



# Our Local Offer for Children and Young People with Autism

York's strategy for children and young people  
with autism – **the executive summary**



Working together with Children, Young People and Families



PLEASE  
SHOWER  
BEFORE  
ENTERING  
POOL  
THANK  
YOU

Emergency Stop



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# Scope of the strategy

This strategy concerns children and young people with special educational needs relating to autism from 0–25 years of age. We have written this with reference to the strategy for adults with autism in the city. We aim to ensure continuity and coherence between all services making a young person's transition into adulthood as smooth and as well supported as possible.

## **The children and young people's autism strategy group**

The autism strategy was commissioned and written by the children and young people's autism strategy group. There is a strong commitment from this group to work across all agencies to improve services and support for children and young people with autism. The group is well established and has good parent representation and multi-agency involvement. Please see the acknowledgement section on page 25 for a list of group members. The autism strategy group reports to the strategic partnership for integrated services for disabled children, which in turn reports to the YorOK Board and the Health and Wellbeing Board.

## **Definitions**

Throughout this strategy the term 'autism' has been used to signify children and young people with a diagnosis of autism, which includes autism, Asperger's Syndrome and atypical autism. It is recognised that a variety of terms have been used for this group including autism spectrum condition (ASC) and autism spectrum disorder (ASD).

Autism is a term used to describe a neurological difference in brain development that has a marked effect on how a person develops. It is a lifelong condition. It is a spectrum condition, which means that, while all people with autism share certain difficulties, their condition will affect them in different ways and to different degrees. Some people with autism are able to live relatively independent lives but others may have accompanying learning disabilities and need a lifetime of specialist support.

Autism symptoms and behaviours include social problems, communication and language problems, imagination delay, sensory processing differences and repetitive or unusual behaviours.

# Introduction

Significant consultation has supported the writing of this strategy. This has led to a better understanding of what works and what needs to be further developed. Parents, carers, children and young people have told us what it is like to have autism in York and how effective support has been at different stages of their lives. The learning from the consultation has been included throughout the document. It is important that it drives change forward in all areas, and that consultation is not seen as a separate activity, tagged on to service development.

We hope you enjoy reading this summary and hearing the voices of children young people, parents and carers featured throughout.

The full strategy document details what is available now for children and young people, what is planned for the next three years and the difference it will make for children, young people and families. In York, we are fully committed to improving services, so that they address the holistic needs of the child and young person. During consultation, parents have told us that:

“ York gives 110% and will do their best for you in comparison to other local authorities. ”

Parent



# Vision

Our vision for disabled young people, including young people with autism, is no different to the vision for all young people in the city of York. Specifically we aim to support young people with autism to fulfil their aspirations through employment, training and volunteering, living as independently as possible and being active members of their community.



# Principles

The principles that underpin this document are child and family centred, based on the social model of disability. All children and young people have the right to access learning, leisure activities, health services and to be happy. It is everyone's responsibility to do all that they can to reduce any barriers to increase their opportunities

Outcomes for children and young people with autism differ from the outcomes of their peers. Services are actively working to reduce these gaps. We know that coordinating support and working closely together will help to ensure all children and young people with autism and their families achieve their potential and are full and active members of their community.

# Where we are now

## Children, young people and their families are central to the planning of their lives

- The ‘Listen to Me’ project supports decision making opportunities for children, young people and their families.
- There has been an increase in person centred approaches in reviews (a 43% – 76% increase in one year).
- Colleagues use creative approaches to support young people’s communication.
- Young people are supported to develop friendships and social opportunities.
- CANDI, parents’ forum, trains parents to take a more active part in their child’s reviews.
- Some families receive direct payments enabling them to creatively decide how their child’s needs are best supported.

“The multi-agency team in school review supported the parents’ and the child’s needs. They help bring out parents’ voices and build confidence.”

Parent consultation evening with NAS

## How we involve parent/carers in the review and planning of services

- Parent/carers are represented on all the multi-agency steering groups.
- Parent/carers and young people co-deliver disability equality training and are part of interview panels for staff working with disabled children.
- Parental views are actively sought to improve service planning.
- Parents have been consulted about what works for children with autism and have co-written the autism strategy.

“The best thing about my review is that I talk to people instead of them talking to me. What I mean is I say what I feel about me and not other people saying about me.”

