

Due to Scottish Government guidance relating to Covid-19, this meeting will be held remotely

Tuesday, 9th February, 2021 - 10.00 a.m.

AGENDA

Page Nos.

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST** – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.
3. **MINUTE** - Minute of the meeting of the Education and Children's Services, Health and Social Care Scrutiny Committee of 4th November, 2020. 3 – 5
4. **PRESENTATION - AUTISTIC SPECTRUM DISORDER:-**
 - (a) Life on the Spectrum - Katy MacGregor.
 - (b) Life as a Carer for a child on the Spectrum – Karen Brown.
 - (c) Third Sector view on Autistic Spectrum Disorder (ASD) Services, challenges and recommendations - Charlene Tait, Deputy Chief Executive, Scottish Autism.
5. **CURRENT POSITION ON THE THROUGH LIFE SUPPORT STRATEGY FOR THOSE ON THE AUTISTIC SPECTRUM IN FIFE** –Report by the Head of Education and Children's Services. 6 – 72
6. **CALL IN – EDUCATION AND CHILDREN'S SERVICES SUB-COMMITTEE DECISION OF 3RD NOVEMBER, 2020 RELATING TO "CHILDCARE SERVICES AND PLAY PRACTICE DEVELOPMENT" (MINUTE REFERENCE PARAGRAPH 186 OF 2020 ECS.70)** – Report by the Executive Director, Education and Children's Services. 73 - 83

A Call-in has been received:-

 - (a) Call In request relating to a report considered by the Education and Children's Services Sub-Committee of 3rd November, 2020 84
 - (b) Extract of Minute 2020 ECS.70 Paragraph 186 of the Education and Children's Services Sub-Committee of 3rd November, 2020. 85 – 86
 - (c) Report considered by the Education and Children's Services Sub-Committee of 3rd November, 2020. 87 – 102
7. **2020-21 CAPITAL MONITORING PROJECTED OUTTURN** – Joint report by the Executive Director - Finance and Corporate Services and the Director of Health and Social Care. 103 – 107

8./

- | | | |
|-----------|---|-----------|
| 8. | REVENUE BUDGET PROJECTED OUTTURN REPORT 2020-21 FOR SOCIAL CARE SERVICES – Joint report by the Director of Health and Social Care and the Executive Director - Finance and Corporate Services. | 108 – 117 |
| 9. | EDUCATION AND CHILDREN'S SERVICES HEALTH AND SOCIAL CARE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME | 118 – 120 |

Members are reminded that should they have queries on the detail of a report they should, where possible, contact the report authors in advance of the meeting to seek clarification.

Morag Ferguson
Head of Legal and Democratic Services
Finance and Corporate Services

Fife House
North Street
Glenrothes
Fife, KY7 5LT

2nd February, 2021

If telephoning, please ask for:
Helena Couperwhite, Manager - Committee Services, Fife House
Telephone: 03451 555555, ext. 460105; email: Helena.Couperwhite@fife.gov.uk

Agendas and papers for all Committee meetings can be accessed on
www.fife.gov.uk/committees

2020 ECHSC 13

THE FIFE COUNCIL - EDUCATION AND CHILDREN'S SERVICES, HEALTH AND SOCIAL CARE SCRUTINY COMMITTEE – REMOTE MEETING

4th November, 2020

10.00 a.m. - 12.40 p.m.

PRESENT: Councillors Tony Miklinski (Convener), Ian Cameron, Bill Connor, Judy Hamilton (Substituting for Altany Craik), Andy Heer, Kathleen Leslie, Carol Lindsay, Karen Marjoram, David Ross, Jonny Tepp, Ann Verner and Lea Mclelland. Religious representatives Alastair Crockett, George Haggarty and William Imlay.

ATTENDING: Nicky Connor, Director of Health and Social Care, Fiona Mckay, Head of Strategic Planning Performance and Commissioning and Suzanne McGuinness, Service Manager (Improving Outcomes), Health and Social Care; Maria Lloyd, Head of Education & Children's Services (Secondary Schools and Specialist Support), Education; Morag Ferguson, Head of Legal & Democratic Services Helena Couperwhite, Manager - Committee Services, Lesley Burnie, Accountant, and Wendy Macgregor, Committee Officer, Legal & Democratic Services, Finance and Corporate Services.

APOLOGIES FOR ABSENCE: Councillors Altany Craik and Colin Davidson

24.	DECLARATIONS OF INTEREST <u>Decision</u> No declarations were made in terms of Standing Order 7.1.
25.	MEMBERSHIP OF COMMITTEE <u>Decision</u> The Committee noted that Councillors Lindsay, Marjoram and Mclelland had replaced Councillors Beare, Caldwell and Green-Wilson as members of the Education and Children's Services, Health and Social Care Scrutiny Committee.
26.	MINUTE OF MEETING The Committee considered the minute of the Education and Children's Services, Health and Social Care Scrutiny Committee of 16th September, 2020. In relation to Decision (2) at para. 23 of the minute, Morag Ferguson, Head of Legal and Democratic Services advised members that as the detail contained within the Stevens Report was historical, it had limited relevance and it would not be appropriate for the committee to consider this.

2020 ECHSC 14

	<u>Decision</u>
	<p>The Committee:-</p> <ol style="list-style-type: none"> 1. approved the minute; and 2. requested that a report be submitted to a future meeting of the Committee on long term funding of the Health and Social Care Partnership.
27.	IMPACT OF COVID ON ALL FIFE CARE AND NURSING HOMES MARCH 2020 - SEPTEMBER 2020
	<p>The Committee considered a report by the Head of Strategic Planning, Performance and Commissioning advising Members of actions taken to support Fife's Care homes in response to Covid-19. The Director of Health and Social Care provided a verbal update and answered a number of questions.</p>
	<u>Decision</u>
	<p>The Committee:_</p> <ol style="list-style-type: none"> 1. noted the contents of the report; 2. agreed that more detail was required to allow adequate scrutiny; 3. noted the continuing collaborative work to support Fife's care homes and key stake holders; and 4. requested that a detailed report be submitted to a future meeting of the Committee on the following areas:- <ul style="list-style-type: none"> • Assurance on the support provided to Care Homes at the early stages of the pandemic; • Data on the Impact of Covid in Fife Care Homes, to include testing for residents and staff, support for Care Staff and how this formed the public response; and • Lessons learned and actions for the future. <p><i>Alastair Crockett joined the meeting during consideration of this item.</i></p> <p><i>The Committee adjourned at 11.25 a.m. and reconvened at 11.35 a.m.</i></p>
28.	FACTUAL BRIEFING ON THE HEATH AND SOCIAL CARE PARTNERSHIP ANNUAL REPORT 2019-20
	<p>The Committee considered a report by the Director of Fife Health and Social Care Partnership providing Members with the opportunity to scrutinise the Fife Health and Social Care Partnership Annual Report for 2019-20 and select areas for further scrutiny.</p>
	<u>Decision</u>
	The/

2020 ECHSC 15

	<p>The Committee:-</p> <ol style="list-style-type: none"> 1. considered the contents of the report; 2. requested a report on Support for Carers; and 3. identified Care at Home as an area that required to be scrutinised and recognised that this was already in the future work programme.
29.	2020-21 CAPITAL MONITORING PROJECTED OUTTURN
	The Committee considered a report by the Executive Director, Finance and Corporate Services providing Members with an update on the Capital Investment Plan and the projected out-turn for the 2020-21 financial year for areas in the scope of the Education and Children's Services, Health and Social Care Scrutiny Committee.
	<u>Decision</u>
	The Committee considered and noted the current performance and activity across the 2021-21 financial period, as detailed in the report.
30.	REVENUE BUDGET PROJECTED OUT-TURN REPORT 2020-21 FOR SOCIAL CARE SERVICES
	The Committee considered a joint report by the Executive Director, Finance and Corporate Services and the Director of Health and Social Care highlighting the 2020-21 projected out-turn for Fife Council Social Care Services for Adults and Older People.
	<u>Decision</u>
	The Committee scrutinised and noted the contents of the report.
31.	EDUCATION & CHILDREN'S SERVICES HEALTH AND SOCIAL CARE SCRUTINY FORWARD WORK PROGRAMME
	<u>Decision</u>
	<p>The Committee agreed:-</p> <ol style="list-style-type: none"> 1. a Briefing on Care Homes would be submitted to the meeting of the Committee on 30th March, 2020; 2. that the report on Impact and risks associated with "Belong to Fife" Strategy, would be submitted to the meeting of the Committee on 25th May, 2021; and 3. that a Briefing on Support for Carers be included in the unallocated section of the forward work programme. <hr style="width: 50%; margin-left: auto; margin-right: auto;"/>

9th February, 2021

Agenda Item No. 5

Current Position on the Through Life Support Strategy for those on the Autistic Spectrum in Fife

Report by: Maria Lloyd, Head of Education and Children's Services

Wards Affected: All

Purpose

This report is to provide the current position on where we are in the implementation of the Autism Strategy in Fife 2014 to 2024, supporting people of all ages and abilities. This strategy covers through life support.

This report will give the background to this strategy, outline the progress made since the implementation of this in 2014, the gaps identified by authors of the report and proposed next steps that are needed to continue to progress meeting the needs of this group and to introduce the new approach for neurodevelopmental pathways.

Recommendation(s)

The Scrutiny Committee is invited to:

1. Scrutinise the report and identify areas where further information is required for future reports or Elected Members briefings.
2. Endorse proposed next steps in the report especially around an Strategic oversight multi- agency group to progress priority areas identified.
3. Approve the proposal to bring a further report to this Committee on the progress made on the next steps and agreed priorities in March 2022.

Resource Implications

The Autism Steering group was suspended in 2019 to allow a refresh of the Learning Disability Autism Spectrum Disorder/Strategy Implementation Group (LDASD/ SIG). This refresh has now taken place and this group continues as a sub group which is a working group of and reports to, the LDASD/SIG. Members comprising representation from NHS Fife, Adult Social Work Service, Children and Families Social Work Service, Education Service and third sector providers with an interest in Autism.

Each of the services have their own groups to further develop their approaches related to this area, whether it be in Autism, Autism and Learning Disability or Neurodevelopment.

A proposed newly formed Strategic oversight multi-agency group would bring together the key challenges and issues that need to be addressed from various services.

Legal & Risk Implications

Whilst there are some common themes across all age groups, the legislative and organisational context is quite distinct for adults of all ages and children's services. In children's services priorities are set within the wider framework and context of Getting it Right for Every Child (GIRFEC). This supports the planning and provision for children and young people with additional needs, as described within the Education (Additional Support for Learning) (Scotland) Act 2009. For all adult age groups, the key legislation is:

- Equalities Legislation
- Adult with Incapacity (Scotland) Act 2000
- Mental Health (Care and Treatment (Scotland) Act 2003
- Adult Support and Protection (Scotland) Act 2007
- Social Care (Self Directed Support) Scotland Act 2014

Impact Assessment

None has recently taken place.

1.0 Background

- 1.1 The 'Autism Spectrum' refers to the range of ways the condition can present in the individual which can vary greatly from person to person and throughout life. (taken from Scottish Autism webpage at www.scottishautism.org). Autism is a lifelong developmental condition that affects the way a person communicates, interacts and processes information. People with Autism may have a learning disability, but it can also affect people of average to high intellectual ability.
- 1.2 A Learning Disability in Scotland (via the Scottish Government Keys to Life strategy - 2013) is defined as 'people having a significant, lifelong, condition that started before adulthood, which affected their development, and which means they need help to, understand information, learn skill and scope independently'. Over 33 percent of those diagnosed with Autism are also diagnosed with a Learning Disability, which means that approx. 67 percent do not have a Learning Disability. Formal diagnosis provides data on an identified group of people in Fife, which nationally is just over 1 percent of the population. Though it is recognised that the numbers of those affected by Autism in Scotland is likely to be higher than this figure. Services must

focus what they do on meeting the needs of children, young people and their families as early as possible with the appropriate support.

- 1.3 The Scottish Strategy for Autism was published jointly by Scottish Government and COSLA in 2011. <https://www.gov.scot/publications/scottish-strategy-autism/> The Scottish Government originally committed £13.4 million over four years to improve services and access to them, in order to improve the lives of autistic people, their families and carers. The original document set out 26 recommendations and the vision that by 2021 ‘individuals on the Autism spectrum are respected, accepted and valued by their communities and gave confidence in services to treat them so that they can have meaningful and satisfying lives’.
- 1.4 A local Fife mapping exercise was also conducted at that time, which sought to ‘map out’ local Autism services and to improve their coordination. This exercise coincided with the one-off investment at the time of £35,000 for each local authority in Scotland to develop local Autism strategies and action plans.
- 1.5 In 2014 the Fife Autism Strategy 2014-2024 was written in the context of Scottish Government advice at that time, (see Appendix 1). The Strategy was fit for purpose at the time and had a national resource allocated to its implementation. This Strategy was developed by the Autism Steering Group and was based on a series of workshops held with key partners in delivering services to people with Autism across all age groups. Consultation also took place with service users and carers through a Mapping Project which was carried out in 2013 through funding received nationally by Scottish Autism to carry out this work. The Strategy is about getting the right service at the right time to promote the independence and resilience of people with Autism and their carers. It considers the needs of older people, adults, young people moving into adult services, and children.
- 1.6 The Fife Autism Steering Group produced an implementation plan to track progress on the actions in relation to each of the 4 priority areas: - Continuing Professional Development, Identification and Intervention, Transition and Working with Families, Children and Young People. A copy of the action plan can be found in Appendix 2. Each service area involved in this Strategy has its own plan in place.
- 1.7 When the Strategy initially began waiting lists for diagnosis reduced quickly. However, waiting lists in Fife for Autism diagnosis have increased since the first lockdown March 2020. NHS staff are not currently able to do any face to face assessments now due to pandemic safety plans. The current estimated waiting time is at least 2 years at present from referral to diagnosis. It should be noted that the NHS do not look specifically at age groups in feeding back waiting list times, although they tend to have less older children on these lists as usually difficulties are apparent before mid-teens. The current national average is just over 1 percent.
- 1.8 At present NHS staff are contacting every single family on the waiting list to see if they can offer them support while they wait. They have also come to an arrangement with adult services and every child approaching 18 has been contacted to see if they would prefer a referral to adult services, whereby most have taken up this offer.
- 1.9 In addition to having an Autism diagnosis, children can often be diagnosed with co-existing conditions – upward of 33 percent of people with Learning Disability have a

dual diagnosis of Autism and Learning Disability and others have ADHD (a neurodevelopment disorder).

- 1.10 A review of the child diagnostic pathway has taken place now as part of the Neurodevelopmental Pathway (this term applies to a broad group of disabilities involving some form of affect to brain development). This new approach should result in a more streamlined multiagency assessment at an earlier stage with fewer individual appointments. This new pathway, which has launched in other parts of Scotland already, is designed to support the assessment of children in Fife where there are concerns about neurodevelopmental conditions, such as Autism, ADHD or a Learning Disability. (This does not include specific learning difficulties such as dyslexia, dyscalculia etc). This should eventually lead to reduced waiting times. There has been the establishment of both child and adult multi-agency Neurodevelopmental Pathway incorporating those with possible ASD.

2.0 Progress

- 2.1 Good progress has been made by many services working with key partners from the inception of the strategy in 2014 to present. Much of this progress has been gathered by Fife's multidisciplinary Learning Disability Autism Spectrum Disorder/Strategy Implementation Group (LDASD/SIG). This was formally reported in November to Clinical and Care Governance Committee (see appendix 3). To gather the information this group used the March 2019 [National Keys to Life Strategy March 2019](#) to report. This is a Learning Disability strategy to use to note the progress of a range of services for both those with Learning Disability and Autism. The group used this outcomes based approach to gather information. This approach is in line with the current Fife Autism Strategy 2014-2024, the new Scottish Government and COSLA agreed Transition plan for both ASD and LD, likely to be called Learning/Intellectual Disability and Autism- Recovery and Transformation Plan. This plan is expected to be launched formally in March 2021 and to run until 2023. Any future work will need to take cognisance of this plan, which is based on a neurodevelopment pathway which links Autism and Learning Disabilities into one approach.
- 2.2 The progress made in the report to the Clinical and Care Governance Committee (see appendix 3) and what has been gathered here is broadly covering the four outcomes identified in both the Autism Strategy and the Keys to Life- healthier life, choice and control and independence and active citizenship, some cover more than one area.

Choice and control

- The Housing Strategy Group with representatives from Health, Social Care and Housing services has been established to formulate a Housing Strategy for Fife Health and Social Care Partnership which will drive the development of models of care, both new and well established and understand the role technology can play in supporting people.
- Fife Council and partner Housing Associations currently provide accommodation for adults with a range of disabilities. The Community Support Service offers day opportunities. In April 2019, following a period of extensive consultation the Social Work Community Support Service operated which from the Forward Centre in

Glenrothes transferred to the St Clair Centre and the Forward Centre was closed. An options appraisal is currently underway in relation to the site at the Forward Centre to consider the development of specialised provision for people with LD and complex needs who currently require to be placed out with Fife. This year they have developed a bespoke community service for one young person who had been in a specialist hospital setting out-with Fife. This new service has been extremely successful. A second service is currently being explored for a young person with similar needs.

- The provision of Self Directed Support is a way of providing social care support that empowers individuals to have informed choice about how support is provided to them with a focus on working together to achieve individual outcomes. Social Work Services are the lead agency in assessing a person's social care support needs. A child or adult on the autistic spectrum, who meets the criteria for funded support, will be supported to choose one of four options on how they wish that support to be provided.

2.3 Independence and Active Citizenship

In Fife the Supported Employment Service (SES) provides:

- Positive Pathways (ESIF/Opportunities Fife and match funded) for people with disabilities and health issues age 25+ who wish to find work of 8 hours or more.
- Targeted provision for people with disabilities and health issues experiencing multiple barriers (e.g. lone parents, young people, care leavers, adults 50+, ex-offenders) by working with internal partners in Community Learning and Development, Health and Social Care Partnership including Adult, Community and Criminal Justice Services, Housing and Local Area Planning Groups to identify areas of employability need in the local community. This can include those with Autism.

- 2.4 There is an increasing concern that people with a range of disabilities/health issues known to the local authority are finding it more difficult to access opportunities in the world of work - this predominantly relates to individuals with learning disabilities, autistic spectrum disorders and physical disabilities. The voice of this concern is likely to grow considerably over the next few years as it becomes apparent that payment by outcome funded programmes such as Fair Start do not have the resources or expertise to provide supported employment in line with the government's five stage framework - the proven methodology to help people furthest from the labour market due to the complexity of their disability or health condition. This gap in provision is most likely to affect people in receipt of Employment and Support Allowance.

Supported Employment Service Statistics for 2018/19

Referrals for support with accessing employment

47 referrals for people with ASD

Statistics for 2019/20 (April to September 2019)

35 referrals for people with ASD

- 2.5 There is a projected increase in the number of referrals expected for the rest of the data to be collated for the remainder of 2019/20 is suspected to be around 168. This is a 66% increase from the previous year. This increase may, in part, be attributed to a reduction in provision overall in Fife e.g. Capability Scotland no longer providing employment services in Fife. The provision of a **One Stop Shop** for people with Autism and their carers has enabled this to continue in Fife after the ring-fenced funding from Scottish Government ended. This One Stop Shop has a service level agreement with Health and Social Care and even with this funding the staffing at the One Stop Shop has reduced from its inception in 2013, due to a reduction in direct Scottish Government funding.
- 2.6 In addition to the above the One Stop Shop, which was established in Dunfermline in 2013 provides opportunities for support through one-to-one sessions, social groups, parental support groups/workshops, provided by a range of services. Individuals can access the One Stop Shop for help and support and is a confidential service tailored to the service user.
- 2.7 Work is currently ongoing via the Employment and Economic Directorate and Education and Children Services Directorate to write a business plan to improve the Positive Destinations of those with an additional need, including those with Autism. This work will directly contribute to the Young Person Guarantee from the Scottish Government, whereby each young person 16-24 has the opportunity of a positive destination via employment, work experience, volunteering, college or school.

2.8 **Healthier Life**

The Child Health Learning Disability Development Group has been established to address ongoing operational and strategic issues. The group has the following remit:

- To facilitate multi-agency, partnership working in collaboration with social work, education and third sector colleagues.

- 2.9 For those children who are diagnosed with ASD through the multiagency health and education diagnostic team, parents are offered a seven week course on understanding the diagnosis and managing presenting symptoms (Parents and Professionals and Autism). At a local level, services have already made changes to accommodate a growing emphasis on support for symptom management during COVID. These services include calls with clinicians, groups for carers of children awaiting an assessment and signposting to resources.

2.10 **Choice, Control and Independence**

Within Fife's Education and Children's Services Directorate, the focus is on staff to prioritise the needs of the individual child and not the diagnostic label. Planning and assessment processes for each individual child help identify the most appropriate support strategies required to support mainstream inclusion in line with the presumption of mainstream education but also specialised environments where required. These additional supports may be provided at universal, additional or intensive level dependent on individual need at any time. Additional support would therefore be in place regardless of a child awaiting diagnosis or having a diagnosis.

- The Educational Psychology Service provides both consultative advice as well as more traditional casework for priority cases of children and young people. This support can be accessed at the early identification of social/developmental difficulties, whilst awaiting assessment for Autism or following completion of the diagnostic process. Their focus is to contribute to assessment information which will inform changes to environment, teaching and learning approaches or adult behaviour – all designed to improve outcomes for children with social communication difficulties. As part of this support in February 2019, the Educational Psychology Service developed a comprehensive pack to support education staff in February 2019 to take account of the latest research around evidence-informed interventions to support children and young people with their learning in schools and early years settings. This pack supports the assessment, planning and evaluation of learning for children with Autism or other undiagnosed social/developmental difficulties.

2.11 In line with the Scottish Governments policy on the presumption of mainstreaming [Presumption to provide education in a mainstream setting Guidance](#) wherever possible children across all sectors from Nursery through to Secondary attend their local school. Since 2019, in Fife all Secondary schools (except St Columba's as there is joint work with Woodmill due to proximity) are now expected to provide additional support for all children from their catchment area.

2.12 Some children with more complex needs are supported in Fife's 5 Special school's or in our 9 Primary Additional Support Classes or in Department of Additional Support in Secondary schools as mentioned above

2.13 In September 2020, the number of children reported across Fife Primary and Secondary schools with an Autism diagnosis was a total of 1216 children. (Data taken from SEEMiS - which is a school management system used by all schools in Scotland). This is approx. 2.5% of the school population, which is twice above the national average for ASD diagnosis in the whole Scottish population.

Sept 2020	Primary 520	Secondary 612	Special school 84	Total 1216
Sept 2019	Primary 515	Secondary 484	Special school 84	Total 1083
Sept 2018	Primary 445	Secondary 332	Special school 38	Total 805

2.14 A specialised group of trained teachers, the Autism Spectrum Information and Support Team (ASIST), have 5.0fte teaching staff who provide support for individual children and schools. This is part of the Supporting Learners Service. They provide support for individual child cases but also develop and deliver professional learning and resources. Request for Assistance (RfA) do not need the child to have a formal ASD diagnosis and the team focuses on individual needs rather than an ASD label. The ASIST team work with children from Early Years through to senior secondary and across mainstream, Additional Support Needs departments and Special schools.

2.15 Requests for Assistance for support from the ASIST team appears to have been consistent across 2018/19 and 2019/20 and in the first 5 months of this session looks to be similar. (See Appendix 4) The figures for 2019 /20 are lower from March till late June, this is due to the COVID lockdown and school closures.

