

**NORTH YORKSHIRE COUNTY COUNCIL****CARE AND INDEPENDENCE OVERVIEW AND SCRUTINY COMMITTEE****1 October 2015****Strategy for meeting the needs of children, families and adults with autism in North Yorkshire 2015-2020****Purpose of Report**

1. To update the Care and Independence Overview and Scrutiny Committee on progress of the strategy for meeting the needs of children, families and adults with autism in North Yorkshire 2015-2020 to be published in October 2015.
2. To update the Care and Independence Overview and Scrutiny Committee on Health and Wellbeing Board's decision on whether to publish a brief document specifically for people with autism and the wider public stating the overall ambitions for supporting people with autism in North Yorkshire up to 2020.

**Background**

3. The strategy for meeting the needs of children, families and adults with autism in North Yorkshire 2015-2020 has been developed by North Yorkshire County Council (NYCC) and NHS Partnership Commissioning Unit (PCU) on behalf of the four North Yorkshire and York Clinical Commissioning Groups (CCGs) with input from neighbouring CCG representatives.
4. Joint working is not confined to the local authority and the NHS but to other public and independent sector organisations. As part of the consultation phase for the strategy, other public and independent sector organisations have been asked for their views on the strategy's proposed aims and outcomes, and invited to formally endorse the strategy.
5. Public consultation took place on the draft strategy between 21 May and 11 September 2015. There was an online consultation questionnaire and five consultation events held in Harrogate, Skipton, Selby, Scarborough and Northallerton. The feedback was positive and constructive and has informed some significant revisions to the strategy. A document detailing the key themes that were raised during the consultation has been attached to this report at Appendix 2. Key themes to emerge were in relation to; support for people with autism and their families; assessment and diagnosis, raising awareness and training, information and signposting, employment and education, supporting people with autism at key stages in their life, and working together.

6. A key piece of feedback, raised a number of times during the consultation was that people want a strategy document that states the key ambitions on autism in North Yorkshire, in a short and accessible format. The project board discussed this issue on 9 September and recommended to the Health and Wellbeing Board that an additional document be produced. This document will be no longer than 4 pages in length and people with autism will be invited to work with a design team comprising NYCC and PCU officers to produce it. This document will include a vision for the work on autism in North Yorkshire between 2015-2020. It will be published via a public launch event in November/December 2015. The Health and Wellbeing Board will be asked for approval to produce this document at their meeting on 30 September.
  
7. Subject to Health and Wellbeing Board's approval, there will be three documents comprising the autism strategy.
  1. A public autism vision document
  2. A market position statement: a formal strategy available for professionals and providers and other interested parties
  3. An Easy Read version

All three will be available online via the NYCC and North Yorkshire Partnerships websites following approval from the Health and Wellbeing Board.
  
8. An implementation plan will be produced in the first instance for the period 1<sup>st</sup> November 2015 to 31<sup>st</sup> March 2016. It will be made up from outstanding items from the current but separate children's and adult plans which will be brought together under one banner. In January 2016 the first annual implementation plan for April 2016 to March 2017 will be produced taking the new strategy forwards. This will be reviewed and refreshed on an annual basis for the duration of the strategy.
  
9. This report will provide the Committee with assurances that the publication of the autism strategy is on schedule.
  
10. Joss Harbron (Head of Provider Services, HAS) will be attending the meeting to summarise the emerging themes received to date as part of the consultation. A summary of the themes is attached as Appendix 2.

### **Recommendation**

11. Members to note the progress on the strategy for meeting the needs of children, families and adults with autism in North Yorkshire 2015-2020.

22 September 2015

Sally Ritchie  
Development officer, autism strategy

County Hall  
NORTHALLERTON

Background Documents:

Appendix 1 – autism market position statement

Appendix 2 – key themes emerging from public consultation held summer 2015



**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



**North Yorkshire**  
County Council

**Meeting the needs of children, families and adults  
with autism in North Yorkshire 2015-2020**

**Market Position Statement**

**(Working title)**

<b>CONTENTS</b>	<b>Page</b>
Foreword	3
Executive Summary	5
Chapters:	
1. Introduction	7
• Why has this market position statement been produced?	
• What is the scope of this market position statement?	
2. What do people with autism tell us?	9
• What are the themes that have come up so far?	
3. What's the bigger picture?	11
• How does national policy influence this market position statement?	
• What is the national prevalence of autism?	
• What about people with protected characteristics and autism?	
• What is the local prevalence of autism in North Yorkshire?	
4. What is on offer in North Yorkshire?	14
What health provision is available for people with autism?	
How do I get a diagnosis of autism?	
What education provision is available for people with autism?	
What provision is available for families with autism?	
How do we prepare young people with autism for adulthood?	
What support is available for adults with autism?	
What provision is available in my community?	
5. How will the market position statement make a difference for people with autism?	19
Theme 1 – Support for people with autism and their families	
Theme 2 - Assessment and diagnosis	
Theme 3 – Raising awareness and training	
Theme 4 - Information and signposting	
Theme 5 - Employment and education	
Theme 6 - Supporting people with autism during key life changes	
Theme 7 - Working together	
6. How will we make the aims of this market position statement happen?	31

## **Meeting the needs of children, families and adults with autism in North Yorkshire 2015-2020**

### **Foreword: A message from North Yorkshire's autism leads**

We hope you find this market position statement a positive step forward with the challenges facing us in meeting the needs of people with autism. We want this document to be aspirational.

We want to see North Yorkshire becoming an “autism friendly” place, so that the unique perspective of people with autism is a welcome part of the local community, and that people with autism can contribute fully to local life, through education, employment opportunities and support for families.

This market position statement is only the first step in our journey. We are living in challenging times and we need to work together to realise the aspiration. Together, we are determined to improve services for people with autism.

This market position statement is endorsed by a number of organisations that work with people with autism in the North Yorkshire area. We look forward to working together to implement the priorities you have told us matter most.

Signatures of:

Councillor Janet Sanderson, executive member for children's services, special needs, youth justice, youth service and adult learning

Councillor Clare Wood, executive member for adult social care and health integration

Richard Webb, Corporate Director of Health and Adult Services

Pete Dwyer, Corporate Director of Children and Young People's Services

Chief Officer Hambleton, Richmondshire and Whitby Clinical Commissioning Group

Chief Officer Harrogate and Rural District Clinical Commissioning Group

Chief Officer Scarborough and Ryedale Clinical Commissioning Group

Chief Officer Vale of York Clinical Commissioning Group

Chief Officer Airedale, Wharfedale and Craven Clinical Commissioning Group

Deputy Chief Constable, North Yorkshire Police

Chief Executive Hambleton District Council

Chief Executive Harrogate Borough Council

Chief Executive Selby District Council

Chief Executive Craven District Council

Chief Executive Scarborough Borough Council

Chief Executive Richmondshire District Council

Chief Executive Ryedale District Council

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## Executive Summary

### What is this market position statement for?

The overall objective of this market position statement is to ensure that services are identified, commissioned and improved to meet current and future needs and improve support for people with autism in North Yorkshire; in line with current national policy e.g. Think Autism (2014). It runs for a five-year period from October 2015 to October 2020.

