

Appendix 2: Aberdeenshire Autism Strategy: Action Plan 2023- 2028

Following on from identifying 7 Key themes, an Action Plan has been created setting out our strategic aims and outcomes. Our Action Plan will also set out what actions will be taken; the resources put in place and identify which lead services and officers will be responsible for the work.

Fluidity and change are to be expected in all projects, this plan should be considered as a live document which will continue to be reviewed and where appropriate modified in consultation with the Monitoring and Delivery Groups including further definition of milestones against each action/task.

All updates and progress will be reported back to the relevant governance bodies.

Further national and local performance measures may also be added to this Action Plan as they are developed and become available.

Key Theme 1	Whole Lifespan
Our Aim	Meeting the needs of autistic people for all their lives, from birth to death by supporting them to access appropriate support and services from our organisations, third sector and from the wider community.
Our Commitments	<ul style="list-style-type: none"> • To work together with autistic people and other stakeholders to enhance the lives of autistic people, their families and/or carers at key stages of their life, such as the transition from social work and/or children’s health services to adult services, from primary to secondary school, or the transition from secondary school, for example, into employment or further education. Transitions reach beyond education-based changes and will impact on people throughout their whole lives. • To work together with autistic people and colleagues in health to ensure the health needs of autistic people are understood and that there is knowledge and understanding of autism within our services. • To work together with autistic people and other stakeholder to ensure that the needs of older autistic people are understood, accepted and planned for.

ID number	Outcome/Goal	Action/Task	Responsibility	Progress Measurement	Timescale/Target
1.1	Improve transitions from early years to primary school, from primary school to secondary school and from secondary school into employment or further education, while also ensuring access to services are available at the right time.	1.1.1 Transitions Guidance to be developed	Inclusion, Equity and Wellbeing Team	Guidance is published, widely used and implemented across all schools.	From Years 1-2
		1.1.2. ASN Transition Charter, ASN Transitions Pathway and Guidance to be developed	GIRFEC Children with a Disability Group	Charter, Pathway and Guidance are published, widely used and implemented across all services. Young people and families report a positive transition experience.	From Years 1-2
		1.1.3. Children and their families should have easy and timely access to speech and language therapy support to help with transitions including (but not limited to) beginning nursery,	Speech and Language Therapy.	Monitor individual's progress plan. Record and monitor the waiting timescales.	From Year 1 onwards

		beginning school, transitions within school and post school			
		1.1.4. Community Learning and Development Team (CLD) to continue to provide targeted support to young people at key life stages, examples include P7-S1, S3/4 and as they approach and leave school.	Community Learning and Development Team	Develop and use service's own Planning and Progress tracker.	From Year 1 onwards
1.2	Improve transitions pathway between children's services to adult services for an autistic person	1.2.1. Discussions to be held with GIRFEC subgroup and connections made with education/children's services	Autism Strategic Monitoring Group and GIRFEC Strategic Group.	Links to be made. Undertake a mapping and gap analysis exercise to ensure work identified are	End of 2024 - coincide with the end of the Aberdeenshire Health and Social Care Partnership's

		1.2.2. Ensure good signposting is available to young autistic people who don't meet eligibility criteria for adult services.		addressed and resolved. Quality management and satisfaction to be requested and monitored.	Mental Health Strategy
		1.2.3. Support in the enhancing of different accommodation to promote independent living.			
		1.2.4. Ensure Self Directed Support is fairly accessed for Autistic adults			
1.3	All autistic carers and carers of autistic individuals are to receive appropriate support and assistance, if required or requested.	1.3.1. Scope the support needed for autistic carers and carers of autistic individuals		Links to be made. Undertake a mapping and gap analysis exercise to ensure work identified are addressed and resolved.	From Years 1- 2

		1.3.2. Increase knowledge base to services by offering suitable training to staff.			From Years 1-2
1.4	Development of an Adult Neurodivergent Service	Bring Autism, Attention Deficit Disorder (ADHD) & other neurodivergent conditions together in one service.	Leads for Mental Health and Learning Disabilities within Aberdeenshire Health and Social Care Partnership - link with other partners and stakeholders.	Create own Pathway and Progress tracker.	From Years 2-3
1.5	Link in with relevant national campaigns and initiatives	Promote Different Minds campaign. Work with Inspiring Scotland and Scottish Government.	Aberdeenshire Autism Strategic Monitoring Group	Links to be made. Delivery of events.	From Year 1 onwards
1.6	Governance and Policy making: deliver a commitment to engaging with autistic people and people with lived experience	Set up an Autistic-led Advisory Forum	Aberdeenshire Autism Strategic Monitoring Group	Create a suitable work plan and progress tracker.	From Year 1 onwards

