

**Manchester City Council
Report for Resolution**

Report to: Health Scrutiny Committee – 15 January 2015

Subject: Autism Developments across Children and Adults

Report of: Director of Education and Skills
Strategic Director, Families, Health and Wellbeing

Summary:

This report provide an update on the specialist resourced mainstream provisions for pupils with Specific Language Impairment (SLI) and/or Autistic Spectrum Disorder (ASD) which are a key part of the continuum of education provision for children in Manchester. The report provides information on the outcome of an evaluation of these provisions which was commissioned by the Council from University of Manchester.

In addition, the report provides an update on the Autism Innovation Grant and a progress report on work to improve the autism diagnosis service provision in Manchester by the Clinical Commissioning Groups.

Recommendations:

Members are asked to:

- Note the content of this report.
 - Approve the outline proposal on how the Autism Innovation Grant monies of £18,500 could be utilised to promote more autism-friendly spaces in youth 'universal' provision
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Wards Affected: All

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Report to Health Overview and Scrutiny Committee: Implementation of the Autism Strategy including arrangements for future commissioning of services for children and adults with autism Committee – November 2013: Implementation of the Autism Strategy including arrangements for future commissioning of services for children and adults with autism. Update on Autism Developments to Health Scrutiny June 2014.

1. Introduction

- 1.1 This report provides an update on autism developments in 4 key areas of activity:
- An overview of progress that has been made in developing the continuum of provision for children and young people across the City with Specific Language Impairment (SLI) and/or Autistic Spectrum Disorder (ASD) and will detail the outcome of the research carried out by Manchester University on the effectiveness of resource provision in the city which was published in December 2013.
 - An update on numbers of children and young people with autism in Manchester
 - A progress report from the three Clinical Commissioning Groups on autism diagnostic services
 - Proposals on how the new Autism Innovation Grant will be utilised to fund one-off capital developments in the city and for Members of Health Scrutiny to endorse the proposals.

2. Background to the development of resourced provision for children with ASD or SLI in Manchester

- 2.1 In 2008 Manchester City Council Children's Services produced a draft Autistic Spectrum Disorder Strategy for consultation. One of the recommendations was to develop specialist resourced mainstream provision across the city for children and young people with ASD. This was to develop further the continuum of specialist provision across the city and to give parents more choice in their child's education.
- 2.2 On 23 December 2009, Manchester City Council's Executive Committee agreed proposals which included the development of six specialist resourced primary schools and three specialist resourced secondary school for children and young people with Specific Language Impairment (SLI) and/or Autistic Spectrum Disorder (ASD) across the City through the Building School for the Future (BSF) programme. In addition, it was agreed that Grange School, a special school for pupils with ASD, would be expanded to 150 places and relocated to a purpose built school also as part of the BSF programme. This was part of the Local Authority's strategy to increase the choice for parents/carers and for pupils by improving and extending both the quality and range of educational provision in the city.
- 2.3 These proposals led to the identification and redesignation of six mainstream primary schools with up to 7 additional places in each and three mainstream secondary schools with up to 10 additional places in each as specialist resourced provision for pupils with ASD and/or SLI.
- 2.4 In January 2010 Executive also agreed proposals to close Ewing School from 31 August 2012. Ewing was an all age school for children with specific language impairment. However, as increasing numbers of children and young

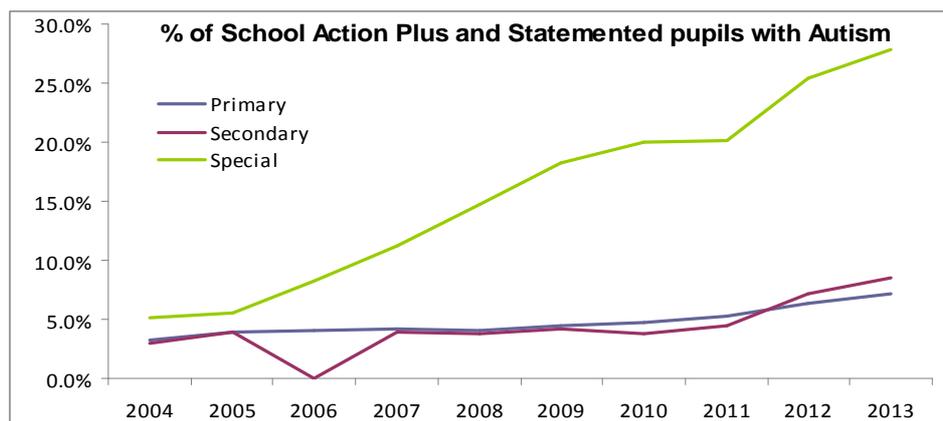
people with SLI were being taught in mainstream schools the number of pupils with this type of special education need (SEN) attending Ewing fell sharply.

