



Autism Self Evaluation

Local authority area

1. How many Clinical Commissioning Groups do you need to work with to implement the Adult Autism Strategy in your local authority area?

1

Comment

Halton Borough Council and Halton CCG are working together to implement the Autism Strategy. Commissioners from both organisations have clearly defined roles and responsibilities with an overarching action plan to co-ordinate an integrated lifespan approach across Health, Education and Social Care.

2. Are you working with other local authorities to implement part or all of the priorities of the strategy?

- Yes
 No

If yes, how are you doing this?

Merseyside and Cheshire regional approach to the completions of the Learning Disability and Autism Joint Strategic Needs Assessment, including an easy read version for individuals with Autism and or Learning Disabilities.

Halton and neighbouring Local Authorities took a Mersey region partnership approach to develop the Adult Autism Diagnostic pathway.

Planning

3. Do you have a named joint commissioner/senior manager of responsible for services for adults with autism?

- Yes
 No

If yes, what are their responsibilities and who do they report to? Please provide their name and contact details.

Senior Manager with strategic responsibility for Autism is Paul McWade - Operational Director.

paul.mcwade@halton.gov.uk

Commissioning Manager with operational lead for Autism is John Williams -

john.williams@halton.gov.uk

4. Is Autism included in the local JSNA?

- Red
 Amber
 Green

Comment

JSNA -completed as a Merseyside and Cheshire Regional approach led by Local Authority (PH).

Alternative Easy read version developed to ensure individuals with Autism are able to access the information.

Links for reports:

Full report

<http://www.liv.ac.uk/PublicHealth/obs/publications/report/94%20HNA%20for%20learning%20disabilities%20FULL%20REPORT.pdf>

Summary

<http://www.liv.ac.uk/PublicHealth/obs/publications/report/94%20HNA%20for%20learning%20disabilities%20full%20summary%20+%20recommendations.pdf>

Easy Read

<http://easy-read-online.co.uk/Liverpool-health-observatory.aspx>

5. Have you started to collect data on people with a diagnosis of autism?

- Red
 Amber
 Green

Comment

Data is manually collected annually.

Social Care recording systems are being updated to capture Autism within assessment documentation.

Diagnostic pathway data is recorded by health colleagues.

6. Do you collect data on the number of people with a diagnosis of autism meeting eligibility criteria for social care (irrespective of whether they receive any)?

- Yes
 No

If yes, what is

the total number of people?

122

the number who are also identified as having a learning disability?

87

the number who are identified as also having mental health problems?

13

Comment

The data search is a manually collected.

7. Does your commissioning plan reflect local data and needs of people with autism?

- Yes
 No

If yes, how is this demonstrated?

Halton's commissioning plans reflect the needs of vulnerable or disabled adults, taking into account specific areas such as housing, employment, education and health. services are delivered using a person centred approach .

The Autism Strategy specifically focuses on commissioning services across a lifespan approach for health, education and social care.

8. What data collection sources do you use?

- Red
 Red/Amber
 Amber
 Amber/Green
 Green

Comment

Data is collected manually, the social care system is being updated to include Autism that will provide a more robust data collection.

*Further work is required with GP practices and health coding to truly reflect local population.
The data represents the individuals known to social care.*

9. Is your local Clinical Commissioning Group or Clinical Commissioning Groups (including the Support Service) engaged in the planning and implementation of the strategy in your local area?

- Red
 Amber
 Green

Comment

CCG are key partners implementing the Autism Strategy and developing services that meet the needs of individuals with Autism.

10. How have you and your partners engaged people with autism and their carers in planning?

- Red
 Amber
 Green

Please give an example to demonstrate your score.

The Autism Strategy Group has informal carers and voluntary sector representation as part of the group providing advice, support and an alternative perspectives to service planning.

The Learning Disability Partnership - People Cabinet - facilitated by Halton Speak Out has individuals with Autism represented on the board this has a direct impact on planning.

