

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	2 July 2024
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Learning Disabilities, Autism and Neurodivergence Bill
REPORT NUMBER	F&C/24/193
EXECUTIVE DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Graeme Simpson
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TERMS OF REFERENCE	2.1.1

1. PURPOSE OF REPORT

To share with members the introduction of the Learning Disabilities, Autism and Neurodivergence Bill and its implications for services in Aberdeen City.

2. RECOMMENDATIONS

That Committee:-

- 2.1 note the report and the intentions of the Learning Disabilities, Autism and Neurodivergence (LDAN) Bill; and
- 2.2 instruct the Chief Officer, Children's Social Work & Family Support/CSWO to provide an update on progress of the Bill as appropriate.

CURRENT SITUATION

3.1 Background

3.1.1 In December 2023 the Scottish Government commenced a consultation on the LDAN Bill. The consultation closed on 21 April 2024. A response led by the Health and Social Care Partnership, involving key Council services including but not restricted to Education and Children's Social Work was submitted.

3.1.2 The Consultation Paper was co-designed with people with lived experience and sought views on who the Bill should apply to as well as proposals on overarching themes such as:

- inclusive communications,
- data,
- mandatory training in the public sector;

3.1.3 In addition specific proposals were made in relation to the themes of:

- health and wellbeing,
- social care, education,

- transport.

3.1.4 The Bill is a significant piece of legislation that will have implications for many Council services. It also will have implications for the Health and Social Care Partnership. In view of this it is the intention for the Bill to be considered on a collaborative and integrated basis. Inevitably there will be changes to the Bill as it progresses through the parliamentary process and colleagues will be tracking these to inform our planning for this major piece of legislation. At this stage, the Scottish Government has not set out a clear timeline regarding the drafting of a Bill and the subsequent parliamentary process.

OVERARCHING THEMES

3.2 Statutory strategies

3.2.1 There is currently no formal or legislative requirement for national strategies specifically aimed at neurodivergent conditions or learning disabilities.

3.2.2 What can the LDAN Bill do? The Bill proposes to take a broad approach while recognising there will always be a need for distinct policies. A broad approach will recognise the whole person and the way that services and support are delivered. The Bill could:

- Require the Scottish Government to produce a national strategy.
- Require public bodies, such as health and social care partnerships and local authorities, to produce local strategies which are reviewed on a regular basis.
- Make sure that people with lived experience are involved.

3.2.3 **Mandatory training in the public sector** – The Bill contends in order to improve services, reduce stigma and deliver improved outcomes there needs to be greater awareness and understanding of neurodivergent people and people with learning disabilities across public bodies. There is an existing duty in England for all health and social care service providers to provide training appropriate to their role on autism and learning disabilities. People with lived experience strongly supported this suggestion.

3.3 Inclusive communication

3.3.1 The use of inclusive communication is vital in allowing neurodivergent people and people with learning disabilities to know and exercise their rights, to live independently and to participate fully in life. People with lived experience highlighted a need for a better understanding of communication needs, and more use of alternative formats, including easy-read editions.

3.3.2 Experience from the COVID pandemic saw positive moves to be more inclusive in public messaging. There is a desire to build on this. The Equality Act 2010 requires public authorities to work towards - eliminating unlawful discrimination, harassment and victimisation - advancing equality of opportunity - fostering good relations between people who share a protected characteristic and those who don't.

3.3.3 What can the LDAN Bill do? The Bill could provide a strong focus on how public authorities can meet the communication needs of neurodivergent people and people with learning disabilities. The Bill could:

- Provide a right to request alternative means of communication.
- Provide for people to request access to a practitioner with specialist training.
- Provide better access to easy-read versions of public facing communications and documents.
- Ensure local and national strategies include how the specific communications needs of neurodivergent people and people with learning disabilities have been met.

3.3.4 The Bill recognises the need to further consider if existing complaints systems meet the needs of neurodivergent people and people with learning disabilities.

