

<b>Scottish Borders Delivery Plan</b>								
<b>Priority Area 1 - Autism Awareness and Training</b>				Scottish Government Best Practice Indicators: 1, 2, 3 & 4				
<b>Broad theme</b>	<b>Engagement Feedback</b>	<b>Action</b>	<b>Lead Person</b>	<b>By 2016</b>	<b>By 2019</b>	<b>By 2024</b>	<b>Comments</b>	<b>Progress</b>
<b>Awareness Raising</b>	Local campaign and events, supported by established autism networks and community resources	<ul style="list-style-type: none"> <li>-consider local events/ workshops and campaigns to promote autism locally</li> <li>-planned involvement in annual autism awareness day</li> <li>-establish SBC and NHS Borders membership for Autism Network Scotland</li> <li>-establish lead officers to attend national autism events</li> </ul>		√				
	Develop a role of autism champions across mainstream services	<ul style="list-style-type: none"> <li>- identify the potential for such a role within existing teams</li> <li>-link to specific professions and team roles</li> <li>-outline the scope of the autism champion role</li> </ul>		√				

		<ul style="list-style-type: none"> <li>-establish level of autism training needed</li> <li>-establish what level of time commitment is required</li> </ul>		√				
<b>Information &amp; Advice</b>	Information and advice for people with autism and their families/carers	<ul style="list-style-type: none"> <li>-develop an online resource that will give information about: diagnosis; services available locally; other resources specific to autism; neuro-typical psychology</li> <li>-explore potential within existing commissioning arrangements as well as other autism organisations and statutory services such as the Local Area Coordination Team, Community Psychiatric Nurse etc., to provide information and advice</li> </ul>		√	√			
<b>Training</b>	Lead autism advisor (or subgroup) to coordinate the disparate existing training	<ul style="list-style-type: none"> <li>-explore the potential for establishing a lead autism advisor, from existing personnel, or subgroup</li> <li>-map out existing autism training provision</li> <li>-conduct a training needs analysis</li> <li>-develop a quality 'kite-mark' system for approved training which meets the standards of SBC</li> </ul>		√	√			

		& NHS Borders – this could be linked to NES developments in autism training						
	Mandatory autism training modules to be included as part of CPD in education, health and social work. Training will be broad in nature at the most basic level, with more specific training made available for speciality roles.	<ul style="list-style-type: none"> <li>- locate workforce development strategies and plans across NHS Borders and SBC</li> <li>-arrange meetings with workforce development leads to discuss inclusion of autism training in plans</li> <li>-acquire sign off for inclusion of autism training from senior management teams across both organisations</li> </ul>		√				
	Establish a framework linked to Getting it Right for Every Child, which outlines an approach to autism training and awareness across children and young people’s services	<ul style="list-style-type: none"> <li>-ensure GIRFEC guidelines and principles are included in any autism training developed for children and young people</li> <li>-link this to transition services policies and procedures</li> </ul>		√				
	The promotion of improved communication between professionals, people with autism and their carers	<ul style="list-style-type: none"> <li>- ensure that communication features as part of autism training at all levels.</li> <li>-consider e-module training to include focus on communication</li> </ul>			√			
	Training made available for	-scope external and internal		√				

	parents and carers	training resources and provision						
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<b>Scottish Borders Delivery Plan</b>								
<i>Priority Area 2 - Diagnosis – Good-quality early diagnosis and intervention for both children and adults</i>						Scottish Government Best Practice Indicators: 1, 2, 3, 5, 6 & 8		