- 2.5 More recently, in September 2014, in response to increasing demand for places in resourced provision, the Local Authority has redesignated Plymouth Grove Primary School as an additional specialist resourced provision for up to 7 children with ASD/SLI and Manchester Academy also became an additional secondary specialist resourced provision for young people with ASD/SLI.

3.0 Children and young people with Autism in Manchester

- 3.1 Inclusion remains at the heart of the Local Authority's SEN strategy and there are many children and young people with a statement of special educational needs or Education, Health and Care (EHC) plan successfully attending their local mainstream school in the city. The new Code of Practice implemented on 1 September 2014 endorses the right of children and young people with SEN to be taught, wherever possible, in their local mainstream school.

- 3.2 Data in the table below shows a steady increase in the number of children with an SEN whose primary or secondary need is Autism.



- 3.3 The rate of increase in the Autistic population of Manchester schools is 32 times greater than that of the general school population and 15 times greater than the school SEN population. It is worth noting that all the specialist support schools in Manchester have been judged by Ofsted as either Good or Outstanding. This in itself is an attractive option for families. The purpose built Grange School and the development of specialist resourced mainstream provision continues to attract much interest within Greater Manchester from both parents and professionals. This may be a contributing factor in the movement of families with children who have complex needs into the city.

4. Specialist resourced mainstream provision in Manchester

- 4.1 The table below shows the schools in Manchester that have each gone through a prescribed alteration to have specialist resourced provision for children and young people with ASD and/or SLI. The Local Authority commissions each of the schools to have the resource provision and funding

is devolved to enable schools to have ownership in the provisions and their development.

School	Locality	Capacity	No on roll Sept 14
Rackhouse primary	Wythenshawe	7	7
Barlow Hall primary	Chorlton	7	6
Newall Green Secondary	Wythenshawe	10	15
Plymouth Grove**	Longsight	7	4
Webster primary	Hulme	7	7
Manchester Academy**	Moss Side	10	2
St James C of E primary	Gorton	7	1
St Peters RC secondary	Gorton	10	12
St Willibrord's RC primary	Clayton	7	7
Pike Fold primary	Blackley	7	6
Abraham Moss secondary	Crumpsall	10	5

** These two schools became designated resource provision from 1 September 2014 which is why their numbers are low. Numbers will increase over time once staff have completed training and building work is finished.

- 4.2 Each school has full responsibility for the teaching and learning of the children in the provisions that are on roll at their designated school. The Local Authority established criteria for admission to the resourced provisions and any placements for the provisions are agreed through the SEN placement panel which is chaired by the team leader for the statutory assessment team. All pupils placed in resourced provision have a Statement of SEN (or from September 2014 an Education, Health Care plan).
- 4.3 The schools each have a designated bespoke specialist area which gives them the accommodation capacity for the additional numbers of pupils with higher levels of need. This includes a class room, individual teaching area, a place for small group work, a speech and language room as well as a calm space. Capital funding for this additional building work came from the Building Schools for the Future (BSF) programme. Funding for Plymouth Grove and Manchester Academy came from High Need Funding within the Designated Schools Grant (DSG).
- 4.4 The resourced primary schools each have one specialist teacher and two specialist teaching assistants whilst the secondary resourced schools have two specialist teachers and two specialist teaching assistants each. The

specialist staff are appointed by the governing bodies of each designated school.