3.4 Data

3.4.1 The lack of data can restrict evidence-based policy making, and disrupt planning. It is important that neurodivergent people and people with learning disabilities are visible in data collection in relevant areas, for example in employment data. Those with lived experience highlighted other areas including health and wellbeing where improved data collation is required but with a need to ensure neurodivergent people have the right to access their own data.

3.4.2 What can the LDAN Bill do? The Bill could:

- provide a legal basis for data collection to better understand and respond to the circumstances and needs of neurodivergent people and people with learning disabilities. If a Commission/Commissioner is created, their functions could include collecting and analysing data.
- Impose duties on public bodies to collect data on neurodivergent people and people with learning disabilities and make returns to the Scottish Government.
- Give consideration to the development of a programme to ensure that when someone with a learning disability dies, a review happens to identify why they died and share the learnings. This would seek to reduce health inequalities and the number who die prematurely.

3.5 Independent advocacy

3.5.1 We know that neurodivergent people and people with learning disabilities often don't know what rights they have, and can struggle to access them. People with lived experience highlight a need for greater access to independent advocacy in a range of settings, including health, social care, education, employment, benefits and housing. The Mental Welfare Commission published a report in 2023 on the provision of advocacy. This proposed introducing a consistent approach and definition of independent advocacy. If a Commission is created, it should be responsible for ensuring the provision of independent advocacy.

3.5.2 What can the LDAN Bill do? The Scottish Government is examining how to improve rights through independent advocacy along with the creation of a National Care Service. There is a desire to ensure any approach is consistent and takes a cross Government perspective to deliver a holistic approach. Given this the Bill does not propose a right to independent advocacy. However as the

right to advocacy currently applies only to the State Hospital, Health Boards and local authorities the Bill could:

- make regulations around the provision of independent advocacy for neurodivergent people and people with learning disabilities.
- place a duty on all public bodies to ensure neurodivergent people and people with learning disabilities are given information about advocacy and how to appoint their own independent advocate.
- identify and gather evidence on specific circumstances where a right to independent advocacy could make a difference.

SPECIFIC THEMES

3.6 Health and wellbeing

3.6.1 Neurodivergent people and people with learning disabilities experience poorer health outcomes than the general population. This results in below-average life expectancy (on average 20 years lower), and increased rates of death by preventable conditions. The life expectancy for people with Profound and Multiple Learning Disabilities (PMLD) is even lower.

3.6.2 Poor health impacts on the ability an individuals' opportunities to be active in communities, access employment and maintain relationships. Action is required to ensure neurodivergent people and people with learning disabilities share the benefits of our health services, including preventative health screening programmes aimed at the whole population. The Scottish Government is currently rolling out annual health checks for people with learning disabilities, with everyone eligible to be offered a check by March 2024.

3.6.3 What can the LDAN Bill do? It is hoped the Bill can create the conditions for neurodivergent people and people with learning disabilities to access health care services. The Bill could:

- impose statutory duty for local strategies to improve the health needs of neurodivergent and learning disability populations.
- legislating for an Accessible Information Standard which would be applicable to NHS Scotland organisations.
- Place a duty on Health Boards, HSCPs and Local Authorities to ensure a person's "passport" is able to follow them through whichever care pathways they need.
- delivery of annual health checks for people with learning disabilities and those with autism

3.7 Mental health and capacity law

3.7.1 Current mental health, capacity and adult support and protection legislation can, in certain circumstances, apply to autistic people and people with learning disabilities. There is recognition that the term "mental disorder" is seen by many as stigmatising and offensive. Those with lived experience have strongly articulated that people with learning disabilities and autistic people should not fall within the definition of 'mental disorder', as life-long conditions cannot be 'treated'.

3.7.2 What can the LDAN Bill do?

A short-term piece of work is being prioritised under the Mental Health and Capacity Reform Programme that will consider the current definition of mental disorder within the Mental Health Act. This will include consideration of whether learning disabilities and autism should continue to fall within the definition, along with updating the language of the definition. If legislative change is required the LDAN Bill may make those changes.

