

Public Document Pack



To: Councillor Taylor, Convener; Councillor Len Ironside CBE, Vice Convener; Councillors Blackman, Boulton, Cameron, Carle, Cooney, Crockett, Lesley Dunbar, Greig, Kiddie, Laing, Noble, Samarai, Jennifer Stewart, Stuart, Thomson, Townson and Young; and Ms Angela Bowyer (Parent Representative - Primary Schools & ASN), Mr S Duncan (Teacher Representative - Primary Schools), Reverend E McKenna (Church of Scotland Religious Representative), Mr M Paul (Teacher Representative - Secondary Schools), Mrs A Tree (Third Religious Representative), Ms S Wildi (Parent Representative - Secondary Schools) and Mrs I Wischik (Roman Catholic Religious Representative)

Town House,
ABERDEEN 21 January 2015

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

The Members of the **EDUCATION AND CHILDREN'S SERVICES COMMITTEE** are requested to meet in Council Chamber - Town House on **THURSDAY, 29 JANUARY 2015 at 2.00 pm.**

JANE G. MACEACHRAN
HEAD OF LEGAL AND DEMOCRATIC SERVICES

BUSINESS

- 1 REQUESTS FOR DEPUTATIONS
 - 1.1 None received at this stage
- 2 DETERMINATION OF EXEMPT ITEMS OF BUSINESS
- 3 MINUTES, COMMITTEE BUSINESS STATEMENT AND MOTIONS LIST
 - 3.1 Minute of Previous Meeting of 2 December 2014 (Pages 1 - 14)
 - 3.2 Committee Business Statement (Pages 15 - 18)

4 EDUCATION AND CHILDREN'S SERVICES

4.1 2014/15 Revenue Budget Monitoring (Pages 19 - 30)

4.2 Organisational Review (Phase 3) (Pages 31 - 66)

**AT THIS JUNCTURE, EXTERNAL MEMBERS OF THE COMMITTEE WILL
DEPART**

5 SPORT

5.1 Sports Grants (Pages 67 - 102)

6 SOCIAL CARE AND WELLBEING

6.1 2014/15 Revenue Budget Monitoring (Pages 103 - 118)

6.2 Autism Strategy (Pages 119 - 224)

ITEMS WHICH CONTAINS DATA PROTECTED INFORMATION

7 SPORT

7.1 Sports Grants Appendix (Pages 225 - 226)

ITEMS WHICH THE COMMITTEE MAY WISH TO CONSIDER IN PRIVATE

8 SPORT

8.1 Development of a Third Generation (3G) Artificial Rugby/Football Pitch in Dyce (Pages 227 - 250)

Website Address: www.aberdeencity.gov.uk

Should you require any further information about this agenda, please contact Allison Swanson, tel 522822 or email aswanson@aberdeencity.gov.uk

Briefing for Elected Members on the Importance of EHRIAs

As an elected member, you will know you have an important role to play in championing equality within and outside Aberdeen City Council. There is also a scrutiny role for you to ensure that equality considerations are included in the decision making and governance of the council.

In exercising your duties as an elected member, you will make decisions which shape the council budget as well as the practice, strategies, plans and policies of the council. You have to make sure that the relevant equality implications are considered and so need to have sufficient information to satisfy our legal requirement to pay “due regard” to equality. Since public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act, our impact assessment tool also considers the potential impact our decisions could have on human rights – Equality and Human Rights Impact Assessment (EHRIA).

EHRIA forms are included in the agenda pack, and this is important as it ensures that the impact of any proposals being considered by the Committee is clear at the point of decision making. These are included at the back of the report, as an appendix. Committee members should feel able to ask questions of report authors in relation to EHRIA forms, including questions about why an impact assessment has not been carried out/is not included.

There is an onus on elected members to make sure that EHRIAs are robust and give appropriate weighting in decision-making processes. In recent guidance from the Equality and Human Rights Commission, relevant case law examples show the Courts stating that, the public authority had to demonstrate that it had paid ‘due regard’ to its equality obligations.

Policies and practices should be assessed for impact across the three parts of the public sector duty (eliminate unlawful treatment, advance equality of opportunity and foster good relationships).

These duties do not prevent us from taking many difficult decisions such as reorganisations and relocations, redundancies, and service reductions, nor do they stop us from making decisions, that may affect one group more than others. Whilst we have a duty to involve groups of people who have protected characteristics, this does not give them the right of veto regarding any of our budget proposals or other council decisions.

What the equality duties do is enable us to demonstrate that we are making decisions in a fair, transparent and accountable way, considering the needs and the rights of different members of our communities.

The EHRIA will allow you to see that people with protected characteristics are enjoying equal access to our services, and where they are not, or are over/under-represented, or are not getting as good a service, the EHRIA gives the opportunity to do something to resolve the situation.

The equality target groups, or people with protected characteristics, include age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation.

The sort of questions to ask yourself as you read an EHRIA might include:

- How might the proposal impact on ethnic minority communities, including Gypsy/Travellers?
- How might the proposal impact on people with a disability?
- Would the impacts on women and men or the Transgender community differ?
- Would the proposal affect ethnic minority women and men in the same ways?
- Would the proposal affect women and men with disabilities in the same ways?
- What about age considerations when thinking about impacts?

It is important to remember that the potential impact is not just about numbers. Evidence of a serious impact on a small number of individuals is just as important as something that will impact on many people. You should also think about how individual proposals might relate to one another. This is because a series of changes to different policies or services could have a severe impact on particular protected groups.

The EHRIA is therefore an invaluable tool to assist you in ensuring that the interests of all groups are properly taken into account when difficult choices about resources are required.

A case study on “Southall Black Sisters – the need to impact assess decisions” is set out below.

Southall Black Sisters (SBS) provides specialist services to Asian and Black Caribbean women, particularly in relation to domestic violence issues.

In June 2007, Ealing council announced proposals to move away from funding particular organisations (such as SBS), towards commissioning services (including domestic violence services) following a competitive bidding exercise.

During discussions about criteria for commissioning domestic violence services SBS had highlighted the adverse impact the criteria could have on pre-existing domestic violence services provided to women from ethnic minority communities, and so an equality impact assessment should be carried out.

Ealing carried out belated impact assessments on proposals before deciding to proceed with the existing domestic violence services commissioning criteria, resulting in two SBS service users launching a judicial review of the decision.

Ultimately, Ealing conceded these submissions and withdrew from the case. However, in an oral judgement, Lord Justice Moses reiterated the importance of undertaking an equality impact assessment, and also the importance of carrying out an impact assessment before policy formulation.

Should you require any help with EHRIAs please contact me at sandrab@aberdeencity.gov.uk or 01224 523039 or Faiza at fnacef@aberdeencity.gov.uk or 01224 523183.

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

ABERDEEN, 2 December 2014. Minute of Meeting of the EDUCATION AND CHILDREN'S SERVICES COMMITTEE. Present:- Councillor Taylor, Convener; Councillor Len Ironside CBE, Vice-Convener; and Councillors Boulton, Cameron, Carle, Cooney, Crockett, Lesley Dunbar, Graham, Greig, Kiddie, Laing, McCaig, May, Noble, Samarai, Jennifer Stewart, Thomson and Townson. External Members:- Mr Stewart Duncan (Teacher Representative (Primary Schools)), Mr Mike Paul (Teacher Representative (Secondary Schools)), Ms Shona Wildi (Parent Representative (Secondary Schools)) and Mrs Irene Wischik (Roman Catholic Religious Representative).

The agenda and reports associated with this minute can be located at the following link:-

<http://committees.aberdeencity.gov.uk/ieListDocuments.aspx?CId=504&MId=3456&Ver=4>

Please note that if any changes are made to this minute at the point of approval, these will be outlined in the subsequent minute and this document will not be retrospectively altered.

GOOD NEWS

1. The Convener advised the Committee as to a number of good news stories as follows –

- **Your Voice Matters**

Aberdeen Communities Youth Worker Sara Duncan was approached by the Chief Executive of the Scottish Youth Parliament to see if Aberdeen would be interested in hosting an event. The event was for Matthew Barzun, the United States Ambassador to the United Kingdom to talk to young people and hear their views around certain issues in America. The event itself was organised by, Members of the Scottish Youth Parliament for Aberdeen.

On 17 October 2014, thirty five young people attended the event at the Credo Centre, John Street. All participated in a question and answer session with the Ambassador. Aberdeen's two MSYPs thought it was a fantastic opportunity to be involved in and the feedback they and all the others gave about the event had all been very positive.

- **Sport**

On Friday, 28 November 2014, Aberdeen Sports Village successfully defended its 'Regional Gym of the Year (Scotland)' title at the National Fitness Awards. This was the second consecutive time that Aberdeen Sports Village had been shortlisted as finalists in the [National Fitness Awards](#) in two categories – Regional Gym of the Year (Scotland) and Local Authority/Leisure Trust Gym of the Year.

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- **Scottish School's Secondary Road Race Championships**

On Saturday, 8 November 2014, a team of three boys from Harlaw Academy won the Scottish Schools' Secondary Road Race Championships (over 16). The team trophy was based on the school with the highest placed group of three runners - Callum Simmons (2nd), Matthew Kilner (9th) and Mark Quinn (19th) ensured the national trophy came north.

- **Conversations about Learning for Sustainability**

Hazlehead Academy was recently recognised as a participating school in the Education Scotland UNESCO Report which features select schools across Scotland. The case study of the sustainable development and global citizenship practices in Hazlehead Academy highlighted their sustainability approaches leading to a number of positive outcomes including:

- Enhanced learning
- Enhanced reputation of school
- Improved community spirit and engagement.

The report was also being shared with the international delegates attending the UNESCO World Conference on Education for Sustainable Development in Aichi-Nagoya, Japan.

- **School Self Evaluation**

Hanover Primary had had a self-evaluation tool they developed be validated as a piece of good practice by external inspectors through the Joint Inspection. Hanover Street Primary through using an action research approach had developed a colour coded Shanarri Wheel to measure the 8 wellbeing indicators using a five point scale. The Shanarri Wheel was a self-evaluation tool for use with children at an individual, classroom and whole school level. It had been designed to be simple to use and understand. It was a solution focused approach which encouraged collaborative working between individuals and practitioners.

The information gathered for the classroom would be reviewed on a termly basis to assess any curriculum based strategies that had been implemented. Whole school information would be reviewed periodically through working groups with pupils, staff and parents and also on an annual basis to highlight effective intervention and to target any further identified school improvements.

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
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DETERMINATION OF EXEMPT ITEMS OF BUSINESS

2. The Convener proposed that items 4.9, 6.1 and 6.2 of today's agenda (articles 14, 21 and 22 of this minute refers) be considered with the press and public excluded.

The Committee resolved:

in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the press and public from the meeting for items 4.9, 6.1 and 6.2 of the agenda (articles 14, 21 and 22 of this minute) so as to avoid disclosure of information of the classes described in the following paragraphs of Schedule 7(A) to the Act: article 14 (paragraph 6), article 21 (paragraphs 8 and 10) and article 22 (paragraphs 6 and 8).

MINUTE OF THE MEETING OF THE SOCIAL CARE, WELLBEING AND SAFETY COMMITTEE OF 28 AUGUST 2014

3. The Committee had before it the minute of the meeting of the former Social Care, Wellbeing and Safety Committee of 28 August 2014, for approval.

The Committee resolved:

to approve the minute as a correct record.

MINUTE OF THE MEETING OF THE EDUCATION, CULTURE AND SPORT COMMITTEE OF 11 SEPTEMBER 2014

4. The Committee had before it the minute of the meeting of the former Education, Culture and Sport Committee of 11 September 2014, for approval.

The Committee resolved:

to approve the minute as a correct record.

COMMITTEE BUSINESS STATEMENT

5. The Committee had before it a statement of pending and outstanding committee business which had been prepared by the Head of Legal and Democratic Services.

In relation to item 11 (Social Care and Wellbeing Contracts – Workplan), the Committee heard from the Head of Adult Services who provided an update on the current status of the Social Care and Wellbeing contracts workplan.

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The Committee resolved:

- (i) in relation to item 4 (Citymoves), to note that a report was to be considered on today's agenda;
- (ii) in relation to item 6 (Young Women's Service), to note that an information bulletin report was available;
- (iii) in relation to item 7 (Capital Monitoring – Social Wellbeing Projects) to note that the matter would be considered as part of the budget process and therefore to remove from the statement;
- (iv) in relation to item 9 (Social Care and Wellbeing Service Business Plan 2014-2017), to note that the Business Plan would be aligned to the new Education and Children's Service Directorate and reported to Committee at that time, and therefore to remove this item from the statement;
- (v) in relation to item 11 (Social Care and Wellbeing Contracts – Workplan), to note the verbal update; and
- (vi) to otherwise note the updates provided.

2014/15 REVENUE BUDGET MONITORING (ECS/14/058)

6. With reference to article 5 of the minute of the meeting of the former Education, Culture and Sport Committee of 11 September 2014, the Committee had before it a report by the Director of Education, Culture and Sport and the Head of Finance which advised members of the current year revenue budget to date for the Service, and outlined any areas of risk, and management action being taken in this regard.

The report recommended –
that the Committee –

- (a) note the report on the near actual figures on the revenue budget and the information on areas of risk and management action that was contained therein; and
- (b) instruct officers to continue to review budget performance and report on service strategies

The Committee resolved:

- (i) to approve the recommendations;
- (ii) to note that a statement providing an update on the position with Tullos Pool would be circulated by the end of the year; and
- (iii) to note that another briefing on inclusion would be arranged for members who had been unable to attend the first session.

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EDUCATION, CULTURE AND SPORT PERFORMANCE REPORT (ECS/14/053)

7. With reference to article 9 of the minute of the meeting of the former Education, Culture and Sport Committee of 16 June 2014, the Committee had before it a report by the Director of Education, Culture and Sport, which provided a summary of performance data up to and including 30 September 2014.

The report recommended –

that the Committee approve the Education, Culture and Sport Service performance report for the quarterly period July to September 2014 and progress of actions report against the Service Improvement Plan.

The Committee resolved:

to approve the recommendation.

EDUCATION, CULTURE AND SPORT SERVICE - 2013/2014 STATUTORY PERFORMANCE INDICATOR REPORT (ECS/14/054)

8. The Committee had before it a report by the Director of Education, Culture and Sport which provided a summary of the 2013/2014 statutory performance indicator outcomes covering the work of the Directorate.

The report recommended –

that the Committee approve the Education, Culture and Sport Service 2013/2014 statutory performance indicator tables as contained in appendix A to the report.

The Committee resolved:-

to approve the recommendation.

SCHOOL HOLIDAY PATTERN 2015/2016 TO 2019/2020 (ECS/14/056)

9. The Committee had before it a report by the Director of Education, Culture and Sport which advised on the outcome of consultation on the school holiday pattern for school session 2015/2016 to 2019/2020.

The report recommended –

that the Committee instruct officers to implement the proposed holiday pattern (option 1) and to widely publicise the holiday pattern to maximise public awareness.

The Committee resolved:

to approve the recommendation.

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STONEYWOOD SCHOOL – OFFER OF FINANCIAL SUPPORT FOR A NEW BUILD SCHOOL (ECS/14/053)

10. The Committee had before it a report by the Director of Education, Culture and Sport which advised that the Scottish Government had offered further financial support for the creation of a new secondary school to replace Kincorth Academy and Torry Academy and that if accepted this would release Council capital funding which could be used in the construction of a new build Stoneywood School.

The report recommended –
that the Committee –

- (a) accept the offer of additional funding support from the Scottish Government to assist in the development of a new Academy to replace Kincorth and Torry Academies;
- (b) agree to the inclusion of a new school building for Stoneywood School, which was estimated at £13 million to be fully funded through the Council's capital programme; and
- (c) instruct officers to conduct the necessary public consultation on the proposal to relocate Stoneywood School into a new school building.

The Committee resolved:
to approve the recommendations.

INCLUSION REVIEW AND PROJECT GOVERNANCE (ECS/14/060)

11. With reference to article 12 of the minute of the meeting of the former Education, Culture and Sport Committee of 22 November 2012, the Committee had before it a report by the Director of Education, Culture and Sport which advised on the findings and recommendations of the inclusion review and sought approval for the proposed project governance structures for implementing the recommendations from the inclusion review.

The report recommended –
that the Committee –

- (a) note the recommendations of the inclusion review which were contained in appendix 1 to the report;
- (b) instruct officers to implement the recommendations of the inclusion review; and
- (c) approve the proposed project governance structure for oversight of the implementation of the review recommendations.

The Committee resolved:
(i) to approve the recommendations; and
(ii) to note that updates on the implementation of the recommendations would be provided as and when appropriate.

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DECLARATION OF INTEREST

Councillor Cameron declared a personal interest in the subject matter of the following article of business by virtue of his wife being employed by Citymoves and withdrew from the meeting prior to consideration of this item.

FUTURE OF CITYMOVES

12. With reference to article 12 of the minute of the meeting of the former Education, Culture and Sport Committee of 16 June 2014, the Committee had before it a report by the Director of Education, Culture and Sport which informed of progress with and the outcome of the Creative Scotland core funding application for Citymoves and also sought approval to action the transfer of Citymoves to form an independent organisation working to a target date of 1 April 2015.

The report recommended –

that following the completion of the business and transition plans, the Committee –

- (a) instruct officers to action the transfer of Citymoves to an independent organisation working to a target start date of the new organisation of 1 April 2015;
- (b) instruct officers to set up the shadow board as a requirement to effect the transition;
- (c) instruct officers to action the set up of Citymoves as a Scottish Charitable Incorporated Organisation (SCIO); and
- (d) instruct officers to instigate the recruitment process for the role of Director for the new organisation with a target start date of 1 April 2015.

The Committee resolved:

to approve the recommendations.

SPORTS GRANTS

13. With reference to article 16 of the minute of the meeting of the former Education, Culture and Sport Committee of 11 September 2014, the Committee had before it a report by the Director of Education, Culture and Sport which presented applications for financial assistance from various sporting organisations and individuals.

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The report recommended –

that the Committee –

- (a) consider the applications through the club development grants and approve the following recommendations:

Applicant	Funding Recommended
Transition Extreme	£20,040.00
Granite City Flames Basketball club	£1,961.92

- (b) consider the application through the significant sporting events grant programme and approve the following recommendation:

Applicant	Funding Recommended
Scottish Swimming	£15,000.00

- (c) consider the application through the coach and volunteer workforce development grant programme and approve the following recommendations:

Applicant	Club	Funding Recommended
Beacon Volleyball Club	Beacon Volleyball Club	£1,000.00
Mhairi Meston	University of Aberdeen Trampolining Club	£250.00
Claire Buckley	Aberdeen Atoms Netball Club	£75.00

The Committee noted that the report contained an error and that the sum being recommended for Beacon Volleyball Club was £1,900.

The Committee resolved:

to approve the recommendations, subject to Beacon Volleyball Club receiving £1,900.

In accordance with the decision taken at article 2 of this minute, the following item of business was considered with the press and public excluded.

MATTER OF URGENCY

The Convener intimated that she had directed in terms of Section 50(B)(4)(b) of the Local Government (Scotland) Act 1973 and in accordance with Standing Orders, that the following report be considered as a matter of urgency to enable timeous consideration of the request.

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BELMONT FILMHOUSE

14. The Committee had before it a report by the Director of Education, Culture and Sport which advised on recent developments at the Belmont Filmhouse, which was currently operated by CMI (Centre for Moving Image) on behalf of the Council.

The report recommended –

that the Committee –

- (a) approve the request from CMI for payment to them by the Council of an additional £75,000 from existing Education, Culture and Sport budgets; and
- (b) approve the proposal from Creative Scotland to accept the match funds of £75,000 from their local authority budget, into the Council account and subject to legal and finance guidelines, to disburse the total of £150,000 to CMI.

The Committee resolved:

to approve the recommendations.

2014/15 REVENUE BUDGET MONITORING (SCW/14/030)

15. With reference to article 2 of the minute of the meeting of the former Social Care, Wellbeing and Safety Committee of 28 August 2014, the Committee had before it a report by the Director of Social Care and Wellbeing and the Head of Finance which set out the current year revenue budget performance for the services which fell under the remit of the Social Care, Wellbeing and Safety Committee, and advised on any areas of risk or management action.

The report recommended –

that the Committee –

- (a) note the report on the near actual figures on the revenue budget and the information on areas of risk and management action that was contained therein; and
- (b) instruct officers to continue to review budget performance and report on service strategies.

The Committee resolved:

to approve the recommendations.

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SOCIAL CARE AND WELL BEING HEALTH AND SAFETY ANNUAL PERFORMANCE REPORT (SCW/14/22)

16. The Committee had before it a report by the Director of Social Care and Wellbeing which presented the annual performance figures for health and safety activities for the Social Care and Wellbeing Directorate covering the period July 2013 to June 2014.

The report recommended –
that the Committee note the contents of the report.

The Committee resolved:
to approve the recommendation.

SOCIAL CARE, WELLBEING AND SAFETY PERFORMANCE REPORT (SCW/14/03)

17. With reference to article 6 of the minute of the meeting of the former Social Care, Wellbeing and Safety Committee of 28 August 2014, the Committee had before it a report by the Director of Social Care and Wellbeing which provided information relating to the performance of the Social Care and Wellbeing Service against its agreed indicators. Appended to the report was an update on associated performance measures.

The report recommended –
that the Committee –

- (a) note that work was ongoing to develop a new suite of performance indicators, aligned to the outcomes in the Service Business Plan 2014-17; and
- (b) approve the Social Care and Wellbeing performance report.

The Committee resolved:
to approve the recommendations.

SUCCESSOR ARRANGEMENTS FOR NATIONAL CARE HOME CONTRACT (SCW/14/035)

18. The Committee had before it a report by the Director of Social Care and Wellbeing which (a) advised of developments in relation to the National Care Home Contract (NCHC) by which Social Care and Wellbeing commissioned care home services and (b) recommended a position to the Council in relation to the future arrangements for the Contract or its successor arrangements.

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The report recommended –

that the Committee –

- (a) note the content of the report in relation to national negotiations on the NCHC;
- (b) agree that the Council supported the continuing arrangements for the NCHC and fee structure for 2015/16; and
- (c) instruct officers to develop a local Care Home Contract and fee structure as necessary, in the event of any breakdown or at the end of national arrangements for the NCHC.

The Committee resolved:

to approve the recommendations.

**SOCIAL CARE AND WELLBEING LONE WORKING ARRANGEMENTS
(SCW/14/029)**

19. With reference to article 8 of the minute of the meeting of the former Audit and Risk Committee of 16 April 2013, the Committee had before it a report by the Director of Social Care and Wellbeing which presented details of the arrangements for lone working within social work services.

The report recommended –

that the Committee –

- (a) note the content of the lone working report as appended to the report; and
- (b) instruct officers to arrange its implementation.

The Committee resolved:

- (i) to approve the recommendations; and
- (ii) to instruct officers to bring the report to the attention of other Council Directors.

REMOVAL OF 77-79 KING STREET ABERDEEN FROM THE SOCIAL CARE AND WELLBEING ACCOUNT PORTFOLIO

20. The Committee had before it a report by the Director of Social Care and Wellbeing which advised on the future need by Social Care and Wellbeing of the property at 77-79 King Street, Aberdeen, AB24 5AB.

The report recommended –

that the Committee –

- (a) declare 77-79 King Street, Aberdeen surplus to Social Care and Wellbeing's requirements and confirm its removal from the Social Care and Wellbeing account portfolio;
- (b) instruct officers to remit the property to the Head of Asset Management and Operations and the Corporate Asset Management Group to decide on its future use; and

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- (c) otherwise note the content of the report.

The Committee resolved:

to approve the recommendations.

EXEMPT BUSINESS

In accordance with the decision taken at article 2 of this minute, the following items of business were considered with the press and public excluded.

EXTENSION OF CONTRACTS FOR REGISTERED CARE HOME SERVICE FOR PEOPLE WITH LONG TERM ALCOHOL MISUSE PROBLEMS (SCW/14/033)

21. The Committee had before it a report by the Director of Social Care and Wellbeing which sought approval to extend an existing contract for a Care Home service for people with complex alcohol misuse problems to allow for appropriate accommodation to be sourced before retendering the service.

The report recommended –

that the Committee –

- (a) note the information contained within this report;
- (b) approve the invoking of Standing Order 1(6) (a) of the Standing Orders Relating to Contracts and Procurement and thereby waive the need for a competitive procurement on the grounds that the exemption was justified by special circumstances as detailed in this report;
- (c) approve an extension of the contract with the existing provider for a period of three years from 30 June 2015; and
- (d) approve the estimated expenditure for the three year extension with the existing provider, as detailed within the report at section 3.2, including the ability to award an inflationary uplift, and that discretion to decide on the issue of inflationary uplift would lie with the Head of Adult and Older People's Services.

The Committee resolved:

to approve the recommendations.

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**HOUSING AND PERSONAL CARE (INCLUDING LIFESTYLE SUPPORT) SERVICE
(SCW/14/036)**

22. The Committee had before it a report by the Director of Social Care and Wellbeing which sought consideration of an increase in funding for a service to people who have severe learning disabilities.

The report recommended –

that the Committee agree to make an offer of a one-off payment of £600,000 to the existing provider, however should this not be accepted, to agree to delegate authority to the Head of Adult Services and the Head of Legal and Democratic Services, in consultation with the Convener and Vice Convener of the Education and Children's Services Committee and the Convener of the Finance, Policy and Resources Committee, to take the necessary actions to continue the service with the sum of £600,000 available.

The Committee resolved:

to approve the recommendation.

- **ANGELA TAYLOR, Convener**

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**EDUCATION AND CHILDREN'S SERVICES
COMMITTEE BUSINESS**

29 JANUARY 2015

Please note that this statement contains a note of every report which has been instructed for submission to this Committee. All other actions which have been instructed by the Committee are not included, as they are deemed to be operational matters after the point of committee decision.

Reports which are overdue are shaded.

	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>
1.	Education, Culture and Sport 28/03/13 article 20	<u>Adventure Aberdeen – Fairley Road Field</u> to instruct officers to develop a detailed costed proposal, and report back to a future meeting.	A Project Proposal form is to be presented to the Corporate Plan and SIP Review Group on Wed 21 January 2015. This paper outlines recent progress on this proposed project, and notes comments from a wide range of Officers from support services across the council. Following this, a full report will be prepared and submitted to the ECS committee in June.	Head of Education Services	21/11/13
2.	Education, Culture and Sport Committee 27/03/14 article 10	<u>Knowledge Transfer Partnership</u> to instruct officers to review the Knowledge Transfer Partnership Agreement in twelve months and report back to the Committee in this regard.		Head of Policy, Performance and Resources	11/03/15

3.	Social Care and Wellbeing 16 May 2013 (Article 7)	<p><u>Residential Children's Services Review And Redesign Programme</u></p> <p>The Committee resolved, amongst other things, request a final report of recommendations be presented to Committee in September 2013.</p>	The report is complete and additional consultation has been agreed by the Director to allow staff and trades union more extensive consultation. The report will be presented to the Committee in March following this additional consultation.	Head of Children's Services	10/09/13
4.	Social Care, Wellbeing and Safety Committee 25 March 2014 (Article 9)	<p><u>Children's Services Reclaiming Social Work</u></p> <p>The Committee resolved, amongst other things:</p> <p>(i) to ask the Head of Children's Services to prepare a report outlining the challenges and increasing demands and implications on the service; and</p> <p>(ii) to request an update report on the Reclaiming Social Work transformation programme in 6 months from the Head of Children's Services.</p>	<p>(i) The report on the increasing demand for children's social work services and implementation of the Reclaiming Social Work model is to be submitted to the Finance, Policy and Resources Committee in February 2015.</p> <p>(ii) The report on the increasing demand for children's social work services and implementation of the Reclaiming Social Work model is to be submitted to the Finance, Policy and Resources Committee in February 2015</p>	Head of Children's Services	(i) 28.08.14 (ii) 2/12/14

5.	Audit and Risk Committee 26 June 2014 (Article 25)	<p><u>Social Care and Wellbeing Contracts - Workplan</u></p> <p>The Committee resolved, amongst other things, to request that updates on progress with the workplan be reported to the appropriate Committee.</p>	<p>A verbal update was provided to the Committee at its meeting on 2 December 2014.</p> <p>A further update will be reported to the Committee at its meeting on 11 March 2015.</p>	Head of Adult Services	11/03/15
6.	Audit and Risk Committee 26 June 2014 (Article 10)	<p><u>System of Risk Management</u></p> <p>The Committee resolved, amongst other things, to instruct all Services to review their business continuity arrangements and to report back to their Service Committee.</p>		Directorate Support Managers for Education, Culture and Sport and Social Care and Wellbeing	11/3/15
Annual Reports					

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	29 January 2015
DIRECTOR	Gayle Gorman
TITLE OF REPORT	2014/15 Revenue Budget Monitoring
REPORT NUMBER:	ECS/15/003

1. PURPOSE OF REPORT

1.1 The purpose of this report is to

- i) bring to Committee members attention the current year revenue budget performance for the services which relate to this Committee; and
- ii) advise on any areas of risk and management action.

2. RECOMMENDATION(S)

2.1 It is recommended that the Committee:

- i) Note this report on the near actual figures on the revenue budget and the information on areas of risk and management action that is contained herein;
- ii) Instruct that officers continue to review budget performance and report on service strategies;

3. FINANCIAL IMPLICATIONS

3.1 The revised total Education, Culture & Sport revenue budget amounts to around £170.9M net expenditure.

3.2 Based upon present forecasts it is anticipated that the financial performance of the service for 2014/15 will result in a net underspend of £110K. This position will be reflected in the overall financial monitoring for the Council when it is reported to Finance and Resources Committee at the end of this Committee cycle.

3.3. Further details of the financial implications are set out in section 4 and the appendix attached to this report.

4. OTHER IMPLICATIONS

- 4.1 Every organisation has to manage the risks inherent in the operation of large and complex budgets. These risks are minimised by the regular review of financial information by services and corporately by Members. This report is part of that framework and has been produced to provide an overview of the current operating position.

5. BACKGROUND/MAIN ISSUES

- 5.1 This report informs Members of the current year ECS revenue budget performance to date, and provides a high level summary for the consideration of Members, to period 8 (to end of November 2014). It also outlines whether or not there are any cost pressures that are immediately identifiable from the expenditure incurred to date and actions being undertaken to manage these.
- 5.2 The Directorate's revenue budget report and associated notes are attached at Appendices A to F.

Financial Position

- 5.3 The current forecast revenue out-turn is an underspend of £110K. This is an excellent overall position given the scale of the Service budget and the Service is to be commended for their management of budgets. The following areas of operation are highlighted together with any management action being taken where appropriate.

(a) Centrally Held Teaching Staffing Salaries

Through the efficient management of the Probationer budget, it is projected that there will be an underspend of £100K by the academic year end. This is in line with innovative practice which minimises the additional cost to the Council when matching Probationers to vacant teaching posts.

(b) School Administrators Review and Proposal for Regrading

Provision has been made within the forecast to meet the potential costs arising out of the above. It is intended the business case for this will be referred to the Finance, Policy & Resources committee in February 2015.

(c) Unitary Charge Payments

The Unitary Charge Budget is estimated to be £150K under budget as a result of contract compliance reductions, savings arising from reduced vandalism costs.

(d) CLD Management Committee Funds

At the time of writing this report, a total of £380K has been transferred to the five independent community associations. These are Beacon, Cornhill, Dyce, Loirston and Northfield.

(e) Out of Authority Placements

This is an aligned budget with Social Care and Wellbeing to fund those costs associated with educating and accommodating children in specialist schools not run by Aberdeen City Council. The total aligned budget is £5.1M. The Education and Children's Services part of this budget totals £2.6M.

The financial position at 30 November 2014 is that the Education and Children's Services element has an over-commitment of £710K. This is little changed from the situation reported to committee in December 2014.

Officers from Education and Children's Services are continuing to work on short and long term strategies to reduce the number and duration of out of authority placements. This includes a series of rigorous case reviews and a review of current processes and alternative provision. It should be noted that this budget is subject to external factors out of our direct control: the council is required to fund placements instructed by the Children's Panel and needs to respond to the needs of children and young people in crisis this will on occasion require services outwith the authority.

6. IMPACT

- 6.1 As a recognised top priority the Council must take the necessary measures to balance its revenue budget. Therefore Committees and Directorates are required to work within a financial constraint. Every effort is being focused on delivering services more efficiently and effectively.

7. BACKGROUND PAPERS

Financial ledger data extracted for the period.

8. REPORT AUTHOR DETAILS

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Additional contributions to analysis of risks and management action by
Director & Heads of Service – Education, Culture & Sport.

