

Appendix 2: Reading All-Age Autism Action Plan Year 2 2023/24

Priority 1: Improving awareness, understanding and acceptance of autism		Lead (s): Autism Partnership Board		
Action	Measure of Success / Outcome	By When	By Whom	Year end updates
Train Reading schools in AET Good Autism Practice	Meet AET delivery targets for Academic Year 23/24	July 2024	School Standards	<p>Increase in bookings since September continues this is being raised directly by Reading Inclusion Support in Education (RISE) Team and more bookings are coming in All special educational needs and/or disabilities coordinators have been offered Good Autism Practice (GAP) training at a conference in May, the majority of schools have booked on.</p> <p>The RISE team have been trained in Autism Education Trust GAP and are now working with schools to support implementation and audit practice.</p>
Roll out of the Oliver McGowen – mandatory training in Learning Disability and Autism	Staff have a better understanding of Learning Disability and Autism	Mar 2024	Sunny Mehmi	Completed - This training is mandatory for all staff throughout Health and Adult Social Care.
Autism friendly audits of cultural sites	To ensure the sites are autism friendly and ensure reasonable adjustments	Mar 2024	Donna Pentelow	Dimensions have been approached to audit 2 cultural sites across Reading to determine how Autistic friendly and any reasonable adjustments required, awaiting final report.

Priority 2: Improving support and access to early years, education and supporting positive transitions and preparing for adulthood		Lead (s): BFFC & Adult Social Care		
Action	Measure of Success / Outcome	By When	By Whom	Year end updates
All EY SEND data to be moved to synergy	Enable better sharing of data, and ability to run accurate data reports	Sept 2024	Early Years SEND Team Manager	Early Years Data is now being submitted on Synergy and data performance team working on reporting so that we have regular data sharing.
Early Years and SEND continue to meet through Place planning meeting & EHCP placement meetings	Smoother transition and development of EHCP plans	Ongoing	Early Years SEND Team Manager	Achieved – Early Years special educational needs and/or disabilities (SEND) coordinator continue to attend where capacity allows Education, Health and Care Plan panels and update master spreadsheet of children who may require specialist provision at school.
Discussions regarding increasing early identification of need; and how to meet these needs	Earlier identification of child’s health needs to offer joint approach	Ongoing	Early Years SEND Team Manager	Ongoing; Early Years SEND meet with SEND health visitors to share information and planning provision available to meet need of families before starting education.
Early Years Training linked to Autism	Better trained workforce	Ongoing	Early Years SEND Team Manager	Achieved; Autism Education Trust Training embedded into the Inclusive Practice Training Workshop.
Review of the transition of children to adult social care pathway / policy	Updated Policy	Dec 2023	ASC PfA Team	Completed – Preparing for Adulthood policy is being refreshed and will be presented to ACE in July 2024
Hold transition sessions to families	Feedback from YP and families on W/L	April 24	ASC PfA Team	Session in the Civic Centre were held in November 2023.
Promote and develop enablement project	Feedback from YP and families, cost avoidance and any savings	March 2024	ASC PfA Team	Ongoing - Project is in place and has worked with 10 service users with positive outcomes

Priority 3. Increasing employment, vocation and training opportunities autistic people		Lead (s): BFFC Elevate & New Directions College		
Action	Measure of Success / Outcome	By When	By Whom	Year end updates
EY SEND advisors continue to prioritise school leavers	Coordinated support on leaving school	Ongoing	Early Years SEND Team Manager	Achieved - capacity has still limited allocating families but alternative group offer is available for families to attend.
Running termly EHCP workshops for Early Years Sector to understand more about the EHCP process and how to make applications.	Coordinated support as part of EHCP planning process	Ongoing	Early Years SEND Team Manager	Achieved and ongoing to continue within the training programme.
Increase participation in the number of adult SEND learners in specialist 'pathway to employment' and 'independent living' courses at New Directions College.	Increase in number of adults with SEND participating in this provision in academic year 23-24 vs 22-23	March 25	Andrea Wood – New Directions College	Awaiting comments
Increase participation of autistic young people 16 to 18 (up to 25 with an EHCP) in accessing employment, education and training opportunities	Ensure that the number of Reading young people with SEND who are Not in Education, Employment or Training (NEET) and Not Known is aligned with South East and England or lower. Offer of Information, Advice and Guidance sessions to	Ongoing	Elevate, BFFC	<ul style="list-style-type: none"> • Over 100 young people aged 16 to 25 accessed information, advice and guidance. • The latest official DfE data for March 2024, our official DfE data return for the young people with SEND aged 16 to 25 in Reading shows that: <ul style="list-style-type: none"> ○ 74% of the same cohort was registered in mainstream education, compared with 49.5% in Southeast and 53.8% in England. ○ 10.4% was NEET (not in education, employment or training). This figure is above the average for Southeast 8.2% and England 10.1%.