This market position statement achieves the following objectives:

- One market position statement across children, young people and adult services in the county
- Highlights the key priorities of local people
- Considers national policy and guidance

The partner organisations in North Yorkshire that have collaborated to produce this market position statement share a vision that within local communities people with autism can depend on mainstream services, to understand them and treat them fairly as individuals.

### What will this market position statement do?

People with autism see things differently, and we want to see North Yorkshire as an 'autism friendly' place, so that this unique perspective is a welcome part of the local community, and that people with autism can contribute fully to local life, through education, employment opportunities and support for families.

Engagement with children, young people and adults with autism and their families has highlighted a number of local themes that are important to people. This market position statement considers these emerging themes and identifies priority actions.

<b>Themes highlighted by people with autism</b>
Assessment & diagnosis
Awareness raising and training
Information and signposting
Employment and education
Support for people with autism and their families
Supporting people with autism during key life changes
Working together

## **Why do we need a market position statement for people with autism in North Yorkshire?**

- There are an estimated 7,000 people with autism across North Yorkshire. This is assuming 1% prevalence.
- There is a projected growth in demand for diagnostic assessment and support services.
- There should be a continuum of provision to support positive outcomes for people with autism ranging from universal services to highly specialist support.

## **How have we developed this market position statement?**

We have developed this market position statement with direction from a virtual reference group of people with autism, their families and organisations that work with people with autism. We also held a public consultation in the summer of 2015 consisting of five consultation events about the market position statement and an online questionnaire. We gathered the views of people with autism, their families and frontline professionals, reviewed the market position statement and made changes to it as necessary.

## **What work has already been done for people with autism in North Yorkshire?**

As a result of previous autism strategies in North Yorkshire there have been a number of achievements, including the establishment of joint strategic groups consisting of senior managers from the NHS and North Yorkshire County Council. The joint strategic groups are driving the work around the development of the autism market position statement and the associated actions within it. This market position statement will supersede the previous strategies and build upon the foundations established.

## **How will we know whether the market position statement is working?**

The actions within the market position statement will be monitored regularly by the joint strategic groups and the virtual reference group. Reports on progress will be taken to the North Yorkshire Health and Wellbeing Board on a regular basis.

This market position statement is endorsed by a number of organisations that work with people with autism in the North Yorkshire area. These organisations will be provided with regular updates on progress of the market position statement actions.

## **Chapter 1 – Introduction**

### **Why has this market position statement been produced?**

The overall objective of a market position statement for autism is to ensure that services are identified, commissioned and improved to meet current and future needs and improve services for people with autism. The Autism Act (2009) statutory guidance places a duty on all local authorities to produce an autism market position statement. North Yorkshire's market position statement is written with due regard for all relevant UK legislation and statutory guidance. A summary of this can be found in Appendix 1, "Autism Policy Framework".

People with autism have the right to the same life opportunities as all local residents. They should have fair and equitable access to services and support as required to meet their life aspirations. The Equality Act requires that North Yorkshire County Council (NYCC) and its partners advance equality of opportunity, foster good relations between people and eliminate unlawful discrimination. Following feedback from the public on the two previous autism strategies, NYCC and partners have decided on a joint approach that will continue to raise awareness of autism and to improve services for people with autism.

In order to produce this market position statement, our priority was to engage with people living in North Yorkshire who have autism. We wanted to gather their views, opinions and experiences on what was working well for them, and what areas they would like to see improve.

We have used feedback from public consultation events held for the separate children's and adults' autism strategies published in 2012 and 2014, as well as feedback from public consultation events in 2015 and an online questionnaire about this draft market position statement. Feedback from our virtual reference group has also been vital in developing this market position statement. Finally, we have used feedback from the 2014-15 development of a commissioning plan for NHS assessment and diagnosis service to help us to identify the key themes that are important to people with autism and their families in North Yorkshire.

### **What is the scope of this market position statement?**

This market position statement is for people with autism and their families and carers. It recognises that there is a range and severity of need. It reflects upon the work that has been carried out in the previous children's and adults' autism strategies and extends this work to set new longer-term objectives. The market position statement does not cover details of interventions for autism.

Autism means many different things to each individual person, family and setting, and can present very different challenges. Each person is an individual and, as such, pathways and interventions need to be personalised.

Through early identification of autism and by providing appropriate support we plan to improve opportunities for people throughout their lives with the aim of reducing unemployment and the need for mental health services in adult life. Through this market position statement we will review commissioning activity and monitor key performance indicators in line with NICE guidance. The market position statement will also consider services available for people with autism and their families locally and aim to ensure the services available meet the needs of those who access them.

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## Chapter 2 - What do people with autism tell us?

### What are the themes that have come up so far?

The views of children, young people and adults with autism and their families have been central to the development of the market position statement. Together we have identified some key themes in North Yorkshire that are important to people with autism and their families. These themes have been raised frequently by a number of people; however, different people rated the different themes as having higher or lower priority depending on their individual circumstances and the locality within which they lived.

1. *Support for people with autism and their families*: we know that it can be challenging for people with autism and their carers to know where to go for support.
2. *Assessment and diagnosis*: we know families and people with autism would like to be able to receive a diagnosis closer to home, without waiting for long periods of time.
3. *Raising awareness and training*: we know people with autism and their families would like to access mainstream services and find suitable “reasonable adjustments” have been made to ensure provision is “autism friendly”.
4. *Information and signposting*: we know that navigating services is difficult for people with autism and their families and it can be difficult to understand different access criteria.
5. *Employment and education*: we know that many young people find school difficult and understanding of autism varies significantly across educational settings. We also know that not enough people with autism are able to find or maintain work.
6. *Supporting people with autism during key life changes*: we know that key life changes, such as moving from school to university or employment can be particularly challenging for people with autism and their families.
7. *Working together*: we know that it is important to get all agencies that work with or support people with autism to play a part in implementing the aims of this market position statement.

In order to respond to the needs of local people, we have used these themes to plan the priorities for action for 2015-2020 in Section 5 below. We will continue to gather people’s views, opinions and experience to help us understand what works well and what needs to improve locally.

In the summer of 2015 we held five consultation events across the county and asked people to complete an online questionnaire. Those people that contributed to the consultation included parents of children, young people and adults with autism and

professionals working across a range of services and organisations. The information received provided a valuable insight into their experiences of autism, the positive aspects of their lives and the challenges that they have faced. We have incorporated people's views and additional actions to improve the market position statement. Alongside this market position statement we will publish a "You said, we did!" to demonstrate the changes we have made which you can find by clicking this link ([link to be inserted on publication](#)).

People told us what they would like to see and these have been considered and reflected within the market position statement.