1.7	Gather and use up to date information and data to help provide better targeted and informed support and service planning for autistic people in Aberdeenshire.	Multi-agency action - scope out what data is available and what are the gaps.	Aberdeenshire Autism Strategic Monitoring Group	Create a suitable work plan and progress tracker.	From Years 1-5
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Key Theme 2	Diagnostic Pathways (Children, Young Persons, Adults and Older Adults)
Our Aim	Supporting the delivery of a clear autistic assessment pathway and transitions process.
Our Commitments	<ul style="list-style-type: none"> • To support the delivery of an ‘person centred’ autistic assessment pathway. Support should be given regardless of what age you are. • To provide appropriate and timely support and clear information about what is available, including access to services before, during and after being part of a diagnostic pathway.

ID number	Outcome/Goal	Action/Task	Responsibility	Progress Measurement	Timescale/Target
2.1	Professionals within Aberdeenshire can identify early presentation of autistic traits and seek appropriate support	Professionals are well trained in early identification, working with Autistic People to understand the importance of early identification	Aberdeenshire Autism Strategic Monitoring Group and multi-agency.	Links to be made. A work plan to be developed and work will be identified.	From Year 1 onwards.
2.2	Clear Diagnostic Pathways: that there is a clear Neurodevelopmental diagnostic pathway across Aberdeenshire for those 0-18	Review cross children services including Medical, Child and Adolescent Mental Health Services (CAMHS) and Community Services, to ensure a clear pathway is in place while ensuring good processes between services.	Senior management team members of all relevant organisations.	Develop a collaborative plan and set targets with the aim to achieve the following: all children and young people are able to access timely and appropriate diagnostic assessment across Aberdeenshire.	From Years 1/2 onwards

2.3	Clear Diagnostic Pathways: that there is a clear Neurodevelopmental diagnostic pathway across Aberdeenshire for those 18 +	Review of current process and development of a pathway that supports Autism diagnosis well and expands into neurodevelopmental diagnosis ensuring support for females and older adults.	Aberdeenshire Autism Assessment Team (AAAT), Project Group Monitoring Autism Strategic Monitoring Group	Deliver a gaps analysis exercise. Create a plan and targets which monitors number of referrals, waiting times, outcome etc.	From April 2023
2.4	Post Diagnostic support: that a range of post diagnostic support options are freely available to individuals through a range of services including 3rd sector	Collate a directory of current available services – conduct gap analysis and explanation of options across Aberdeenshire	Strategy Lead	Keep record and monitor the number of individuals who able to access the right service at the right time	From Years 1-5 (ongoing - over life span of strategy)

Key Theme 3	Training
Our Aim	Supporting training, learning and development to improve knowledge and understanding for those who work in Aberdeenshire Council Education and Children's Services (ECS) and Aberdeenshire Health and Social Care Partnership (AHSCP) who support autistic people.
Our Commitments	<ul style="list-style-type: none"> • To work with autistic people and other stakeholders to offer a range of up to date and relevant autism training with the input from autistic people, including opportunities for autistic-led training. We support the promotion of asset-based, inclusive training approach. • To work with colleagues within and outwith the organisation, and in the wider community to share training opportunities, knowledge and experience.

ID number	Outcome/Goal	Action/Task	Responsibility	Progress Measurement	Timescale/Target
3.1	Develop core autistic training with NHS Grampian, Aberdeenshire Council and Aberdeenshire Health and Social Care Partnership to make available to the wider workforce	3.1.1. Develop an autism-related training plan	Learning & Development team across the organisations and autistic community	Examine the data collected by ALDO / NES TURAS- ensure that there is access by the various workforce. Gather and monitor – what is being made available and how many people join.	From Years 1-5 (ongoing - over life span of strategy)
		3.1.2. Training delivered by autistic individuals	Learning & Development team across the organisations and autistic community	Provide opportunity to work collaboratively and actively work with the autistic community including third sector. A Joint Framework to be developed – setting out targets.	From Year 2 onwards