Young person



### Assessment is accessible

- Early discussion with a health professional or teacher is available if parent/carers have concerns that their child has difficulties related to autism.
- Children under five are referred to a paediatrician if concerns continue.
- Children over five may see a paediatrician or go to Lime Trees, (CAMHS).
- A Lime Trees assessment will include up to six appointments.
- Your child, with your consent, will be discussed at the multi-agency autism forum in order to be given a diagnosis.
- With a diagnosis, children may move on to appropriate intervention, such as attending a social communication course.
- Children are referred to specialist teachers for autism who support schools and families.
- Parent/carers are invited to ASCEND, an 11 week course.
- Where there is uncertainty about a diagnosis a review will be planned.

“It (getting a diagnosis) became a roller coaster of believing our son definitely had Asperger’s Syndrome to he didn’t, which added to the stress of the whole process. ... Finally getting the diagnosis gave an immediate sense of relief that I wasn’t a bad parent and that there was a name that could help define his behaviour. We also started to get help that was relevant to our son and to us as a family.”

Parent

### When children do not meet the criteria for a diagnosis or there is a delay

- Due to the increased number of assessments for autism there is a waiting time of 3 – 4 months.
- Assessment is a complex process – every child is different.
- Parent/carers often experience a range of conflicting emotions, including loss, relief and frustration when their child is diagnosed.
- Occasionally clinicians are uncertain about a diagnosis. If this happens, they will usually continue to offer help to the family, gather further information and reassess a year or so later.
- Some symptoms are very similar to other difficulties or disorders eg severe attachment disorder, hearing difficulties or speech and language difficulties.
- If your child does not receive a diagnosis you should still receive support.
- Families are entitled to a second opinion if they are unhappy.

Some families told us we need to



*Improve support for families whose children do not meet the criteria or are awaiting a diagnosis.*



Parent

### Children in early years have coordinated support

- The specialist early years support team (SEYST) comprises four professional groups: Early Support, Portage, specialist early years teachers (SEN) and an early years educational psychologist. The SEYST team works with children, 0–5 years of age, or until they enter a mainstream or special school setting.
- In the early years there are very few children who have a diagnosis of autism. Children will often show possible symptoms of autism, but it can be very difficult to make a diagnosis when children are very young.
- The SEYST team often works with children and families before a diagnosis of autism and liaises closely with the autism forum. Services offered include:
  - weekly Portage home visits
  - a weekly social communication group at the York Hospital Child Development Centre
  - advice to early years settings
  - support from the specialist educational psychologist for early years
  - coordination and support from the Early Support keyworker coordinator (ESKWC)
  - monthly ‘Time for You’ groups at the children’s centres.

- Following a diagnosis of autism, all members of the team work closely with the specialist teacher for autism and with the speech and language therapists.
- Training is provided for special educational needs coordinators (SENCoS) in early years settings in York through the five day accredited training course and termly SENCo network sessions.



### Young people and families are supported

Families tell us they would like more information and support from services and other families. Young people have made it clear that they feel discriminated against, as they are 'different' from people without autism. They particularly find social relationships difficult and would like additional support in this area.

*We, with Asperger's Syndrome, tend to be discriminated against, both passively and directly. I can honestly say that people with Asperger's Syndrome or perhaps any autism spectrum condition are seemingly looked down upon rather than being placed on the same equal footing of you 'unaffected' people.*

Young person

### Accessing information

Families value information. They want to know what support is available and what is happening in York, so that they can make informed choices.

- York Local Offer booklets, including 'Making Life Easier For You', 'Starting Primary School', 'Starting Secondary School' and 'What Next?'
- Family Information Service; newsletters and personalised information.
- Sports newsletter.
- Short breaks information.
- Email weekly news from Integrated Services for Disabled Children.
- Opportunities Fair for disabled young people and families in transition.
- School newsletters and events.
- Service leaflets and personalised information.
- Referral coordinator information on short breaks and services.
- CANDI forum for parent/carers information.
- National Autism Society national and local branch information.
- Regular emails on autism related events from specialist teachers.

## Short breaks

- A short break is any service that allows a disabled child to have an enjoyable activity and gives their parent/carer a break from caring duties.
- Short breaks can be for a few hours or longer, including overnight. Families will have an assessment to see if they meet the criteria for short breaks. For more information, families can contact the referral coordinator.