- 4.5 The specialist resource provision is integral to the operation of each school and is managed by the head teacher, governors and the senior leadership team. Although the provision is principally for the identified pupils with SLI and/or ASD there is sufficient flexibility to support other pupils in the designated school who may have lesser (non stated) SLI and/or ASD needs. This means that although the specialist staff work directly with the identified children and young people they also support other teachers and support staff to raise capacity to plan, teach and monitor learning outcomes for children and young people with SLI and/or ASD. The principle behind resource a provision is for the children to access appropriate learning opportunities with their mainstream peer group for certain times during the school week.
- 4.6 The Local Authority also funds a speech and language therapist for two days a week for each designated primary school and for four days a week to each designated secondary school. As well as working with small groups of children and young people, the therapist also works with the specialist staff and other school staff to increase their skills in developing communication and interaction and a language friendly school.
- 4.7 The Local Authority commissioned the School of Education at Manchester University to write a training programme ostensibly for the resourced schools but also to be used by other schools and services in the city. A requirement of a school having resource provision is for all staff to complete Level 1 of the programme which is two days of training delivered by a range of professionals and includes input from parents of children with ASD/SLI. Level 2 of the training programme is a six day course on ASD/SLI with sessions delivered by professionals including educational psychologists, occupational therapist, speech and language therapy, clinical psychiatry, and staff from Manchester special schools as well as input from a parent/carer. The Local Authority funds five staff from each primary resourced school and six staff from the secondary resourced schools to complete the Level 2 training. Places on the course have also been offered to other schools wishing to access this training. Two further cohorts of staff will access this training in this academic year.

5.0 Evaluation of resource provision in Manchester - Outcomes

- 5.1 As part of the development of resource provision in Manchester, the Local Authority commissioned Manchester University to undertake a research project which ran from November 2010 until June 2013. The aim of this research was to evaluate the impact of the resource provisions. The findings of the report were published in December 2013 and are extremely positive.
- 5.2 The researchers focused on three key areas: the whole school; the resource provision within the school; and the outcomes for pupils attending the resource provision, including the experiences of pupils and parents. The research

project included structured surveys, interviews with staff, parents and pupils plus observations and the use of questionnaires.

5.3 The executive summary of this report is attached as appendix A. Some of the key findings from the research show are summarised in the following paragraphs.

5.3.1 Whole school practice

- The evaluation found that school practice developed to meet the needs of children with ASD/SLI. The schools selected to be resource provisions were already inclusive schools with a supportive ethos. Head teachers often identified that the resource provision was a way of building upon the existing strengths of the school, which underlines the importance of strong leadership and a clear vision. Having the resource provisions represented at senior management level was also recognised as critical to their success as a core part of school's provision.
- Staff developed a shared understanding of the resource provision role and set high expectations for pupils. Schools valued external support such as the Local Authority network meetings, which assisted them in developing their role and created a sense of community among the resource provision schools.
- Positive attitudes, confidence and practice for staff as a whole remained stable over time. Staff perceived the needs of the children and young people with ASD/SLI to be less severe over time, which the researchers felt perhaps, reflected their growing confidence in being able to meet the needs of these young people.

5.3.2 Resourced Provision

- The evaluation found that staff time was used effectively and enabled the resource provision staff to develop their contribution throughout the school in areas such as policy development and pupil support. This broader contribution to meeting the needs of pupils beyond the resource provision through enhanced classroom strategies or access to interventions continued as places in the resource provisions were filled.
- There were strong collaborative relationships among the resource provision team and between the resource provision staff and the wider staff team. These collaborative relationships enabled an ethos of shared learning among staff, which enhanced provision for all pupils.
- Partnerships with parents and other professionals, particularly speech and language therapists also enabled interventions to be individualised and targeted, while effective home school communication helped to ensure parents were fully informed and involved.
- At the beginning of training, staff participating in the Level 2 training were reasonably confident in their ability to meet the needs of children and young people with ASD and/or SLI. However, the researchers also found that there was a significant increase in their self-efficacy, leading to higher levels of perceived confidence following the training.
- Staff also demonstrated their enthusiasm, commitment and growing expertise in their roles. It is interesting to note that areas where the specialist staff felt

least confident at the beginning of the training were viewed as strengths by the end of the research. This was particularly the case for collaboration with mainstream staff and partnership with parents.

