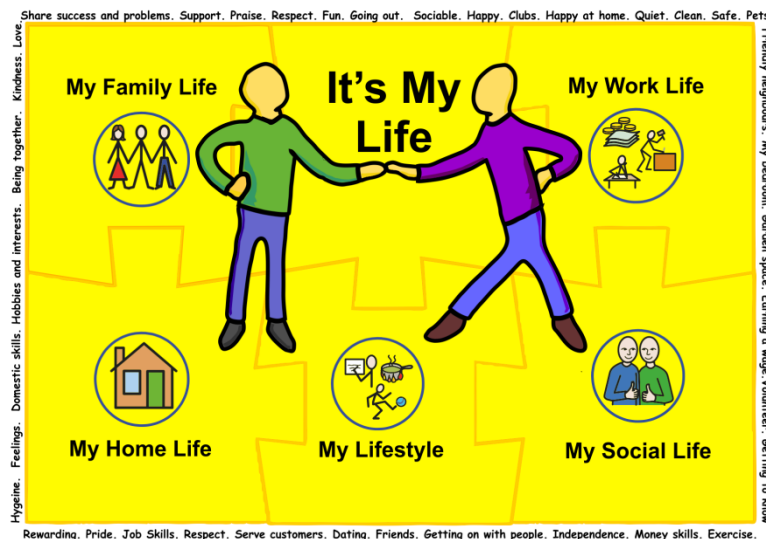


# Warwickshire Adult Learning Disability

## Joint Statement of Intent

### Our Plan 2015 - 2020

### FINAL VERSION



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## Introduction



This is Warwickshire's Joint Adult (18+) Learning Disability Plan for 2015-2018. The aim of this plan is to meet the vision and values agreed by Warwickshire's **Learning Disability Partnership Board**:



We want to improve the lives of people with a learning disability. We will do this by helping people to be more independent, have healthier lives and have more choice and control.

Our values are from **Valuing People Now, they are:**

- o Rights
- o Independence
- o Control
- o Inclusion



People with a learning disability are described in the 2001 Government White Paper '*Valuing People*' as having a significantly reduced ability to understand new or complex information and learn new skills (impaired intelligence), with a reduced ability to cope independently (impaired social functioning), which started before adulthood and had a lasting effect on their development.

This plan tells you how we will commission high quality services for people with a learning disability. These services will meet **personalised** outcomes and provide value for money. People with a learning disability have a right to the same opportunities, responsibilities, and ambitions as the rest of the people living in Warwickshire.

## How we made the plan

This plan has been made together with members of the Partnership Board and is based on evidence and feedback from many people who have an interest in support for people with a learning disability. Warwickshire County Council, supported by partner agencies, carried out a seven week **engagement** period from 16th June to 1<sup>st</sup> August 2014 to do this.

Customers, carers, staff and partners told us what is important to include within this plan;

- Over **400** people shared their experiences and views over the seven weeks. Engagement Activities Appendix (1.1) & Learning Disability Position Statement Appendix (1.2)
- All the feedback we received is summarised in Appendix (2).
- We have considered what is important nationally as part of our plan. These are:





## • The Care Act 2014

We need to make sure that:

- People have the right **information and advice** so they understand what support they can get and how to get it.
- People's **well-being** is promoted with more about prevention and health promotion.
- We provide **early intervention services** which will prevent, delay or reduce people's need for care and support.
- We **work together** with partner organisations to improve people's health and well-being.



## The Children and Families Act 2014

The Children and Families Act 2014 is changing the system for children and young people with special educational needs and disabilities from September 2014.

Changes include replacing old statements of educational needs with a new **Education, Health and Care (EHC) Plan** for people aged from birth (0) to 25.

Local authorities and health commissioners will have to commission services together for children and young people with special educational needs and disabilities. Families will also be offered personal budgets to pay for support which are on their child's EHC plan.





We need to work together with partner agencies and organisations and make sure that we have plans in place to support young people to have a good **transition**. We need to plan for future opportunities that will result in more choices for people, so that they can live a fulfilled life.