<b>What people would like to see</b>
An early diagnosis, support from professionals, more information during assessment and after diagnosis, service user feedback to inform commissioning going forwards, better links with education, Open and transparent diagnostic process, focus on NICE guidelines and positive relationships with parents
Schools, GP's, job centres, universities and the police having a good understanding of the needs of children, young people and adults with autism.
Carers require good information pre and post diagnosis about services and resources available. They would like a single point of support during crisis and would benefit from additional training to learn strategies in relation to behaviour management. More support for parents that continues throughout the child or person with autism's life, to ensure they retain good emotional and mental health and plan for the future.
There is a need for knowledgeable teachers, staff and employers within all settings who value the strengths of people with autism, have high aspirations and promote a positive perception of autism. Parents want schools and other professionals to acknowledge parents' expertise in relation to their child's needs. Education and health need to work better together post diagnosis to ensure that information is shared and influences future support.
Better information, guidance and support is needed for parents, carers and individuals with autism for children moving from primary to secondary school and for those leaving school for FE/HE/employment. This is particularly true for families of children and young people with high functioning autism
There needs to be better identification and assessment for girls with autism and support needs to reflect the gender differences. There is also a need for support for those with a PDA diagnosis

## **Chapter 3 - What's the bigger picture?**

### **How does national policy influence this market position statement?**

The National Autism Plan for children was published in 2003. This was followed by the Autism Act which was passed in 2009. The Autism Act placed a number of obligations on a range of public bodies to improve opportunities for people with autism. The strategy for adults with autism in England 'Fulfilling and Rewarding Lives' followed in 2010 and provided clear direction in terms of how public services must transform to better address the needs of adults with autism. More recently 'Think Autism', published in April 2014 shared detailed consultation and research into the views of people with autism and their families on how progress has been taken forward in implementing the 2009 Autism Act. In March 2015 "Statutory guidance for Local Authorities and NHS organisations to support implementation of the Adult Autism Strategy" was also published. The policy framework governing our work on autism is extensive and can be found at Appendix 1 – autism policy framework (insert link to this document here on publication).

### **What is the national prevalence of autism?**

Owing to variable identification rates and a general lack of data, it is difficult to quantify with certainty the number of people with autism. Studies have found the prevalence of autism is approximately 1% in the UK and this estimate is used by the National Autistic Society (NAS) and National Institute for Clinical Excellence (NICE). If the 1% prevalence figure is applied to the UK population, this means that over 695,000 people in the UK may have autism.

Uncertainty about the prevalence of autism means that it is also difficult to estimate its associated cost. It is estimated that autism costs the UK economy around £28.2 billion per year (£25.5 billion for adults, and £2.7 billion for children). Of the £25.5 billion cost for adults, 59% is accounted for by services, 36% by lost employment for individuals with autism, and the remainder by family expenses. (Knapp et al. 2009).

### **What about people with protected characteristics and autism?**

People may have stereotypes and preconceptions about what someone with autism is like. For example, "male", "white", "good at maths" are often things people have in their mind. Some of these preconceptions may prevent people accessing support that they need, for example, in relation to their sexuality or what is considered to be "right" for their cultural or religious background. It may also lead to significant under-diagnosis amongst certain groups, for example, people from a Black or Minority Ethnic (BME) background.

There is strong evidence to suggest that there are more males with autism than females. However, females are less likely to be identified with autism even when their symptoms are equally severe. This is because their traits can be more subtle and females may be more able to mask their difficulties by modelling their behaviour on others. In addition autism diagnostic criteria has historically been developed using the behaviours that males display. Many females are never referred for diagnosis and are missed from the statistics.

Autism is a development disorder, which is also considered a disability, recognised by the Equality Act of 2010. Although autism is not a mental health condition or a learning disability, it is estimated that between 44% - 52% of people with autism may have a learning disability and an estimated 71% of people with autism are likely to have a mental health condition at some point during their life.

There is limited research around ethnicity and autism which has given an inconsistent picture as to whether autism is more prevalent or frequently diagnosed in particular ethnic groups. Some minority ethnic communities have a limited understanding of autism and the condition is perceived differently by some communities. This is important as it is likely to have implications for how families, carers and professionals respond to autism and how likely and easy an individual may find it to access appropriate support.

It is recognised that Looked After Children (LAC), children from military families and those from travelling communities may be less likely to be referred for a diagnosis of autism. There may be a reluctance to engage with services either because of a lack of trust or a lack of knowledge of services available. Sometimes there are difficulties with diagnosis due to the behaviours of attachment disorder which some children display being similar to autism.

Using the 1% prevalence rate it is expected that there are around 1,272 adults over the age of 65 with autism in North Yorkshire. As the older adult population grows it is estimated that this figure will increase by over 500 people by 2030. Older people are less likely to have received a diagnosis.

We don't yet know enough about the Lesbian, Gay, Bi-sexual and Transgender (LGBT) population and autism. Nationally the Department of Health has committed to bring together groups and networks that work on equality issues, including race, gender and sexuality, with third sector and other experts on autism to look at the issues experienced by people who are lesbian, gay, bi-sexual or transgender, and members of BME groups, who have autism.

## **What is the local prevalence of autism in North Yorkshire?**

Between April 2014 and March 2015 in the areas covered by the four North Yorkshire and York CCGs, there were 245 children diagnosed with autism. 23 children were diagnosed with autism between April 2014 and March 2015 in the Craven area. As at March 2015 there are 1,721 children and young people with autism up to the age of 25 in North Yorkshire known to service providers. There are 154 children and young people who have a statement of special educational needs (SEN) or an Education Health and Care Plan (EHCP) with autism identified as their primary need. This reflects 23% of all statements/EHCPs.

There has been a 25% increase in the number of children and young people with autism who require additional support from the Inclusive Education Service since 2010 and as of April 2015 there are 489 requiring additional educational support from the service. This is equivalent to 28% of all children and young people 0-25 that are known to the local authority. Projection figures for 2015 suggest a further increase in requests for assessment and diagnosis services and the involvement of the Inclusive Education Service of approximately 30%. This puts a huge pressure on all diagnostic, educational, and social care services.

In 2015, 50 young people with autism moved from school to post-16 provision. Further consideration needs to be given to how to support young people with autism when preparing for adulthood e.g. moving into further education and employment.

In 2014, 17 adults per month were referred for assessment of autism and/or ADHD by their GP across the four CCG areas (which include City of York). Current rates of referral (0.03% of practice population) are below the expected prevalence rates for ADHD and autism. There are 270 adults with autism supported by Health and Adult Services (as at February 2015). There are many more people with autism who may never come to the attention of services. This is because they have learned strategies to overcome any difficulties with communication and social interaction and found employment.

## **Chapter 4 - What is on offer in North Yorkshire?**

This market position statement reflects the ambition to improve the range of services available locally and aligns with the ambitions within the Health and Wellbeing Strategy for North Yorkshire. The information below highlights the different types of provision for adults and children with autism. In future we aim to reduce the impact of transitions from children's to adults' services. Further information on all North Yorkshire services can be found on our [local offer](#).