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**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2014/2015**

DIRECTORATE : Education, Culture & Sport

As At 30 November 2014	Year to Date				Forecast to Year End		
ACCOUNTING PERIOD 8	Full Year Revised Budget £'000	Revised Budget £'000	Actual Expenditure £'000	Variance Amount £'000	Forecast Actual £'000	Variance Amount £'000	Variance Percent %
Head of Service - Communities, Culture & Sport	40,322	26,576	25,220	(1,356)	40,048	(274)	(0.7)
Head of Service - Education Services	127,062	86,477	82,887	(3,590)	127,215	153	0.1
Head of Service - Resources	3,936	2,665	2,374	(291)	3,944	8	0.2
TOTAL	171,320	115,718	110,481	(5,237)	171,207	(113)	(0.1)

DIRECTORATE :Education Culture & Sport
HEAD OF SERVICE : S Sansbury(Acting)

As At 30 November 2014	FULL YEAR REVISED BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END		
		REVISED BUDGET	ACTUAL EXPENDITURE	VARIANCE	FORECAST ACTUAL	VARIANCE	
	£'000	£'000	£'000	£'000	£'000	£'000	%
ACCOUNTING PERIOD 8							
STAFF COSTS	20,445	13,629	12,953	(676)	19,616	(829)	-4.1%
PROPERTY COSTS	2,153	1,608	1,536	(72)	2,117	(36)	-1.7%
ADMINISTRATION COSTS	568	377	249	(128)	568	0	0.0%
TRANSPORT COSTS	180	116	91	(25)	177	(3)	-1.7%
SUPPLIES & SERVICES	6,507	4,076	3,433	(643)	6,687	180	2.8%
COMMISSIONING SERVICES	7,136	4,026	4,476	450	7,711	575	8.1%
TRANSFER PAYMENTS TOTAL	9,850	6,942	6,868	(74)	9,728	(122)	-1.2%
GROSS EXPENDITURE	46,838	30,774	29,606	(1,168)	46,604	(235)	-0.5%
LESS: INCOME							
GOVERNMENT GRANTS	(1,139)	(850)	(896)	(46)	(1,179)	(40)	3.5%
OTHER GRANTS	(551)	(378)	(394)	(16)	(645)	(94)	17.1%
FEES & CHARGES	(2,741)	(1,837)	(1,868)	(31)	(2,513)	228	-8.3%
INTEREST	0	0	0	0	0	0	0.0%
RECHARGES	(355)	0	0	0	(355)	0	0.0%
OTHER INCOME	(1,730)	(1,133)	(1,228)	(95)	(1,864)	(129)	7.5%
TOTAL INCOME	(6,516)	(4,198)	(4,386)	(188)	(6,556)	(35)	0.5%
NET EXPENDITURE	40,322	26,576	25,220	(1,356)	40,048	(270)	-0.7%

BUDGET TO DATE MONITORING VARIANCE NOTES

<u>Staff Costs</u>		
The estimated underspend reflects vacancy levels within this part of the service. These savings are not expected to be sustainable due to the filling of posts.	(676)	(829)
It should be noted that although there is a high year to date staffing savings, the level of vacancies attributing to this has been reducing as posts are being filled.		
<u>Property Costs</u>		
No significant variances from budget are forecast for this item.	(72)	(36)
<u>Administration costs</u>		
No significant variances from budget are forecast for this item.	(128)	0
<u>Transport costs</u>		
The year to date underspend is mostly within Communities. A small underspend is expected on this budget at year end.	(25)	(3)
<u>Supplies & Services</u>		
No significant variances from budget are forecast for this item.	(643)	180
<u>Commissioning Services</u>		
The bulk of this variance reflects the high level of commitments in respect of Out Of Authority Placements referred to in the body of the report, offset by some minor savings in other areas of the service.	450	575
<u>Transfer payments</u>		
A review of budget provision and current commitments has identified that there is an in year saving available to the service. The bulk of this saving is in respect of payments to Aberdeen Sports Village where the budget was set at a higher rate than current agreements along with some savings arising from the delayed opening of the 50M pool.	(74)	(122)
<u>Income - Government Grants</u>		
No significant variances from budget are forecast for this item.	(46)	(40)
<u>Income - Other Grants</u>		
The additional income reflects a number of small grants which will be utilised within the current financial year.	(16)	(94)
<u>Income - Fees & Charges</u>		
The main variance is in relation to Income from creches. This is offset by associated staffing savings elsewhere within this budget.	(31)	228
<u>Income - Recharges</u>	0	0
No significant variances from budget are forecast for this item.		
<u>Income - Other Income</u>		
The additional forecast income represents a number of small income streams which were not originally envisaged. There are additional expenditures linked with these incomes and these are reflected within the body of expenditure categories.	(95)	(129)
	(1,357)	(270)

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2014/ 2015

DIRECTORATE :Education Culture & Sport
HEAD OF SERVICE : C Penman

As At 30 November 2014	FULL YEAR REVISED BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END		
		REVISED BUDGET	ACTUAL EXPENDITURE	VARIANCE	FORECAST ACTUAL	VARIANCE	
ACCOUNTING PERIOD 8	£'000	£'000	£'000	£'000	£'000	£'000	%
STAFF COSTS	98,358	65,603	61,934	(3,669)	98,677	319	0.3%
PROPERTY COSTS	25,091	18,450	18,538	88	24,858	(233)	-0.9%
ADMINISTRATION COSTS	206	137	118	(19)	208	2	1.0%
TRANSPORT COSTS	245	163	129	(34)	221	(24)	-9.8%
SUPPLIES & SERVICES	6,895	4,695	4,691	(4)	6,982	87	1.3%
COMMISSIONING SERVICES	403	269	200	(69)	387	(16)	-4.0%
TRANSFER PAYMENTS TOTAL	154	103	116	13	134	(20)	-13.0%
GROSS EXPENDITURE	131,352	89,420	85,726	(3,694)	131,467	115	0.1%
LESS: INCOME							
GOVERNMENT GRANTS	(350)	(274)	(284)	(10)	(351)	(1)	0.3%
OTHER GRANTS	(306)	(204)	(204)	0	(306)	0	0.0%
FEES & CHARGES	(1,119)	(760)	(662)	98	(1,063)	56	-5.0%
OTHER INCOME	(2,515)	(1,705)	(1,689)	16	(2,532)	(17)	0.7%
TOTAL INCOME	(4,290)	(2,943)	(2,839)	104	(4,252)	38	-0.9%
NET EXPENDITURE	127,062	86,477	82,887	(3,590)	127,215	153	0.1%

BUDGET TO DATE MONITORING VARIANCE NOTES	YEAR TO DATE	PROJECTED
	VARIANCE	VARIANCE
	£'000	£'000
<u>Staff Costs</u>		
The year to date position reflects a cumulative staffing underspend in respect of the schools DEM budgets. These sums are available to schools to spend on staffing or other resources as the year continues in line with the Devolved School Management Scheme.	(3,669)	319
It is predicted that probationers budget will be £100K underspent at academic year end, in line with on-going efficiencies in the allocation of probationers to schools in a way that the additional costs to the council are minimised when matching probationers into vacant posts.		
Provision has been made within the forecast to meet potential costs of a regarding claim by school admin staff which is currently nearing completion.		
Staff Advertising costs are expected to be £100K greater than budget as the service continues to explore all avenues in order to fill vacant posts.		
<u>Property Costs</u>		
The Unitary Charge budget is expected to be underspent by £150K as a result of contract monitoring efficiencies plus savings as a result of minimal vandalism costs and contractual letting income sharing arrangements.	88	(233)
<u>Administration costs</u>		
No significant variances from budget are forecast for this item.	(19)	2
<u>Transport costs</u>		
No significant variances from budget are forecast for this item.	(34)	(24)
<u>Supplies & Services</u>		
The bulk of annual forecast variance is supported by additional grant funding.	(4)	87
<u>Commissioning Services</u>		
No significant variances from budget are forecast for this item.	(69)	(16)
<u>Transfer payments</u>		
An underspend of £20K is projected in Pupil Clothing budgets. This forecast is in line with previous years expenditure levels.	13	(20)
<u>Income - Government Grants</u>		
No significant variances from budget are forecast for this item.	(10)	(1)
<u>Other Grants</u>		
No significant variances from budget are forecast for this item.	0	0
<u>Income - Fees & Charges</u>		
No significant variances from budget are forecast for this item.	98	56
<u>Income - Other Income</u>		
Shared Premises Cost Recoveries are expected to be £40K higher than budget. This is partially a result of increased annual energy and other variable property costs.	16	(17)
	(3,590)	153

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2014/ 2015

DIRECTORATE :Education Culture & Sport
HEAD OF SERVICE : E Couperwhite

As At 30 November 2014	FULL YEAR REVISED BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END		
		REVISED BUDGET	ACTUAL EXPENDITURE	VARIANCE	FORECAST ACTUAL	VARIANCE	
	£'000	£'000	£'000	£'000	£'000	£'000	%
ACCOUNTING PERIOD 8	2,638	1,759	1,623	(136)	2,435	(203)	-7.7%
STAFF COSTS	137	91	91	0	137	0	0.0%
PROPERTY COSTS	440	293	226	(67)	503	63	14.3%
ADMINISTRATION COSTS	56	44	38	(6)	46	(10)	-17.9%
TRANSPORT COSTS	775	553	507	(46)	913	138	17.8%
SUPPLIES & SERVICES	325	216	182	(34)	318	(7)	-2.2%
TRANSFER PAYMENTS	4,371	2,956	2,667	(289)	4,352	(19)	-0.4%
GROSS EXPENDITURE							
LESS: INCOME							
GOVERNMENT GRANTS	(366)	(244)	(244)	0	(359)	7	-1.9%
OTHER GRANTS	(25)	(17)	(19)	(2)	(25)	0	0.0%
FEES & CHARGES	(10)	(7)	(7)	0	(10)	0	0.0%
OTHER INCOME	(34)	(23)	(23)	0	(14)	20	-58.8%
TOTAL INCOME	(435)	(291)	(293)	(2)	(408)	27	-6.2%
NET EXPENDITURE	3,936	2,665	2,374	(291)	3,944	8	0.2%

<u>BUDGET TO DATE MONITORING VARIANCE NOTES</u>	YEAR TO DATE	PROJECTED
	VARIANCE	VARIANCE
	£'000	£'000
<u>Staff Costs</u> The year to date underspend reflects the management of vacancies to contribute towards service wide annual vacancy factor savings. An overall underspend of £200K is estimated in relation to staffing costs at year end.	(136)	(203)
<u>Property Costs</u> No significant variances from budget are forecast for this item.	0	0
<u>Administration costs</u> Additional PVG check costs of £60K are now expected as part of the councils 2 year programme which is intended to ensure all PVG checks are updated. administration costs.	(67)	63
<u>Transport costs</u> No significant variances from budget are forecast for this item.	(6)	(10)
<u>Supplies & Services</u> The main variances relates to additional licences for the replacement MIS programme which is being run in tandem with the previous system	(46)	138
<u>Transfer Payments</u> No significant variances from budget are forecast for this item.	(34)	(7)
<u>Government Grants</u> No significant variances from budget are forecast for this item.	0	7
<u>Other Grants</u> No significant variances from budget are forecast for this item.	(2)	0
<u>Income - Fees & Charges</u> No significant variances from budget are forecast for this item.	0	0
<u>Other Income</u> No significant variances from budget are forecast for this item.	0	20
	(291)	8

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	29 January 2014
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Organisational Review (Phase 3)
REPORT NUMBER:	ECS/15/004
CHECKLIST COMPLETED:	YES

1. PURPOSE OF REPORT

The purpose of the report is to further develop the organisation structure approved by the Council on 20th August 2014 by reporting changes to the organisational structure of the third tier level and related teams.

The report provides the platform for the third and final stage of the restructuring process, which will deal with structural arrangements below second tier level.

2. RECOMMENDATION

It is recommended that the Committee:

- a) Notes the third tier structural model as set out in Appendix 2
- b) Instructs the Director to begin the statutory processes for transfer of Sports function and posts (4)*¹ to Sport Aberdeen.

3. FINANCIAL IMPLICATIONS

- 3.1 There are no direct financial implications from phase 3 of the restructuring.
- 3.2 Any relevant budgets related to the Sports function will transfer to Sport Aberdeen, following due process.

4. OTHER IMPLICATIONS

- 4.1 Work will be required to be undertaken regarding the formal and legal TUPE process in relation to Sport function.
- 4.2 The Aberdeen City Sports Partnership will take a greater responsibility for sport development, strategy and evaluation.

¹ The number of posts may be reduced to 3 as the Community Sports Hub Development Manager post is dependent on sportscotland investment continuing. This post is currently a fixed term secondment until March 31st 2015.

There will be legal implication in terms of the review and redrafting of the existing agreement with Sport Aberdeen, this will be addressed as part of the cycle of review.

The transfer of the activities referred to in this report and the posts that deliver these activities are considered to be subject to TUPE regulations and consequently will require the input of the HR and legal services.

5. BACKGROUND/MAIN ISSUES

5.1 The Council approved an amended top tier structure at its meeting of 14 May 2014. In essence this resulted in a five Director model being replaced by a '3+1' model i.e. three substantive posts of Director and a shared Chief Officer post with NHS Grampian to manage the nationally driven integrated agenda for the NHS and Social Care.

5.2 The Council approved an amended tier 2 structure at its meeting on the 20th August 2014. This outlined the Structure of Heads of Service across the council and delegated authority to directors to design third tier structures and report back to respective committee on these structures.

5.3 The third tier structure has been underpinned by the same nine principles which were used to develop phase 1 and 2 proposals. These are attached as Appendix 1 to this report.

5.4 Clearly the same internal and external drivers for change which acted as catalysts for phase 1 and 2 proposals have been similarly influential during phase 3. These were described in detail within the phase 1 report and can be summarised as follows:

5.4.1 External drivers for change

- The Children and Young People (Scotland) Act 2014
- The Public Bodies (Joint Working)(Scotland) Act 2014, and
- The Community Empowerment Bill (2014)
- The Scottish Government Procurement Reform Bill (2014)

5.4.2 Internal drivers for change

- The financial landscape
- The 'Smarter City' vision and the six strategic priorities
- The need to embrace more fully a 'Group structure' approach and to ensure that the Council's relationships with its 'arms length' organisations are affected positively by actions and 'behaviours' consistent with a willingness to collaborate
- The continuing drive to instill a high performance culture in the organisation, and
- The feedback generated by the 500 staff who responded to the first phase of the exercise. A number of common themes emerged from this consultative process, including the need for:
 - Greater integration, joined up working and collaboration
 - Co-location of related services
 - Clear lines of accountability and responsibility
 - Structure and processes which allow for the free flow of work and sharing of resources

- Role clarity
- The adoption of a 'one team' mentality
- Cognisance to be taken of the national picture
- Visible management.

5.5 Wider Organisational Development Context

5.5.1 Whilst amendments to the organisational structure are being proposed for sound reasons and will, it is believed, lead to tangible and sustainable improvements to the way in which the Council operates and performs, the challenges facing the organisation in the medium to long term will require an unprecedented level of transformational change and the organisational development underpinning this transformation will involve much more than structural change and re-alignment.

5.5.2 The restructure process is designed to align the organisation's functions in a more logical, efficient and collaborative manner. However, fundamentally these functions are performed by people; people whose behaviours, relationships and ways of working form the culture of the organisation – or contribute to a series of sub-cultures which ultimately make up the whole.

5.5.3 Irrespective of the way functions are realigned, if the behaviours and culture remain the same the impact of any realignment will be less pronounced than it could have been. The restructure therefore needs to be underpinned by commitment to a fundamental change in the way people think and perform at work. A culture and appetite for high performance and outcomes delivery is what we aspire to and through this appetite it is hoped to create a prevailing attitude of willingness to innovate and do things differently in order that the present workforce are the architects of future service delivery.

5.5.4 This, in turn, needs to be based on a well-articulated and widely understood vision (an integrated and coherent approach to implementing this vision and a genuine acceptance of the organisation's behaviours at all levels in terms of the requirement for:

- Open, honest and frequent **communication**
- A **customer focused** approach which places customers at the heart of what we do
- High standards of **professionalism**
- **Respect** for others and promoting equality through fairness and consistency in our approach.

5.5.5 And managers who:

- Accept the need for transformation and encourage **creativity** and innovation in the way we deliver our services
- **Engage** with employees, involve them in decisions which affect them and encourage their full contribution and participation
- Plan services and make decisions which **focus** on an effective and sustainable **future** rather than on short term views
- Provide genuine **leadership** and direction
- Have a **collaborative** mindset – enabling constructive dialogue and joint working with partner organisations. In particular, the aforementioned desire to more fully develop and capitalise on the advantages of a 'Group structure' approach will be enabled by this particular mindset.

- 5.5.6 In addition systems need to be in place which integrate the above into day to day working life, which set out clearly what people are accountable for and will be held accountable against, while at the same time providing the necessary support and development.
- 5.5.7 A good start has been made in relation to embedding the Council's core behaviours at all organisational levels but there is much more to do. In order to fulfill the aforementioned aspirations, the Council requires to attract, select, develop, promote, reward and engage employees who exhibit and advocate our core behaviours. The actions in place, and planned, in order to achieve this will be reported on later in the year within the Council's updated Corporate Workforce Plan.

5.6 Proposed third tier structure for Education and Children's Services Directorate

- 5.6.1 Appendix 2 sets out the third tier structure, for Education and Children's Services Directorate.

5.7 Education and Children's Services

- 5.7.1 Our vision for Children's Services is to put the child and the family at the heart of all we do, to deliver the Scottish Government's pledge to make Scotland 'the best place in the world to grow up' and for Aberdeen to be the best city in Scotland for children to grow up in.

In order to deliver effective services for children we need to ensure we all share common principles:

- Our service is the champion for all children in Aberdeen and an active advocate on their behalf
- The United Nations Convention on the Rights of the Child drives all we do
- Children and their families are lead partners in all we plan, deliver and support
- The voice of children and their families is actively sought, listened to and acted upon
- The wellbeing of children is central to all and is at the heart of 'getting it right for every child'
- We aim to improve outcomes for all children and in particular to improve outcomes for vulnerable children in Aberdeen
- We are committed to an integrated service that works as a team in the best interests of children and their families.

5.7.2 Children's Social Work

The Children's Services function, formerly in Social Care and Wellbeing, has moved across to Education and Children's Services as a total service and been renamed Children's Social Work. This service is currently undergoing a whole service redesign and transformation and is moving into the Reclaiming Social Work Model (RSW) of systemic practice. We have been involved in an Integrated Children's Services Inspection which will report in February, in order to address any outcomes from the inspection, no changes are planned to front line services within the existing Children's Services structure until this has been concluded, apart from the alignment of the Business Support Social Work function to the Policy Performance and Resources Service, to align business support services into one area. We will then implement a phased introduction of the RSW model across the city.

5.7.3 Education Services

The structure is designed to deliver improved outcomes by aligning the teams into more focused areas on quality improvement and in providing support and development.

5.7.4 The phase 2 restructure paper approved by Council on the 20th August 2014, contained a number of detailed proposals relating to tier three structures in Education Services, as in order to recruit to senior posts further detail was required at that time.

5.7.5 Within the tier 3 structure we have aligned a number of teams to ensure greater synergies and improve delivery of services.

We have taken account of feedback from staff engagement in relation to the alignment and reporting for a number of teams in this area. These changes are outlined below:

- Aligned the Reading Bus team with the Lead Officer (ESO) for literacy
- The existing Learning Technologies team has been renamed Education ICT as the primary role of this team is to provide support to schools and staff in all sectors in their use of ICT in delivering the curriculum. This includes working in schools alongside teachers on specific ICT projects, working in conjunction with curriculum development officers to support specific curriculum areas, and providing CPD to staff on using ICT to enhance the curriculum. This team will now report to the Service Manager Curriculum and Support.
- The post of the Development Manager, Performance and Commissioning, will remain within the Communities, Housing and Infrastructure.

5.7.6 **Inclusion**

This is a new service reporting to the Director of Education and Children's Services. The key responsibilities of the service will be to lead and manage the implementation of the Inclusion Review and ensure delivery of service for children and young people with Additional Support Needs.

We have taken account of feedback from staff engagement in relation to the alignment and reporting for a number of teams in this area. These changes are reflected in the structure. We have taken the opportunity to realign the TASSCC team within the inclusion service.

- The TASSCC service is responsible for providing specialist ICT hardware and software to individual children, to help them to access the curriculum. The service carries out assessments of children with additional support needs, and provides the most appropriate specialist equipment and software for use by those individual children. The service works directly with staff in schools to carry out assessments and provides follow up support to children in their use of the equipment. TASSCC also provides CPD to staff on working with the most common types of equipment and software it has deployed in schools. Therefore the TASSCC team will be aligned into the inclusion service, directly reporting to the Service Manager Universal/Targeted services to ensure alignment of resource/specialist equipment to children at the point of need.

5.7.7 **Policy, Performance and Resources**

The Policy, Performance and Resources (PP&R) Service contains the strategic and logistical elements required to support delivery across the Education and Children's Services Directorate. The majority of the service will mainly remain unchanged, covering

service finance, performance monitoring, data systems and analysis, business support and continuity, asset and estate management and workforce planning across the Directorate.

We have taken account of feedback from staff engagement in relation to the alignment and reporting for a number of teams in this area. In particular, reflecting feedback from colleagues in the business support teams and ICS staff. These are outlined below:

- Currently there are business support functions in both Education, Culture and Sport and Social Care and Wellbeing. Both these support units will continue under the new structure, in the PP&R service.
The Business Support Unit for Social Work will remain closely linked into the Head of Service: Children's Social Work to ensure professional oversight and supervision of statutory elements. The unit will retain central Social Work functions and management information systems across both ACC and the Joint Accountable Board, retaining professional oversight for these areas with the Chief Social Work Officer.
- The Integrated Children's Services partnership team would move to the PP&R service in order to align support and information for partners across the Directorate. This team will report directly to Service Manager Performance and Quality Assurance.
- The Family Information Service team will move to the PPR service in order to work closely with the ICS partnership team, to ensure effective communication with parents and families. This team will report directly to the Service manager Performance and Quality Assurance.

5.7.8 Sport

The proposal for sport contained within the tier 2 restructure paper instructed the '*Director to review sports functions, currently undertaken by the ECS Directorate.*' We have engaged extensively with the members of staff concerned and their unions, holding individual meetings, group discussions and taken account of their views at engagement events and subsequent submissions and have concluded the review of the sport functions by an acting Head of Service. (Appendix 3).

The report recommends that the activities that currently form the duties of the four posts within the Education, Culture and Sport Directorate should transfer to Sport Aberdeen. This reflects the need for increased partnership development in the city and the need to embed sports development at the heart of the city wide sports partnership.

The functions identified to transfer to Sport Aberdeen, which are currently the responsibility of the ACC Sports team, are outlined below:

- Lead responsibility for Aberdeen City sports and physical activity strategy
- Develop strategic and operational direction on sport and physical activity reflecting national and local policies and best practice
- Support partnership development and relationship management on behalf of ACC
- Lead on sport and leisure within a range of local community fora e.g. community planning partnership
- Lead the City Sports Partnership to become a more mature and strategic organisation

- To ensure internal governance mechanisms are appropriate and draft committee reports.
- Report performance information across the partnership and range of ALEOs
- Monitor detailed business plans and financial models to ensure compliance
- Lead and manage Community Sports Hubs in Aberdeen City (This is dependent on SportScotland investment continuing.)
- Lead and manage grant funding applications and distribution
- Oversee sport and leisure asset base and provide advice on new development proposals
- Manage and secure funding/budgets from external bodies to support sport and leisure in Aberdeen City
- Represent ACC on Sport and Leisure at national, regional and local level
- Manage complaints and enquiries related to Sport and Leisure

5.7.9 Sports Strategy

The vision and key objectives encapsulated in the Fit for the Future Strategy, Fit for the Future was developed by Aberdeen City Council's Sports Strategy Working Group in conjunction with the Active Aberdeen Civic Forum plan for 2009-2015 sets out to:

1. Promote and increase opportunities for participation in sport and physical activity for everyone in Aberdeen.
2. Provide a comprehensive and high quality range of sports facilities in Aberdeen.
3. Maximise the social, educational, health and economic benefits of sport and physical activity in Aberdeen.
4. Develop and sustain pathways which nurture local, regional and national sporting people to reach their potential.
5. Raise the Profile of Sport in Aberdeen.

Some of the existing functions of ACC Sport team were predicated on monitoring a newly established organisation, through a start-up process. This may have been appropriate at the time for both ALEOs and ACC, however Sport Aberdeen have demonstrated they are a maturing organisation with the capacity to move forward and lead the city wide sports strategy to deliver improved outcomes for the city.

The current functions held within ACC sports team can be more impactful and beneficial to the city by having staff embedded within Sport Aberdeen to carry out these functions, with Sport Aberdeen taking on lead responsibility in the Sports Partnership. The opportunity this provides to create a refreshed Sports Partnership, where collaboration and true partnership is promoted and developed will create a more effective strategic body that can deliver improved sports outcomes for the city.

Indeed the Fit for the Future strategy states:

'The delivery of the objectives will involve organisations working together to combine expertise, skills and resources. This will be led by members of the Active Aberdeen Forum working together with partner organisations such as other Community Planning partners and Sports Governing Bodies.'

Sport Aberdeen's Annual progress report for 2013/14 recognises the need for stronger partnership and states:

'Our approach will be inclusive and respectful of existing arrangements and other partner providers in the city. Further there is an undertaking that Sport Aberdeen will endeavour to form a strong city sports partnership of key agencies and individuals to drive the sports development process forward, adopting good practice and by being innovative and creative in the process.'

They go on to say

'We will strengthen existing relationships and forge new ones with organisations that share our ambition and where mutually beneficial outcomes can be achieved.'

This is consistent with Aberdeen City Council's long term vision for sports development and offers the opportunity for greater devolved responsibility to the front line delivery organisations, to deliver creative and innovative services through peer collaboration.

An integral part of performance monitoring is self-evaluation in any organisation; this is recognised in the Fit for the Future strategy which states:

'The Active Aberdeen Forum will oversee and monitor the delivery of Fit for the Future.'

This structural change proposed will enhance the partnerships' ability to monitor and self-evaluate performance against agreed metrics. It will enable greater peer to peer challenge and will be consistent with the council's ALEO governance hub approach.

5.7.10 ALEO Governance Hub

The Council report of 30th August states that *'the Council's approach to monitoring and evaluation of ALEOs, including Sport Aberdeen, would be defined and clarified.'*

5.7.11 The ALEO Governance Hub will monitor contracts for delivery of services within all ALEOs to ensure compliance including oversight of controls and risk. This includes finance, service delivery and quality assurance as well as best value to the Council.

5.7.12 The Policy, Performance and Resources service plays an integral part in the performance monitoring of all services, within ECS. The Performance and Quality Assurance team will interface with Sport Aberdeen on performance metrics to report to committee. The relevant Head of Service/ Service Manager would represent the service at the ALEO Governance Hub meetings. In addition the service would work with external quality assurance partners, where required.

5.7.13 Robust quality assurance would be achieved through working in partnership with the national sporting organisation for Scotland, SportScotland; a monitoring cycle through Internal Audit for ACC, and self-evaluation from the Sports Partnership. Should any concerns be identified in an ALEO, then further internal/external scrutiny would be commissioned. Regular performance reporting of ALEOs will continue through the relevant service committees, as well as reporting through the Finance, Policy and

Resources Committee.

5.7.14 Until such time as this transition is concluded, sports function will remain within the Directorate and reporting through the Service Manager for Culture. This reflects the former reporting line for sport prior to 2012. This will be a temporary measure only.

5.7.15 TUPE

The implications are that TUPE regulations will apply for those posts(4)² directly impacted by this decision.

The proposed timeline for TUPE process is attached in Appendix 4.

5.8 Consultation and Engagement

5.8.1 As with phases 1 and 2 of the restructuring, every effort has been made to engage with the workforce and their trade unions in relation to the management proposals. Consistent with phase 1 and 2, the feedback received has been constructive and thought provoking to the extent that several of the initial management proposals have altered as a consequence.

5.8.2 In addition to formal consultation with the trade unions, feedback was gathered from employees at six engagement events held throughout the city; through on-line publication of draft proposals and an email address for comments /feedback. A significant number of employees took the time to feed back their views on these proposals. A small number of those staff directly affected by the proposals submitted more detailed feedback which we have taken account of in this report.

The full suite of consultation responses is available in the Members Lounge for consideration. The consultation responses will be made available to non Elected Members.

5.8.3 In summary, employees feel the new third tier (and below) structure presents the following opportunities and concerns.

a) Opportunities

- The bringing together of related teams under the Education and Children's Service agenda.
- The creation of a Head of Inclusion and the promotion of this critical area/ function.
- Greater coherence to deliver improved services through alignment of teams.
- General consensus that the realignment of a number of teams is positive.
- Positive feedback about the open and collaborative nature of staff engagement process, and the involvement and access to senior staff in the Directorate.

b) Concerns

- Impact on staff by the TUPE of sport functions and posts from ACC to Sport Aberdeen.

² The number of posts may be reduced to 3 as the Community Sports Hub Development Manager post is dependent on sportScotland investment continuing. This post is currently a fixed term secondment until March 31st 2015.

- Governance arrangements for ALEO within the new structure, particularly Sport.
- Lack of application of option appraisal methodology for sports proposal
- Clarity of sports functions proposed to transfer to Sport Aberdeen
- Regarding disaggregation of social services, particularly the business support elements and governance of central information systems.
- The ability to ensure coherence across community development with teams located in two Directorates.

6. IMPACT

- 6.1 This report's primary impact is on existing services and staff. The main changes are to reporting lines.

7. MANAGEMENT OF RISK

- 7.1 It is considered that a failure by the Council to amend its structure in response to the external and internal drivers for change outlined in this report would result in significant risk to the Council.

8. BACKGROUND PAPERS

The Public Bodies (Joint Working) (Scotland) Act (2014)
The Community Empowerment Bill (2014)

9. REPORT AUTHOR DETAILS

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- Appendix 1- Organisationsal Re-design – Principles
- Appendix 2 - Third tier structure charts
- Appendix 3 - Transfer of activities and posts to Sport Aberdeen paper
- Appendix 4 - TUPE timeline

Appendix 1

Organisational Re-design – Principles

Experience has shown that significant benefits are derived by agreeing a common set of principles for structural re-design (e.g. providing for consistency across Services).

It is proposed that the following principles should be applied in the 2014 re-structuring exercise.

Structures should:

1. Be as 'flat' as possible – minimising levels of hierarchy and allowing decisions to be taken near the point of the customer.
 - a) Clearly define accountabilities and remits for each Directorate (and each postholder) to ensure clarity of job role and eliminate duplication of effort and 'blurring' of job boundaries.
 - b) Describe services in a straightforward fashion so as to assist the public and other stakeholders associate service name with service delivery.
2. Be reflective of the Council's current and future strategic priorities and directly facilitate the achievement of these objectives.
3. Facilitate service and Council wide 'transformational' change by maximising the potential for business synergies and efficiencies.
4. Facilitate the delivery of customer focused and cost effective services.
5. Provide for strong and sustainable corporate and performance management.
6. Consolidate the delivery of related activities/services within the same management structure – maximising scale economies and creating or strengthening centres of expertise.
7. Provide a more direct focus on 'Community and Place'.
8. Facilitate both integration and interaction with partner organisations, either as a result of legislative requirement or voluntary agreement.
9. Provide the platform for an engaged and motivated workforce and assist with the development of the desired organisation culture by facilitating the embedment of our core behaviours.

APPENDIX 3 - Transfer of activities and posts to Sport Aberdeen

REPORT TO DIRECTOR: Gayle Gorman – Education, Culture & Sport
DATE: 9 December 2014

1. PURPOSE OF REPORT

1.1 The purpose of this report is to advise the Director on the detail of the implementation the Council's decision with regard to the report on the Councils Organisational Review. This was agreed by Council on 20 August 2014 and in relation to this report is with specific regard to the planning & development of sport.

2. RECOMMENDATION(S)

2.1 It is recommended that the Director:

- a) note that a review of the functions potentially affected by the Council's decision to enhance its relationship with Sport Aberdeen has been undertaken;
- b) note the findings of that review and agree that activities which currently form the duties of four posts within the Education, Culture & Sport Directorate should transfer to Sport Aberdeen in order to fulfil the Councils decision;
- c) note that the implications of this are that TUPE regulations apply in respect of these posts (section 5.9 of this report);
- d) note the requirements, in conjunction with the HR Service to liaise with the staff affected and the Trades Unions to progress the process of transfer;
- e) note the the detail of potential issues as outlined in section 6 of this report and remit these to the appropriate HOS to be progressed; and
- f) otherwise note the content of the report.