		3.1.3 Embed all the training material, coordinate and offer it widely across the Aberdeenshire Council and Aberdeenshire Health and Social Care Partnership	All services and teams.	Examine the data collected by training platforms, ALDO / NES - TURAS ensure that there is access by the various workforce. Gather and monitor – what is being made available and how many people join.	From Years 2 onwards
3.2	Ensure and support Aberdeenshire Health and Social Care Partnership staff groups who require specialist knowledge and training of Autism is provided	3.2.1. Training for staff working directly with autistic people, including the up skilling of Mental Health Teams	Aberdeenshire Health and Social Care Partnership, Speech and Language Team (SALT) and Aberdeen Adult Autism Assessment Team.	Deliver a gaps analysis exercise. Create a plan and a set of targets	From Years 1-2 and ongoing
		3.2.2. Speech and Language Team (SALT) to provide training on speech, language and communication skills around autistic people		Deliver a gaps analysis exercise. Create a plan and a set of targets	From Years 1-2 and ongoing

		3.2.3. Speech and Language Team (SALT) to provide training on alternative and augmentative forms of communication that may be of use to those with speech, language and communication needs.		Deliver a gaps analysis exercise. Create a plan and a set of targets	From Years 1 -2 and ongoing
		3.2.4. Support Community Justice to increase Autism knowledge.		Deliver a gaps analysis exercise. Create a plan and a set of targets.	From Years 2/3
3.3	Ensure those within Education have a core level of knowledge and understanding of autism across the workforce, as well as pathways for developing more advanced knowledge and skills.	3.3.1. Promote the use of Aberdeenshire Professional Learning Framework and Self Evaluation Tool for Supporting Autistic Learners in all schools.	Inclusion Equity and Wellbeing Team	Establish a data system which will allow improvements for autistic learners to be monitored. Monitor school and staff uptake of Professional Learning Framework and	From Year 1

				Self Evaluation Tool	
		3.3.2. Develop a guide for schools on identifying and supporting autistic children and young people who have English as an additional language.	English as an Additional Language. (EAL) Service	Guidance is published, used and implemented across schools.	From Years 1 - 2
		3.3.3. Raise awareness of school staff on supporting autistic children and young people who speak English as an additional language	English as an Additional Language. (EAL) Service	Gather and monitor feedback from autistic children, young people and families who speak English as an additional language	From Year 1 and ongoing.

Key Theme 4	Lifelong Learning
Our Aim	Delivering inclusive support wherever learning takes place.
Our Commitments	<ul style="list-style-type: none"> • To continue to improve inclusive support for autistic learners, wherever learning takes place • To enhance consistency and flexibility of support for autistic learners through increased knowledge and understanding of staff in education and learning settings

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ID number	Outcome/Goal	Action/Task	Responsibility	Progress Measurement	Timescale/Target
4.1	Create a suite of tools to support Child's Action Planning Meeting process	Multiagency toolkit including environmental checklists, sensory profiles, passports	Multi-agency.	Conduct a Parent and Staff audit	From Years 1-2
4.2	Communication: support staff to develop a person-centred approach	To be person-centred and acknowledge that each autistic individual will have its own communication style. Staff will be flexible in the way they communicate to the autistic individual. Staff should adapt their communication style to meeting the needs of the autistic individual.	Aberdeenshire Autism Strategic Monitoring Group	<p>Create a recording system and framework/information hub for staff to access to achieve this goal.</p> <p>Monitor the data on number of staff members who sign up.</p>	From Years 1-2

4.3	Continue to support and progress with universal, targeted and specialised learning (linked to Training section).	Educational Psychology will continue to work with colleagues from Speech and Language Therapy, CAHMS and school-based staff to continue to add to the learning offer.	Educational Psychology	Evidence gathering develop and sustain a robust way of collaborative working. Support the variation in learning needs - record and capture this.	From Years 1-2
4.4	Ensure those within Education have a core level of knowledge and understanding of autism across the workforce, as well as pathways for developing more advanced knowledge and skills.	Promote the use of Aberdeenshire Professional Learning Framework and Self Evaluation Tool for Supporting Autistic Learners in all schools.	Inclusion Equity and Wellbeing Team	Establish a data system which will allow improvements for autistic learners to be monitored. Monitor school and staff uptake of Professional Learning Framework and Self Evaluation Tool	From Year 1

4.5	Provide support such as wrap-around care i.e., clubs outwith school hours consistently across Aberdeenshire. Wrap-around care in Aberdeenshire Council supports children with additional support needs including autistic children.	Change in scope of the service specification to ensure a more equitable distribution of support.	Children's Services	Feedback from service users and whether the wrap-around care groups have been delivered.	From Years 1-5 (ongoing)
4.6	Exploring how we can develop our relationship with tertiary education in relation to meeting autistic learner's needs.	Engage with Further and Higher Education organisations	Aberdeenshire Autism Strategic Monitoring Group and other agencies.	Seek feedback from and learners. Identify and monitor cases – analyse their journey and experiences.	From Years 2 -5

