

Autism Action Plan: Let's Talk Autism

2025/26 Priorities

P1: IMPROVE UNDERSTANDING AND ACCEPTANCE OF AUTISM IN NEWHAM.

Co-design a regular drop-in session for autistic residents to obtain information about Council and Health services that they need.	Establish self-sufficient Autism Peer Support Groups across the borough.	Co-design a resource that explains the importance of language when speaking with or about autistic residents.	Co-design a quiet room in Westfield Stratford.	In partnership with Access Able , co-design and include autism accessibility in their Accessibility Guides.
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P2: IMPROVE AUTISTIC CHILDREN AND YOUNG PEOPLE'S ACCESS TO EDUCATION - AND SUPPORT POSITIVE TRANSITIONS INTO ADULTHOOD

<p>Promote the Graduated Approach across all education settings via:</p> <ul style="list-style-type: none"> • Continuous Professional Development sessions to Special Educational Needs Coordinators, Inclusion Leads, and Head Teachers; • inclusion of parent perspectives via co-produced audit tools or parent voice panels; • the development of a peer-learning model where schools share effective autism inclusive practice. • embed autism-inclusive practice within Early Years settings, ensuring early identification and tailored support for autistic children. 	<p>Scale and embed the Partnerships for Inclusion of Neurodiversity in Schools (PINS) approach across more schools by:</p> <ul style="list-style-type: none"> • recruiting up to nine additional primary schools; • offering blended support: in-school, online, and termly Communities of Practice; • linking PINS with local initiatives such as Verbo rollout, Early Help, and therapeutic teams. • agree and publish a Local Area position statement outlining consistent approaches to supporting autistic children and young people across education settings. 	<p>Embed School attendance challenges - Emotionally Based School Avoidance (ESBA) documentation:</p> <p>Support Pathway:</p> <ul style="list-style-type: none"> • continue to monitor the impact of the EBSA guidance with schools; • implement the 5-stage EBSA process with schools, using the i-THRIVE model; • train school leaders and staff on early signs of EBSA, trauma-informed practice, and autism-related anxiety; • embed EBSA considerations into Education, Health and Care Plan reviews and wider special educational needs support planning; 	<p>Co-produce autism-inclusive Preparing for Adulthood pathways by:</p> <ul style="list-style-type: none"> • embed autistic voice in transition reviews from Year 9+; • creating checklists and toolkits that support transitions to Further Education, employment and Adult Social Care services; • pilot supported internships with wraparound autism-specialist support - including job coaches and peer mentoring; • track impact on confidence, outcomes, and sustainable employment.
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<ul style="list-style-type: none"> collaborate with the Council for Disabled Children to deliver Equality Act training for schools, reinforcing inclusive practice as part of the Graduated Approach. 		<ul style="list-style-type: none"> enhance integrated delivery model across Newmac, Short Breaks, and the integrated front door pathways. 	
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These actions will be progressed and monitored in line with the [Newham SEND and Inclusion Strategy](#) and [SEND Strategic Improvement Plan](#).

P3: SUPPORTING MORE AUTISTIC PEOPLE INTO EMPLOYMENT

<p>Refresh the Our Newham Works Referral and Application Form to better capture the strengths of autistic jobseekers and clearly document any reasonable adjustments or specific support they may need.</p>	<p>Source training for the Our Newham Works Team in autism awareness and neurodiversity-inclusive practice to ensure interactions with autistic jobseekers are respectful, supportive, and effective.</p>	<p>Co-design and deliver regular workshops with employed autistic residents to foster ambition, confidence and support for autistic jobseekers and their families.</p>
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P4: TACKLE HEALTH AND CARE INEQUALITIES FOR AUTISTIC PEOPLE

<p>Create an Autism and Learning Disabilities Enablement Service for residents who are Care Act eligible / on the edge of care.</p>	<p>Establish a Community Opportunities Framework, with an Autism Lot, enabling Care Act eligible Autistic residents to access Autism-specific Community Opportunities.</p>	<p>In partnership with the East London Eating Disorder Service and North London Adult Eating Disorder Provider Collaborative, raise awareness of autism and the potential reasons autistic residents may develop an eating disorder, and the how the support provided could be adapted to meet these reasons / needs.</p>
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P5: BUILD THE RIGHT SUPPORT IN THE COMMUNITY AND SUPPORT PEOPLE IN INPATIENT CARE

<p>In partnership with Papyrus, co-design an Autism and Suicide Prevention training course.</p>	<p>In partnership with Newham Together Café, co-design a new support service for autistic residents in crisis.</p>
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P6: IMPROVE SUPPORT WITHIN THE CRIMINAL AND YOUTH JUSTICE SYSTEMS

<p>Embed neurodiversity-informed and accessible practice within the Youth Justice Service - drawing on learning from pilot interventions and national best practice.</p>	<p>Provide tailored assessment and support for neurodivergent young people, including visual guides and walkthroughs.</p>
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