The Autism Strategy was written with individuals with Autism and informal carers and professionals.

The Autism diagnostic pathway was developed including individuals with Autism, carers and voluntary sector, this input ensure a service that was responsive to the needs of individuals and carers.

As part of planning the commissioning manager (Autism) will meet with local groups, individuals and informal carers to discuss proposals.

As a result of informal carer engagement an Autism post has been created within the local carers centre funded by the CCG and LA.

A strategic group that is developing housing options for individuals with Autism (and other needs) has representation from informal carers.

The National Autistic Society in 2012 reviewed services in Halton across children's and adults services, the review included meetings with parents and informal carers, individuals with Autism (Children and Adults) feedback from the review has supported on going developments and planning.

11. Have reasonable adjustments been made to everyday services to improve access and support for people with autism?

- Red
 Amber
 Green

Please give an example.

Halton Borough Council's Single Equality Scheme for 2013 - 2015. It outlines the action that the Council will be taking to ensure equality of opportunity for all who may use and wish to use the extensive range of services that it provides, including residents of Halton, businesses based and operating in Halton, visitors to the area, and to the existing and potential employees of Halton Borough Council. It is difficult to evidence specific examples to demonstrate wide spread implementation.

12. Do you have a Transition process in place from Children's social services to Adult social services?

- Yes
 No

If yes, please give brief details of whether this is automatic or requires a parental request, the mechanism and any restrictions on who it applies to.

During the young person's annual reviews both the young person's and parental consent is requested as part of the referral process to adult social care.

Transition planning begins when the young person is 14 years of age a multi-agency tracking panel meets quarterly to discuss individuals (14yrs to 25yrs) and facilitate planning, social care (children and adults) managers meet on a bi-monthly basis to discuss specific cases and ensure a seamless transition.

13. Does your planning consider the particular needs of older people with Autism?

- Red
 Amber
 Green

Comment

Services are developed based on the presenting needs of individuals as part of the data collection age is considered to inform future developments. The services will be person centred, there is a range of age related provision within the borough that is adapted to the changing needs of those accessing the services. Supported and sheltered accommodation schemes have been developed to provide a range of housing based services with appropriate training provided to staff teams. Autism awareness training is available to providers of services and individual training packages can be provided based depending on the needs of the individual.

Training

14. Have you got a multi-agency autism training plan?

- Yes
 No

15. Is autism awareness training being/been made available to all staff working in health and social care?

- Red
 Amber
 Green

Comment: Specify whether Self-Advocates with autism are included in the design of training and/or whether they have a role as trainers. If the latter specify whether face-to-face or on video/other recorded media.

A menu of Autism Awareness training is available. This ranges from e-learning to half-day awareness raising training. The training has been designed and delivered in-conjunction with people on Autistic Spectrum. Training programmes have been delivered to staff working directly with Autism focusing on communication, planning & problem solving.

Halton Speak Out has assisted in the development of bespoke Autism awareness training for the self advocates and LD Partnership - People Cabinet members.

the ASC workforce development Group - monitors and captures the training provided by partners. this identifies gaps in training.

The Autism Strategy has training as part of the overall action plan.

16. Is specific training being/been provided to staff that carry out statutory assessments on how to make adjustments in their approach and communication?

- Red
 Amber
 Green

Comments

A range of Approach and Communication Training is available to staff, this includes Makaton, Social Stories and Total Communication Training. The Learning & Development Team is currently developing a 4-day programme on Intensive Interaction Training. The Positive Behaviour Team delivers Intervention training focusing on the individuals needs that complements the 2 day Practitioner Training delivered by the local NHS Trust.

17. Have Clinical Commissioning Group(s) been involved in the development of workforce planning and are general practitioners and primary care practitioners engaged included in the training agenda?

- Yes
 No

Please comment further on any developments and challenges.

The CCG and other health colleagues are key partners in developing the workforce planning.