5.3.3 Outcomes for pupils attending the resource provision, including the experiences of pupils and parents.

- The data collected provided positive evidence of pupil progress in academic, communication and social domains. All of the pupils in the research made academic progress, with most of them meeting or exceeding the targets set for them, and major progress made by some of the pupils. This reflected the effort of both resource provision and mainstream staff who worked together to make the curriculum accessible yet challenging to the pupils. In addition, the qualitative data provide many positive examples of academic progress.
- Attendance was broadly similar to national averages, which is very promising given the lower attendance rates and risk of exclusion for pupils with ASD generally. Pupils reported high levels of school belonging, which given the vulnerability of pupils with ASD and SLI to bullying is very pleasing.
- Pupils' social skills were perceived to have improved, while problem behaviours generally decreased. There was evidence of increases in independence and confidence which appeared to have facilitated positive outcomes in wider areas such as life skills and community involvement. Pupils expressed high levels of belonging and satisfaction with their school.

5.3.4 The findings from the research indicate that the resource provision schools in Manchester have successfully managed the process of setting up the provisions and have demonstrated positive outcomes for pupils and parents. The research report includes many comments from parents, staff and pupils about their experience(s) of resource provision. Below are a few examples:

"XXXX speaks up for himself now and talks to the teachers about stuff, that's been a big change. Before he wouldn't dare speak back if he thought he was gonna get into trouble, but now he's confident and he's asking for more, can he do more" – Parent

"They've recognised how bright he is and they've pushed him and they've give him that extra work and they've really steered him in the right direction of getting high results in his SATs" – Parent

"Well, I've seen great progress so I talk to him and I feel that he understands me much more. And he's much better with other people, so I see him playing with his brother now" - Parent

"If there was like a giant chart around the school I would say ten out of ten" – Pupil.

"The classmates are...most of them are all my friends. I would describe them as helpful and understanding" - Pupil

"And that is such a contrast when you look at those children when they first arrived, they couldn't access the classroom at all...they couldn't access dinnertimes, they couldn't access assemblies" - Head Teacher

"When he has done something that's been really big, we have gone and phoned mum and said to her 'we've got some great news...' you know, I mean he ate lasagne and I think mum

phoned everybody out of contacts on her phone because the fact that we've been able to phone her and say 'he's ate a lasagne'" – Teaching Assistant

"He loves the fact that [...] he's included, that he's not seen to be different and also his love of sport has included him in lots of things within school" – Resource Provision Lead

"I think the peers also benefit from accepting differences, you know, accepting the children with differences" – Resource Provision Lead

6.0 Evaluation of resource provision in Manchester - Recommendations

- 6.1 The research highlighted a number of factors which need to be considered in order to maintain the effectiveness of the resource provisions and continue to enhance provision for ASD/SLI pupils within the Local Authority in the future. These are outlined below with the response the Local Authority has made to date.
- 6.2 The research recommended that effective strategic support should be in place beyond the school level to enable the on-going development of the ASD/SLI strategy. This should include on-going training available to all school staff, with more specialised training available for resource provision staff. In response to this the Local Authority has commissioned Grange School, a special school for pupils with autism, to coordinate termly network meetings for the specialist staff based in resourced schools. This commission also requires Grange to pursue shared training opportunities and arrangements for Continuing Professional Development (CPD) for resourced provision staff.
- 6.3 Given the potential numbers of children who might meet criteria for a resource provision place in the future, particularly with the growing numbers of children receiving diagnoses of ASD, the research recommended that there should be continued liaison between the provisions and the Local Authority regarding their future role, profile and development in order to meet future need. This has been addressed through the development of two additional resourced provisions in the city, using the same model, in response to increased demand.
- 6.4 The research identified some concerns from schools about the way that pupils were identified and allocated places at the resourced provision. It recommended a review of the allocation process and criteria for accessing resource provisions among support professionals and mainstream schools to enable a greater consistency and understanding of placement and to ensure consistent advice to parents. In response to this, places allocated to the resource provision are now no longer made by a separate Speech, Language and Communication (SLCN) panel. This is now part of the remit for the multi agency SEN panel so that place allocations can be viewed in the context of wider placement decisions.
- 6.5 The research recommended that a programme of training needed to be in place at Level 1 and Enhanced Level (Level 2) to support the continued development of mainstream school staff. It suggested that the training needed to be reviewed and updated according to current need. In response to this, Grange School now coordinates the delivery of the Level 1 training working