3.8 Social care

3.8.1 People with learning disabilities and neurodivergent people are more likely to require care and support needs than the general population. In 2021, a report by the Fraser of Allander Institute concluded more needed to be done to deliver social care and support for adults with learning disabilities. The Independent Review of Adult Social Care also set out proposals for reform including access, eligibility and assessment.

3.8.2 Those with lived experience highlight a need for better signposting and awareness of what social care support is available, and a programme of monitoring and evaluating how well their needs are met. The Scottish Government is already working to deliver a National Care Service Charter of Rights and Responsibilities, establishing a complaints and redress process, and developing a consistent approach to inclusive communication.

3.8.3 What can the LDAN Bill do? The Bill intends to:

- Require Integration Authorities and local authorities to set out how they and services they commission support their workforce to take better account of the needs of neurodivergent people and people with learning disabilities.
- legislate for a mandatory training requirement.
- legislate for neurodivergent people and people with learning disabilities to be able to request access to alternative means of communication.

3.9 Housing and independent living

3.9.1 Appropriate housing for neurodivergent people and people with learning disabilities enables them to live safe and independent lives. Unsuitable housing can have a negative impact on mobility, mental health, and employment opportunities. Good-quality and timely housing advice and support services are consequently recognised as being important to enable independent living.

3.9.2 There is an acknowledged limited supply of specialist supported housing. In 2018, a report by the Equalities and Human Rights Commission found many disabled people lived in homes that did not meet their needs. Those with lived experience report getting homes adapted appropriately can be a lengthy process. Neurodivergent people and people with learning disabilities are unlikely to know their housing rights, and there is a need for clear and accessible information. The Scottish Government is progressing initiatives to better protect and uphold rights around housing and independent living.

3.9.3 What can the LDAN Bill do? The LDAN Bill intends to bring a focus on how public authorities' duties around housing and independent living can best meet the needs of neurodivergent people and people with learning disabilities. This could include:

- The introduction of specialist advocacy services for housing support.
- Require strategies produced by local authorities to set out how independent living principles are embedded into allocations policies, to ensure real choice and control.
- Require Local Housing Strategies to set out how the needs of neurodivergent people and people with learning disabilities are met.
- Require Integration Authorities to set out how housing, care and health services are integrated; to support people to live independently.
- Introduce a statutory requirement for training for professionals working in health, social care and housing services.
- Consider improvement to data collection on housing and independent living.

3.10 Complex care - Coming Home

3.10.1 We know that some people with learning disabilities who have complex care needs spend longer in hospital than is medically necessary often due to a lack of appropriate community support. We also know that some people are living in out of area placements even though they did not choose to. The Scottish Government has already committed to changing this approach via the Coming Home programme.

3.10.2 There are recognised barriers to delivering the Coming Home Programme. Staffing challenges across health and social care being key. The Scottish Government is working to address these including proposals to introduce a Dynamic Support Register to improve planning and monitoring, a National Support Panel to provide professional advice to health boards and other bodies, and a peer support network for health and social care professionals.

3.10.3 What can the LDAN Bill do? It is proposed the Bill will strengthen the Dynamic Support Registers and the processes around them. This is to ensure greater visibility and consistency of practice for people with learning disabilities and complex care needs at a national level. The Coming Home Implementation Report sought to improve accountability for people with learning disabilities and complex care needs. A National Support Panel would:

- work with Integration Authorities and partners, to provide support and expertise.
- provide checks and balances to ensure that people with learning disabilities are receiving the best care in the most suitable environment
- ensure the voice of families and individuals was captured and heard.