There is a continuum of provision to support positive outcomes for people with autism ranging from universal services to highly specialist support. The needs of children, young people and adults with autism will be met on an individual basis and support will be personalised to the needs of each person.

### **What health provision is available for people with autism?**

All people with autism will have access to universal health services, for example primary care, and there will be some who will require access to more specialist services.

### **How do I get a diagnosis of autism?**

A health professional will make the referral for an autism diagnostic assessment. For children and young people, a health professional will carry out an initial assessment, and then make the decision to refer on to the autism diagnostic assessment team. The assessment should start within three months of the initial referral to the autism diagnostic assessment team. A health professional could include a paediatrician, child psychiatrist, clinical psychologist or speech and language therapist.

There is a local service provider in each locality for children and young people (Harrogate, York, Scarborough, Northallerton and Skipton).

For adults over 18 years of age, a GP, or another health professional involved in their care will make a referral for an autism diagnostic assessment. Assessments for adults will change in the winter of 2015 to provide a more localised service. Previously adult diagnosis services were provided out of county.

The autism diagnostic assessment teams are multidisciplinary in line with NICE guidance QS51. For children and young people the team may consist of a paediatrician, psychiatrist, speech and language therapist, clinical psychologist, and specialist CAMHS consultant. The adult autism diagnostic team may include a psychologist, psychiatrist and other mental health professional. These teams have specialist skills in autism diagnostic assessments. They can advise other professionals involved in the patient's care about the impact of a diagnosis or treatment, education or social support. The diagnostic process can be complex and

challenging for some families and individuals. Professionals working in this area are sensitive to the emotional impact of this process and work within the most up to date NICE guidance and diagnostic tools e.g. ICD 10 or DSM-V for children and young people.

Following an assessment, support will be offered dependent on the presenting healthcare needs of the patient. This may include further signposting and support to access relevant services for people who have not received a diagnosis. For those who do receive a diagnosis, post diagnostic support for children and young people includes a parent information pack and access to autism specific parent training programmes which is offered jointly by the NHS and CYPS. Post diagnostic support is provided on an individual basis for adults and may include carer support, signposting to support networks, provision of information or attending a support group.

If further NHS provision is required or is more appropriate the person with autism may be signposted to an alternative service. For example, children may be referred to CAMHS, therapy services, and adults to social support or counselling. This may involve joint working with mental health or learning disability NHS providers to achieve a personalised approach for the individual.

### **What education provision is available for children and young people with autism?**

The majority of children and young people with autism attend their local nursery, pre-school, maintained mainstream school or academy and have their needs met within the mainstream from delegated funding. Resources are delegated to Early Years settings and schools to enable them to meet the needs of pupils with Special Educational Needs (SEN) including autism. For children with higher levels of need, the local authority may provide resources through an Education, Health and Care Plan (EHCP).

The local authority encourages all education settings to develop their knowledge, skills and competencies to meet a wide range of needs including autism. The Inclusive Education Service encourages all settings to continually develop their provision through the implementation of 'The Autism Education Trust Quality Standards and Competency Framework'.

In line with the 2014 SEN Code of Practice, local authorities have a duty to ensure that they provide adequate and efficient educational provision for any child or young person with additional support needs including children and young people with autism. The code emphasises that having an SEN is not a reason for poor educational attainment. North Yorkshire promotes the personalisation of learning for children and young people with autism. The local authority pattern of provision aims

to develop the capacity of local education provision, by sharing expertise in autism. Some children and young people will require specialist educational provision. Further information on the specialist educational provision available can be found [here](#).

The local authority has an Inclusive Education Service who offer specialist services for schools and settings requiring support to improve their inclusive provision.

### **What provision is available for families with autism?**

Parents of, or professionals working with children and young people with autism may consider a referral to access services provided by children's social care (higher functioning conditions) or disabled children's services (for children with a learning disability). They can request that a Child in Need Assessment is carried out to see if their child is eligible to receive support or short breaks, either from social care or from the Prevention Services under the [common assessment framework](#) (CAF).

Short breaks are available to some children, young people and their families where their caring responsibilities are significant and where they need a break. Information on short breaks provision can be found [here](#).

There is also advice available around parenting, behaviour management and sleep. Agencies work together to coordinate support in order to provide a consistent response.

Carers of people with autism are also entitled to request a carers' assessment to identify their own support needs in caring for an adult with a disability. Carers can include spouses, family, children and young people. A range of [carers' resource centres](#) have been established across the county to provide information and signposting.

### **How do we prepare young people with autism for adulthood?**

Making the transition from childhood, through adolescence and into adulthood is challenging for any young person. Young people with special educational needs or disabilities and those with autism can face additional barriers. This period of time, often referred to by professionals as 'transition' can be both daunting and frustrating for young people and their parents.

Transition is most successful where there is good communication and planning between the young person, their parents, school and professionals.

Significant work has been undertaken to improve the process of transition for young people. In 2008 the National Transitions Support Programme was introduced by the government to develop systems which would improve the experience of young people including those with autism. North Yorkshire is committed to improving local provision for post-16 learning opportunities, including the development of flexible and

personalised packages of support to continue in education or training. It will also ensure integrated person-centred planning and assessment approaches through the transition period, using the Preparing for Adulthood section of the Education, Health and Care plan. Young people with autism are able to request a care assessment and carers can request an assessment of their needs. Special Educational Needs Coordinators (SENCOs) in schools should make young people with autism and their families aware of their right to request such assessments.

In the past, transition was largely seen as being the move from one council service to another, whereas Preparing for Adulthood (as Transitions is now known nationally) involves supporting young people aged 14-25 to achieve positive outcomes in many different aspects of young adult life, with a focus on maximising skills and achieving independence. NYCC have developed an integrated Preparation for Adulthood Service that will come into effect from 1 November 2015. Young people who are eligible for support from this service will have access to a support planner who will act as a key worker, and there will be links with specialist careers advice, supported employment and travel trainers.

Adopting a more holistic approach to post-19 Personalised Learning has already seen significant reduction in spending on out of county placements, and the development of local provision. The proposed Preparing for Adulthood model will build on this success, way of working and making provision so that a larger group of young people either do not go out of county, or are able to return at an earlier stage.

### **What support is available for adults with autism?**

Adults who have been diagnosed with autism are entitled to have a social care assessment that will consider individual communication preferences. Those with social care needs may be eligible to receive support from the local authority. This support is means-tested, and may be free of charge subject to eligibility. North Yorkshire County Council's brokerage service has access to a wide range of social care providers who can support a range of needs. Social care assessors will liaise with the brokerage service on behalf of the person with autism.

The local authority will consider prevention measures that reduce social care needs, e.g. adults with autism can also access adult education classes and local support groups where these are available, and for those in further education, disability advice workers may be able to signpost students to the right support and help to maintain their education.

Job Centre Plus is part of the Department for Work and Pensions. It provides services that support people of working age from welfare into work, and helps employers to fill their vacancies. Disability Employment Advisors (DEAs) are

available to support people who have disabilities, including people with autism. DEAs will act as advocates for those who experience difficulty in communicating with employers. DEA training covers a wide range of conditions including autism, and advisers undertake autism specific training.