**T:** 01904 555693

**W:** [www.yor-ok.org.uk/Parent/Disability/AdditionalNeeds/shortbreaks](http://www.yor-ok.org.uk/Parent/Disability/AdditionalNeeds/shortbreaks)

- TESS provide training and education for short break services.  
For example, TESS can train Brownie leaders or work placement staff about autism.

**E:** [allied.healthcare@nhs.net](mailto:allied.healthcare@nhs.net)

## Support groups/courses for families

The following groups are organised by Lime Trees:

**T:** Lime Trees: 01904 726610.

- ASCEND is an 11 week course for parents and carers. They can be referred by health, education or social care professionals.
- Groups for siblings of children with learning disabilities and/or autism each run once every two years.
- Groups for young people, 15–18 years old, to support and develop social communication skills meet monthly at Castlegate.
- Summer groups for 12–15 year olds support confidence with communication.
- Groups for children to make animations are held periodically at Lime Trees.

**E:** [www.biomation.org.uk](http://www.biomation.org.uk)

Parents in consultation tell us:



*I am not on my own – Lime Trees gave great support.*



Parent

## Tackling bullying

- Training and support for schools and all school staff includes issues around bullying and how to support young people.
- Disabled young people developed anti-bullying materials that are shared with schools, youth centres and early years settings.

- Emotional literacy support assistants (ELSAs) are specialist trained teaching assistants who provide additional interventions for children and young people with social and emotional needs.
- The ‘Stand Up for Us’ survey covers bullying issues and enables schools to understand where and why bullying happens, address the issues and plan to prevent it.



### Parent Partnership Service (PPS)

- Parent Partnership Service provides impartial support, advice and information for parent/carers of children with SEN and/or disabled children.
- Parent partnership officers support and advise parent/carers to help them be actively involved in all decisions about their child’s education.

**T:** 01904 554562/554312 | **E:** gill.milner@york.gov.uk or gillian.bucklow@york.gov.uk

### York Carers’ Centre

- The Carers’ Centre offers free support and advice to unpaid carers of any age.
- There is additional personal support for young people aged 8–25 years.
- They regularly answer questions about benefits, carers’ rights, self-directed support, local support groups, services and grants.

**T:** 01904 715490 | **E:** enquiries@yorkcarerscentre.co.uk

**W:** www.yorkcarerscentre.co.uk/

“ Young carers – we love them – they give superb support to SIBS. ”

Parent

### Family Intervention Rapid Support Team (FIRST)

- FIRST is a specialist service that supports families with children and young people with a learning disability or autism, with the most complex needs.
- FIRST provides intensive assessment and intervention around the child’s difficulties that are ‘challenging’ the family and/or local services.
- FIRST also helps to bring together local professionals and providers in order to maximise expertise and provide wrap-around, consistent support.

**T:** (Lime Trees): 01904 726610



*We feel that the support has been a lifesaver for us at a very difficult time for us as a family.  
It's a fabulous service.*



Parent

## Other groups

In addition to the City of York Council and CAMHS services there are organisations and groups that offer support to children, young people and their families in York. These are outlined below.

### CANDI

- CANDI, (Children and Inclusion) is a friendly, supportive group of parents and carers of disabled children and young people and those who have additional needs, aged from birth to around 25 years of age.
- CANDI works with other agencies to highlight the needs of disabled children, young people and their families.

**T:** 07751 828369 | **E:** [admin@yorcandi.org.uk](mailto:admin@yorcandi.org.uk) | **W:** [www.yorcandi.org.uk](http://www.yorcandi.org.uk)

**CANDI campaign video:** **W:** [www.yorcandicampaign.wordpress.com](http://www.yorcandicampaign.wordpress.com)



*Ways of getting together with other families is so important; you don't have to explain your child's behaviour because people just understand what it can be like.*



Parent

## National Autistic Society (NAS)

- York NAS provides a local hub where parents, carers and people with autism can get help, access services, support each other and meet other people and families in similar situations.
- A range of activities are organised, ranging from trampolining to parent monthly meetings.
- Activities both for adults with autism and for families with children with autism are provided.

**T:** 07818 016431 | **E:** [northyorkscentral@nas.org.uk](mailto:northyorkscentral@nas.org.uk)

## York ASPIRE

York ASPIRE offers a fortnightly social meeting for people with autism aged 18 plus.