	young people, parents, carers.			<ul style="list-style-type: none"> ○ Not Known figure for Reading in March 2024 was 2%, which is below the average for Southeast 37.1% and England 30.7%. ● Between February and April 199 young people aged 16 to 25 accessed information, advice and guidance appointments with Elevate Careers Service. 72 out of those young people were neurodivergent. ● Ways into Work and Shaw Trust, our providers of supported internships in Reading, have delivered training to schools, colleges and employers raising awareness of the supported internship pathways among professionals and parents. In Reading, 2.8% of the 16 to 25 cohort are participating in supported internships, above the average for Southeast at 0.3% and England at 0.6%.
Priority 4. Better lives for autistic people – tackling health and care inequalities and building the right support in the community and supporting people in inpatient care		Lead (s): BOB Integrated Care Board		
Action	Measure of Success / Outcome	By When	By Whom	Year end updates
BOB ICB developing a Five Year plan to support autistic adults		April 2023	Simon Tarrant	<p>Integrated Care Board Five Year plan has been published and available for viewing on website: Joint Forward Plan BOB ICB</p> <ul style="list-style-type: none"> ○ By March 2028, we will ensure that all neuro-divergent children and young people will receive the right support, at the right time and in the right place dependent on their needs and not dependent on a diagnosis ○ Improving access to assessing, understanding and supporting a person's neurodiversity. ○ Ensuring infrastructures are in place and are effective to reduce unnecessary admissions under the MHA.

				<ul style="list-style-type: none"> ○ Improving the experience for any neurodiverse people using our Mental Health Inpatient Services. ○ Improving equity of access through anticipatory and reasonable adjustments. ○ Ensuring that staff working across Bucks, Oxford and Berks West have the skills and knowledge to identify Neurodiversity. Understand and meet the needs of this service user group. ○ Co-producing community-based assets that support the social and emotional needs of neurodivergent people.
Review the MH inpatient wards to improve the patient experience		April 2023	Simon Tarrant	<p>Ongoing work and forms part of BHFT Neurodiversity implementation strategy. Examples of ward environmental interventions include: non-ticking clocks / temp control in buildings / signage and notice boards reduced - inpatients / estates check list for new builds and refurbs / sensory kits trialled / improving outdoor spaces.</p> <p>This is ongoing work being led within BHFT by CNS Dr Reuben Pearce</p>
Priority 5. Housing and supporting independent living		Lead (s): Adult Social Care Commissioning		
Action	Measure of Success / Outcome	By When	By Whom	Year end updates
Housing and independent living data analysis	<p>Needs assessment which helps to inform commissioning intentions</p> <p>Collate the number of autistic people that live within social housing and the type of support that they might need.</p>	April 2024	Adult Social Care Commissioning	<p>Support Living to be tender in 2024, analysis has been completed and part of the data gathering a workshop will be held with the Autism Board.</p> <p>Supported Living Accommodation list has been completed for providers who support Reading service users. In Reading, 6 providers potentially meeting the needs of autistic person.</p>

	Identify the different types of accommodation available in Reading and is it meeting the required need			<p>ASC Mosaic system does not offer any way of gathering data giving a number of people who have Autism and receiving services. Determining whether this could be changed.</p> <p>There are 16 care homes managed by 8 providers that offer Housing support for people with LD/Autism aged 18-64. In terms of care homes where people with Autism might be housed, any LD registered care home could in theory accept them.</p>
Priority 6 Keeping safe and improving support within the criminal and youth justice system		Lead (s): Autism Berkshire		
Action	Measure of Success / Outcome	By When	By Whom	Year end updates
Improve the physical building as well as the knowledge of staff that work in Custody on Autism.	Reduce significant distress and incidences	April 2024	TVP	<p>There have been significant improvements in The Loddon Valley Custody Suite. TV's have been installed to provide an 'info-mercial' type commentary around the custody process. It is located in the prisoner waiting area to give prisoners an insight into what to expect. It is in the format of pictures, bullet points and a running narrative. There is also special paint on the walls in the cells to allow detainees to chalk on the walls.</p> <p>Thames Valley Police (TVP) have installed 'vista' murals on the walls within the main custody areas to provide a distraction from the plain harsh interior walls and to provide some calming scenery to focus on.</p> <p>TVP have also provided feedback on lighting which will be changed to provide a uniformed style of lighting throughout custody and hopefully reduce the sensory issues caused by the unnatural lighting and lack of natural light.</p> <p>TVP are taking part in a consultation group regarding the provisions for a new custody block that will be built in the near future, with specific neurodiversity requirements in mind.</p>