Theme	Engagement Feedback	Action	Lead Person	By 2016	By 2019	By 2024	Comments	Progress
<b>Pre-assessment</b>	People should have easy access to central information on the diagnostic process or pathways, regardless of whether or not they have an existing mental health diagnosis or learning disability	<p>-information will be available in a range of formats, including an online hub and leaflets posted in libraries, GP surgeries and other community spaces regarding: who to contact; what an assessment involves; and whom to contact in the first instance</p> <p>-Information will also be hosted on internal webpages including Ref Help, SBC intranet, NHS Borders</p> <p>-explore potential within existing commissioning arrangements as well as other autism organisations</p>		√				
				√				
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	Develop an equivalent of a 'named person' for adults to advise and guide through the assessment process	<ul style="list-style-type: none"> <li>-look to develop such a role for adults, over a longer period</li> <li>-explore access to advocacy services for people with autism and their carers/family, as appropriate</li> </ul>			√			
<b>The autism assessment</b>	Provide specialist multi-disciplinary/multi-agency team of professionals who are experienced in the assessment of autism, for assessment of children, young people and adults presenting with features of autism. These teams should include Speech and Language Therapy, Psychiatry (children and adults) or Paediatrics (children), and may include other disciplines such as Community Psychiatric Nursing, Occupational Therapy, Music Therapy, Psychology, Educational psychology, Education and Social Work.	<ul style="list-style-type: none"> <li>-work with lead consultant psychiatrist around developing dedicated consultant time for autism assessment across a wide range of teams</li> <li>- assess the feasibility of developing further the regional assessment team for adults</li> <li>-include a sensory profile integration assessment should be considered as part of the autism assessment</li> <li>-establish a protected local service/group/team with links to external autism services</li> </ul>		√				
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		<p>-clinicians and appropriate multi-agency professionals (e.g. CPNs) have opportunities to be trained in using a range of diagnostic tools, in line with SIGN and NICE guidelines</p> <p>-using a coordinated, joined up approach to make sure that it runs smoothly; this includes accurate report writing, information about individual assessments being shared at multi-agency meetings on a scheduled basis and linkage with the post-diagnostic services involved</p>		√				
<b>Post-assessment</b>	Develop appropriate immediate post-diagnosis support	<p>-expanding system so that people will be provided with a clear and consistent written confirmation of diagnosis (or not), in a timely manner</p> <p>-individuals will be provided with a full written report of their assessment</p>		√				

		<p>-opportunity to discuss the above with clinician</p> <p>-clinician or autism advisor to consider completing the menu of interventions to identify needs and potential local services</p> <p>-develop an integrated care pathway, to create consistency between children and adult processes, in addition to specialist education provision</p>		√				
	Develop appropriate longer term post-diagnostic support	-people are supported to engage with a range of services that meet their needs, possibly by the Local Area Coordination team (need to explore potential for primary diagnosis of autism)			√			
	Information at key stages for parents and carers	<p>develop further the online resource that will give information about: diagnosis; services available locally; other resources specific to autism</p> <p>-link with the Carers Strategy and explore capacity for</p>		√				

		<p>autism resource</p> <p>-look to develop carer support through the local carer strategy and accessing local carer organisations</p>		√				
<b>Data recording</b>	Data collection should be further developed to make best use of existing databases, following diagnosis	<p>-develop a system for routinely inputting diagnosis, into existing databases across all client groups and should be considered as part of the assessment pathway</p> <p>-establish shared terminology relating to autism assessment, to improve consistency</p> <p>- work with performance teams within SBC and NHS, to develop information held on the respective databases</p> <p>-identify inclusion of autism</p>		√				



		<p>in workflows ,episodes, and joint assessments</p> <p>-develop a system for cross referencing data held within different sources, across the sectors. The information sharing protocol between SBC and NHS Borders needs explored.</p>			√			
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<b>Scottish Borders Delivery Plan</b>								
<i>Priority Area 3 – Getting the right services at the right time, for adults with autism and no learning disability</i>						Scottish Government Best Practice Indicators: 1, 3, & 8		
<b>Broad theme</b>	<b>Engagement Feedback</b>	<b>Action</b>	<b>Lead Person</b>	<b>By 2016</b>	<b>By 2019</b>	<b>By 2024</b>	<b>Comments</b>	<b>Progress</b>
<b>Access to information</b>	There should be a central point of access for information regarding all available services, locally, across all sectors – this could be used as a platform for specialist services to promote their services and the use of Self-Directed Support	-develop further the online resource that will give information about: specialist and mainstream services available locally; including advice on how to access them  -explore potential within existing commissioning arrangements, as well as other autism organisations and statutory services such as the Local Area Coordination Team, Community Psychiatric Nurse etc, to provide information and advice on services available and how to access them.			√			
	use the menu of interventions to identify area of need for the individual and link to available services	-explore the potential for a role of autism advisor, as above  -develop further a comprehensive menu of interventions, linked with the online resource		√				
	(Through the role of autism champions), the online	-incorporate the online resource in			√			