3.11 Relationships

3.11.1 Neurodivergent people and people with learning disabilities can face barriers which make it difficult for them to enjoy healthy and fulfilling lives. Loneliness, social isolation, and poor mental health are often reported. Research indicates that autistic people experience a high incidence of sexual violence, physical violence and bullying. A 2020 survey in Scotland showed social isolation is a reality for many people with learning disabilities. It is estimated that between 40% and 60% of parents with a learning disability have their children removed from their care.

3.11.2 Those with lived experience have identified the need for support to assist making and maintaining relationships. They highlighted the increased risk of

mental health issues among those with LGBT identities but also a continuing emphasis to eliminate violence towards women, girls, and people assigned female at birth. The limited support available to neurodivergent parents was flagged with an ask for more support when interacting with schools and health professionals.

3.11.3 What can the LDAN Bill do? Various initiatives are already underway and making progress, however, there are still challenges to overcome. The Bill identified ways it could support this by:

- Access to Independent Advocacy where a parent with learning disabilities is at risk of their child being taken into care or where a neurodivergent person or person with learning disabilities disclose gender-based violence or abuse.
- Better data collection in relation to gender-based violence affecting women with learning disabilities and the number of parents with learning disabilities where a child has been removed from their care.
- Inclusive communications where there is a risk of a child being removed from parental care or where there is a disclosure of gender-based violence/abuse providing information in an easy-read format as well as access to support from someone who has specialist training.
- Neurodivergent and Learning Disabilities Strategies would require local authorities to set out how a multi-disciplinary/Whole Family Approach is being implemented to support parents as well as how RSHP education is delivered. In addition local authorities would be expected to set how services will promote inclusion in communities. If the Act extends to include Police Scotland there would be an expectation that people with learning disabilities are provided with specialist support to report gender-based violence and abuse.
- The Bill proposes to explore whether a new or existing body should investigate cases of child removal from parents with learning disabilities.

3.12 Access to digital technology

3.12.1 Digital access has become increasingly important to the way we live. Learning and employment opportunities, as well as transactions in areas of life rely more and more on digital access. The technology also helps us all keep in touch with family, friends and community. Neurodivergent people and people with learning disabilities are at particular risk of being digitally excluded. There is a need for awareness and training in terms of how to use technology safely, and developments must consciously consider those who are digitally excluded.

3.12.2 What can the LDAN Bill do? The Bill could:

- ensure digital skills training and support is available to people with learning disabilities.
- gather data on individuals with learning disabilities and neurodivergent needs accessing/using technology

3.13 Employment

3.13.1 As well as providing an income, employment contributes to independent living, and helps people feel valued. We know many neurodivergent people and people with learning disabilities face barriers to securing employment. In 2016,

the Scottish Government committed to halving the Disability Employment Gap, which stands at 31.9 percentage points.

3.13.2 There is a lack of robust data on employment rates for people with learning disabilities, but it is estimated the employment rate is as low as 7%, and 16% for autistic people. Those with lived experience often feel excluded from the world of work. They want support to find work and hold down a job. Workplaces are often poorly adapted to the needs of neurodivergent people and people with learning disabilities with a lack of clarity on what reasonable adjustments look like and what employers can be expected to do.

3.13.3 What can the LDAN Bill do? It is not proposed the Bill will include legislative change in this area. The Equality Act 2010 provides a legal framework to protect the rights of individuals and advance equality for all. The power to legislate on equalities matters is limited as this is a reserved matter.

3.13.4 The Scottish Government is simplifying the employability system through the implementation of No One Left Behind. Additionally work is underway to help reform workplace culture and promote inclusivity, understanding and acceptance. The Fair Work Action Plan incorporates actions on tackling the gender pay gap and the disability employment gap. Investment of almost £1m has been committed to improve the recruitment and retention of disabled people.

3.14 Social Security

3.14.1 Social security is a human right, and essential in tackling inequality. As noted neurodivergent people and people with learning disabilities are less likely to be in employment and more likely to need social security support. The latest full year data estimated the employment rate for disabled people aged 16 to 64 at 50.7%, while for non-disabled people the rate was 82.5%.