Further develop a Neurodiversity Support Network for officers and Staff	Helping to raise awareness across the board and officers, which aims to normalise Neurodiversity in the workplace.	April 2024	Thames Valley Police	<p>TVP have established / official Staff support network 'Neurodiversity Support Network', with an Executive Committee, which focuses on the external provisions for the Force and how TVP can better educate Police officers to be more Neurodiversity friendly. There has been Force wide front line training provided by Autism Berkshire. This has proven very popular and has enabled many of our colleagues to feel less alone and more confident within the workplace.</p> <p>Specialist teams within TVP are getting training around Autism and other neurodiversity's as they are all recognising the huge impact Autism and neurodiversity (ADHD especially) can have on an individual that often leads them down a path that finds them in the CJ system.</p>
Priority 7: Supporting families and carers of autistic people		Lead (s): Autism Partnership Board		
Action	Measure of Success / Outcome	By When	By Whom	Year end updates
Provide cultural and leisure activities that enable autistic people to enjoy and participate in.	<p>Adapted performances in theatres – relaxed performances and specifically adapted programme.</p> <p>Visual stories for venues to prepare for attendance.</p> <p>Meet and greets where possible to enable familiarity with cast to</p>	Ongoing	<p>Hexagon/ South Street.</p> <p>Lucy Griffin, Reading Museum</p>	<p>The panto Sleeping Beauty hosted 2 relaxed performances in December and January. These played to over 1,253 people, with adapted performances and meet and greets after. Cinderella, this years panto is now on sale with 2 x relaxed performances as part of the schedule.</p> <p>Visual stories for venues available on whatsonreading.com for example https://whatsonreading.com/hexagon/access</p> <p>The https://whatsonreading.com/ website is being adapted by the developers to better filter access events, with tags like Relaxed,</p>

	<p>encourage repeat attendance.</p> <p>Provide resources and break out space at Museum</p> <p>Visual story for museum updated</p>			<p>Audio Described and Signed Performance being made visible clearly on the site.</p> <p>Make Sense Theatre developing and presenting work as part of ongoing partnership with South Street, working with the neurodivergent community in education and community settings using drama and dance as a means to unlock potential.</p> <p>An Access Scheme has been launched to ensure bookers are able to access specific requirements from the venue – companion seats / specific seating for example. The scheme enables visitors to let the venues know in advance any requirements and gives https://whatsonreading.com/access-reading-venues</p> <p>Museums, My Way (partnership with The MERL and Berkshire Autism) - Drop-in breakout space and resources now provided every Saturday at Reading Museum for neurodiverse visitors and their families. Museums Partnership Reading activity. Best practice being shared at Slough through ACE funding for MPR.</p> <p>An updated visual story for museum visits has been created and provided on the museum website</p> <p>Whitley library was assessed by Dimensions and had extremely positive feedback on provision, we could extend in future. We are looking at lessons learned and seeing what can be replicated in other sites</p> <p>Library has a meeting in for May 24 regarding developing visual stories for space</p>
<p>Increase participation in Short breaks sessions at the Ranger Station.</p>	<p>Support the short Breaks strategy that aims to Increase number of children with SEND learning</p>	<p>Ongoing</p>	<p>Dan Peters Ranger Station team</p>	<p>Short Breaks are opportunities for children and young people with learning disabilities, autism and special educational needs to spend time away playing and accessing activities away from their families / carers to socialize with their peers and have fun; and provide</p>

	<p>disabilities accessing short breaks.</p> <p>Increase in physical activity.</p> <p>Increase options to access services for families.</p>		<p>FIS service and short breaks coordinator promote services</p>	<p>opportunities for families / carers to have a break from caring responsibilities.</p> <p>BFFC have further developed the Short Breaks offer with high take up:</p> <ul style="list-style-type: none"> • December short breaks, attendance 97.5%, 16 spaces • Feb half term short breaks, 16 places, 100 % capacity • Easter short breaks, 32 places. 100 % attendance.