In addition, North Yorkshire County Council's Health and Adult Services offer a Supported Employment Service which includes support for people with autism. They are able to support people with autism to gain and retain employment. Supported Employment staff also work with employers to advise on reasonable adjustments in the workplace.

### **What provision is available in my community?**

There are a number of organisations and independent groups that support people with autism, such as the National Autistic Society (NAS). The NAS website, [www.nas.org.uk](http://www.nas.org.uk), contains a list of useful local contacts and support groups.

There are a range of local community groups and support available for people with autism and their families. These include leisure and sport activities, youth provision, after school clubs, parent support groups and peer support groups.

## **Chapter 5 - How will the market position statement make a difference for people with autism?**

In the following pages each theme highlighted by people with autism and their families is considered and joint priorities have been identified.

- 5.1 Support for people with autism and their families**
- 5.2 Assessment and diagnosis**
- 5.3. Raising awareness and training**
- 5.4 Information and signposting**
- 5.5. Employment and education**
- 5.7 Supporting people with autism during key life changes**
- 5.8 Working together**

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## Theme 1 - Support for people with autism and their families

We know that caring for someone with autism can be extremely rewarding but can also be hugely challenging. We want families to feel supported at all stages, starting before diagnosis and continuing throughout the person with autism's life. Many people with autism find it difficult to make friends. It is important that all people with autism can easily access information in their local area about what support from peers, charities and other community groups is available.

### What is the progress so far?

- Autism specific parent programmes are available for families of children and young people that receive a diagnosis of autism.
- In line with the requirements within the Care Act 2014, all carers are entitled to a carer's assessment and may be eligible for a personal budget to support their needs.
- A new Prevention Service became operational in April 2015. The new service has 12 area prevention teams which work across the 0-19 age range. Their service provides targeted support for individuals, families and groups.
- A Local Crisis Care Concordat has been agreed for mental health services, which includes developments for people with autism.
- Mental health staff employed by NYCC's Health and Adult Services (HAS) have received specialist training on how autism can affect a person's mental health and three mental health staff are autism champions.
- NYCC and NY Police are jointly developing Safe Places with third party, voluntary sector and statutory bodies. Safe Places have been created so that people are able to travel independently and safely in their own communities. There will be a formal launch of Safe Places in 2016, but the system will be trialled from September 2015. .

What are the priorities going to be?	What we will do?	How will we do it?
Ensure that the support available for families is of a high standard and that families feel confident that the support they receive is appropriate	Provide information for families about autism, local services and support networks available	<p>Deliver effective and timely autism specific parent support programmes</p> <p>Promote the AET parent guides among parents of children who receive a diagnosis of autism</p> <p>Map and facilitate the development of parent support groups led by parents for parents in partnership with the</p>

		<p>NYCC Building Stronger Communities Managers</p> <p>Develop local information for families in relation to interventions and publish this on the NYCC website</p> <p>Provide flexible support for families through the Prevention Service</p> <p>Explore autism training pathways across NYCC and the NHS</p> <p>Expand the number of autism champions within the Prevention Services, children's social care and Health and Adult Services</p> <p>Develop a structure for on-going support for autism champions</p>
	<p>Ensure that professionals working directly with children young people and adults with autism and their families develop the skills, knowledge and understanding of autism and challenging behaviour</p>	
<p>Support active engagements in local communities</p>	<p>Support children and young people with autism and their families in accessing mainstream universal services</p>	<p>Offer additional short term support to access universal services through the Prevention Service</p> <p>Provide advice and training for providers or short term additional support to enhance their confidence and skills in supporting children and young people with autism</p> <p>Offer activity based groups for children with disabilities including those with autism</p>
<p>Ensure that all mental health staff can identify</p>	<p>Review mental health provision and ensure</p>	<p>Evaluate training programme by providers</p>

<p>the mental health needs of people with autism effectively particularly during a point of crisis.</p>	<p>that those providing mental health treatment are knowledgeable about autism</p>	<p>to mental health staff.</p> <p>Update the service specification for child and adolescent mental health services.</p> <p>Review the Child and Adolescent Mental Health Service (CAMHS) pathway for children in crisis</p> <p>Ensure that the Looked After Children CAMHS have access to information on differential diagnosis</p> <p>Look to develop autism champions within the Healthy Child programme including, Compass Reach and CAMHS</p> <p>Review the urgent care pathway for adults ensuring services are inclusive for people with autism</p>
<p>People with autism feel included and safe within their local communities</p>	<p>Explore community development opportunities to ensure people with autism have local access and involvement</p>	<p>Continue to develop safe places for people with autism to access</p> <p>Explore community development opportunities to support people with autism (e.g. sports and leisure)</p> <p>Support the development of autism friendly communities through the NYCC Stronger Communities team to reduce isolation and develop opportunities for</p>

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## Theme 2 – Assessment and Diagnosis

There is an increasing demand for diagnostic services for people of all ages and an increase in the overall volume of referrals to the teams that support those with a diagnosis. Many people will require support from a range of services at the same time as accessing an autism assessment, including education, social care, and primary and secondary health services, including mental health.

### What is the progress so far?

- A 0-19 years pathway for local assessment and diagnosis is now well established.
- An information pack for parents and autism specific parent training is available for parents of children and young people who receive a diagnosis of autism.
- A North Yorkshire and York autism assessment and diagnosis service for adults with autism which is close to home, will be procured in 2015 on behalf of NHS Vale of York, NHS Hambleton, Richmondshire, Whitby, NHS Scarborough, Whitby, Ryedale and NHS Harrogate and Rural District.
- A diagnostic service was commissioned from Bradford District Care Trust in April 2015, in the Craven area of North Yorkshire, as part of Bradford and Airedale, Wharfedale and Craven CCG's commissioning plan. This is the Bradford and Airedale Neuro Developmental Disorder Service (BANDS) and assesses for Autism Spectrum Condition (ASC), Asperger's and Attention Deficit Hyperactivity Disorder (ADHD) in adults. It then works in support and consultation with other services to provide for mental health problems which may be encountered.
- A GP survey has been completed to assess current understanding of the adult referral pathway and areas for improvement.
- From April 2014 the PCU began collecting baseline data around referrals and NICE compliance, which will be used to inform future commissioning intentions for children and young people.
- Commissioners adopt autism-friendly approaches in commissioning and include a requirement to signpost to relevant available post diagnostic support including education, social care and the voluntary sector in the service specifications.