3. FINANCIAL IMPLICATIONS

3.1 There are financial implications in as much as an adjustment and redrafting of the agreement with Sport Aberdeen will be required. This should have a net nil effect on the Council's budget.

4. OTHER IMPLICATIONS

- 4.1 There will be legal implications in terms of the review and redrafting of some elements of the existing agreement with Sport Aberdeen.
- 4.2 The transfer of the activities referred to in this report, and the posts that deliver these activities, are considered to be subject to TUPE regulations and consequently will require the input of the HR service.

5. BACKGROUND/MAIN ISSUES

5.1 The Council has delivered much of its sport, activity and leisure services by means of a number arms length trusts for some time. The existing arrangements are by means of agreements with:

- Aberdeen Sports Village Limited (in conjunction with the Court of the University of Aberdeen)
- Garthdee Alpine Sport
- Sport Aberdeen

The largest of these agreements is with Sport Aberdeen and this is where the bulk of the Council's former directly delivered Sport and Leisure Services sit.

The Council undertakes partnership working on a smaller scale with other organisations, for example Aberdeen FC.

5.4 In June 2010 the Council's Finance & Resources Committee agreed a Transfer Agreement and a Funding & Service Provision Agreement to commence on 1 July 2010 with Sport Aberdeen. This was to be for a period of 10 years.

5.3 Since taking up post the Chief Executive has undertaken a review of the structure of the organisation in order to maximise a number of opportunities and to respond to a range of internal and external drivers. The Council has considered and agreed these proposals but in some cases has agreed that some further work is required on the detail of some aspects.

5.4 In section 5.7.11 of her report to Council on 20 August 2014 (OCE/14/034), the Chief Executive set out the proposition of a clearer and simplified alignment of sport development and planning through a refined and slightly extended role for Sport Aberdeen. It was agreed that further detail of this refinement and assessment of, for example TUPE implications, would be the subject of further reflection. This report will cover this additional work.

5.5 The proposal moves beyond what might in the past may have been viewed as a client/contactor relationship. This is an evolved position for the Council and Sport Aberdeen. It builds on the relationship to

date and sees Sport Aberdeen as the principal means by which the Council will plan and develop sport and activity for the City. A parallel to this relationship may be the example of alignment of health and social care functions within a new partnership arrangement and under the direction of an appropriate accountable officer.

5.6 In this new and evolved context, the place of Sport Aberdeen, and how it discharges some of what flows from this enhanced remit will require further detail and processes to be developed. In addition, it might be considered that some additional opportunities to enhance provision in the City and in turn streamline or better align the management of these will arise. These will be referred to later in this report.

5.7 Following the transfer of services to Sport Aberdeen, the Council retained a number of functions within the Education, Culture & Sport Directorate. These could broadly be described as being in the areas of strategic oversight and development, partnership development, aspects of external funding and development of wider opportunities. There are also some residual operational functions. This was in addition to the monitoring of contracts through reporting by the Directorate SMT to the Education, Culture and Sport Committee.

5.8 Four posts deliver the broad areas outlined above. The designations of these posts are as follows:

Sport & Physical Activity Partnership Manager
Sport & Physical Activity Partnership Officer
Sport & Physical Activity Development Officer (Vacant)
Community Sports Hub Development Manager (Fixed term, externally funded)

5.9 In the enhanced and improved environment and extended working arrangements that the Council is intent on securing, the Council has identified an opportunity to evolve its relationship with Sport Aberdeen and enhance the role that the organisation takes on the Council's behalf. This builds on the past practice of Sport Aberdeen being seen as the delivery mechanism for Sport and Activity in the City to one where it moves overtly to become the agent and means by which the Council, will develop and deliver the Strategy for Sport and Activity for the City. In effect a further integration of activities.

5.10 Having reviewed the aspects of activity currently retained within the Education, Culture & Sport Directorate, it is considered that the activities and duties of the four members of staff should transfer to Sport Aberdeen. In the enhanced environment and extended relationship that Council envisages, this will provide the means for Sport Aberdeen to deliver the enhanced role the Council seeks. This will equip Sport Aberdeen to meet the Council's expectations around operational, developmental and strategic functions

5.11 In light of the all of duties of these posts being recommended as transferring to Sport Aberdeen, it is considered that TUPE regulations therefore apply and that a process of consultation and review with the staff and Trades Unions concerned will require to be instigated.

5.12 The formal monitoring and reporting of performance to Committee, previously undertaken by members of the Directorate SMT shall now be undertaken through the Corporate Unit established for this purpose. Sport Aberdeen will be key to supporting this and in developing the appropriate relationships with other arms lengths bodies. The Director has been in discussion with SportsScotland and they have also agreed to commit time and expertise to support and develop the enhanced relationship and opportunities.

6. ISSUES & OPPORTUNITIES

6.1 As referred to briefly above, the enhanced role for Sport Aberdeen will require some additional detailed work between the organisation and the Directorate. This will be in relation to the detail of some areas of operational interface but in reality it is envisaged that this will also bring areas of opportunity. This will be in areas where enhanced service provision may be available and certainly simplified and improved customer service can be achieved. Examples of these aspects may be as follows:

- More regularised interface with the Assets and Finance Team of the Directorate around estates and property issues;
- Greater consistency and clarity around booking and letting of facilities;
- Consideration of moving to online booking;
- More consistent management and potential longer term development of sports and activity accommodation in school;
- Simplification and improvement of maintenance regimes for sports pitches and related areas;
- Greater consistency of health and safety approaches, training etc. (e.g. around the management of school based swimming pools)

7. IMPACT

Corporate

The enhanced relationship will bring benefits in many aspects of planning and coordination for the City. A single point of contact with responsibility for Strategic Planning as well as aspects of delivery will support the development & delivery of Community Planning, and the delivery by wider partners of the Single Outcome Agreement

This opportunity and approach will also be evident with the Council's own planning and performance management processes.

In time the opportunity to better coordinate provision for the City will be available. This and other aspects of the relationship will aid the City in bidding for external funding and other support.

Public

The public should see improved coordination of services and will benefit from a single point of contact on sport and activity.

As the Council has already established Sport Aberdeen and this step is an enhancement to this existing relationship it is not envisaged there are any other implications in this aspect.

8. MANAGEMENT OF RISK

Given this proposal builds on the arrangements the Council has already established with Sport Aberdeen, I do not identify any other risks associated with this transfer of activities.

9. BACKGROUND PAPERS

Chief Executive's Report to Council of 20 August 2104. (OCE/14/034)

10. REPORT AUTHOR DETAILS

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Appendix 4

TUPE Process – Proposed Timeline

One of the recommendations made by Officers to Committee is to “instruct the Director to implement the statutory processes for transfer of Sports function and staff to Sport Aberdeen.”

The functions identified to transfer to Sport Aberdeen are:

- Lead responsibility for Aberdeen City sports and physical activity strategy
- Develop strategic and operational direction on sport and physical activity reflecting national and local policies and best practice
- Support partnership development and relationship management on behalf of ACC
- Lead on sport and leisure within a range of local community fora e.g. community planning partnership
- Lead the City Sports Partnership to become a more mature and strategic organisation
- To ensure internal governance mechanisms are appropriate and draft committee reports.
- Report performance information across the partnership and range of ALEOs
- Monitor detailed business plans and financial models to ensure compliance
- Lead and manage Community Sports Hubs in Aberdeen City (This is dependent on SportScotland investment continuing.)
- Lead and manage grant funding applications and distribution
- Oversee sport and leisure asset base and provide advice on new development proposals
- Manage and secure funding/budgets from external bodies to support sport and leisure in Aberdeen City
- Represent ACC on Sport and Leisure at national, regional and local level
- Manage complaints and enquiries related to Sport and Leisure

If Committee accept this recommendation, 4 posts will transfer from Aberdeen City Council to Sport Aberdeen. These posts are:

- Sport and Physical Activity Strategy Partnership Manager
- Sport and Physical Activity Strategy Partnership Officer
- Sport and Physical Activity Development Officer
- Community Sport Hub Development Manager(fixed term)

Under the Transfer of Undertakings (Protection of Employment) Regulations 2006 as amended by the Collective Redundancies and Transfer of Undertakings (Protection of Employment) (Amendment) Regulations 2014, the transferor (in this case Aberdeen City Council) has a duty to inform and

consult affected employees and their representatives, and to provide stipulated information to the transferee.

The table below sets out indicative timescales for completing the consultation and transfer process.

ACTION	DATE
Committee approval to proceed with transfer	29/1/15
Issue TUPE – envisaged measures letter to Sport Aberdeen	w/c 2/2/15
Issue Information and Consultation letter to Trade Union representatives	w/c 9/2/15
Issue information letter and FAQs to in scope employees	w/c 9/2/15
Consultation meetings – ACC, Sport Aberdeen, in scope employees, TU reps	w/c 9/2/15 w/c 23/3/15 w/c 9/3/15 <i>(additional meetings if required)</i>
TU Consultation meetings	Weekly from 9/2/15 as required/requested by the unions
Issue consent to share personal information letters to in scope employees	w/c 2/3/15
Issue information under Regulation 11 to Sport Aberdeen	w/c 9/3/15
Transfer	1/4/15

Equality and Human Right Impact Assessment: The Form



EHRIA

There are separate guidance notes to accompany this form – “Equality and Human Rights Impact Assessment – the Guide.” Please use these guidance notes as you complete this form.

Throughout the form, **the word “proposal” refers to policy, strategy, plan, procedure, report or business case.** This then, embraces a range of different actions such as setting budgets, developing high level strategies and organisational practices such as internal restructuring. Please also refer to the “Completion Terminology” at the end of the form.

1: Equality and Human Rights Impact Assessment- Essential Information	
Name of Proposal:	Date of Assessment:
Organisational Review (Phase 3)	7 January 2015
Service:	Directorate:
	Education and Children's Services
Committee Name or delegated power reference (Where appropriate):	Date of Committee (Where appropriate):
Education and Children's Services	29 January 2015
Who does this proposal affect?	<input checked="" type="checkbox"/> Employees <input type="checkbox"/> Job Applicants <input checked="" type="checkbox"/> Service Users <input checked="" type="checkbox"/> Members of the Public <input type="checkbox"/> Other (List below)
Please Tick ▼	

2: Equality and Human Rights Impact Assessment- Pre-screening	
Is an impact assessment required?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If No, what is the evidence to support this decision? (Once this section is completed, please complete section 8 of the form).	

3: Equality and Human Rights Impact Assessment

<p>a- What are the aims and intended effects of this proposal?</p>	<p>The purpose of the proposal is to further develop the organisation structure approved by the Council on 20th August 2014 by reporting changes to the organisational structure of the third tier level and related teams for the new Education and Children’s Services Directorate.</p> <p>The proposals provide the platform for the third and final stage of the restructuring process, which will deal with structural arrangements below second tier level.</p> <p>The intended effects of this proposal are to provide enhanced integrated working between Education and Social Work practitioners to deliver better outcomes for Aberdeen’s young people.</p>
<p>b- What equality data is available in relation to this proposal? (Please see guidance notes)</p>	

<p>c- List the outcomes from any consultation that relate to equalities and/or human rights issues e.g. with employees, service users, Unions or members of the public that has taken place in relation to the proposal.</p>	<p>In addition to formal consultation with the Trade Unions, feedback was gathered from employees at six engagement events held throughout the city. Any comments received have been taken on board when establishing the final proposals for the Directorate's structure.</p> <p>Common themes emerging from the consultative process included the need for:</p> <ul style="list-style-type: none"> • Greater integration, joined up working and collaboration • Co-location of related services • Clear lines of accountability and responsibility • Structure and processes which allow for the free flow of work and sharing of resources • Role clarity • The adoption of a 'one team' mentality • Congnissance to be taken of the national picture • Visible management
<p>d- Financial Assessment</p> <p>If applicable, state any relevant cost implications or savings expected from the proposal.</p>	<p>Costs (£)</p> <p>Implementation cost £ ---</p> <p>Projected Savings £ ---</p>
<p>e- How does this proposal contribute to the public sector equality duty: to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good</p>	

relations?

The proposal provides clarity and assurity for staff in terms of the service structure and their employment opportunities.

f- How does this proposal link to the Council's Equality Outcomes?

This proposal contributes to achieving the following equality outcomes:

1. A workforce within Aberdeen City Council that reflects the community we serve.
2. Clear, fast, reliable and accessible procedure to contact people and deal with complaints.
3. Effective customer service that is aware of the differences and requirements of different groups.
4. Improved opportunities for people with protected characteristics to participate in public life.
5. Strong and effective leadership that has and demonstrates an ethos of public service and treating everyone with respect.
6. People with protected characteristics have their social care needs met.
7. People with protected characteristics who make better use of cultural and sporting facilities.
8. Improved opportunities for lifelong learning.
9. Reducing the gap in educational attainment between pupils.

10. Improved awareness, knowledge and understanding of diversity and equality:

- increased promotion of diversity and equality through all aspects of planned learning
- promoting the importance of diversity and equality to all staff

11. Challenged gender stereotyping to ensure that the promotion of diversity and equality permeates the curriculum

4: Equality Impact Assessment - Test

What impact will implementing this proposal have on employees, service users or other people who share characteristics protected by *The Equality Act 2010*?

Protected Characteristic:	Neutral Impact: Please ✓	Positive Impact: Please ✓	Negative Impact: Please ✓	Evidence of impact and if applicable, justification where a ' <i>Genuine Determining Reason</i> '* exists *(see completion terminology)
Age (People of all ages)	✓	✓	✓	We are committed to an integrated service that works as a team in the best interests of children and their families.
Disability (Mental, Physical, Sensory and Carers of Disabled people)		✓		The wellbeing of children is central to all and is at the heart of 'getting it right for every child'. The new Inclusion Service has key responsibilities to lead and manage the implementation of the Inclusion Review and ensure delivery of service for children and young people with Additional Support Needs. Alignment of the TASSCC service to the Inclusion Service will ensure alignment of resources/specialist equipment to children at the point of need.
Gender Reassignment	✓			
Marital Status (Marriage and Civil Partnerships)	✓			

Pregnancy and Maternity	✓					
Equality Impact Assessment Test:						
What impact will implementing this proposal have on employees, service users or other people who share characteristics protected by <i>The Equality Act 2010</i> ?						
Protected Characteristic:	Neutral Impact: Please ✓	Positive Impact: Please ✓	Negative Impact: Please ✓	Evidence of impact and if applicable, justification where a 'Genuine Determining Reason' exists *(see completion terminology)		
Race (All Racial Groups including Gypsy/Travellers)	✓	✓	✓	We are committed to an integrated service that works as a team in the best interests of children and their families.		
Religion or Belief or Non-belief	✓					
Sex (Women and men)	✓					
Sexual Orientation (Heterosexual, Lesbian,		✓				

Gay And Bisexual)				
Other (e.g: Poverty)		✓		Positive impact on families, children and young people. The proposed structure is designed to deliver improved outcomes by aligning the teams into more focused areas on quality improvement and in providing support and development.

5: Human Rights Impact Assessment Test

Does this proposal have the potential to impact on an individual’s Human Rights? Evidence of impact and , if applicable, justification where the impact is proportionate

Article 2 of protocol 1: Right to education	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Evidence:</p> <p>Positive impact of provision of inclusion service to deliver and support Education and access for all.</p>
Article 3: Right not to be subjected to torture, inhumane	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>

	<p>Evidence:</p> <p>Positive impact of joined up approach to Children's Services. Impact of aligning TASSCC team to increase access and therefore reduce risk of degrading activities.</p>
<p>Article 6: Right to a fair and public hearing</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Evidence:</p>
<p>Article 8: Right to respect for private and family life, home and correspondence</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Evidence:</p>
<p>Article 10: Freedom of expression</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Evidence:</p>

<p>Article 14: Right not to be subject to discrimination</p>	<p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p> <p>Evidence:</p> <p>Positive impact of new Inclusion Service.</p>
<p>Other article not listed above, please state:</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No </p> <p>Evidence:</p>
<p>6: Assessment Rating:</p>	
<p>Please rate the overall equality and human right assessment (Please see Completion terminology)</p>	<p> <input type="checkbox"/> Red <input type="checkbox"/> Red Amber <input type="checkbox"/> Amber <input checked="" type="checkbox"/> Green </p>

Reason for that rating:	<p>The proposal would not appear to have any adverse impacts on people who share Protected Characteristics.</p> <p>As previously noted, there would be a positive impact on families, children and young people. The proposed structure is designed to deliver improved outcomes by aligning the teams into more focused areas on quality improvement and in providing support and development.</p>
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7: Action Planning				
As a result of performing this assessment, what actions are proposed to remove or reduce any risks of adverse outcomes identified on employees, service users or other people who share characteristics protected by <i>The Equality Act 2010</i> ?				
Identified Risk and to whom:	Recommended Actions:	Responsible Lead:	Completion Date:	Review Date:
<p>We have considered the impact of the proposal to TUPE staff to Sport Aberdeen and we can confirm that no one concerned with this proposal is in any category that would be impacted through the equalities legislation.</p>				

8: Sign off				
Completed by (Names and Services) :	Charlie Penman, Head of Education Services Lesley Kirk, Directorate Support Manager			
Signed off by (Head of Service) :	Charie Penman Head of Education Services			
<p>Please send an electronic copy of your completed EHRIA - without signatures - together with the proposal document and/or committee report to:</p> <p>Equalities Team Customer Service and Performance Corporate Governance Aberdeen City Council Business Hub 13 Second Floor North Marischal College Broad Street Aberdeen AB10 1AB</p> <p>Telephone 01224 523039 Email sandrab@aberdeencity.gov.uk</p>				

9: Completion Terminology:

<p>Assessment Pre-screening Rating:</p>	<p>This section will highlight where there is the obvious potential for a negative impact and subsequent risk of negative media coverage and reputational damage to the Council. Therefore, a full impact assessment is required, for example around sensitive issues such as marching, Gypsy/ Traveller issues, change to social care provision. It should also be completed to evidence why a full impact assessment was not required, example, there is no potential negative impact on people.</p>
<p>Assessment Rating:</p>	<p>After completing this document, rate the overall assessment as follows: Red: As a result of performing this assessment, it is evident that we will discriminate (direct, indirect, unintentional or otherwise) against one or more of the nine groups of people who share <i>Protected Characteristics</i>. It is essential that the use of the proposal be suspended until further work or assessment is performed and the discrimination is removed. Red Amber: As a result of performing this assessment, it is evident that a risk of negative impact exists to one or more of the nine groups of people who share <i>Protected Characteristics</i>. However, a genuine determining reason may exist that could legitimise or justify the use of this proposal and further professional advice should be taken. Amber: As a result of performing this assessment, it is evident that a risk of negative impact exists and this risk may be removed or reduced by implementing the actions detailed within the <i>Action Planning</i> section of this document. Green: As a result of performing this proposal does not appear to have any adverse</p>

	<p>impacts on people who share <i>Protected Characteristics</i> and no further actions are recommended at this stage.</p> <p>Equality data is internal or external information that may indicate how the proposal being analysed can affect different groups of people who share the nine <i>Protected Characteristics</i> – referred to hereafter as ‘<i>Equality Groups</i>’.</p> <p>Examples of <i>Equality Data</i> include: (this list is not definitive)</p> <ol style="list-style-type: none"> 1: Application success rates by <i>Equality Groups</i> 2: Complaints by <i>Equality Groups</i> 3: Service usage and withdrawal of services by <i>Equality Groups</i> 4: Grievances or decisions upheld and dismissed by <i>Equality Groups</i> <p>Certain discrimination may be capable of being justified on the grounds that:</p> <ol style="list-style-type: none"> (i) <i>A genuine determining reason exists</i> (ii) <i>The action is proportionate to the legitimate aims of the organisation</i> <p>Where this is identified, it is recommended that professional and legal advice is sought prior to completing an Equality Impact Assessment.</p> <p>The rights set out in the European Convention on Human Rights, as incorporated into the UK Law by the Human Rights Act 1998.</p> <p>This document is designed to assist us in “<i>Identifying and eliminating unlawful Discrimination, Harassment and Victimisation</i>” as required by <i>The Equality Act Public Sector Duty 2011</i>. An Equality Impact Assessment is not, in itself, legally binding and should not be used as a substitute for legal or other professional advice.</p>
Equality Data:	
Genuine Determining Reason	
Human Rights	
Legal Status:	

ABERDEEN CITY COUNCIL

COMMITTEE: Education and Children's Services
DATE: 29 January 2015
DIRECTOR: Gayle Gorman
TITLE OF REPORT: Sports Grants
REPORT NUMBER: ECS/15/001
CHECKLIST COMPLETED: YES

1. PURPOSE OF REPORT

This report brings before Committee, eleven applications for financial assistance and makes recommendations accordingly.

2. RECOMMENDATION(S)

That the committee:

- (a) considers the applications through **the club development grants** and approve the following recommendations:

Applicant	Funding Recommended
Aberdeen Amateur Athletics Club	£3,500.00
Aberdeen Football Club Community Trust	£10,000.00
Denis Law Legacy Trust - Streetsport	£4,612.50
RGU Sport – Volunteer for Sport	£8,000.00
Total Award	£26,112.50

- b) considers the application through **the coach and volunteer workforce development grant programme** and approve the following recommendations.

Applicant	Sport	Funding Recommended
Simon Sromberg	Cycling	£98.75
Michael Thorburn	Hockey	£200.00
Total Award		£298.75

c) considers the application through **the talented athlete grants programme** and approve the following recommendations:

Applicant	Sport	Funding Recommended
Sofia Gabro	Hockey	£200.00
Millie Skidmore	Hockey	£0
Suzanne Brownie	Touch Rugby	£200.00
Scott McLeod	Curling	£0
Yasmin Perry	Swimming	£0
Total Award		£400.00

3. FINANCIAL IMPLICATIONS

The sports grants budget for the 2014/15 is £90,000. Assuming that the recommendations contained within this report are agreed, there will be £7,127 remaining in this budget.

4. OTHER IMPLICATIONS

Local sports groups and organisations adopt a variety of methods to attract funding, however some groups would be unable to host an event or develop further without the financial assistance available from the City Council. Groups who do not meet the criteria will be assisted by officers to source alternative solutions.

5. BACKGROUND/MAIN ISSUES

Aberdeen City Council's Sports Grants is a funding programme which is open to any voluntary or not-for-profit organisation or club who deliver sport or physical activity within the city.

The grant criteria is aligned to the key objectives of "Fit for the Future" the Sport and Physical Activity Strategy for Aberdeen (2009-2015). Each application is assessed against the criteria, with recommendations developed and put forward to the relevant Committee for a decision.

All applicants are provided with support from officers before and after applications have been considered. This includes the offer of individual support sessions, resulting in detailed feedback on how to improve the quality of their application. For more information about common reasons for resubmission, deferral or rejection please see Appendix 2.

5.1 Club Development Grant Programme

The aim of this grant is to increase the availability of sporting opportunities in the city by assisting existing sports clubs to develop their sports programmes and by encouraging the establishment of new sports groups/clubs/sections.

5.1.1 Aberdeen Amateur Athletics Club

Aberdeen Amateur Athletics Club is a progressive community sports club who has over the past 3 years been one of 24 clubs in the country to implement the nationally recognised Club Together Programme. Through this programme the club works in partnership with the governing body and local authority to look at ways to develop the club and helps to embed significant change in the way in which it operates.

The overarching purpose of the club together programme is to increase participation in athletics, develop partnerships, grow the volunteer and coaching base and raise the profile of the sport through hosting local competitions. The club currently has a member base of 400 people however the clubs overall aim is to grow this to at least 475 by 2016.

The club is based at Aberdeen Sports Village however have recognised the need to continue to expand by establishing and developing satellite club structures at locations in the city. By expanding and providing opportunities in the local community the club believes a positive impact can be made in relation to increasing participation.

As part of the club's development plan they have plans to further develop local events such as open graded competitions as well as attracting high profile athletics events to Aberdeen. With expected growth they are conscious of dedicating and investing time into developing the workforce.

The club recently achieved Scottish Athletics Podium Award which is the highest quality accreditation award presented by the governing body which demonstrates that they are a strong well run club with appropriate systems and policies in place.

The club have requested £4,800 however following assessment and given that the purpose of the project is to become less reliant on funding and more sustainable it is felt that an award of £3,500 would be an appropriate award to allow the club to deliver on its key priority areas.

Funding Requested	Funding Recommended
£4,800.00	£3,500.00

5.1.2 Aberdeen Football Club Community Trust – School Football and Mentoring Programme

The Scottish FA (SFA), Aberdeen Football Club Community Trust in the Community and the City Council are currently working in partnership to develop grassroots football in Aberdeen City.

Aberdeen Football Club Community Trust is looking for financial support to continue to support school football and the community club mentoring programme which are two key priority areas over the next year.

The continual development of a consistent approach to primary school football in Aberdeen will increase participation and sustain activity by promoting better play within the school football environment. The education of coaches and volunteers coupled with the implementation and monitoring of the Positive Coaching Scotland ethos will provide a suitable environment to

participate in the Aberdeen Football. Within the city there are currently three Primary Schools Football Leagues some of which currently lack governance and direction. In addition some of the leagues do not adhere to the recognized Scottish Football Association National Player Pathway. There are also incorrect registration procedures and there is significant work required in order to ensure that our children and young people get the best possible start in participating in football. The partners within the city recognize that by working towards a single league structure governed by Aberdeen Football Club, The Scottish FA and Aberdeen City Council that this would be a positive step forward for the city.

The second key priority area is the community club mentoring programme which will work with 4 clubs per calendar year, developing the quality of coaching. Coaches receive 1 to 1 support developing the understanding of the coaching process and their game knowledge. The development of a philosophy, curriculum and main club contact at the club ensures that this project is sustainable beyond the six month contact time. Over the past year this programme has been working with both Cove and Culter community football clubs.

The Scottish FA is continuing to part fund this project with £10,000.00 per annum until the summer of 2018. The AFC Community Trust as the deliverer of this project is applying for a development grant of £10,000.00. This funding will support the continued collaboration between identified partners as they continue to make a positive impact with football at a grassroots level in the city.

Amount requested	Amount Recommended
£10,000.00	£10,000.00

5.1.3 Denis Law Legacy Trust - Streetsport project

The Denis Law Legacy Trust Streetsport is an anti social diversionary project based at RGU: SPORT. Streetsport facilitates skills development by addressing some of the difficulties with engaging and educating 'hard to reach' young people. It facilitates interaction with a variety of key workers including: Streetsport Volunteers, Community Wardens, and Youth and Social workers. It aids the development of communication, interpersonal and soft skills including leadership; interaction; negotiation; team working and compromise and improves opportunities for education and employability whilst enabling members of the community to volunteer and gain valuable experience and qualifications that may lead to a positive destination.

This project is proactive in helping to reduce instances of youth crime and anti-social behaviour by using sport as a tool to provide an activity for young people to participate in at night. In some instances streetsport has been seen to reduce complaints of youth anti-social behaviour in the city by up to 66%. Since the project was first started in 2006 over 7,000 deployments have taken place in a number of communities across the city.

The Trust is applying for funding to support them to purchase an inflatable street football pitch and a panna cage. Both these items of equipment are

designed to support the streetsport project and given that the project has sufficient volunteers will allow the project to attend more than one location on an evening.

The total cost of purchasing this equipment is £9,225. The Denis Law Legacy Trust is requesting 50% of this as per the sports grant guidelines to support the purchase of this equipment.

Amount requested	Amount Recommended
£4,612.50	£4,612.50

5.1.4 RGU – Volunteer for Sport (VFS)

The Volunteer for Sport (VFS) programme is a sports coaching programme developed and operated by the Robert Gordon's University (RGU) which benefits various communities throughout the City of Aberdeen. Through the programme the volunteers are provided with an opportunity to complete a progressive pathway that develops confidence and qualifications. These volunteers assist various sports clubs and activities and work with a number of partners to introduce new sporting programmes.

In 2014/15 there are 39 volunteers completing the programme providing 1,050 hours of sports coaching to the local community. With the inclusion of a new pathway and the influx of new volunteers onto year 1 of the existing pathways the target amount of volunteers for 2015/16 will be 70. Volunteers benefit by receiving the opportunity to progress through a sports coaching pathway and are mentored and supported to best develop their skills, confidence and qualifications over the duration of their involvement in the 3 year programme. This project encourages learning, training and volunteering in various pathways that could lead to employment through sport and physical activity.

This grant will be used to fund 50% of the appropriate courses for the VFS volunteers in order to provide a continuous supply of United Kingdom Coaching Certificate Level 2 coaches each year in a number of sports for Aberdeen City. This funding will also be used to train the coordinator and two other RGU colleagues to manage and mentor large amounts of volunteers to help maintain and motivate the volunteers throughout their entire 3 year pathway. This will also allow the programme not to depend heavily on 1 colleague and will help the sustainability of VFS.

This programme is making significant progress in becoming more sustainable and was awarded a four star award at the recent Scottish Student Sports Awards. Strong partnerships have been developed and good relationships have been developed with governing bodies who are seeing the benefit of the programme.

The total cost of delivering this project per annum £23,500. This application is requesting an award of £8,000 to support the delivery of the project which will include expenditure items such as coaching courses, equipment, staff training, marketing and volunteer travel costs.

Amount requested	Amount Recommended
£8,000.00	£8,000.00

5.2 Coach and Volunteer Workforce Development Grant

This fund aims to support coaches and volunteers to obtain a higher level of coaching award in their chosen sport.

5.2.1 Simon Sromberg

Simon is a member of the Grampian Tigers Cycling club and currently coaches children aged 6 to 15 to develop their cycling skills for disciplines including mountain, road, cyclocross and BMX. These sessions currently take place in and around Aberdeen City. Simons aim is to gain the UKCC Level 2 qualification in Coaching Cycling so he can plan, deliver and evaluate a series of high quality cycling activity sessions which would include groups of beginner and intermediate level of children and adults.

Simon has gained £200.00 towards the course fee from his club and is requesting financial support towards gaining his qualification. The funding recommended is aligned with a previous applicant who was awarded £98.75 at the Culture and Sport Sub committee on the 7th May 2014 for attending the same course.

Amount requested	Amount Recommended
£420.00	£98.75

5.2.2 Michael Thorburn

Michael is a student at the University of Aberdeen and is lead coach at Aberdeen Universities Men's Hockey Club which consists of four teams competing at local, regional and national levels. He is also assistant coach for the North District Boys Under 18 Performance Squad. Both of these roles are on a voluntary basis and he wishes to gain his UKCC Level 2 coaching qualification. He believes the course will be hugely beneficial to him in developing his coaching skills for both roles and will help him to improve the general standard of coaching and support the development of the under 18 performance squad. This course will run in Aberdeen and Michael has received £200.00 from Scottish Hockey towards the course.

Michael's grant application is requesting support for the remaining 50% of the course which is £200.00 and complies with the coaching and volunteering grant criteria.

Amount requested	Amount Recommended
£400.00	£200.00

Talented Athlete Grants

The aim of the scheme is to recognise individual talented sports performers in Aberdeen and encourage them to develop to their full potential by providing funding to assist with the costs associated with competing at a high level.

A breakdown of this allocation is available in Appendix 3

5.4.1 Allocation of Talented Athlete Grant funding

A panel was developed in order to assess the application forms which were received. This panel consisted of a Scottish Institute of Sport Manager, a Performance Lifestyle Advisor and two officers from the City Council. In addition all applicants had to provide a supporting statement from the governing body for their specific sport. The applications were then reviewed against the set criteria and consideration was given to the level at which the athlete was performing and the associated costs to their training and competition.

6. IMPACT

This report relates to 'Aberdeen – the Smarter City':

- We will promote and improve opportunities for physical activity and sport to enable Aberdeen's citizens to lead more active, healthier lives.

The report relates to the Arts, Heritage and Sport strand of the Community Plan, specifically in relation to the Sports, Leisure and Recreation vision of developing Aberdeen as an "Active City".

The report relates closely to the objectives of "Fit for the Future, the sport and physical activity strategy for Aberdeen City (2009-2015)". These objectives are:

- Promote and increase opportunities for participation in sport and physical activity for everyone in Aberdeen.
- Provide a comprehensive and high quality range of sports facilities in Aberdeen.
- Maximise social, educational, health and economic benefits of sport and physical activity in Aberdeen.
- Develop and sustain pathways which nurture local, regional and national sporting people to reach their potential.
- Raise the profile of sport in Aberdeen.

7. MANAGEMENT OF RISK

Local sports groups and organisations adopt a variety of methods to attract funding, however some groups would be unable to host an event or develop further without the financial assistance available from the City Council.

All successful applicants are expected to agree to terms and conditions which mitigate any risk of exposure to the Council and that all supported activity

meets Council Policies, processes and the Following the Public Pound guidelines.