	resource should be promoted and shared amongst other professionals	autism champion training						
Access to services	Fund services for people with autism and no learning disability	- map current spend on all provision for people with autism  -explore potential for establishing access to existing services for people with autism and no learning disability, through re-design and re-commissioning services		√				
	Strengthen transport links to facilitate better access to services	-link into the Borders Transport Strategy  -ensure needs of people with autism and no learning disability are detailed in the Transport Strategy  -establish whether there are processes in place to facilitate subsidised travel, including the availability of the application for Scotland-Wide Free Bus Pass Travel for Disabled People		√  √  √				
	When assessments are conducted within statutory services, to establish a level of need, AS characteristics should be reflected in the assessment process	-ensure that the characteristics of people with autism and no learning disability are included in any training provided around assessment - including adapting approaches to communication		√				

		and questioning						
		-ensure that the characteristics of people with autism and no learning disability are reflected in eligibility criteria for access to services		√				

<b>Priority Area 4 - Purposeful occupational activities</b>		<b>Scottish Government Best Practice Indicators: 1, 2, 3, 6, &amp; 9</b>						
<b>Broad theme</b>	<b>Engagement Feedback</b>	<b>Action</b>	<b>Lead Person</b>	<b>By 2016</b>	<b>By 2019</b>	<b>By 2024</b>	<b>Comments</b>	<b>Progress</b>
<b>Transition planning</b>	Each person should have an individual plan which details their employability goals linked to their interests and strengths	<p>-review existing transition arrangements for children and young people, leaving education</p> <p>-develop pathways for children and young people, which are person centred and detail routes from school to further education, training and other employability opportunities</p> <p>-identify resources to build capacity into existing employment services to better respond to the needs of people with autism</p>			√			
<b>Support pre-employment</b>	Support should be in place to prepare an individual for employability opportunities. This support could focus on skills development, for example: CV writing; preparing for and attending interviews; and informing employers of an autism	<p>-Review employment services for people with autism</p> <p>- work with existing employability and employment services around gaining access for people with autism to facilitate these types of support</p>		√				

	diagnosis.	-Consider links with Lothian employability schemes and services						
<b>Awareness</b>	Liaise with potential employers and other agencies around increasing their awareness and understanding of autism	-work with existing employability services and the autism advisors (if role in place)  -consider awareness training being made available to potential employers		√				
<b>Building capacity to provide opportunities</b>	Develop a bank of agencies that can provide specific opportunities tailored to an individual's strengths and skills	- work with existing employability services		√				
	NHS Borders and SBC should develop opportunities for volunteering or work experience placements for people with autism	-link into SBC work opportunities scheme to provide such opportunities within each organisation  -follow the procedures for responding to and meeting volunteer and work placement enquiries		√				
	Strengthen links with Job Centre Plus	- contact is made with Job Centre Plus, locally, to discuss developing protocol outlining how Disability Employment Advisors can best work with people with autism		√				

		-feed into any National initiatives to work with Job Centre Plus, locally.			√			
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## Scottish Borders Delivery Plan