Key Theme 5	Employment
Our Aim	Enhancing employment opportunities and pathways to enhance the skills and experiences of autistic people.
Our Commitments	<ul style="list-style-type: none"> • To recognise the range skills and knowledge possessed by autistic people, and their desire to work, whilst also appreciating the significant barriers can get in this way of this. • To provide opportunities, support and skills training to autistic people who want to work. • To work with autistic people and other stakeholders to increase knowledge and understanding of autism in an employment setting and to promote the benefits of having a neurodiverse workforce.

ID number	Outcome/Goal	Action/Task	Responsibility	Progress Measurement	Timescale/Target
5.1	Equal and fair access to career information advice and guidance in school - S3-S6. To support positive destinations.	Ensure schools are aware of Skills Development Scotland validation process and needs of learners are communicated to school careers adviser to ensure appropriate levels of support are planned across school career.	Skills Development Scotland	Destination results for learners with ASN status	From Years 1-5 (ongoing) - Skills Development Scotland post school service offer runs continuously -
5.2	Equal and fair access to career information advice and guidance - post school. To support positive and sustained destinations.	Transition period through last 6 months of education into next destination is supported where necessary through regular engagement and discussion with learners and schools.	Skills Development Scotland	Sustained Destination results for learners with ASN status	From Years 1-5 (ongoing) - Skills Development Scotland post school service offer runs continuously
5.3	Ensure employment opportunities and support are available for Autistic Adults	5.3.1. Aberdeenshire Council is currently working around being accessibility and ensure its equal	Aberdeenshire Autism Monitoring Group & Multi-agency	Create and deliver a framework/plan to support this and monitor	From Years 2/3

		opportunities employer, this will be extended to ensure its own recruitment process to be Autistic Friendly, while ensuring there are suitable Autistic roles within the Council.		and evaluate the work.	
		5.3.2. Engage and work with Employability services (Council and 3rd Sector) to recognise Autism and ensure supports are in place.	Aberdeenshire Autism Monitoring Group & Multi-agency	Create and deliver a framework/plan to support this and monitor and evaluate the work.	From Years 2/3
		5.3.3. Ensure that we are delivering against Scottish Government (Keys to Life) and use Scottish Commission for Learning Disability (SCLD) work on scoping employability opportunities to ensure we are delivering a good service.	Aberdeenshire Autism Monitoring Group & Multi-agency	Aberdeenshire Autism Strategic Monitoring Group to ensure that this is being conducted.	From Years 2/3

5.4	Ensure Autistic People understand their rights at work and have opportunities to work	Scope what supports are available and how best to support Autistic People in understanding their rights at work.	Aberdeenshire Health and Social Care Partnership's Autism Strategic Outcomes Group	Create a plan and track progress, including action to seek feedback.	From Years 1/ 2 onwards
5.5	Volunteering/Supporting Community Opportunities	5.5.1 Explore options for and reduce barriers to, cross-care group volunteering.	Aberdeenshire Health and Social Care Mental Health & Learning Disabilities Managers	Measure and monitor the following tasks: Increase volunteering opportunities Increase in community groups Increase in number of people accessing community resources	From Years 3-5
		5.5.2 Scope on a local basis, groups and services where volunteers would be welcome.			From Years 3-5
		5.5.3 Map services and draft protocols for referring volunteers and the support they may need.			From Years 3-5
5.6	Offer the Foundation Apprenticeship as an opportunity	The Foundation Apprenticeship team	The Foundation Apprenticeship	Increased number of	From Year 1 onwards.