## 'A Local Response to Winterbourne View Hospital'

In May 2011, the BBC's Panorama programme showed abuse of patients by staff at Winterbourne View Hospital near Bristol. Winterbourne View was a privately run assessment and treatment hospital for adults with learning disabilities, autism, complex needs and behaviours that challenge. Many of the people staying there were held under the Mental Health Act 1983.

The Department of Health wrote their final report called - 'Transforming care: A national response to Winterbourne View Hospital' in December 2012. It included a number of actions for commissioners such as making sure this does not happen again, focusing on early intervention and the need to develop person centred approaches.

A **Concordat** was published which says how to change services for people with learning disabilities and mental health conditions or behaviours that challenge. It includes detailed actions with timescales for each organisation including supporting people in hospital to move



back to their community and the development of a joint plan which Warwickshire has developed in partnership with Coventry. We need to make sure that people with high support needs are kept safe and are receiving treatment and support in the most suitable place. We must make sure that people live as close as possible to friends and family. The support they need to do this should be provided by health and social care staff working together.

## Personalisation

Personalisation is a Government policy about how to care and support people in the best way, starting with the person as an individual and considering their strengths, preferences and ambitions. It means that people who use services are best at saying what they need and how support should be delivered to support them to live their lives how *they* want.

We actively supported the personalisation and as part of this have made a commitment to Think Local, Act Personal 'Making it Real'. If we can achieve this, then the lives of people with a learning disability and their carers will improve. 'Making it Real' includes 26 'I' statements that people want to see and experience. We have included some of these in our plan to help us to measure our progress. The table below show how the 'Making it Real' headings fit with Warwickshire's People Group outcomes.



Making it Real	Strategic Commissioning People Group Outcomes	What does that mean to people with a learning disability?
Information and Advice	<ul style="list-style-type: none"> <li>• People are safe</li> <li>• People are independent</li> <li>• People are cared for</li> <li>• People enjoy life</li> <li>• People are healthy</li> <li>• People learn</li> <li>• People contribute</li> <li>• People are poverty free</li> <li>• People can access the right services</li> <li>• Services are delivered in the right way</li> <li>• Services are delivered at the right time</li> </ul>	Having the information I need when I need it
Active Supportive Communities		Keeping friends, family and having a place in my community
Flexible <b>integrated</b> care and support		Having my own support in my own way
Workforce		Having the right support staff
Risk <b>Enablement</b>		Feeling in control and safe
Personal Budget and Self-funding		Managing my money and my support





## Joint Strategic Needs Assessment

### What do we know about people with a Learning Disability living in Warwickshire?

**Population** - The number of people living in Warwickshire in 2013 (June 2013) was estimated to be 548,729. This is an increase of 6.5% in 10 years, up from 513,062 in 2003. [Appendix \(3\) Joint Strategic Needs Assessment \(JSNA\)](#). The numbers of people with a learning disability in Warwickshire is difficult to know because there is currently no complete record held regionally or nationally.

The total estimated number of people with a learning disability in Warwickshire in 2013 was 8,933. The largest numbers of people with a learning disability live in Warwick (2,216 people) followed by Nuneaton and Bedworth (1,981 people). 67.6% of the total estimated number of people with a learning disability in Warwickshire is estimated to be between 18 and 64 years of age, with the proportion of people aged 0-17 and over 65 nearly the same. 60% of people with a learning disability in Warwickshire are expected to be male. Please see table below:



Estimated number of people with a Learning Disability in Warwickshire 2013				
Age Group	0-17	18-64	65+	Total
<b>District</b>				
North Warwickshire	179	861	207	<b>1,246</b>
Nuneaton and Bedworth	339	1,390	252	<b>1,981</b>
Rugby	321	1,159	196	<b>1,676</b>
Stratford upon Avon	339	1,200	276	<b>1,814</b>
Warwick	379	1,430	407	<b>2,216</b>
<b>Total</b>	<b>1,556</b>	<b>6,039</b>	<b>1,338</b>	<b>8,933</b>



**Adult Social Care** - The number of people with a learning disability known to Warwickshire Adult Social Care services has been steadily increasing since 2008/2009, with an increase of 24% in the past 5 years. The total number of people with a learning disability in 2013/14 over the age of 18 was 1,323.