3.14.2 Those with lived experience highlighted the limit of 16 hours of work per week before social security benefits can be taken away made it difficult to find employment. Additionally being repeatedly re-assessed for benefits was undignified and stressful. Social security rules and processes were considered complex and should be simplified with communication clearer. The key social security benefits that neurodivergent people and people with learning disabilities rely on are delivered by the UK Government.

3.14.3 What can the LDAN Bill do? The Bill recognises that many of the concerns raised by those with lived experience are reserved matters. The Bill however could:

- Require Social Security Scotland to report on how its communication strategies take account of the needs of people with learning disabilities and neurodivergent people.
- explore whether there should be a statutory requirement for training on learning disabilities and neurodivergence for some Social Security Scotland staff.
- explore how current data reporting could be disaggregated further.

3.15 Justice

3.15.1 The term 'justice' refers to both the civil and criminal justice systems. Several reports highlight an increased likelihood of neurodivergent people and people with learning disabilities coming into contact with the criminal justice system, both as victims and witnesses, and as offenders. Work is being progressed to address issues for younger people, including the incorporation of the UN Convention on the Rights of the Child into Scots Law. The Youth Justice Improvement Board is looking at children's rights within the youth justice system, and some areas are developing youth courts. The Scottish Children's Reporter has developed a disability toolkit that allows for the identification of additional needs in the children's hearing system.

3.15.2 Individuals with lived experience recommended the Scottish Prison Service report publicly on neurodivergent people and people with learning disabilities held in prison. They also suggest Police Scotland and other public bodies should provide disability awareness training to staff.

3.15.3 What can the LDAN Bill do? It is acknowledged a lot is happening across the justice system that could be positive for neurodivergent people and people with learning disabilities. Trauma-focused work is a key theme. The Bill could bring together a national strategy to deal with neurodivergence and learning disabilities in justice. The Bill could:

- Place a duty on public bodies to identify neurodivergence and learning disabilities when people come into contact with the criminal justice system.
- Provide better access to easy-read versions of communications/documents.
- Provide for neurodivergent people to request access to alternative means of communication.
- Extend the requirement for mandatory training for staff in the civil and criminal justice systems.
- A requirement to identify needs would allow for better information to be provided to the Crown Office to inform decisions about Diversion from Prosecution (DfP).

3.16 Restraint and seclusion

3.16.1 Neurodivergent people and people with learning disabilities can have negative experiences where restraint or seclusion is used inappropriately. This can happen in places like schools, hospitals and care settings. It is not acceptable for anyone to be subject to the misuse of restrictive practices.

3.16.2 Several Acts set out offences regarding the use and misuse of restraint in certain settings, and the Mental Welfare Commission has published guidance. The Scottish Government is developing new rights-based non-statutory guidance on the use of restraint in schools. If necessary, legislative options will be considered. For adults, the Mental Health and Capacity Reform Programme will scope work to reduce the use of coercion and restrictive practices.

3.17 Transport

3.17.1 Travel can help people enjoy a fulfilling life, and reduce social isolation. Neurodivergent people and people with learning disabilities face barriers in accessing travel/transport. This includes the need to prevent bullying and harassment so that disabled people could feel safe using public transport. A

report in June 2023 set out the challenges around transport specifically for neurodivergent people and people with learning disabilities, which include: reliability; behaviour of others, cuts in services and anxiety.

3.17.2 The Connected Scotland report heard that people wanted better and more accessible information about services and timetables, the removal of physical barriers at stops and stations and on vehicles, as well as greater awareness and training for transport staff.

3.17.3 What can the LDAN Bill do? A wide ranging programme of work is underway to make improvements for disabled people when travelling. This work is being informed and influenced by people with lived experience. The Bill could explore:

- Requiring Regional Transport Partnership's (RTP) to set out how the needs of neurodivergent people and people with learning disabilities are considered and met.
- requiring RTP travel strategies to set out how staff are being trained in disability awareness, with specific training on neurodivergence and learning disabilities.
- extending the mandatory training requirement to transport staff in Scotland.