	<p>to a pathway into future employment. Offer Foundation Apprenticeships at level 4/5/6 across Aberdeenshire secondary schools.</p>	<p>will work alongside schools and employers to meet the needs of autistic pupils during their Foundation Apprenticeship work placement.</p>	<p>team will work alongside schools and employers to meet the needs of autistic pupils.</p>	<p>autistic pupils selecting a Foundation Apprenticeship in their senior phase. Pupils completing both the National Progression Award element (taught in class) as well as the Scottish Vocational Qualification work element to achieve the full Foundation Apprenticeship award. Progression and support needs to be discussed during regular meetings with delivery teams and termly tracking and monitoring</p>	<p>Foundation Apprenticeship programme is delivered in schools from June till May. All Foundation Apprenticeships are a 1 year programme except Engineering which is a 2 year programme.</p>
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				meetings and support plans put in place if required.	
5.7	Through work based learning including Foundation Apprenticeships, develop metaskills for targeted groups which will enhance pathway opportunities for autistic pupils into future employment. Increased confidence in the recognition of strengths neuro diverse pupils have to offer a work placement. Continue to develop metaskills in both the classroom and work place	Develop metaskills/ employment skills and confidence in a work place. Design appropriate supported resources to develop metaskills with targeted individuals and groups requiring additional support into employment.	The Foundation Apprenticeship team will work alongside schools and employers to meet the needs of autistic pupils.	Regular contact with Scottish Vocational Qualification assessor for both the pupil and the work place mentor in order to put any necessary supports/ training needs in place.	From Year 1 onwards. Foundation Apprenticeship programme is delivered in schools from June till May. All Foundation Apprenticeships are a 1 year programme except Engineering which is a 2 year programme.
5.8	To support the vision, values and outcomes of Project Search https://www.abdn.ac.uk/staffnet/working-here/what-is-project-search-4218.php	Liaise with colleagues from the Employability Team, Aberdeen University Project Search team and the	Responsibility with Employability Team, Aberdeenshire University Project	All project search internship opportunities are taken up	Ongoing throughout the whole duration of this strategy.

		Foundation Apprenticeship Team to promote and support the project Search employment offer.	Search and Foundation Apprenticeship team.	and these interns are successfully supported into employment pathways.	Annual offer and update.
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Key Theme 6	Connecting
Our Aim	Keeping autistic people and their families connected to information and their communities
Our Commitments	<ul style="list-style-type: none"> • Ensuring that autistic people, their families and unpaid carers have access to up-to-date information about what services, supports and opportunities are available to them and how to access them. • Working with the autistic and non-autistic community to support better connections, reducing the likelihood of social isolation and isolation from support. • Working with autistic people and other stakeholders to ensure that the needs of those living in remote and rural settings are voiced and listened to.

ID number	Outcome/Goal	Action/Task	Responsibility	Progress Measurement	Timescale/Target
6.1	Information Hub: everyone has access and view up to date information	6.1.1. Develop a directory which provides information, training, one to one support, consulting and signposting services to autists, families and friends, professionals, and anyone interested in autism.	Aberdeenshire Autism Strategic Monitoring Group	Develop and deliver a framework, plan and pathway on this piece of work. A baseline to be developed which will inform us on – measuring the level of access and whether it meets the needs of the community,	From Years 1/ 2 onwards
		6.1.2. Ensure that the information possessed by the service is up to date and is made available to autistic individuals. Ensure Services / autistic, families and friends use and signpost people to the directory.	Aberdeenshire Autism Strategic Monitoring Group	A baseline to be developed which will inform us on – measuring the level of access and whether it meets the needs of the community,	From Years 1/ 2 onwards

		<p>6.1.3. Mental Health Improvement & Wellbeing Service (formerly known as Community Link Workers) will assist adults to access community-based activities, resources and organisations.</p>	<p>Aberdeenshire Autism Strategic Monitoring Group</p>	<p>Analyse the effectiveness of this service i.e., by way of collecting, monitoring and analysing the numbers of service users – who request for support, ask for support and referred on.</p> <p>Measure the level of responsibility.</p>	<p>From Years 1/ 2 onwards</p>
		<p>6.1.4. Link in with already-existing online information directory platforms, such as ALISS - national information service for everyone in Scotland and Health Visitors / School Nurses developing an App</p>	<p>Aberdeenshire Autism Strategic Monitoring Group</p>	<p>Develop a collaborative working plan.</p>	<p>From Years 1/ 2 onwards</p>