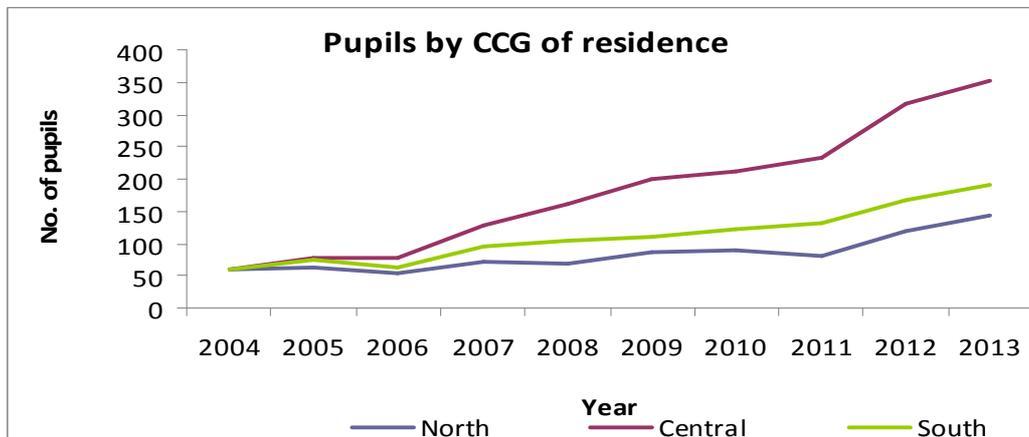
closely with the city's three specialist support schools. Level 2 training has been reviewed to account for current practice and need. Specialist teachers from existing resource provisions deliver some of this training as do parents/carers of children and young people attending one of these schools.

- 6.6 A further recommendation was that a clear process for providing outreach support needed to be agreed and promoted to mainstream schools following discussion between specialist support and resource provision schools so that all schools would benefit from the full range of specialist expertise across the city. In response to this, the continuum of outreach support for mainstream schools now includes opportunity for visits to the resource provisions to meet specialist staff and discuss strategies for teaching and learning. More intensive outreach support continues to be available from the specialist support schools.
- 6.7 The research recognised that flexible and individualised transition support enables strong relationships to be developed with pupils and families. It suggested that these needed to be prioritised and maintained in future as pupils moved from one provision to another for example from primary to secondary. In response to this, a detailed set of guidelines and resources have been written to support a successful transition for children moving from primary to secondary education. These are the result of a multi agency working group of colleagues from health and education with valuable input from young people and their families and are available not only for resource provisions but for all schools to access.
- 6.8 The research recommended that support to pupils with ASD/SLI needs to be characterised by knowing the child; planned personalisation; joint planning and on-going review; regular review of progress and joint target setting with parents, class teachers, other professionals; reciprocal communication with and support for parents and carers. The transfer of statements to Education Health and Care plans (EHC plans) under the SEN reforms will capture all of these recommendations. It is intended that children and young people attending specialist resource provisions will have their statement transferred to an EHC plan during the academic year September 2015 to August 2016.
- 6.9 Finally, the research stated that schools will need to continue to track pupil outcomes in order to evidence the additional benefits for pupils provided by resource provision including attainment data, pupil views, perceptions of progress, sense of belonging, communication, social and life skills. This is monitored in schools through the Local Authority's quality assurance process. In addition, Ofsted have shown interest in the efficacy of resource provisions in terms of pupil progress when these schools are inspected.