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Totals
2020	5	24	11	33	9								82
2019/20	8	33	18	28	20	22	25	8	0	8	2	3	167
2018/19	11	17	6	26	15	16	20	22	5	13	16	0	167

2.16 Most of the Requests for Assistance from Fife schools come from the Primary Sector, i.e. 67.5% of RfA's since Aug 2018 coming from the primary sector, a more detailed breakdown can be seen in Appendix 4. In 2018/19 North East Fife used this service the most, but in 2019/20 there has been a shift towards more referral from the Kirkcaldy and Dunfermline schools. Further analysis is needed to understand this shift.

2.17 Professional Learning and Development

In addition to requesting assistance for individual children, schools can access Professional Learning for their staff to develop staff skills from across Educational Psychology, ASIST team and Fife Pedagogy Team.

2.18 Since Aug 2018, 19% of Request for Assistance to the ASIST team are for school support (professional learning). In some instances, professional learning is agreed as part of the support for an individual child and the need to develop our system to capture this. The ASIST team are currently developing a remote learning resource with early years staff for use across early years provisions.

2.19 New teachers receive professional learning from Educational Psychologists and ASIST. The aim is to roll this out to probationer teachers. There is also an e-learning Autism Awareness Training available for all council staff.

2.20 The Educational Psychology Service and ASIST have accessed the delivery of specialised professional training from NAIT (National Autism Implementation Team) to support awareness and understanding. They have also collaborated to review and restructure Fife's CAFÉ audit tool (Creating an Autism Friendly Environment). This electronic tool allows trained staff to assess their classrooms or school environments to ensure they are best adapted to meet the needs of children with Autism. Once trained, staff can use this individually but often it is done in conjunction with a specialist (EP or ASIST staff).

2.21 In addition, Fife education staff contributed to the content of the national Autism Toolbox. The teacher guide was produced for education staff to provide information and a range of strategies to help in schools. This has now been refreshed and launched as an online resource - <http://www.autismtoolbox.co.uk> This is widely used in Fife schools and contains information and strategies contributed by Fife practitioners.

3.0 Gaps and Proposed Next Steps

Gaps

- 3.1 Covid has impacted on the progress this year of some areas of work or the speed at which some areas would have normally progressed, this includes diagnosis waiting times.
- 3.2 Currently there is no specific resource in terms of funding to councils from the Scottish Government to progress this specific area of work. A needs analysis should be done in all service areas to see how or if resources need to be reallocated to support the further development of proposed next steps of this area of work.

Proposed Next Steps

Establishment of a Strategic oversight group

- 3.3 Create a Strategic oversight multi-agency group to ensure that all the right people are involved at the right time from education, health and social work, (adult services and children services) and the third sector so that it is truly multi-disciplinary. This group via a terms of reference, can be tasked with progressing the priority areas identified here in this report; the recovery and transformationalism from the Scottish Government and overseeing the implementation of the neurodevelopment pathway. This group should also make sure each service area continues to develop their work in relation to new advice issued by Scottish Government and report back to this group. It will be the responsibility of this oversight group to collectively and collaboratively address issues for Fife children, young people, adults and families by prioritising and showing collective responsibility to address issues and gaps. The oversight group will need to gather and collate more accurate, regular and timely information and data about those with ASD and other conditions from a range of services, share this and then use this analysis to look at the impact of support for children, young people, adults and families. This group will have to gather this information and report back to the Scrutiny committee or other committees if required.

Effective communication across Services and work with other partners/agencies

- 3.4 The process identified in the Fife strategy has been led by a diagnostic pathway. A proposed change by the Scottish Government towards neurodevelopment pathway will need to be established across all service areas. This will be challenging for all stakeholders to understand. Implementing the neurodevelopment pathway will need to be done with effective and appropriate communication with all stakeholders. This may need to take the form of a joint social media campaign with Fife Council and NHS.
- 3.5 Stakeholder groups must be consulted with in various service areas to help identify which areas will be prioritised for action first to make their voices heard. Each service area will need to gather and use information from other partners who are already collecting this information and use this to help prioritise. Part of this must include the recommendation from the research report carried out by the national autistic society <https://www.autism.org.uk/what-we-do/news/coronavirus-report> of 4,232 autistic people and families in the UK during June and July on the impact of coronavirus on autistic people, their families, including children, to help us. One aspect which has not yet been fully addressed in the progress made is that of ensuring that the Scottish Government's forthcoming review of social care and the pandemic includes the impact on autistic people and families. It is important reconnect with the current

parent support groups in the Fife area. Since the closure of Fife Action on Autism there has been limited contact with the Autism Rocks parent group.

- 3.6 All services must continue to work with key partners in this area and look at good practice from other agencies, key partners, specialists, other areas of Scotland and within Fife and learn from these so that the services and the Strategic oversight group make collective and informed decisions around current and future resources. As part of this all services must continue effective partnership working with key partners such as the Scottish Autism Society, National Autism Implementation Team (NAIT).
- 3.7 There needs to be an increase effective joint working around families and people's situations that present the greatest challenge particularly those where several services could be involved. The co-ordination of services particularly to support parents and parenting is an essential component of any new plan (Education SW and Health). There is a need to ensure that services are meeting expectations by offering early supports and identification of need, in a constructive way – using the wellbeing pathway and transition pathways. This particularly applies to those young people with high functioning (ambulant, verbal and capable of mainstream curricula) but who cannot access any of our provisions due to high anxiety, social phobia or extreme behaviour challenges will need to be a priority group in all the work going forward. This group are often associated with poorer educational outcomes, increased pressure on the family units and often conflict between parents and professionals around how best to meet the needs.

Positive Destinations

- 3.8 Work with partners to improve outcomes for autistic people by developing resources to improve recruitment and retention of autistic people in employment to support economic recovery and develop independence and active citizenship more. Ensure that the Youth Guarantee ([The Young Person's Guarantee | My World of Work](#)) is used to full affect for this group.
- 3.9 Have a clear focus on all areas of transition, to ensure a positive experience for service users by embedding the [Principles of Good Transitions](#) to support better outcomes for young people moving on from school by working with partners on the Principles into Practice pilot and the Scottish Transitions Forum.

4.0 Conclusions

- 4.1 It is agreed that although there has been much progress within service areas to implement the Autism Strategy 2014-2024, there is need to refocus on this area of work to have a greater overview of progress being made across all services. All service areas are working hard in their own areas. It is now acknowledged that services must now continue to work even more collectively and collaboratively together to create a clear focus and deliver some quick wins by implementing the proposed next steps mentioned above.
- 4.2 The current Scottish Government strategy ends in 2021. Scottish Government advised that the Autism Strategy Review Group would review and monitor progress in achieving the priorities and outcomes set out in their strategy and had intended to

publish a report on progress during 2020. However, due to COVID 19 this has been pushed back to March 2021. It is anticipated that Scottish Government will endorse the move to Neurodevelopmental Pathways thus there may not be an expectation to have specific ASD priority areas. This would mean that the current Strategy would be superseded by the priorities identified here and from the Strategic oversight multi-agency group. The National Autism Implementation Team (NAIT) are promoting such a model and a draft Neurodevelopmental Service Spec from Children and Young Peoples Mental Health Workstream (CYPMHW) Programme Board has been out for consultation. It is also anticipated that a Transition plan until 2023 will be used for all planning.

Glossary of Terms

LD/ASD SIG Learning Disability/Autism Spectrum Disorder Strategy Implementation Group

LD Learning Disability

SES Supported Employment Service

ASIST Autism Spectrum Information and Support Team

NAIT National Autism Implementation Team

CAFÉ Creating and Autism Friendly Environment

EP Education Psychology

CYPMHW Children and Young Peoples Mental Health Workstream

List of Appendices

1. Autism Strategy in Fife 2014-2024 (pages 18 – 57)
2. Action Plan 4 Priority Areas (pages 58 – 61)
3. Learning Disability Strategy Progress Report (pages 62 – 69)
4. SLS (ASIST) Data 2018-2020 (pages 70 – 72)

Background Papers

Sources of evidence

- Left Stranded the impact of Coronavirus on autistic people and their families in the uk (UK wide) - **National Autistic Society - 7 September 2020**

<https://www.autism.org.uk/what-we-do/news/coronavirus-report>

Report Contacts/

Report Contacts

Maria Lloyd
Head of Education and Children's Services
Rothesay House
Rothesay Place
Glenrothes
KY7 5PQ
VOIP 480217
Maria.lloyd@fife.gov.uk

Audrey Espie
Head of Learning Disabilities Psychology
Service for Children and Adults Consultant
NHS Fife
Psychology Department
Lynebank Hospital
Halbeath Road
Dunfermline
KY11 4UW
Tel 01383 565210
Audrey.espie@nhs.scot

Elaine Law
Service Manager (Adults)
Health and Social Care
Adult Services
Rothesay House
Rothesay Place
Glenrothes
KY7 5PQ
VOIP 450321
Elaine.law@fife.gov.uk

Alan Chalmers
Headteacher Supporting Learners Service
Rothesay House
Rothesay Place
Glenrothes
KY7 5PQ
VOIP 442055
alan.chalmers@fife.gov.uk

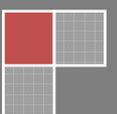
Ian Wilson
Service Manager (Resources)
Health and Social Care
Adult Services
Rothesay House
Rothesay Place
Glenrothes
KY7 5PQ
VOIP 446899
ian.wilson@fife.gov.uk

Adam Brown
Depute Principal Psychologist
Psychological Services
Rothesay house
Rothesay Place
Glenrothes
KY7 5PQ
VOIP 441958
Adam.brown@fife.gov.uk

Autism Strategy in Fife

2014 to 2024

Supporting people with Autism of all Ages and abilities



CONTENTS

Executive Summary	Page 3
Introduction	Page 5
Background to Autism Services in Fife	Page 5
Children’s Services	Page 7
NHS Fife – Children’s Service	Page 7
NHS Fife – Adult Services	Page 9
Adult Services NHS Fife/ Fife Council	Page 10
<ul style="list-style-type: none">• Autism Co-ordinator Post• Joint Commissioning Strategy• Transition Charter• Self Directed Support	Page 11 Page 12 Page 13 Page 14
Autism Champions Network	Page 14
Independent Sector	Page 15
<ul style="list-style-type: none">• One Stop Shop• Autism and Sight Loss Development• Fife Action on Autism	Page 15 Page 16 Page 16
Next Steps in Developing the Autism Strategy in Fife	Page 17
Appendix 1: Outline of National Strategy	Page 18
Appendix 2: National Strategy – 10 Indicators - Fife’s position	Page 21
Appendix 3: Fife Council Education Service Autism Spectrum Disorder Improvement Plan 2011 – 2014 and Progress Report July 2013	Page 32
Appendix 4: Terms of Reference for the Autism Champions Network	Page 37

EXECUTIVE SUMMARY

The key aspiration of the Fife Autism Strategy is about **getting the right service at the right time to promote the independence and resilience of people with autism and their carers.**

Background: Over the last twenty years, services in Fife have been developing supports and resources to make life better for people with autism and for their families. Initially this was led by the non-statutory sector, but investment in statutory children's services working in partnership via the Additional Support for Learning Act meant a focus on diagnosis and family focused interventions which continue to be offered. Fife Education services developed their own ASD Strategy and continue to use this to guide their practice and service developments, offering training and specialist supports within education, and working with colleagues across all sectors. Diagnostic services for children have been further developed recently, and work is ongoing within learning disability and mental health and clinical psychology services to improve access and practice in diagnosis of adults.

Recent developments: The appointment of an ASD coordinator for a period of several years raised awareness of ASD in Fife and assisted statutory and non-statutory services to work more closely in ensuring a wide range of both general and specific resources are available in Fife. People in Fife had been very aware of the roles the Lothian One Stop Shop played, and the benefits it gave in terms of raising awareness, providing informal support and advice, as well as provision of social opportunities and health promotion for people with ASD and their families. Following the publication of the national Autism Strategy in 2011, Fife welcomed the opening of its own One Stop Shop for people with autism and their families, based currently in Dunfermline. Around the same time Fife took part in a national Mapping project and a year or so later organised further stakeholder consultation. The feedback from both of these sources has been incorporated into this report and

Where have we got to: This strategy tries to ensure appropriate supports and resources are made available to people with ASD or their families or carers either by developing awareness of ASD within the universal services provided by all statutory services, or by supporting development of specialist resources which are mainly located within the non-statutory sector, and commissioning these when necessary. Many care providers and families are taking advantage of training which has been made available in a number of ways, including our local Champions Network. Overall people are becoming better able to recognise and support people with ASD.

The Future (see Appendix 2): We will continue to work very closely together across both the new integrated health and social work organisation, across children's services, housing, employment and criminal justice services, and involving non-statutory sector in an integral way to service development and provision. This will be coordinated by the Fife ASD Steering Group. A key challenge is to find a way of ensuring that the One Stop Shop has a sustainable plan for developing the good work it has started.

We will develop methods of further developing training in evidence based skills, ensuring high expectations of services and maintaining raised awareness of ASD. We will ensure there are ways of making information about ASD and local services available nationally and locally, and that we continue to communicate with each other about these

Whilst we have developed a Transition Charter and a Joint Commissioning Strategy within Fife we now need to ensure that these are to the benefit of people with autism and their families. Along with this, Fife Council Education and Childrens' Service will continue to improve their service to young people with autism and their families through their Autism Spectrum disorder Improvement Plan 2011 – 14 (appendix 3). We will also continue to improve the information we have about people with ASD in Fife and their needs, and the services we have provided. Using this and other pertinent information we plan to evaluate improvements using a range of methodologies against national standards and local plans.

The Autism Steering Group

AUTISM STRATEGY IN FIFE

Introduction

Autism is a lifelong developmental disorder more commonly referred to as Autism Spectrum Disorder (ASD) or Autism Spectrum Condition (ASC). It 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 three areas of functioning, sometimes referred to as the triad of impairments. People with autism 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 – (which may be very restricting for their family, friends and colleagues but may also be psychologically

Appendix 1 outlines the Scottish Government – Autism Strategy

Background to Autism Services in Fife

Based on the 2006 Fife population of 366,220, and a prevalence rate of 90 in 10,000 people (according to Office of National Statistics survey of the mental health of children and young people in Britain – 2005), it is estimated that the prevalence figure for adults with autism in Fife is 2,630 (aged 15 and over) and 600 children with autism aged 0-14 years. The majority of adults remain unrecognised and under-diagnosed, whether in receipt of a service or not. Child and family services in Fife have been improving their practice in ASD for well over a decade. Adult services have received greater focus since 2007.

Who is this Autism Strategy for?

There is a lot of activity going on in Fife at the present, to support people with Autism and their families and carers. A number of services have their own autism plans and what we want to do over the following months is to pull together all the work ongoing into one Autism Strategy for Fife. The national Mapping Project completed an exercise for Fife and produced a report and we have taken this into account alongside the recommendations of the Scottish Strategy for Autism.

This Fife Autism Strategy has been written to explain what people with autism and their families have said is needed to support them in the future no matter what age or how able they are. It will describe services and support we have available, plan to be available and how we will achieve these and how we plan to gradually improve.

Working Together

The services and supports talked about in this Strategy are those provided by the Local Authority, the National Health Service in Fife and our key partners in the independent and voluntary sector. Our vision is that all key partners will work together to make this strategy happen and service users, potential service users and their families will be key partners in making this happen. The Fife Mapping project included the views of 70 carers and service users via a questionnaire, and 21 attended a workshop. The majority were carers of children, with 16 being carers of adults. In addition the Mapping Project reviewed several scenarios in terms of how local areas might respond. This local strategy includes these service user and carer comments on things which are going well. We have included comments on gaps and suggestions within the action plan against the Ten Indicators (**Appendix 2**).

A key aspiration of the Fife Autism Strategy is about getting the right service at the right time to promote the independence and resilience of people with autism and their carers. It considers the needs of older people, adults, young people moving into adult services, and children. Whilst there are some common themes across all age groups, the legislative and organisational context is quite distinct for adults of all ages and children's services. In children's services provision and priorities are set within the wider framework of the integration of planning and provision for children and young people with additional needs within the context of Getting it Right for Every Child (GIRFEC). For all adult age groups the key legislation is

- Equalities Legislation
- Adult with Incapacity (Scotland) Act 2000
- Mental Health (Care and Treatment (Scotland) Act 2003
- Adult Support and Protection (Scotland) Act 2007
- Social Care (Self Directed Support) Scotland Act 2014

The current position in Fife in relation to the best practice indicators is attached at **Appendix 2**. This plan sets out the current priorities for improving services in Fife at this time of significant development for autism services in Scotland as the National Strategy is rolled out, new services and approaches are being developed and researched including a "Menu of Interventions". In due course, the evaluations of these will help inform development of support and services for those with autism living across Scotland.

Appendix 2 outlines the current action, the gaps identified by service users and carers, and steps being taken in Fife to achieve the good practice outlined in the ten indicators

Children's Services

Fife Council Education and Children and Families Service has an Autism Spectrum Disorder Improvement Plan 2011 – 2014 and a progress report was prepared in July 2013 (*see appendix 3*).

"A number of positive education experiences across mainstream, autism base, specialist schools, autism specific provision and especially further education".

There are 4 themes identified in the Improvement Plan:

1. Continuing Professional Development
2. Identification and Intervention
3. Transition
4. Working with Families, Children and Young People

Fife Council "Education Service, Autism Spectrum Disorder Improvement Plan, 2011 – 2014" is the

second Fife Education Service Autism Spectrum Disorder Improvement Plan, and covers the period 2011 – 2014. It links to the Education Service ASD Strategy (2006) and builds on the progress achieved through the previous improvement plan (2008 – 2011). It is managed by the Education Service ASD Strategy Group and links with a range of associated multi agency activities. It is part of a continuous process of reflection on how well the educational needs of children and young people with autism are met, and has been informed by ongoing research into autism and articulates with the National Autism Strategy which was published by the Scottish Government in November 2011. Overall the plan aims to continuously improve the educational experience of all our children and young people with autism by: building the capacity of schools by extending, challenging and supporting schools in the self-evaluation process, providing high quality robust information to support the self-evaluation process, identifying, developing and promoting good practice in supporting children and young people with autism.

"Carers noted that each school has its own strengths and weaknesses"

"Special schools have a more complete approach, looking at health issues, medical issues as well as education"

There is also a Fife Children's Services ASD Strategy, which was prompted by the Public Health Institute for Scotland's Needs Assessment report for ASD in 2001 (known as the PHIS report) but has been supported by the ASD Co-ordinator, and the Education ASD Strategy.

NHS Fife Children's Service and Council Education Service have been refining a 3 tiered multi-agency ASD assessment and diagnosis pathway since 2004.

Tier 2 of the pathway is called the ASCA process (Autism Spectrum Community Assessment) and includes children who are under 3 as well as children at nursery, primary and secondary school. The information collation and diagnostic decision making process is coordinated via a meeting held in schools and chaired by a school manager in most instances.

Tier 3 of the pathway (NHS FAST Clinic multi-disciplinary assessment) focuses on children and young adults (up to school leaving age) who have complex needs and their behaviour and are therefore more difficult to clearly diagnose.

“Carers reported the advantage of early diagnosis and good support in early years.”

“33% of carers said they received support in local area when the person they care for was of pre-school age”

Following a positive diagnosis of ASD action is taken to increase families’ awareness and knowledge of ASD, linking them in with other parents for support and to start to discuss and manage expectations for the future. The main components include a post diagnostic meeting (currently only available for Tier 3 diagnosis) and the opportunity to attend one of the parent information groups suitable for the child’s age and stage of development. These are:

- Early Bird – pre-school
- EarlyBird Plus – 4 - 8 yrs
- Parent Awareness
- Programme for Autism Spectrum (PAPAS) – 9-14 yrs

The programme will equip parents with a better understanding of their child’s autism and equip them with skills to start to problem solve and facilitate some aspects of communication and behaviour. It may be that some parents/families do not wish to attend a group programme and there is the opportunity to attend similar sessions as a single family if required.

“The role of the ASD coordinator and the Asperger Support Coordinator received many positive comments (in relation to support for young people with Asperger’s.”

“Support received from Aberlour, Crossroads and PAMIS was valued”

Ongoing actions for NHS Children's Service, in partnership with Fife Council Education Service are

- Further refinement of the referral and pathway processes leading to quicker responses and diagnostic outcomes for children and young people.
- Support for young people in transition.
- Consideration of extending post diagnostic meetings for families and children and young people who are diagnosed at Tier 2.

Adult Services – NHS Fife – Diagnosis

Future outcome - removal of short-term barriers such as unaddressed diagnoses and delayed intervention and access to appropriate post-diagnostic support for families and individuals (particularly when there is a late diagnosis).

“A few people with autism and carers had positive experiences of diagnosis and were pleased with most of the professionals we met.”

“Lack of clarity for those with Asperger's falling between primary care and mental health services if they miss appointments and are vulnerable” (taken from discussion Scenario Sandy).

NHS Fife Psychology Service routinely receives referrals for assessment of ASD both within mainstream adult psychology and learning disability psychology service. The service has worked together with both the south east of Scotland regional service and the government funded Autism Achieve Alliance project to upskill the workforce and improve processes to reduce waits and evidence best practice. Learning disability teams can work together where further multi-disciplinary involvement is helpful.

Mainstream adult psychiatry also receive referrals for diagnosis. Further data is being collated regarding referrals to both mainstream Psychology and Psychiatry in order to clarify the demand and refine an evidence based pathway.

Those with a diagnosis are provided with detailed feedback at the end of the sessions, and referred to the One Stop Shop for further signposting and support. Where further health or social work interventions would be useful these referrals would be made.

Adult Services –Fife Council/NHS Fife – Learning Disability

A significant proportion of people with a learning disability also have ASD or aspects of ASD. ASD awareness training is being made available through statutory and independent social care providers, via the Champions Network, via client centred training from NHS colleagues, or through formal workshops and conferences. The aim is to increase awareness and skills for person centred support and interventions.

“Dentists take time to understand individual needs”

“Individuals with autism expressed a preference for environments which are quiet and peaceful”

“Special schools have a more complete approach looking at health and medical issues as well as education”.

“Day support services are excellent”

All disciplines working within these services have become much better at formally recognising associated needs and adapting interventions and communication. Speech and language therapists and clinical psychologists are able to advise on use of social stories, structured plans, managing anxiety and behaviours in times of transition or change, as well as on the difficulties associated with deficits such as social empathy and reciprocal relationships.

“There are examples of very good services however services are not consistent depends who you get/see”

Adult Services –Fife Council/ NHS Fife - Autism Co-ordinator Post

“..the roles of the Asperger’s Support Coordinator and ASD Coordinator have received many positive comments regarding autism awareness.”

There has been a coordinated response to identifying and planning for the needs and aspirations of people on the autistic spectrum and families through the appointment five years ago of an ASD (Autism Spectrum Disorder) Co-ordinator role. This co-ordinator post was jointly funded by Fife Council and NHS Fife. The post was accountable through the Learning Disability / Autistic Spectrum Disorder Strategy Implementation Group (SIG). The ASD Co-ordinator developed an autism action plan for Fife which was developed with the involvement of people on the autistic spectrum, families and statutory and independent local organisations and this was taken forward through the Autism Steering Group.