3.18 Education

3.18.1 Concerns have consistently been raised that neurodivergent children and young people, and children and young people with learning disabilities are not having their right to education fulfilled and are not fulfilling their potential. The Education (Additional Support for Learning) (Scotland) Act 2004 sets out rights, duties and obligations pertaining to children and young people with additional support needs (ASN). The Morgan Review of Additional Support for Learning concluded that implementation was inconsistent, and some children and young people were not getting the support they needed. The Morgan Review made several recommendations on key themes including resources, workforce development and support, and leadership and strategic planning.

3.18.2 The Morgan Review noted that there was minimal requirement for focus on additional support for learning as part of Initial Teacher Education (ITE). Probationary teachers reported that they felt ill prepared in terms of knowledge, understanding and practice skills. The report highlighted concerns about both ITE and Continued Professional Development, and recommended nationally specified practice and skills development for all teachers.

3.18.3 What can the LDAN Bill do? ASN legislation was independently reviewed in 2020, and was not found to be deficient. However, there was a gap between the policy intention and its implementation. Whilst a robust action plan is in place, the Bill could:

- require education authorities and schools to include an articulation of how the specific needs of pupils with neurodivergent and learning disability needs have been considered and are being met.
- require the statutory Children's Services Plan Annual Report to include specific consideration of children and young people who are neurodivergent or who have learning disabilities.
- Explore the need to legislate for a) the training requirements for student teachers and ELC practitioners; and, b) the need for mandatory training for

teachers, practitioners on learning disabilities and neurodivergence as part of their CPD.

- seek to better understand all neurodivergent children and their educational outcomes. Data could be collected and published to enable reporting on the attainment gap and to understand the size of this population.

3.19 Transitions to adulthood

3.19.1 There is evidence that the planning and support for disabled young people making the transition to young adult life could be improved. In February 2023 an independent literature review was published on the experiences of young disabled people which found that many suffer stress and uncertainty during their transition to adulthood. Some contributing factors were inadequate planning, changes in support, a lack of clear information, and poor collaboration between services. In October 2023, the Scottish Parliament's Education, Children and Young People Committee noted its concern on the poor experiences of transitions for many disabled young people, and recognised the need for improvement.

3.19.2 What can the LDAN Bill do? Recognising the work already underway the Bill is not proposing new legislation in this area. However, the proposals around inclusive communications and mandatory training for professionals have relevancy as does the need for data collection to better understand how neurodivergent young people and young people with learning disabilities experience the transition to young adult life.

3.20 Implications for Aberdeen City

3.20.1 The Consultation on the LDAN Bill recognises that in many areas there is significant work already taking place at a national and local level to improve the outcomes for neurodivergent people and people with learning disabilities. At a local level this includes but is not restricted to; implementing the learning from the Morgan Review; improving transition planning for young people; monitoring and reporting on the use of restraint and seclusion; and how young people with neurodiverse needs are supported in the justice system.

3.20.2 The Bill also proposes to deliver new duties and responsibilities which the local authority and the Health and Social Care Partnership will be required to deliver on. At this stage of the Bill these cannot be fully planned for. Inevitably the Bill will require amendments to key strategies and potentially require new strategies to be developed. While Aberdeen City has an existing Autism Strategy this will require significant revision to take account of the changes the Bill outlines.

3.20.3 Positive and close collaboration exists between Health and Social Care Partnership (HSCP) and Council colleagues to support neurodivergent people and people with learning disabilities. There are effective existing mechanisms which capture the local lived experience voice of neurodivergent people and people with learning disabilities. It is the shared intention of both agencies to build on this ensuring a joined up and integrated approach to future engagement in respect of the Bill and ultimately to the delivery of any new legislation.