### Priority Area 5 - *Social support and Leisure opportunities*

### Scottish Government Best Practice Indicators: 1, 2, 3, & 8

Broad theme	Engagement Feedback	Action	Lead Person	By 2016	By 2019	By 2024	Comments	Progress
Access to services	Support is available for people with autism to access a range of social opportunities	-map existing supports for people with autism as well as other client groups		√				
		-consider the potential to extend access within existing support services to make them more autism friendly		√				
		-consider the peer-support model and the potential for developing this locally for people with autism		√				
Access to services	A range of autism specific social activities are available locally and nationally	-liaise with autism networks and autism organisations to map out existing social opportunities for people with autism, locally		√				
		-advertise available social opportunities on the online resource			√			
Access to services	Develop and promote more autism befriending opportunities	-map existing befriending services		√				
		- explore potential within existing commissioning arrangements as			√			



		<p>well as other autism organisations and statutory services to improve access for people with autism</p> <p>-Strengthen links with the Volunteer centre about the attributes of befrienders for people with autism</p>						
<b>Leisure</b>	<p>Develop links with leisure opportunities locally, including Borders Sport and Leisure, to enhance access for people with autism - this could include both autism specific sessions and developing mainstream sessions to be more autism friendly</p>	<p>-make contact with Borders Sport and Leisure lead officer and explore potential options to improve access for people with autism</p>		√				

<b>Scottish Borders Delivery Plan</b>								
<b>Priority Area 6 – Improving access and provision of housing</b>				Scottish Government Best Practice Indicators: 1, 2, 3, 8 & 9				
<b>Broad theme</b>	<b>Engagement Feedback</b>	<b>Action</b>	<b>Lead Person</b>	<b>By 2016</b>	<b>By 2019</b>	<b>By 2024</b>	<b>Comments</b>	<b>Progress</b>
<b>Developing appropriate housing options</b>	A range of different types of housing support, including clustered housing, individual flats and residential housing	<ul style="list-style-type: none"> <li>-link into the SBC housing strategy and ensure that the needs of people with autism are identified and recognised in future developments</li> <li>-explore potential within existing commissioning arrangements as well as other autism organisations and statutory services</li> <li>-link into the central information point on the online resource</li> </ul>		√				
	Liaise with housing providers and planning agencies to ensure that an allocation of new build accommodation is developed with the needs of people with autism taken into account	<ul style="list-style-type: none"> <li>-set up meeting with housing colleagues</li> <li>-conduct a needs assessment of people with autism and housing</li> <li>-incorporate needs assessment into housing strategy</li> <li>-use a person centred approach to maintain individuality</li> </ul>		√				
<b>Improving access</b>	Improved access for people with autism, with a housing need	- identify system for housing allocation in the Borders and build autism into the assessment				√		

		for housing need						
<b>Access to information</b>	There should a central point of information for housing options available and how to apply for housing	- the online resource to include information regarding available housing options and updates regarding the above actions			√			

<b>Scottish Borders Delivery Plan</b>								
<b>Priority Area 7 – Ensuring inclusion for people with autism and their families</b>					Scottish Government Best Practice Indicators: 1, 8 & 10			
<b>Broad theme</b>	<b>Engagement Feedback</b>	<b>Action</b>	<b>Lead Person</b>	<b>By 2016</b>	<b>By 2019</b>	<b>By 2024</b>	<b>Comments</b>	<b>Progress</b>
<b>Developing methods of inclusion</b>	Develop a forum for people with autism, which is flexible in its approach to inclusion and has an online capacity	-liaise with existing network, service user groups and parents/carers groups to discuss the best platform of managing a forum  -identify appropriate support for the forum		√				
	Develop a forum for parents and carers of people with autism, which is flexible in its approach to inclusion and has an online capacity	- liaise with existing network, service user groups and parents/carers groups to discuss the best platform of managing a forum  -identify appropriate support for the forum		√				
	Develop service user involvement within services themselves and represented in strategic decision making	-look at creative ways to develop service user feedback in service planning and delivery			√			
<b>Monitoring feedback of the strategy</b>	Ensure key stakeholder groups (people with autism, parents and professionals) are able to provide feedback on the progress of the implementation of the	-Include communication links within the proposed structure for monitoring the effectiveness of the strategy.		√				

	strategy.							
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