“Many people were named in the workshops, professionals and people from the community as being understanding. For instance the ASD Coordinator is important – a lot of personal support has been delivered by ASD Coordinator over the years”

In order to determine the impact of the ASD Co-ordinator post an evaluation process was established through a negotiation with, Fife Council Social Work Service, NHS Fife and the Scottish Government, Joint Improvement Team (J.I.T.). An evaluation process was used that sought to elicit what was happening in Fife in relation to, stories of success, co-ordination, partnerships, development and areas for improvement.

Much was learned from this evaluation process in Fife and as an early adopter of the ASD Co-ordinator role, we are keen to share this learning and the outcome of the evaluation with other areas across Scotland.

See Fife Direct website under Autism for a copy of the Evaluation report and also a link for the ASD Co-ordinator Progress Report 2008-2011
www.fifedirect.org.uk/publication/index

Fife Council and NHS Fife - Joint Commissioning Strategy for individuals with Learning Disabilities / ASD who have complex needs

“Difficulty in early engagement of adult services with children’s’ services makes planning for adulthood difficult” (taken from discussion Scenario of Oliver with ASD, LD and challenging behaviour in specialist residential care).

“Lack of clarity for those with Asperger’s falling between social work, primary care and mental health services if they miss appointments and are vulnerable” (taken from discussion Scenario Sandy).

“Lack of clarity regarding responsibility for vulnerable teenagers with autism who is distressed by train noise and whose carers may request police support when they put themselves at risk” (taken from discussion Scenario Peter living at home with family but wandering streets near train line).

The Strategy was developed to ensure a consistent, effective way of commissioning the most appropriate services for people with learning disabilities / ASD and complex needs and was jointly funded by NHS Fife, Fife Council and the Scottish Government’s Joint Improvement Team.

The Strategy focussed on individuals with most complex needs as this is generally the hardest group to plan and commission services for. If we can get it right for these individuals, we have a good blueprint for getting it right with other groups of service users too.

Following detailed consideration of what is meant by complex need and developing a way of carrying out data collection we developed a definition of complex needs based on work done in other areas, and which we believe may be expanded to other service user groups in future as this approach is rolled out.

The strategy document sets out how partners will approach commissioning in Fife outlining the principles which will guide how we commission services for individuals in future.

1. Person Centred Approach – Family and Carer Involvement
2. Promoting appropriate, cost effective models of Community Living and care
3. Self Directed Support
4. Quality Assurance and Review
5. Care Within Fife
6. Using Evidence Based practice to meet Health and Social Care needs
7. Taking account of all service users and the Equality duty
8. Assessing and Managing Risk
9. Purchasing within Framework Agreements

Transition Charter

“There is evidence of some good experiences of transition, especially with visits to primary schools and group sessions”

“Many carers acknowledged the importance of respite and said Day Support

Multi-agency partners across Fife Council, NHS Fife, the Independent Sector, Further Education colleges, service users and carers have recently produced a Transition Charter which outlines how we will support young people with disabilities, ASD and mental health conditions as they move from school and Children’s services.

The Fife Health and Social Care Partnership launched the Transition Charter and a Transition Website in September 2012. It is important that we have a Charter for Transition in Fife so that young people and their families know the standard of care and support they can expect from the agencies, public services and other organisations helping them.

Most people (who completed questionnaire) found leaving school easy”

“There was exceptionally good feedback on further education in Fife”

“Positives included organising my own time, studying independently, possibility of learning and seeing my friends”

The Charter sets out four standards that guide how we support young people and their families through the transition process.

Fife Direct web link www.fifedirect.org.uk/movingon

“Many carers acknowledged the importance of respite and said Day Support Services are excellent.”

Self-Directed Support

In preparation for and following the introduction of the Social Care (Self Directed Support) Scotland Act in April 2014, Fife Council has set up a small SDS team within the Social Work Service. This team have temporary funding through the Scottish Government to introduce this approach and to test out how this will work for a range of people with additional support needs, across all age groups and including people on the autism spectrum.

The SDS options are summarised as:

Option 1 – Direct Payment

Option 2 – Allocation of a provider of the individual’s choice

Option 3 – local authority selects and arranges a care and support service

Option 4 – the individual chooses a mix of options 1-3

It is anticipated that the pace of the introduction of this approach will now increase giving opportunities for individuals on the autism spectrum to consider the above options along with their assessment of need being carried out.

Autism Champions Network (ACN)

The Autism Champions Network has been set up as a ‘floating’ network: which sits independently to link with the various multi-agency groups. Membership of the network is broad, from people with ASD and parents to representation across all sectors including community based services such as Job Centre Plus, Skills Development Scotland etc. (**see appendix 4**– Terms of Reference for the ACN).

The aim of the Autism Champions Network and matching one of the key aims within the Scottish Strategy for Autism is to increase awareness and develop stronger networks, through the sharing of best practice and training. Ultimately, it is anticipated, that support and interventions become more streamlined, as well as become effective in delivery and, potentially, in cost.

Members of Fife’s ACN will be encouraged to individually link, to the Autism Network Scotland discipline-specific networks, where a similar exchange may take place with other colleagues, at a national level.

www.autismnetworkscotland.org.uk

Independent Sector - One Stop Shop (OSS)

“There was also very positive feedback on One Stop Shop in Edinburgh from carers and people with autism”.

Scottish Government funding has been made available to Scottish Autism, to support the establishment of a One Stop Shop (OSS) for Autism in Fife. This is viewed as a model of good practice and there has been an OSS in Edinburgh for a number of years which has been very supportive of individuals with autism. The main objective of the One Stop Shop is to provide information and advice to professionals, parents and carers, and individuals who have an Autism Spectrum Disorder (ASD).

The One Stop Shop for Autism Fife opened in Dunfermline at the beginning of February 2013. The establishment of the One Stop Shop in Fife has the potential to resolve many of the issues that people with Autism may have, catering for all ages, across the full spectrum of Autism, including those with or without a learning disability. The One Stop Shop in Fife provides opportunities for support through one to one sessions, social groups, parent support groups and workshops, provided by a range of agencies.

Workshops are presented at the One Stop Shop based on feedback from families and individuals who were looking for more information. External organisations work in partnership to deliver workshops on topics such as benefits, legal advice, autism awareness and behaviour issues.

Individuals with ASD that have come to the One Stop Shop in Fife looking for help with social skills have benefited from attending social groups where they can learn social skills at their own pace in an understanding and safe environment with individuals who are facing the same difficulties.

The One Stop Shop also provides one to one support where people can attend after making an initial appointment. Information, help and support is provided on various issues that are affecting the individual. This is a confidential service tailored to the service user and their family's needs. Individuals may be referred to other organisations with the expertise in dealing with their particular problems and where we have established a partnership link.

As funding from the Scottish Government is time limited, the next task for the One Stop Shop in fife is to consider the future sustainability of this support service in Fife.

Autism and Sight Loss Development

This is a 3 year Scottish Government funding development in partnership between RNIB, Scottish Autism and Napier University.

The aim of the project is to ensure that carers, health and social care professionals include eye health when providing opportunities, services or supporting adults with Autism.

To date, the project team have devised and distributed an Autism and Sight Loss survey to all Scottish Autism staff and 3 pilot sites have been identified including Fife. Scottish Autism staff have been selected and undertaken Autism and Sight Loss Awareness Training. From these participants a number of Vision Champions will be identified to receive further training. The findings and learning from this project will be published in a range of journals in the near future.

Fife Action on Autism (FAA)

Fife Action on Autism (FAA) has been in existence since 1992 offering support to individuals and families with children and adults with Autistic Spectrum Disorder within Fife. FAA issues a monthly newsletter and holds monthly meetings where parents can share experiences and concerns or hear speaker's advice on education, transition, social work, health, employment, independent living/housing, the criminal justice system and other aspects of interest. FAA organises the Asperger Support Project which is run by a dedicated Coordinator (see below).

Fife Action on Autism - Asperger Support Project

The Asperger Co-ordinator liaises with individuals with ASD and their families, providing a general support platform. This support is routinely provided at home in a familiar, safe and secure environment, where safety and dignity are at the forefront. Help with application for benefits and other form filling is also provided and requests for this are increasing.

Additionally, the Project runs three separate bi-weekly activity clubs at different venues in Fife for adults and adolescents with ASD, to encourage the development of interaction and social skills and to focus on realising potential.

“The role of the ASD coordinator and the Asperger Support Coordinator received many positive comments”

“Aspergers Support Coordinator provides service to adolescents and adults particularly at times of transition (via helpline and e-mail) and runs three activity clubs to encourage development of social skills...”

The Project also plays a significant and increasingly vital role in providing respite time to those with ASD and their carers/families through organised and managed residential breaks. The funding for these is applied for by the Co-ordinator and most comes from NHS Fife and Short Breaks.

Next Steps in Developing Autism Strategy in Fife

The multi-agency partners in Fife are committed to taking forward the action required to meet the needs of people with Autism and to support their families and carers.

Appendix 2 outlines Fife’s position in relation to the 10 indicators and clarifies what we will be doing next to implement the Fife Autism Strategy. This will be driven forward by the Autism Steering Group which will report regularly through the Education and Children and Families Service and the Health and Social Care Partnership through the Learning Disability/ Autistic Spectrum Disorder Strategy Implementation Group.

Scottish Government – Autism Strategy

The Scottish Government launched a nationwide autism strategy in November 2011.

This sets out a clear vision and values:

“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.

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 Autism Spectrum Disorder should expect to have the support of professionals working in their best interests to make these values a reality.”

Three time based goals are set out: by the Scottish Government.

Foundations: by 2 years

- 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

- 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 local authority areas.
- Capacity and awareness-building in mainstream services to ensure people are met with recognition and understanding of autism.

Holistic personalised approaches: by 10 years

- 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.

The Scottish Government has identified ten indicators for current best practice in the provision of effective Autism Spectrum Disorder (ASD) services

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.
8. Services that can demonstrate that service delivery is multi-agency in focus and co-ordinated 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.

The autism strategy goes on to make 26 recommendations which require to be taken forward at both national and local level.

SCOTTISH STRATEGY FOR AUTISM
Fife Position

National Strategy	Current Action / Progress in Fife	Service users and carers views	Next steps
<p>1. A local Autism Strategy to be 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.</p>	<p>Key partners being consulted regarding draft strategy which is based on work to date within Fife across all key agencies.</p> <p>Fife Council Service Map available following the mapping exercise.</p> <p>Ongoing opportunities sought for bringing partner agencies together to facilitate joint working.</p> <p>Fife Council / NHS Fife jointly appointed an ASD Co-ordinator in 2008 which allowed a co-ordinated / networked approach to be developed across all agencies involved in delivering services for people on the Autistic Spectrum.</p> <p>Local Co-ordinator also raised awareness of people with autism when developing and implementing other universal policies.</p>	<p>Services in Fife are patchy so things need to be better co-ordinated and more consistently delivered.</p> <p>Staff at all levels need to be aware of the strategy – not just managers.</p> <p>The strategy should take into account the resource carers and the voluntary sector can offer and plan to support them in their endeavours.</p> <p>There may need to be funding for reducing waits for assessment, interventions and groups.</p>	<p>Fife wide Workshops to be arranged over early 2014 to consult with service users, carers, key partners regarding the Autism Strategy and identify a local improvement plan that will meet the needs of individuals with Autism in the future.</p> <p>Identify an approach which <i>will provide opportunities</i> to involve people with Autism and their families, increase their capacity to contribute to service developments and support ongoing engagement with the development of the strategy.</p> <p>Ensure that all key partners are involved in taking forward the action plan - including NHS Fife, employment services, criminal justice, housing services, voluntary sector and families and service users.</p>

National Strategy	Current Action / Progress in Fife	Service users and carers views	Next steps
<p>2. Access to training and development to inform staff and improve the understanding amongst professionals about ASD.</p>	<p>Autism Awareness pack was developed by ASD Co-ordinator with support from other agencies – now available for Champions to utilise across Fife.</p> <p>Variety of Autism training packs available on line. NB in particular the revised Autism Toolbox (29 April Launch).</p> <p>Briefing sessions held across Fife Council / NHS Fife.</p> <p>Autism Champions Network has been formed and this allows the sharing of knowledge and practice experience in relation to autism.</p> <p>The Discovering Autism facilitators pack has been launched.</p> <p>Training is being provided in single agencies, through Fife Council, NHS Fife and the One Stop Shop.</p> <p>Some NHS staff have taken advantage of several national training initiatives to improve practice in diagnosis.</p>	<p>Knowledge and skills can be very patchy. We need to keep offering awareness training for all staff in all sectors to improve and personalise services.</p> <p>Some carers or service users could assist in training professionals and care staff.</p>	<p>Advertise information about all available training materials nationally and locally so that individuals (including service users / carers) can receive the correct level of training re autism.</p> <p>Encourage statutory and voluntary sector to include ASD awareness as part of induction for all staff.</p> <p>Promote use of Autism Network Scotland website.</p> <p>Refer to nationally developed training framework to ensure the correct level of training / development opportunities available for key stakeholders across agencies.</p> <p>Liaise with local voluntary groups to monitor current needs.</p> <p>Consider needs for training in early years and pre-school education or care.</p>

National Strategy	Current Action / Progress in Fife	Service users and carers views	Next steps
<p>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.</p>	<p>One Stop Shop – developing a directory of services/contacts.</p> <p>Quarterly newsletters were shared by ASD Co-ordinator – now devolved to voluntary sector.</p> <p>Transition website - www.fifedirect.org.uk/movingon - from children’s services to adult services has been developed through a multi-agency transition planning group.</p> <p>All schools have access to Autism Toolbox and online for use by staff.</p> <p>The communication and resources offered by the One Stop Shop and Fife Action on Autism provide information to all agencies, service users and family members.</p> <p>ASCA (Autism Spectrum Community Assessment) Manual is currently available on FISH.</p> <p>ASD Co-ordinator arranged an ASD library resource across Fife.</p>	<p>Knowledge is patchy amongst staff in various sectors in various parts of Fife.</p> <p>Websites need to be up to date.</p> <p>Professionals including GPs need to have better access to information about services too.</p> <p>There is a lack of knowledge about referral process for assessment and diagnosis.</p> <p>There is a lack of awareness in Fife of the ASD Alert Card scheme which was developed in Strathclyde but is available at Fife One Stop Shop.</p> <p>Children supported by a number of professionals should have a key worker so families know who to contact.</p>	<p>Promote use of Autism Network Scotland website for national information, update on Strategy, discussion fora and resources.</p> <p>Identify resource to update and develop ASD page on Fife Direct website until voluntary sector have capacity to maintain other sites.</p> <p>Develop the use of Fife Direct and NHS Dispatches to communicate information over the internet including information about services, the quarterly newsletter etc.</p> <p>Develop an arrangement to ensure that information regarding Diagnostic Pathways is available in an accessible format.</p> <p>Identify, share and quality assure accessible information for individuals across the autistic spectrum using the Fife Accessible Information website and GIFT process.</p>

National Strategy	Current Action / Progress in Fife	Service users and carers views	Next steps
<p>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.</p>	<p>Local providers have training and development plans for autism practitioners. Education Service has implemented a skills development opportunity for school staff and has a training framework as part of its Autism Strategic Improvement Plan.</p> <p>The autism champions network has begun to share knowledge and practice experience across network members</p> <p>The Discovering Autism facilitator pack has been launched.</p> <p>Joint training sessions for ASCA have been delivered across Fife on a needs basis.</p>	<p>We need more workshops for parents to improve their skills in parenting and to help cope with behaviour which may be related to ASD.</p> <p>We need awareness training for the whole family.</p> <p>We need more training for early years/pre-school sector as knowledge can be patchy.</p> <p>Knowledge and skills can be very patchy. We need to keep going offering awareness training for all staff in all sectors to improve and personalise services.</p> <p>GP's need to keep up to date with ASD.</p>	<p>Refer to nationally developed training framework to ensure the correct level of training / development opportunities available for key stakeholders across agencies and all staff who support people with ASD.</p> <p>Consider needs for training in early years and pre-school education or care.</p> <p>Share all available learning resources which meet the requirements of the national training framework which sets out a tiered approach to training.</p> <p>Ensure that all relevant components are included in the training framework e.g. mental health awareness.</p> <p>Set up a Fife group discussion forum online on Autism Network Scotland (run by Strathclyde University).</p>

National Strategy	Current Action / Progress in Fife	Service users and carers views	Next steps
<p>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.</p>	<p>Fife Council and NHS Fife have a number of data collection systems in place, although NHS only captures the health concern/ diagnosis with which patients present. This may not record ASD as a secondary diagnosis.</p> <p>Social Work currently record data about people with autism on their electronic record system.</p> <p>Education currently do a bi-annual audit of the number of young people with Autism in schools.</p> <p>Housing Service, Fife Council also use a data collection system.</p> <p>ASCA data is currently collected regarding processes and waiting times.</p>	<p>Service users and carers are keen that services share information to ensure services are delivered appropriately and efficiently.</p>	<p>Improve data collection strategy to ensure that where possible, existing data is used to inform development of future support required for individuals with Autism.</p> <p>Housing Service to further develop and share their data collection.</p> <p>Involve Public Health in data collection strategy.</p> <p>Ensure GP's are informed about Autism diagnosis.</p> <p>Ongoing review and update of data across all agencies.</p>

National Strategy	Current Action / Progress in Fife	Service users and carers views	Next steps
<p>6. A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and remove barriers.</p>	<p>A review of national guidelines for adult diagnosis was completed and an NHS Fife led group established to develop a Care Pathway including post diagnostic signposting.</p> <p>One Stop Shop has developed some capacity to inform individuals re availability of post diagnostic support including self assessment.</p> <p>Referrals to psychology or mental health receive evidence based psychological therapy or advice on adaptation of environments and communication to meet individual needs, encourage wellbeing and reduce anxiety. NHS Fife is working towards reduction of waiting times for psychological interventions as part of national HEAT target.</p> <p>Professional diagnostic skills have been further developed via Autism Achieve Alliance and NHS Education Scotland training</p>	<p>There are long waits for diagnosis for children.</p> <p>We need clear information about how to get a referral for diagnosis, and what it will involve, for both children and adults, and especially for more able adults.</p> <p>We would like to see consistency in diagnostic process.</p> <p>We (service user and carers and families) need support immediately after a diagnosis, and help to access groups, voluntary groups or advice.</p> <p>Investment is needed in early years with support for everyone in strategies to support learning and communication.</p> <p>Children need a Co-ordinated Support Plan which is developed promptly and a key worker as contact for families.</p>	<p>Multi agency diagnostic Care Pathway and post diagnostic support to be finalised and made available to adults in Fife.</p> <p>Communication Strategy which ensures that all individuals with autism are aware of the Care Pathway and post diagnostic support and how to access this support.</p> <p>Ensure carers are always involved as appropriate in each care pathway.</p> <p>Key individuals to attend Menu of Interventions event on 8 May to learn from others and consider how proposals apply in Fife. This could include all agencies including criminal justice professionals and Police, as well as carers and voluntary sector.</p> <p>Ensure greater and more timely access to evidence based therapeutic and support and to advise on adaptation of environments and communication to</p>

	<p>opportunities, as well as audits of local referrals for diagnosis and improvements in practice and waits.</p> <p>Audit of numbers of referrals to psychiatry and psychology is ongoing.</p> <p>In 2004 multi-agency services for children with ASD were developed and funded in Fife including a tiered multi-disciplinary approach to diagnosis and evidence based interventions (ASCA). These continue, having been refined over time. Some are now delivered within the One Stop Shop.</p> <p>Support can be offered by Fife Young Carers, Crossroads, Fife Action for Autism, libraries, Asperger Support Co-ordinator and Asperger Support Project.</p>	<p>Support from other carers is really helpful, also from voluntary sector and Aspergers' Support Coordinator.</p> <p>Sometimes we need advice about how to get an assessment for support from Social Work. We do not want to have to fight for services when we need them.</p> <p>Carers can organise some support and self help groups, as well as social activities but need some funding for these.</p>	<p>meet individual needs, encourage wellbeing and reduce anxiety. Self-Assessment tools to be made available.</p> <p>Ensure early intervention for young children identified with Autism by well informed staff.</p> <p>In education ensure assessment and diagnostic information is included and is part of Integrated Support Planning and review.</p> <p>Support carers groups via support for identifying and preparing suitable funding bids.</p>
--	--	---	--

National Strategy	Current Action / Progress in Fife	Service users and carers views	Next steps
<p>7. A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.</p>	<p>In Fife Service users / Carers are currently involved in strategy and development groups i.e.</p> <ul style="list-style-type: none"> • Autism Steering Group • Autism Champions Group • Transition Implementation Group • LD/ASD Strategy Implementation Group • Developing the new Advocacy Strategy <p>Service user/Carer Workshops – held monthly at One Stop Shop.</p> <p>Service users are involved in education service strategic improvement planning group.</p>	<p>Carers have delivered some services and support groups via voluntary sector but we need support to develop this area of work.</p> <p>Service users have provided feedback via the Mapping process (workshops and questionnaires).</p>	<p>Strategy / Framework for seeking feedback from all stakeholders to be developed through the Autism Strategy improvement plan. To include the development of a sustainable parent support model. e.g., PASDA model.</p> <p>This Strategy / Framework will link with the Communication Strategy to be developed by the improvement plan.</p> <p>Strategy re feedback to reflect guidelines issued via the Care Inspectorate in relation to service user feedback.</p> <p>Continue service user involvement on a planned, regular basis.</p>

National Strategy	Current Action / Progress in Fife	Service users and carers views	Next steps
<p>8. Services that can demonstrate that service delivery is multi-agency in focus and co-ordinated effectively to target meeting the needs of people with ASD.</p>	<p>Good practice examples re Individualised Person Centred Planning for children/adults in place at present.</p> <p>Transition planning pilots are in place.</p> <p>Care co-ordination is in place via Care Programme Approach.</p> <p>Joint Commissioning Strategy designed to improve joint assessment and planning for more complex support.</p> <p>Multi-disciplinary Community learning Disability teams ensure co-ordination of health care and liaison with SW.</p> <p>Multi-agency assessment and diagnostic care pathways to continue to be supported.</p>	<p>It is difficult for carers when different agencies are using a variety of communication aids.</p> <p>People with autism expressed a preference for quiet environments and value it when agencies take the trouble to accommodate their needs.</p> <p>Schools need to consider a balance of individual and peer group teaching.</p> <p>Nurseries need to make reasonable accommodations for special needs rather than insist on “inclusion” at all costs. This comment was also made about secondary schooling for more able children with ASD.</p> <p>Consideration needs to be given to addressing healthy eating whilst taking ASD into account.</p> <p>Agencies need to be clearer about the fact that some people with high functioning autism /Asperger’s sometimes have support needs</p>	<p>Further development of personalisation approach along with the development of self-directed support.</p> <p>Development of support for individuals across the spectrum and how those with high functioning autism are to be supported by community based services. This might include development of specific services i.e. Health in Mind – the mental health service model in place in Edinburgh.</p> <p>Multi agency assessment and diagnostic care pathways to continue to be supported, maintained and updated.</p>

		<p>and mental health difficulties despite not having a learning disability. Few people knew about the Police Alert Card system.</p> <p>Employment is very important. Carers were unaware of much support for employment and were concerned that many service users lack confidence.</p> <p>A third of carers had no support and half had no social worker.</p> <p>Carers were keen on more autism specific services.</p> <p>Advocacy must be commissioned to include people with ASD.</p>	<p>Continue to include Criminal Justice Service in all developments.</p>
<p>9. Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.</p>	<p>Multi-Agency Transition Planning arrangements in place to support young people with additional support needs moving from School and children's services to adult services.</p> <p>Multi-Agency Transition Implementation Group driving forward developments in transition planning.</p>	<p>Most people with autism seemed unaware of what options are available after school age.</p> <p>Transitions planning should be multi-disciplinary and holistic. Families need support around this. Awareness of potential problems would be helpful.</p> <p>More services which work for ASD are required for adults.</p>	<p>Monitor, evaluation and review of these arrangements in place through the Transition Implementation Group.</p> <p>Develop a pathway for adult transitions for young people not attending school.</p> <p>Develop a multi agency pathway for life long transitions for more able individuals.</p>

National Strategy	Current Action / Progress in Fife	Service users and carers views	Next steps
<p>10. A self-evaluation framework to ensure best practice implementation and monitoring.</p>			<p>Consider existing tools to self-evaluate our improvements in developing services for people with ASD, inspection frameworks/ Standards against which to measure progress e.g. balanced scorecard approach.</p> <p>Identify timescales and person's responsible.</p> <p>Table Performance Monitoring at next Steering Group.</p>

**Fife Council Education Service
Autism Spectrum Disorder Improvement Plan 2011 – 2014
Progress report at July 2013**

For Rationale and Key Outcomes in relation to each of the 4 themes please refer to the Improvement Plan.