**T:** 01904 624917– Mary Passeri

### The Children's Society PACT

- The PACT student befriending scheme matches students with disabled children and young people aged 5 to 18 years to help them access positive activities. They normally require a referral by the health and disabilities social care team.
- Fun and Friendship (until July 2013), supports young people aged 12–20 to increase friendships while enjoying activities in the community.

**T:** 01904 639056

### Children and young people's learning is valued and supported

There is a range of options when choosing schools and further education.

*“What helps me in school is being in a small group, teaching assistants. It helps that I have friends in the class. What doesn't help in class is too much chat and noise distracts me.”*

Year 7 young person

### Mainstream schools

- Most children and young people with autism attend their local school.
- Specialist teachers for autism support staff in all York maintained schools.
- Support for children and young people depends on their level of need and ranges from minor adaptations to a timetable to full-time teaching assistant (TA) support through a statement of SEN.

### Specialist teaching team for autism support

- This team provides specialist support for those with a diagnosis of autism.
- They work closely with parents, schools and other professionals.
- They offer training, support, advice and resources to educational settings.
- A monthly support group for families facilitates support and shares materials.

**T:** 01904 554311

*“The Specialist Teaching Team (post diagnosis) was a fabulous support both at home/school.”*

Parent

## Secondary transition

Moving on to secondary school, while exciting for some, can be a difficult time for young people with autism. To support young people:

- discussion and planning around a child’s individual needs should take place in year 5.
- the secondary SENCo will plan a suitable transition programme, including visits, meeting key staff and producing a ‘pupil passport’, visit diary and/or social story.

## Enhanced resource provision (ERP)

City of York also has two enhanced resource bases in mainstream secondary schools for young people with autism. There are also places allocated for children with autism at the speech and language unit at Haxby Road Primary School.

## Primary speech and language centre enhanced resource provision (ERP)

- This ERP is based in Haxby Road Primary School and has pupils with a wide range of language and communication needs, including autism.
- Children access specialist classes for literacy, numeracy, speech, language and communication skills.
- Children join mainstream classes for other subjects.
- Children return to their original school each Friday to maintain links there.

**T:** 01904 658626

## Secondary enhanced resource provision (ERP)

- Secondary ERPs provide specialist support for ten pupils each.
- Young people attend mainstream school for lessons but can access a dedicated base as required.
- Admission is decided on an individual basis and is dependent on detailed assessments through the special educational needs assessment panel (SENAP).



*Mostly it’s really good because I’ve made a lot more friends now. Before I didn’t know how to get on with people but I do now. . . I think I’ve really progressed.*

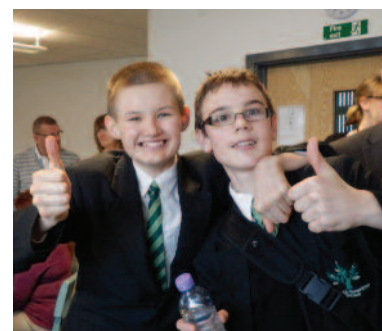


Year 9 student

### Joseph Rowntree School enhanced resource provision

- The Joseph Rowntree School Autism Centre offers students flexible and holistic provision with social communication groups, yoga, sport etc.
- Students can also access literacy and numeracy intervention programmes.

**T:** 01904 552100



### Fulford School enhanced resource base

- Students from the base spend most of their time in mainstream lessons, with personalised support programmes for the week.
- Close liaison with staff promotes a good understanding of autism.

**T:** 01904 633000

### Special schools

Some children and young people with autism have moderate to profound learning difficulties or complex autism. They may choose to go to a special school.

#### Hob Moor Oaks School

- Hob Moor Oaks School, York's primary special school, caters for children between the ages of 3–11 and offers a range of specialist provision including a hydrotherapy pool, a multi-sensory theatre, soft play room and access to health teams.
- Hob Moor Oaks is part of the Hob Moor Federation therefore all children who attend Hob Moor Oaks will experience inclusive activities.
- Currently there are four specific classes for children with autism however some children with autism are included in other classes.
- Autism specific classrooms have a low stimulus environment based on the principles of TEACCH and Picture Exchange Communication System (PECS)
- We work closely with families and many other agencies to provide an holistic approach for each child.

**T:** 01904 555000

#### Applefields School

- Applefields School, York's secondary special school, has pupils aged 11–19 years, with a range of needs, including autism and learning difficulties.
- Pupils with autism may have a highly personalised curriculum.
- Some students learn in the satellite provision attached to a partner school.