4. FINANCIAL IMPLICATIONS

4.1 There are no immediate financial implications arising out of this report. The financial cost of delivering on the aspirations of the LDAN Bill is likely to be significant. The LDAN Bill notes an intention to deliver preventative and enabling support to reduce subsequent demand. The Financial memorandum that will accompany the Bill will be published during the Bill's passage through the Scottish Parliament.

5. LEGAL IMPLICATIONS

5.1 There are no legal implications arising out of this report, although the Bill proposes some significant legislative changes.

6. ENVIRONMENTAL IMPLICATIONS

6.1 There are no environmental implications arising from this report.

7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	No significant related risks	N/A	N/A	N/A
Compliance	The local authority has existing duties to support and meet the needs of neurodivergent people and people with learning disabilities.	Inspection activity by the Care Inspectorate and Education Scotland supports the delivery of high quality services. This is in addition to internal data collation and self improvement activity.	L	Yes
Operational	Ensuring the effective planning for children and young people who have additional support needs is central to the delivery of GIRFEC – Getting it Right for Every Child.	Delivery of GIRFEC at a local level is overseen by the Children's Services Board. Regular audit work provides for assurance on compliance and where improvement is required.	L	Yes
Financial	There are no significant related financial risks from this report at this stage. As noted in the Financial Implications, should a Bill proceed to become law, there	N/A	L	Yes

	could be significant financial implications to the Council and other partners such as the HSCP.			
Reputational	Failure to deliver on the aspirations of the LDAN Bill will have a reputational impact on the Council. It will also adversely impact on the assessment of Children's Services within future strategic joint inspections	There is active work ongoing from staff across Council Services and the HSCP to consider and plan for the Bill as it progresses through the Parliamentary process.	L	Yes
Environment / Climate	No significant risks identified.	N/A	N/A	N/A

8. OUTCOMES

COUNCIL DELIVERY PLAN

				Impact of Report
Aberdeen City Council Policy Statement				<p>Ensuring the effective planning for neurodivergent children and young people and children and young people with learning disabilities has a direct relevance to the delivery of the following statements contained within the Council Delivery Plan:</p> <ul style="list-style-type: none"> • Ensure local services identify young people with mental health problems and help them get early support and help. • Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems • Continue to seek to support young people to receive care in Aberdeen, through fostering, adoption and other services and seek to reduce "out of authority" placements.
Aberdeen City Local Outcome Improvement Plan				
Prosperous Outcomes	People	Stretch		<p>Ensuring the effective planning for neurodivergent children and young people and children and young people with learning disabilities has a direct relevance to the following stretch outcomes in the LOIP:</p> <p>4. 95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026</p> <p>5. 90% of children and young people will report that they feel mentally well by 2026.</p> <p>6. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>7. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p>

	8. 25% fewer young people (under 18) charged with an offence by 2026.
Regional and City Strategies	Ensuring the effective planning for neurodivergent children and young people and children and young people with learning disabilities is central to the planning for Education and Children's Social Work. This activity is relevant to the Aberdeen City Council Delivery Plan, the Local Outcome Improvement Plan, and the Children's Services Plan.
UK and Scottish Legislative and Policy Programmes	Ensuring the effective planning for children and young people is central to the planning for all children and young people open to Children's Social Work supports the Scottish Government's drive to #KeepthePromise. This wide ranging and ambitious programme impacts on a range of statutory duties on the Council in relation to vulnerable and care experienced children including those contained in the Children(Scotland) Act 1995, Children's Hearings (Scotland) Act 2011, Children & Young People (Scotland) Act 2014, Child Poverty (Scotland) Act 2017 and Children (Scotland) Act 2020.

9. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Previous Integrated Impact Assessment relating to the Bairns Hoose report presented to Committee in February 2024 has been reviewed and no changes required.
Data Protection Impact Assessment	Not required.
Other	Not required.

10. BACKGROUND PAPERS

11. REPORT AUTHOR CONTACT DETAILS

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