GP's are informed of national updates via the CCG bulletins. GP have undertaken e-learning via the Royal College of GP's website.

18. Have local Criminal Justice services engaged in the training agenda?

- Yes
 No

Please comment further on any developments and challenges.

Yes, Cheshire Constabulary have been key partners of the Autism Spectrum Condition Workforce Development Sub Group. Front line police officers have recieved autism awareness training.

Diagnosis led by the local NHS Commissioner

19. Have you got an established local diagnostic pathway?

- Red
 Amber
 Green

Please provide further comment.

There are two established pathways for adults with an agreed process between childrens and adults services for those individuals that are 17 1/2 yrs. old.

1. LD - Autism diagnosis pathway
2. non-LD Autism diagnostic pathway.

Nice guidelines had been considered when the pathway was developed.

GP practices have been made aware of the pathway.

The wait from referral to diagnostic is less than 6 months.

20. If you have got an established local diagnostic pathway, when was the pathway put in place?**Month (Numerical, e.g. January 01)**

4

Year (Four figures, e.g. 2013)

2013

Comment

The pathway was developed as part of the Mersey region approach with individuals with Autism, informal carers, health and social care professionals.

21. How long is the average wait for referral to diagnostic services?

Please report the total number of weeks

13

Comment

The pathway was initially piloted in March 2012 and feedback from informal carers and individuals with Autism has been positive.

22. How many people have completed the pathway in the last year?

12

Comment

12 individuals have completed the pathway with a further 3 currently on the pathway.

23. Has the local Clinical Commissioning Group(s)/support services taken the lead in developing the pathway?

Yes

No

Comment

Developed by the PCT (including LA) the CCG and LA have continued with the diagnostic pathway work, and have ensured both the children's and adults pathways complement each other.

24. How would you describe the local diagnostic pathway, ie Integrated with mainstream statutory services with a specialist awareness of autism for diagnosis or a specialist autism specific service?

a. Integrated with mainstream statutory services with a specialist awareness of autism for diagnosis

b. Specialist autism specific service

Please comment further

Developed by the PCT the CCG have continued with the diagnostic pathway work, and have ensured both the children's and adults pathways complement each other. The diagnostic pathways are specialists

1. 5 Borough Partnership Model (LD & Autism)
2. Merseycare - Liverpool Asperger's Team (Autism)

25. In your local diagnostic path does a diagnosis of autism automatically trigger an offer of a Community Care Assessment?

- Yes
 No

Please comment, i.e. if not who receives notification from diagnosticians when someone has received a diagnosis?

Consent is requested from the individual to complete a referral to social care as part of the diagnostic process, once consent is received a referral is sent to the Integrated Assessment Team for social care assessment.

26. What post-diagnostic support (in a wider personalisation perspective, not just assuming statutory services), is available to people diagnosed?

There is a range of local services for those individuals that have completed the diagnostic pathway. Services and support include advocacy, carers support via the carers centre, social care assessment of need, education provision. there are several well established support groups including Halton Autistic Family Support (HAFS) and Cheshire Asperger's Parent Support. The Community Bridge Builders team provide support to individuals. Halton Speak Out also have a range of services that individuals can access with a focus on empowerment, self-confidence and promoting independence. Halton Day Service provide a community based service with volunteers learning valuable skills to increase their employment opportunities.

Care and support

27. Of those adults who were assessed as being eligible for adult social care services and are in receipt of a personal care budget, how many people have a diagnosis of Autism both with a co-occurring learning disability and without?

a. Number of adults assessed as being eligible for adult social care services and in receipt of a personal budget

60

b. Number of those reported in 27a. who have a diagnosis of Autism but not learning disability

9

c. Number of those reported in 27a. who have both a diagnosis of Autism AND Learning Disability

51

Comment

The data search is a manual search.

Adult Social Care system is being developed to capture Autism.

28. Do you have a single identifiable contact point where people with autism whether or not in receipt of statutory services can get information signposting autism-friendly entry points for a wide range of local services?