**What people will need in the future** - The next table shows an estimate of the **predicted** number of people with a learning disability in Warwickshire from 2013 to 2021 by age group. The biggest rise is predicted to be in those who are over the age of 65, with a 9.9% rise in the 4 years from 2013 to 2017 and an 18% rise from 2013 to 2021. Warwickshire has a higher proportion of older people than the national average. People with learning disabilities are living longer, so this is likely to lead to more need for services over the next ten years.

Year	2013	2017	% change from 2013	2021	% change from 2013
<b>Age Band</b>					
0-17	1,561	1,581	1.30%	1,688	8.10%
18-64	7,684	7,752	0.90%	7,824	1.80%
65+	1,785	1,961	9.90%	2,106	18.00%
<b>All Ages</b>	<b>11,030</b>	<b>11,295</b>	<b>2.40%</b>	<b>11,618</b>	<b>5.30%</b>



**Transition** - Young people aged between 16 and 25 are likely to require additional help as part of their future education. The Care Act states that we will have a duty to carry out an assessment at the time of transition for young people who will need Adult Social care provision. This is a priority area for the Transition project.



In March 2014 there were 364 pupils in Warwickshire schools aged between 14 and 17 with an open **Integrated Disability Service** referral. 35 of these pupils do not attend a Warwickshire school or academy and therefore no information is held on their **Statement of Educational Need (SEN)**. Of the remaining 329 pupils, 145 have a SEN of Moderate Learning Difficulty, Severe Learning Difficulty or Profound and Multiple Learning Difficulty.

The total number of pupils with an open IDS referral and SEN need of LD increases with age from 25 pupils aged 14 to 45 pupils aged 16 (a percentage increase of 80%). However, this increase is driven by pupils with Moderate Learning Difficulty and Severe Learning Difficulty as the number of pupils with Profound and Multiple Learning Difficulty drops from 5 pupils aged 15 to 2 aged 16 (although care must be taken when interpreting trends of small numbers). The total number of pupils then decreases again from age 16 to age 17 (35 pupils).



## Health Needs

A healthy and active lifestyle is as important for people with learning disabilities as it is for the other people. However, people with learning disabilities have **significantly** poorer health than people who do not have a learning disability. Good health begins with promoting well-being and preventing ill-health. Evidence suggests that access to the NHS for people with learning disabilities is poor, leading to undiagnosed illness and in some cases, avoidable death.

### Good health care for all

What can I expect from the NHS?



Some of the causes of death for those with a learning disability might be avoided. After the publication of the White paper '*Healthcare for all*' in 2008, the Government **commissioned** the **Confidential** Inquiry into **premature** deaths of people with learning disabilities (CIPOLD) in England. The Inquiries' main aim was to provide evidence about **contributory** factors to avoidable and premature deaths of people with learning disabilities who died between 1<sup>st</sup> June 2010 and 31<sup>st</sup> May 2011.

The **Confidential** Inquiry reviewed the deaths of 247 people with learning disabilities; nearly a quarter were under the age of 50 when they died. Of the 244 people with learning disabilities for whom final of cause of death was available, avoidable deaths accounted for 49% or 119 of the deaths. **Contributory** factors included problems in advanced care planning, not following the



Mental Capacity Act, living in unsuitable accommodation, no change to care as needs changed, and carers not feeling listened to.



In Warwickshire, 1,613 adults over the age of 18 were identified for an annual health check in 2012/13. Only 757 people (47%) went on to have one. This is less than the previous year. There are 76 GP practices in Warwickshire of which 68 (89%) were signed up to offer learning disability **Annual Health Checks** in 2012/13.

## Adult Social Care



Warwickshire County Council, Adult Social Care offers support to people in a wide range of circumstances. Everyone can get information and advice and many people receive further help. Most of the support we give is aimed at supporting people to keep their independence, in their own home and in their local community.



Warwickshire County Council must assess the needs of anyone who appears to be in need of social care support. The assessment will help us to decide if a person needs support from a range of services.





Access to social care is determined by social services eligibility criteria. The social care national framework 'Fair Access to Care Services' makes sure that access to an assessment of need and resource allocation is fair, and is intended to make sure it is the same across service user groups.