<b>What are the priorities going to be?</b>	<b>What will we do?</b>	<b>How will we do it?</b>
To review local pathways for assessment and diagnosis to ensure services have effective feedback mechanisms in	Improve and develop local autism assessment and diagnostic services within North Yorkshire as identified through on-	By undertaking a quality review of autism diagnostic services, service user feedback will be used to inform future service

<p>place to continually improve.</p>	<p>going reviews of service availability and quality</p> <p>Build on existing established baseline data within children's services to monitor activity across all ages</p> <p>Monitor data on how assessment services are accessed by groups with protected characteristics e.g. Looked After Children, older people, women, Black and Minority Ethnic (BME) and Lesbian, Gay, Bisexual and Transgender (LGBT) communities</p> <p>Implement any new international criteria for diagnosis (ICD) once published, relevant statutory guidance and NICE Quality standards</p> <p>Include suggested tools for identifying and supporting differential diagnosis in children that are looked after within relevant service specifications</p>	<p>development</p> <p>By continuing to collect autism monitoring activity reports</p> <p>Services are able to monitor data on those with protected characteristics</p> <p>Consider any new changes with providers</p> <p>Relevant service specifications include tools for identifying children that are looked after</p>
<p>To look to review pathways for additional needs</p>	<p>Review pathways for additional needs. Diagnosis and assessment services have clear pathways into mainstream provision for all provision</p>	<p>By reviewing pathways and listening to patient's experience feedback which should be shared with commissioners</p>
<p>Consider the need for post diagnostic support for people with autism in understanding the diagnosis and living with autism.</p>	<p>Review existing diagnostic support provision for children and young people and their families</p> <p>Review and improve</p>	<p>By reviewing the provision, coverage, uptake of post diagnostic support and feedback from families. Including this as a theme within the Autism Quality Review</p>

	existing post diagnostic support pathway for adults with local partners	Monitor post diagnostic support requirements
Provide diagnostic services which are accessible	Review current provision alongside user feedback	Patient's experience feedback to be shared with commissioners
Post diagnostic support, information and signposting	Review existing support and information provided	North Yorkshire Steering Group for autism to review information that is currently available using feedback received from the consultation and will identify needs going forward

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### Theme 3 - Raising awareness and training

Raising awareness is key to improving the lives of people with autism in all areas of day to day life. A prevalence level of 1% means that most teachers, social care workers, general practitioners and other health professionals will support a person with autism at some point during their career.

#### What is the progress so far?

- As at September 2015 over 1500 of North Yorkshire County Council's workforce have undertaken online autism awareness training; over 150 non-local authority staff have also undertaken this training
- North Yorkshire has been awarded the position of Yorkshire and Humber Autism Education Trust Early Years and Post 16 training hub, it also offers the school programme through a reciprocal arrangement with Leeds STARS
- North Yorkshire Police Community Support Officer (PCSO) training based on NAS resources is provided
- 61 Health and Adult Services operational staff are registered autism champions and have received enhanced level training on autism
- 65 children's social care and Prevention Service staff have gained accredited autism training through the Cygnet practitioner programme
- 18 North Yorkshire County Council services have commenced the National Autistic Society accreditation process with a view to achieving accreditation for autism-friendly services

What are the priorities going to be?	What we will do?	How will we do it?
Raise awareness of autism generally within local communities	Target specific audiences during World Autism Week each year i.e. older people who may not have received a diagnosis, women, Looked After Children	Support voluntary sector groups in promoting autism awareness through the development of resources
Map current training on autism throughout public sector agencies in North Yorkshire and identify training pathways for professionals who work with people who have autism	Develop a training pathway for all public sector services in line with the standards for care requirements including safeguarding.	Develop a training pathway Seek approval from all public sector agencies Develop an autism training offer with reciprocal arrangements between teams for CYPS wider workforce  Measure the number of staff within each agency

		at universal, enhanced and specialist level. Look to setting targets with each agency in respect to autism training
Support the development of universal, targeted and specialist training opportunities available to all public sector agencies	<p>Contribute to the development of skills, knowledge and understanding of the autism workforce, enabling them to promote the positive aspects of autism</p> <p>Develop a traded autism training offer for educational establishments</p> <p>Identify new opportunities for commissioning training within the NHS</p> <p>Raise awareness of the different presentation within autism</p>	<p>Promote the autism champion model across NYCC and the NHS and with other agencies i.e. housing, police, district councils etc</p> <p>Promote the AET tiered training programme with all educational establishments (Early Years, schools and Post 16 providers) through the SENCO networks, School's forum and SIN meetings and Inclusive Education Service information</p> <p>Emphasise the importance of understanding the individual and raise awareness of the needs of girls, those with PDA and the subtle complexities of people with high functioning autism</p> <p>To scope and explore avenues to increase training opportunities for clinical and non-clinical healthcare staff</p> <p>Work with universal services to raise awareness of how people with autism may present differently and their responsibility to make reasonable</p>

		adjustments (GP's, hospitals, police, schools, social workers etc.)
Encourage frontline services to become "autism friendly"	<p>Successful achievement of the NAS accreditation</p> <p>Promote the National Autism Society accredited status and Access award.</p> <p>Improve knowledge, understanding and inclusive practice in educational settings</p> <p>Commissioned service specification includes reference to autism where relevant</p>	<p>Support the NAS accreditation of 18 NYCC day, respite and outreach services through allocating resources for accreditation and providing specialist advice and support as appropriate</p> <p>Monitor the number of services undertaking NAS accreditation and those implementing the Access award</p> <p>Promote the Autism Education trust Standards and Competency framework and support their implementation through the Inclusive Education service</p> <p>NHS, public health and social care commissioners will include reference to autism in service specification for commissioned services where relevant e.g. signposting to the NAS access award or equivalent</p>
Raise awareness of the impact of bullying on children, young people and adults with high functioning autism	Promote and deliver support	Adopt the AET Peer awareness programme within the Enhanced Mainstream Schools (EMS) initially and then roll out to other schools through outreach teams

		<p>Deliver autism peer awareness as part of the Crucial Crew programme targeted at year 6 pupils</p> <p>Promote the My Autism and Autism Education Trust video clips that demonstrate the impact of bullying on individuals with autism within mainstream schools</p> <p>Raise awareness of the mental health needs of CYP with autism within mainstream schools</p>
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## Theme 4 - Information and signposting

Key to achieving a fulfilling life with autism is having easy access to information and advice about what support is available. This is important regardless of whether someone wishes to sit exams at school, leave home and go to university, apply for a new job or maintain a new tenancy. Later in life, it may be important for someone with autism to have consistent caring arrangements in place for themselves or a loved one, and to have clear information about accessing welfare, benefits or other welfare rights information. Adults with autism and their families involved in national consultations have said that it can sometimes be hard to know where to go for advice and information locally.