8. BACKGROUND PAPERS

The application forms and business plan will be available in the members lounge prior to the Education and Children's Services committee.

9. REPORT AUTHOR DETAILS

Jo Hall
Sport and Physical Activity Strategy and Partnerships Manager
johall@aberdeencity.gov.uk
(01224) 523798

Appendix 1

Summary Table of Financial Assistance Sports Awards 2014/15

Organisation	Funding Awarded	Committee Approval
Development Grants		
Granite City Guerillas	£725.00	Culture and Sport Sub Committee 07.05.2014
North Region Girls Football League	£3,295.00	Education Culture and Sport Committee 16.06.14
Netball Scotland- Back to Netball	£2,000.00	Education Culture and Sport Committee 11.09.14
Aberdeen Synchronised Ice Skating Club	£5,000.00	Education Culture and Sport Committee 11.09.14
Transition Extreme	£20,040.00	Education and Children's Services Committee 02.12.14
Granite City Flames Basketball Club	£1,961.92	Education and Children's Services Committee 02.12.14
Aberdeen Amateur Athletics Club	£3,500.00	Education and Children's Services Committee 29.01.15 (pending)
Aberdeen Football Club Community Trust	£10,000.00	Education and Children's Services Committee 29.01.15 (pending)
Denis Law Legacy Trust - Streetsport	£4,612.50	Education and Children's Services Committee 29.01.15 (pending)
RGU Sport – Volunteer for Sport	£8,000.00	Education and Children's Services Committee 29.01.15 (pending)

Significant Sports Events Grants		
Dance Sport Scotland- Northern Trophy Day	£850.00	Education Culture and Sport Committee 11.09.14
Scottish Swimming	£15,000.00	Education and Children's Services Committee 02.12.14
Coach and Volunteer Workforce Development Grant		
Neil Kinninmonth	£98.75	Culture and Sport Sub Committee 07.05.2014
Alex Doig	£98.75	Culture and Sport Sub Committee 07.05.2014
Jon Entwistle	£98.75	Culture and Sport Sub Committee 07.05.2014
Kenneth Reid	£175.00	Culture and Sport Sub Committee 07.05.2014
Sally Carns	£240.00	Education Culture and Sport Committee 11.09.14
Claire Buckley	£75.00	Education and Children's Services Committee 02.12.14
Mhairi Meston	£250.00	Education and Children's Services Committee 02.12.14
Beacon Volleyball Club	£1,900.00	Education and Children's Services Committee 02.12.14
Simon Sromberg	£98.75	Education and Children's Services Committee 29.01.15 (pending)
Michael Thorburn	£200.00	Education and Children's Services Committee 29.01.15 (pending)
Talented Athletes Grants		
C Onyia	£1,000.00	Culture and Sport Sub Committee 07.05.2014
D Vernon	£500.00	Culture and Sport Sub Committee 07.05.2014
C Leiper	£500.00	Culture and Sport Sub Committee 07.05.2014

G Carter	£135.00	Education Culture and Sport Committee 16.06.14
J Stronach	£200.00	Education Culture and Sport Committee 16.06.14
F Agnew	£218.75	Education Culture and Sport Committee 11.09.14
J Cranna	£475.00	Education Culture and Sport Committee 11.09.14
M Burgoyne	£750.00	Education Culture and Sport Committee 11.09.14
A Zaremba	£475.00	Education Culture and Sport Committee 11.09.14
S Gambro	£200.00	Education and Children's Services Committee 29.01.15 (pending)
S Brownie	£200.00	Education and Children's Services Committee 29.01.15 (pending)
Total Grant Funding Awarded if recommendations approved	£82,873.17	
Grant Funding Remaining	£7,126.83	

Appendix 2

Sports Grants – Please find below frequent reasons for resubmission, deferral or rejection of funding applications

- Application forms not fully completed or illegible
- The benefits of the initiative do not clearly show the primary benefit is to residents of the City, but to a wider demographic
- Projects do not have clear outputs or outcomes
- Match funding is either not confirmed (in which case an application is deferred) or indicated.
- There is no evidence of need ascertained, of wider benefit, and/or there is evidence of duplication of services already supported by Aberdeen City Council
- The organisation or Club has outstanding debt with Aberdeen City Council
- The club cannot meet FTTP (Following the Public Pound) guidance and/or has not submitted reports against previous grant allocations
- The group or club is not constituted as required by the grants criteria
- The group or club does not have a bank account with two authorised signatories
- Applications for transport represent a significant proportion of the grant with no evidence of participants subsidising travel
- Requests to visit or train at facilities out with the City may be rejected if similar facilities are available locally
- Projects or requests for staffing do not evidence any forward planning recognising future stability
- Standards of coaching or volunteering do not meet acceptable standards
- There are inadequate or no monitoring and evaluation plans

Feedback and additional support

Council Officers from a variety of backgrounds and knowledge work together to assess the wider value to the sports sector of each application.

Where time permits, Aberdeen City Council staff will contact organisations on receipt of their applications to seek clarification or further information. This is not always possible when applications are received very close to the deadline for Committee reports. Organisations are offered a telephone call or a face to face meeting to help improve their applications.

Where applications are recommended for deferral or rejection, organisations are contacted and offered verbal or written feedback to support a resubmission.

In addition, Officers provide advice and support to sports organisations with application to Awards for All, and other small sports grants funding streams.

Equality and Human Right Impact Assessment: The Form



EHRIA

There are separate guidance notes to accompany this form – “Equality and Human Rights Impact Assessment – the Guide.” Please use these guidance notes as you complete this form.

Throughout the form, the word “proposal” refers to policy, strategy, plan, procedure, report or business case. This then, embraces a range of different actions such as setting budgets, developing high level strategies and organisational practices such as internal restructuring. Please also refer to the “Completion Terminology” at the end of the form.

Aberdeen City Council

1: Equality and Human Rights Impact Assessment- Essential Information	
Name of Proposal: Sports Grants	Date of Assessment: 17 December 2014
Service: Communities, Culture and Sport	Directorate: Education, Culture & Sport
Committee Name (Where appropriate): Education and Children's Services Committee	Date of Committee (Where appropriate): 29 January 2015
Who does this proposal affect? Please Tick ▼	<input type="checkbox"/> Employees <input type="checkbox"/> Job Applicants <input type="checkbox"/> Service Users <ul style="list-style-type: none"> • <input type="checkbox"/> Members of the Public <input type="checkbox"/> Other (List below)

2: Equality and Human Rights Impact Assessment- Pre-screening	
<p>Is an impact assessment required?</p>	<p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> </p>
<p>If No, what is the evidence to support this decision? (Once this section is completed, please complete section 8 of the form).</p>	

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3: Equality and Human Rights Impact Assessment	
<p>a- What are the aims and intended effects of this proposal?</p>	<p>The main aim of the proposal is to approve the recommendation of providing funding to successful applicants.</p>
<p>b- What equality data is available in relation to this proposal? (Please see guidance notes)</p>	<p>Local sports groups and organisations adopt a variety of methods to attract funding, however some groups would be unable to host an event or develop further without the financial assistance available from the City Council. Groups who do not meet the criteria will be assisted by officers to source alternative solutions.</p> <p>Aberdeen City Council’s Sports Grants is a funding programme which is open to any voluntary or not-for-profit organisation or club who deliver sport or physical activity within the city.</p>

The grant criteria is aligned to the key objectives of “Fit for the Future” the Sport and Physical Activity Strategy for Aberdeen (2009-2015). Each application is assessed against the criteria, with recommendations developed and put forward to the relevant Committee for a decision.

All applicants are provided with support from officers before and after applications have been considered. This included offer of individual support sessions, resulting in detailed feedback on how to improve the quality of their application.

<p>c- List the outcomes from any consultation that relate to equalities and/or human rights issues e.g. with employees, service users, Unions or members of the public that has taken place in relation to the proposal.</p>	<p>Consultation takes place between the applicant and Council Officers. Guidance is offered through referring to the criteria set. There are instances where applications are rejected based on the basis that their application does not reflect aims in the Fit for Future strategy or is not aligned to the set criteria in the guidance packs.</p> <p>In cases where an outcome is unsuccessful, these are the frequent reasons for deferral or rejection of funding applications:</p> <ul style="list-style-type: none"> • Application forms not fully completed or illegible • The benefits of the initiative do not clearly show the primary benefit is to residents of the City. • Projects do not have clear outputs or outcomes • Match funding is either not confirmed (in which case an application is deferred) or indicated. • There is no evidence of need ascertained, of wider benefit, and/or there is evidence of duplication of

	<p>services already supported by Aberdeen City Council</p> <ul style="list-style-type: none"> • The organisation or Club has outstanding debt with Aberdeen City Council • The club cannot meet FPPP (Following the Public Pound) guidance and/or has not submitted reports against previous grant allocations • The group or club is not constituted as required by the grants criteria • The group or club does not have a bank account with two authorised signatories • Applications for transport represent a significant proportion of the grant with no evidence of participants subsidising travel • Requests to visit or train at facilities out with the City may be rejected if similar facilities are available locally • Projects or requests for staffing do not evidence any forward planning recognising future stability • Standards of coaching or volunteering do not meet acceptable standards • There are inadequate or no monitoring and evaluation plans
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In relation to this particular report the following applicants are recommended by Council Officers for funding support. Through this support actions create opportunities of positive actions relating to equality outcomes:

Feedback and additional support

Council Officers from a variety of backgrounds and knowledge work together to assess the wider value to the sports sector of each application.

Where time permits, Aberdeen City Council staff will contact organisations on receipt of their applications to seek clarification or further information. This is not always possible when applications are received very close to the deadline for Committee reports. Organisations are offered a telephone call or a face to face meeting to help improve their applications.

Where applications are recommended for deferral or rejection, organisations are contacted and offered verbal or written feedback to support a resubmission.

In addition, Officers provide advice and support to sports organisations with application to Awards for All, and other small sports grants funding streams.

In relation to this particular report the following applicants are recommended to receive grant funding support and this aims to create opportunities of positive actions relating to equality outcomes:

Aberdeen Amateur Athletics Club

The club wishes to expand and develop local satellite areas in the city, and by providing opportunities in identified local community areas, the club believes it can make a positive impact in increasing participation and has an age range of between 9-90 years of all levels and abilities.

As the club expands it recognises the need to further develop its volunteer workforce and by developing opportunities in local areas there is scope to recruit more local people and ensure they are supported so they can contribute to delivering high quality experiences to participants.

Another aspect is for the club to provide more local open graded competitions and attract high profiled athletes to the city. This helps to make events affordable by reducing travelling costs and creates more opportunities for local people to be involved whether participating in a volunteer or competitive capacity.

Aberdeen Football Club Community Trust – School Football and Mentoring Programme

One of the key aspects of this project is about making sure those who are first introduced to football at primary school level gain high quality and educational experiences. This is targeted at players and volunteers by engaging with the Positive Coaching Scotland Programme which educates club leaders, coaches, parents and players. Please refer to the following link for more detailed information:

http://www.scottishfa.co.uk/scottish_football.cfm?page=2907

By working towards one single league structure governed by Aberdeen Football Club there is an opportunity to create consistency in relation to quality experiences. The project seeks to promote better play and hence increase participation and sustain activity in football. Over the long

term there should be a shift in cultural change and attitude to benefit all involved in the pathway.

Part of this project also involves a community club coach mentoring programme. This means coaches in local areas gain support with their development which will have a positive impact on the clubs.

Denis Law Legacy Trust – Streetsport

This project focuses on providing opportunities for 'hard to reach' young people. The aim is to reduce crime and antisocial behaviour. By taking equipment to identified local areas the partners can work together to offer opportunities that may enhance the lives of these people.

Volunteer for Sport

This project demonstrates commitment to students who wish to gain experience and relevant qualifications in sport so they can contribute to the local community. This supports local clubs and helps to inspire children and athletes to participate in activities whether in a school or club environment, hence

contributing to their quality of life. For more detailed information please see the link below.

<http://www.rgu.ac.uk/student-life/campus-life/rgu-sport/volunteer-for-sport>

Coach And Volunteer Grant

Applicants who apply for this grant have recommendations of grant support that are in line with the set criteria, and also consistent with previous applicants to ensure a fair process is in place. By providing support towards educational training a positive impact will take place through their coaching delivery which will contribute to high quality experiences within club environments.

Talented Athletes Grant

A panel is in place along with supporting statements from their governing body. This ensures a fair and transparent judgement takes place for each individual and the appropriate of funding is recommended or declined.

<p>d- Financial Assessment</p> <p>If applicable, state any relevant cost implications or savings expected from the proposal.</p>	<p>Costs (£)</p> <p>Implementation cost <input type="text" value="£26,811.25"/></p> <p>Projected Savings <input type="text" value="£0"/></p>
<p>e- How does this proposal contribute to the public sector equality duty: to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations?</p>	
<p>The sports grants provide additional opportunities to support and help individuals/organisations and clubs in further development. Clubs and organisations often apply for funding to help with specific underprivileged groups. Therefore, this contributes to the public sector equality duty to advance equality of opportunities.</p>	
<p>f- How does this proposal link to the Council's Equality Outcomes?</p>	

The proposal links to outcomes by ensuring all citizens are encouraged and supported appropriately to make their full contribution. The grants scheme is a proactive approach to supporting projects that target underprivileged groups and contribute towards reducing isolation of minority communities. This links to Equality Outcome 14, that people with protected characteristics make better use of sporting and cultural facilities.

4: Equality Impact Assessment - Test

What impact will implementing this proposal have on employees, service users or other people who share characteristics protected by *The Equality Act 2010* ?

Protected Characteristic:	Neutral Impact: Please ✓	Positive Impact: Please ✓	Negative Impact: Please ✓	Evidence of impact and if applicable, justification where a ' <i>Genuine Determining Reason</i> '* exists *(see completion terminology)
Age (People of all ages)		✓	✓	
Disability (Mental, Physical, Sensory and Carers of Disabled people)		✓		
Gender Reassignment		✓		
Marital Status (Marriage and Civil Partnerships)		✓		
Pregnancy and Maternity		✓		

Equality Impact Assessment Test:				
What impact will implementing this proposal have on employees, service users or other people who share characteristics protected by <i>The Equality Act 2010</i> ?				
Protected Characteristic:	Neutral Impact: Please ✓	Positive Impact: Please ✓	Negative Impact: Please ✓	Evidence of impact and if applicable, justification where a 'Genuine Determining Reason'* exists *(see completion terminology)
Race (All Racial Groups including Gypsy/Travellers)		✓	✓	
Religion or Belief or Non-belief		✓		
Sex (Women and men)		✓		
Sexual Orientation (Heterosexual, Lesbian, Gay And Bisexual)		✓		
Other (e.g: Poverty)		✓		

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5: Human Rights Impact Assessment Test	
Does this proposal have the potential to impact on an individual's Human Rights? Evidence of impact and , if applicable, justification where the impact is proportionate	
Article 2 of protocol 1: Right to education	No Evidence:
Article 3: Right not to be subjected to torture, inhumane or degrading treatment or punishment	No Evidence:
Article 6: Right to a fair and public hearing	No Evidence:

<p>Article 8: Right to respect for private and family life, home and correspondence</p>	<p><input type="checkbox"/> No</p> <p>Evidence:</p>
<p>Article 10: Freedom of expression</p>	<p><input type="checkbox"/> No</p> <p>Evidence:</p>
<p>Article 14: Right not to be subject to discrimination</p>	<p><input type="checkbox"/> No</p> <p>Evidence:</p>
<p>Other article not listed above, please state:</p>	<p><input type="checkbox"/> No</p> <p>Evidence:</p>

6: Assessment Rating:	
<p>Please rate the overall equality and human right assessment (Please see Completion terminology)</p>	<p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Green </p>
<p>Reason for that rating:</p>	<p>There are no negative impacts.</p>

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7: Action Planning				
As a result of performing this assessment, what actions are proposed to remove or reduce any risks of adverse outcomes identified on employees, service users or other people who share characteristics protected by <i>The Equality Act 2010</i> ?				
Identified Risk and to whom:	Recommended Actions:	Responsible Lead:	Completion Date:	Review Date:

8: Sign off					
Completed by (Names and Services) :	Gillian Innes				
Checked by (Equality Check):					
Signed off by (Head of Service) :					
<p>Please send an electronic copy of your completed EHRIA - without signatures - together with the proposal document and/or committee report to:</p> <p> Equalities Team Customer Service and Performance Corporate Governance Aberdeen City Council Business Hub 13 Second Floor North Marischal College Broad Street Aberdeen AB10 1AB </p>					

9: Completion Terminology:	
Assessment Pre-screening Rating:	<p>This section will highlight where there is the obvious potential for a negative impact and subsequent risk of negative media coverage and reputational damage to the Council. Therefore, a full impact assessment is required, for example around sensitive issues such as marching, Gypsy/ Traveller issues, change to social care provision. It should also be completed to evidence why a full impact assessment was not required, example, there is no potential negative impact on people.</p>
Assessment Rating:	<p>After completing this document, rate the overall assessment as follows: Red: As a result of performing this assessment, it is evident that we will discriminate (direct, indirect, unintentional or otherwise) against one or more of the nine groups of people who share <i>Protected Characteristics</i>. It is essential that the use of the proposal be suspended until further work or assessment is performed and the discrimination is removed. Red Amber: As a result of performing this assessment, it is evident that a risk of negative impact exists to one or more of the nine groups of people who share <i>Protected Characteristics</i>. However, a genuine determining reason may exist that could legitimise or justify the use of this proposal and further professional advice should be taken. Amber: As a result of performing this assessment, it is evident that a risk of negative impact exists and this risk may be removed or reduced by implementing the actions</p>

	<p>detailed within the <i>Action Planning</i> section of this document.</p> <p>Green: As a result of performing this proposal does not appear to have any adverse impacts on people who share <i>Protected Characteristics</i> and no further actions are recommended at this stage.</p> <p>Equality data is internal or external information that may indicate how the proposal being analysed can affect different groups of people who share the nine <i>Protected Characteristics</i> – referred to hereafter as ‘<i>Equality Groups</i>’.</p> <p>Examples of <i>Equality Data</i> include: (this list is not definitive)</p> <ol style="list-style-type: none"> 1: Application success rates by <i>Equality Groups</i> 2: Complaints by <i>Equality Groups</i> 3: Service usage and withdrawal of services by <i>Equality Groups</i> 4: Grievances or decisions upheld and dismissed by <i>Equality Groups</i> <p>Certain discrimination may be capable of being justified on the grounds that:</p> <ol style="list-style-type: none"> (i) <i>A genuine determining reason exists</i> (ii) <i>The action is proportionate to the legitimate aims of the organisation</i> <p>Where this is identified, it is recommended that professional and legal advice is sought prior to completing an Equality Impact Assessment.</p> <p>The rights set out in the European Convention on Human Rights, as incorporated into the UK Law by the Human Rights Act 1998.</p> <p>This document is designed to assist us in “<i>Identifying and eliminating unlawful Discrimination, Harassment and Victimisation</i>” as required by <i>The Equality Act Public Sector Duty 2011</i>. An Equality Impact Assessment is not, in itself, legally binding and should not be used as a substitute for legal or other professional advice.</p>
Equality Data:	
Genuine Determining Reason	
Human Rights	
Legal Status:	

ABERDEEN CITY COUNCIL

COMMITTEE Education and Children Services Committee

DATE 29 January 2015

DIRECTOR Liz Taylor and Head of Finance

TITLE OF REPORT 2014/15 REVENUE BUDGET MONITORING
(SCWB)

REPORT NUMBER: ECS/SCW/002

CHECKLIST RECEIVED Yes

1. PURPOSE OF REPORT

1.1 The purpose of this report is to

- i) bring to Committee members attention the current year revenue budget performance for the services which relate to this Committee; and
- ii) advise on any areas of risk and management action.

2. RECOMMENDATION(S)

2.1 It is recommended that the Committee:

- i) Note this report on the forecast outturn on the revenue budget and the information on areas of risk and management action that is contained herein;
- ii) Instruct that officers continue to review budget performance and report on service strategies;

3. FINANCIAL IMPLICATIONS

3.1 The revised total Social Care and Wellbeing revenue budget amounts to around £123.3M net expenditure.

3.2 Based upon present forecasts it is anticipated that the financial performance of the Directorate will result in a budget overspend of £280K. It is anticipated that the overspend will be met from within the overall budget for the Council from forecast underspends across other services.

3.3 Whilst reporting a forecast overspend at this stage the Directorate's Management will continue to look for opportunities to reduce expenditure and achieve a balanced budget by year end.

4. OTHER IMPLICATIONS

4.1 Every organisation has to manage the risks inherent in the operation of large and complex budgets. These risks are minimised by the regular review of financial information by services and corporately by Members. This report is part of that framework and has been produced to provide an overview of the current operating position.

5. BACKGROUND/MAIN ISSUES

5.1 This report informs Members of the current year SC&W revenue budget performance to date, and provides a high level summary for the consideration of Members, to period 8 (to end of November 2014). It also outlines whether or not there are any cost pressures that are immediately identifiable from the expenditure incurred to date and actions being undertaken to manage these.

5.2 The Directorate's revenue budget report and associated notes are attached at Appendices A to F.

Financial Position

5.3 In overall terms, as set out in Appendix A, the position at 30th November reflects a current underspend of £50K, and a forecast overspend of £280K for the year.

5.3.1 The year to date position shows net expenditure to be £50K below budget. The net underspend is due to variances in the areas outlined below:

- Overspend on commissioned services £1.7M, reflecting over commitment in Children's Services £1.9M, and Adult Services £50K, partially offset by underspends in other services £270K.
- Income £890K above budget (underspend). This favourable variance reflects improved income position as forecast below.
- Underspend on staffing costs £520K, reflecting additional vacancy savings as outlined below.
- Underspend on other running expenses £390K, mainly reflecting the anticipated underspends set out under the forecast below.

5.3.2 The forecast outturn is for an adverse variance of £280K. That represents a favourable movement of £190K for the Directorate since the December Committee report. The significant changes in the forecast are as follows:-

- Favourable movement on Adults commissioning costs £150K, reflecting the reduced impact in the current financial year arising from the additional payments to Care UK.
- Favourable movement on staffing due to additional vacancy savings £120K, mainly in Children's services.
- Adverse movement due to reduction in forecast underspend on aids & adaptations £50K.
- Adverse movement on Children's property costs due to additional cost of rents in throughcare service £40K.
- Favourable movement on Children's services commissioning costs £30K, due to correction of forecast on Barnardos Connect service £100K and decrease in residential placements £20K, partially offset by an increase in external fostering £100K.

5.3.3 Comparing the revised budget to the updated forecast the main variances then anticipated are in the following areas:

- Overspend on commissioned services, £2.8M. A significant proportion of the Directorate's PBB savings are from within commissioned services. There remains significant pressure on those budgets, and this has also been reflected with growth provisions included in the budget to cover price and demand pressures. It is anticipated that Children's Services out of authority placements will overspend by £2.7M, partially offset by underspends on other commissioned services £160K. It is anticipated that Adults needs led budgets will be £1.6M over committed. This reflects an anticipated shortfall in savings to be achieved from LD service redesign £2M. This is partially offset by underspends on other commissioned services £1.3M. Contract payments to the LATC are expected to be £200K above budget.
- Additional income £1.6M. Grants and contributions are expected to be £980K above budget and client contributions £900K above budget, partially offset by other income £270K below budget.
- Underspend on staffing costs £590K. Underspends are anticipated in Children's Services £650K and Integration & Strategic Commissioning £90K, partially offset by overspends in Adults Services £70K and Business management £70K.

- Underspend on other running costs £290K. This includes not utilising the remainder of the additional provision made to support Older People's Change Fund £180K. Children's services are expected to underspend on change fund and re-investment monies £240K, property services £40K and other supplies and services budgets £120K, these savings being partially offset by overspends on transport services £270K. Underspends are anticipated in Adults services on telecare/responder services for the Self Directed Support project £400K as these services are expected to be provided via commissioned services budgets. This will be partially offset by overspends on transport services £200K. Throughcare and section payments are expected to underspend by £180K, and training courses £70K. Business Management budgets for property and other services are expected to underspend by £240K. Other budgets are anticipated to overspend by £210K. A saving of £500K (PBB option SCW13) is not anticipated to be achieved this year.

5.3.4 It has now been agreed to make an additional payment of £1.5m to Bon Accord Care to cover the additional costs of the pay award for 2014/15, associated incremental movement and other allowances paid to staff as part of the commitment to maintain Aberdeen City Council terms and conditions for Bon Accord Care staff. There is also an acknowledged funding requirement for staff vacancies in homecare that has been taken into account and there are supplies and services cost pressures that are to be met by the Council. It is anticipated that these additional costs can be met from within the Council's existing budget from contingency sums and the net underspend forecast across Directorates and previously reported. There will be no overall impact on the forecast for SC&W. Budget and forecast adjustments to reflect these changes in the contractual payment will be reflected in future revenue monitoring reports.

6. IMPACT

6.1 As a recognised top priority the Council must take the necessary measures to balance its revenue budget. Therefore Committees and Directorates are required to work within a financial constraint. Every effort is being focused on delivering services more efficiently and effectively.

7. RISK MANAGEMENT

Risk Assessment and Management Action

7.1 Key underlying assumptions and risks concerning the forecast outturn figures are as follows:

- It is assumed that there will be a shortfall of £2.5M on PBB savings, of which £500K is recognised in the risk register. At this stage it is assumed that most of this shortfall will be met from within the Directorate's current budgets.
- Commissioned Services is a very significant element of the SC&W budget at £120.4M (75%) and also arguably the highest risk element of the budget. The needs led element of the budget can be a problem and it is in this area across both adult and children's services that major variances have occurred in previous years. There can be major fluctuations in the level of commitment from month to month due to demand pressures and data recording issues. A 1% increase in Adults care packages costs approx. £750K; whilst a 10% increase in Children's out of authority placements would cost £1.1M.
- The forecasts assume that further savings will be made due to under delivery of home care. There is a risk that under delivery varies significantly from previous pattern +/- £500K.
- The anticipated overspend includes the impact of additional costs anticipated to be paid in order to enable the continuation of a service to a group of particularly vulnerable service users with Learning Disabilities. There is a risk that further pressure may be applied on the Council to increase payments to other providers due to market conditions, though at present it is anticipated that such risks can be managed without any further increase.
- There are growing signs of increasing pressures on Social Care & Wellbeing budgets. In addition to the costs outlined above, and the over-commitments in commissioning services previously outlined and already included in the forecast, growing pressures on staffing levels within the service are being indicated. These have been considered as part of the 2015/16 budget setting process.
- In particular it needs to be recognised that there are significant overspends forecast in Children's Services, and these are currently being met from underspends in Adult Services. The pressures noted above are indicating that the Directorate's ability to be able to manage these overspends from within it's overall budgets are being eroded. This position has implications both in terms of the Integration of Health & Social Care and also for the Council's restructuring of services. These implications have been considered as part of the 2015/16 budget setting process.

- Data recording issues continue to make it difficult to get a clear picture of actual spend on needs led services and demand fluctuations and further work is required to resolve these issues.
- Other significant risks that may lead to overspends include the further impact of additional risk register items £2M-£2.5M, impacts of welfare reform which are unknown at this stage and cannot be quantified, and if the budget pressures outlined above cannot be met from within existing budgets, up to £1.7M.
- No other significant risks that may lead to underspends have been identified at this stage.

8. BACKGROUND PAPERS

Financial ledger data extracted for the period.

9. REPORT AUTHOR DETAILS

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Additional contributions to analysis of risks and management action by
Director & Heads of Service – Social Care & Wellbeing.

**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2014/2015**

APPENDIX A

DIRECTORATE : SOCIAL CARE AND WELLBEING

As at end of November 2014		Year to Date			Forecast to Year End		
Accounting Period 08	Full Year Revised Budget	Revised Budget	Actual Expenditure	Variance Amount	Outturn	Variance Amount	Variance Percent
	£'000	£'000	£'000	£'000	£'000	£'000	%
Director	997	798	716	(82)	1,466	469	47.0%
Head of Adult Services	63,298	42,219	41,620	(599)	62,257	(1,041)	(1.6%)
Head of Children's Services	34,345	22,972	24,056	1,084	35,964	1,619	4.7%
Head of Integration & Strategic Commissioning	22,910	15,273	14,942	(331)	22,375	(535)	(2.3%)
Business Support Manager	1,796	1,219	1,094	(125)	1,566	(230)	(12.8%)
TOTAL	123,346	82,481	82,428	(53)	123,628	282	0.2%

ABERDEEN CITY COUNCIL						APPENDIX B		
REVENUE MONITORING 2014/2015								
DIRECTORATE :			SOCIAL CARE AND WELLBEING					
HEAD OF SERVICE :			DIRECTOR					
As at end of November 2014		Year to Date			Forecast to Year End			CHANGE FROM LAST REPORT
Accounting Period 08	Full Year Revised Budget	Revised Budget	Actual Expenditure	Variance Amount	Outturn	Variance Amount	Variance Percent	
	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	244	162	175	13	261	17	7.0%	17
ADMINISTRATION COSTS	91	61	17	(44)	22	(69)	(75.8%)	0
TRANSPORT COSTS	1	1	1	0	3	2	200.0%	0
SUPPLIES & SERVICES	(500)	(333)	4	337	6	506	(101.2%)	0
COMMISSIONING SERVICES	791	527	119	(408)	774	(17)	(2.1%)	0
CAPITAL FINANCING COSTS	400	400	400	0	400	0	0.0%	0
GROSS EXPENDITURE	1,027	818	716	(102)	1,466	439	42.7%	17
LESS: INCOME								
OTHER INCOME	(30)	(20)	0	20	0	30	(100.0%)	0
TOTAL INCOME	(30)	(20)	0	20	0	30	(100.0%)	0
NET EXPENDITURE	997	798	716	(82)	1,466	469	47.0%	17
VIREMENT PROPOSALS								
None this cycle								
						PROJECTED VARIANCE	CHANGE	
REVENUE MONITORING VARIANCE NOTES						£'000	£'000	
Staff Costs						17	17	
The adverse variance reflects the lack of vacancy savings due to there being no staff turnover.								
Administration Costs						(69)	0	
The favourable variance reflects anticipated underspend on courses.								
Transport Costs						2	0	
Supplies and Services						506	0	
The adverse variance on forecast reflects the non-achievement of PBB saving (SCW13).								
Commissioning Services						(17)	0	
The favourable variance reflects anticipated underspend on block funded services.								
Capital Financing Costs						0	0	
Income						30	0	
PBB saving not achieved.								
						469	17	

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ABERDEEN CITY COUNCIL REVENUE MONITORING 2014/2015						APPENDIX C		
DIRECTORATE :		SOCIAL CARE AND WELLBEING						
HEAD OF SERVICE :		HEAD OF ADULT SERVICES						
As at end of November 2014		Year to Date			Forecast to Year End			CHANGE FROM LAST REPORT
Accounting Period 08	Full Year Revised Budget	Revised Budget	Actual Expenditure	Variance Amount	Outturn	Variance Amount	Variance Percent	
	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	14,927	9,953	9,999	46	14,996	69	0.5%	(62)
PROPERTY COSTS	653	456	397	(59)	672	19	2.9%	9
ADMINISTRATION COSTS	156	104	122	18	163	7	4.5%	0
TRANSPORT COSTS	263	175	287	112	462	199	75.7%	(7)
SUPPLIES & SERVICES	624	416	279	(137)	322	(302)	(48.4%)	56
COMMISSIONING SERVICES	79,766	53,177	53,228	51	80,002	236	0.3%	(140)
TRANSFER PAYMENTS	32	21	9	(12)	15	(17)	(53.1%)	0
GROSS EXPENDITURE	96,421	64,302	64,321	19	96,632	211	0.2%	(144)
LESS: INCOME								
GOVERNMENT GRANTS	(4,658)	(3,106)	(3,046)	60	(4,644)	14	(0.3%)	(74)
OTHER GRANTS & CONTRIBUTIONS	(17,025)	(11,350)	(11,861)	(511)	(17,783)	(758)	4.5%	39
CUSTOMER & CLIENT RECEIPTS	(10,678)	(7,119)	(7,165)	(46)	(11,176)	(498)	4.7%	0
RECHARGES TO OTHER ACCOUNTS	(656)	(437)	(519)	(82)	(648)	8	(1.2%)	5
OTHER INCOME	(106)	(71)	(110)	(39)	(124)	(18)	17.0%	24
TOTAL INCOME	(33,123)	(22,083)	(22,701)	(618)	(34,375)	(1,252)	3.8%	(6)
NET EXPENDITURE	63,298	42,219	41,620	(599)	62,257	(1,041)	(1.6%)	(150)