- Yes
 No

If yes, please give details

Halton Borough Council have an established one stop shop in key locations and contact centre for individuals to contact with any queries.

29. Do you have a recognised pathway for people with autism but without a learning disability to access a community care assessment and other support?

- Yes
 No

If yes, please give details

All individuals on the pathway are offered a referral to social care that would automatically trigger an adult social care assessment and signposting as appropriate.

30. Do you have a programme in place to ensure that all advocates working with people with autism have training in their specific requirements?

- Red
 Amber
 Green

Comment

*St Helens Advocacy Project (SHAP)
 Halton Speak Out*

Both providers have their own training programme independent of the Local Authority. Autism training is available to service providers. Halton Speak Out have commissioned specialist awareness training for their self advocates.

specialist support may be requested to enable advocates to fully engage with individuals with Autism

31. Do adults with autism who could not otherwise meaningfully participate in needs assessments, care and support planning, appeals, reviews, or safeguarding processes have access to an advocate?

- Red
 Amber
 Green

Comment

Yes all individuals with autism have access to advocacy. there is evidence to demonstrate that advocacy is used on a regular basis by individuals and informal carers.

32. Can people with autism access support if they are non Fair Access Criteria eligible or not eligible for statutory services?

- Yes
 No

Provide an example of the type of support that is available in your area.

Halton has developed the Community Bridge Building service, this service supports individuals that are both eligible and non-eligible under the Fair Access Criteria.

The service has developed befriending support, social inclusion, links to employment etc. the service continues to work with educational establishments, social care and health services depending on the needs of the individual.

33. How would you assess the level of information about local support in your area being accessible to people with autism?

- Red
 Amber
 Green

Comment

Halton has a range of service to meet individual needs, from low level preventive services such as the Community Bridge Building Team who provide a befriending service, social inclusion support, independent travel training etc, and other voluntary sector providers. There is an Outreach team that work with individuals with Autism on a case by case basis depending on the needs of the individual, there is a range of specialist services provided by the 5 Borough Partnership NHS Trust and also Halton's Positive Behaviour Support Team. depending on individual needs. supported or specialist accommodation is also available with based on presenting needs, with intensive training provided to support staff.

Housing & Accommodation

34. Does your local housing strategy specifically identify Autism?

- Red
 Amber
 Green

Comment

The term Autism is not used but vulnerable adults and adults with Learning or Physical Disabilities is a key priority in which those individuals with Autism are captured. There are a range of support housing placements and specialist placements commissioned for individuals with Autism.

Employment

35. How have you promoted in your area the employment of people on the Autistic Spectrum?

- Red
 Amber
 Green

Comment

Autism awareness training is linked to needs of the individual. Connexions and Community Bridge Builders are aware of Autism and continue to access employment opportunities for individuals. Halton People into Jobs have a disability advisor as part of the supported employment role that continues to work with employers and individuals. Halton Day Service utilise an employment model within their service delivery to support individuals to learn the necessary skills and also to develop community links, partnership working with a specialist project called BREN has been piloted to increase the employment options of individuals with Autism.

36. Do transition processes to adult services have an employment focus?

- Red
 Amber
 Green

Comment

Halton Speak Out are commissioned to provide Jigsaws for Jobs a 3 year action plan to support young people through transition to build their skills and confidence, to try a variety of roles within the employment market, Community Bridge Builders work with education establishments to support young people as they are leaving college to access voluntary roles if they need to increase their confidence, or to gain further experience to increase employability chances. Social care plans consider employment and this is captured within the annual social care review where appropriate.

Criminal Justice System (CJS)**37. Are the CJS engaging with you as a key partner in your planning for adults with autism?**

- Red
 Amber
 Green

Comment

Cheshire constabulary have been key partners in the Autism training sub group they have rolled out a training programme across the Police force.