7.0 Further developments in Manchester

- 7.1 The recent joint strategic needs assessment on autism completed in November 2014, identified noticeable differences in the increase of children with autism by Clinical Commissioning Group (CCG) areas. In 2004 all three CCG areas had approximately the same number of resident children in

schools with autism however as the chart below illustrates the increase has been more significant in Central and South than in North CCG.



- 6.2 To meet this rise in central CCG the Local Authority opened two additional resource provisions in September 2014. These are at Plymouth Grove Primary school and Manchester Academy. Staff in these schools have completed the Level 1 training and will begin Level 2 in the New Year.

7.0 Next steps - research

- 7.1 The Local Authority's research commissioned with Manchester University included a second part to look at the sustainability of the resource provisions in Manchester and how these have been embedded into school policy and practice. The report from this piece of research will be available in January 2015 but initial findings are extremely positive.
- 7.2 Following the work of the multi agency working group in producing guidance and resources for transition from primary to secondary school there has been much interest for a similar piece of work for young people with autism transitioning to adulthood and post 16 provision. The Manchester branch of the National Autistic Society is particularly interested in developing this with the Local Authority.

8. Progress report from the CCGs on autism diagnostic services

- 8.1 In the Department of Health's *Consultation on New Statutory Guidance for local authorities and NHS Organisations to support implementation of the Adult Autism Strategy for England* it states that CCG's are expected to take the lead responsibility for commissioning of diagnostic services to identify people with autism. To this end CCG's should:
- a. Have a pathway to diagnosis, just as the local authority will have a clear framework for assessing the care and support needs of adults with autism.

Update: This is now in place in draft form, and this has been circulated for comment. The pathway was to be completed once a local service provider for the diagnostics had been sourced.

- b. Have an easily accessible, local autism diagnostic service and key professionals such as GPs and mental health practitioners should be aware of the pathway and of how to refer.

Update: Manchester's CCG's have commissioned an Autism diagnostic service from NHS Greater Manchester West. As reported in earlier committee updates this should reduce the need for patients to travel to Sheffield to receive diagnostic services.

- c. Ensure that GPs, as the gatekeepers to diagnostic services, have adequate training specifically in autism beyond general awareness training and a good understanding of the whole autistic spectrum and the diagnostic pathway that has been developed in their area.

Update: Both Manchester and Trafford CCG's have been working with National Autistic Society to develop a series of awareness days to look at how best to develop a training package for GP's. Manchester GP's are accessing the online awareness training.

- 8.2 Future updates on Autism will report progress against the above new developments.

9. Autism Innovation Grant

- 9.1 Local Authorities have recently been awarded a non-recurrent small capital grant of £18,500 by central government to fund local initiatives and developments for people with Autism.
- 9.2 The funding is to support work on implementing Think Autism, the recent update to the 2010 Adult Autism Strategy for England. The funding could be used to purchase new electrical equipment or IT developments, or for making environments used by people with autism such as public buildings more autism friendly. Equipment such as iPads could be purchased to help people manage their day to day lives better or rooms in places where people with autism go for advice and support could be equipped with computers to support job searches and applications.
- 9.3 Work could also include actions such as refurbishing space to provide a new facility that is sensitive to the needs of people with autism, such as a quiet or sensory room, and so improve access to local services, or help make changes to people's homes. The idea is that even such a small amount of funding can be used to demonstrate what is possible in a local area and promoted with the aim of encouraging other similar developments
- 9.4 This work has been directed to the local autism lead. In Manchester, this is the Lead Commissioner for Disability and Older People (Zoe Robertson). Governance oversight is via the Learning Disability Joint Commissioning Board which oversees the provision of the services for people with Autism and is attended by key partners from health, education, regeneration, housing and

finance. In addition, Manchester is part of the Greater Manchester Autism Consortium run by the National Autistic Society who are heavily involved in this project and will be the key advisor for this process.