- Others benefit from a part-time link with one of the other secondary schools in the city.
- Pupils with the most complex needs are in autism specific provision.
- Health colleagues offer occupational therapy, physiotherapy and speech and language therapy.
- Options available for students aged 15 and above allow students to choose vocational or leisure activities such as horticulture, independent travel and food technology.
- Older students can spend time at Askham Bryan College, York College and Danesgate to help them prepare for future work, learning or volunteering.

**T:** 01904 553900

### Children and young people can access community activities

Young people want to access more social activities and meet friends from school.

Some children, young people and families access local community groups, while others wish to access specialist leisure provision. Parent/carers can find out more through regular information/newsletters/emails about what is available in York. Parent networking within the city is strong and families often share what has worked well for their child. For those children and young people who have complex needs, they can access high levels of support in specialist provision. Short break community workers support some children to access local activities.

When asked what he would like to do, a young man said:

“ Do more things, it’s annoying to be in the house

Year 8 pupil

### Children and young people have healthy lives

It is important that children and young people with autism have the same opportunities to access health care as other children. In York;

- GPs manage the day-to-day health for all children
- children may also access specialist support from CAMHS
- some children and young people with autism find attending appointments very stressful, and action can be taken to minimise such stresses. For example, the community dentist may see children with autism
- the hospital liaison nurse will help prepare children to go into hospital
- consultation identified that more training was needed for GPs, and this is offered through Lime Trees CAMHS Service.

**T:** 01904 726296 – hospital liaison nurse: Nicola Cowley

### Speech and language therapy

A speech and language therapist (SaLT) is often the first point of contact for a parent who has a child with social communication difficulties.

- A SaLT offers further assessment, intervention or referral on to other agencies.
- Support for the child and family will vary depending on need and may include community clinic, support, advice, training, programmes, writing social stories, Picture Exchange Communication System (PECS) etc.



### Young people are supported to plan for smooth transition into adulthood

Moving on from school into education, employment, training or volunteering is a complex process and can be challenging. We aim to support and coordinate this for those with complex needs through the transition team. Historically it has been difficult for young people with autism to access employment, learning and training post school. In York, there is a wide range of support for young people in transition.

- The transition team supports disabled young people aged 14–25 and includes social care staff (children and adults), Connexions, and York Independent Living, Travel Skills Service (YILTS). Each team has different entry criteria.
- Schools provide work experience. Applefields School has increased their work experiences available and Archbishop Holgate's School offers a work-related course for young people post 16.
- Community facilitators support adults to access local, positive activities.
- Health action plans are being trialled to help young people and families share health information with a range of adult health providers and clinics.
- There is currently no direct transition from children's to adult mental health services for young adults with Asperger's Syndrome.
- Choose2 youth club enables young people to make friends and have fun.
- PACT 'Reaching Out' project has supported 63 young adults into volunteering.

**T:** 01904 552087 – Transition team coordinator



*I felt a bit nervous on buses. But I feel loads more confident. I'm up for it now!*

Young person





### Post 16 learning

Young people with autism who wish to extend their learning may attend post 16 at Applefields School. Others access mainstream sixth forms or move to a college.

### York College

- Students study a wide range of courses at different levels.
- Young people are supported by highly trained staff, including mentoring learning support, advocacy and flexible support.
- Good liaison with staff helps to ensure all areas of a young person’s life are considered. Partners include disability employment advisers, child and adolescent mental health staff, Connexions workers, the transitions team and adult care managers.

**T:** 01904 770303 | **W:** [apearce@yorkcollege.ac.uk](mailto:apearce@yorkcollege.ac.uk)

### Askham Bryan College

- Askham Bryan College has learners of all ages, with a range of difficulties and disabilities including autism, accessing a wide range of courses.
- Alongside their main course, students can gain additional qualifications such as functional skills, employability and personal development.
- There is a lead practitioner in autism who co-ordinates specialist support.

**T:** 01904 772282 – May Houseman – Lead practitioner in autism

**W:** [may.houseman@askham-bryan.ac.uk](mailto:may.houseman@askham-bryan.ac.uk)

### Other learning

- Where young people with a high level of need can not access courses in local colleges, there is access to a York personalised programme post school. This includes work, learning and positive activities.
- A few young people with complex needs go to out of city colleges post 19, if their needs cannot be met locally.