Progress has been evaluated using a red, amber, green model. Green indicates that the task is on track, and in some cases may have been completed. Amber indicates that the task is underway, but key aspects remain outstanding. Red indicates that no progress has been made, and that the task should be addressed as a matter of priority. No tasks are identified as red in the current plan. Amber tasks should now be give priority consideration.

1. Continuing Professional Development

Task	Progress	Evaluation
Establish staff cluster ASD networks	Links have now been established with the Bell Baxter and Beath High School clusters. Both clusters are very receptive to the proposal, and will participate in an audit between August and October 2013 to identify key issues, areas to be addressed and potential training needs. If possible time will be allocated on the November 2013 INSET day to progress this development.	
Convene ASD Learning Festival	An extremely successful ASD Learning Festival was held at ASDARC on Saturday 8 June 2013. This was very well attended, and initial feedback from participants concerning all aspects of the day is extremely positive. Further analysis of feedback will be undertaken and consideration given to a similar event in the future, though probably not before 2015.	√
Build capacity in schools through training, advice and support to staff.	Training and advice continue to be offered to all schools on demand across Fife. It would be helpful now to reflect on patterns of demand for such input, and on the impact of training, recognising that capacity building is influenced by changes in staffing and patterns of need among pupils. Training input to Probationer induction has been re-established and will be offered again in Session 2013-14.	

2. Identification and Intervention

Task	Progress	Evaluation
Establish centralised data collation system, with data analysed biannually and made available to inform planning.	The most recent survey, covering Session 2011-12 was completed and published in June 2013. While the survey tool has been streamlined from previous years there is an indication that further refinement could be undertaken to allow analysis to be completed more quickly. A number of recommendations have been made in the most recent survey, the fourth since 2005-06, and these will inform both current practice and the next ASD Improvement Plan, due in 2014.	√
Establish effective identification, assessment and appropriate interventions for children and young people on the autism spectrum and potentially on the autism spectrum in schools	Schools continue to plan effectively for children and young people with ASD across Fife, using established assessment, review and planning protocols, and taking account of legislative requirements. School staff confidence & skills have extended in response to being involved in the identification & assessment of children & young people on the autism spectrum (see more below). The Strategy Group is aware of a pattern of emerging issues in relation to links with families and the use of new technology and consideration will be given to incorporating these into the next Improvement Plan.	
Contribute to the development and delivery of effective multi-agency ASD care pathways, for identification, assessment and diagnoses of children and young people	The Autism Spectrum Community Assessment (ASCA) is now fully implemented across Fife. All schools, alongside Fife Council Psychological Service, are potentially involved in a multi-agency pathway to identify, assess and diagnose autism in Fife children and young people. The process, hosted by schools and progressed by Health and Education partners, has had a major impact on the progression of joint working assessment and intervention processes and has resulted in a 75% reduction in waiting times for children, young people & their families awaiting a potential autism diagnosis. Further joint twilight training sessions will be part of future planning and feedback from families will be part of ongoing evaluation of the process.	

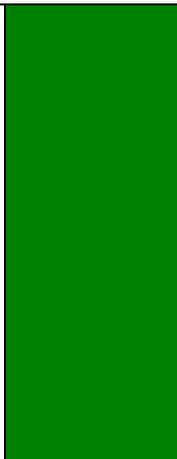
3. Transitions

Task	Progress	Evaluation
Identify, evidence and promote current good practice at all stages	ASIST has collated examples of good practice in relation to transition and these are being combined to form a resource to support transition at all stages.	
Capture parents' views on transition processes at each stage	A parental questionnaire has been piloted and the views of a group of parents obtained. Unfortunately the sample size was disappointingly small and consideration will be given to developing the survey method to obtain a higher return rate in future.	√
Develop Fife Transition Guidance consistent with the GIRFEC principles	As noted in task 1 a transitions resource is in preparation and will be available during Session 2013-14. The Strategy Group should now consider the Fife Transitions Charter with regard to the post school transition of young people with ASD, particularly in terms of their need for ongoing support. The principles outlined by the Scottish Transitions Forum and the Scottish Strategy for Autism will be embedded in resources prepared with a view to monitoring impact on practice.	

4. Working with families, children and young people

Task	Progress	Evaluation
Maintain partnership working with relevant voluntary and parents' groups, at local and national level.	The Education Service has continued to maintain effective links with key local groups, (FAOA, PHAD) and with national organisations supporting people with autism and their families (Scottish Autism, National Autistic Society). The Education Service continues to link to the Autism National Reference Group through a member of the Strategy Group, and the views of the wider parental lobby in Scotland are represented on this group. The Strategy Group has also established a link with the ASD One Stop Shop, established in Dunfermline, and a member of the Education Service sits on their steering group.	
Develop and promote good practice in working	Parents are reporting increased satisfaction regarding contact with Education Service. This is evidenced through the ASD and ASN feedback received centrally. Following discussion	

with parents and families	with Fife Action and feedback for staff the ASD strategy group recognises that work needs to be undertaken to increase staff understanding of the difficulties faced by families' outwith school life and an awareness of the need to understand and support children and young people with ASD holistically. This issue will be considered in developing the next Improvement Plan.	
Involve young people in developing appropriate support strategies	4 High Schools have been involved in piloting a Computer Assisted Interviewing Tool (CAIT), designed to support children and young people in engaging more fully in planning and reviewing their support. The evaluation findings from this pilot project have been positive in suggesting the CAIT offers a strategy to support young people to give feedback about their experiences in school. Comments from school staff also referred to the helpfulness of the guidance notes for staff (which offered advice on the consultation process) as well as the PowerPoint tool itself.	
Develop and promote good practice in seeking pupil feedback about school experiences.	Evaluation feedback from the CAIT pilot raised that there is unlikely to be a 'one size fits all' model in regards to consultation and age, stage, communication skills and style need to be considered. It is possible to draw some parallels with the feedback from CAIT evaluation and other consultation methods currently used in schools across Fife. A workshop was recently presented on developing and promoting good practice in seeking pupil feedback at the recent ASD Learning Festival and feedback from those in attendance was sought. A further scoping exercise in schools and with the psychological service is proposed in supporting practitioners to embed approaches, including the CAIT, in practice. For example, identification of good practice exemplars, description of various different consultation approaches and key elements to consider in implementation.	

<p>Explore the development of support material for parents/ carers</p>	<p>Education will continue with training for staff and parents as joint working with Health, subject to agreement and planned.</p> <p>National information and support materials will become available with the publication of the ASD toolkit online in September 2013. A Fife Education Service ASD information leaflet - Supporting Autism in Fife Schools, What you need to know - has been produced in draft format and will be completed in September 2013, and will include reference to the national ASD toolkit.</p> <p>The Strategy Group will continue to scan for ongoing practice developments & initiatives nationally including links to the Autism Network Scotland.</p>	
--	---	--

TERMS OF REFERENCE
Autism Champions Network (ACN) - Fife

Background

Fife shares the same vision for individuals with ASD, as outlined in the Scottish Strategy for Autism (2011):

‘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.’

Meeting this vision in Fife, there exist a number of multi-agency groups, spanning the age range. Some being ASD specific, while others consider the needs of those with ASD, within the wider focus on individuals with additional support needs; in areas, such as post-school transition, self directed support and others.

As an adjunct to these groups, the Autism Champions Network has been set up as a ‘floating’ network; one that sits independently, as a stand-alone model which also links to the various multi-agency groups, as above, via some of its members.

Its aim, and matching one of the key aims within the Scottish Strategy for Autism, is to develop stronger networks, through the sharing of best practice and training. Ultimately, it is anticipated, that support and interventions become more streamlined, as well as become effective in delivery and, potentially, in cost.

Members of Fife’s ACN will be encouraged to individually link, to the Autism Network Scotland discipline-specific networks; where a similar exchange may take place with other colleagues, at a national level.

Purpose of ASD Champions

- To be a point of reference for colleagues.
- To be aware of all local services; promoting and signposting.
- To keep up with developments; locally and nationally.
- To identify gaps; reporting to relevant local fora i.e. Adult ASD Steering Group, Education and Learning Directorate ASD Strategy Group, ASD Management Group (NHS Fife – children and adolescents).
- To look for funding, as may be identified.
- To maintain and promote awareness of ASD within the community.
- To offer training, as may be identified or requested.

Roles and Responsibilities

- To support the Playfield Institute (NHS Fife) in the development of an online infrastructure for the ACN; the ALL-IN (Autism Local Learning and Information Network)
- To develop a supportive, co-ordinated multi-agency ASD network; between statutory, private and 3rd sector organisations.
- To influence positive outcomes for people with ASD and their families.
- To connect with people with ASD and families.
- To maintain contact and momentum.
- To encourage the sharing of rich and diverse information and experiences, using existing and developing platforms i.e. Fife's One-Stop-Shop Newsletter and the Autism Local Learning & Information Network (ALL-IN, within the Playfield Institute website).
- To develop insight, skills and knowledge, in relation to provision and supports for people with ASD and their carers, available in Fife.
- To be both public sector and community facing.
- To collate training requests, twice yearly, via the online ALL-IN 'Autism Training Needs Questionnaire'.
- To signpost or provide opportunities for training, support and reflective practice amongst frontline practitioners, including parents/carers; via the ALL-IN.
- To demonstrate good practice in the production of fully accessible and jargon free information.
- To establish an active link to the work of all local ASD-related fora, in Fife; as well as that of national networks and the Scottish Government's ASD Reference Group (*through the ALL-IN?*).
- To evaluate and review the ACN and activities, annually.
- To evaluate and review content, and use of, the 'Discovering Autism' Training Pack, on an annual basis.

Membership

- Invitations to join the network will be extended to statutory, private, 3rd sector organisations, employers, as well as people with ASD and their parents/carers.

e-Forum

- Network members will be invited to join a 'private' e-forum. This will be a place where common interests may be explored, including ways of working, identifying common solutions, as well as sharing good practice and ideas.
- The e-forum will exist as part of the ALL-IN.

Meetings, Agendas and Reports

- There will be **2 leads for meetings**, on a rotational basis, as agreed by members of the ACN.
- The network will **meet 4 times** a year; to be reviewed annually.
- **Agenda items** should be sent to agreed leads, up to 3 weeks before the next scheduled meeting.

- **Information** to be presented to the network should be circulated no later than 2 weeks prior to the network meeting taking place.
- **Minutes** from meetings will be made available to members of the network, no later than 2 weeks after meetings of the network have taken place.
- Individual members of the network are accountable to their own service; and will feed back on information, observations and outcomes from the network.
- Individual members will seek a replacement representative if, for any reason, they are no longer in a position to represent their service within the ACN.
- The network will keep up with local and national developments; contributing to consultations, as may be agreed.
- Decisions will be made with the consensus of ACN members.
- The terms of reference will be reviewed annually.

REPRESENTATION WITHIN THE ACN INCLUDES:

Parent / Carer of:

- Adult with ASD
- Child with ASD

Person with ASD:

- Adult

NHS Fife:

- Adult Psychiatry
- Registered Learning Disability Nurse
- Rehab – Stratheden
- Psychologist (LD Adults)
- Child Development Nurse
- To be confirmed - representation from: Children & Adolescent services

Fife Council

Social Work:

- Supported Employment Service
- Fieldwork (Adults)
- Resources (Adults)
- Occupational Therapist Assistant – Child Health
- SW Student
- To be confirmed - representation from: SDS / MHO / CJ / Children & Families / Older People

Education & Learning Directorate:

- Autism Spectrum Information and Support Team (Schools)

Housing

- Access & Support
- Occupational Therapist
- Specific Needs

In the community:

- Scottish Autism
- Colleges
- One Stop Shop
- Phoenix Futures
- Cultural Trust – museums, libraries & theatres
- Job Centre Plus
- Skills Development Scotland



LD/ASD - SIG (Autism) PRIORITY ACTIONS

2018/19

KEY:

- To be started
- In Progress
- Completed

National Strategic Outcomes	Action Points	Responsible Lead	Timescale	Status	Comments
A Healthy Life					
People with Autism enjoy the highest attainable standard of living, health and family life and have timely access to diagnostic assessment and integrated support services	To develop and implement a diagnostic pathway for adults with and without co-existing learning disability.	Dr. Alison Robertson	Sept/Oct 2015		
	To ensure the adult diagnostic pathway supports improvements and impacts on timescales for adult diagnosis audit/evaluation methodology to be developed				
	In response to existing pressures eg child referrals exceeding diagnostic capacity, it is necessary to review the Child Diagnostic pathway.	Alan Roberts	Dec 2016/Sept 2017		The ASD Tier 2 (ASCA) pathway has been renamed Autism Assessment Pathway and is monitored via the ASD Management group

	<p>To develop a strategy and models of service that supports people with complex needs and behaviour to remain as independent as possible within a pattern of intensive support.</p> <ul style="list-style-type: none"> • A new ways of working group established to drive the development of the strategy and effective models of support and intervention. • To establish full pattern of multi-agency service provision across Fife. • To identify and introduce improved systems to recognise and support potential service breakdowns at an earlier stage • Create a spectrum of service options to be considered and used sequentially as appropriate. • Identify costs and potential savings across the Partnership as an outcome from the strategy and service development 	Project Leads Health & Social Work Services	December 2018		This action is duplicated in the LD priority actions as the scope of the work will include both people with LD and those who additionally have co-existing autism.
	<p>To work with Fife One Stop Shop/other autism support service partners to support/maintain a OSS model until 31st March 2016. This was supported by a revised service brief to underpin the Service Level Agreement.</p>	Elaine Law Susan Brown Contracts	March 2017		OSS, following a bid application, successfully secured 3 year funding from April 2017.

Choice and Control					
People with autism are treated with dignity and respect and services are able to identify their needs and are responsive to meet those needs	Develop a communication network to support/improve autism practice, good autism practice events	Eileen Scott Susan brown	April 2016		Fife's 'Autism Network' Facebook page was launched on 2 nd April 2016 (World Autism Awareness Day)
	To update information held on FISH/Fife Direct and ensure links to Facebook page are available	Susan Brown	December 2016		
Independence					
People with autism are able to live independently in the community with equal access to all aspects of society. Services have the capacity and awareness to ensure that people are met with recognition and understanding.	To develop a multi- agency sub group to develop a Fife training strategy underpinned by Optimising Outcomes (NES Training Framework)	Shirlee Baird/members of training sub group	Ongoing		
	To develop a strategy which will enable increased access to a range of ordinary housing options, based in local accessible community settings both now, and for the future, as well as planning now for the development of more specialist housing where it is required in addition to individually tailored care and support that people will need to lead full and independent lives.	Housing Manager (health, Social Care and Children	April 2018 (Final Version) October 2018 (Implementation)		This action is duplicated in the LD priority actions as the scope of the work will include both people with LD and those who additionally have co-existing autism.

Active Citizenship					
People with autism are able to participate in all aspects of community and society by successfully transitioning from school into meaningful educational or employment opportunities	To review the post 16 multi agency transition procedures	Post 16 Strategic Group	Ongoing		
	To raise the profile of young people/adults with learning disabilities/ASD to improve Employment, Volunteering and Modern Apprenticeship opportunities	To be determined	Ongoing		This action is duplicated in the LD priority actions as the scope of the work will include both people with LD and those who additionally have co-existing autism.



AGENDA ITEM NO.:		
DATE OF MEETING:		
TITLE OF REPORT:	Learning Disability Strategy Progress Report	
EXECUTIVE LEAD:	Fiona McKay, Interim Divisional General Manager	
REPORTING OFFICER/ CONTACT INFO:	NAME:	Ian Wilson
	DESIGNATION:	Service Manager (Adults)
	WORKPLACE:	Rothesay House, Rothesay Place, Glenrothes, KY7 5PQ
	TEL NO:	03451 555555 ext 446899
	E-MAIL:	Ian.Wilson@fife.gov.ok
Purpose of the Report (delete as appropriate)		
		For Information
REPORT		
<u>Situation</u>		
<p>Fife Health and Social Care Partnership Clinical and Care Governance Committee has requested a progress report on the implementation of strategic intentions with specific reference to learning disability services.</p>		
<u>Recommendation</u>		
<ul style="list-style-type: none"> • For Information 		
<u>Background</u>		
<p>About 16,000 school children and young people in Scotland have learning disabilities. About 26,000 adults in Scotland have learning disabilities and need support.</p>		
<u>The Keys to Life</u>		
<p>The national learning disability strategy, The Keys to Life 2019 - 2021, outlines four priority areas for future service development that reflect what people with a learning disability and their families have identified as the barriers and challenges they face in achieving equality of opportunity. The four priorities are:</p>		
<ol style="list-style-type: none"> 1. Living 2. Learning 3. Working 4. Wellbeing 		

Transforming Healthcare in Fife

NHS Fife's Clinical Strategy, Transforming Healthcare in Fife 2016 – 2021, makes specific reference to learning disability services and highlights the importance of:

1. Further Tier 3 multi-disciplinary intensive support teams for those in crisis with complex needs in terms of mental health, forensic or challenging behaviour with extended hours availability
2. Continuing Tier 3 best practice development and pathway work around people with challenging behaviours in order to improve quality of life and reduce restrictive interventions
3. Review of how physical needs are best met for those with Profound Multiple Learning Disability (PMLD) in adulthood
4. Review of Children and Young People's Learning Disability Services (CYPLD) so that a single CYPLD multidisciplinary team which has a single management structure and a single set of case notes which is colocated and works closely with other agencies is established. Work is already progressing and nursing for example are now being managed under adult LD services

Assessment

The Keys to Life

Fife's multidisciplinary Learning Disability Strategy Implementation Group (LDSIG) has established four sub groups to consider the four priorities identified in the national Keys to Life strategy published in March 2019.

1. Living

- The Housing Strategy Group with representatives from Health, Social Care and Housing services has been established to formulate a Housing Strategy for Fife Health and Social Care Partnership which will drive the development of models of care, both new and well established and understand the role technology can play in supporting people
- Fife Council and partner Housing Associations currently provide accommodation for adults with a range of disabilities. The properties consist of:
 - Small shared group homes for adults with a learning disability
 - Individual support in single tenancies
 - Core and cluster properties.
 - In addition, the Community Support Service offers day opportunities. In April 2019, following a period of extensive consultation the Social Work Community Support Service operated from the Forward Centre in Glenrothes transferred to the St Clair Centre and the Forward Centre was closed. An options appraisal is currently underway in relation to the site at the Forward Centre to consider the development of specialised provision for people with LD and complex needs who currently require to be placed out with Fife. It is acknowledged that a range of housing options and

models are required as highlighted in the Scottish Government's Coming Home Report, 2018.

- As recommended in the Coming Home report, 2018, Fife has identified a Clinical Service Manager who is the lead for repatriation; this is to ensure that no individuals are 'lost' because they are not in the 'line of sight' of the originating Health and Social Care Partnership.
- A Parents with LD group has been running in Fife for a number of years. A member of this group has been involved in the development of an easy read version of the N.H.S Scotland Parenting Guide "Ready Steady baby"
- Easy read information on the Looked after Children process is also being developed.
- There are a significant number of adults with learning disability supported in the community, either in single or shared tenancies, where support is provided overnight either by a waking night shift or a sleepover. It is recognised that there are issues which can arise when people are supported in a way which impacts on their privacy and risks creating dependency. The Partnership has recently commissioned the services of JustChecking. Just Checking provide an activity monitoring service, installing discreet door and movement sensors around an individual's home. The sensors will provide an overview of activity within the individuals home during a period of assessment or review and will provide a better understanding of when support is needed. There are no cameras or microphones - the motion sensors are triggered if there is movement within the room/s, which is then fed into a central hub. The data will be analysed and combined with social work reviews to identify those individuals where the physical presence of staff overnight is still required, may no longer be required, or where a less intrusive model of support could be introduced ie community alarm, responder service etc. Using technology, the service can identify the precise support individuals need overnight.
- In conjunction with the overnight reviews, a plan is being developed to identify situations where technology can be used to support people with overnight needs together with the development of an overnight responder service.
- We have had to adapt to the changing needs as the people we support age. Over the past 18 months we have reprovioned 10 group homes, moving from accommodation which was no longer suitable to properties which are suitable for people now and in the future.
- This year we have developed a bespoke community service for one young person who had been in a specialist hospital setting out-with Fife and then after a failed discharge into the community, had been admitted to hospital in Fife. As a result of moving into the new service in the community, the young person is now accessing community facilities, such as cinema, bowling, shops and now experiencing improved quality of life through least restrictive practice. Unfortunately due to Covid 19 we have had to limit the range of opportunities available to this man. His move to the community has however continued to be very positive. We are currently exploring the development of second service for a young man with similar needs.

2. Learning

Within Fife's Education Services the number of children with LD is not recorded as a specific category but included in the overall children with Additional Support Needs figures. Discussions

are taking place on how accurate details of children with LD who access special schools and mainstream schools can be recorded. Child LD and education worked together on a process during Lockdown of contacting parents and, if they agreed, forwarding them relevant resources for support at home.

- The Independent Living Scotland's Transition fund, to enable young people with LD to access appropriate support to enhance their opportunities for independent living, including access to further education, is being promoted within Fife's Education Services.

3. Working

- The existing material used in Fife to promote the benefits of employment and meaningful activity for people with LD is being updated.
- Funding sources are being explored to deliver a campaign that celebrates diversity in the workplace, challenges preconceived ideas and promotes the benefits for employers, individuals and families of employment for people with LD.
- In conjunction with education services the potential to develop a resource that supports young people with LD to gain better access to Adult Learning programmes and Employment programmes is being pursued.
- A model has been developed and implemented for including people with learning disabilities and their carers on interview panels for psychology posts in LD services. This model has been adapted to enable it to continue remotely during current restrictions on face to face contact.
- Expansion of the range of employment/meaningful activities for people with LD is being considered in partnership with Fife Council and the voluntary sector.
- Fife Council's Supported Employment Service is Fife's largest pan disability employability provision.

SES provides:

- Positive Pathways (ESIF/Opportunities Fife and match funded) for people with disabilities and health issues age 25+ who wish to find work of 8 hours or more.
- Targeted provision for people with disabilities and health issues experiencing multiple barriers (e.g. lone parents, young people, care leavers, adults 50+, ex-offenders) by working with internal partners in Community Learning and Development, Health and Social Care Partnership including Adult, Community and Criminal Justice Services, Housing and Local Area Planning Groups to identify areas of employability need in the local community.