A Social Worker will carry out the assessment. People who are eligible for support are allocated a 'personal budget' and can receive it as a payment to their bank account, or ask the council to arrange the support that they want.



This is known as personalisation. It means that people work alongside the professionals to set up a care package that they are really happy with.

If a person is not eligible for help from Warwickshire County Council, we will give information about other organisations that may be able to help.

Coventry and Warwickshire Partnership Trust (CWPT) Learning Disability Service is a multi-disciplinary team comprised of Consultant Psychiatry, Psychology, Music Therapist, Speech and Language Therapist, Learning Disability Nursing, Acute Liaison Nurse, Occupational Therapist and Physiotherapist. All referrals are made through a single point of entry through the central



booking service. The team work with people with a Learning Disability who have a health need. The Partnership Trust have decided to use the term 'Intellectual Disabilities'. Intellectual disability will be used interchangeably with the term Learning Disability which is still more widely used:

Intellectual disabilities is different from mental illness and can occur without any other mental health or physical disorder, though there is a higher number of mental illness in people with intellectual disabilities. Lots of terms are used to describe intellectual disabilities. The focus for eligibility will be on what a person can do (functional ability) in term of their physical needs, activities that they can undertake, and ability to participate.

## The Money



Warwickshire County Council's budget for Adult Learning Disability services is £42 million pounds.



Warwickshire County Council, like other local councils, has to make savings. The target the whole Council needs to make is £92 million pounds. This will have a big impact as well as being a challenge to achieve.



As a result of the Care Act 2014 and the transfer of the Independent Living Fund, the budget for learning disabilities will change. The final details of these changes are not known, and so we are unable to know what the budgets will be like in the future, the Care Act may get money.



There are also some **One Organisational Plan Savings (OOPS)** which may impact on the Learning Disability budget, through changing services: Transitions, Out of County Placements, Charging, Accommodation with Support and Supporting People.



In 2015 providers will see a change in how services are commissioned including de-commissioning, re-design and re-commissioning to meet the financial challenges ahead. We want to work in partnership with customers, carer and providers to look at more creative and cost effective ways of meeting the needs of the most vulnerable people within our communities. This will mean that we need providers to create their own efficiencies and/or to work differently to deliver services.



The three Clinical Commissioning Groups spend on Adult Learning Disability Services, including Coventry and Warwickshire Partnership Trust and Continuing Health Care North Warwickshire £3.9 million, South Warwickshire £4.1 million and Rugby £1.4 million.



A finance person from Warwickshire County Council and a finance person from the Clinical Commissioning Group will sit on the Learning Disability Partnership Board and will give regular financial updates at the meetings.



**What's the New Learning Disability Plan about?** People told us they wanted a plan that would have a **positive** impact on their way of life, one that was realistic, could be easily understood and could be measured. We all have different aspects to our life that **contribute** to having a happy and fulfilled life. We have tried to write our plan to reflect this.

Previous Plan	'It's My Life' Plan 2015 - 2018			
Choice and Control	A theme throughout 'It's My Life' Plan	Choice and Control	Keeping Safe	Seldom Heard
A Fulfilled Life	My Work Life			
	My Social Life			
A Place to Live	My Home Life			
Good Health	My Healthy Lifestyle			
Carer Support	My Family Life			
Keeping Safe	A theme throughout 'It's My Life' Plan			
Seldom Heard	A theme throughout 'It's My Life' Plan			



## Warwickshire's Joint Learning Disability Plan 2015 – 2018 'It's My Life'

We believe it is important that all future Learning Disability plans relate directly to people's lives. The personalised outcomes within *'Making it Real'* have been made into five key themes:



**My Home Life** - people with learning disabilities have a home of their own. They have a safe and secure place to live where their needs can be met by skilled support staff when needed. People with learning disabilities want to be more independent.



**My Work Life** - people with a learning disability want job opportunities and to make a valued contribution to the local work force either through paid employment, voluntary work or work experience. People with a learning disability want to engage in meaningful day time activities that develop their skills.



**My Family Life** - we want to support carers and make sure they have fulfilled lives.



**My Social Life** - people with a learning disability have told us that they want to make friends and have relationships.