### All staff have access to appropriate training

The need for staff to have increased access to training has been highlighted as the main priority by parents and professionals to improve outcomes for children and young people with autism.

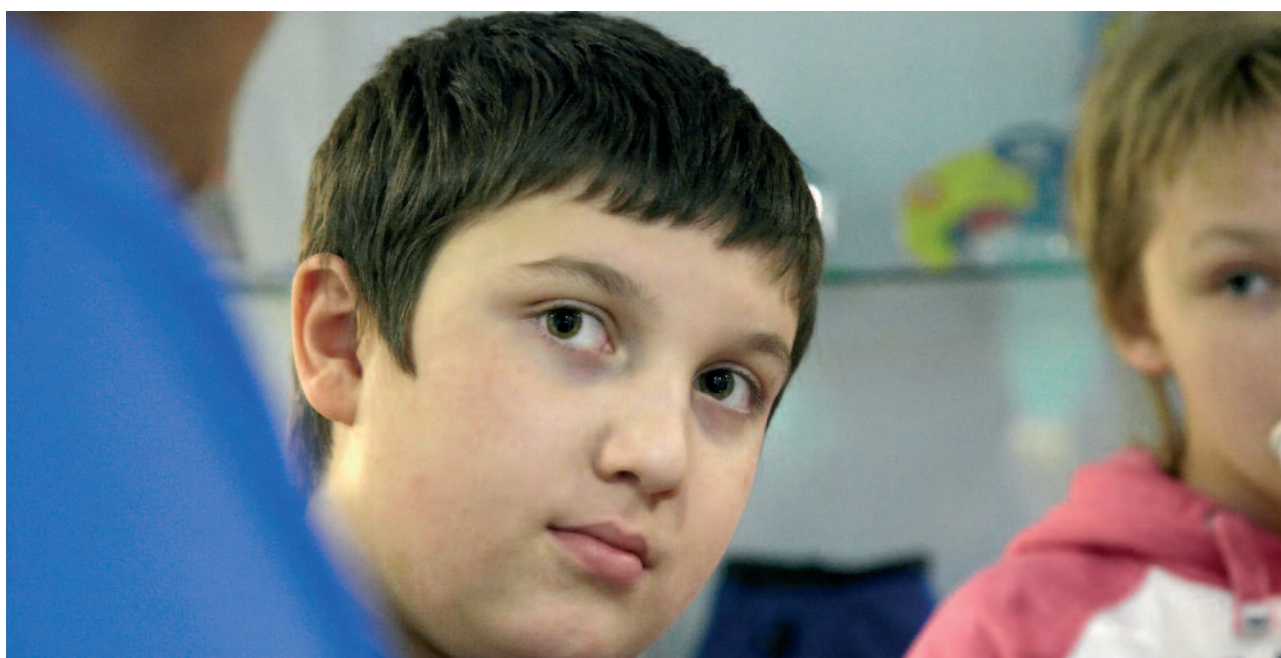
- Specialist teachers for autism offer a range of training opportunities.
- The inclusion development programme for autism is available in schools and on-line at [www.autismeducationtrust.org](http://www.autismeducationtrust.org).
- The Training and Education for Short break Service (TESS) provides training for short break providers, ranging from cub leaders to out of school clubs.
- Training on autism for early years providers is available through the SENCo training programme.



*There is a real need for ALL professionals working with children with autism to be educated.*



Parent



# Turning York into an autism friendly city – what we will do in the next three years

## To support families we will;

develop a single Education, Health and Care Plan

increase access to personalised learning packages in York post school

improve feedback to families from consultation

support parent/carers’ groups to empower each other

increase the use of direct payments and personal budgets

provide guidance on how to make social stories more accessible

ensure transparency about funding decisions



run summer schools at Askham Bryan College

begin a support group for parent/carers of girls with autism

support parents to be involved in planning using person centred approaches

provide better coordinated support

increase parent groups and sibling groups

reduce the waiting time for assessment

adapt learning space for young people with autism in York College

create a second Choose2 club that will be quieter in order to meet the needs of young people with autism and others

undertake increased coordinated multi-agency assessment

increase IT support for communication, eg use of ipad

extend Early Support keyworking approaches, post 5 years of age

# Turning York into an autism friendly city – what we will do in the next three years

**To support children, young people and young adults we will;**

increase the number of young people accessing employment/ volunteering and training