		<p>6.1.5 Ensure information is accessible to families for whom English is an additional language by way of providing guidance /information for parents/carers of autistic learners who speak English as an Additional Language (EAL) is available in simple English and in translated format in most commonly required languages.</p> <p>Content:</p> <ul style="list-style-type: none"> - Accessing support - Cultural capital- - Bilingualism and autism 	<p>English as an Additional Language (EAL) Service.</p>	<p>Advice /Information is published and widely shared with parents/carers across all schools.</p>	<p>From Years 1-2</p>
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6.2	Collaborative working with our partners & networks	<p>6.2.1. Link in with other Partners, i.e., Public Health and Local Outcomes Improvement Plans information sharing - support each other's ideas i.e., Aberdeenshire's Health Improvement Priorities: https://www.ouraberdeenshire.org.uk/wp-content/uploads/2022/07/AHSCP-Health-Improvement-Delivery-Plan-2021-23-FOR-WEBPAGE.pdf</p>		Create and deliver a joint working framework/agreement – which identifies the joint work required and implement.	From Years 1 – 5
		6.2.2. Work collaboratively with Community Justice partner members (Equality and Diversity Officer, Police Scotland North East Division)	Autism Strategic Monitoring Group to liaise with networks & partners	Dedicate resource around planning and delivering this piece of work.	From Years 1 -2

6.3	Address the health needs of autistic people so that people can access the right support at the right time	6.3.1 Accessible health information	Multi-agency, such as - Community Learning Disability Teams, Nurse Consultants, Mental Health and Learning Disabilities Managers, Health Visitors / School Nurses Team.	Increase in provision of accessible information.	From Years 1-5
		6.3.2 Develop Personal passports to assist in communication about care needs			
		6.3.3. Promote the use of digital technology to improve access to services for autistic people: Near Me/Attend Anywhere and Virtual Community Wards.	Aberdeenshire Health and Social Care Partnership's Mental Health and Learning Disabilities Managers.	Look at the recorded data on the number of appointments undertaken using virtual technology.	From Years 2-5
	Deliver activities and support for autistic people coming together taking into account of remote and rurality,	6.3.4 Connect with partners, stakeholders to develop ideas and support this	Development of an Aberdeenshire Autism Strategic Monitoring group to support Strategy with an action to consider the development of Autistic people coming together	A baseline to this to be explored and developed.	From Years 2-5

Key Theme 7	Community
Our Aim	Building a community that is inclusive, accepting and knowledgeable.
Our Commitments	<ul style="list-style-type: none"> • To work with the autistic and non-autistic community to promote autistic-led knowledge and understanding of autism across Aberdeenshire • To work with autistic people and local groups, organisations, partners and stakeholders to collectively build trusting relationships and improve our understanding of the autistic community. • To support societal knowledge and acceptance to support inclusive access and supports.

ID number	Outcome/Goal	Action/Task	Responsibility	Progress Measurement	Timescale/Target
7.1	Having accessible, trauma informed meeting space across Aberdeenshire	7.1.1 Support in the development of space linked to the Mental Health Renewal and Recovery funding Short Life Working Group	Aberdeenshire Health and Social Care Partnership's Mental Health and Learning Disabilities Managers.	Put plan in place to ensure the implementation of this work.	From Years 1-5 (ongoing)
7.2	Peer support - for all ages and in various formats	7.1.2 Undertake scoping work and review availability of existing support and services.	Aberdeenshire Autism Strategic Monitoring Group	Undertake mapping exercise. Put plan in place to ensure the implementation of this work.	From Years 2-5
		7.1.3 Link in with groups (social media groups, parent support groups post diagnosis with option peer support training)	Aberdeenshire Autism Strategic Monitoring Group	Undertake mapping exercise. Put plan in place to ensure the implementation of this work.	From Years 2-5

7.3	Raise and support autism acceptance and understanding in our community.	7.2.1 Support the Aberdeenshire Wellbeing Festival	Aberdeenshire Autism Strategic Monitoring Group link in with other networks and partners.	Participate in events.	From Years 1-5 (ongoing)
		7.2.2 Support 'Autism acceptance' and 'Neurodiversity' campaigns.		Put plan in place to ensure the implementation of this work.	From Years 1-5 (ongoing)
		7.2.3 Adopt appropriate use of language around neurodiversity.		Put plan in place to ensure the implementation of this work.	From Years 2-5
		7.2.4 Support changes in attitudes and promote engagement i.e., through videos, social media campaigns etc		Put plan in place to ensure the implementation of this work.	From Years 2-5
7.4	Collaborative working with the wider community to develop autism friendly environments	7.4.1. Collaborative working with community-based groups and networks on how to develop	Aberdeenshire Autism Monitoring Group and Community Justice Members (North East)	Develop and deliver a framework, plan and pathway on this piece of work.	From Years 2-3

		and deliver 'autism friendly' environments.			
		7.4.2. Pilot 'Autism-friendly' environments at Police Stations for Members of the Public and the Police.		Develop and deliver a framework, plan and pathway on this piece of work.	From Years 2-3

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