Autism Attention card has been developed locally by Cheshire Asperger's Parent Support (ChAPS) with the support of all emergency services and Cheshire based local authorities (Halton). Representatives from a variety of CJS meet as part of the CJS Forum Cheshire

National Autistic Society hold an area based CJS forum with partners from Local Authorities, Health Services and CJS service.

Optional Self-advocate stories**Self-advocate stories.**

Up to 5 stories may be added. These need to be less than 2000 characters. In the first box, indicate the Question Number(s) of the points they illustrate (may be more than one). In the comment box provide the story.

Self-advocate story one

Question number

10

Comment

Halton Speak Out worked over a period of months. Starting by looking what was working and not working in A's life and supporting them to think about their future aspirations. A was in the centre of the information gathering. Halton Speak Out also worked with A's family to find out what was working/not working with them. Although A had some positive activities in his life including paid employment but he felt that some of the activities he was involved in were not meeting his needs nor enabling him to move forward. Following these meeting Halton Speak Out engaged with a number of professionals both from social care and welfare rights. A reassessment of the support needs of A was undertaken and a review of benefits was conducted. Halton Speak Out then worked with A to develop a personalized support plan and A recruited a personal assistant to support him to reach his goals/dreams. Being in control of his own service has made a massive difference to A and his family and part his story was recently told in a local newspaper. A s now supported on a regular basis to look at his support plan to ensure his life is moving in the direction he wants and changes are made according to his wishes. These meetings are informal and he chooses who he wishes to attend, this ensures he is always the one 'driving' his life forward. On an annual basis Halton Speak Out facilitate A's outcome focused review. A's employer (Halton Speak out) have been working with a number of training agencies to support A to access training in order to aid his personal development and develop his skills. The training provider has redesigned these courses in order to meet A's and other participants needs. He recently undertook first aid training and will shortly attending an autism awareness course. A has been able to support his employer in understanding the needs of people on the autistic spectrum so enabling them to understand how they should best support others.

Self-advocate story two

Question number

15

Comment

S was employed by Halton Speak Out as a peer advocate, She was specifically employed to work with people on the autistic spectrum, as it was felt she would have a greater understanding of the issues faced by people with autism. Part of her initial assessment was to work with her in identifying her strengths and weaknesses in order to identify her particular training needs. Once this was established S was supported to look at mainstream courses that could possibly meet her needs. She attended various courses/events and along with her line manager she evaluated her experiences. It became evident that often the pace and delivery of these courses/events did not benefit S style of learning. Her line manager worked with her to develop a one page profile that would support S when in work, on training or at an event. To implement these arrangements within the work environment and at events was relatively easy. The hardest thing was to enable S to achieve maximum benefit from any training she was to receive. Working with S her line manager highlighted training priorities with S and then supported the training to adapt their material accordingly. S worked with her line manager to adapt the training booklet that would be used by one of the trainers to make it more accessible for people with Autism. This course when delivered will be, as we understand it the first adapted course for people on the autistic spectrum in Halton. S has said she is happy to evaluate following the course to see if any further adjustments or changes need to be made

Self-advocate story three

Question number

31

Comment

X is a young man on the autistic spectrum and lives at home with both parents Mum tends to X's day to day needs

X was referred to Halton Speak out 3 years ago as his family had limited experiences of universal services as they had only accessed a specialist autistic support group prior to working on the project. Mum had concerns about others supporting her son. The work with X has enabled him to join the planning for life and jigsaws for jobs projects has included 1:1 sessions with both young person and family at home, school and HSO offices, group sessions with the young person and working directly with all staff and professionals who come into contact with him. He also worked with a peer advocate on a specially adapted course 'Positive You' along with his friends and engaged in a number of creative and fun exercise that enabled the staff from planning for life to build up a clearer picture of the young man's and his future needs.

Staff from Halton Speak Out continued gathered information directly from X over a number of months. and established he had a very clear plan of what he wanted for his future. Halton Speak Out supported him in his meetings keeping his voice central to the process and has continued to work closely with mum regarding her concerns for her son.