SES are a lead on the LDSIG Work Theme with actions related to:

- Communicating the value people with learning disabilities bring to the workplace
- Challenging stigma and discrimination
- Reviewing transitions from education to adulthood and outcomes being achieved

There is an increasing concern that people with disabilities/health issues known to the local authority are finding it more difficult to access opportunities in the world of work- this predominantly relates to individuals with learning disabilities, autistic spectrum disorders and physical disabilities. The voice of this concern is likely to grow considerably over the next few

years as it becomes apparent that payment by outcome funded programmes such as Fair Start do not have the resources or expertise to provide supported employment in line with the government's five stage framework- the proven methodology to help people furthest from the labour market due to the complexity of their disability or health condition. This gap in provision is most likely to affect people in receipt of ESA.

Supported Employment Service Statistics for 2018/19 **Referrals for support with accessing employment**

47 referrals for people with ASD
56 referrals for people with learning disabilities
TOTAL=103

Statistics for 2019/20 (April to September 2019)

35 referrals for people with ASD
49 referrals for people with learning disabilities
TOTAL= 84

The projected referrals for 2019/20 is 168. This is a 66% increase from the previous year. This increase may, in part, be attributed to a reduction in provision overall in Fife e.g. Capability Scotland no longer providing employment services in Fife.

Wellbeing

- Health passports have been standardised across Fife. This ensures consistency of information available when a person with a LD is admitted to hospital.
- The Primary Care Learning Disability Liaison nurse continues to link in with G.P. surgeries to publicise the service they offer and identify ways in which they can work more closely to enhance the experience of people with a learning disability when they access primary care services. Strathclyde University have a programme they have developed and the psychology department in LD is currently in talks with them to see how applicable this could be for Fife
- The LD SIG wellbeing group is considering how people with LD can be better supported to access national screening programmes.

The learning disabilities management team have supported the roll out of Trauma Training, led by clinical psychology, across all services including third sector, to establish a trauma-informed workforce. Fife LD psychology is advising colleagues in England and Wales on trauma models for this population. - Staff are working on adaptations to training material to allow Webinar delivery. All staff have access now to 2 NES trauma modules.

- Fife LD service have agreement with creators of the Decider (an emotional skills training programme for self-management) to develop and pilot an LD specific resource - A funding application has been made for a study exploring Adverse Childhood Experiences (ACEs) in in-patient populations

NHS Fife's Clinical Strategy Priorities

This includes development of tier 3 support, the physical health needs of those with Profound Multiple Learning Disability (PMLD) and review of children's learning disability services.

Tier 3 Intensive Support:

Fife now has a well established Augmented Support Team (AST) model. Work continues to improve referral pathways to ensure appropriate allocation to either the AST team or psychology rather than generic teams.

The AST has been developed to increase capacity within community services to provide assessment and treatment to people with a learning disability living in the community and facilitate discharge from hospital. AST support people over 18 years of age with a diagnosed learning disability, who require intensive support, are at risk of admission to hospital or require additional support to facilitate discharge from hospital. AST also support people to return from out of area placement.

In 2018 there were 17 referrals and in 2019 there were 19 referrals. AST staff were all redeployed onto wards at Lynebank immediately in March and have only just returned to the community so difficult to determine demand for 2020

Two members of AST and a psychologist in child LD have commenced a diploma in Positive Behaviour Support (PBS) which includes inpatient and child LD service. There is also a training package being developed though AST which will be delivered to all levels of staff within the service and across partnership agencies. (The Scottish Government's Coming Home report recommends workforce development in PBS).

Restrictive interventions are monitored and reviewed monthly through the Reducing Restrictive Intervention Group, considering trends and any specific areas which require to be addressed within the service and actions taken. The purpose is to ensure safe, effective care whilst maintaining improved quality of life through least restrictive practice. Developments are in place at the moment to review intervention practice across LD and mental health

Physical health needs of those with Profound Multiple Learning Disability

Annual physical health reviews are undertaken by LD nursing teams and whilst there are no specialist in-patient health facilities for those with PMLD, a nursing service is provided to the social work respite facility at Broad Street, Cowdenbeath. There are five people who currently access overnight short breaks at Broad Street. This service has been suspended since March due to Covid 19, We are currently exploring how we can safely begin to offer a service again,

Regular meetings are held with the support organisation PAMIS (Promoting a more inclusive society) and families to ensure we remain responsive to the needs of Fife people with PMLD and their families. Health screening is undertaken by the person's GP. The community nursing team is planning to develop a one stop shop, where people can attend to have health checks completed.

Review of children's learning disability services.

The Service for children and young people with LD (mental health/behavioural services) continues to move towards a single management structure for Nursing and Medical staff. Within the past 6 months the nursing component of the service moved from Community children's services to LD services with the team joining the community LD teams to provide a lifespan service. This provides additional capacity within the teams, a governance framework that is more robust and a working model of community teams that reduces the barriers between service providers to ensure effective and seamless transition when a young person reaches 18 years of age. The management of the medical staff within the service will become the responsibility of the Clinical Service Manager for Learning disability services once in post.

Discussions are underway to review the professional leadership with consideration given to closer working with adult LD Managed Clinical Network.

The Child Health LD Development Group has been established to address ongoing operational and strategic issues. The group has the following remit:

- To provide senior operational management and strategic overview of health services for children with learning disabilities in relation to local, regional and national developments.
- To facilitate multi-agency, partnership working in collaboration with social work, education and third sector colleagues.

A development session was held in December 2019 for the Learning Disability/Autism Strategy Implementation Group to take stock and to review implementation plan progress in relation to Keys to Life 2019-2021, NHS Fife's Clinical Strategy 2016-2021 and the Scottish Government's Coming Home Report 2018 recommendations. Unfortunately due to the pandemic we have not been able to progress the actions from the development day. A meeting of the strategy group has been arranged for the 10th November 2020 to begin exploring the agreements from the development day further.

Objectives: (must be completed)

Health & Social Care Standard(s):

IJB Strategic Objectives:

Further Information:

Evidence Base:

Glossary of Terms:

Parties / Committees consulted prior to H&SC IJB meeting:

Impact: (must be completed)

Financial / Value For Money

eg

- Financial impact or capital requirements

Risk / Legal:

eg

- Completion of a risk assessment with plans in place to mitigate any risks identified
- Likelihood of legal challenge

Quality / Customer Care:

eg

- Inequity of provision (postcode lottery/commissioning)
- Consequences of delaying/denying treatment
- Consideration of exceptional circumstances

Workforce:

eg

- Impact on existing staff
- Potential for clinical/staff opposition

- Consideration of Organisational Change Policy (HR15)
- Identification of training requirements

Equality Impact Assessment:

The IJB may reject papers/proposals that do not appear to satisfy 3 elements of the general equality duty, which are:

- eliminating discrimination;
- advancing equality of opportunity;
- fostering good relations.

Which of the 3 elements of the general duty have been complied with? Choose from one of the following statements (as appropriate):

1. An EqlA has not been completed and is not necessary for the following reasons (please include brief description);
2. The general duties section of the impact assessment and the summary form has been completed (the summary form requires to be attached to the report);
3. An EqlA and summary form have been completed – the summary form is attached to the report.

For further information on EqlAs, [click here](#) (Fife Council link) and/or [click here](#) (NHS Fife link).

Environmental / Sustainability Impact

List any environmental / climate change impacts which relate to this report.

Consultation:

Include details of consultations carried out (as appropriate). Significant issues identified in consultations should be addressed in the relevant sections of the report, as required.

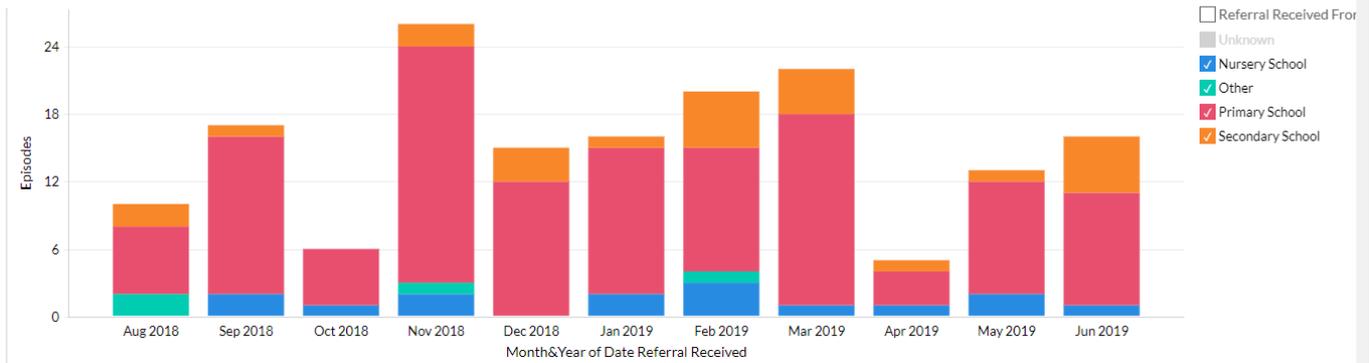
Appendices: (list as appropriate)

- 1.
- 2.
3. etc

Supporting Learners' Service (ASIST) 2018 - 2019 data

*Please Note - Where the term "episodes" is used this refers to the number of Requests for Assistance

Number of Requests for Assistance by month and sector

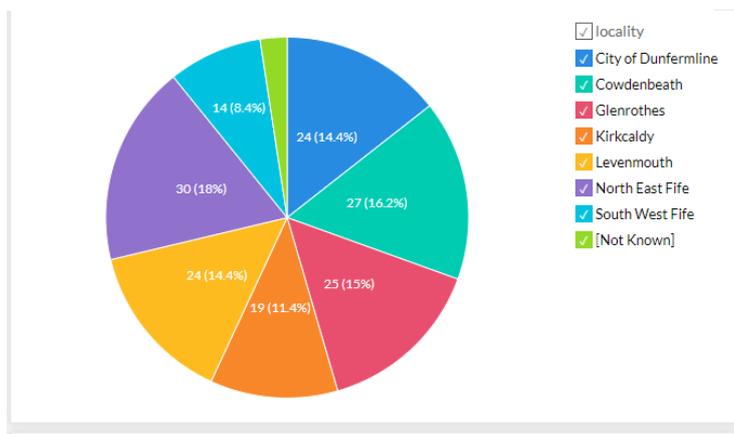


Number of Requests for Assistance by category

	Client is	Episodes
1	Child	135
2	School	32
Grand Summary:		167

Average wait time from the Request for Support being received to Support Commencing over the 2018 -2019 period was 32.5 days

Number of Requests for Assistance by locality

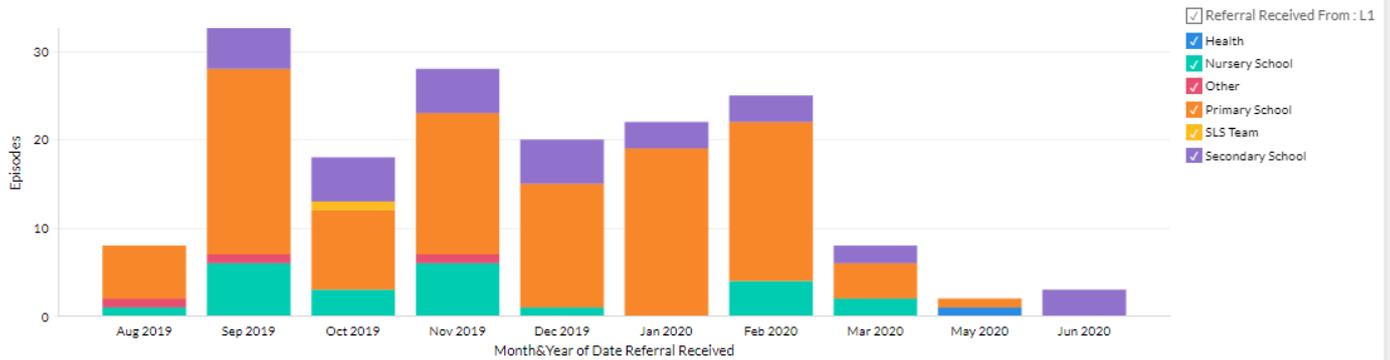


Number of Requests for Assistance by Gender across each locality

	locality	F	M	N	Episode:
1	City of Dunfermline	2	19	3	24
2	Cowdenbeath	3	19	5	27
3	Glenrothes	6	14	5	25
4	Kirkcaldy	4	10	5	19
5	Levenmouth	3	15	6	24
6	North East Fife	4	18	8	30
7	South West Fife	3	10	1	14
8	[Not Known]	1	3		4
Grand Summary:		26	108	33	167

Supporting Learners' Service (ASIST) 2019 - 2020 data

Number of Requests for Assistance by month and sector

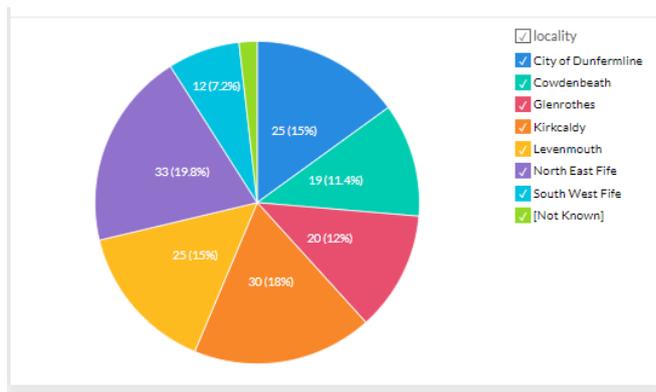


Number of Requests for Assistance by category

	Client is ↓	Episodes:
1	Child	127
2	School	40
Grand Summary:		167

Average wait time from the Request for Support being received to Support Commencing over the 2019 -2020 period was 21 days

Number of Requests for Assistance by locality

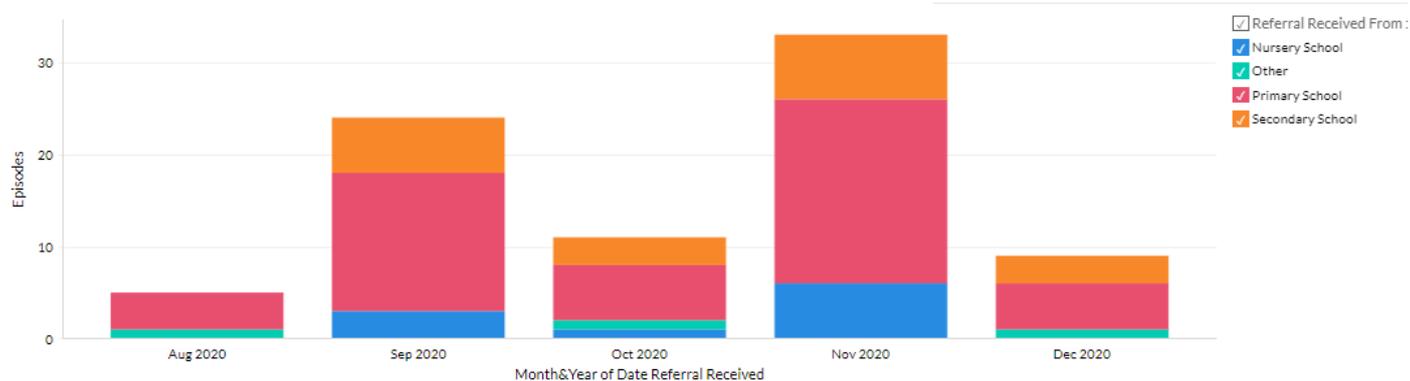


Number of Requests for Assistance by Gender across each locality

	locality ↓	F	M	N	Episode:
1	City of Dunfermline	5	11	9	25
2	Cowdenbeath	1	13	5	19
3	Glenrothes	3	12	5	20
4	Kirkcaldy	6	19	5	30
5	Levenmouth	6	13	6	25
6	North East Fife	4	20	9	33
7	South West Fife	3	8	1	12
8	[Not Known]		2	1	3
Grand Summary:		28	98	41	167

Supporting Learners' Service (ASIST) Aug 2020 - Dec 2020 data

Number of Requests for Assistance by month and sector

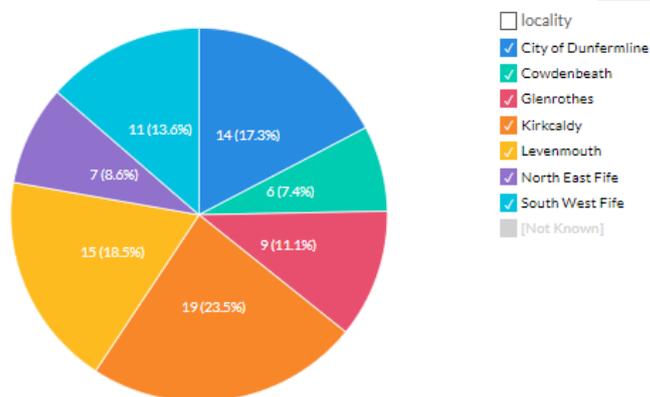


Number of Requests for Assistance by category

	Client is ↓	Episode:
1	-No Value-	1
2	Child	76
3	School	5
Grand Summary:		82

Average wait time from the Request for Support being received to Support Commencing over the Aug 2020 – Dec 2020 period was 19.3 days

Number of Requests for Assistance by locality



Number of Requests for Assistance by Gender across each locality

	locality ↓	F	M	N	Episode:
1	City of Dunfermline	2	12		14
2	Cowdenbeath	1	5		6
3	Glenrothes		8	1	9
4	Kirkcaldy	2	17		19
5	Levenmouth	3	8	4	15
6	North East Fife	2	4	1	7
7	South West Fife	1	10		11
8	[Not Known]	1			1
Grand Summary:		12	64	6	82

9th February, 2021

Agenda Item No. 6

Childcare Services and Play Practice Development

Report by Carrie Lindsay, Executive Director, Education and Children's Services

Wards Affected: All

Purpose

Following the Education & Children's Services Sub-Committee, of 3rd November, a call-in was submitted that reads 'Under Section 12 of the Council's Standing Orders we request the call in of the decision on Childcare Services and Play Practice Development taken by the Education & Children's Services Sub-Committee on 3 November for further scrutiny. (Minute 186 refers.) We believe that the decision was taken without full consideration of the impact of the proposals or consultation with those who will be affected.' This report provides the information to support members in undertaking this further scrutiny.

Recommendation(s)

It is recommended that members:

- consider the report by the Executive Director, Education & Children's Services seeking approval on proposals to modernise Childcare Services in Fife, moving to a more commercialised model of delivering services (Agenda Item No. 6(c)).
- scrutinise the decision of the Education & Children's Services Sub-Committee.
- consider the benefits of the proposals for change.
- agree the next steps.

Resource Implications

A budget saving, of £488k, has been identified for the Education and Children's Services Directorate to achieve through the commercialisation of services and the Council's Change to Deliver programme. This efficiency saving includes the development of an alternative, commercial model for Childcare Services.

Legal & Risk Implications

There are no direct legal implications arising from this report. Fife Council is not legally required to deliver Childcare Services. With the exceptional situation this year, there is the risk that the development of a commercial model for Childcare Services will not deliver the budget efficiency expected.

Impact Assessment

An EqIA has not been completed and is not necessary as this is a report for further scrutiny.

Consultation

Ongoing engagement with Children's Services Managers, the Play Practice Development Team, and managers of voluntary sector childcare services.

Feedback from families, to ensure services provided are of high quality and are meeting the needs of children and families.

Workshop held with members of the Education & Children's Service's Sub-Committee.

1.0 Background

- 1.1 A paper was presented to the Education and Children's Service's Sub-Committee on 1 September 2020, outlining proposed changes to Childcare Services and Play Practice Development, with the aim of moving to a more sustainable model of delivering services. The Committee, whilst acknowledging the information presented in the report:-
- (1) agreed to continue consideration of the proposed commercialised model of delivering services to a future meeting of this Committee; and
 - (2) delegated to officers to arrange a member workshop in the interim to enable a more detailed analysis of the proposals for future delivery of services.
- 1.2 A member workshop took place, on 21 September 2020, to provide additional information and address any questions and concerns raised.
- 1.3 Following the feedback received through the workshop, an updated report was presented to the Education and Children's Services Sub-Committee, on 3 November 2020 (Agenda Item No. 6 (c)), which included the workshop presentation and contained the additional information shared. The Committee: -
- (1) noted the range of services operating before the COVID-19 closure of schools, early learning and childcare services;
 - (2) noted the benefits of the proposals for change; and
 - (3) agreed that Childcare Services progress the proposed next steps.
- 1.4 This decision of the Education and Children's Services Sub-Committee has been called in for further scrutiny as several members 'believe that the decision was taken without full consideration of the impact of the proposals or consultation with those who will be affected.

2.0 Introduction

- 2.1 Changes to service delivery are being proposed to protect the core service of Out of School care, to be able to meet changing childcare demands, to tackle on-going overspends and to ensure quality of services as we move forwards.
- 2.2 Current Services Delivered
Fife Council's Childcare Services Team exists to provide high quality, affordable and accessible childcare, to allow parents to return to or continue in employment, attend training or further education.
- 2.2.1 Originally, this work focused solely on out of school clubs, however this has expanded over time and now includes the following:

- Out of School Clubs
- Creches
- Breakfast Cafes
- Playschemes
- Protected Places Scheme
- Voluntary Sector Support

2.3 Childcare Services Budget

Over the last 10 years, all services across the council have been asked to make efficiencies, which has resulted in a reduction in the resources available. The proposals outlined in the paper show how Childcare Services needs to create a delivery model built around the services which are sustainable and meet the demand from families who are working or attending education, while generating an income.

2.3.1 In financial year 2019 – 2020, Childcare Services had an overspend of over £100k. This can be attributed to several reasons, including:

- reduction in attendance at a small number of services
- unsustainable delivery model for creche services
- staff absence
- an under recovery of income
- popularity of breakfast cafes

2.3.2 This overspend would have been greater, however the service reduced spending across all areas that generate an income. However, the impact of this was a reduction in spending on resources for children, removing outings during school holidays and continuing to reduce the training and development opportunities for staff. All these decisions have an impact on the quality of services delivered, the play and learning experiences for children and the quality of staffing. There is a real risk that if this position continues, we will not be able to generate the income required to continue to deliver any of the services offered or additional budget will have to be allocated to cover a shortfall.

2.3.3 Childcare Services was identified, through Fife Council's Commercialisation Board, as a service where there are opportunities to increase income and review service delivery, with a target saving of up to £488k. In response to this, a review of Childcare Services took place between July 2019 and March 2020. This review involved all Childcare Services Managers and the Play Practice Development Team.

2.3.4 The review considered several approaches including:

- Stopping delivering parts of the service
- Delivering services differently
- Reviewing the charges in place to increase income.

All the approaches are applicable to different parts of the service.

2.4 Coronavirus

Childcare Services has been significantly impacted due to the ongoing Coronavirus pandemic. All services were closed between March and August 2020 where Childcare Managers, and their teams, initially supported the Children's Activity Centres, before fully managing these during the school summer holidays.

2.4.1 When reactivating the services, in August 2020, several staff continued to be unavailable to work due to the restrictions in place to minimise the spread of the

virus. This resulted in the service having to prioritise the reopening of out of school clubs, over all other parts of the service, as all families who use the out of school clubs do so for work or education.

2.4.2 As of January 2021, we are currently providing out of school clubs to our existing key worker families who have secured a place within their associated primary school. This is a substantial reduction in normal attendance, which is well below our maximum capacity. This has resulted in the service projecting a significant loss of income, which is currently estimated to be greater than £1.37 million.