offer independence training at Askham Bryan College in the new build 'Dentdale'

publish 'What's next? Life, learning and work' to make the options clearer

implement revised Early Years Foundation Stage

set up a community autism hub

provide more role modelling and support for TAs

provide more support to families going through diagnosis



ensure more vocational curriculum

introduce transition health action plans

offer more peer awareness raising

involve more young people in delivering training

provide increased support in schools when young people are having difficulties

aim to provide a more robust service for young adults with Asperger's Syndrome

introduce a network of mentors to provide social and emotional support in school

# Turning York into an autism friendly city – what we will do in the next three years

## To support professionals we will;

provide guidance on implementing the national autism standards for schools and educational settings

offer increased training for all staff including transport staff

continue to support a network of teachers who teach children and young people with autism

increase community awareness

continue to promote the Inclusion Development Plan training for autism



provide guidance on how to make social stories more accessible

co-deliver training with young people

provide guidelines for opticians

implement single Education, Health and Care plans to coordinate assessment and planning

implement new international criteria for diagnosis

offer more autism specific programmes to develop communication and play skills

improve feedback to families from consultation

extend Early Support keyworking approaches, post 5 years of age, providing training and guidance

# The difference for you

## For parent/carers and families

### Our aims and goals for you include:

- being offered a personal budget to manage support for your child
- having the opportunity to help shape and develop future services
- understanding the assessment process and feeling supported and informed throughout
- experiencing coordinated assessment and planning to reduce the need to repeat your stories
- knowing where to go for support as keyworking approaches are extended
- being confident that more staff are trained and understand how to meet your child's needs in education, health, short breaks, leisure and the voluntary sector
- being able to use the transition health action plans to share information with health professionals in adult services.

We want to be able to help make life easier for parents, carers and families by making our support and services more effective. By working closely with you we hope to improve life for you and your child or young person with autism, and for you to have confidence in the education and care we provide.

## For children and young people

### We want our children and young people to:

- feel more effectively included in decisions affecting them and their future
- be able to understand how services work and know where to go for informed support
- feel less isolated in the community, have friends and be more included in autism friendly groups
- have access to more sport and leisure activities

- use technology more to increase communication skills
- be well supported in transition
- experience increased options after school including:
  - access to varied courses, with reduced anxiety as support in colleges is better informed
  - access to personalised learning programmes for young people with complex needs
  - developing independence skills overnight at Askham Bryan College for some young people
  - finding work/volunteering when they leave college
  - increased creative opportunities within the community via individual budgets.



**We hope these changes will help your child or young person develop, be less anxious and have increased independence. We would like to prepare them well for work or for life after school or college. By increasing their confidence we hope they will form new friendships and stop feeling too isolated.**

#### **For staff**

##### **We want them to:**

- have an increased understanding of autism
- access more training
- feel more confident in knowing how to support children with autism
- deliver family focused and coordinated services through keyworking approaches
- coordinate assessment and planning
- know where to go to seek more help.

**We hope these changes will increase staff confidence and that our services will become increasing 'autism friendly'.**

# Acknowledgement

Thank you to all those who have contributed to the development of the autism strategy. Particular thanks are given to the autism strategy group, which comprises CANDI, York's parent/carers forum, colleagues from Children and Adolescent Mental Health Services, (CAMHS), paediatricians, schools, colleges, enhanced resource provisions, central specialist teachers for autism, educational psychologists, parent partnership officers, speech and language therapists, the specialist early years educational psychologist, the transition team coordinator, commissioners from adult services, National Autism Society members and the head of integrated services for disabled children.

**For further information please contact:**

Dr. Chris Williams, Lead Clinical Psychologist, Children and Adolescent Mental Health Services:

**E:** [cwilliams2@nhs.net](mailto:cwilliams2@nhs.net)

Jess Haslam, Head of Integrated Services for Disabled Children:

**E:** [jessica.haslam@york.gov.uk](mailto:jessica.haslam@york.gov.uk)



**This information can be provided in your own language.**

**我們也用您們的語言提供這個信息 (Cantonese)**

Ta informacja może być dostarczona w twoim  
własnym języku. **(Polish)**

Bu bilgiyi kendi dilinizde almanız mümkündür. **(Turkish)**

** 01904 551550**

If you would like this  
information in an accessible format  
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