ABERDEEN CITY COUNCIL REVENUE MONITORING 2014/2015							APPENDIX D	
DIRECTORATE :		SOCIAL CARE AND WELLBEING						
HEAD OF SERVICE :		HEAD OF CHILDREN'S SERVICES						
As at end of November 2014		Year to Date			Forecast to Year End			CHANGE FROM LAST REPORT
Accounting Period 08	Full Year Revised Budget	Revised Budget	Actual Expenditure	Variance Amount	Outturn	Variance Amount	Variance Percent	
	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	16,357	10,905	10,339	(566)	15,703	(654)	(4.0%)	(116)
PROPERTY COSTS	563	451	424	(27)	520	(43)	(7.6%)	36
ADMINISTRATION COSTS	241	161	165	4	346	105	43.6%	(7)
TRANSPORT COSTS	408	272	451	179	676	268	65.7%	(9)
SUPPLIES & SERVICES	1,222	814	343	(471)	655	(567)	(46.4%)	280
COMMISSIONING SERVICES	15,534	10,356	12,320	1,964	18,091	2,557	16.5%	(308)
TRANSFER PAYMENTS	327	218	121	(97)	166	(161)	(49.2%)	0
GROSS EXPENDITURE	34,652	23,177	24,163	986	36,157	1,505	4.3%	(124)
LESS: INCOME								
OTHER GRANTS & CONTRIBUTIONS	(293)	(196)	(85)	111	(165)	128	(43.7%)	0
CUSTOMER & CLIENT RECEIPTS	(14)	(9)	(8)	1	(14)	0	0.0%	0
OTHER INCOME	0	0	(14)	(14)	(14)	(14)	0.0%	0
TOTAL INCOME	(307)	(205)	(107)	98	(193)	114	(37.1%)	0
NET EXPENDITURE	34,345	22,972	24,056	1,084	35,964	1,619	4.7%	(124)

VIREMENT PROPOSALS												
None this cycle												
											PROJECTED VARIANCE	CHANGE
REVENUE MONITORING VARIANCE NOTES										£'000	£'000	
Staff Costs										(654)	(116)	
The favourable variance reflects anticipated underspends in Family & Community Support £280k, Young Peoples Care & Accommodation £200k, Planning & Development £130k, Children in Need North £100k, NESPC £90k and Alternative Family Care £10k, partially offset by overspends in Children in Need South £80k, Reception & Protection £40k, and Head of Service £40k. The favourable movement since period 6 reflects increased vacancy savings across the service.												
Property Costs										(43)	36	
The favourable variance reflects anticipated underspend in "other property" costs £60k, partially offset by anticipated overspend on repairs and maintenance £10k and energy costs £10k. The adverse movement since P6 reflects and adjustment to the forecast cost of rent payments for throughcare clients.												
Administration Costs										105	(7)	
The adverse variance is due to anticipated overspends on legal expenses £50k, telephones £30k, printing & stationery £10k and courses £10k.												
Transport Costs										268	(9)	
The adverse variance is due to anticipated overspend on staff travel £150k, childrens transport £50k, parking permits £60k & internal fleet charges £10k												
Supplies and Services										(567)	280	
The favourable variance is due to anticipated underspends on change fund and re-investment monies £450k, equipment, furniture & materials £70k, childrens expenses £30k, catering £20k and others £20k, partially offset by overspends on Computer and IT equipment £20k. The adverse movement since P6 reflects a budget correction and is set off within commissioning services.												
Commissioning Services										2,557	(308)	
The adverse variance is due to anticipated overspends on out of authority placements £2.72m, children with disabilities £130k and youth justice £90k, partially offset by anticipated underspends on adoption and fostering £210k, kinship care £120k and other commissioned services £60k. The favourable movement since P6 reflects a budget correction £280k set off within supplies and services, a correction of forecast on Barnardos Connect service £100k and decrease in residential placements £20k, partially offset by an increase in external fostering £100k.												
Transfer Payments										(161)	0	
The favourable variance is due to anticipated underspend in section 22 payments £80k, throughcare payments £50k and section 17 payments £30k. These are partially offset by overspends in commissioned services.												
Income										114	0	
The adverse variance is due to anticipated underspend on NESPC budgets, and therefore offset in figures above, £130k, partially offset by additional inter-adoption fee £10k.												
										1,619	(124)	

ABERDEEN CITY COUNCIL REVENUE MONITORING 2014/2015						APPENDIX E		
DIRECTORATE :		SOCIAL CARE AND WELLBEING						
HEAD OF SERVICE :		HEAD OF INTEGRATION & STRATEGIC COMMISSIONING						
As at end of November 2014		Year to Date			Forecast to Year End			CHANGE FROM LAST REPORT
Accounting Period 08	Full Year Revised Budget	Revised Budget	Actual Expenditure	Variance Amount	Outturn	Variance Amount	Variance Percent	
	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	742	495	419	(76)	649	(93)	(12.5%)	51
PROPERTY COSTS	4	2	1	(1)	2	(2)	(50.0%)	1
ADMINISTRATION COSTS	36	24	11	(13)	14	(22)	(61.1%)	4
TRANSPORT COSTS	14	9	9	0	12	(2)	(14.3%)	5
SUPPLIES & SERVICES	512	342	290	(52)	338	(174)	(34.0%)	197
COMMISSIONING SERVICES	24,318	16,212	16,346	134	24,519	201	0.8%	(1)
GROSS EXPENDITURE	25,626	17,084	17,076	(8)	25,534	(92)	(0.4%)	257
LESS: INCOME								
OTHER GRANTS & CONTRIBUTIONS	(532)	(355)	(579)	(224)	(830)	(298)	56.0%	(168)
CUSTOMER & CLIENT RECEIPTS	(1,170)	(780)	(857)	(77)	(1,259)	(89)	7.6%	(4)
RECHARGES TO OTHER ACCOUNTS	0	0	(10)	(10)	(28)	(28)	0.0%	(28)
OTHER INCOME	(1,014)	(676)	(688)	(12)	(1,042)	(28)	2.8%	(2)
TOTAL INCOME	(2,716)	(1,811)	(2,134)	(323)	(3,159)	(443)	16.3%	(202)
NET EXPENDITURE	22,910	15,273	14,942	(331)	22,375	(535)	(2.3%)	55

ABERDEEN CITY COUNCIL					APPENDIX F			
REVENUE MONITORING 2014/2015								
DIRECTORATE :		SOCIAL CARE AND WELLBEING						
HEAD OF SERVICE :		BUSINESS MANAGER						
As at end of November 2014		Year to Date			Forecast to Year End			CHANGE FROM LAST REPORT
Accounting Period 08	Full Year Revised Budget	Revised Budget	Actual Expenditure	Variance Amount	Outturn	Variance Amount	Variance Percent	
	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	927	618	680	62	998	71	7.7%	28
PROPERTY COSTS	417	301	220	(81)	273	(144)	(34.5%)	(9)
ADMINISTRATION COSTS	135	89	48	(41)	72	(63)	(46.7%)	(5)
TRANSPORT COSTS	11	7	3	(4)	4	(7)	(63.6%)	0
SUPPLIES & SERVICES	284	189	188	(1)	254	(30)	(10.6%)	0
COMMISSIONING SERVICES	22	15	18	3	28	6	27.3%	0
GROSS EXPENDITURE	1,796	1,219	1,157	(62)	1,629	(167)	(9.3%)	14
LESS: INCOME								
OTHER GRANTS & CONTRIBUTIONS	0	0	(62)	(62)	(62)	(62)	0.0%	1
CUSTOMER & CLIENT RECEIPTS	0	0	(1)	(1)	(1)	(1)	0.0%	(1)
TOTAL INCOME	0	0	(63)	(63)	(63)	(63)	0.0%	0
NET EXPENDITURE	1,796	1,219	1,094	(125)	1,566	(230)	(12.8%)	14
VIREMENT PROPOSALS								
None this cycle								
						PROJECTED VARIANCE	CHANGE	
REVENUE MONITORING VARIANCE NOTES						£'000	£'000	
Staff Costs						71	28	
The adverse variance anticipates overspends on agency staffing of £60k, of which £30k relates to the backdated pay award 2013-14. The adverse movement since P6 reflects reduced vacancy savings £30k.								
Property Costs						(144)	(9)	
The favourable variance is due to anticipated underspends on energy costs £80k, other property costs £30k, property repairs £20k and rent and rates £10k.								
Administration Costs						(63)	(5)	
The favourable variance is due to anticipated underspends on telephones £30k, postages £10k, advertising £10k and courses £10k.								
Transport Costs						(7)	0	
Supplies and Services						(30)	0	
The favourable variance is due to anticipated underspends on miscellaneous expenses £120k, service charges £30k and furniture purchases £10k, partially offset by purchases for SDS project £60k and anticipated overspends on hardware maintenance costs £60k and software licences £10k.								
Commissioning Services						6	0	
Income						(63)	0	
The favourable variance is due to SDS grant income not included in budget.								
						(230)	14	

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	29/01/2015
DIRECTOR	Liz Taylor
TITLE OF REPORT	Aberdeen City Autism Strategy & Action Plan
REPORT NUMBER:	ECS/SCW/001
CHECKLIST RECEIVED	Yes

1. PURPOSE OF REPORT

The purpose of this report is to seek approval for the Aberdeen City Autism Strategy and subsequent Action Plan, which sets the strategic direction for improving outcomes for people with an Autism Spectrum Disorder (ASD) and their families/carers across their lifespan.

2. RECOMMENDATION(S)

The Committee is asked to approve the Aberdeen City Autism Strategy and Action Plan and recommendation that it is governed by the formation of a multi-agency Implementation Group.

3. FINANCIAL IMPLICATIONS

There are no financial implications as a direct result of this report. It is expected that the Strategy and associated Action Plan will be taken forward within existing budget arrangements of the Council and its partners in NHS Grampian and third sector organisations.

4. OTHER IMPLICATIONS

The Aberdeen City Autism Strategy and associated Action Plan are entirely consistent with the strategic objectives expressed within 'Aberdeen – The SMARTER City':

Smarter Governance (Participation)

- We will seek to develop a sense of community in Aberdeen based on principles of openness, fairness, reciprocity and responsibility.

- We will encourage and support citizens to participate in the development, design and decision making of services to promote civic pride, active citizenship and resilience.

Smarter Living (Quality of Life)

- We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem.
- We will work with our partners to seek to reduce the levels of inequality in the city.

Smarter People (Social & Human Capital)

- We will provide a high quality education service within our schools and communities which will improve attainment and life chances of our children and young people to achieve their full potential in education, employment or training.
- Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st century.
- Again, working with partners, we will create a city of learning which will empower individuals to fulfil their potential and to contribute to the economic, social and cultural wellbeing of our communities.

5. BACKGROUND/MAIN ISSUES

Autism is a lifelong developmental disorder sometimes referred to as autism spectrum disorder or autism spectrum condition. It includes conditions such as classic autism and Aspergers. It affects people differently with some being able to live independently while others will need very specialist support.

Autism costs the UK more than £34 billion a year according to new research from the London School of Economics (LSE). The cost of providing care for each person with complex needs involving ASD and affected by a learning disability through his or her lifespan, is reported to be £1.5 million in the UK.

Prevalence studies of children in Scotland point to an incidence of 90 in 10,000 children. This suggests that there are over 50,000 people in Scotland with autism and of these, an estimated 40% have a diagnosed learning disability. People at the higher functioning end of the autism spectrum meet the criteria for Asperger's Syndrome or High Functioning Autism. It has not been possible to audit accurate data on adults in Scotland but the Scottish Consortium for Learning Difficulties reports that in Aberdeen City there are 96 adults with an autism diagnosis, mostly with learning difficulties. Prevalence figures,

however, estimate there are, in reality, approximately 2000 people in Aberdeen City with autism.

An audit carried out in 2013 (Additional Support for Learning and Young Carers report to Parliament) states that in Aberdeen City there are 2393 (recorded) children and young people in education who have additional support needs. Of those, 291 are recorded as having autism.

Autism has been the subject of a number of initiatives over the past decade including:

The Same as You (2000) document recommended that Scottish Autism, National Autistic Society (NAS), Health Boards and Local Authorities should develop a National Network for people with an ASD.

In 2001, the then Public Health Institute of Scotland (PHIS, now NHS Health Scotland) was commissioned by Scottish Ministers to carry out a needs assessment of services for people with Autism Spectrum Disorders (ASD) in Scotland. The report, published in February 2002, identified a patchwork of services and made 32 recommendations that set out what ideal services should look like.

SIGN Guidelines 2007: Assessment, diagnosis and clinical interventions for children and young people with Autism Spectrum Disorders (ASD).

NICE (National Institute for Health and Clinical Excellence) published:

- Autism: the management and support of children and young people on the autism spectrum. NICE clinical guideline 170 (2013).
- Autism: recognition, referral, diagnosis and management of adults on the autism spectrum. NICE clinical guideline 142 (2012).
- Autism: recognition, referral and diagnosis of children and young people on the autism spectrum. NICE clinical guideline 128 (2011).

The Scottish Strategy for Autism: Local Report from the National Mapping Project (2013).

The Keys to Life: Improving quality of life for people with learning disabilities (2013). <http://www.scotland.gov.uk/Publications/2013/06/1123>

The Scottish Government, working in partnership with the Convention of Scottish Local Authorities (COSLA), two national autism organisations and a wide range of service users and professionals, spoke to individuals on the Autism Spectrum and their families to find out what their concerns are and what changes are required.

In 2010, a draft autism strategy was consulted on widely and, in 2011 'The Scottish Strategy for Autism' was launched by the Scottish Government: www.scotland.gov.uk/Publications/2011/11/01120340/0

The Strategy set out a 10 year agenda for change that addresses the entire autism spectrum and the whole lifespan of people living with ASD in Scotland which will give individuals on the autism spectrum a meaningful and satisfying life built on:

- people being given the care and support they need in a way which promotes their independence and emotional well-being and respects their dignity; people being supported to have choice and control over their lives so that they are able to have the same chosen level of privacy as other citizens;
- services being personalised and based on the identified needs and wishes of the individual;
- people being supported to feel safe and secure without being overprotected; people having the opportunity to achieve all they can;
- people having equal access to information assessment and services; agencies should work to redress inequalities and challenge discrimination.

Services for people with autism should be embedded into this approach by building partnerships and developing a shared understanding of promoting inclusion which also underpins the values and vision of the strategy, which cites:

“Our vision is that individuals on the autism spectrum are respected, accepted and valued by their communities and have confidence in services to treat them fairly so that they are able to have meaningful and satisfying lives”

To help achieve this, the strategy outlines ten indicators for current best practice in the provision of effective Autism Spectrum Disorder (ASD) services:

- A local Autism Strategy developed in co-operation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with ASD and carers are reflected and incorporated within local policies and plans.
- Access to training and development to inform staff and improve the understanding amongst professionals about ASD.
- A process for ensuring a means of easy access to useful and practical information about ASD, and local action, for stakeholders to improve communication.
- An ASD Training Plan to improve the knowledge and skills of those who work with people who have ASD, to ensure that people with ASD are properly supported by trained staff.
- A process for data collection which improves the reporting of how many people with ASD are receiving services and informs the planning of these services.
- A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and remove barriers.
- A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.

- Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with ASD.
- Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.
- A self-evaluation framework to ensure best practice implementation and monitoring.

As part of this on-going work an investment of £35k was allocated to all Scottish Local Authorities to further the development of local autism plans and/or progress elements of an existing plan. However, no new money has been forthcoming to take forward the local action plans, which must be delivered within existing resources.

The Strategy is founded on contributions from service users and their carers, feedback from local professionals, and on national and international research.

The leading role in collating information and coordinating the compilation of the Strategy for Aberdeen City was undertaken by a former Depute Principal Educational Psychologist with a particular interest in autism, and who also led on the Aberdeenshire Strategy and associated Action Plan.

Collaboration amongst Aberdeen City Council, NHS Grampian and third sector partners and wider stakeholders has been central to the development of the Strategy and associated Action Plan.

The ten national Best Practice Indicators have informed the development of the Strategy to achieve the outcome of improved, better coordinated statutory and third sector services for people with autism and their families.

Further work is being undertaken with the National Autism Coordination Project within the Autism Network Scotland, based at Strathclyde University who are supporting Aberdeen City to consider the Strategy and Action Plan against the 4 new mid-term strategy goals. Both the Strategy and Action Plan are organic documents, which require on-going review, and it will be the role of the proposed Implementation Group to take this forward. Consideration of how the Strategy and Action Plan sit within the wider national agenda in terms of Self-directed Support and Integration of Health & Social Care will also be a key task moving forward, as both may be seen to offer real potential to progress the primary aim to ensure that people with autism lead lives that are as fulfilling as possible.

6. IMPACT

The Aberdeen City Autism Strategy and associated Action Plan are entirely consistent with the strategic objectives expressed within the Community Planning Aberdeen Single Outcome Agreement:

Safer Communities

- People feel safe throughout Aberdeen's Communities

Learning & Workforce

- Reduced levels of unemployment
- Effective lifelong learning through vocational and academic education training from secondary school

Children & Young People

- Every child and young person in Aberdeen enjoys being young and at the same time feels safe, nurtured, healthy, active, included, respected and responsible

Priority Families

- Communities demonstrate independence, resilience, confidence, self-esteem and aspiration. Preventative approaches reduce the number of families experiencing multiple and complex negative outcomes

And meet the underlying principles that state we:

- **Target those most in need;**
- **Support the capacity of Aberdeen's citizens and communities to increase self-sufficiency; and that there is**
- **A presumption for community based access to services**

The proposed strategy is designed to improve support to people with autism, thereby improving their outcomes. This will include those who are most vulnerable and disadvantaged because of their condition. Through implementation of the associated Action Plan, the Strategy will enhance the opportunity of individuals with and affected by autism to play as full a role in society as they would wish. Additionally, the Strategy provides to ensure that public awareness and understanding of autism is raised in Aberdeen City.

Alongside Self-directed Support and Health & Social Care Integration, the implementation of the Strategy and Action Plan offers a further opportunity to promote and deliver greater partnership working with key partners and stakeholders.

7. MANAGEMENT OF RISK

The risks associated with not achieving the outcomes in this strategy include:-

- increasing costs to statutory services including Addictions, Criminal Justice, Police Scotland, Children's Services, Health and Social Care, etc;
- poorer outcomes for those with autism and their families including less ability to succeed within education, gain employment, etc;
- reduced ability to meet the Single Outcome Agreement Targets;

- potential negative future inspections due to failure to implement the Scottish Autism Strategy.

8. BACKGROUND PAPERS

- Same as You 2000.
- PHIS A needs assessment of services for people with autism spectrum disorders 2001.
- Sign Guidelines 2007.
- NICE Quality Standards QS51 Autism: press release January 2014.
- Autism: the management and support of children and young people on the autism spectrum. NICE clinical guideline 170 (2013).
- Autism: recognition, referral, diagnosis and management of adults on the autism spectrum. NICE clinical guideline 142 (2012).
- Autism: recognition, referral and diagnosis of children and young people on the autism spectrum. NICE clinical guideline 128 (2011).
- The Scottish Strategy for Autism 2011.
- The Scottish Strategy for Autism: Local Report from the National Mapping Project.

9. APPENDICES

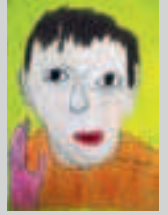
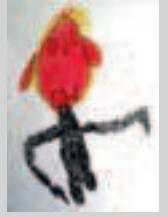
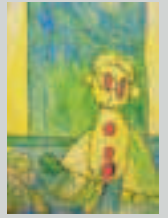
Appendix 1 The Scottish Strategy for Autism – Overview
Appendix 2 Aberdeen City Autism Strategy
Appendix 3 Aberdeen City Action Plan

10. REPORT AUTHOR DETAILS

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The Scottish Strategy for Autism

Overview



John Cornock
(Self Portrait, pen, 2011)



Rachel Hook
(Portrait of Mandi, coloured pencil, 2011)



Fiona Birrell
(Portrait of Shona, pen, 2011)



Scott Cation
(Portrait of Alister, felt tip pen, 2011)



John Ellsworth
(Self Portrait, coloured pencil, 2011)



Kubus Joss
(Portrait of Stuart, coloured pencil, 2011)



Rachel Hook
(cover image - abstract painting, 2010)

The artists featured on the cover all attend Scottish Autism's Art Opportunities service. Art Opportunities is a day service for adults with autism specialising in arts and crafts based activities, from painting and drawing to textiles and glass work. They include the abstract painting by Rachel Hook which was painted for Young Talent 2010, an exhibition of artwork created by young people with disabilities.

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Published by the Scottish Government, November 2011

The Scottish Strategy for Autism

Overview

Foreword

Autism is a national priority. Given the importance we all attach to this agenda, the development and creation of a new Scottish Strategy for Autism is vital to ensure that progress is made across Scotland in delivering quality services.

In September 2010, the Scottish Government consulted on the way ahead. The final Strategy is the result which will be delivered jointly with COSLA. The planned programme of activity is backed up with new resources of £10m over the next 4 years.

Strategic action is needed both nationally and locally. Children and adults on the autism spectrum each have a unique set of conditions which will not necessarily fall within the categories of learning disabilities or mental health, although these conditions may be present. Autism impacts on the whole life experience of people and their families. They need to be supported by a wide range of services such as social care, education, housing, employment and other community based services. A holistic, joined-up approach is necessary.

For the vision to be realised, concerted and shared action by all those involved is required. This is why we will be working closely together to deliver the improvements necessary for the people of Scotland.



A handwritten signature in black ink, appearing to read "Michael Matheson".

Michael Matheson
Minister for Public Health



A handwritten signature in black ink, appearing to read "Douglas A. Yates".

Councillor Douglas Yates
COSLA

Chapter 1: The Autism Strategy

Introduction

This first chapter is a free-standing condensed version of the strategy which provides readers with an overview of what autism is and the challenges which individuals with the condition and their families face in everyday life. It then describes how the autism strategy will address their needs over the next 10 years.

The full strategy, which is available on the Scottish Government website, goes into greater detail for those who want to take more time to understand the issues in depth. It explains the context behind each of the recommendations and why these are critical to success.

Some of the recommendations are about reviewing and consolidating existing practice whilst others are about improving practice in the light of new learning. Some recommendations are directed at ensuring that there is greater clarity about the cost of services in meeting need and the benefits of strategic budget management, whilst others are focussed on cutting waiting lists for diagnosis and improving the diagnostic process itself. Some are about ensuring that the interests of those on the spectrum are appropriately represented in other areas of policy development and delivery, such as learning disability and self-directed support. Yet others concern themselves with training, research and scrutiny – all of which are needed to support change.

Linkages with the range of policies and frameworks from which people on the spectrum may benefit will be pivotal to success. The National Performance Framework¹ sets out strategic objectives, national outcomes, indicators and targets, which public bodies will work together to deliver for Scotland. These are supported by Single Outcome Agreements (SOA)² which set out local priorities, expressed as high-level outcomes, which public sector partners will work together to deliver for their communities. A range of more targeted policy frameworks sit below SOA, which allow partners to focus on particular topics or groups in more detail. Many of these frameworks, for example, *Additional Support for Learning*³, the *Carers Strategy*⁴ and *Getting it Right for Every Child*,⁵ will impact on the lives of people with autism and their carers. More detail on these policies and frameworks is given at Annex 1, whilst Annex 2 gives some background information about the numbers of people who have the condition. Part of the challenge will be in negotiating and

¹ <http://www.scotland.gov.uk/Publications/2007/11/13092240/9>

² <http://www.scotland.gov.uk/Topics/Government/local-government/SOA>

³ <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

⁴ <http://www.scotland.gov.uk/Publications/2010/07/23153304/0>

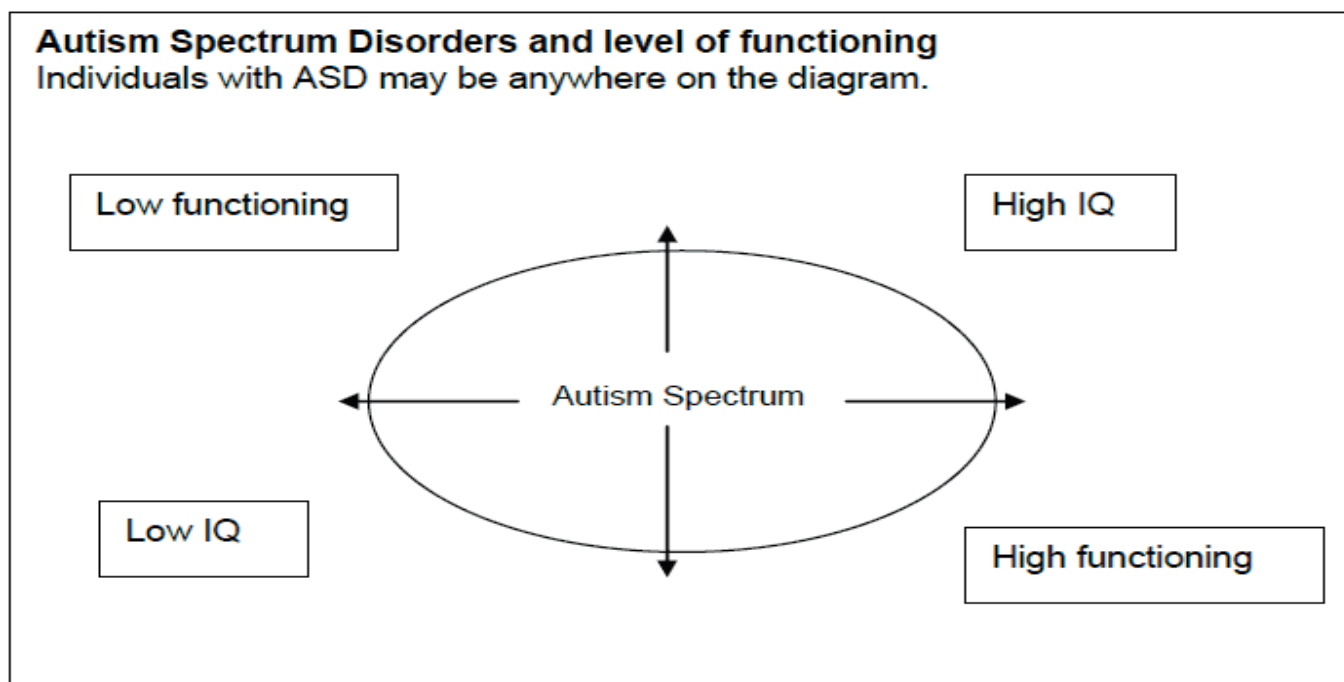
⁵ <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

agreeing how the needs of those on the autism spectrum can be understood, integrated and evaluated within these critical structures. Partnership approaches, commissioning service redesign, delivery and performance improvement will be key features in the continuation of this work.

Strong leadership is needed to translate these aspirations into reality, which is why the Autism Spectrum Disorder (ASD) Reference Group that led earlier work has reconvened and has been expanded to provide that leadership. This Group consists of users, carers, local and central government representatives, voluntary organisations, NHS staff and academics. It has made a commitment to continue to collaborate throughout the programme to deliver effective care and support for those who require it.

What is autism?

Autism is a lifelong developmental disorder more commonly referred to as autism spectrum disorder (ASD) but also known as autism spectrum condition (ASC). ASD affects people differently with some individuals being able to live independently. Others will need very specialist support.



What everyone will have in common is difficulty in 3 areas of functioning, sometimes referred to as the triad of impairments.

People experience problems with:

- Communication – both verbal and non-verbal, e.g. difficulties with use and interpretation of voice intonation, facial expressions and other communicative gestures;
- Reciprocal social interaction – this includes the ability to understand what someone else might be thinking in a real-time situation and to understand the need for social ‘give and take’ in conversation and overall interaction;
- Restrictive, repetitive and stereotypical routines of behaviour – these may involve enthusiasms held by a person with ASD (which may be very restricting for their family, friends and colleagues but may also be psychologically distressing or inhibiting for the individual with ASD).

What is the Autism Strategy for?

Autism has been the subject of a number of initiatives⁶ over the past decade. Considerable efforts have been made to improve diagnosis and assessment, to create consistent service standards, to match resources to need and to underpin this with appropriate research and training opportunities. These significant contributions now need to be harnessed into the development of a national 10 year autism strategy that addresses the entire autism spectrum and the whole lifespan of people living with ASD in Scotland.

The Scottish Government, working in partnership with the Convention of Scottish Local Authorities (COSLA), the two national autism organisations, a wide range of service users and professionals, has spoken to individuals on the spectrum and their families to hear at first hand what their concerns are and what changes are needed. We will continue to work in this way as we make progress together. A draft autism strategy was consulted on widely. Its recommendations are far-reaching and will impact upon all professions, across all disciplines involved in the provision of public services. They need to be put into effect as soon as practically possible.

⁶ Public Health Institute of Scotland Autistic Spectrum Disorders Needs Assessment Report, 2001
<http://www.scotland.gov.uk/Topics/Health/care/adult-care-and-support/learning-disability/Resources/PHIS>

SIGN publication No 98) Assessment, diagnosis and clinical interventions for children and young people with autism spectrum disorders <http://www.sign.ac.uk/guidelines/fulltext/98/index.html>

Commissioners of health and social care services for people on the autism spectrum, Policy and Practice Guidance, (2008) <http://scotland.gov.uk/Publications/2008/03/27085247/0>

Education for pupils with autism spectrum disorders, 2006, HMIE
<http://www.hmie.gov.uk/documents/publication/epasd.html>

National Guidance on the Implementation of Local Area Coordination, Scottish Government, (2008).
<http://www.scotland.gov.uk/Publications/2008/03/27092411/0>

A Guide to Getting it right for every child (GIRFEC) (2008)
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

The language we use

It is important to explain the choice of language and terminology used in the document because the complex nature of the autism spectrum gives rise to a range of personal and professional perspectives. Although this means that it is not easy to find a common language that reflects the views of the various groups, what we have tried to do is reflect the diversity of the community in a positive way.

More generally, we recognise that there is a need to be sensitive about the use of words like “disorder” or “impairment”. These are clinical terms that are understood in those settings and included in sections of that nature. However, we know that many individuals on the autism spectrum do not accept those terms, preferring to stress that they have a different way of being in, perceiving and engaging with the world and those with whom they share it. At the same time, some individuals on the spectrum face significant challenges in their daily living and are in need of high levels of support specifically tailored to their needs.

The autism strategy follows a logical order. We begin with a vision which describes where we want to get to. This is underpinned by values that need to be at the heart of the autism strategy as a whole and at the heart of the behaviour of all those who are responsible for implementing it. There are also main aims to be addressed such as achieving best value for services and cross-agency working. There are also recommendations which have already been consulted on and which set out the long term direction. Some can be achieved immediately. Others will take longer. That is why the national Autism Spectrum Disorder (ASD) Reference Group has added goals which are steps along the way. These ensure that we are clear about what needs to be done within 2 years, 5 years and by the end of the programme.

Our vision

Our vision is that individuals on the autism spectrum are respected, accepted and valued by their communities and have confidence in services to treat them fairly so that they are able to have meaningful and satisfying lives.

Our values

Underpinning values will be:

- **Dignity:** people should be given the care and support they need in a way which promotes their independence and emotional well-being and respects their dignity;
- **Privacy:** people should be supported to have choice and control over their lives so that they are able to have the same chosen level of privacy as other citizens;
- **Choice:** care and support should be personalised and based on the identified needs and wishes of the individual;

- **Safety:** people should be supported to feel safe and secure without being over-protected;
- **Realising potential:** people should have the opportunity to achieve all they can;
- **Equality and diversity:** people should have equal access to information assessment and services; health and social care agencies should work to redress inequalities and challenge discrimination.

People with ASD should expect to have the support of professionals working in their best interests to make these values a reality.

Our goals

These will help us to make sure we have addressed all the recommendations by the time the autism strategy concludes. We have divided the goals into three parts – Foundations (by 2 years), Whole-life journey (by 5 years) and Holistic-personalised approaches (by 10 years). Some goals will principally be for one discipline to deliver whilst others will require a multi disciplinary response. All goals and recommendations will be fully explored through the production of a work plan to ensure that the recommendations are appropriate and fulfilled in the time frames. Table 1 illustrates this.

Foundations: by 2 years

1. Access to mainstream services where these are appropriate to meet individual needs.
2. Access to services which understand and are able to meet the needs of people specifically related to their autism.
3. Removal of short-term barriers such as unaddressed diagnoses and delayed intervention.
4. Access to appropriate post-diagnostic support for families and individuals (particularly when there is a late diagnosis).
5. Implementation of existing commissioning guidelines⁷ by local authorities, the NHS, and other relevant service providers.