2.4.3 We have used the UK Government Job Retention Scheme to try to minimise any losses made by the service. So far, we have received £110k and we have recently furloughed practitioners and managers for a second time, in response to the current situation.

2.5 Out of School Clubs (Breakfast Club and After School Club)

Out of school clubs provide formal childcare to primary aged children within their own or a nearby school. This part of the services generates the most income, as it has 1648 families registered to use the service (which equates to 2090 children accessing 6738 session per week). These figures relate to pre-pandemic levels.

2.5.1 We considered whether stopping the delivery of out of school clubs would be a feasible option, however with this being the most utilised part of the service, which generates the biggest income, and contributes to the local economy in doing so, there was no reason for closure.

2.5.2 We do consider there to be opportunities to review the charging for services, however increasing charges can lead to outpricing families who struggle to meet the cost of childcare. We currently provide discounts to families who are in receipt of certain benefits, however this will need to be reviewed to ensure it continues to meet the needs of families. There has been recognition that increasing charges does not necessarily result in an increase in income, as we run the risk of reducing demand from families, which would have a negative impact on children, families, the service, and the Fife economy.

2.5.3 We have been asked to consider delivering services to areas of Fife where there are currently no other out of school care options for families, such as the East Neuk. Decisions to open new services are based on feasibility studies, to determine if there is a sustainable demand. We want to be able to expand into these areas, however current staffing and budget limitations make this difficult. Without services in areas such as the East Neuk, parents are having to rely on friends and family members to collect children from school, or they go home unaccompanied.

2.5.4 We are proposing that where attendance is below a minimum level, we would review those services and consider how we can continue to provide a service to families, which may mean merging with another nearby service, or signposting families to other local providers such as voluntary or private run out of school clubs or childminders. These decisions would consider the geography of Fife.

2.5.5 Schools have opened their own free breakfast services, which are not childcare. If the opening times are suitable for parents, they opt to use this as it is at a reduced or no cost. This has resulted in a reduction in numbers to single figures, and on some days no children attending. Currently, we have three services which have been significantly impacted by school breakfast services.

2.5.6 Regardless of how we move forward, we must decide when a service becomes unsustainable. We do not believe we can continue to deliver services at any cost to an exceptionally small number of children, at a significant cost to Fife Council.

2.5.7 Current Charging Structure

Breakfast Club (07:45 – 09:00)	£5.15 per child
Extended Breakfast Club (07:30 – 09:00)	£6.15 per child
After School Club (14:45 – 18:00)	£12.35 per child
Holiday Club (half day)	£12.00 per child
Holiday Club (full day)	£24.00 per child
Late collection charge	£10.00 per child per 15 mins
Ad hoc charge	£4.00 per child per session

2.6 Additional Support Needs Out of School Clubs

Additional Support Needs Out of School Clubs provide formal childcare to families who have children attending Special Schools across Fife. Currently we are based within three special schools, in Glenrothes, Kirkcaldy and Dunfermline. The needs of children can be complex and profound, with high staff to child ratios or nursing care being provided.

2.6.1 These services also currently provide respite for children and families. Although families are our main customers, Social Work also pay for spaces to support families too. There has always been a high demand for places within the ASN out of school clubs, which does mean not all families are able to access what they need or want. There is an increasing demand for these services, especially in parts of Fife where we currently do not offer a service. There are no other out of school clubs in Fife which provide services specifically for children from our Special Schools.

2.6.2 We considered the removal of these services; however, this is a service with a high demand and often a waiting list which children can be on for many months or years until a place becomes available. One of the challenges around this is the overutilisation of spaces for respite for families. We have proposed to realign the service back to its original purpose, of supporting families to access work or education. Any additional spaces can then be used for respite.

2.6.3 Families who access this enhanced provision are charged the same price as those who access our mainstream Out of School Clubs. Although these services cost us more to deliver, it is not appropriate to charge on the basis that children's needs are greater.

2.6.4 As with our mainstream services, we are often asked to consider opening provision in the other special schools in Fife. We have explored this in the past, however at this time we cannot achieve this, due to the service not having the budget or staffing capabilities available.

2.6.5 There may be an impact that some families would not be able to access spaces, however this would be a gradual change, and we would not be proposing to remove existing places from children or families.

2.7 Breakfast Cafes

There are no proposals to close any of the breakfast cafes, however these need to be delivered within budget. £150k was provided through a budget decision, but services are costing £380k to deliver. (There is no suggestion this funding would be removed; however, this is a decision for members.)

2.7.1 There needs to be a change in delivery model, as the shortfall is being subsidised from the central childcare services budget, which means a reduction in money for our other services.

2.7.2 There would be no impact to children or families if this change takes place.

2.8 Creche Services

Childcare Services took over the running of a mobile creche service, that can operate across Scotland to provide high quality, flexible childcare to organisations or groups for a range of purposes such as weddings, events, parties, seminars etc. This developed into the establishment of seven community creches across Fife. These were initially set up to provide positive play opportunities for children and to enable families to access parenting support groups etc, targeting areas of highest deprivation.

- 2.8.1 Over recent years, the numbers attending the creches have begun to reduce gradually, however with the introduction of the fully funded 1140 hours of early learning and childcare for three- and four-year-olds, we have found that families have chosen to access this instead of paying for the creche service. One of the major decision-making factors for parents is that nearly all creches are open for two-hour sessions at a time, whereas they can access a full or a half-day session within a council nursery or funded provider setting. Where families require additional hours, out with their funded provision, there are opportunities to purchase wraparound care within many Fife Council Nurseries (in more normal times).
- 2.8.2 As outlined in the presentation to members, on 21 September, nearly all sessions we provide have seen a reduction in children, with some sessions having no children at all. Creches previously provided 331 sessions of childcare per week and this has reduced to a maximum of 137 sessions per week.
- 2.8.3 The creche service manager had been working with local health visitors to identify if there were any families who needed this level of support, however two-year-olds can be eligible for funded early learning and childcare, so families in this situation have also accessed this provision within a council nursery or funded provider setting.
- 2.8.4 The children who remain registered to use the creche have now been unable to do so since March 2020. We will see a further reduction in children from August 2021 when more children will become of age to attend school nursery. There have been only two enquiries from new families to utilise the creche since March 2020.
- 2.8.5 There is likely to be an impact on families if we decide to reduce or remove the creche services. Some families may choose not to access an alternative provider as these may not be as conveniently located as our existing service and are likely to be more expensive. Unlike the Out of School Clubs, there are alternative providers which can care for children from 6 weeks to 3 years. In Fife, there are currently approximately 400 registered childminders that families could access if they continued to want their child to access a quality play experience. This is in addition to the private and third sector childcare providers.

2.8.6 The income generated from the creches does not cover the basic staffing costs for any of the services. As numbers continue to reduce, and the age of children attending lowers, the cost per session to Fife Council will increase, due to a higher staff to child ratio being required. As part of the review of services, we identified that the budget allocated to creches would need to increase to further subsidise the shortfall which is created.

2.8.7 Creche Attendance

During the Covid 19 pandemic, we contacted all existing creche families. Below is a breakdown of what that would look like. However, this is likely to have reduced further.

Broom Creche, Leven	Between two and three children per session
Benarty Creche	Between 0 and one child per session
Tryst Creche Children	Children only attend when courses are offered.
Valleyfield Creche	Between 0 and four children per session
Oakley Creche	Between 0 and eleven children per session
Parkgate Creche, Rosyth	Between one and three children per session
Kelty Creche	Between three and nine children per session

2.8.8 Current Charging Structure

Broom Creche, Leven	£5.15 per two-hour session
Binary Creche	£6.15 per two-hour session
Tryst Creche, Dunfermline	£5.15 per two-hour session
Valleyfield Creche	£6.15 per two-hour session
Oakley Creche	£6.15 per two-hour session
Parkgate Creche, Rosyth	£6.15 per two-hour session
Kelty Creche	£4.00 per hour

Average childminder costs in Scotland are currently £4.29 per hour.

2.9 Playschemes

Playschemes were established through direct funding following a budget decision, to support children who were experiencing food insecurity during school holidays, while providing a positive play experience. Children are identified from key schools, through referrals from Headteachers.

2.9.1 We plan to modernise this service to allow referrals from all school across Fife, including from Health and Social Work. Children and families were provided with a food bag to take home each Wednesday, with food that was sourced through Fare Share. We have proposed to replace the food bags with prepayment cards, to enable families to make choices about what they feel is most appropriate to feed their child. It also removes the logistical work by the service to centrally store, sort, manage and deliver food to services.

2.9.2 This work would be amalgamated with our Protected Places Scheme which provides funded placements for children, at any time of the year, to access a quality play experience. Children are referred to this scheme for a wide range of reasons by

professions from Education, Health and Social Work. Places are allocated by a panel which considers each situation.

2.10 Voluntary Sector Support

Voluntary Sector Out of School Clubs currently receive financial support totalling £80k. Through discussions with the sector, we have identified a different offer of support. Instead of offering financial support, we would provide access to our training offer, as well as the continued expertise of the team.

2.10.1 The current cost to the Voluntary Services, of accessing the training they require, is greater than the financial support we provide, so access to our training could be substituted in place of financial support. Therefore, although this would be a saving to the service, it would be an enhanced offer to the Voluntary Sector Services.

2.11 Play Practice Development Team

The Fife Play Resource is one element of the Play Practice Development Team's work. The play resource was established as a membership based, toy and equipment lending library, targeting all age groups, from young children in nurseries to elderly residents in care homes.

2.11.1 The uptake of membership as reduced over recent years and the team wishes to use their skills and expertise to provide training, learning and development opportunities.

2.11.2 The appropriateness of staff making non-essential deliveries around multiple sites and continuing to lend toys and play equipment is in serious question. This service has been suspended since March 2020.

The Play Practice Development Team also

- provides and promotes high quality care, play and learning opportunities to children and families across Fife, through joint-working and creative collaboration across public, voluntary, and independent sectors.
- promotes good practice and development opportunities across play/care settings in public, voluntary, and independent sectors.
- Supports the public, voluntary, and independent childcare/play sectors to reach and maintain high quality standards and make use of available opportunities and resources.

2.11.3 Membership Fees

Childminders and Foster Carers	£40 per year
Small Groups	£66 per year
Large Groups	£121per year
Additional Charges	
Disco	£40 per hire
Adventure Days	£20 per child, per session

2.11.4 Membership Information

Fife Play Resource had, at the point of lockdown, 100 members. Due to memberships having expired through the course of lockdown there are 43 current members.

Category	Memberships Mar 20	Fife Council	Non Fife Council	Current Memberships Sep 20	Expired Memberships Sep 20
Schools	32	32		15	17
Early Years	20	9	11	11	9
Out of School Care	15	14	1	7	8
Elderly	11	6	5	4	7
Childminders	9		9	2	7
Family	5	1	4	1	4
Youth	4	2	2	2	2
Other	4		4	1	3
Total	100	64	36	43	57

Service Costs	£41,676
Membership Income	£7,197
Membership Refunds (100)	£3,236

3.0 Next Steps

3.1 The next steps the service is proposing to take are:

3.1.1 Introduce a modernised billing and management system.

This will allow families to manage their bookings, pay their childcare fees and keep on top of their payments. It will remove the need to peruse unpaid invoices and will make the service more commercially viable. It will also provide the service with more dynamic information to enable the team to be more data led in decision making.

3.1.2 Modernise the support provided to Voluntary Sector Out of School Care Services.

Continue to work with voluntary sector services to phase out the reliance on grant funding through supporting services to become financially viable and substituting this financial support with access to quality training, learning and development opportunities. Voluntary sector services have been consulted on this already and are comfortable with this way forward.

3.1.3 Remove Creche Services from the Childcare offer.

Through the review work and following the implementation of 1140 hours Early Learning & Childcare, it is clear that these services are no longer viable. As we emerge from lockdown most families who used this service no longer require it.

3.1.4 Change the delivery model of Breakfast Cafés.

Over time Childcare Services will support schools to deliver this service. The cafés do not provide childcare, but provide breakfast only, and staff within schools can be offered additional hours within their own settings.

3.1.5 Recover the Additional Support Needs Services

This service is a lifeline to families and is always oversubscribed. Work will continue to develop the service in two parts: support for working families and respite for families. Work with Special Schools, to complement their after-school family experiences with the childcare services out of school clubs, will increase the offer available to parents.

3.1.6 Amalgamate Holiday Provisions

Playschemes merge with holiday childcare clubs, offering protected places for children referred for childcare. The Play Practice Development Team will continue to provide Free Range experiences for referred children and to generate income through holiday clubs.

3.1.7 Remove the Fife Play Resource offer

The toy and equipment lending library service is not reopened and the team concentrates on their role of improving the quality of practice relating to indoor and outdoor play.

3.1.8 Modernise the Childcare Services Structure

Develop a more specialist management team, ensuring there are clear opportunities for career progression through the service. This will also enable a focus on the quality of services, the development of staff and, through a geographical management model, support the identification of local childcare needs.

4.0 Conclusions

4.1 Continuing to deliver all services described above, and in the attached paper, will see Childcare Services become unsustainable and will require additional financial resources to deliver.

4.2 Through the implementation of a modernised model, focused firmly on providing childcare for school aged children, the service will become sustainable, while continuing to provide childcare to the 2090 school aged children each week and building upon this to increase demand.

- 4.3 It is recognised that any changes to services offered is always a difficult decision, however the removal of creche services does not mean families would have no alternative option, as they can utilise council nurseries or funded providers, private nurseries, or local childminders if they require childcare. We should also be supporting local private and voluntary sector services allowing them to meet the demand in their local areas.
- 4.4 The Education and Children’s Services Directorate recommends moving forward with a modernised and commercialised approach to childcare services, through the proposals detailed in the paper.

List of Appendices

Agenda Item 6(a) - Call-in request

Agenda Item 6(b) - Extract of Minute 2020 ECS.70 Paragraph 186 of Education and Children’s Services Sub-Committee of 3rd November, 2020

Agenda Item 6(c) - Report on Childcare Services and Play Practice Development (3 November 2020) considered at Education and Children’s Services Sub-Committee of 3rd November, 2020.

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:

- Scottish Government Updated Childcare Guidance

Report Contact

Jacqueline Price
Education Manager (Early Years)
Rothesay House, Glenrothes
03451 55 55 55 Ext. 442045
Jacqueline.Price@fife.gov.uk

Gary Peattie
Team Manager (Childcare Services)
Rothesay House, Glenrothes
03451 55 55 55 Ext. 441954
Gary.Peattie@fife.gov.uk

Shelagh McLean
Head of Education & Children’s Services (Early Years and Directorate Support)
Rothesay House, Glenrothes
03451 55 55 55 Ext. 444229
Shelagh.McLean@fife.gov.uk

Call In Request

Under Section 12 of the Council's Standing Orders we request the call in of the decision on Childcare Services and Play Practice Development taken by the Education and Children's Services Sub-Committee on 3rd November for further scrutiny. (Minute 186 refers.)

We believe that the decision was taken without full consideration of the impact of the proposals or consultation with those who will be affected.

Cllr David Graham

Cllr Jan Wincott

Cllr Judy Hamilton

Cllr Helen Law

Cllr Derek Noble

Cllr Ryan Smart

Cllr Gary Guichan

Cllr Bobby Clelland

Cllr Garry Haldane

Cllr Andrew Verrecchia

Cllr David Ross

EXTRACT OF MINUTE OF EDUCATION & CHILDREN'S SERVICES SUB-COMMITTEE

3rd November, 2020

10.05 a.m. – 1.15 p.m.

PRESENT: Councillors Fay Sinclair (Convener), James Calder, Bobby Clelland, Dave Dempsey, Linda Erskine, Ian Ferguson, Julie Ford, Gary Guichan, Helen Law, Kathleen Leslie, Rosemary Liewald, Dominic Nolan, Ross Paterson, Alistair Suttie and Craig Walker; Mr. Alastair Crockett, Mr. George Haggarty and Mr. William Imlay.

ATTENDING: Carrie Lindsay, Executive Director, Education & Children's Services; Kathy Henwood, Head of Education & Children's Services (Children & Families and Criminal Justice Services); Maria Lloyd, Head of Education & Children's Services (Secondary Schools and Specialist Support); Angela Logue, Head of Education & Children's Services (Primary Schools & Improvement Support; Shelagh McLean, Head of Education & Children's Services (Early Years and Directorate Support); Sarah Else, Education Officer, Avril Graham, Sustainable Estate Officer, Jane Gray, Education Officer (Acting), Jacqueline Price, Education Manager (Early Years); Rona Weir, Education Officer, Gary Peattie, Team Manager, Childcare Services, Vivienne Sutherland (Principle Educational Psychologist), Education & Children's Services; Alan Paul, Senior Manager (Property Services); Louise Playford, Service Manager (School Estate), Property Services; and Diane Barnet, Committee Officer, Legal & Democratic Services.

ALSO ATTENDING: Lee Cowie (Clinical Service Manager), Fife Child & Adolescent Mental Health Services (CAMHS) for Item No. 184.

APOLOGY FOR ABSENCE: Mr. Bailey-Lee Robb, MSYP.

186.	CHILDCARE SERVICES AND PLAY PRACTICE DEVELOPMENT
	<p>The Committee considered a report by the Executive Director, Education and Children's Services seeking approval on proposals to modernise Childcare Services in Fife, moving to a more commercialised model of delivering services.</p> <p><u>Motion</u></p> <p>Councillor Sinclair, seconded by Councillor Ferguson moved to approve the recommendations detailed in the report relating to proposals to modernise Childcare Services in Fife.</p> <p><u>Amendment/</u></p>

Amendment

Councillor Law, seconded by Councillor Erskine moved as an amendment to defer the report to allow for further consideration of the impact of the proposals for change on already disadvantaged communities.

Roll Call

For the Motion - 11 votes

Councillors Dempsey, Ferguson, Leslie, Liewald, Nolan, Sinclair, Suttie and Walker and Mr. Alistair Crockett, Mr. George Haggarty and Mr. William Imlay, religious representatives.

For the Amendment - 6 votes

Councillors Calder, Clelland, Erskine, Guichan, Law and Paterson.

Having received a majority of votes, the motion was accordingly carried.

Decision

The Committee:-

- (1) noted the range of services operating before the COVID-19 closure of schools, early learning and childcare services;
 - (2) noted the benefits of the proposals for change; and
 - (3) agreed that Childcare Services progress the proposed next steps.
-

**COPY Education and Children's Services Sub-Committee
REPORT**



3 November 2020

Agenda Item No. 8

Childcare Services and Play Practice Development

Report by: Carrie Lindsay, Executive Director, Education and Children's Services

Wards Affected: All

Purpose

To seek approval on proposals to modernise Childcare Services in Fife, moving to a more commercialised model of delivering services.

Recommendation(s)

It is recommended that members:

- note the range of services operating before the COVID19 closure of schools, early learning and childcare services
- consider the benefits of the proposals for change
- agree that Childcare Services progress the proposed next steps

Resource Implications

A budget saving, of £488k, has been identified for the Education & Children's Services Directorate to achieve through the commercialisation of services and the Council's Change to Deliver programme. This efficiency saving includes the development of an alternative, commercial model for Childcare Services.

Legal & Risk Implications

There are no direct legal implications arising from this report. Fife Council is not legally required to deliver Childcare Services. With the exceptional situation this year, there is the risk that the development of a commercial model for Childcare Services will not deliver the budget efficiency expected.

Impact Assessment

An EqIA has not been completed and is not necessary as this is an update report to highlight progress in the development of a commercial model for Childcare Services.

Consultation

Ongoing engagement with Children's Services Managers, the Play Practice Development Team and managers of voluntary sector childcare services.

Feedback from families, to ensure services provided are of high quality and are meeting the needs of children and families.

Workshop held with members of the Education & Children's Service's Sub-Committee.

1.0 Background

- 1.1 This paper, originally presented to the Education and Children's Services Committee on 1 September 2020. has been reviewed in light of the discussion and feedback from an elected members workshop, to consider the details of the proposals being set out and the potential impacts at local area level, as recommended. The workshop took place on 21st September and a presentation shared with all members of the Committee. Feedback on the proposals was invited. Appendix 2 details the Workshop Presentation and Appendix 3 the feedback from elected members following the workshop.
- 1.2 It has been recognised, in recent years, that Fife Council Childcare Services need to reform, to become more financially sustainable whilst continuing to provide a much-needed service to parents and carers. Through the wider council's Change to Deliver programme, the service has taken the opportunity both to review current provision and practices and to develop an improved commercialised approach to delivering childcare in the future.
- 1.3 The financial challenge facing the Directorate is to generate sufficient income, to close a significant budget gap, within a context of a significant increase in service costs and demand. The budget gap means that the current approach to delivering services required review, in response to Council and service priorities.
- 1.4 Fife Council's Childcare Services provide childcare to families through the delivery of Breakfast Clubs, Breakfast Cafes, After School Clubs, Holiday Clubs and childcare for younger children in Creches.
- 1.5 Fife's Play Practice Development Team ensures increased opportunities for children and families in Fife to engage in quality play experiences, including the provision of professional development for staff. As part of the commercialisation work, it has been identified that the work of this team aligns well with, and can support, the work of Childcare Services, whilst also considering how to modernise service delivery.
- 1.6 During January and February 2020, and prior to lockdown, the Childcare Services Managers and the Play Practice Development team were engaged in several workshop sessions, to review the current service offerings and to determine what a future modernised service delivery model could look like. One of the guiding principles was to consider how the Service could provide quality experiences for children and families, whilst operating in a more financially viable way.

- 1.7 In undertaking a review of service delivery, the Childcare Services and Play Practice Development teams have considered all aspects of childcare and play development and agreed the following set of guiding principles to apply to their thinking around the modernisation and commercialisation of service delivery:
- identification of key areas of provision
 - reduction in overlaps across services
 - assessment of areas of financial loss/gain or cost neutrality
 - development of proposed changes for future services, including benefits and risks
 - advancement of the commercialised model of delivering services and guiding principles
- 1.8 This paper provides details of the outcome of those workshops, including proposals for the future delivery of Childcare Services and Play Development in Fife.
- 1.9 Through this work, service provision has been categorised more clearly and the offer for families described differently, to enable parents to plan and organise their childcare provision more easily. As part of this, a mapping exercise was necessary to identify provision across Fife (**Appendix 1**). The main areas of childcare and play provision are now being described in the following 5 key areas:
- Early Learning and Childcare (ELC)
 - Before School
 - After School
 - School Holidays
 - Quality of Play
- 1.10 The closure of schools, early learning and childcare services, to protect families against Covid-19, meant that Childcare Services and the Play Development Team had to suspend all services. Between March and June, Childcare Services staff were deployed to support the work of the Children's Activity Centres, (CACs), alongside colleagues from across the Education and Children's Services Directorate. From June, Childcare Services oversaw the full operation of the Summer Activity Centres in primary and special schools across Fife, with support from the Play Practice Development team. This was vital for key workers that were involved in the delivery of key frontline services.
- 1.11 However, as we begin to phase our services back into operation, it is clear that the impact of Covid-19 has been significant. Children's attendance at a number of services has reduced as childcare needs have changed, although there are early signs that this will start to recover over the coming months. The impact of Covid-19 has also meant that Childcare Services and the Play Development Team have been able to see how some of the proposals for change within this report work in practise.
- 1.12 In modernising Childcare Services, and in light of Covid-19, some changes will need to be made to ensure services are viable in terms of demand and costs and that they are of a quality that provides good value for money to parents, as well as ensuring the long-term generation of income. In moving towards this, some previous services, including some out of school clubs, will not be recovered initially, but phased back where appropriate, applying the guiding principles identified.