From the beginning of this work x has never changed their ideas around their own future that being they would like a paid job in a local supermarket. We have spoken with both children and adult services about a personalised package of support for his work placement and this was passed by children services. Although this has been a long drawn out process with the family it has proven to be successful as mum and x have both learned to trust the facilitators working on this case.

X continues his work placement and still attends regular transition meetings about his future.. He lives with X

Self-advocate story four

Question number

35

Comment

X lives with his parents. He has Asperger's Syndrome. Halton Speak Out first had contact with him around two and a half years ago through our Adult Person Centred Planning Project. At this time, he was at a particularly low point in his life. He had been working with another organisation for a year after his previous work placement had failed, and services were struggling to find him another job. His confidence was low and his anxiety about all this was affecting his family life considerably, especially as his parents health was deteriorating, as they got older.

Halton Speak Out supported him to prepare for his person centred review. Using person centred thinking tools, he thought about his life: what is important to him, how he needs and wants to be supported, things that were working and not working, his gifts, skills and strengths etc. All this was recorded to be presented at his meeting, so those important in his life could help him to move forward. Since his review, he has a paid job and has undertaken a number of voluntary roles within his community

His responsibility has increased and he has achieved some qualifications in management skills. He is an asset at Halton Speak Out and has grown in confidence as part of the team. He makes a full contribution to the team and enjoys being part of it. He will be taking part in training specially designed to be accessible for people with disabilities on autism awareness and he has recently become part of a group looking into a local issue that affects people with a disability.

All this has improved his social life as well. He joined Facebook and all his colleagues are friends. He has also been out on a number of staff social events.

He is continuing to have ongoing support relating to his Asperger's. And support in all issues relating to his future. He is currently working with a member of Halton Speak Out's team in prepare for as review he has asked for to help him thing about his future

Self-advocate story five

Question number

36

Comment

X open to both the jigsaws for jobs and Planning for life project for two years.

It was during the 1:1 sessions with X he told the facilitators he wanted to work in the police force. The facilitator spent many hours working with X determining why this was and it was discovered that the police were a group of people that he respected and who he viewed as instrumental in protecting and safeguarding others.

During his meeting X spoke about his dream of being a police officer however professionals were keen to direct him in another direction.

X had so much to offer and it was clear that further work needed to be done around raising the expectations of those around him

The facilitator continued to work with the young person, family and professionals and it was identified that Halton had a brand new project being piloted within the borough called "Safe in Town". This project was all about keeping the groups thought to be most vulnerable safe. The facilitator approached the project and X was accepted as a work placement on this project. During their time with the project X liaised directly with both Cheshire and Merseyside police and both police forces gave glowing reports for his performance on this project.

X has grown in confidence and now co facilitates his transition meetings. He has spoken at regional conferences about his experience in the hope of encouraging others to think differently about what is possible for young people with autism.

He continues to work on the project and it is expected that should the pilot be commissioned that he will be offered a paid position.

This marks the end of principal data collection.

Can you confirm that the two requirements for the process to be complete have been met?

a. Have you inspected the pdf output to ensure that the answers recorded on the system match what you intended to enter?

Yes

b. Has the response for your Local Authority area been agreed by the Autism Partnership Board or equivalent group, and the ratings validated by people who have autism, as requested in the [ministerial letter](#) of 5th August 2013?

Yes

The data set used for report-writing purposes will be taken from the system on 30th September 2013.

The data fill will remain open after that for two reasons:

1. to allow entry of the dates on which Health and Well Being Boards discuss the submission and
2. to allow modifications arising from this discussion to be made to RAG rated or yes/no questions.

Please note modifications to comment text or additional stories entered after this point will not be used in the final report.

What was the date of the meeting of the Health and Well Being Board that this was discussed?

Please enter in the following format: 01/01/2014 for the 1st January 2014.

Day

15

Month

1

Year

2014