

Target Audience

Health, social care and other professionals with a high degree of autonomy, able to provide care and support in complex situations and/or may also lead services for autistic people. This is relevant to staff working intensively with autistic people, including those who take a lead in decision making, practice management, commissioning and developing or disseminating good practice. Some indicative roles may include specialist healthcare professionals such as psychologists, psychiatrists, GPs with special interest, learning disability nurses, counsellors, psychotherapists, allied health professionals, social workers, educators etc. It will also include registered managers and other social care leaders including operational managers who have responsibility for services for autistic people.

There is an expectation that previous autism training or tier 2 training has been attended prior to attendance on tier 3 training.

Tier 3 would also be appropriate for autistic people and carers/families of autistic people who are involved in designing and delivering training on autism and/or are working as a self-advocate or expert by experience at a strategic level

It is estimated that there are over 700,000¹ autistic people in the UK, equivalent to around 1.1% of the population. Many of these people and their families at one time or another, face a battle to get the right information, support and care. When skills, knowledge and understanding are lacking in the public service workforce this can create fundamental barriers for many autistic people in accessing the services they need.

The Government have now introduced a requirement, from 1st July 2022, for CQC registered service providers to ensure their employees receive autism training appropriate to their role. This is to ensure health and social care workforce have the right skills and knowledge to provide safe, compassionate, and informed care to autistic people. This requirement is set out in the Health and Care Act 2022.

This course is delivered using a range of methods and resources including:

- ◆ Face to face tutor facilitation, fact sheets for research within groups, large group discussions, questioning and participation and an end of session assessment.

This course has been developed and mapped to current occupational standards, qualification frameworks and the following documents and resources:

- ◆ The Core Capabilities Framework for Supporting Autistic People - Tier 3
- ◆ Domain A. Understanding Autism – Capability 1 Tier 3
- ◆ Domain A. Identification, assessment, and diagnosis of autism - Capability 2 Tier 3
- ◆ Domain B. Personalised support – Capability 3, 4, 5, 6, 7, 8, 9, 10, 11, Tier 3
- ◆ Domain C. Physical and mental health – Capability 12, 13, 14, Tier 3
- ◆ Domain D. Risk, legislation and Safeguarding – Capability 15, 16, Tier 3
- ◆ Domain E. Leadership and management, education and research – Capability 17, 18, 19, Tier 3
- ◆ Advanced Clinical Practice Capabilities framework when working with people who have a learning disability and/or autism
- ◆ 'Right to be heard' DHSE 2019
- ◆ The Autism Act 2019
- ◆ The Mental Capacity Act 2005

Course Content

- ◆ Historic and current understanding and explanations of autism
- ◆ Facilitate person centred diagnostic assessments
- ◆ Empowering people to self-manage own levels of stress
- ◆ Development, implementation, and review communication plans
- ◆ Leading the development of policies which prioritise sensory needs
- ◆ Legislation relevant to families and carers rights
- ◆ Evaluating support provided during each period of change, including healthcare needs
- ◆ Co-produce least restrictive behaviour support plans
- ◆ Dynamic risk assessments
- ◆ Support autistic people to identify healthy relationships
- ◆ 'Asset-based' approaches
- ◆ Mental Health as an increased risk
- ◆ Monitor and evaluate systems, processes, and practices for safeguarding
- ◆ Organisational culture for equality, inclusion and diversity

Learning Outcomes

After attending this course, learners will be able to:

- ◆ Evaluate the impact of historical and current understanding on current service provision which impacts on how we promote and advocate for person-centred thinking, planning and development
- ◆ Critically evaluate communication systems and promote 'reasonable adjustments' within legal requirements
- ◆ Co-ordinate and contribute to reviewing partnership work with families and carers
- ◆ Provide support to maximise a person's control of changes, transitions and making choices
- ◆ Monitor the delivery of a behaviour support plan for its effectiveness and consistency, including the development and implementation of risk and safety management plans
- ◆ Support autistic people to develop the ability to recognise abuse, sexual offences and hate crime whenever possible, and initiate support for people who have experienced harm or abuse
- ◆ Explore and appraise the needs of autistic people who also have a mental health condition
- ◆ Lead practice and an organisational culture that values and respects equality, inclusion and diversity
- ◆ Support a positive culture and shared vision within the team

Duration: 7 Hours