

**APPENDIX TWO - Hertfordshire – Autism Workstream Task & Work Plan – 7<sup>th</sup> January 2016 [18<sup>th</sup> February 2016] – Version Two**

| Area of work/objective  | Action Required  | How is this to be achieved | Workstream Lead & Key Personnel   | Timescale for Completion and Progress to date   |
|---|--|----------------------------|-----------------------------------|---|
| <p><b>1. All early years settings, schools, colleges and services deliver quality provision that meets the needs of children and young people with Autism locally.</b></p> <p><b>Communication between parents, children and young people, and early years settings, schools, and colleges regarding autism provision is good, engendering trust, confidence, respect and constructive partnership working. Level 1, 2 &amp; 3.</b></p> | <p>All activities in objective one should provide a comprehensive framework to meet needs and improve services and outcomes for all children and young people with autism by the development of a consistent and integrated countywide and local area approach</p> <ul style="list-style-type: none"> <li>Finalise the work plan and agree priority work areas and activities, personnel, broader task &amp; finish stakeholders and timescales &amp; progress measures/key milestones (with individual work/objective leads)</li> <li>Development of a Hertfordshire Autism Framework that addresses the recommendations of the Hertfordshire Autism Review and to ensure - <ul style="list-style-type: none"> <li>that all early years settings, schools and colleges improve their approach and support to children and young people (and their families) with autism (level 1, 2, 3), regardless of whether they have a formal diagnosis or not, or they have an EHC Plan.</li> <li>set out a continuum of support from minor adjustments and support through the use of ENF, pupil premium, SEN without a statement/EHC Plan, an EHC Plan through to specialist settings, support and provision.</li> </ul> </li> <li>To ensure improvements at level 1, 2, 3 - produce a proposals paper regarding Hertfordshire becoming an AET Hub <ul style="list-style-type: none"> <li>Set out a countywide/consistent approach (costs/expectations)</li> <li>Clarify integration of the AET materials/approach with pre-existing and locally developed training/materials</li> <li>Set out the integration of the AET and NAS materials/ training/accreditation/standards and competences</li> <li>Set out the expectations of all early years, schools/settings and colleges regarding engagement in the AET audits, materials, standards and competences – develop motivational framework to encourage engagement in the AET approach – ‘Area AET Performance Tables’</li> </ul> </li> <li>Develop the role of the DSPL Area Autism Lead – set out the role expectation and time requirement – develop, or adapt an existing meeting/forum to provide a framework where the 9 AAL’s meet to co-ordinate local and countywide issues</li> <li>Develop the role of the Early Years, School/Setting and College Autism Lead - set out the role expectation (SENCO and/or school lead for autism)</li> </ul> |                            | <p>Sally Glossop / John Short</p> | <p>Framework</p> <ol style="list-style-type: none"> <li>Local Offer</li> <li>Autism Lead</li> <li>AET Approach</li> </ol> <p>Broad Framework and Approach to be set out by May 2016</p> <p>AET Proposals Paper in Place – Establish AET Approach/Training Framework by May 2016</p> <p>Role/Function Description Completed – Clarify Funding, Scope and Support Arrangements by April 2016</p> <p>Role/Function Description Completed</p> |

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| <b>1. Continued</b>    | <ul style="list-style-type: none"> <li>Develop a consistent and accessible a) countywide 'Local Offer for Autism' – review, evaluate and adapt a range of other local authority 'Local Offers for Autism' as a template</li> <li>Develop a model school's 'Local Offer for Autism' template</li> <li>As part of the 'Local Offer for Autism' ensure clear information is available on the roles and responsibilities of all partner agencies and how to access existing support –                         <ul style="list-style-type: none"> <li>develop a 'how to' access an (NHS) assessment/diagnostic guide</li> <li>Develop/adapt a schools/parents communications guide (review AET guide)</li> <li>Develop/adapt a child/young person's communication tool/autism passport</li> </ul> </li> <li>Develop a range of autism improvement/outcome measures linked to the SEND Strategy Outcome Measures of Success – a) hard measurable outcomes, b) less tangible soft outcomes – These should be developed in conjunction with children, young people, parents, early years, schools, settings and collages and a range of education and partner agencies</li> <li>Understanding autism - develop a range of methods regarding engaging pupils, parents, schools and settings in improving the understanding of autism, how to support pupils and how to implement positive and inclusive approaches</li> <li>Produce –'Achieving with Autism' film to raise the profile of autism, obtain children's, young people's, parents and schools and settings views – provide positive examples of how schools and settings have made adjustments which has had positive outcomes for children, young people, parents, school and settings, examples of the achievements of children and young people with autism</li> <li>Identify the range of positive and outstanding practice that takes place across Hertfordshire early years, schools/settings and colleges regarding supporting children and young people with autism (and their parents), and why it works                         <ul style="list-style-type: none"> <li>Adjustments/curriculum</li> <li>Communications</li> <li>Support groups – parents/siblings</li> <li>Children/young people – friendship groups</li> <li>Other</li> </ul> </li> </ul> <p>Use to promote other services, schools, settings to develop inclusive approaches</p> |                            |                                 | <p>Local Offer Framework / Proposals Paper Presented to AWG</p> <p>Ensure the Autism Offer Framework Integrates with the Overarching Local Offer, Content, Layout, Templates April/May 2016.</p> <ul style="list-style-type: none"> <li>Countywide Offer</li> <li>DSPL Area Offer</li> <li>School Offer</li> </ul> <p>July 2016</p> <p>Link to AET Audits May/June 2016</p> <p>Pupils, Parents, Schools Identified – Filming during April 2016, Completion - June 2016</p> <p>Mapping During May/June 2016</p> |