2.0 Proposals for Change

2.1. Through the commercialisation work undertaken by Childcare Services and the Play Practice Development Team, proposals have been developed to ensure we continue to provide the key services which are most in demand for families across Fife.

2.2 Out of School Care

2.2.1 It is proposed that Childcare Services will return its focus to its core business of Out of School Clubs, which involves breakfast clubs and after school clubs. This will ensure clarity of provision on offer, as well as the quality and sustainability of these core services. The breakfast club and after school club elements of the service, which are highly valued by families, are the more commercially viable parts of the service. If prioritised effectively these may also help to generate additional income. Although this part of the service has been temporarily affected by Covid-19, service demand in some areas has increased, and has potential to increase further (as new families, during lockdown and the introduction of CACs, have become more aware of the service offering). This increase in demand has been aided through the work done with key worker children who accessed these centres.

2.2.2 The many breakfast clubs and after school clubs are well attended and most have the potential to operate in a cost neutral way. The commercial viability of each of the services has been considered. Where a service is underutilised, and unable to be operated in a commercial way, the offer will be reviewed, changing the delivery model or not reinstating that service. In many situations this occurs where schools also provide their own breakfast services, in the same setting, reducing the numbers of children attending the provision provided by Childcare Services, creating a duplication of services offered.

2.2.3 Changing the model, or not reinstating a service, may mean that a small number of families will no longer be able to access this childcare through a service directly provided by Fife Council, at this setting, before or after school. However, there are a range of other childcare options available to families, including childminders and other private or voluntary sector services. The benefits to Childcare Services are that services which are unsustainable will not require to be subsidised. There will also be a review where there is a duplication of service offering, so that families have a clear option available to them.

2.3 Breakfast Cafes

2.3.1 The Breakfast Cafes are a funded provision, provided in areas of high deprivation, to ensure children can access a breakfast before attending school. These Breakfast Cafes collectively receive funding of £150k, through targeted investment following a budget decision. The cost to Childcare Services in delivering this provision is £380k. The shortfall in funding is currently covered by income generated in other parts of Childcare Services, which in turn makes these services less financially viable. The review leads to the proposal to move to a model where the breakfast café service is delivered within budget, and at a local level, through the transferring of services directly to schools.

2.3.2 The benefits of changing to this model include the empowerment of schools to utilise their own staff, who know the children and families, and to make decisions on how best to deliver the cafe at a local level, as they are best placed to know how to support their families and to meet their needs. Schools can access additional funding through a range of different sources, such as local and national business and charitable organisations.

2.3.3 Across Fife there are a variety of ways that breakfast is provided across schools and a variety of ways these are funded. Childcare Services can develop several models, looking at existing provision at a local and national level, so that guidance and support can be provided to any school or group wishing to open their own breakfast provision.

2.4 Creche Service

2.4.1 The introduction of 1140 hours of Early Learning and Childcare (ELC), and the impact of COVID19, has affected the attendance at and future demand for our creche services. In most circumstances, families have cancelled existing places within the service to take up the funded places provided within a Fife Council nursery or a private funded provider setting. The suspension of this service during lockdown, in conjunction with the implementation of 1140 hours ELC, means that there has been minimal impact on families and it is anticipated that demand will not increase. Therefore, the development work acknowledged that this offering was not commercially viable.

2.4.2 Many of the creche services are based within community centres which do not meet the regulatory requirements of the Care Inspectorate, and therefore are not required to provide children with the standard of care and experience expected in regulated services and essential to support them to develop in their early years.

2.4.3 Providing the Creche Service has cost Fife Council £498k per annum and generates £114k in income from families using the service. Therefore, following the introduction of 1140 hours, not recovering creche facilities would generate a £384k budget efficiency saving

2.4.4 While not recovering this service may mean that a small number of families would be unable to afford childcare through other private and voluntary sector services, due to the increased costs, Childcare Services will work with other local providers to identify spaces available in the area, providing support to other businesses within the local economy. Families will also be signposted to the wide range of support provided by government to reduce the cost of accessing registered childcare providers.

2.5 Additional Support Needs Out of School Clubs

2.5.1 Childcare Services provides three after school clubs, across Fife, which are specifically designed for children with complex additional support needs. These services support families to attend work and further education and they also support families, where possible, to obtain some respite.

2.5.2 The Additional Support Needs Out of School Club provision is often oversubscribed. The review has also considered the difference between childcare and a respite service. Although Childcare Services work hard to accommodate all the

requirements of families, there is a significant strain placed upon the services as the demand is always higher than the provisions can offer.

2.5.3 The review determined that there needs to be clarity around the service offering and that there should be priority within this provision to families who require this to attend work or further education. Where additional places are available, these could be purchased for respite, however this may be at an increased cost, especially when places are being bought by another service. This will ensure that additional places are provided on a cost neutral basis. Families who require respite can access a range of services, through Social Work; privately using other agencies or funding privately provided through self-directed support. Special schools offer more and more after school activities for children and Childcare Services would propose working with schools to signpost families to a range of offerings for families.

2.5.4 It is recognised that this part of the service is unable to become commercially viable due to the high staff to child ratio required to provide the correct level of care to children and young people who attend. Some families may no longer have respite access; however, this is not what the service is designed for.

2.6 Holiday Childcare

2.6.1 During School Holidays and In-Service Days, Childcare Services provides care for school aged children, within our Out of School Club and Additional Support Needs service. During these periods, the number of services provided is reduced and operated from key locations across Fife. Through speaking with families and through the commercialisation review, it has become clear that these are not always in the best possible location for our families and often do not make the best use of our natural outdoor resources. Moving forward the proposal is to place services strategically, across Fife, to ensure all families can apply for places in a service within their local area.

2.6.2 Relocating some holiday clubs may mean that some families do not have a service as close as they did previously, however the benefits of this are that a consolidated service will ensure more opportunities for families, a better quality of service for children and a service which is commercially viable.

2.7 Playschemes

2.7.1 Childcare Services provides a number of Playschemes, across Fife, which are funded through direct investment of £300k, following a budget decision. This service is provided for children who may experience food poverty or other social exclusion during school holiday periods. The playschemes aim to mitigate against the effects of this. Children are referred to the scheme through education, social work and other professionals.

2.7.2 Childcare Services also holds a fund (£15k), through which key partners can refer children for consideration for a funded place. The Protected Places Scheme is available, during term time and school holidays, for children who are young carers, in kinship care, experience social exclusion, where there are family health issues or a crisis has developed at home. Places are funded within a suitable play provision. This fund is currently ring-fenced within the childcare services budget specifically for the purpose.

2.7.3 It is proposed that these funded offerings are merged, to establish a new fund where professionals can access support on behalf of families, throughout the year, within the other existing services. Not only does this provide children with a better quality of experience, it will also remove any stigma attached with attending a funded provision. Children would continue to be referred by key partners, such as Education, Social Work and Health, to ensure that as a partnership we are able to meet the needs of those most vulnerable and at greatest need of support. Childcare Services and the Play Development Team would do further work to implement a revised approach to managing applications for funded provision, to ensure a consistent approach and a reduced need for multiple applications, and most importantly to ensure children are being placed with the provision that will best meet the needs of children and families.

2.7.4 The benefits of managing the scheme in this way are that it not only removes the stigma attached to attending the playscheme service, it enables childcare services to utilise underused spaces within existing provision.

2.8 Fife Play Resource

2.8.1 The Fife Play Resource is one element of the Play Practice Development Team's work in Fife. The play resource has been established as a membership based, toy and equipment lending library, targeting all age groups, from very young children in nurseries to elderly residents in care homes. Currently there are around 100 members of the lending library service.

2.8.2 This service was suspended at the start of lockdown in March and has not been operating since. As part of the review of Childcare Services, the toy and equipment lending library was identified as a financially unsustainable and outdated service. However, in moving forwards, in our current and post Covid-19 context, the appropriateness of staff making non-essential deliveries around multiple sites and continuing to lend toys and play equipment across sites, is in serious question. The proposal is that we do not resume the lending library service once Covid-19 restrictions are lifted and we remove the Fife Resource Base as a Directorate resource. This would involve:

- communication with any current customers, particularly those who have renewed their memberships in the last year
- ending the lease
- use of a small set of the equipment to support the Play Practice Development Team training and development work
- permanent distribution of the toys and equipment (mainly to after-school clubs & P1 classes)
- selling/recycling of remaining resources

2.9. Voluntary sector support

2.9.1 Historically, Childcare Services has provided a range of support to the voluntary sector out of school clubs across Fife. This support includes financial and management support, which equates to £60k per annum. The financial support enables services to reduce their running costs, which includes the delivery of

transport to bring children into their out of school clubs. In some instances, the delivery of voluntary sector services is a duplication of services provided by Childcare Services.

2.9.2 During lockdown all voluntary sector services have been closed, which means that the financial support has not been required. Childcare Services has been working closely with the voluntary sector services to phase out the reliance of financial support, while supporting services to become financially viable. The Service is also ensuring that voluntary sector services can access the training provided by childcare services. This provides a saving for the voluntary sector as they are currently paying a higher price for quality play training.

2.10 Implementation of a new billing and management system

2.10.1 Childcare Services currently has an electronic billing system which has become outdated. The system relies on manual intervention to ensure it continues to operate effectively, which is very time consuming and resource intensive. It is proposed that a new IT system is procured that removes the need for manual intervention while supporting families to plan their childcare in advance; have full control over their payments; avoid any culmination of debt and providing the service with transparent data to better manage individual services and the overall service provision.

2.11 Revised Service Structure

2.11.1 The childcare management team identified that delivering the commercialisation and modernisation of the service would be difficult through the existing structure. As part of any review of Childcare Services it is imperative to ensure that clear career opportunities and pathways are identified for staff at all levels. A review of the structure and roles would support the team to ensure that clear strategic and operational responsibilities can be undertaken.

3.0 Recovery

3.1 Childcare Services are working with the School Age Childcare Guidance issued by the Scottish Government, to ensure services are as safe as possible.

3.2 Childcare Services have begun a phased reopening of services, from 17 August, with after school and before school care being prioritised. This is to enable families to return to work, education etc. Breakfast Cafes will follow, over the coming weeks, assuming there is no change in the route map. Childcare Services are working with the School Age Childcare Guidance issued by the Scottish Government, to ensure services are as safe as possible.

3.3 It is not possible to re-open all services immediately and it is proposed that some services are not recovered, due to the impact of Covid-19 and the changes in families' childcare requirements.

3.4 Social media has been used to share Childcare Services messages. Parents have been advised that they can stay up to date with all information by following Childcare Services on Facebook at www.facebook.com/FifeChildcareServices and, for further information about childcare options, to visit www.parentclub.scot. Staff from

Childcare Services are contacting all families, who already use out of school clubs, to discuss childcare requirements.

4.0 Delivering Reform

4.1 The key next steps are:

- **Introduce a modernised billing and management system**

This will allow families to manage their bookings, pay their childcare fees and keep on top of their payments. It will remove the need to peruse unpaid invoices and will make the service more commercially viable. It will also provide the service with more dynamic information to enable the team to be more data led in decision making.

- **Modernise the support provided to Voluntary Sector Out of School Care Services**

Continue to work with voluntary sector services to phase out the reliance on grant funding through supporting services to become financially viable and substituting this financial support with access to quality training, learning and development opportunities. Voluntary sector services have been consulted on this already and are comfortable with this way forward.

- **Remove Creche Services from the Childcare offer**

Through the review work, and following the implementation of 1140hours Early Learning & Childcare, it is clear that these services are no longer viable. As we emerge from lockdown most families who used this service no longer require it.

- **Change the delivery model of Breakfast Cafés**

Over time Childcare Services will support schools to deliver this service. The cafés do not provide childcare, but provide breakfast only, and staff within schools can be offered additional hours within their own settings.

- **Recover the Additional Support Needs Services**

This service is a lifeline to families and is always oversubscribed. Work will continue to develop the service in two parts: support for working families and respite for families. Work with Special Schools, to complement their after-school family experiences with the childcare services out of school clubs, will increase the offer available to parents.

- **Amalgamate Holiday Provisions**

Playschemes merge with holiday childcare clubs, offering protected places for children referred for childcare. The Play Practice Development Team will continue to provide Free Range experiences for referred children and to generate income through holiday clubs.

- **Remove the Fife Play Resource offer**

The toy and equipment lending library service is not reopened and the team concentrates on their role of improving the quality of practice relating to indoor and outdoor play.

- **Modernise the Childcare Services Structure**

Develop a more specialist management team, ensuring there are clear opportunities for career progression through the service. This will also enable a focus on the quality of services, the development of staff and, through a geographical management model, support the identification of local childcare needs.

5.0 Conclusion

- 5.1 It has not been possible to re-open all services due to the current Covid-19 context. Consequently, this has enabled the completion of the review of Childcare Services and the development of the proposals for reform of current service provision, including a phased approach to resuming business and consideration of a new modernised and commercial approach to delivering services to children and families.
- 5.2 The Education and Children’s Services Directorate recommends moving forward with a modernised and commercialised approach to childcare services, through the proposals detailed above.

List of Appendices (delete section if none)

1. Mapping Exercise – Provision Across Fife (Attached)
2. Elected Members Workshop Presentation – September
3. Elected Member Feedback from Workshop ([Link to Appendices 2 and 3](#))

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:

- Scottish Government Updated Childcare Guidance

Report Contacts

Jacqueline Price
Education Manager (Early Years)
Rothesay House, Glenrothes
Telephone: 03451 555555 Ext: 442045 Email: Jacqueline.price@fife.gov.uk

Gary Peattie
Team Manager (Childcare Services)
Rothesay House
Glenrothes, Telephone: 03451 555555 Ext: 441954 Email: Gary.Peattie@fife.gov.uk

Lynne Cademy-Taylor
Workforce Planning & Development Officer
Rothesay House, Glenrothes
Telephone: 03451 555555 Ext: 460206 Email: lynne.cademy-taylor@fife.gov.uk

Shelagh McLean
Head of Education & Children’s Services (Early Years and Directorate Support)
Rothesay House, Glenrothes
Telephone: 08451 55 55 55 Ext: 444229 Email: shelagh.mclean@fife.gov.uk

Appendix 1

Fife Council (FC), Private (P) and voluntary sector (V) childcare:

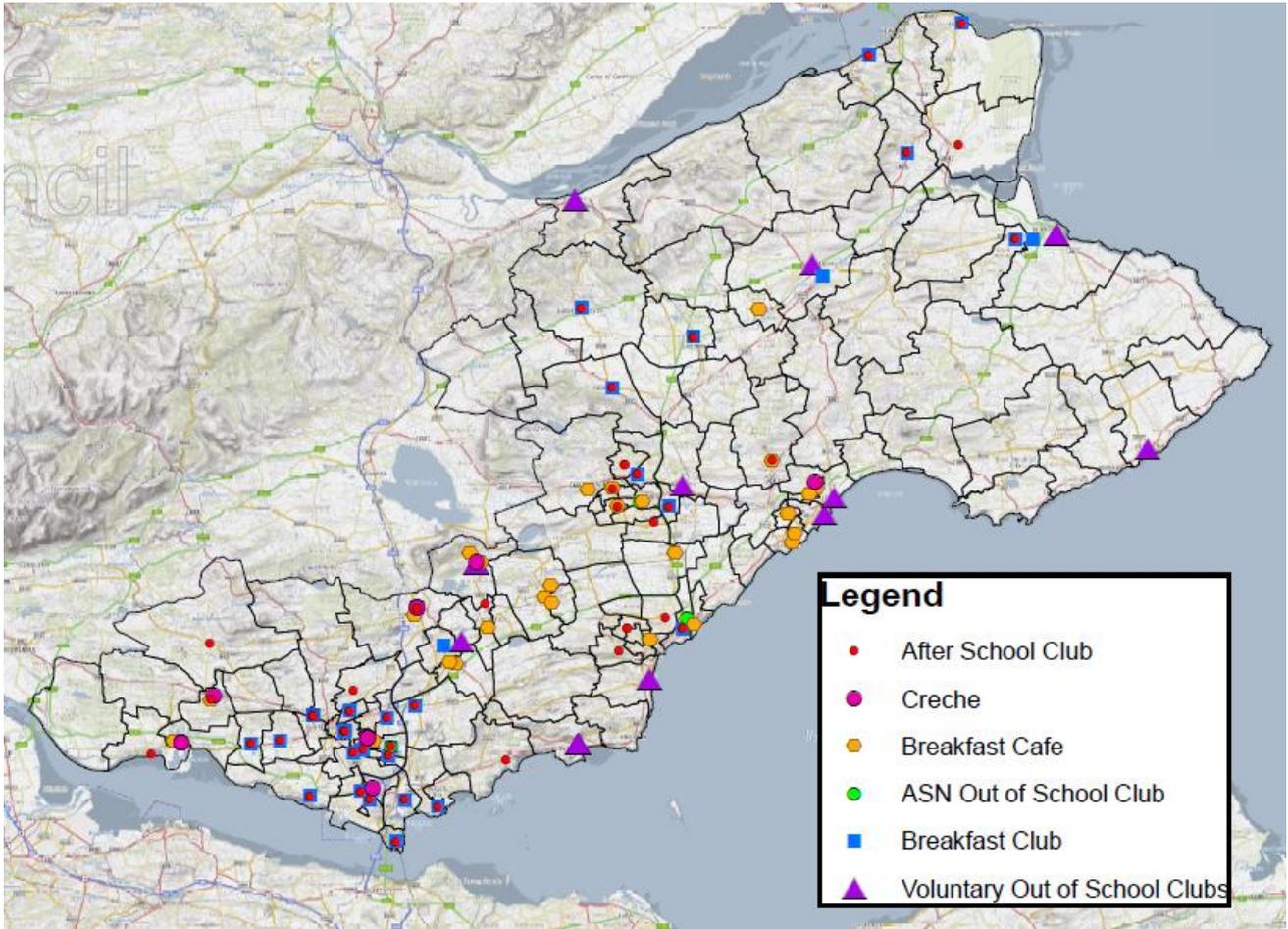
SW1 – Dalgety Bay and Inverkeithing		
Aberdour OOSC	FC	
Dalgety Bay OOSC	FC	Accommodates children from Dalgety Bay and Donibristle PS's
Inverkeithing OOSC	FC	
North Queensferry OOSC	FC	
SW2 – Rosyth to Cairneyhill		
Camdean OOSC	FC	
St Johns OOSC	FC	Accommodates children from Camdean PS and Kings Road PS
Limekilns OOSC	FC	
Cairneyhill OOSC	FC	
SW3 – West Fife Villages		
Culross OOSC	FC	Accommodates children from Culross PS and Torryburn PS
Oakley OOSC	FC	Accommodates children from Holy Name PS and Inzievar PS
Saline OOSC	FC	
D1 – Dunfermline North and West		
Baldridgeburn OOSC	FC	Accommodates children from McLean PS and Pittencrieff PS
Bellyeoman OOSC	FC	
Crossford OOSC	FC	
Garvock OOSC	P	Accommodates children from Bellyeoman PS

Townhill OOSC	V	
D2 – Dunfermline Central		
Abbeyview OOSC	V	Accommodates children from Canmore PS, St Leonards PS, St Margarets PS, Lynburn PS and Woodmill DAS
Commercial OOSC	FC	
Garvock OOSC	P	Accommodates children from Bellyeoman PS, Commercial PS, Touch PS and St. Margaret's PS
St Margarets OOSC	FC	
D3 – Dunfermline East		
Calaiswood ASN OOSC	FC	Accommodates children with complex additional support needs for Calaiswood School and surrounding areas
Carnegie OOSC	FC	
Duloch OOSC	FC	
Garvock OOSC	P	Accommodates children from Carnegie PS
Pitreavie OOSC	FC	
Masterton OOSC	FC	
C1 – Ballingry to Kelty		
Kids Come First	V	Accommodates children from Benarty PS and St Kenneth's PS
Kelty OOSC	FC	Accommodates children from Kelty PS and St Joseph's PS
C2 – Lochgelly		
Lochgelly OOSC	FC	Accommodates children from Cardenden PS, Lochgelly South PS, Lochgelly West PS, St Ninian's PS and St Patrick's PS
C3 – Cowdenbeath		
Crossgates OOSC	FC	Accommodates children from Cardenden PS, Lochgelly South PS, Lochgelly West PS, St Ninian's PS and St Patrick's PS

Cowdenbeath OOSC	V	Accommodating children from St Brides, Foulford PS, Hill of Beath PS, Lumphinnans PS
G1 – Glenrothes North and East		
Collydean OOSC	FC	
Markinch OOSC	V	
Pitcoudie OOSC	FC	
G2 – Glenrothes South		
Carleton OOSC	FC	
Pitteuchar East OOSC	FC	Accommodates children from Pitteuchar West PS
John Fergus ASN OOSC	FC	Accommodates children with complex additional support needs for John Fergus School and surrounding areas
Rainbow Nursery	P	
G3 – Glenrothes Central and West		
Caskieberran OOSC	FC	Accommodates children from South Parks PS and Ribleton PS
Southwood OOSC	FC	Accommodates children from Leslie PS and Newcastle PS
Rainbow Nursery	P	
K1 – Kirkcaldy South		
Strathallan OOSC	FC	Accommodates children from Kinghorn PS
WASP	V	Accommodates children from Kirkcaldy West PS
Burntisland OOSC	V	
Little Beehive Nursery	P	
K2 – Kirkcaldy North and West		
Strathallan OOSC	FC	Accommodates children from Kinghorn PS

Templehall OOSC	FC	Accommodates children from Fair Isle PS, Valley PS and Torbain PS
St Marie's OOSC	FC	Accommodates children from Capshard PS, St Marie's PS and Pathhead PS
Little Beehive Nursery	P	
K3 – Kirkcaldy East		
Sinclairtown OOSC	FC	Accommodates children from Dystar PS and Coaltown of Wemyss PS
Windmill ASN OOSC	FC	Accommodates children with complex additional support needs for Rosslyn School and surrounding areas
Little Beehive Nursery	P	
L1 – Levenmouth Central		
Kennoway OOSC	FC	
Leven Baptist	V	Accommodates children from Mountfleurie PS, St Agatha's PS and Parkhill PS
Poppyview	V	Accommodates children from St Agatha's PS, Balcurvie PS, Kennoway PS, Mountfleurie PS and Parkhill PS
L2 – Levenmouth South		
Poppyview	V	(Accommodates children from Buckhaven PS, Coaltown of Wemyss PS, Denbeath PS and Methilhill PS
NE1 – East Neuk		
East Neuk Kids	V	Accommodates children from Anstruther PS and St Monans PS This service is currently closed
NE2 – St Andrews		
Cosmos OOSC	V	Accommodates children from Canongate PS, Lawhead PS and Greyfriars PS
Lawhead OOSC	FC	
Leuchars OOSC	FC	

Rainbow Nursery	P	Accommodates children from Lawhead PS, Strathkinness PS and Lawhead PS
NE3 – Taybridgehead		
Balmullo OOSC	FC	
Tayport OOSC	FC	
Wormit OOSC	FC	
NE3 – Taybridgehead (cont'd)		
Little Beehive Nursery	P	
NE4 – Howe of Fife		
Auchtermuchty OOSC	FC	
Falkland OOSC	FC	
Dino OOSC	V	Accommodates children from Dunbog and Newburgh OOSC
NE5 – Cupar		
Ladybank OOSC	FC	Accommodates children from Letham PS and Kettle PS
Cupar OOSC	V	



9th February, 2021

Agenda Item No. 7

2020-21 Capital Monitoring Projected Outturn

Report by: Eileen Rowand, Executive Director, Finance and Corporate Services
Nicky Connor, Director of Health and Social Care

Wards Affected: All

Purpose

The purpose of this report is to provide an update on the Capital Investment Plan and advise on the projected out-turn for the 2020-21 financial year for areas in scope of the Education & Children's Services, Health & Social Care Scrutiny Committee.