Whole life journey: by 5 years

1. Access to integrated service provision across the lifespan to address the multi-dimensional aspects of autism.
2. Access to appropriate transition planning across the lifespan.
3. Consistent adoption of good practice guidance in key areas of education, health and social care across local authority areas.
4. Capacity and awareness-building in mainstream services to ensure people are met with recognition and understanding of autism.

⁷ <http://scotland.gov.uk/Publications/2008/03/27085247/0>

Holistic personalised approaches: by 10 years

1. Meaningful partnership between central and local government and the independent sector.
2. Creative and collaborative use of service budgets⁸ to meet individual need (irrespective of what the entry route to the system is).
3. Access to appropriate assessment of needs throughout life.
4. Access to consistent levels of appropriate support across the lifespan including into older age.

To ensure the development of comprehensive services that meet the needs of children, adults and older people on the autism spectrum, and a method for which service providers can self-evaluate their processes, the following indicators, although not conclusive, are provided as examples of best practice. It is envisaged that these be used to identify outcome-focused actions that may be achieved over the two, five and ten year timeline of the autism strategy, as agreed locally. Clearly, each indicator has a number of related tasks and processes; it would be for each service provider to detail actions under each indicator.

⁸ <http://scotland.gov.uk/About/publicservicescommission>

Ten indicators for current best practice in the provision of effective Autism Spectrum Disorder (ASD) services⁹

ASD provision should include:

1. A local Autism Strategy developed in co-operation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with ASD and carers are reflected and incorporated within local policies and plans.
2. Access to training and development to inform staff and improve the understanding amongst professionals about ASD.
3. A process for ensuring a means of easy access to useful and practical information about ASD, and local action, for stakeholders to improve communication.
4. An ASD Training Plan to improve the knowledge and skills of those who work with people who have ASD, to ensure that people with ASD are properly supported by trained staff.
5. A process for data collection which improves the reporting of how many people with ASD are receiving services and informs the planning of these services.
6. A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and remove barriers.
7. A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.

⁹ Assessment, diagnosis and clinical interventions for children and young people with autism spectrum disorders. (SIGN publication No 98) <http://www.sign.ac.uk/guidelines/fulltext/98/index.html>
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<http://www.hmie.gov.uk/documents/publication/epasd.html>
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The Autism Toolbox, An Autism resource for Scottish Schools
www.scotland.gov.uk/Resource/Doc/266126/0079626.pdf
Learning Together: Meeting needs of children and young people with Autism Spectrum Disorders. Quality Indicators Learning Disabilities, NHS QIS (2004)

8. Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with ASD.
9. Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.
10. A self-evaluation framework to ensure best practice implementation and monitoring.

Our aims and recommendations

Implementing the 26 recommendations is key to achieving our vision. Some recommendations are about reviewing and consolidating existing practice whilst others are about improving practice. This is why we have aligned them to aims and renumbered the recommendations. However, all are geared towards ensuring improving services and access to services for people on the autism spectrum.

The Scottish Government will provide strategic leadership on improving the lives of people affected by autism. It will lead on creating a strategic vision for the development of services and support for people with autism, their families and carers.

- It is recommended that the ASD Reference Group is reconvened on a long-term basis to include COSLA membership to oversee developments and to progress change. It should produce an annual report to relevant Ministers and the political leadership of COSLA. **1**
- It is recommended that the ASD Reference Group works collaboratively, and offer support, to COSLA, NHS, criminal justice and other relevant public bodies to offer support to Local Authorities to effect the implementation of the various autism guidelines. **2**
- It is recommended that the ASD Reference Group explores the benefits of ASD lead officers with the Association of Directors of Social Work and with COSLA to establish how rollout across Scotland might best be achieved. **3**
- It is recommended that the ASD Reference Group meets with representatives of both SCSWIS and HIS, as well as other relevant regulatory bodies, such as those in education and criminal justice, with a view to learning about current developments and ensure that the needs and wishes of those on the spectrum are taking into account in future programmes. **4**

Achieving best value for services for people affected by autism will ensure that resources are effectively targeted and that the outcomes in improving people's lives are the best we can achieve.

- It is recommended that Knapp's work on the economic costs of autism is analysed and applied to the Scottish context to inform strategy and planning on what interventions lead to positive impacts both for individuals and for the economy as a whole. Particular attention should be paid to his 'invest to save' assertion that if 4% of those with Asperger's were given appropriate support into work this would ultimately mean that those individuals may not require services and could contribute to the economy. **5**
- It is recommended that the effectiveness of implementation of the Commissioning guidance is reviewed by the ASD Reference Group by facilitating an audit of current service commissioning. **6**
- It is recommended that the ASD Reference Group commissions research to examine and compare the outcomes in relation to quality of life for those who are supported by autism service providers and individuals who access generic provision and that relevant findings are used to inform revised guidance for commissioners of services for people with ASD. **7**
- The ASD Reference Group in collaboration with autism service providers will identify the key determinants of service provision that result in improved quality of life for people with ASD, across the spectrum and across the lifespan. **8**
- It is recommended that the ASD Reference Group hosts an event to evaluate and recognise good practice in Scotland to disseminate models of practice, to evaluate success, recognise benefits and limitations and agree how to develop good models across the country in a way that is cost-effective. **9**
- It is recommended that agencies and services develop a menu of interventions including advice, therapeutic interventions and counselling for children, young people and adults with an ASD, that are appropriate and flexible to individual need. This menu should identify advice and support that is immediately available, and set out the referral and assessment process for all other services and interventions. **10**
- It is recommended that consideration is given to the specific supports needed for the more able individuals with ASD. **11**
- It is recommended that an evaluation of existing research is commissioned by the ASD Reference Group as well as consideration given to what further research is necessary with a view to disseminating what is available and to the commissioning some pieces that would be of particular practical value to people with ASD and their carers. **12**

People with autism, and their families and carers, should be involved at all levels in decision making.

- It is recommended that the ASD Reference Group explore options for developing user and carer capacity to be able to participate in local planning processes. **13**
- It is recommended that the SDS Strategy Implementation Group and the SDS Bill Reference Group ensure representation from the autism community so that their interests are taken into account as further developments take place. **14**

The capacity for cross-agency working will be developed through stronger networks, best practice and training. This will help deliver cost-effective support and interventions.

- It is recommended that existing reports on the work of Scottish Autism Services Network are formally evaluated with a view to assessing its long-term viability and effectiveness. **15**
- It is recommended that the ASD Reference Group contributes to a review of the SIGN guidelines and in doing so, considers where and how best this innovation might be replicated for adults and other relevant professions. **16**
- It is recommended that the Training Sub-Group of the main Reference Group is reconstituted and strengthened by the inclusion of an SCLD representative to undertake an audit of existing provision and to take evidence from grass roots trainers with a view to recognising strengths and gaps as well as identifying the means by which to further improve what is on offer. **17**
- It is recommended that good practice transition guidance is developed, building on from existing educational guidance, in order to support the lifelong challenges facing people with autism as they make daily and life-stage transitions. **18**

For adults, getting a good quality diagnosis is the key foundation that will lead them to understanding their condition and for the best support to be made available to them.

- It is recommended that a request is made to NHS QIS, as the body into which SIGN has been integrated, to develop guidelines for evidence-based approaches to the diagnosis and management of ASD in adults. **19**

- It is recommended that approaches are made to the Royal College of Physicians and Surgeons to establish the feasibility and desirability of disseminating ASD materials in e-CPD formats. **20**
- It is recommended that an assessment of national waiting lists is undertaken to clarify the extent of delays and that the ASD Reference Group considers and responds to these findings. **21**
- Initiatives to address waiting lists for assessment should include consideration of further training on the use of ADOS, ADI-R, 3di and DISCO to meet increased levels of demand. **22**
- It is recommended that the ASD Reference Group explore the ways diagnostic processes for adults and children are different and how this should inform practice. **23**
- It is recommended that the directory of individuals and teams undertaking assessment and diagnosis of ASD in Scotland is reviewed, updated and re-distributed. **24**
- It is recommended that a review is conducted with a view to updating and re-distributing the quality diagnostic standard if it is found to continue to be of benefit. **25**

There are many people with autism who would like to work but who face significant barriers to getting and sustaining a job. We will support them through training, creating opportunities and improving access to the workplace.

- It is recommended that the supported employment framework for Scotland is evaluated in terms of its impact on employment and employability for people with autism. **26**

What happens next?

Much is yet to be achieved. Recommendations for change range in content from some carefully formulated ideas to glimmers of what may prove useful but which will require further scoping and consideration, before a decision can be taken as whether to proceed or not. Waiting for perfection is not an option. Financial and other constraints should not detract from long-term strategic planning but should instead inform our approach to prioritising and re-forecasting the timescales for outcomes of programmes of work.

We will put in place robust arrangements to ensure delivery of the recommendations. The ASD Reference Group will lead in the monitoring and tracking of improvements in service provision for people with autism and their families. The ASD Reference Group will be chaired by the Scottish Government, supported by COSLA, and include representatives of key stakeholders, including those from the statutory, voluntary and private sectors, the new scrutiny body SCSWIS¹⁰, as well as people with ASD. The ASD Reference Group will report annually on progress and review the autism strategy by this means.

The ASD Reference Group will develop an action plan for its work to ensure that progress is continually monitored. The Group will meet 6 times a year and will publish its minutes, papers and reports on the Scottish Government website.

¹⁰ SCSWIS – now the Care Inspectorate.

Table 1

LINKING GOALS, AIMS and RECOMMENDATIONS(R)							
TIME RELATED GOALS ↓ Aims and ACTIONS →	Strategic Leadership	Achieving Best Value for Services	Collaboration and involvement	Cross Agency Working	Diagnosis, Intervention and Support	Wider opportunities and access to work	TIME RELATED GOALS AIMS and ACTIONS →
FOUNDATIONS 0-2 years	R1 R2 R3 R4	R5 R6 R7 R8 R9 R10 R11 R12	R13 R14	R15 R16 R17 R18	R19 R20 R21 R22 R23 R24 R25	R26	FOUNDATIONS 0-2 years
WHOLE LIFE JOURNEY 2-5 years	R1 R2 R4	R7 R8 R9 R10 R11	R13 R14	R16 R18	R22 R23 R24 R25	R26	WHOLE LIFE JOURNEY 2-5 years
HOLISTIC PERSONALISED APPROACHES 5-10 years	R1 R2 R4	R7 R8 R9 R10 R11	R13 R14			R26	HOLISTIC PERSONALISED APPROACHES 5-10 years
GOALS <i>(The work towards these goals will be a main focus throughout the periods identified and sustained over the full period once achieved)</i>							
FOUNDATIONS: by 2 years		<ol style="list-style-type: none"> Access to mainstream services where these are appropriate to meet individual needs; Access to services which understand and are able to meet the needs of people specifically related to their autism; Removal of short-term barriers such as unaddressed diagnoses and delayed intervention. Access to appropriate post diagnostic support for families and individuals (particularly when there is a late diagnosis). Implementation of existing commissioning guidelines by local authorities, the NHS, and other relevant service providers. 		WHOLE LIFE JOURNEY: by 5 years		<ol style="list-style-type: none"> Access to integrated service provision across the lifespan to address the multi-dimensional aspects of autism Access to appropriate transition planning across the lifespan Consistent adoption of good practice guidance in key areas of education, health and social care across all local authority areas. Capacity and awareness building in mainstream services to ensure people are met with recognition and understanding of autism. 	
FOUNDATIONS: by 2 years		<ol style="list-style-type: none"> Access to mainstream services where these are appropriate to meet individual needs; Access to services which understand and are able to meet the needs of people specifically related to their autism; Removal of short-term barriers such as unaddressed diagnoses and delayed intervention. Access to appropriate post diagnostic support for families and individuals (particularly when there is a late diagnosis). Implementation of existing commissioning guidelines by local authorities, the NHS, and other relevant service providers. 		WHOLE LIFE JOURNEY: by 5 years		<ol style="list-style-type: none"> Meaningful partnership between central and local government, and the independent sector Creative and collaborative use of service budgets to meet individual need (irrespective of what the entry route to the system is) Access to appropriate assessment of needs throughout life Access to consistent levels of appropriate support across the lifespan including into older age. 	
FOUNDATIONS: by 2 years		<ol style="list-style-type: none"> Access to mainstream services where these are appropriate to meet individual needs; Access to services which understand and are able to meet the needs of people specifically related to their autism; Removal of short-term barriers such as unaddressed diagnoses and delayed intervention. Access to appropriate post diagnostic support for families and individuals (particularly when there is a late diagnosis). Implementation of existing commissioning guidelines by local authorities, the NHS, and other relevant service providers. 		WHOLE LIFE JOURNEY: by 5 years		<ol style="list-style-type: none"> Access to integrated service provision across the lifespan to address the multi-dimensional aspects of autism Access to appropriate transition planning across the lifespan Consistent adoption of good practice guidance in key areas of education, health and social care across all local authority areas. Capacity and awareness building in mainstream services to ensure people are met with recognition and understanding of autism. 	
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Summary of recommendations

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RECOMMENDATION 4

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RECOMMENDATION 6

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RECOMMENDATION 26

It is recommended that the supported employment framework for Scotland is evaluated in terms of its impact on employment and employability for people with autism.

Glossary

ADI-R	Autism Diagnostic Interview-Revised
ASC	Autism Spectrum Condition
ASD	Autism Spectrum Disorder
COSLA	Convention of Scottish Local Authorities
CPD	Continuous Professional Development
DISCO	Diagnostic Interview for Social and Communication Disorders
GIRFEC	Getting it right for every child
HIS	Healthcare Improvement Scotland
NAS	National Autistic Society
NICE	National Institute for Health and Clinical Excellence
NHS	National Health Service
PHIS	Public Health Institute of Scotland
SCLD	Scottish Consortium for Learning Disability
SCSWIS	Social Care and Social Work Improvement Scotland – The Care Inspectorate
SIGN	Scottish Intercollegiate Guideline Network
SOA	Single Outcome Agreement
3di	Developmental, Dimensional and Diagnostic Interview

References

- 1 The National Performance Framework, Scottish Government, 2007
<http://www.scotland.gov.uk/Publications/2007/11/13092240/9>
 - 2 Single Outcome Agreements, Scottish Government, 2007
<http://www.scotland.gov.uk/Topics/Government/local-government/SOA>
 - 3 The Education (Additional Support for Learning) (Scotland) Acts 2004 & 2009
<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>
 - 4 Caring Together and Getting It Right for Young Carers, The Carers Strategy for Scotland 2010-2015, Scottish Government, 2010
<http://www.scotland.gov.uk/Publications/2010/07/23153304/0>
 - 5 A Guide to Getting it right for every child (GIRFEC)(2008)
www.scotland.gov.uk/gettingitright
 - 6 Public Health Institute of Scotland Autistic Spectrum Disorders Needs Assessment Report, 2001
<http://www.scotland.gov.uk/Topics/Health/care/adult-care-and-support/learning-disability/Resources/PHIS>
- SIGN publication No 98) Assessment, diagnosis and clinical interventions for children and young people with autism spectrum disorders
<http://www.sign.ac.uk/guidelines/fulltext/98/index.html>
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<http://scotland.gov.uk/Publications/2008/03/27085247/0>
 - 8 Report on the Future Delivery of Public Services by the Commission chaired by Dr Campbell Christie, (2011).
<http://scotland.gov.uk/About/publicservicescommission>

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<http://www.sign.ac.uk/guidelines/fulltext/98/index.html>

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The Autism Toolbox, An Autism resource for Scottish Schools
www.scotland.gov.uk/Resource/Doc/266126/0079626.pdf

Learning Together: Meeting needs of children and young people with Autism Spectrum Disorders. Quality Indicators Learning Disabilities, NHS QIS (2004)

Signposting

Autism Education Trust - was launched in November 2007 with funding from the Department for Children, Schools and Families. It is dedicated to co-ordinating and improving education support for all children on the autism spectrum in England.

<http://www.autismeducationtrust.org.uk/>

Autism Initiatives - is a parent-led charity and a member of both the Autism Alliance and the Confederation of Service Providers for People with Autism (CoSPPA).

<http://www.autisminitiatives.org/>

Autism Resource Centre - is an innovative development for people with autism and their carers in Greater Glasgow. The service operates as a partnership between Glasgow City Council, NHS Greater Glasgow and Clyde and voluntary organisations, including the National Autistic Society, Scottish Society for Autism and Strathclyde Autistic Society.

http://www.nhsggc.org.uk/content/default.asp?page=s762&loc_id=3015

Camphill Scotland - one of the largest support networks for children, young people and adults with learning disabilities, mental health problems and other support needs.

<http://www.camphillscotland.org.uk/>

Celtic Nation Autism Partnership - is working at the front line of national and international efforts, to improve the quality of life for people with autism.

<http://www.celticnationsautism.eu>

Department of Health - Fulfilling and rewarding lives: the strategy for adults with autism in England

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_113369

Health Talk On line - People's stories: see, hear and read their experiences. Healthtalkonline is the award-winning website of the DIPEX charity.

<http://www.healthtalkonline.org/Autism/>

Independent Living in Scotland - This website is for disabled people and the Independent Living Movement and its allies in Scotland. It aims to strengthen the Movement by helping people to Get Connected! and by providing resources and tools so that disabled people can Get Active! and become better equipped to be part of the solution. www.ilis.co.uk

Learning Disability Alliance Scotland - is a campaigning organisation that helps people with learning disabilities and their families express their views to politicians on a local and national stage. It works with service users from a number of Scotland's leading voluntary organisations. Over the last few years, it has been involved in campaigns to extend the concessionary travel scheme to all DLA recipients, for greater control and choice in community care services and for better support for older families still caring for adult sons and daughters. <http://www.ldascotland.org/>

National Autistic Society Scotland - provides a range of advice and information services to people affected by autism and professionals/students. NAS help people at any stage in their life, from parents receiving a diagnosis for their child, an adult with autism looking for advice on supported employment, to professionals looking for the latest research.

http://www.autism.org.uk/en-gb.aspx?nation=scotland&sc_lang=en-GB

- Autism Helpline 0808 800 4104
- Autism Services Directory www.autism.org.uk/directory

NHS Education for Scotland - Learning Resource on Autism Spectrum Disorders
<http://www.nes.scot.nhs.uk/asd/>

NHS National Institute for Health and Clinical Excellence (NICE) guideline Autism Spectrum Disorders in children and young people (September 2011)
<http://www.nice.org.uk/CG128>

Northern Ireland Autism Act 2011 -
www.legislation.gov.uk/nia/2011/27/pdfs/nia_20110027_en.pdf

Number 6 - is a service for adults (16 and over) with High Functioning Autism (HFA) or Asperger Syndrome (AS) who live in the Lothians. The service is provided by Autism Initiatives UK and was officially launched in June 2005, with the opening of the Number 6 One-Stop Shop. <http://www.number6.org.uk/>

Research Autism - is a charity which provides free, impartial and scientifically accurate information about autism treatments and therapies.
<http://www.researchautism.net/pages/welcome/home.ikml>

Self-Directed Support Scotland - The Scottish Government's Self-Directed Support website - your one stop shop for information on Self Directed Support in Scotland.
<http://www.selfdirectedsupportscotland.org.uk/>

Scottish Autism - is an autism charity that exists to help those diagnosed with autism to lead full and enriched lives and become valuable members of the community they live in. They seek to maximise the individual potential of all those on the autistic spectrum and the organisation is dedicated towards helping them and those who additionally offer support to achieve this aim. www.scottishautism.org

- Help and advice 01259 720044

Scottish Autism Service Network - Part of the National Centre for Autism Studies at the University of Strathclyde, Glasgow. It provides a professional network for autism in Scotland, with the primary aim of building the capacity of the workforce to make a difference to the lives of people with autism and their families. The Scottish Autism Service Network structures support networking, access to impartial information through our information hub on their website.

<http://www.scottishautismnetwork.org.uk/>

Scottish Centre for Autism - The Centre works with children and young people age 0-18 years who may have Autistic Spectrum Disorder.

http://nhsggc.org.uk/content/default.asp?page=s762&loc_id=24&loc_serv_id=2002

Scottish consortium for learning disability (SCLD) – is a consortium of partner organisations who work together to encourage best practice in the support of people with learning disabilities through training, information, consultancy, research and public education. <http://www.sclid.org.uk/>

Social Care Institute for Excellence (autism section)

<http://www.scie.org.uk/topic/careneeds/autism>

Skills for Health - Autism skills and knowledge list -

www.skillsforhealth.org.uk/.../1716-autism-skills-and-knowledge-list-for-workers-in-generic-social-care-and-health-services.html

Welsh Government – Autism Strategy

<http://wales.gov.uk/topics/health/nhswales/majorhealth/autism/?lang=en>



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Aberdeen City Strategy for Autism



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1. Summary and Recommendations

Aberdeen City's Autism Strategy and Action Plan have been drawn up with the involvement of people representing all statutory and appropriate voluntary bodies, individuals on the spectrum and families. It acknowledges the challenges faced by people with autism across the lifespan and ability range and how these might be best addressed by the services in Aberdeen City. It also acknowledges the challenges faced by services required to move on from past practice to a more joined up approach.

There is anxiety about change for professionals but the Scottish Strategy provides an impetus and clear framework for the quality improvement in service delivery requested by service users.

Aberdeen City's Action Plan aims to describe how services can meet the recommendations for good autism provision described by the Scottish Autism Strategy (2011) in its "Guide to Interventions and Support for People on the Autism Spectrum" (2014) which states that there should be:

1. A local autism strategy developed in co-operation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with autism (ASD) and carers are reflected and incorporated with local policies and plans.
2. Access to training and development to inform staff and improve the understanding amongst professionals about ASD.
3. A process for ensuring a means of easy access to useful and practical information about ASD, and local action, for stakeholders to improve communications.
4. An ASD training plan to improve the knowledge and skills of those who work with people who have ASD, to ensure that people with ASD are properly supported by trained staff.
5. A process of data collection which improves the reporting of how many people with ASD are receiving services and informs the planning of these services.
6. A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and remove barriers.
7. A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.
8. Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with ASD.
9. Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.
10. A self-evaluation framework to ensure best practice implementation and monitoring.

2. Introduction

“Look beyond the autism and you will see someone very special”

- 2.1 This document describes Aberdeen City’s Strategy for Autism. Autism is a national priority which requires strategic action both nationally and locally. The aim of Aberdeen City’s Strategy is to develop integrated services to enable individuals with autism to lead lives that are as independent, purposeful and fulfilling as possible.
- 2.2 In 2011, The Scottish Government, in conjunction with COSLA, launched a Scottish Strategy for Autism which provides local authorities with a framework for the development and delivery of high quality services for individuals affected by autism. The Scottish Strategy sets out ten key performance indicators, the first of which is to develop local policies and plans.
- 2.3 Aberdeen City’s Strategy for Autism sets out its Action Plan over the next ten years, building on existing good practice and developing services in line with the ten indicators of best practice outlined in the Scottish Strategy for Autism.
- 2.4 People involved recognise the challenge in developing a Strategy given the variation of presentation and complexity of autism with resulting impact on the individuals themselves, their families and services working alongside them. In order to provide the necessary spectrum of support, from low level interventions to highly individualised care packages, services are tasked to provide collaborative assessment of need.
- 2.5 Children and adults on the autism spectrum each have a unique set of conditions which do not necessarily fall within the categories of learning disability or mental health. Access to services and supports in Aberdeen City can be complicated by the eligibility criteria of particular services. As a result, the ideal of a seamless transition from one stage of an individual’s life to another may be difficult to achieve. This is particularly relevant to people with Asperger Syndrome who may not fulfill criteria for either service but have clear support needs, particularly at the time of key transitions.

In response to guidance such as the Scottish Government’s report *The Keys to Life (2013)* services are moving towards functional assessments which consider an individual’s “capacity” to manage as independently as possible with identified support in place.

The Scottish Government’s Mapping Exercise conducted in 2012 (ME) and consultation with young people and their families highlighted that, having enjoyed supports and interventions at school, some young people feel unsupported when they leave. This is particularly true for young people with Asperger Syndrome (AS) and High Functioning Autism (HFA) who would welcome support for the transition into employment. They feel adults such as Job Centre staff and employers lack knowledge about ASD.

- 2.6 Autism costs the UK more than £34 billion a year according to new research from the London School of Economics (LSE). The cost of providing care for each person with complex needs involving ASD and affected by a learning disability through his or her

lifespan, is reported to be £1.5 million in the UK. Professor Martin Knapp, LSE, concludes:

“There is an immediate need for better coordination across public agencies and levels of government.....too often responses to the needs of individuals and families are piecemeal and less helpful than they could be.....In a time of austerity, the question is not 'Can we afford to invest in autism research?' but 'Can we afford not to?’”



Picture by Brendan (9yrs)

3. What is autism and who is affected?

"We would like people to have a better awareness of our condition. We just want to be listened to, be understood and treated with respect"

*Euan Hood
Triple A's Aberdeen*

"Most people have issues that they need support for at some point in their lives. We don't expect special treatment and we need to get better at helping ourselves. When they come and look at me, I want them to see me as a person, not as the group that I'm associated with, because of the trait that I'm associated with."

*Alastair Meek
Triple A's Aberdeen*

3.1 Autism is a lifelong developmental disorder that affects the way a person makes sense of the world, communicates and relates to the people around them. The Scottish Strategy's Menu of Interventions (2014) identified the following difficulties and challenges common to people on the spectrum:

- Understanding the implications of an autism spectrum diagnosis
- Development of effective means of communication
- Development of social communication
- Developing and maintaining relationships
- Social isolation for individuals with autism
- Social isolation for family
- Learning to learn skills
- Predicting and managing change
- Behaviour and emotional regulation protecting wellbeing
- Restricted and repetitive interests and behaviours
- Motivation issues
- Sensory issues
- Daily living skills
- Co-existing conditions (e.g. epilepsy, anxiety etc.)

It is hoped that identifying ways of addressing these issues provides a practical framework for interventions and supports where required.

Menu of Interventions (2014)

3.2 Everyone diagnosed with autism will have difficulty to a greater or lesser extent in three areas of functioning, namely: how to communicate effectively; how to think flexibly and how to deal with reciprocal social interactions. These are known as the Triad of Impairments and need to be present before a positive diagnosis can be made. Diagnostic guidelines highlight the need to consolidate knowledge and understanding of an individual's needs in order to inform planning. The National Institute for Health and Care Excellence (NICE) Clinical Guidelines for Diagnosis of Autism in Children and Young People (2011) emphasises the value of accessing contextual information from nurseries and schools to inform the diagnostic process. It also highlights the need to provide educational establishments with diagnostic information to support

planning and to provide support and advice for parents and carers. The key to planning, therefore, is the development of a process which facilitates a healthy flow of communication between and among all concerned.

The Menu of Interventions reports that while there are many hundreds of interventions currently in practice, there is very little evidence base to support any of them. The document, therefore, suggests practitioners move on from past practice and focus on the challenges posed by the nature of autism itself in order to identify interventions to address these challenges.

Prevalence studies of children in Scotland point to an incidence of 0.9% (*Green, H. et al (2005) Mental health of children and young people in Great Britain, 2004. Office of National Statistics*) or 90 in 10,000 children. This suggests that there are over 50,000 people in Scotland with autism and of these, an estimated 40% have a diagnosed learning disability. People at the higher functioning end of the autism spectrum meet the criteria for Asperger's Syndrome or High Functioning Autism. It has not been possible to audit accurate data on adults in Scotland but the Scottish Consortium for Learning Difficulties reports that in Aberdeen City there are 96 adults with an autism diagnosis, mostly with learning difficulties. Prevalence figures, however, estimate there are, in reality, approximately 2000 people in Aberdeen City with autism.

An audit carried out in 2013 (Additional Support for Learning and Young Carers report to Parliament) states that in Aberdeen City there are 2393 (recorded) children and young people in education who have additional support needs. Of those, 291 are recorded as having autism.



Picture by Demmi (11yrs)

4. Vision, Values and Goals

4.1 The Vision, Values and Goals outlined in the Scottish Strategy for Autism underpin the Aberdeen City Strategy for Autism.

4.2 Vision

“Our vision is that individuals on the autism spectrum are respected, accepted and valued by their communities and have confidence in services to treat them fairly so that they are able to have meaningful and satisfying lives.”

*The Scottish Strategy for Autism
Scottish Government 2011*

4.3 Values

- **Dignity:** people should be given the care and support they need in a way which promotes their independence and emotional well-being and respects their dignity;
- **Privacy:** people should be supported to have choice and control over their lives so that they are able to have the same chosen level of privacy as other citizens;
- **Choice:** care and support should be personalised and based on the identified need and wishes of the individual;
- **Safety:** people should be supported to feel safe and secure without being over-protected;
- **Realising potential:** people should have the opportunity to achieve all they can;
- **Equality and diversity:** people should have equal access to information assessment and services. Health and social care agencies should work to redress inequalities and challenge discrimination.

People with ASD expect to have the support of professionals working together in their best interests to make these values a reality.

4.4 Goals

The Strategy sets out ten Good Practice Indicators:

- A local Autism Strategy developed in co-operation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with ASD and carers are reflected and incorporated within local policies and plans.
- Access to training and development to inform staff and improve the understanding amongst professionals about ASD.
- A process for ensuring a means of easy access to useful and practical information about ASD, and local action, for stakeholders to improve communication.

- An ASD Training Plan to improve the knowledge and skills of those who work with people who have ASD, to ensure that people with ASD are properly supported by trained staff.
- A process for data collection which improves the reporting of how many people with ASD are receiving services and informs the planning to these services.
- A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and remove barriers.
- A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.
- Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with ASD.
- Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.
- A self-evaluation framework to ensure best practice implementation and monitoring.

The Scottish Strategy divides the goals into three parts:

Foundations (by 2 years)

Whole-life journey (by 5 years), and

Holistic Personalised Approaches (by 10 years)

Foundations: by 2 years

1. Access to mainstream services where these are appropriate to meet individual needs
2. Access to services which understand and are able to meet the needs of people specifically related to their autism.
3. Removal of short-term barriers such as unaddressed diagnosis and delayed intervention.
4. Access to appropriate post-diagnostic support for families and individuals (particularly when there is a late diagnosis).
5. Implementation of existing commissioning guidelines by local authorities, the NHS and other relevant service providers

Whole life journey: by 5 years

1. Access to integrated service provision across the lifespan to address the multi-dimensional aspects of autism.
2. Access to appropriate transition planning across the lifespan
3. Consistent adoption of good practice guidance in key areas of education, health and social care across local authority areas.
4. Capacity and awareness-building in mainstream services to ensure people are met with recognition and understanding of autism.

Holistic personalised approaches: by 10 years

1. Meaningful partnership between central and local government and the independent sector.
2. Creative and collaborative use of service budgets to meet individual need (irrespective of what the entry route to the system is)
3. Access to appropriate assessment of needs throughout life
4. Access to consistent levels of appropriate support across the lifespan including into older age.

4.5 Aberdeen City's Action Plan

Aberdeen City's services, in collaboration with NHS Grampian, Police Scotland and other related services, are developing an Action Plan for five age groups. Positive outcomes for individuals with ASD are set against the Scottish Strategy's timeframes of two, five and ten years. The Action Plan acknowledges the need for flexible approaches in response to the complexity of an individual's changing needs at different stages in life. The Aberdeen City Autism Strategy sets out five stages marked by important life transitions:

Birth to primary school
0 – 5 years

Primary school
5 -11 years

Secondary school
11- school leaving age

Post School
School leaving age– 25 years

Adult lifespan until retirement and beyond
25 – retirement and beyond



Picture by Jack (9yrs)

5. The Aberdeen City Context – Where are we now?

Aberdeen is a busy, prosperous city which has become the oil capital of Europe. As a result, it has, for the most part, missed the recession experienced by much of the United Kingdom. While the majority of Aberdeen's citizens enjoy a high standard of living, there are several areas of extreme deprivation, unsupported by the surrounding wealth.

The information presented in this section was collated from the following opportunities for consultation:

- The Scottish Government's Mapping Exercise (2012).
- The One Stop Shop consultations with individuals with autism, their families and service representatives (2012).
- Ongoing consultation with users of the One Stop Shop.
- Ongoing communication with members of the Triple A's.
- NAS Ellon Branch conference (2012).
- Workshops with young people and their families (2014).
- Transitions Project evaluation (2014).
- Word Café event (2014).
- Range of individual meetings and consultation with other key stakeholders.

5.1 Indicator 1: A local autism strategy

"I don't understand why services are not available to all on the spectrum?"

Mother of two sons with Asperger's

- Aberdeen City currently has universal policies in place which apply to all people in the city but no policies, frameworks or strategies specifically for people with autism.
- Aberdeen City has a Single Outcome Agreement (SOA) focussing on improved "joint working, between NHS Grampian and Aberdeen City Council, especially in relation to the delivery of services in Mental Health and Wellbeing and Learning Disability".

Action:

- A consultative group, representing all agencies and people with autism, has met, to plan the way forward.

