for pupils with autism</li> <li>➤ Pupils' learning experiences are matched to needs</li> <li>➤ Pupils access learning in a flexible way appropriate to their own age, stage of development, maturity and aptitude</li> </ul>
<ol style="list-style-type: none"> <li>3. Monitor and record the progress of pupils with autism against national benchmarks and quality and performance indicators</li> </ol>	EO and HTs. Moira.	Ongoing	School monitoring and assessment procedures	<ul style="list-style-type: none"> <li>➤ Pupils with autism make appropriate progress against national benchmarks and quality and performance indicators</li> </ul>
<ol style="list-style-type: none"> <li>4. Pilot flexible learning and teaching packages based on individual need and early intervention.</li> </ol>	Mairi, Denise and David, Lynn, SSA, Research Assistant. Katrina Tom Wallace	Ongoing	Classroom observation Monitor pupil progress. Integrated assessment process – planning for children. Views of pupils and parents.	<ul style="list-style-type: none"> <li>➤ Pupils with autism achieve academically and in communication and social skills.</li> <li>➤ Pupils' stress levels are reduced.</li> </ul>

**Strategic Action 2: To embed a quality and consistent approach across the continuum of provision in partnership with other agencies and parents/carers.**

Key actions for implementation	Personnel	Timescale	Monitoring Strategies	Expected Outcome / Impact
<p>5. Produce guidance for schools, parents re the teaching of personal and social development</p> <p>6. Support pupils develop knowledge and skills to understand and manage their autism</p> <p>7. Guidance for schools and parents incorporates peer awareness programme.</p>	<p>Autism team. Working group reps from all sectors. <b>Moira.</b> Parent group and other agencies. Pupils Linda Berrie/Jan</p>	<p>Start by Dec 2010</p>	<p>Classroom observation. Monitor pupil progress. Integrated assessment process – planning for children.</p> <p>Views of pupils and parents.</p>	<ul style="list-style-type: none"> <li>➤ Pupils with autism achieve academically and in communication and social skills</li> <li>➤ Pupils' stress levels are reduced.</li> <li>➤ Information about this included in 'Communication Pathway'</li> <li>➤ Evaluation of outdoor education programme</li> </ul>

**Strategic Action 3 :To enhance the process of transition for children and young people with Autism Spectrum Disorder..**

<b>Key actions for implementation</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Monitoring Strategies</b>	<b>Expected Outcome / Impact</b>
<p>1. Involvement of pupils, parents and professionals in the consultation and decision making process about transition (transition planning, IAM, CSP)</p> <ul style="list-style-type: none"> <li>• Further develop enhanced transition for pupils entering P1.</li> <li>• Further develop transition planning for pupils entering into adult services.</li> </ul>	Multi-agency professionals, children and parents.	On-going	In school quality assurance. Transition plans Parental views at pupil reviews.	<ul style="list-style-type: none"> <li>➤ Pupils and staff experience successful transitions based on shared planning.</li> <li>➤ Parents aware of transition plans.</li> </ul>
<p>2. Provide multi agency training on effective transitions.</p>	<b>ASN team.</b>	Oct 2010.	Evaluation from staff.	Consistent transition arrangements.
<p>3. Update transition arrangements for pupils.</p>	All school HTs Pre school Specialist provision. Outreach team	On going	In school quality assurance. Transition plans	<ul style="list-style-type: none"> <li>➤ Pupils' learning is planned as a continuous experience</li> <li>➤ Parents and pupils have clear information about transitions.</li> <li>➤ Working groups information shared.</li> <li>➤ Secondary transition arrangements link with More Choices, More Chances team</li> </ul>