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| <p><b>2. Short and long term outcomes for children and young people with autism are improved and there is evidence of their achievements and progress socially, emotionally and academically.</b></p> <p><b>Level 1 &amp; 2</b></p> | <ul style="list-style-type: none"> <li>• Improve the support to all children and young people (with autism) and their families, early years settings, schools, and colleges in order that local mainstream schools, settings and colleges are better able to meet their needs and sustain local school places – build on level 1</li> <li>• Develop effective tracking arrangements (and tools) to monitor and support children and young people's academic, social and personal development and progress that can also enable areas of concern to be identified and addressed in a timely manner – explore the development of a 'rapid response' approach – a) DSPL Area Lead response and County 'Autism Champion' response                         <ul style="list-style-type: none"> <li>○ Set out the role of the DSPL Area Autism Lead – Level 2 &amp; 3</li> </ul> </li> <li>• Undertake an analysis of all tribunal cases where autism is identified as the primary need – a) assess what adjustments/local provision was required to keep the child/young person in a mainstream state funded school, b) what would have created parental confidence in local provision, c) evaluate the viability of changes to local provision, or earlier intervention approaches to avoid tribunal situations</li> <li>• Undertake an analysis of academic outcomes for children/young people placed in independent/non-maintained schools as a result of a tribunal/other reason</li> <li>• Undertake an analysis of pupils (with autism) on reduced hours timetables (with other SEND workstreams), identify what factors are causing schools to use reduced timetables to manage pupils – link to exclusion data analysis and the development of a monitoring framework</li> </ul> |                            | <p>Trevor Orchard / John Short</p> | <ul style="list-style-type: none"> <li>- Local Offer, Countywide, DSPL, School</li> <li>- Lead for Autism, Countywide, DSPL, School</li> <li>- AET Approach</li> </ul> <p>May/June 2016</p> <p>July/August 2016</p> <p>August/Sept 2016</p> <p>Sept/Oct 2016</p> |

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| <p><b>3. Available resources for autism are identified and managed through a transparent approach that is fair, meets local needs and achieves best value for money.</b></p> <p><b>Level 3</b></p> | <ul style="list-style-type: none"> <li>Map the specialist (education) services, provision and support available to meet the needs of children and young people with autism (and their families), particularly at level 3 – Early years settings, schools, colleges and services – costs and outcomes – value for money                             <ul style="list-style-type: none"> <li>Support in mainstream schools</li> <li>CAT</li> <li>EP service</li> <li>Special schools and settings</li> <li>Alternative provision</li> <li>Early years and colleges</li> <li>ESMA</li> <li>Elective home education services</li> <li>Other</li> </ul> </li> <li>Review the capacity of services to meet the needs of children and young people with autism and clarify/set out their service offer/model regarding autism</li> <li>Clarify the data requirements and develop an autism data set and a outcomes/improvement measures framework</li> <li>Undertake an analysis of all children/young people placed in independent/non-maintained schools/settings with autism as a primary need or secondary need – a) reason for placement, b) cost – c) evaluation of what would be required to support them in a maintained/academy (mainstream) school</li> <li>Undertake an analysis of existing provision and consider models of alternative provision (schools, settings and services) that could more effectively address the educational (and broader) requirements of children and young people whose needs are currently not being met</li> </ul> |                            | <p>John Short / Richard Haynes</p> | <p>Autism / SEND Data Set and Service Cost Framework in Development – Review Information in May 2016</p> <p>Mapping Underway</p> <p>Phased Approach</p> <ul style="list-style-type: none"> <li>- Phase 1 – May 2016</li> <li>- Phase 2 – October 2016</li> <li>- Phase 3 - September 2017</li> </ul> |

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| <b>4. The local authority, parents, children and young people, early years settings, schools, colleges and other partners work together in co-production to improve autism service planning, design, delivery and review.</b> | <ul style="list-style-type: none"> <li>Development and co-ordination of an autism strategy – emphasis placed on improving the awareness of autism, positive and inclusive approaches and parent confidence in the autism service offer (quality offer, supporting people locally, best value)</li> <li>Development of a countywide ‘autism lead and champion’ – set out role parameters and expectations                             <ul style="list-style-type: none"> <li>Co-ordination of Autism Strategy</li> <li>Autism Improvement Group – DSPL Area Autism Leads, rep from CAT, EP’s, EHE, Early Years, Schools and Settings (Mainstream and Special) Colleges, Partner Agencies and Services, Children, Young People and Parents</li> <li>With the DSPL Area Autism Leads – develop a framework to support the SENCO’s and the school based lead for autism</li> <li>Attend the ‘All Age Autism Board’</li> <li>Co-ordinate the ‘Local Offer for Autism’</li> <li>Ensure there is a consistent autism service delivery overview</li> <li>Ensure outcomes for child and young people are improved</li> <li>Ensure parental confidence and engagement is improved</li> </ul> </li> <li>Ensure the needs of children and young people (and their parents) with autism are given a higher profile and outcomes and parental confidence is improved</li> <li>Improvements achieved at Level 1, 2 and 3</li> <li>Ensure implementation, ways of working and outcomes are improved and evaluated – develop, design and test improvement and delivery frameworks</li> </ul> |                            | John Short                      | July 2016<br><br>April/May 2016<br><br>Ongoing – Regular Stakeholder Events, Links with All Age Autism Board, Health, Social Care<br><br>Develop Autism Progress Framework |