**My Healthy Lifestyle** - we want people with a learning disability to be well and healthy. We want people with a learning disability to have the same access to health care and health promotion services and to receive reasonable adjustments to achieve this.





## My Home Life - What people told us

People with learning disabilities have a home of their own. A safe and secure place where their needs can be met by skilled support staff when needed. People with learning disabilities want to have more independence.



### What's gone well?



- Happy to live in own place.
- Living with partners moved 2 years in own accommodation and have made lots of friends.
- Good staff support. Able to go out.
- I am able to do my own cleaning, own washing staff help in do own ironing.
- People with disability need their independence.
- People have somewhere safe to live
- Home nice and comfortable. I'm happier in my home.



### What's not gone so well?



- It was hard to say goodbye to family.
- The right information not available.
- Who do we go to for help?
- Process took too long
- Need different models of support

## What did people say we need to do



- ✓ A simple folder with numbers and who to go to contact first.
- ✓ A clear process/checklist for people moving into their own homes and enough resources so funding packages can be agreed quicker and customers are not left waiting long periods of time to move.
- ✓ A commitment to talk to people honestly
- ✓ Provide different models of accommodation and support to meet wide range of needs
- ✓ Realistic assessments, careful training and monitoring of staff and staff abilities and understanding.
- ✓ Make sure that those people living 'out of county' are not forced to move just to make a financial saving.
- ✓ Make sure that those people housed in supported living have the correct level of support for their needs.
- ✓ Strive for stability in the workforce who are employed in supporting and caring for people with learning disabilities.
- ✓ Make sure people are not isolated (left alone)
- ✓ There needs to be more places for people to live, so that they can be more



independent.

- ✓ Make your plans understandable in clear and simple language.
- ✓ More information (e.g. leaflets) about what they are doing regarding place to live.

**My Home Life** - People with learning disabilities have a home of their own. A safe and secure place where their needs can be met by skilled support staff when needed. People with learning disabilities want to have more independence.



## What are we going to do

- 1.1 Continue to plan the development of housing with support opportunities for people living in Warwickshire.
- 1.2 Continue to develop a range of housing, accommodation and models of care to meet local demand.
- 1.3 Further develop the Personalised Commissioning process to make sure that people with a learning disability are offered a wider range of Supported Living options.
- 1.4 Make sure Warwickshire carry out actions that the 'Local Response to Winterbourne View Hospital', Appendix (5) has set out in particular to commission a range of bespoke accommodation and support based upon individuals assessed need.

- 1.5 Increase the number of people using assistive technology to increase their independence and make better use of available resources.
- 1.6 Increase the number of people having a Direct Payment and develop a Brokerage Model to assist customers and carers.
- 1.7 Commission support for customers to help manage their money.
- 1.8 Publish the finding and recommendations following Peer Reviews.
- 1.9 Provide accessible and easy to understand information about housing with support services available.
- 1.10 Make sure transition plans are in place that support a seamless transition and identify future housing needs early. We will provide a step by step guide to the whole process.

## My Home Life - 'I' Statements

### Making it Real 'I Statements'

- I have access to a range of support that helps me to live the life I want and remain a contributing member of my community.
- I have care and support that is directed by me and responsive to my needs.
- I have good information and advice on the range of options for choosing my support staff
- I feel safe, I can live the life I want and I am supported to manage any risks.

- I have support that is co-ordinated, co-operative and works well together and I know who to contact to get things changed.
- I know the amount of money available to me for care and support needs, and I can determine how this is used (whether it's my own money, direct payment, or a council managed personal budget).
- I can get access to the money quickly without having to go through over-complicated procedures.
- I have considerate support delivered by competent people.

#### I Statements Warwickshire from the Learning Disability Partnership Board

- I have the choice to decide who to live with.
- I have the choice where to live.
- I have the support to keep my home nice.
- I want to be encouraged to be as independent as possible.



## What people told us

**My Work Life** - People with a learning disability want job opportunities, and to be able to make a valued contribution to the local work force either through paid employment, voluntary work or work experience. People with a learning disability want to engage in meaningful day time activities.