- 9.5 As part our reform and change agenda, our aim through the All-Age Disability Strategy is to improve local universal services and not create a segregated offer wherever possible. This is intended to create good local provision where all people can play their part in society and take advantage of high quality accessible services. In addition, one of the key cohorts we want to specifically focus on is young people in transition to adulthood, as we have identified this is an area we want to improve.
- 9.6 One proposal to use this money is to fund improvements to services for young people with Autism in the age range 14 – 25 years and invites bids from Youth Providers on how the money could be used. It cannot be used to fund staffing and cannot be used as part of any revenue funding e.g. salaries for new/existing posts.
- 9.7 With regard to how we intend to use the Autism Innovation Grant, it is proposed that we focus on young people with autism in their transition to adulthood and improve access to universal youth services for people with autism aged 14 - 25. We could invite existing Youth Services providers to 'bid' against the grant and we will judge each bid on its merits up to the maximum value of the grant (£18,500). We hope to:
- Create more universal 'autism-friendly' provision for young people
 - Enable providers to identify areas of innovation and good practice and develop an integrated youth offer
 - Provide a high quality youth offer for people with autism that enables parent/carers to take advantage a new short breaks offer
 - Encourage providers to use the funding as seed corn investment and lever in additional funding where possible
- 9.8 This document will be circulated to all existing Youth Providers by 16th February 2015.
- 9.9 We are inviting existing Youth Providers to submit an application by Friday 13th March 2015 which sets out how their bid will meet the following elements:
- Is the proposal 'autism-friendly'
 - How will it benefit young people with autism?
 - How will it ensure an enhanced integrated youth offer?
 - How could the space be used in the future for benefit by other public partners and services?
 - What anticipated outcomes will it achieve?
 - A fully costed proposal (£18,500 is the total grant amount but we would prefer to allocate this grant to a number of providers)
- 9.10 A judging panel comprising of senior representatives from Manchester City Council and the Citywide Commissioning Team (on behalf of the three CCGs)

and GM Autism Consortium and National Autistic Society will decide on which bids have been successful by no later than 20th March 2014.

Appendix 1: Progress Update Autism Guidance Quality Framework - Manchester's Action Plan

Quality Outcome 1 - Adults with Autism achieve better health outcomes					
Key priorities	Outcome	Owner (s)	Update	Target	
Needs of people with Autism and services are included in Manchester's JSNA.	The JSNA includes the needs of people with Autism	Lead Commissioner for Learning Disabilities: Zoe Robertson	Both the Autism Self Assessment Framework (SAF) information and the Autism JSNA will be presented to the Health and Wellbeing Board in March 2014.	Now met	
Commissioning plans to include people with Autism	Targeted health outcomes for adults with Autism in commissioning plans	Lead Commissioner for Learning Disabilities: Zoe Robertson	Emerging CCG Commissioning Plans include people with Autism. These plans will require approval by the National Commissioning Board, Manchester Health and Wellbeing Board and the LD Joint Commissioning Board	Now Met	

Quality Outcome 2 - Adults with Autism are included and economically active.					
Key priorities	Outcome	Owner (s)	Update	Target	
People with Autism are enabled to access employment opportunities	Employment agencies reporting increases in the numbers of adults with Autism accessing work.	The Head of Manchester Learning Disability Partnership	Awareness packages have been made available to DWP and employment agencies.	Met - requires monitoring	

Quality Outcome 3 - Adults with Autism are living in accommodation that meets their needs.					
Key priorities	Outcome	Owner (s)	Update	Target	
The needs of people with Autism are incorporated into housing strategy.	The needs of people with Autism are included in housing strategy	The Head of Manchester Learning Disability Partnership	Raised with Learning Disability Partnership Board and on the Connecting People workstream of the Strategic Housing Partnership. Housing Lead to join the refreshed Joint Learning Disability	Ongoing	

			Commissioning Board to contribute to strategy development		
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Quality Outcome 4 - Adults with Autism are benefiting from the personalisation agenda in health and social care, and can access personal budgets

Key priorities	Outcome	Owner (s)	Update	Target	
Customers with Autism are better identified when accessing health and social care services	Data Collection of all customer with Autism	The Head of Manchester Learning Disability Partnership	Regarding data collection please see service ambition 1. Autism Consultative Forum is work has started with the Centre for Independent Living to support people with Autism / Aspergers to access Right to Control	Met	