### What is the progress so far?

- An information pack for parents was developed in 2012 jointly between parents, the NHS and NYCC, for assessment and diagnostic teams to share with parents after assessment/diagnosis
- 18 day, respite and autism outreach provider services within North Yorkshire have been given tablet computers for use by people with autism and others in their services. The tablets contain apps that have been designed for people with autism and include apps to enhance sensory experiences, learn life skills and improve communication
- Some libraries in North Yorkshire contain autism-specific resources for use by the public
- Autism specific parent training is available for parents of children and young people who receive a diagnosis of autism
- The local offer has been developed
- NYCC's Customer Service Centre staff have undertaken basic autism awareness training in order to better understand the needs of people who ring up requesting advice and guidance
- A member of staff in NYCC's customer service centre is an autism champion and has undertaken enhanced training modules in different issues around autism, enabling a greater level of knowledge of autism within the customer service centre
- NYCC has developed a guide to developing accessible information

<b>What are our priorities going to be?</b>	<b>What we will do?</b>	<b>How will we do it?</b>
Improve the way we communicate with children, young people and adults with autism and their families	Use a wide range of communication methods to interact with people with autism and their families that are designed with the needs of people with	Public sector agencies will provide information that is "autism friendly" i.e. use clear and straightforward language

	autism in mind	<p>Maintain web-based information including information on interventions for families and services that support people with autism</p> <p>Review existing information on the NYCC website in relation to autism</p> <p>Include children, young people, adults with autism, parent support groups, voluntary organisations and the virtual reference group in the design of key communications</p> <p>Canvass how best to promote and publicise autism information and signposting</p> <p>Use social media to promote key messages as widely as possible</p>
Provide easily accessible information about autism	Develop autism information hubs and networks	<p>Make autism resources available within NYCC public libraries for those with autism locally and for those moving into the area</p> <p>Develop and deliver training for library staff to ensure that they are able to signpost appropriately</p> <p>Get advice from people with autism to ascertain what resources would be useful for people with autism and the wider public</p> <p>Develop an online network for autism champions to share information.</p>

		Invite further participation from public and private sector organisations and local voluntary groups on the virtual reference group
Improve information and signposting available	Develop local information and signposting pre and post diagnosis	<p>Review pre and post diagnosis information available</p> <p>Ensure that GP's are aware of the autism diagnostic pathway and signposting for those who move into the area</p> <p>Explore the role of the key worker within the assessment and diagnostic process to ensure appropriate signposting relevant to individual circumstances</p> <p>Signpost parents to relevant services and materials through the parent support programme</p>
Make it easier for people to know how to access appropriate services and support	Reduce the number of referral points for the families of children and young people with autism	<p>Single point of referral for the Inclusive Education Service (Education)</p> <p>Single point of referral for the Prevention service (Family Support)</p> <p>Single point of referral for the Healthy Child Service (Health)</p>

## Theme 5 - Employment and education

Education and employment are critical for ensuring a positive future with good outcomes for people with autism. We know that young people with SEN including those with autism do less well than their peers at school and college and are more likely to be out of education, training and employment at 18. In order to aspire high for people with autism we need to improve education and employment opportunities locally.

### What is the progress so far?

- A “Review of Evidence Based Educational Interventions for Autism in North Yorkshire” has been written to highlight the national recommendations and best practice guidelines; leading to an NYCC statement regarding autism and evidence based intervention
- A range of training and development opportunities have been made available for schools and settings to access
- The Inclusive Education Service has developed a single point of referral to ensure that schools can easily access support required
- Schools have been supported to implement Lego Therapy as an intervention to increase social competence.

What are our priorities going to be?	What we will do?	How will we do it?
Improve the knowledge, understanding and inclusive practice in educational settings (0-25)	Provide training opportunities, offer interventions and develop resources to support schools’ understanding of their statutory requirements and understanding of autism	<p>Implement continuing professional development opportunities for staff across all educational establishments</p> <p>Promote the Autism Education Trust standards and competency framework across educational establishments to support them in improving their offer to children and young people with autism.</p> <p>Develop SEND guidance for mainstream schools to support them in their understanding of the Code of Practice and the Equalities Act</p> <p>Support schools in</p>

		developing their knowledge of therapeutic and educational interventions and their implementation through the “assess, plan, do, review” model
Improve education opportunities for young people with autism in mainstream schools	Increase access to intensive support for reintegration of children and young people with autism that are excluded or at risk of exclusion to reduce breakdowns in educational placements	Employ an autism consultant to work specifically with children that are excluded or at risk of exclusion
Develop appropriate peer support for children and young people with autism	Support the quality and availability of peer mentors in schools through developing and rolling out training	Work with Barnados/Flying High to; <ul style="list-style-type: none"> <li>• Formulate an action plan</li> <li>• Investigate and consider peer mentoring training availability nationally.</li> <li>• Create peer mentoring training package to be used by specialist staff in schools</li> <li>• Pilot in schools and evaluate before general roll-out</li> </ul>
Children, young people and their families report the school that they attend is autism friendly	Support parents in making decisions about the most appropriate educational setting for their child	Promote the AET parent information  Provide advice, guidance and advocacy for parents through the SENDIASS service
Improve and expand employment opportunities for people with autism	Ensure that people with autism seeking work feel enabled to do so and that employers feel confident in employing people with autism  Ensure people with autism are able to access support if required to maintain their employment	Provide opportunities for young people with autism to become autism trainers for NYCC  Provide support for people with autism seeking work.  Guide employers in making reasonable adjustments in order for

		<p>people with autism to maintain their employment</p> <p>Include support for employers within the post diagnostic pathway for adults with autism e.g. advice on reasonable adjustments within the workplace</p> <p>Link with the Department for Work and Pensions regionally to discuss their targets and objectives for supported adults with autism into employment</p>
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**Theme 6 – Supporting people with autism through key life changes including preparing for adulthood (transitions)**

Appropriate support during periods of change is important for many people with autism and their families. Planning key life changes such as a transition from primary school to secondary school or from education to employment involves bringing together all of those involved with the person and is vital in helping to support people with autism to lead independent lives and fulfil their potential.

<b>What are the priorities going to be?</b>	<b>What we will do?</b>	<b>How will we do it?</b>
<p>Remove the perceived 'cliff edge' for the young person and their families through implementing a seamless model of support</p>	<p>Provide a Preparation for Adulthood Service for young people with autism who meet the eligibility criteria</p>	<p>Work together to improve pathways and better manage expectations for young people preparing for adulthood</p> <p>Offer personalised pathways for people with autism who have EHCPs and cannot access mainstream post-16 provision locally</p> <p>Have increased levels of support in place through linking services such as Inclusive Education Service, Health and Adult Services (Adult Team), Housing and Leisure</p> <p>Have an identified team in place who work together to ensure that the needs of the young person are met</p> <p>Improve the links with schools to ensure curriculum offer in relation to employment underpins vocational profiling and builds on skills learnt in the work environment</p>

	<p>Improve transition from primary to secondary school for children with autism</p> <p>Improve transition to Further Education (FE) for young people with autism</p> <p>Promote and where possible increase levels of independence for people with autism</p>	<p>Provide an outreach visit for all children and young people transitioning from primary to secondary and secondary to post 16 provisions</p> <p>Promote the AET transition guide across all schools and settings</p> <p>Develop enhanced partnerships with independent providers, offering training and tracking pupils at the transition phase</p> <p>Promote adult learning opportunities for people with autism</p> <p>Facilitate appropriate travel training through early intervention and through later life</p>
<p>Provide high quality support locally to meet the needs of people with autism</p>	<p>Increase the level of support for people to move back into the local area</p> <p>Ensure that support planners and Specialist Careers Advisors are knowledgeable about autism</p>	<p>Improve partnerships with specialist providers who are out of area with the local authority providing the opportunity to monitor the quality of the provision being delivered at residential colleges</p> <p>Have increased levels of support for young people to move back into the local area after completing their placement at a residential college</p> <p>Support Planners will receive training in autism</p>

## Theme 7 - Working together

The 2015 “Statutory guidance for Local Authorities and NHS organisations to support implementation of the Adult Autism Strategy” sets out that every local area is expected to have an Autism Partnership Board (APB) or a similar mechanism in place to ensure that all relevant stakeholders, including people with autism and their families and senior commissioners of health and care services, help identify local need and plan appropriate services and support.