- An independent consultant was appointed to develop the Autism Strategy and Action Plan based on information collated from all agencies, families and individuals affected by autism. Aberdeen City's Strategy and Action Plan sits in the context of the Scottish Government's Strategy and Menu of Interventions.
- An implementation group, involving a small number of people who are in a position to action recommendations will be established.

5.2 Indicator 2,3 and 4: Training, Awareness-raising and Communication

“Because he looks like any other child he’s deemed a brat when he’s shouting and screaming at me”

Parent of child with ASD

“With autism people can’t see what’s wrong, and it can be quite hurtful...”

Parent of child with Asperger’s

- The Scottish Government has supported the development of a One Stop Shop in Aberdeen. Its function is to raise awareness of autism, be supportive of the clients and their families who make contact and to signpost appropriate services, providing assistance where necessary.

The Triple A's is a group of young people and adults who themselves have Asperger Syndrome or autism. Having started as a social group, funding has allowed them to become a voluntary organisation whose aim is to raise awareness and support for people with autism. The Triple A's provide one-to-one support, social groups, support and information and together with the One Stop Shop with whom there is a close working relationship, play a key role in signposting appropriate services. There is also an Information Hub sited within the Job Centre.

As people tend to be receptive only when there is a vested interest, awareness-raising is felt to be a complex issue which would not be addressed effectively by the dissemination of information.

- The Mapping Exercise revealed that there are pockets of good practice which need to be capitalised on in order to build community capacity alongside training and awareness raising.
- There is consensus from all services that, while there are pockets of very good practice in terms of training and skills development, there are also gaps where professionals and employees alike lack the necessary knowledge to provide an informed service to children, young people and adults with autism.
- Services in Aberdeen City have accessed training from a wide range of sources:
 - National Autistic Society (provides training at a number of levels including Accreditation)
 - Grampian Autistic Society (GAS)
 - Scottish Society for Autism (now Scottish Autism)

- Educational Psychology Service (as one of 5 core roles) to college, schools, nurseries and partnerships providers
 - NAS One-Stop-Shop
 - National conferences
 - Postgraduate certificate, diploma and Masters level from Strathclyde University. Aberdeen City Council has sponsored delegates, mainly teachers, who now inform policy and themselves, provide training and practice guidance.
 - NHS Grampian
 - Voluntary Services Aberdeen
 - TRAINS: This group which met regularly in Aberdeen City to meet training requests from parents is no longer operational
 - NAS local branches
 - Social Light Solutions
 - Teacher training: Aberdeen University provides a one half-day training in ASD awareness; a Post Graduate Certificate and Post Graduate Diploma in Autism and Learning
 - Informal awareness raising with school pupils, e.g. Mile End School
 - On-line modules
-
- Training has been available for some parents through the NAS, VSA, Educational Psychology Service, parent support groups and Barnardo's Cygnet programme.
 - Access to training, whether, parent/carer, professional or frontline staff tends to rely on the individual's interest rather than being part of a training plan to ensure relevant people are equipped to recognise and work with individuals with ASD.
 - Police in Grampian are required to take part in an annual distance learning programme on working with people with autism.
 - Education and Children's Services within Aberdeen City Council have developed an e-learning autism awareness module, which although predominantly for school based staff, is also available for other Aberdeen City Council employees.
 - The Mapping Exercise feedback suggests training, particularly for health professionals working with adults, is required in relation to Asperger's Syndrome.
 - Knowledge and understanding of autism is variable across all services. Training is required (ME) for all core and public services. In mainstream establishments where people with autism want to feel included, bullying can be an issue.

Action:

- The Implementation Group will develop a Training Plan which will:

1. Audit existing training, communication channels and awareness raising strategies.
2. Develop a plan for delivery of training as follows:

Training: for all professionals

Aberdeen City will develop a Training Plan which includes a strategy to provide basic information and training for all professionals who might come in contact, in the course of their employment, with someone who has ASD. There will be a pathway to more extensive training as required.

Training: for those who work with people with ASD

The Training Plan will ensure that all employees who work with children, young people and adults with ASD on a regular basis have access to a programme of continuous professional development, thus ensuring they have the relevant knowledge and skills to deliver an appropriate service. There should be an awareness of the need to build community capacity affording improved inclusion for people with ASD. Training will be available at three levels:

1. Basic Awareness

Service Continued Professional Development aims to meet the training needs of those likely to come in contact, in their work place, with a child, young person or adult with ASD. This includes Police, Social Work and Housing, Health, Education and the Voluntary Sector. Aberdeen City Council is considering a session in their Corporate Training Induction for all new employees.

2. Specialist

For those who have daily contact with a child, young person or adult with ASD. Specialist training should be multi-agency and involve parents where appropriate.

3. Post-graduate

For those with a specialist interest. On completion, the individual could expect to be involved in service development and delivery.

A supervision and advice process will be in place to ensure practitioners feel confident and supported.

Training: for parents and families

The Training Plan will ensure that all parents, carers and families have access to training designed specifically for them, when they need it.

5.3 Indicator 5: Data Collection

- Aberdeen City Education and Children's Services collects data on pupils with additional support needs which identifies learners with ASD. The current inclusion review will develop processes to ensure data is collated appropriately in order to inform practice generally and transitions in particular.

- Data on adults is currently collected on Scottish Consortium for Learning Disability (SCLD) and eSAY. There is as yet, no process using this information to inform practice.
- The Mapping Exercise received no information relating to data collection and how it informs policy and practice on a lifelong basis.

Action:

- The Implementation Group is tasked with developing a system for collating data which can inform planning and practice.

5.4 Indicator 6: Assessment, Diagnosis and Intervention – a multi-agency care pathway

“Autism diagnosis opens doors.....for support.....”

Parent of child with autism

- Following diagnosis for children, the current Scottish Early Years Policy (2008) outlined four principles of early intervention which have underpinned the Menu of Interventions:
 1. All children, young people and adults should have the same outcomes and the same opportunities.
 2. There should be a process for identifying those at risk of not achieving those outcomes and a means of preventing the risk materialising.
 3. Should the risk materialise, effective action is taken.
 4. Those involved work to help parents, families and communities develop their own solutions, using accessible, high quality public services as required.

The planning group which produced the Menu of Interventions identified among the “things people do to help” three categories of intervention, namely: clinical, educational and social. Within that, there tends to be intervention leading to some form of change and supports which maintain skills when developed, the two often overlapping.

- For children and young people up to the age of 13 years the diagnosis of autism is made in a hospital setting by the Department of Child and Family Psychiatry or Department of Community Child Health. Young people between the ages of 13 and 18 years are referred to the Young People’s Department. Work is ongoing to ease the transition between child and adolescent departments and onward to adult services.

The Mapping Exercise identified the need for improved support throughout the diagnostic process and beyond and the need for a clear multi-agency diagnostic/care pathway irrespective of age. Young children with complex

additional support needs are referred into a multi-agency planning process, within the Getting It Right For Every Child (GIRFEC) framework to identify and plan for the supports required both at home and in the school setting. Post diagnosis, there are key issues which impact on cohesive multi-agency service delivery. There is identified good practice established between individual practitioners, but currently there are limited links embedded in practice between the services involved in assessment and diagnosis and those providing interventions and support at local level. The embedding of GIRFEC within legislation under the Children & Young People (Scotland) Act 2014 further strengthens the requirement for a multi-agency approach.

- Adults with autism feel strongly that diagnosis is essential to afford them access to appropriate services and self-help peer support. In Aberdeen city however, the eligibility criteria for referral directs people to either the Mental Health or the Community Learning Disability Team and may preclude a person with autism, but neither a mental health issue nor a learning disability. People may encounter a barrier to referral because they appear to be leading reasonably stable lives but report that the lack of early intervention in terms of diagnosis and support may, in fact lead to mental health problems and the need for expensive, more specialist services at a later date.

The Mapping Exercise highlighted a need for the NHS to consider how best to increase its capacity for the provision of easy access to diagnosis and support. There was also concern expressed about the Adult Mental Health team's capacity to respond to dual diagnosis.

Action:

- The Local Authority, in collaboration with Health and other related agencies, will establish a multi-agency care pathway, for assessment, diagnosis and intervention for children, young people and adults. Intervention planning will become more straightforward when effective links between services are established, e.g. Health/Education, child/adult, Learning Disabilities/Mental Health, core services/Criminal Justice System and services within the Criminal Justice System.

The implementation of existing commissioning guidelines provides a positive link between diagnosis and intervention. Services providing intervention, however, particularly for adults, report a lack of services which they would like to commission. The GIRFEC Framework is already established in multi-agency practice for children and young people and should articulate with an equivalent process for adults.

- There is discussion between the NHS, local authority, voluntary and third sector organisations and people with ASD as to how to build the capacity, to provide a service for people with Asperger Syndrome and High Functioning Autism. There is acknowledgement that expertise in autism is not shared by all practitioners. It is timely for services to reconsider what people, in consultation with them, actually need, possibly at minimal cost, as recommended by the Menu of Interventions.

5.5 Indicator 7 and 10: Stakeholder feedback and self-evaluation

- Stakeholder feedback is currently received and collated by the One-Stop-Shop and the Triple A's group.
- There are currently no formal systems in place for using feedback to inform policy and practice or for evaluating practice.

Action:

- Implementation group to develop a sustainable process for collating feedback from families and adults affected by autism with the aim of informing policy and practice.
- Self-evaluation to be built into single service and multi-agency processes. Evaluation should be integral to the planning process and not a separate activity.

5.6 Indicator 8: Multi-agency service delivery targeted to meet needs: Assessment of Need

“Services in Aberdeen? Not great, but getting there.....all quite fragmented”

Parent of child with autism

- It is common for people with ASD to experience a range of conditions which affect their ability to cope with life demands. As needs change in nature and severity over time, it is essential that the services which are commissioned and developed are both generic and specialist, and designed to be lifelong.
- Assessment of need over time varies from individual to individual with good transition planning key to successful outcomes for people with ASD. Good practice suggests there is a lead person at each stage who has responsibility for coordinating assessment and intervention which is ‘person-centred’. Many adults however will wish to be responsible for accessing services themselves and do not need a coordinated plan. While the needs of some are lifelong and comprehensive for others, a thin thread of access to support is sufficient for day to day life.

The young child experiences many transitions throughout his or her schooling which require careful preparation and management. The Scottish Government, in partnership with local government and the NHS, is giving high priority to redesigning services around the principles of prevention, early identification of need and early intervention. Evidence suggests better outcomes, as a result of effective early intervention for the child, can also lead to financial savings for service providers later in life. Multi-agency working is the priority outlined in *The Same As You? (2000)*, *PHIS Report (2001)* and more recently *A New Look at Health - The Early Years - Good Health for Every Child (2011)*.

- *The Children and Young People (Scotland) Act 2014* further requires that a child or young person from birth to 18 has access to a ‘Named Person’.

From birth to five years this is the Health Visitor and from 5 onwards a representative from education. There is an expectation that, for children with autism, the person making the diagnosis has a responsibility to link with the Named Person.

- Where a child requires additional support in the school setting, there is regular assessment and monitoring of need to ensure needs are met and transitions well planned for. For children whose needs involve the service of more than one agency, GIRFEC provides a process of staged intervention for meeting changing need throughout school and beyond. *The Education (Additional Support for Learning) (Scotland) Act 2004 as amended* places responsibility on education authorities to help prospective school leavers with additional support needs make the transition from school to post-school life successfully. School leaver destinations and information about progress is recorded to inform future planning.

Aberdeen City's Education and Children's Services (previously, Education, Culture & Sport Service) has, over many years, recognised the need for schools where there is access to staff knowledge and expertise in how best to support learners with Autism. Currently there is an outreach team of three teachers with experience and expertise in autism, who work with individual pupils of all ages, but also have a supportive role for schools. In addition, there are five autism specific bases (MICAS) across the city's secondary schools.

The recent review of provision aims to refresh the staged approach to assessment and intervention, and to broaden access to support across the city. There will be more emphasis on early intervention; the need for all schools to develop their capacity to support learners with autism and a more robust process for auditing outcomes and self-evaluation. The Mapping Exercise suggested the need for a training plan to ensure all staff, teaching and non-teaching have the knowledge and skills to address the needs of pupils with autism. This has been acknowledged and a plan is in process.

The Mapping Exercise also highlighted the need to deliver social skills training at all stages. Nurseries provide social opportunities throughout their sessions, e.g. snack-time; turn-taking; etc. There is now increasing emphasis on this at the primary stage. At secondary level all schools were also invited to take part in the "Transitions Project" funded for three years by the Scottish Government and run jointly by the National Autistic Society (NAS) and Inspire. The vision of the Transitions Project, which currently works with pupils from S2 upwards, is to support and prepare pupils with autism for progressing through and leaving school.

A small number of older pupils also attend a 'Socialeyes' programme delivered by an independent provider.

Young people report a high incidence of bullying, particularly at secondary level. Although a recognised element of adolescent culture in general and

therefore an issue for every school, it could be alleviated by awareness raising of learners with autism.

There are currently a number of pupils on part-time education or excluded from school completely. This issue is being addressed through the review of inclusion.

Young people report a positive experience of college (North East Scotland College) and the two universities. Support systems are responsive to needs and students in Aberdeen City benefit from further support available from the NAS.

There are also, however, reports of students who have not managed to make the transition to further education in spite of successful applications and others who have not completed their courses.

- The pathway for young people leaving school or further education into employment can be complex and fraught with barriers. Whilst there is a wide range of opportunities and post school supports available to all, for young people with Asperger Syndrome and High Functioning Autism there are currently no autism specific services to support them with the transition into employment. Some report feeling ill-equipped to enter the world of work and would feel more confident knowing future employers have some awareness of their condition. It is not uncommon for young people to experience anxiety and depression in such stressful circumstances, thereby accessing support from the Mental Health Team. The world of employment can be particularly difficult for those adults who have been unable to access a diagnosis resulting in situations that are too stressful for them to manage.
- Aberdeen City Council's services in partnership with NHS Grampian are implementing the Joint Strategic Commissioning Framework (2013-2023). Local authorities are also progressing implementation of the Social Care (Self Directed Support) (Scotland) Act 2013. Emphasis is on co-production, multi-agency working in partnership with individuals and their families to afford appropriate choices leading to improved outcomes in terms of leading fulfilling lives, as active citizens within their own communities.
- For adults with a diagnosed learning disability, the care pathway is provided and supported by the Adult Community Learning Disability Team in collaboration with colleagues from Health through the Community Care Assessment process.
- The Aberdeen City Local Housing Strategy (2012-2017) aims to meet all housing needs having consulted widely. Consultation included the Disability Advisory Group. For the group of people with autism, who need the support of a social worker, access to suitable housing may be relatively straightforward. Availability of supported accommodation is also improving. There are positive indications that commissioning through Self Directed Support (SDS) is not only affording individuals a more personalised choice of opportunities but services are becoming more creative in what they can offer. It is recognised that multi-agency planning with a named keyworker

is central to positive outcomes. For people with more subtle needs, e.g. sensory difficulties, there is opportunity for development. When an individual is unable to cope in a property which is unsuitable, the re-housing process is reported to be lengthy and difficult.

- It is well documented that people with autism can enter the criminal justice system unwittingly as the result of a misinformed interaction. Feedback from people with autism who experience Police contact is variable depending on the circumstances and the knowledge and skills of the Police Officers involved. There is growing awareness of the impact of autism in the prison community and the need to develop specific responses to meet individual needs. For instance, given that recent data suggests 4% (*Robinson et al (2012)*) of the prison population is on the autism spectrum, there is a strong commitment from the management team in HMP & YOI Grampian to develop an autism friendly environment and promote awareness and expertise among staff working with individuals with autism.
- The Autism Alert card, available through the One Stop Shop, is widely used and reported to be an effective means of communication.

In Aberdeen City there is a “Vulnerable Adult Scheme” supported by solicitors who are knowledgeable about autism. Documentation is available for people working within the Criminal Justice System regarding how best to communicate with a person with ASD and what to avoid.

Action:

- For children and young people, the Inclusion Review aims to develop processes to ensure that all school settings increase their capacity to meet the needs of pupils with autism. More school environments should become autism friendly; all staff, teaching and non-teaching should be trained to at least a basic awareness level and those staff working directly with pupils with autism should be trained further to meet individual needs. Some may seek post-graduate training to inform service development and practice. A staged procedure for assessment and intervention has been further strengthened with the enshrining of GIRFEC within legislation.
- The Implementation Group, with the input of relevant services, should devise a process to ensure there is multi-agency assessment and planning for all individuals with autism, irrespective of age and ability. Special consideration should be given to adults with Asperger Syndrome and High Functioning autism who currently struggle to access services.
- The Communities, Housing & Infrastructure Service consider their capacity to be more flexible in terms of meeting the specific needs of people with autism. The introduction of support to develop independent living skills would be cost effective.

5.7 Indicator 9: Transitions

“How he grows up I don’t know? I just hope that he manages to have a life that’s not too bad”

Parent of child with autism

- Transition planning is considered important within the school setting with transitions large and small occurring for children and young people on a daily basis. In Aberdeen City all nursery children experience a planned induction to primary one with some schools providing individualised autism specific support. The review of inclusive practice recognises the importance of early intervention for young children with autism. Plans are underway to implement a primary/secondary school transition process for learners with autism starting in P6. The aim is to ensure individual needs and concerns are met and secondary staff are well prepared in terms of information, skills and training. There are currently five secondary schools with specialist MICAS bases. The majority of pupils considered to need a high level of specialist support access base placements. The Inclusion review is considering how best to develop capacity within mainstream settings.

All schools in Aberdeen City have had access to “Transitions”, a project funded by the Scottish Government. Transitions aim to support young people with autism through the transition from childhood to adulthood. The project leaders work in partnership with schools, through group work and social activities to prepare pupils in S2 and above as they progress through and from secondary education. A recent evaluation of the Transitions project enlisted responses from parents, school staff and the young people themselves. One parent said “I am extremely glad that my son was given the opportunity to participate in this invaluable project. He has flourished and it is a joy to watch him engaging socially with others.” Responses from pupils included:

- “I feel more confident to meet people”
- “I feel more confident talking to people”
- “I feel better equipped with how to deal and communicate with people”
- “I can now talk to people without embarrassing myself”

The Transitions Project aims, this coming session, to focus more on post-school transition. While there are supports available for post-school transitions, they are not accessed consistently.

- The Aberdeen City Youth Employment Activity Plan (2012/2013) is in place.
- Aberdeen Guarantees is a new partnership commitment to providing learning, training and work opportunities to all 14-25 year olds. The new brand represents the collective efforts of the public, private and third sector in assisting and enabling young people to progress towards employment.

Aberdeen Guarantees will profile a range of approaches in school & post school which are already in place to support young people into positive destinations, promote good news stories and advertise new training and work opportunities for young people in Aberdeen.

- The Mapping Exercise highlighted the need for support for and through major transitions with improved co-ordination of services – ideally life-long person-centred planning.
- Major problems are reported in later life with retirement and/or the loss of a partner resulting also in the loss of familiar routines and structures.

Action:

- Education and Children’s Services is reviewing its approach to supporting children and young people with additional support needs, including planning for transitions, which will incorporate the needs of those with autism.
- Consideration should be given to the sustainability of the Transitions Project, whose funding ceases June 2015.
- The Implementation Group should consider key transitions in the context of lifelong person-centred planning.



Picture by Declan (5yrs)

6. Background Guidance and Legislation

Numerous key documents have been released at national and local level which inform and shape policy and practice for people with autism:

- 6.1 *The Same as You? (2000)* reviews services for people with learning disabilities and ASD in Scotland. It sets out a ten year programme of change which will allow children and adults with ASD to lead lives which afford them more choices.
- 6.2 *The Development of a National Training Framework for Autistic Spectrum Disorder (2004)* is a comprehensive study of training for professionals conducted by MacKay and Dunlop. It was commissioned by NAS Scotland and funded by the Scottish Executive. The study reports that while people working intensively with individuals with ASD are most likely to have received appropriate training there are a significant number of people working in the field of ASD with little or no training. As specific communities such as schools and the wider community in general, strive to become ever more inclusive, the need for training and ASD awareness become increasingly important. The report recommends the development of a National Training Framework for Autistic Spectrum Disorders in Scotland to ensure that core training is given at pre-service and in-service levels for key professionals working in the ASD field.

Changing Lives was produced in 2006 by the 21st Century Social Work Review Group. The report identifies greater public expectation about the development of personalised services and the need to support individuals, their families and local communities to provide care. These messages are highly relevant to the learning disabilities agenda and are a key element in supporting people with learning disabilities to live as independently as possible within their own communities.

- 6.5 *The Sign Guidelines* published in 2007, provide clinical guidelines for the assessment, diagnosis and clinical interventions for children and young people with autism. Although the guidance applies to children and young people the importance placed on early diagnosis appropriate interventions and structured supports, is also relevant to adults. The guidance also considers how multidisciplinary working can best meet the needs of individuals with ASD.
- 6.6 The Scottish Government directs Local Authorities to consider a range of relevant policies and frameworks at national and local level. *The National Performance Framework (2007)* sets out national targets which aim to ensure that public services are efficient and of a high quality, are continually improving and are responsive to local need. Single Outcome Agreements (2007) negotiated annually between local authorities and government describe how local priorities can be achieved. Further development of this approach will now take place in the context of the concordat and will include outcome measures for people with learning disabilities.
- 6.7 *Commissioning Services for People on the Autistic Spectrum (2008)*. This guidance from the Scottish Government encourages services to include people with ASD in the development of outcome based approaches for adults. It acknowledges the challenges faced in providing appropriate services for some people on the autism spectrum, referring specifically to Asperger's Syndrome and high functioning autism. It recommends that community care services for people with ASD should be embedded within joint partnership service planning, commissioning and delivery, including the

implementation of Single Shared Assessment (SSA). This ensures that at any one time, a lead professional coordinates assessments, makes sure appropriate services are put in place and acts as a point of contact. There are, however, many examples where adults are the lead person in planning for their own lives and require no more than care co-ordination. This dovetails with the GIRFEC process for children and young people and provides the link at transition between children's and adult services.

- 6.8 *Getting it Right for Every Child (GIRFEC) and The Education (Additional Support for Learning) (Scotland) Act 2004 as amended* direct Local Authorities and partners to develop effective integrated processes for the identification, intervention and monitoring of additional support needs. Aberdeen City has a GIRFEC Management Group which promotes and supports the development of the Integrated Assessment Framework and associated multi-agency working. Community planning for Children's Services is devolved to the GIRFEC Management Group.

Atkinson, William, Stott and Kinder (2002) identified that effective multi-agency working provides improved services and support for parents, which in turn reduces the need for more specialist services.

- 6.9 *The Children and Young People (Scotland) Act 2014* legislates for a framework which will underpin and complement the process provided by the Additional Support for Learning legislation and GIRFEC. Key requirements include that all children and young people, from birth to leaving school, have access to a Named Person and that a single planning process, leading to a single child's plan, should be in place to support those children and young people where there is a concern about well-being. This will include children and young people who need the involvement of a range of services. The Act places a duty on public bodies to coordinate the planning design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and to report collectively on how they are improving outcomes.

- 6.10 *The Keys to Life - Improving Quality of Life for People with Learning Disabilities. Scottish Government (2013)* focuses on ensuring all health professionals can better meet the needs of people with learning disabilities and enable them to be part of the community. The Scottish Government defines learning disability as a lifelong condition which means people may need support to:

- understand new information
- learn new skills
- cope independently

- 6.11 *The Social Care (Self-Directed Support) (Scotland) Act 2013* was implemented for children and adults in April 2014 and affects a person's involvement and responsibility in planning their own provision. The Act directs Local Authorities when planning provision to listen to what people want. Aberdeen City Council will assess, in collaboration with them, a person's care needs and, if eligible, agree an outcome based support plan. If appropriate, the individual is awarded a budget and provided with information and choices to inform decisions. One of the outcomes should be improved community involvement. When support needs are met appropriately, people are able to lead more independent lives as active citizens within their community.

6.12 *The Public Bodies (Joint Working) (Scotland) Act 2014* offers greater opportunities for health and social care practitioners to work more closely together. Services should work towards the integration of Health Boards and Local Authorities services for the improvement of person-centred care for adults with learning difficulties.

6.13 The current National Autistic Society publication *Count Us In (2013)* makes the following recommendations:

- Partnership working between Scottish Government, Local Authorities, support organisations and people with autism.
- The Scottish Government should appoint an autism employment ambassador to champion opportunities for people with autism in the workplace and local councils should map the need for employment support in their areas and include employment support in their local plans.
- People with ASD should be empowered to advocate for themselves or have access to advocacy services.
- Local authorities should invest in specific services that help address social exclusion and ensure community care assessors are appropriately trained to develop person-centred plans for people with Autism.

Glossary of Terms, Acronyms and Abbreviations

AS	Asperger's Syndrome
ASD	Autism Spectrum Disorders
CJS	Criminal Justice System
COSLA	Convention of Scottish Local Authorities
CPD	Continuous Professional Development
GAS	Grampian Autistic Society
GIRFEC	Getting it Right for Every Child
HFA	High Functioning Autism
LSE	London School of Economics
ME	Scottish Government's Mapping Exercise
NAS	National Autistic Society
NHS	National Health Service
NICE	National Institute for Health and Clinical Excellence
P1	Primary 1
PG	Post Graduate
S1	Secondary 1
SCLD/eSAY	Scottish Consortium for Learning Disability
SDS	Self-Directed Support
SPS	Scottish Prison Service
SOA	Single Outcome Agreement
SSA	Single Shared Assessment
VSA	Voluntary Services Aberdeen

References

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7. Green H, McGinnity A, Meltzer H, Ford T, Goodman R (2005) *Mental Health of Children and Young People in Great Britain, 2004*. Office of National Statistics.
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9. A Guide to Getting it Right for Every Child (GIRFEC) Scottish Government 2008
10. The Same as You, Scottish Government (2010)
11. *Autistic Spectrum Disorders Needs Assessment Report*, Public Health Institute of Scotland (2001)
12. *A New Look at Health – the Early Years – Good Health for Every Child (2011)*
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14. *The Education (Additional Support for Learning) (Scotland) Act 2004 as amended*
15. The Aberdeen City Local Housing Strategy (2012 - 2017)
16. Robinson et al (2012). *Evaluation of a Screening Instrument for Autism Spectrum Disorders in Prisoners*
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24. Atkinson, M, William, A, Scott, A, and Kinder, K (2002) *Multi-agency working: a detailed study*
Berkshire: National Foundation for Educational Research.

25. *The Social Care (Self-Directed Support) (Scotland) Act 2013*

26. *The Public Bodies (Joint Working) (Scotland) Act 2014*

27. *Count Us In*, National Autistic Society, 2013

Aberdeen City Strategy for Autism: Action Plan 2014 – 2024



The Aberdeen City Action Plan 2014 – 2024 outlines plans based on the Scottish Strategy's 10 indicators of Good Practice set against 2, 5 and 10 year timeframes. In keeping with the Mapping Exercise indicators 2 and 4 and 7 and 10 have been grouped together.

The 10 Indicators of Good Practice are:

Indicator 1

A local Autism Strategy developed in cooperation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with ASD and carers are reflected and incorporated within local policies and plans.

Indicator 2 & 4

Access to training and development to inform staff and improve the understanding amongst professionals about ASD.

An ASD Training Plan to improve the knowledge and skills of those who work with people who have ASD to ensure that people with ASD are properly supported by trained staff.

Indicator 3

A process for ensuring a means of easy access to useful and practical information about ASD, and local action, for stakeholders to improve communication.

Indicator 5

A process for data collection which improves the reporting of how many people with ASD are receiving services and informs the planning of these services.

Indicator 6

A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and remove barriers.

Indicator 7 & 10

A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.

A self-evaluation framework to ensure best practice implementation and monitoring

Indicator 8

Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with ASD

Indicator 9

Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage

Indicator 1

A local Autism Strategy developed in cooperation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with autism and carers are reflected and incorporated within local policies and plans.

<p>Goals</p> <ul style="list-style-type: none"> To establish a robust and sustainable multi-agency planning process to ensure people with autism have lifelong access to consistent levels of appropriate support To embed Aberdeen City's Autism strategy in local policies and plans 	<ul style="list-style-type: none"> Aberdeen City Council NHS Grampian Emergency Services Voluntary Services Families and Carers People across the autism spectrum 		
Action 2014 -2016			
<ul style="list-style-type: none"> Establish a cross-sector steering/consultation group 		<ul style="list-style-type: none"> Key Services 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> Establish a cross-sector implementation group, with responsibility for taking forward the Autism Strategy 		<ul style="list-style-type: none"> Key Services 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> Organise a cross-sector implementation workshop to explore possible pathways forward with the people most concerned. Collate responses to be actioned 		<ul style="list-style-type: none"> Implementation Group 	<p>In progress</p>
<ul style="list-style-type: none"> The implementation group develops links with local planning groups 		<ul style="list-style-type: none"> Implementation Group 	<p>To be done</p>
<ul style="list-style-type: none"> Implementation of the Autism Strategy is informed by stakeholder feedback 		<ul style="list-style-type: none"> Implementation Group 	<p>Allocated</p>
<ul style="list-style-type: none"> All mainstream services ensure they are autism friendly 		<ul style="list-style-type: none"> All Services 	<p>To be allocated</p>
<ul style="list-style-type: none"> Overview taken of specialist services for autism to ensure people can access what they need when they need it 		<ul style="list-style-type: none"> Implementation Group 	<p>To be allocated</p>

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> A plan is made for disseminating information about local developments of the Autism Strategy and Action Plan to people with autism, their parents and carers and professionals. This would include developing and maintaining a database of recipients 	<ul style="list-style-type: none"> Implementation Group 	To be allocated
Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> Development of a communication strategy to inform all relevant people of Action Plan progress 	<ul style="list-style-type: none"> Implementation Group 	To be allocated
<ul style="list-style-type: none"> Actions implemented in the Foundations stage are sustained 	<ul style="list-style-type: none"> Implementation Group 	Allocated
<ul style="list-style-type: none"> All Mainstream services have plans in place for capacity and awareness raising 	<ul style="list-style-type: none"> Implementation Group 	To be allocated
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> Key services work together alongside central and local government to develop an overarching autism strategy ensuring lifelong access to consistent levels of appropriate support 	<ul style="list-style-type: none"> All key services People with autism Parents and carers 	To be progressed by Implementation Group
<ul style="list-style-type: none"> Communication strategy is in place and functional 	<ul style="list-style-type: none"> All Key Services 	To be monitored by Implementation Group
<ul style="list-style-type: none"> Information on developments is circulated to all concerned 	<ul style="list-style-type: none"> All Key Services 	

Indicator 2

Access to training and development to inform staff and improve the understanding amongst professionals about autism.

Indicator 4

An autism Training Plan to improve the knowledge and skills of those who work with people who have autism to ensure that people with autism are properly supported by trained staff.

Goals	<p>To develop and establish a Training Plan with multi-agency representation to consider the following:</p> <ul style="list-style-type: none"> • Audit of current training needs and provision available • Development of a 3-tiered approach: <ul style="list-style-type: none"> ○ Basic awareness: presented to all professionals and frontline workers ○ Specialist areas: available as required ○ Certificate: to create centres of specialist knowledge and experience and inform policy and practice.
Lead Partners	<ul style="list-style-type: none"> • All services • People with autism, parents and carers
Action 2014 -2016	
<ul style="list-style-type: none"> • Conduct an audit of expertise and availability of training providers – develop a database 	<p>By Whom</p> <ul style="list-style-type: none"> • Implementation Group <p>Progress</p> <p>To be allocated</p>
<ul style="list-style-type: none"> • Devise a Training Plan and Strategy 	<p>By Whom</p> <ul style="list-style-type: none"> • Implementation Group <p>Progress</p> <p>To be allocated</p>
<ul style="list-style-type: none"> • Develop appropriate training tools, e.g. information for parents; basic awareness, information about Asperger Syndrome, etc. 	<p>By Whom</p> <ul style="list-style-type: none"> • Implementation Group <p>Progress</p> <p>To be allocated</p>
Action 2016 - 2019	
	<p>By Whom</p> <p>Progress</p>

Action 2016 - 2019			By Whom	Progress
<ul style="list-style-type: none"> • Develop training based on Stakeholder feedback identifying priorities, e.g: <ul style="list-style-type: none"> ○ Training, awareness and understanding of Asperger Syndrome, especially for Health professionals in the adult sector 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated		
<ul style="list-style-type: none"> • Education and Children's Services will take forward actions as part of the Inclusion Review: <ul style="list-style-type: none"> ○ Training for all school staff, teaching and non-teaching ○ Opportunity for more specialist training for all staff ○ All schools to work towards autism-friendly environments 	<ul style="list-style-type: none"> • Education and Children's Services 	In progress		
<ul style="list-style-type: none"> ○ Training for people in mainstream settings, especially where social activities are involved ○ Training for Health Professionals ○ Training for public sector workers, e.g. bus drivers, public services 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated		
Action 2019 - 2024			By Whom	Progress
<ul style="list-style-type: none"> • Database of needs analysis and training provided is maintained and monitored 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated		
<ul style="list-style-type: none"> • The Training Plan is developed and refined based on feedback from professionals, parents, carers and people with autism 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated		

Indicator 3

A process for ensuring a means of easy access to useful and practical information about autism, and local action, for stakeholders to improve communication.