Quality Outcome 5 - Adults with Autism are no longer managed inappropriately in the criminal justice system

Key priorities	Outcome	Owner (s)	Update	Target	

Services in the Criminal Justice Service are aware of the needs of the people with Autism and Aspergers.	That people with Autism are supported appropriately by the Criminal Justice System	The Head of Manchester Learning Disability Partnership	GMP is undertaking awareness training within custody suites. GMP has undertaken train the trainers sessions. These will ensure that GMP staff are aware of the needs of people with Autism.	Met	
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Quality Outcome 6 – Adults and young people with Autism, their families and carers are satisfied with local services.

Key priorities	Outcome	Owner (s)	Update	Target	
Customers with Autism to have access to Easy Read customer satisfaction surveys	Customers are satisfied with services	The Head of Manchester Learning Disability Partnership	Accessible customer satisfaction surveys are being created	Ongoing	
Better and more coordinated transition for young people with Autism and Aspergers.	Young people with Autism and their families and carers experience a more planned and coordinated transition	The Head of Manchester Learning Disability Partnership Lead Commissioner for Learning Disabilities: Zoe Robertson Senior Strategy Manager Children's Services: Amanda Corcoran	A Joint Transition Panel meeting held between Children and Adult Services CAMHs Commissioner has been asked to ensure that a co-ordinated policy has been developed to support the transition of young people with Autism	Targets met	

			<p>and mental health problems.</p> <p>The MLDP Transition Planning Team is coordinating all transition cases for young people with Learning Disability and Autism who meet criteria.</p> <p>The Autism Strategy Board is working with Children's LDD board to develop a universal transition pathway for young people with Autism based on the <i>Matching Provision to Need Tool</i>.</p>		
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Quality Outcome 7 - Adults with Autism are involved in service planning.

Key priorities	Outcome	Owner (s)	Update	Target	RAG
Local advocacy carers groups are actively involved in service development and planning.	Services are influenced and developed which incorporate the needs of people of Autism / Aspergers and their carers	The Head of Manchester Learning Disability Partnership	Autism Consultative Forum is regularly meeting This is being supported by the National Autistic Society.	Ongoing	

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Service Ambition 1- Local authorities and partners know how many adults with Autism live in the area.

Key priorities	Outcome	Owner (s)	Update	Target	
Intelligence in the Directorate for Adults, Health & Wellbeing and NHS Manchester to capture prevalence data	The needs of people with Autism are included in Manchester's JSNA	Intelligence Leads	<p>MICARE has been amended to ensure that Officers can collect data if a person has Autism or Aspergers.</p> <p>There is a gap in health intelligence. There is a significant problem in that there is no standard set of 'Read Codes' which GPs use in their records and allow extraction of data.</p>	Partially met	

Service Ambition 2- A clear and trusted diagnostic pathway is available locally

Key priorities	Outcome	Owner (s)	Update	Target	

<p>A multi agency holistic diagnostic and support pathway for adults with ASD is in place</p>	<p>The person with Autism has follows a clear pathway form diagnosis to community care assessment (where appropriate)</p>	<p>NHS Manchester Commissioner: Garry Parvin With support from GP lead: Dr Ruth Thompson</p>	<p>A pilot service for people with ADHD has been commissioned from the MMHSCT. This will diagnose ASD if a person also has Autism. The Diagnostic Group is meeting. A proposed care pathway has been developed</p>	<p>Ongoing</p>	
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Service Ambition 3 - Health and social care staff make reasonable adjustments to services to meet the needs of adults with Autism.

Key priorities	Outcome	Owner (s)	Update	Target	
<p>General Autism awareness is incorporated into mandatory disability awareness training. Specialist Autism awareness for those in key roles e.g. GPs, Care Managers and others who will come into direct contact with people with</p>	<p>That people with Autism are supported appropriately across all sectors of the health, social care and criminal justice</p>	<p>Training leads in health, social care and police and criminal justice services</p>	<p>Based on review. A training proposal using existing systems and packages has been developed.</p>	<p>Met</p>	

Autism on a regular basis.					
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