We think it is vital that individuals, families and organisations know what the priorities are, that they have contributed to the development of these priorities and know how they are going to be achieved. That way, everyone can be confident that we are working together as consistently and effectively as possible.

### What is the progress so far?

- Governance structures were set up to support the development of this market position statement
- A ‘virtual reference group’ has been created in order to involve people with autism, their families and interested groups in the development of autism provision across the county. People expressed a preference to be proactively engaged and involved in producing this market position statement and the group operates mainly by email to reflect that not everybody is able, or wishes to attend meetings
- North Yorkshire Police and the seven district and borough councils in North Yorkshire have been engaged in the development of the market position statement and have endorsed its priority areas for action

<b>What are the priorities going to be?</b>	<b>What are we going to do?</b>	<b>How will we do it?</b>
Improve communication with the voluntary sector	Provide opportunities for all relevant public and voluntary sector organisations to be involved in autism development	Ensure that all relevant public and voluntary sector agencies are invited to join the virtual reference group and all other relevant groups
Continue to ensure people with autism and their families are centrally involved in developing autism	Expand representation from people with autism and their families on the virtual reference group	Promote representation on the virtual reference group with people with autism and their families

<p>support in North Yorkshire feel empowered and involved in autism developments</p>		<p>Continue to engage with people regularly by producing annual reports about progress against this market position statement and seek views to ensure full and transparent discussions about the perceived success of the market position statement</p>
<p>Share progress and celebrate success</p>	<p>Be transparent and honest about progress by regularly sharing progress against the priorities in the market position statement to as wide an audience as possible</p>	<p>Publish regular reports to update on progress against the priorities set in this market position statement</p> <p>Take regular reports on progress to the North Yorkshire Health and Wellbeing Board</p>

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## **Chapter 6 – How will we make the aims of this market position statement happen?**

A key piece of feedback, raised a number of times during the consultation was that the market position statement was a long document. People said they wanted a document to sit alongside the market position statement that clearly communicated key ambitions, the vision and what will be different by 2020. Therefore people with autism will be invited to work alongside the NYCC and PCU to produce this document.

An implementation plan containing Specific, Measurable, Achievable, Realistic and Timely (SMART) targets will be written following the publication of the market position statement clearly demonstrating what we aim to achieve and how we will measure progress towards this.

Governance and accountability will be agreed and the success of the market position statement will be measured against the themes presented in Chapter 5. The Health and Wellbeing Board will provide overall governance and overview.

Autism Strategy consultation events  
Main feedback by theme

Diagnosis

- Improve diagnosis for girls with autism
- Improve post diagnostic services from health to include supporting young people in understanding the diagnosis, sleep difficulties, eating difficulties, sensory needs
- The diagnostic process does not always consider behaviour within the home
- There is not always a key worker – this would be helpful
- The links between diagnostic services and schools are not good
- Diagnosis is not open or transparent enough
- There needs to be a follow up visit after families have had time to digest the diagnosis information.
- An information booklet or website would be useful that explained what to expect in relation to a diagnosis and what to do next.

Awareness raising

- Needs to be about awareness, knowledge and understanding – awareness is not enough.
- Knowledgeable teachers, support staff, GP's, social care staff, hospital staff, mental health services, provider services are needed that really understand autism and know how to work effectively with children, young people and adults with autism.
- GP's need to know about the referral pathway.
- There is a need for parent training/support at different stages through the child/young person or adults journey. This training needs to offer tools and strategies for dealing with issues such as behaviour that challenges.
- There needs to be increased understanding around girls with autism and children with autism who are looked after or adopted.
- More needs to be done to raise awareness of higher functioning children with autism and the subtle difficulties that they are experiencing.
- Provider services need training in autism.

Information and signposting

- An online hub would be useful that contained information and a chat forum.
- A single database of children, young people and adults with autism would be helpful for informing people of events and activities.

- Information on interventions and strategies need to be available to families as well as schools.
- An information pack post diagnosis is not enough.
- A single point of contact would be helpful for advice, guidance and signposting.
- Clear support plans need to be developed and maintained for children, young people and adults with autism to support information sharing.
- Literature is needed for children, young people and adults with autism, their siblings and the extended family. Library hubs would be good that include fiction and reference books.
- There is a lack of information for services about how to support children, young people and adults with autism.
- The NYCC website needs to be more user friendly for those with autism.

### Employment and education

- Primary to secondary transition is difficult for many families.
- Schools need to make more reasonable adjustments to make the environment and curriculum work for children and young people with autism.
- Transition from education to employment and careers advice for young people with autism is poor.
- Peers need to be better informed in relation to autism.
- There is a need to measure the number of people with autism in paid employment.
- Employers need to be better informed about autism and there needs to be job coaching and employment support for young people with high functioning autism (HFA).
- There needs to be more of an incentive for employers to recruit people with autism.
- NYCC and the NHS should provide supported internships for people with autism and lead by example.
- Schools need more knowledge of autism interventions.
- Job centre plus need a better understanding of autism.
- Schools should be more accountable and transparent in demonstrating how they are using SEN funding to support individuals.
- Schools need to value the parent's knowledge of their child and of autism and work with the family not against them.
- Schools need to develop their knowledge of the C&FA and the EHCP process.
- Consideration needs to be given to how the LA can achieve engagement from all schools even those that are resistant.
- There is a need for autism champions in every school.

- The strategy needs to consider how best to support parents seeking a good education establishment for their child.

### Support for people with autism and their families

- Parent support needs to be strengthened - this could be facilitated by parents for parents.
- Groups for parents have been invaluable but funding cuts puts these groups under threat.
- There is a lack of social activities for children, young people and adults with autism.
- There is a need for positive handling training for parents of children with autism.
- Families need support with planning for the future as they get older.
- When a person disengages with services the family still require support
- Families do not feel well supported
- The local authority needs to ensure that carers assessments are available for parents of children and young people with autism
- There is a need to develop safe environments within the community for people with autism
- Crisis support needs to be available 24 hours a day, 7 days a week
- The emphasis needs to change from supporting children and families at crisis point to early intervention and better understanding and acceptance

### Working together

- There needs to be collaboration with the police and district councils to develop skills in children with autism in relation to stranger danger, road safety, health eating etc.