Goals	<ul style="list-style-type: none"> To develop a strategic plan for the location and dissemination of practical information about autism across Aberdeen City to ensure people across all sectors have access to appropriate information when they need it 		
Lead Partners	<ul style="list-style-type: none"> Aberdeen City Council NHS Grampian 	<ul style="list-style-type: none"> Emergency Services Voluntary Services 	<ul style="list-style-type: none"> Families and Carers People across the autism spectrum
Action 2014 -2016			
<ul style="list-style-type: none"> Develop a communication strategy 			<ul style="list-style-type: none"> Implementation Group
<ul style="list-style-type: none"> Information is targeted to improve the positive inclusion of children, young people and adults with autism by raising awareness and understanding of autism within mainstream services, mainstream settings and the general public 			<ul style="list-style-type: none"> Implementation Group
<ul style="list-style-type: none"> Aberdeen’s services, organisations, parents, carers and people with autism consider how they can raise community awareness of autism 			<ul style="list-style-type: none"> All services
<ul style="list-style-type: none"> Time is allocated to consider how communication can be improved at all levels, e.g. parent/school, employer/employee, professional/professional 			<ul style="list-style-type: none"> Implementation Group
<ul style="list-style-type: none"> Raise awareness of the importance of transition planning 			<ul style="list-style-type: none"> All Services including Further and Higher Education
<ul style="list-style-type: none"> The work of the One Stop Shop and other centres is supported and advertised. 			<ul style="list-style-type: none"> Implementation Group
Action 2016 - 2019			
			Progress
			Progress

Action 2016 - 2019			By Whom	Progress
<ul style="list-style-type: none"> Continued support given to centres providing information 			<ul style="list-style-type: none"> All Services 	In progress
<ul style="list-style-type: none"> Sustainability of the One Stop Shop is considered a priority 			<ul style="list-style-type: none"> Implementation Group 	To be progressed
<ul style="list-style-type: none"> The Communication Strategy is reviewed and refined based on feedback from professionals, stakeholders and people with autism 			<ul style="list-style-type: none"> Implementation Group 	To be progressed
Action 2019 - 2024			By Whom	Progress
<ul style="list-style-type: none"> Continued support given to centres providing information 			<ul style="list-style-type: none"> Implementation Group 	To be progressed
<ul style="list-style-type: none"> Sustainability of the One Stop Shop is considered a priority 			<ul style="list-style-type: none"> Implementation Group 	To be progressed
<ul style="list-style-type: none"> The Information Strategy is reviewed and refined based on feedback from professionals, stakeholders and people with autism 			<ul style="list-style-type: none"> Implementation Group 	To be progressed

Indicator 5

A process for data collection which improves the reporting of how many people with autism are receiving services and informs the planning of these services.

<p>Goals</p>	<ul style="list-style-type: none"> To develop an overview plan of service data collection to inform service planning and support transitions To ensure that children, young people and adults with autism in Aberdeen City are recognised and their needs recorded. These records are used to identify need, both met and unmet, to plan capacity and to commission appropriate services 			
<p>Lead Partners</p>	<ul style="list-style-type: none"> Aberdeen City Council NHS Grampian 	<ul style="list-style-type: none"> Emergency Services Voluntary Services 	<ul style="list-style-type: none"> Families and Carers People across the autism spectrum 	
Action 2014 -2016				
<ul style="list-style-type: none"> Prepare an overview of data collected currently 	<ul style="list-style-type: none"> Implementation group 			<p>To be allocated</p>
<ul style="list-style-type: none"> Identify gaps 	<ul style="list-style-type: none"> Implementation group 			<p>To be allocated</p>
<ul style="list-style-type: none"> Identify key stages where data is required 	<ul style="list-style-type: none"> Implementation group 			<p>To be allocated</p>
<ul style="list-style-type: none"> Develop a multi-agency process for using data to inform planning 	<ul style="list-style-type: none"> Implementation group 			<p>To be allocated</p>

Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> Key agencies refine a process for information sharing, particularly at key transition points such as before and after diagnosis 	<p><i>For children and young people:</i></p> <ul style="list-style-type: none"> GP's Mental Health Education and Children's Services Social Care Voluntary Services <p><i>For adults:</i></p> <ul style="list-style-type: none"> GP's Mental Health Social Care Employment Service Further Education Voluntary Services 	<p>To be allocated</p>
<ul style="list-style-type: none"> Agencies assume responsibility for providing support and information post diagnosis 	<ul style="list-style-type: none"> All services 	<p>To be allocated</p>
Action 2019 - 2024		
<ul style="list-style-type: none"> Development of a multi-agency database 	<ul style="list-style-type: none"> All Services 	<p>To be started</p>
<ul style="list-style-type: none"> Refinement of the process developed to ensure planning for people with autism is well-informed 	<ul style="list-style-type: none"> All services 	<p>To be started</p>

Indicator 6

A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with autism and remove barriers.

Goals	To develop multi-agency assessment, diagnosis and intervention process used consistently and based on assessment of need	<ul style="list-style-type: none"> To Identify and address barriers in the current process, e.g. eligibility criteria for services To remove barriers in the current process, e.g. eligibility criteria of services 	To embed the identification of a 'Named Person' in practice for children and young people up to the age of 18 years to support communication and planning between diagnosis and intervention	To establish a care pathway for people with Asperger Syndrome, post school	To embed Early Intervention in multi-agency practice	
Lead Partners	<ul style="list-style-type: none"> NHS Grampian People across the autism spectrum Aberdeen City Council Families and Carers 	<ul style="list-style-type: none"> NHS Grampian People across the autism spectrum Aberdeen City Council Families and Carers 	<i>Pre 5:</i> NHS Grampian <i>Post 5:</i> Mental Health Education	<ul style="list-style-type: none"> NHS Grampian Aberdeen City Council: Social Care (SDS) Education Employment Scotland 	All frontline staff, e.g. GP's; Education staff	
Action 2014 -2016						
<ul style="list-style-type: none"> Establish a working group to identify a process which can be used to identify a care pathway for any age of individual 					By Whom	Progress
<ul style="list-style-type: none"> Identify and address barriers in current process, e.g. eligibility criteria of services 					<ul style="list-style-type: none"> Implementation group Adult Services 	To be allocated Further planning and discussion
<ul style="list-style-type: none"> Identification of a 'Named Person' is embedded in practice for children and young people up to the age of 18 years to support communication and planning between diagnosis and intervention 					<ul style="list-style-type: none"> NHS Grampian Mental Health Education 	In progress

Action 2014 -2016		By Whom	Progress
<ul style="list-style-type: none"> • Adult services collaborate to establish a care pathway for people with Asperger syndrome • Early intervention is embedded in multi-agency practice 	<ul style="list-style-type: none"> • NHS Grampian • Aberdeen City Council 	In progress	
	<ul style="list-style-type: none"> • All frontline staff, e.g. GP's; Education staff 	In progress	
Action 2016 - 2019		By Whom	Progress
<ul style="list-style-type: none"> • A multi-agency care pathway is embedded in practice for all ages • A multi-agency care pathway is established for people with Asperger Syndrome • Frontline staff, in particular GPs have improved knowledge of autism resulting in early identification and referral for diagnosis 	<ul style="list-style-type: none"> • NHS Grampian • Aberdeen City Services 	To be developed	
	<ul style="list-style-type: none"> • NHS Grampian • Aberdeen City Services 	To be developed	
	<ul style="list-style-type: none"> • GPs and frontline services 	To be developed	
Action 2019 - 2024		By Whom	Progress
<ul style="list-style-type: none"> • Quality Assurance is embedded in practice • Processes for early identification, assessment, diagnosis and intervention are reviewed and refined 	<ul style="list-style-type: none"> • All Services 	To be developed	
	<ul style="list-style-type: none"> • All services 	To be developed	

Indicator 7

A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.

Indicator 10

A self-evaluation framework to ensure best practice implementation and monitoring.

Goals	<ul style="list-style-type: none"> To establish a sustainable framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement To establish a self-evaluation framework to monitor and plan services for children, young people and adults with autism based on the Scottish Governments 10 indicators of best practice.
Lead Partners	<ul style="list-style-type: none"> All services

Action 2014 -2016		
	By Whom	Progress
<ul style="list-style-type: none"> Collate existing information from the One-Stop-Shop consultations; The Scottish Government's Mapping Exercise and the Transitions Project's self-evaluation to inform service planning and practice 	<ul style="list-style-type: none"> Implementation group 	In progress
<ul style="list-style-type: none"> To develop and implement a self-evaluation framework 	<ul style="list-style-type: none"> Implementation group 	To be allocated

Action 2016 - 2019		
	By Whom	Progress

Action 2016 - 2019		
	By Whom	Progress
<ul style="list-style-type: none"> Regular stakeholder events are embedded in multi-agency practice 	<ul style="list-style-type: none"> All services 	To be done
<ul style="list-style-type: none"> The self-evaluation process is embedded in multi-agency practice 	<ul style="list-style-type: none"> All services 	To be done
Action 2019 - 2024		
	By Whom	Progress
<ul style="list-style-type: none"> Regular stakeholder events are embedded in multi-agency practice 	<ul style="list-style-type: none"> All services 	To be done
<ul style="list-style-type: none"> The self-evaluation process is embedded in multi-agency practice 	<ul style="list-style-type: none"> All services 	To be done

Indicator 8

Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with autism

Goals	<ul style="list-style-type: none"> To develop, for all ages, a seamless multi-agency process for assessment of need based on information and views collated during assessment and diagnosis. Services are organised and developed to meet need appropriately
Lead Partners	<ul style="list-style-type: none"> All services
Action 2014 -2016	
<i>For Children and Young People actions will be taken forward within Education and Children's Services as part of the overarching Inclusion Review</i>	
<ul style="list-style-type: none"> Autism friendly educational environments are developed across all Aberdeen City's school settings with particular attention to sensory issues 	<ul style="list-style-type: none"> Education and Children's Services
<ul style="list-style-type: none"> Children and young people with autism benefit from social skills experience and training 	<ul style="list-style-type: none"> Education and Children's Services Transitions Project
<ul style="list-style-type: none"> Services are developed for young people with Asperger's Syndrome, which focus specifically on social communication skills and social activities both before and after leaving school 	<ul style="list-style-type: none"> Education and Children's Services Transitions Project Commissioned services, e.g. VSA, NAS Social Care Implementation Group
<ul style="list-style-type: none"> Self Directed Support is used creatively, for those eligible, to develop pathways for young people with autism in preparation for leaving school 	<ul style="list-style-type: none"> Employment Scotland
<ul style="list-style-type: none"> Multi-agency planning is consolidated and embedded in practice for all children and young people with autism, within the GIRFEC staged intervention process as appropriate 	<ul style="list-style-type: none"> Education and Children's Services, and related services
	Progress
	In progress
	In progress
	In progress
	In progress
	In progress
	In progress

Action 2014 -2016		By Whom	Progress
<ul style="list-style-type: none"> ○ Links between diagnosis and intervention are strengthened to ensure that educational provision is informed by assessment and developed in partnership with parents/carers and young people ○ A social/life skills programme is developed for young people in the 18-25 year age group 	<ul style="list-style-type: none"> • Mental Health Education and Children's Services • Parents/Carers • Implementation Group 	In progress	To be done
<p><i>For Adults</i></p> <ul style="list-style-type: none"> ○ Assessments are in place for those who are eligible in terms of need. A Self Directed Support pathway process is developed to agree personal outcomes, budgets and making a support plan. ○ Development of the commissioning service to identify and meet agreed outcomes and develop the Self Directed Support process ○ Existing links between Social Care and Communities, Housing & Infrastructure Service at strategic and operational level are consolidated ○ Consideration is given to developing a Housing Needs Assessment process for people with High Functioning autism and Asperger Syndrome ○ Communities, Housing & Infrastructure Service consider autism-related issues such as sensory needs and safety when allocating housing. ○ Creative use of Self Directed Support to create pathways particularly at points of transition 	<ul style="list-style-type: none"> • Adult services/Care Management • Adult services/Care Management • Social Care • Communities, Housing & Infrastructure Service • Social Care • Housing • Communities, Housing & Infrastructure Service • Social Care 	In progress	In progress
<ul style="list-style-type: none"> • Community Planning consider 'autism friendly' adjustments to mainstream provision and activities e.g. cinema screenings; use of public transport; community and sports centres • Engagement with key professionals in the criminal justice system to improve the experience of people with autism and to inform practice 	<ul style="list-style-type: none"> • Community Planning • Implementation group 	In progress	In progress

Action 2014 -2016		By Whom	Progress
		<ul style="list-style-type: none"> • Legal representatives • SPS • Police Scotland 	
	<ul style="list-style-type: none"> • Consolidation of the Autism Alert card scheme 	<ul style="list-style-type: none"> • Police Scotland • All services 	In progress
	<ul style="list-style-type: none"> • Building on the existing GIRFEC framework, multi-agency planning for children, young people and adults with Asperger syndrome is discussed as a priority 	<ul style="list-style-type: none"> • Implementation group 	To be done
	<ul style="list-style-type: none"> • Post-school action plan is developed to address the needs of young people with Asperger's Syndrome/High Functioning Autism, leaving school: <ul style="list-style-type: none"> ○ Post school transitions ○ Awareness raising of autism in colleges and universities / consolidation of support arrangements ○ Preparation for employment/raised awareness of employers ○ Social activities ○ Social/life skills training ○ Use of Self Directed Support 	<ul style="list-style-type: none"> • Implementation Group • Workshop task • Education and Children's Services • Further Education • Social Care • Mental Health • Skills Development • Scotland • Aberdeen • Guarantees 	To be done
Action 2016 - 2019		By Whom	Progress
	<ul style="list-style-type: none"> • Children, young people and adults have easy access to an appropriate assessment of need process. Those eligible for services, can report positive outcomes within reasonable budgetary constraints and/or are signposted to alternate opportunities within their communities • There is increased community capacity within Aberdeen for all, offering people with autism reduced dependency on services, leading to improved outcomes as active citizens • People with autism are confident to use and have improved access to universal services 	<ul style="list-style-type: none"> • Stakeholders 	To be done

Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> Services collaborate to collate feedback from service users to inform practice accordingly 	<ul style="list-style-type: none"> All services 	To be done
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> Parents/carers and individuals with autism can report having taken part in person centred assessment of need processes, and where eligible fro services, with positive outcomes within reasonable budgetary constraints. 	<ul style="list-style-type: none"> Implementation Group Parents/carers and people with autism 	To be done

Indicator 9

Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.

<p>Goals</p>	<ul style="list-style-type: none"> • To ensure key transitions are well-planned for and managed to allow the individual with autism to cope with major changes in their lives. This involves transfer of information from one establishment or agency to another, good communication and application of data, personalised induction processes and involvement of the individual and their families • To develop multi-agency processes, where appropriate, to facilitate transition planning at key stages for children, young people and adults with autism • To embed person-centred planning in multi-agency practice
<p>Lead Partners</p>	<ul style="list-style-type: none"> • All services

Action 2014 -2016		By Whom	Progress
<p><i>For Children and Young People</i></p> <ul style="list-style-type: none"> ○ Transition processes are further developed for key stages, i.e. pre-school/P1, P7/S1 and post school. Existing processes are consolidated. 	<ul style="list-style-type: none"> • Education and Children's Services 	<p>In progress</p>	
<p><i>For Adults</i></p> <ul style="list-style-type: none"> ○ Supports are developed for young people entering employment 	<ul style="list-style-type: none"> • Implementation group • Social Care • Careers Scotland • Employment Scotland 	<p>To be progressed</p>	
<ul style="list-style-type: none"> ○ For school leavers with learning disabilities processes are developed to ensure a smooth transition from children's to adult services 	<ul style="list-style-type: none"> • Social Care • Education and Children's Services 	<p>In progress</p>	

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> ○ Young people with Asperger Syndrome and High Functioning Autism have access to appropriate support and information 	<ul style="list-style-type: none"> ● Implementation group 	To be allocated
Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> ● Children and young people experience transitions at key stages which are smooth, individualised and well supported by the involvement of their families 	<ul style="list-style-type: none"> ● Education and Children's Services ● Related services 	In progress
<ul style="list-style-type: none"> ● Young people leaving school are signposted to appropriate information and support 	<ul style="list-style-type: none"> ● Education and Children's Services ● Social Care ● Skills Development Scotland 	In progress
<ul style="list-style-type: none"> ● Creative use of Self Directed Support 	<ul style="list-style-type: none"> ● Education and Children's Services ● Social Care ● Skills Development Scotland 	In progress
<ul style="list-style-type: none"> ● Universities and the College develop their provision for young people with autism 	<ul style="list-style-type: none"> ● Universities ● College ● Educational Psychology Service 	In progress
<ul style="list-style-type: none"> ● Information sharing protocols are established to ensure effective planning for people involved in the criminal justice system 	<ul style="list-style-type: none"> ● Education and Children's Services ● Social Care ● Police Scotland ● Prison Service 	In progress
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> ● Children and young people experience transitions at key stages which are smooth, individualised and well supported by the involvement of their families 	<ul style="list-style-type: none"> ● Education and Children's Services ● Related Agencies 	To be reviewed

Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> Young people leaving school have access to appropriate information and support through Further Education and into employment 	<ul style="list-style-type: none"> Education and Children's Services Social Care Skills Development Scotland 	To be reviewed
<ul style="list-style-type: none"> Individuals with autism receive a service from staff who are autism aware 	<ul style="list-style-type: none"> Autism Action Plan Group Police Scotland Legal Representatives SPS 	To be reviewed
<ul style="list-style-type: none"> Adults with autism receive appropriate support to facilitate significant transitions in their lives 	<ul style="list-style-type: none"> All services Families/carers 	To be reviewed
<ul style="list-style-type: none"> Processes for early identification, assessment, diagnosis and intervention are refined 	<ul style="list-style-type: none"> All services 	To be done
<ul style="list-style-type: none"> Quality assurance is embedded in practice 	<ul style="list-style-type: none"> All services 	To be done

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Equality and Human Right Impact Assessment: The Form



Aberdeen City Council

EHR/IA

There are separate guidance notes to accompany this form – “Equality and Human Rights Impact Assessment – the Guide.” Please use these guidance notes as you complete this form. Throughout the form, **the word “proposal” refers to policy, strategy, plan, procedure, report or business case.** This then, embraces a range of different actions such as setting budgets, developing high level strategies and organisational practices such as internal restructuring. Please also refer to the “Completion Terminology” at the end of the form.

1: Equality and Human Rights Impact Assessment- Essential Information	
Name of Proposal: Aberdeen City Autism Strategy & Action Plan	Date of Assessment: 6 January 2015
Service: Adult Services	Directorate: Social Care & Wellbeing
Committee Name or delegated power reference (Where appropriate): Education & Children's Services	Date of Committee (Where appropriate): 29 January 2015
Who does this proposal affect? Please Tick ▼	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> Employees <input type="checkbox"/> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> Job Applicants <input type="checkbox"/> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> Service Users <input type="checkbox"/> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> Members of the Public <input type="checkbox"/> </div> <div style="display: flex; align-items: center;"> Other (List below) <input type="checkbox"/> </div> </div>

2: Equality and Human Rights Impact Assessment- Pre-screening

Is an impact assessment required?

Yes

No

If No, what is the evidence to support this decision?
(Once this section is completed, please complete section 8 of the form).

3: Equality and Human Rights Impact Assessment

<p>a- What are the aims and intended effects of this proposal?</p>	<p>The aim of Aberdeen City's Strategy for Autism is to develop integrated services to enable individuals with autism to lead lives that are as independent, purposeful and fulfilling as possible.</p>
<p>b- What equality data is available in relation to this proposal? (Please see guidance notes)</p>	<p>Autism is a lifelong developmental disorder sometimes referred to as autism spectrum disorder or autism spectrum condition. It includes conditions such as classic autism and Aspergers. It affects people differently with some being able to live independently while others will need very specialist support.</p> <p>Autism costs the UK more than £34 billion a year according to new research from the London School of Economics (LSE). The cost of providing care for each person with complex needs involving ASD and affected by a learning disability through his or her lifespan, is reported to be £1.5 million in the UK.</p> <p>Prevalence studies of children in Scotland point to an incidence of 90 in 10,000 children. This suggests that there are over 50,000 people in Scotland with autism and of these, an estimated 40% have a diagnosed learning disability. People at the higher functioning end of the autism spectrum meet the criteria for Asperger's Syndrome or High Functioning Autism. It has not been possible to audit accurate data on adults in Scotland but the</p>

	<p>Scottish Consortium for Learning Difficulties reports that in Aberdeen City there are 96 adults with an autism diagnosis, mostly with learning difficulties. Prevalence figures, however, estimate there are, in reality, approximately 2000 people in Aberdeen City with autism.</p> <p>An audit carried out in 2013 Additional Support for Learning and Young Carers report to Parliament) states that in Aberdeen City there are 2393 (recorded) children and young people in education who have additional support needs. Of those, 291 are recorded as having autism.</p>
<p>c- List the outcomes from any consultation that relate to equalities and/or human rights issues e.g. with employees, service users, Unions or members of the public that has taken place in relation to the proposal.</p>	<p>The information presented within the Aberdeen City Strategy was collated from the following opportunities for consultation:</p> <ul style="list-style-type: none"> • The Scottish Government’s Mapping Exercise (2012), which involved a wide range of stakeholders, service users, carers, etc. • The One Stop Shop consultations with individuals with autism, their families and service representatives (2012). • Ongoing consultation with users (including, people on the spectrum, service users, carers, family members, and social care workers) of the One Stop Shop. • Ongoing communication with members of the Triple A’s (peer support group for people on the spectrum). • NAS Ellon Branch conference (2012). • Workshops with young people and their families (2014).

	<ul style="list-style-type: none"> • Transitions Project evaluation (2014). • Word Café event (June 2014), which involved a wide range of stakeholders, service users, carers, etc. • Range of individual meetings and consultation with other key stakeholders. <p>The above all contributed to the development of the Aberdeen City Autism Strategy and Action Plan.</p>
<p>d- Financial Assessment</p> <p>If applicable, state any relevant cost implications or savings expected from the proposal.</p>	<p>Costs (£)</p> <p>Implementation cost <input type="text" value="£"/></p> <p>Projected Savings <input type="text" value="£"/></p>
<p>e- How does this proposal contribute to the public sector equality duty: to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations?</p>	

The Vision, Values and Goals outlined in the Scottish Strategy for Autism underpin the Aberdeen City Strategy for Autism.

Vision

“Our vision is that individuals on the autism spectrum are respected, accepted and valued by their communities and have confidence in services to treat them fairly so that they are able to have meaningful and satisfying lives” (Scottish Strategy for Autism, 2011)

Values

- **Dignity:** people should be given the care and support they need in a way which promotes their independence and emotional well-being and respects their dignity;
- **Privacy:** people should be supported to have choice and control over their lives so that they are able to have the same chosen level of privacy as other citizens;
- **Choice:** care and support should be personalised and based on the identified need and wishes of the individual;
- **Safety:** people should be supported to feel safe and secure without being over-protected;
- **Realising potential:** people should have the opportunity to achieve all they can;
- **Equality and diversity:** people should have equal access to information assessment and services. Health and social care agencies should work to redress inequalities and challenge discrimination

People with ASD expect to have the support of professionals working together in their best interests to make these values a reality.

f- How does this proposal link to the Council’s Equality Outcomes?

The Strategy for Autism set out a 10 year agenda for change that addresses the entire autism spectrum and the whole lifespan of people living with ASD which will give individuals on the autism spectrum a meaningful and satisfying life built on:

- people being given the care and support they need in a way which promotes their independence and emotional well-being and respects their dignity; **[Equalities Outcome 7 & 13.]**
- people being supported to have choice and control over their lives so that they are able to have the same chosen level of privacy as other citizens;
- services being personalised and based on the identified needs and wishes of the individual;
- people being supported to feel safe and secure without being overprotected;
- people having the opportunity to achieve all they can; **[Equalities Outcome 18. a. & b.]**
- people having equal access to information assessment and services;
- agencies should work to redress inequalities and challenge discrimination.

Services for people with autism should be embedded into this approach by building partnerships and developing a shared understanding of promoting inclusion which also underpins the values and vision of the Scottish Strategy.

To help achieve this, the strategy outlines ten indicators for current best practice in the provision of effective Autism Spectrum Disorder (ASD) services:

- A local Autism Strategy developed in co-operation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with ASD and carers are reflected and incorporated within local policies and plans.
- Access to training and development to inform staff and improve the understanding amongst professionals about ASD. **[Equalities Outcome 5; Equalities Outcome 19. a. & b.]**
- A process for ensuring a means of easy access to useful and practical information about ASD, and local action, for stakeholders to improve communication. **[Equalities Outcome 6.]**
- An ASD Training Plan to improve the knowledge and skills of those who work with people who

have ASD, to ensure that people with ASD are properly supported by trained staff. **[Equalities Outcome 5; Equalities Outcome 19. a. & b.]**

- A process for data collection which improves the reporting of how many people with ASD are receiving services and informs the planning of these services.
- A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and remove barriers.
- A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.
- Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with ASD. **[Equalities Outcome13.]**
- Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.
- A self-evaluation framework to ensure best practice implementation and monitoring.

4: Equality Impact Assessment - Test

What impact will implementing this proposal have on employees, service users or other people who share characteristics protected by *The Equality Act 2010* ?

Protected Characteristic:	Neutral Impact: Please ✓	Positive Impact: Please ✓	Negative Impact: Please ✓	Evidence of impact and if applicable, justification where a ' <i>Genuine Determining Reason</i> '* exists *(see completion terminology)
Age (People of all ages)		✓	✓	As noted, the aim of Aberdeen City's Strategy for Autism is to develop integrated services to enable individuals with autism (across the whole lifespan) to lead lives that are as independent, purposeful and fulfilling as possible.
Disability (Mental, Physical, Sensory and Carers of Disabled people)		✓		As above.
Gender Reassignment	✓			
Marital Status (Marriage and Civil Partnerships)	✓			
Pregnancy and Maternity	✓			

Equality Impact Assessment Test:				
What impact will implementing this proposal have on employees, service users or other people who share characteristics protected by <i>The Equality Act 2010</i> ?				
Protected Characteristic:	Neutral Impact: Please ✓	Positive Impact: Please ✓	Negative Impact: Please ✓	Evidence of impact and if applicable, justification where a 'Genuine Determining Reason'* exists *(see completion terminology)
Race (All Racial Groups including Gypsy/Travellers)	✓	✓	✓	
Religion or Belief or Non-belief	✓			
Sex (Women and men)	✓			
Sexual Orientation (Heterosexual, Lesbian, Gay And Bisexual)	✓			

Other (e.g: Poverty)				
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5: Human Rights Impact Assessment Test	
Does this proposal have the potential to impact on an individual's Human Rights? Evidence of impact and , if applicable, justification where the impact is proportionate	
Article 2 of protocol 1: Right to education	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Evidence: <input type="text"/></p>
Article 3: Right not to be subjected to torture, inhumane or degrading treatment or punishment	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Evidence: <input type="text"/></p>

<p>Article 6: Right to a fair and public hearing</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Evidence: </p>
<p>Article 8: Right to respect for private and family life, home and correspondence</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Evidence: </p>
<p>Article 10: Freedom of expression</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Evidence: </p>
<p>Article 14: Right not to be subject to discrimination</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Evidence: </p>

<p>Other article not listed above, please state:</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>Evidence:</p>
<p>6: Assessment Rating:</p>	
<p>Please rate the overall equality and human right assessment (Please see Completion terminology)</p>	<p><input type="checkbox"/> Red <input type="checkbox"/> Red Amber <input type="checkbox"/> Amber <input checked="" type="checkbox"/> Green</p>
<p>Reason for that rating:</p>	<p>As noted, the aim of Aberdeen City's Strategy for Autism is to develop integrated services to enable individuals with autism to lead lives that are as independent, purposeful and fulfilling as possible. Thus, adoption of the Strategy & Action Plan is designed to improve services to people on the spectrum.</p>

	<p>However, potential risks associated with not adopting the Strategy & Action Plan, and thus not achieving the outcomes in the strategy include:-</p> <ul style="list-style-type: none"> • increasing costs to statutory services including Addictions, Criminal Justice, Police Scotland, Children's Services, Health and Social Care, etc; • poorer outcomes for those with autism and their families including less ability to succeed within education, gain employment, etc; • reduced ability to meet the Single Outcome Agreement Targets; • potential negative future inspections due to failure to implement the Scottish Autism Strategy.
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7: Action Planning			
As a result of performing this assessment, what actions are proposed to remove or reduce any risks of adverse outcomes identified on employees, service users or other people who share characteristics protected by <i>The Equality Act 2010</i> ?			
Identified Risk and to whom:	Recommended Actions:	Responsible Lead:	Completion Date:

8: Sign off					
Completed by (Names and Services) :			Peter McDonnell, Planning & Development Manager, Social Care & Wellbeing		
Signed off by (Head of Service) :					
Please send an electronic copy of your completed EHRIA - without signatures - together with the proposal document and/or committee report to:					

Equalities Team
 Customer Service and Performance
 Corporate Governance
 Aberdeen City Council
Business Hub 13
 Second Floor North
 Marischal College
 Broad Street
 Aberdeen
 AB10 1AB

Telephone 01224 523039 Email sandrab@aberdeencity.gov.uk

9: Completion Terminology:

<p>Assessment Pre-screening Rating:</p>	<p>This section will highlight where there is the obvious potential for a negative impact and subsequent risk of negative media coverage and reputational damage to the Council. Therefore, a full impact assessment is required, for example around sensitive issues such as marching, Gypsy/ Traveller issues, change to social care provision. It should also be completed to evidence why a full impact assessment was not required, example, there is no potential negative impact on people.</p>
<p>Assessment</p>	<p>After completing this document, rate the overall assessment as follows: Red: As a result of performing this assessment, it is evident that we will discriminate</p>

<p>Rating:</p>	<p>(direct, indirect, unintentional or otherwise) against one or more of the nine groups of people who share <i>Protected Characteristics</i>. It is essential that the use of the proposal be suspended until further work or assessment is performed and the discrimination is removed.</p> <p>Red Amber: As a result of performing this assessment, it is evident that a risk of negative impact exists to one or more of the nine groups of people who share <i>Protected Characteristics</i>. However, a genuine determining reason may exist that could legitimise or justify the use of this proposal and further professional advice should be taken.</p> <p>Amber: As a result of performing this assessment, it is evident that a risk of negative impact exists and this risk may be removed or reduced by implementing the actions detailed within the <i>Action Planning</i> section of this document.</p> <p>Green: As a result of performing this proposal does not appear to have any adverse impacts on people who share <i>Protected Characteristics</i> and no further actions are recommended at this stage.</p>
<p>Equality Data:</p>	<p>Equality data is internal or external information that may indicate how the proposal being analysed can affect different groups of people who share the nine <i>Protected Characteristics</i> – referred to hereafter as ‘<i>Equality Groups</i>’.</p> <p>Examples of <i>Equality Data</i> include: (this list is not definitive)</p> <ol style="list-style-type: none"> 1: Application success rates by <i>Equality Groups</i> 2: Complaints by <i>Equality Groups</i> 3: Service usage and withdrawal of services by <i>Equality Groups</i> 4: Grievances or decisions upheld and dismissed by <i>Equality Groups</i>
<p>Genuine</p>	<p>Certain discrimination may be capable of being justified on the grounds that:</p>

Determining Reason	<p>(i) A genuine determining reason exists</p> <p>(ii) The action is proportionate to the legitimate aims of the organisation</p>
Human Rights	<p>Where this is identified, it is recommended that professional and legal advice is sought prior to completing an Equality Impact Assessment.</p> <p>The rights set out in the European Convention on Human Rights, as incorporated into the UK Law by the Human Rights Act 1998.</p>
Legal Status:	<p>This document is designed to assist us in “<i>Identifying and eliminating unlawful Discrimination, Harassment and Victimisation</i>” as required by <i>The Equality Act Public Sector Duty 2011</i>. An Equality Impact Assessment is not, in itself, legally binding and should not be used as a substitute for legal or other professional advice.</p>

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