Recommendation(s)

The Committee is asked to consider the current performance and activity across the 2020-21 Financial Monitoring as detailed in this report.

Resource Implications

None.

Legal & Risk Implications

None.

Impact Assessment

An EqIA has not been completed and is not necessary as no change or revision to existing policies and practices is proposed.

Consultation

None.

1.0 Background

- 1.1 Based on current information, this report summarises the provisional capital outturn as at 31 October 2020 for the areas falling under the scope of this Committee for 2020-21.
- 1.2 Appendix 1 shows an analysis of specific projects in the current capital investment plan which have a budget greater than £1.0m and analyses total project cost rather than only in year spend.
- 1.3 Appendix 2 details the forecast expenditure against budget for each project. A brief explanation of any significant forecast variances is provided at section 3 within this report.

2.0 Issues, Achievements & Financial Performance

2.1 Key Issues / Risks

- 2.1.1 Appendix 1 details the total cost forecast position for all capital projects within the areas under the scope of the Committee with an overall value of £1.0m and over. The key risks associated with the major projects are noted below.

2.2 Major Projects – Potential Risks and Actions

- 2.2.1 No major risks have been identified for any current projects.

2.3 Financial Performance – 2020-21 Provisional Outturn

- 2.3.1 Appendix 2 provides a summary of the provisional outturn for each project for the financial year 2020-21. The appendix shows a provisional outturn of £0.851m, a spending level of 64%.
- 2.3.2 There is no capital income budget for 2020-21 for the areas under the scope of this committee.
- 2.3.3 Slippage is the term used to describe projects that are expected to spend less than the budget allocation in a particular year due to a delay in timing on the delivery of the project. This is not uncommon in the capital programme and the reasons for this can be wide and varied. Advancement is the term used to describe projects that are expected to spend more than the budget allocation in a particular year due to an acceleration of the budget from future years.

2.4 Significant Variances

- 2.4.1 There are no projects with a significant variance of +/-£0.500m.
- 2.4.2 The majority of the variance relates to a budget transfer for Methil Care Home. A request from the H&SC directorate was approved by the Investment Strategy Group on 9 October 2020 to transfer £0.535m from the H&SC Capital Minor Works budget to Methil Care Home to fund a cost over-run arising from the revised tender report received in March 2020. This includes £0.176m of additional Covid-related costs. The transfer was implemented in 2020-21 although the budget will not be required until

2021-22. The underspend will be carried forward into 2021-22 and fund the works to be incurred in that financial year.

- 2.4.3 The overall budget for the three homes of £18.880m has been reprofiled, the reprofiling and a request for further transfer from H&SC Capital Minor Works budget was approved at Policy and Coordination Committee on 7 January 2021. This was required due to Covid-related costs and a revised business case for Anstruther Care Home. A paper will be taken to Policy and Coordination Committee on 18 February 2021 for Cupar Care Home.

3.0 Conclusions

- 3.1 The total 2020-21 approved programme for the areas in scope of the Education & Children's Services, Health & Social Care Scrutiny Committee is £1.331m. The level of expenditure is £0.851m, which represents 64% of the total programme. There will be slippage on the Care Homes project.
- 3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement or slippage of projects.

List of Appendices

1. Total Cost Monitor
2. Capital Monitoring Report by Service

Report Contact

Tracy Hogg
Finance Business Partner
Finance Service
Fife House
North Street
Glenrothes

Telephone: 03451 55 55 55, Ext. 441018

E-mail: tracy.hogg@fife.gov.uk

FIFE COUNCIL
HEALTH AND SOCIAL CARE SUB COMMITTEE
CAPITAL INVESTMENT PLAN 2020-29
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

Project	Theme	Total Project Budget £m	Total Projected Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Methil Care Home	Opportunities for All	7.155	7.155	-	0.00%	Current Project	2021-22
Cupar Care Home	Opportunities for All	5.580	5.580	-	0.00%	Current Project	2022-23
Anstuther Care Home	Opportunities for All	6.145	6.145	-	0.00%	Feasibility	2023-24
Total Major Capital Projects		18.880	18.880	-	0.00%		

FIFE COUNCIL
HEALTH AND SOCIAL CARE SUB COMMITTEE
CAPITAL INVESTMENT PLAN 2020-29
MONITORING REPORT

Expenditure	Current Budget £m	Actual to Date £m	Projected Outturn £m	Projected Variance £m	Projected Outturn as % of Plan
CAPITAL MINOR WORKS	0.049	-	0.049	-	100%
ADULT SERVICES (RESOURCES)	0.156	0.005	0.156	-	100%
OLDER PEOPLE'S RESIDENTIAL/DAY CARE	0.111	0.006	0.111	-	100%
RE-PROVISION OF CARE FOR OLDER PEOPLE	0.840	0.366	0.360	(0.480)	43%
TELEHEALTH CARE	0.175	-	0.175	-	100%
TOTAL EXPENDITURE	1.331	0.376	0.851	(0.480)	64%

9th February, 2021
Agenda Item No. 8

Revenue Budget Projected Out-turn Report 2020-21 for Social Care Services

Report by: **Nicky Connor, Director of Health and Social Care**
Eileen Rowand, Executive Director, Finance & Corporate Services

Wards Affected: All

Purpose

The purpose of this report is to highlight the 2020-21 projected out-turn for Fife Council Social Care Services for Adults and Older People.

Recommendation(s)

Members are asked to Scrutinise the contents of the report.

Resource Implications

The Service remained committed to managing the budget and implementing management actions to reduce the in-year overspend, whilst ensuring that no individual is knowingly left at an unacceptable level of risk.

Legal & Risk Implications

The Service requires to manage the risk to individual clients and the community in Fife whilst undertaking its statutory duties within the budget approved by the Council for 2020-21.

Impact Assessment

An EqIA has not been completed and is not necessary as no change or revision to existing policies and practices is proposed

Consultation

Nil

1.0 Introduction

- 1.1 The purpose of this report is to advise Members of the projected out-turn for the 2020-21 Revenue Budget for Social Care as at 31 October 2020.

2.0 IJB Budget

- 2.1 There has been no change to the background and budget-setting information since the report provided to Education & Children's Services, Health & Social Care Scrutiny Committee on 4 November 2021.

- 2.1.1 The IJB budget was approved on 28th March. The cost to deliver services at existing levels requires more funding than is currently available from both partner organisations and therefore a savings plan to close the funding gap was presented and approved at that meeting. Additional allocations were awarded in year through Health budget allocations and the current budget at October for 2020-21 is £581.364m.

- 2.1.2 At October 2020 the projected overspend of the H&SCP against budget is £6.988m or 1.2% of the net service managed budget. This includes unachieved savings of circa £7.000m. The achievement of these savings has been delayed due to COVID-19.

- 2.1.3 Across Scotland £1.1bn has been made available by the Treasury. Fife HSCP have been fully funded to June and partly funded for the rest of the year based on forecasts (not including Unachieved Savings or any offsets) Further Mobilisation Plans are to be submitted for further review. If full funding is not provided, discussions between partners will be required.

- 2.2 IJB Integration Scheme

- 2.2.1 There has been no change to the IJB Integration Scheme information since the report provided to Education & Children's Services, Health & Social care Scrutiny Committee on 4 November 2021.

3.0 Approved Savings for Social Care

- 3.1 There has been no change to the Social Care savings information since the report provided to Education & Children's Services, Health & Social care Scrutiny Committee on 4 November 2021.

An update in relation to the achievement of these savings for Social Care within the Revenue Budget for 2020-21 is provided at Appendix 3.

- 3.1.1 All savings have been categorised using a Red/Amber/Green status and these are described as follows:

Green – No issues and the saving is on track to be delivered

Amber – There are minor issues or minor reduction in the value of saving, or delivery of the saving is delayed

Red – Major issues should be addressed before any saving can be realised

4.0 Major Variances for Social Care

4.1 The budget allocated to Fife Council for Social Care for Adults and Older People is £158.797m which includes the budget for Contracts Team of £1.399m. The Contracts Team is not part of the budget managed by the IJB therefore it is not included within the risk share calculation.

4.1.1 The overspend for Social Care for Adults and Older People within Fife Council is forecasted to be £4.652m or 2.9% of the net service managed budget. A summary is detailed in Appendix 2.

4.1.2 After risk share the projected variance for Social Care for Adults and Older People (including Contracts team) will be £1.929m. The full calculation for this is shown in Appendix 1.

The main variances are detailed as follows:

4.2 **Homecare Services** – overspend £2.008m, movement (£0.499m)

4.2.1 There is a projected overspend of £2.008m in Homecare Services which is mainly due to unachieved savings on Homecare packages of £1.602m; the provision of additional critical packages £0.419m; a shortfall in income of £0.251m for the 3.3% uplift for living wage; an overspend of £0.471m on staffing due to non-achievement of turnover allowance, offset by an underspend of £680k on direct payments to service users which enable them to organise their own care.

The movement of (£0.499m) is mainly due to a reduction in staffing forecast of £0.441m. Additional costs for cover relating to absences caused by COVID-19 have been identified and these have now been allocated to the Scottish Government Mobilisation Plan. There has been an increase of £0.242m in the forecast for Homecare external packages as there is now some increased capacity in the external sector which has enabled the provision of additional critical packages to cope with rising demand. There has been a reduction of £0.300m in the forecast for direct payments to service-users, though there are offsetting overspends on this in tin Older People Fieldwork teams. Overall, the Older People Service is expected to have an underspend of £0.265m on direct payments.

4.3 **Older People Fieldwork Teams** – overspend £1.006m, movement £0.045

4.3.1 There is an overspend of £1.006 which is partly due to an overspend of £0.415m on direct payments to individuals to enable them to organise their own care packages, including respite & day care. This is a rising area of demand but is offset by the underspend on direct payments within Homecare of £0.680m. Older People Fieldwork Teams are also overspending by £0.651m on residential placements & assessment units.

4.4 **Adults Placements** – overspend £3.492m, movement £0.388m

4.4.1 The key overspend within Social Care is Adult Placements. The forecasted overspend of £3.492m is partly due to unachieved savings of £2.284m and a shortfall on the 3.3% uplift of £0.711m.

The service closely monitors the commissioning of these packages and reduces packages where possible. However, it should be noted that demand exceeds the resources available.

The movement of £0.388m is mainly due to the addition of £0.203m for further transitions for December school leavers

4.5 Adults Supported Living – underspend (£1.284), movement (£0.003m)

4.5.1 The projected underspend of £1.284m for supported living is mainly from an underspend on employee costs. There is an underspend of £1.219m in total on staffing due to vacancies across all areas. Of this, £0.674m is within Community Support Services where there is no requirement to fill vacancies as the service is currently closed due to COVID restrictions. Existing staff from this area are providing cover for vacancies within the other areas of Supported Living.

4.6 Nursing & Residential – underspend (£0.386m), movement (£0.224m)

4.6.1 The projected underspend and movement are mainly due to additional income contributions from clients of £0.322m, following a significant exercise to complete and agree long-term care financial assessments. The completion of these had been delayed by COVID-19.

4.7 Social Care Other – projected overspend £0.305m, movement (£3.914m)

4.7.1 The projected overspend is mainly due to the planned expenditure on agreed items as part of the budget setting process. This is offset by underspends in other areas of the service.

The movement of (£3.914m) is mainly due to the amount of £4.100m due to Fife Council by NHS as a part of the budget-setting agreement. This is now being shown as due to be received during the year rather than as part of the risk share at the end of the financial year.

5.0 COVID-19

5.1 The H&SCP is expecting to incur £23.000m of expenditure as a consequence of tackling COVID-19 during 2020-21. Of this, £16.500m falls within Fife Council Social Care for Adults and Older People. The above figures assume that all of this expenditure will be offset by funding from the Scottish Government.

6.0 Conclusions

6.1 Members are asked to note the projected revenue overspend of £1.929m (1.2%) overspend for Social Care for Adults and Older People for the 2020-21 financial year.

List of Appendices

Appendix 1: Risk Share Agreement calculation

Appendix 2: Social Care – Revenue Budget 2020-21

Appendix 3: Saving Tracker 2020-21

Report Contacts:

Nicky Connor

Director of Health and Social Care

Health and Social Care

5th Floor, North Wing

Rothesay House

Glenrothes

KY7 5PQ

Telephone:03451 55 55 55, Ext. 444112

E-mail:Nickyconnor@nhs.net

Tracy Hogg

Finance Business Partner

Financial Services

4th Floor, West Wing

Fife House

Glenrothes

KY7 5LT

Telephone:03451 55 55 55, Ext. 441018

E-mail:tracy.hogg@fife.gov.uk

Risk Share allocation between Fife Council and NHS			Appendix 1						
AUG-20									
	B	A							
	CURRENT 20-21	PROJECTED 20-21							
	CURR CAP 20-21								
	Budget	Projection	Over-/(Under-) spend	Risk Share Contribution	Overspend Adjusted for Risk Share	Reallocation between Partners	Variance as % of budget		
	£m	£m	£m	%	£m	£m	%		
	Social Care - per ledger (incl Risk Share)	161.988	166.640	4.652			2.9%		
Less:	Risk Share per ledger		0.000	0.000					
	Social Care - before Risk Share	161.988	166.640	4.652	-2.723	1.929	1.2%		
Less:	Contracts team (not included in IJB)	1.399	1.371	-0.028		-0.028			
Add:	Housing - adaptations	1.646	1.646	0.000					
	Social care (relevant to risk share agreement)	162.235	166.915	4.680	28.0%	1.957	-2.723	1.2%	
	NHS Fife	419.129	421.437	2.308	72.0%	5.031	2.723	1.2%	
	IJB Total	581.364	588.352	6.988	100%	6.988	0.000	1.2%	
				1.2%					

		AUGUST					AUGUST	
HEALTH & SOCIAL CARE		ANNUAL BUDGET	PROVISIONAL OUTTURN 2020-21	OUTTURN VARIANCE	OUTTURN VARIANCE		PREVIOUS REPORTED VARIANCE	MOVEMENT FROM PREVIOUS REPORTED VARIANCE
		£m	£m	£m	%		£m	£m
F00000: TOTAL REVENUE	Total Fund	174.821	179.473	4.652	2.66%		8.982	-4.330
F90000: CORPORATE MANAGED	Total Fund	12.833	12.833	0.000	0.00%		0.000	0.000
F10000: SERVICE MANAGED	Total Fund	161.988	166.640	4.652	2.87%		8.982	-4.330
ANALYSIS OF SERVICE MANAGED BUDGET								
ADULT PLACEMENTS		41.237	44.729	3.492	8.47%		3.104	0.388
ADULT SUPPORTED LIVING		21.729	20.445	-1.284	-5.91%		-1.281	-0.003
HEMOCARE SERVICES		29.461	31.469	2.008	6.82%		2.507	-0.499
NURSING & RESIDENTIAL		34.092	33.706	-0.386	-1.13%		-0.162	-0.224
OLDER PEOPLE RESIDENTIAL & DAYCARE		14.651	14.435	-0.216	-1.48%		-0.106	-0.110
ADULTS FIELDWORK TEAMS		6.957	6.846	-0.111	-1.60%		-0.118	0.007
OCCUPATIONAL THERAPY		3.967	3.832	-0.135	-3.40%		-0.111	-0.024
OLDER PEOPLE FIELDWORK TEAMS		10.257	11.263	1.006	9.81%		0.962	0.045
CONTRACTS		1.399	1.371	-0.028	-1.98%		-0.030	0.003
SOCIAL CARE OTHER		-1.762	-1.457	0.305	-17.32%		4.219	-3.914
TOTAL BEFORE RISK SHARE		161.988	166.640	4.652	2.87%		8.982	-4.330
PAYMENT FROM HEALTH PER RISK SHARE			-2.723	-2.723			-7.232	4.509
SOCIAL CARE AFTER RISK SHARE		161.988	163.917	1.929	1.19%		1.750	0.179

Older People Residential & Daycare

These are the Council's in-house residential care homes and day services for older people. These services operate right across Fife.

Homecare Services

Home care is personal care provided to service users by one or more carers, in the person's own home. The service can be provided either by the Council's own in-house service or by staff from an external agency contracted to provide care by the Council. This service is delivered throughout Fife.

Nursing and Residential

These are residential and nursing home places for older people purchased from private or voluntary sector care providers through the National Care Home Contract.

Adult Placements

Following full assessment based on eligibility criteria, need/risk and finite resources, decisions are made regarding funding community care packages to keep people safe and supported (under 65 years).

Adults Supported Living

Adult services provides accommodation with support to individuals with additional support needs. Group homes are one example of the type of care provided.

Fieldwork Teams

Fieldwork teams are locality based teams of social workers who assess the needs and desired outcomes of individuals. Individuals may be redirected to alternative supports within the community or may require a care package funded by the social work service.

Occupational Therapy

Occupational Therapy teams are locality based teams who work with people with disabilities and medical conditions to enable them to be as independent as possible. They can provide advice, equipment or adaptations to help individuals live more independently in their own home.

FIFE COUNCIL
TRACKING APPROVED 2020-21 SAVINGS
HEALTH & SOCIAL CARE

Area	Approved Budget Year	Title of Savings Proposal	Savings Target £m	Overall Forecast £m	(Under)/over achieved £m	Rag Status
FifeWide	2020-23	Resource Scheduling (Total Mobile)	0.123	0.000	0.123	Red
East	2020-23	Resource Scheduling (Total Mobile)	0.627	0.000	0.627	Red
FifeWide	2020-23	High Reserves	0.350	0.100	0.250	Red
East	2020-23	High Reserves	0.135	0.040	0.095	Red
West	2020-23	High Reserves	0.215	0.060	0.155	Red
FifeWide	2020-23	Procurement Strategy	0.200	0.000	0.200	Red
FifeWide	2020-23	Review Care Packages	0.750	0.560	0.190	Amber
East	2020-23	Review Care Packages	0.450	0.000	0.450	Red
FifeWide	2020-23	Re-provision of Care	0.875	0.000	0.875	Red
East	2020-23	Re-provision of Care	0.525	0.000	0.525	Red
FifeWide	2020-23	Provision of Taxis/Transport	0.050	0.050	0.000	Green
East	2020-23	Meals on Wheels income generation	0.020	0.015	0.005	Amber
East	2019-22	Previously Approved - Day Care services	0.260	0.050	0.210	Red
Grand Total			4.580	0.875	3.705	19.1%

Rag Status Key:-

Green - No issues and saving is on track to be delivered

Amber - There are minor issues or minor reduction in the value of saving, or delivery of the saving is delayed

Red - Major issues should be addressed before any saving can be realised

Summary			
Rag Status	Savings Target £m	Overall Forecast £m	(Under)/ over £m
Green	0.050	0.050	0.000
Amber	0.770	0.575	0.195
Red	3.760	0.250	3.510
Total	4.580	0.875	3.705

Education and Childrens Services, Health and Social Care Scrutiny Committee

Forward Work Programme as of 03/02/2021 1/3

Education and Children's Services, Health and Social Care Scrutiny Committee of 30 March 2021			
Title	Service(s)	Contact(s)	Comments
Health and Social Care Revenue Monitoring (due 30/03/2021)	Finance and Corporate Services, Health and Social Care	Tracy Hogg	If required. Brief overview - what has changed from previous report.
Health and Social Care Capital Monitoring (due 30/03/2021)	Finance and Corporate Services, Health and Social Care	Tracy Hogg	If required. Brief overview - what has changed from previous report
Challenges of Providing Care at Home Services in Fife	Health and Social Care	Fiona Mckay	Impact of this policy on respite and day places for both those needing care and carers.
Impact of Covid on Fife Care and Nursing Homes	Health and Social Care	Suzanne McGuinness	Requested at Committee meeting 04.11.20
Education & Children's Services Health & Social Care Scrutiny Committee Forward Work Programme (due 30/03/2021)	Finance and Corporate Services	Helena Couperwhite	

Education and Children's Services, Health and Social Care Scrutiny Committee of 25 May 2021			
Title	Service(s)	Contact(s)	Comments
Health and Social Care Revenue Monitoring (due 25/05/2021)	Finance and Corporate Services, Health and Social Care	Tracy Hogg	If required. Brief overview - what has changed from previous report.
Health and Social Care Capital Monitoring (due 25/05/2021)	Finance and Corporate Services, Health and Social Care	Tracy Hogg	If required. Brief overview - what has changed from previous report.
What does Corporate Parenting look like in Fife?	Education and Children's Services	Michael Scanlin	Overview of corporate parenting and the responsibilities of Fife Council and what this looks like in Fife and what are the next steps. This will be presented to EC&S committee in Feb 2021 and referred onto Scrutiny with any additions. A briefing on Corporate Parenting for Elected members to be delivered by Who Cares -re

Education and Children's Services, Health and Social Care Scrutiny Committee of 25 May 2021			
Title	Service(s)	Contact(s)	Comments
			their role re CP, with the date to be confirmed..
Children and Families Strategy	Education and Children's Services	Kathy Henwood	This report will go to E&CS Committee 3 Nov and be referred onto Scrutiny, with a slight update. Report to include the finance associated with this, challenge, decision making process and the impact on Out of Fife placements. To include next steps. This report will include the impact and risks associated with "Belong to Fife" Strategy in terms of finance and any other risks can be discussed at committee.
Chief Social Work Officer Annual Report	Education and Children's Services	Kathy Henwood, Fiona Mckay	Updated report. This report allows for EMs to focus in on aspects they may wish to scrutinise going forward. Consideration may be given to whether this report can be moved to the meeting on 30 March 21 - if required.
Impact on restriction of Social Care to "Critical only" in Fife	Health and Social Care	Nicky Connor	Examine all aspects of the policy. Detailed impact statement. Estimate of resources required to increase services/reduce risk. Find advocate/witness that represents customer/carer.
Education & Children's Services Health & Social Care Scrutiny	Finance and Corporate Services	Helena Couperwhite	

Education and Children's Services, Health and Social Care Scrutiny Committee of 25 May 2021			
Title	Service(s)	Contact(s)	Comments
Committee Forward Work Programme (due 25/05/2021)			

Unallocated			
Title	Service(s)	Contact(s)	Comments
Long term funding of Health & Social Care Partnership	Finance and Corporate Services, Health and Social Care	Tracy Hogg	Replaces Steven's report.
Factual Briefing on Group Homes for Adults in Fife	Health and Social Care	Suzanne McGuinness	Factual briefing note to be circulated outwith Committee. Delayed by staff absence.
Factual Briefing on GP Services and Current Vacancy Rates	Health and Social Care	David Heaney, Suzanne McGuinness	Factual briefing note to be circulated outwith Committee. Delayed by staff absence.
Factual Briefing on Support for Carers	Health and Social Care	Suzanne McGuinness	Report requested at Committee meeting on 04.11.20.
Children's Services Inspection Update - Progress on actions		Christine Moir, Deborah Davidson	Convener will consider following meeting of E&CS Committee on 26 Jan. To report progress in 6 months time i.e. August 2021 as it is going back to E&CS committee in January 2022.