### What's gone well?



- The Community Hubs
- There's more access to community activities
- There's more choice and access to courses and activities
- There are more opportunities to socialise and make friends
- More people can travel independently
- Increased independence
- The closure of the day services



### What's not gone so well?



- There was poor consultation with carers regarding the previous strategy
- A lack of employment opportunities
- The Directory does not do its job
- Difficulty understanding personal budgets and direct payments
- Problems with transport.





## What did people say we need to do



- ✓ Keep building based day services for people with high support and complex needs.
- ✓ Have more job opportunities and employment support services.
- ✓ Support is needed about a travel budget and travel / transport options
- ✓ Have plans which we are able to achieve.
- ✓ Have meaningful consultation with customers and carers about future plans
- ✓ Help to find suitable holidays.
- ✓ Provide information and raise awareness about the services and activities that are available.
- ✓ A place to meet friends and people who do not have a learning disability.
- ✓ Develop the Community Hubs.
- ✓ Support with creative communication to enable people who are non-verbal.

**My Work Life** - People with a learning disability want job opportunities, and to be able to make a valued contribution to the local work force either through paid employment, voluntary work or work experience. People with a learning disability want to engage in meaningful day time activities.



## What are we going to do

- 2.1 Re-design an Employment offer that provides work based support for people with disabilities. This service will make sure that people can gain and maintain a job, including job coaching, work experience and opportunities for self-employment.
- 2.2 Make sure that people with a learning disability have an opportunity to prepare for work and develop their social skills. Have programmes of learning and support arrangements within education services.
- 2.3 Commission and support the development of job skills training opportunities.
- 2.4 Increase the number of people accessing job opportunities.
- 2.5 Commission and develop a range of day opportunities and make sure that people with a learning disability access universal services and are creatively using self-directed support. Specifically tender for Community Day Opportunities creating a framework which will offer increased choice of a wider range of services, activities and types of support.
- 2.6 Make sure that people with a learning disability have access to information about available education, training and support in Warwickshire.

2.7 Re-tender the Community High Support Needs Services and make sure a suitable qualified and experienced organisations are awarded the contracts.

2.8 Review the current transport arrangements and make recommendations for improvements.

### My Work Life - 'I' Statements"

- I have the information and support I need in order to remain as independent as possible.
- I have access to a range of support that helps me to live the life I want and remain a contributing member of my community.
- I have opportunities to train, study, work or engage in activities that match my interests, skills, abilities.
- I am supported by people who help me to make links in my local community.
- I feel safe, I can live the life I want and I am supported to manage any risks.



**What people told us during the engagement**  
**My Family Life - We want to support carers and make sure they have fulfilled lives.**



### What's gone well?



- There are more opportunities for respite.
- There is more regular respite.
- There are more choices for short breaks.



### What's not gone so well?



Day Centre



- The closure of the day services.
- There's a lack of respite.
- A lack of future plans for older carers

## What did people say we need to do



- ✓ People cared for are safe.
- ✓ My carer would like to be involved more in meetings at WCC and given updates about changes.
- ✓ A commitment to talk honestly.
- ✓ More short breaks / respite services and a range of services including residential care.
- ✓ Recognise that carers and families need support and time away from their children to enable them to continue with their caring role and keeping them at home.
- ✓ Help for mum and dad as they get older.
- ✓ Talk more with parents.

## My Family Life - We want to support carers and make sure they have fulfilled lives.



### What are we going to do

- 3.1 Review the Transformation Assembly and look into having a 'Critical Friend'.
- 3.2 Actively go out and consult with carers on a regular basis about change and progress towards achieving the aims within the plan.
- 3.3 Make sure the needs of carers of people with a learning disability are used to help shape the review of the countywide carers support service.
- 3.4 Make sure all carers known to social care have an assessment of their own needs if they want one.
- 3.5 Develop the Shared Lives Scheme with support from Coventry and Solihull Councils.
- 3.6 Provide easy read and accessible information about care and support.
- 3.7 Make sure there are a range of residential and community short break services available for people with a learning disability who may wish to purchase their own service/support using a Direct Payment.
- 3.8 Support family carers especially in times of changing needs ensuring assessments and plans appropriately reflect their needs: transition, moving from social care to Continuing Health Care.



## My Family Life - 'I' Statements

- I have access to easy-to-understand information about care and support which is consistent, accurate, accessible and up to date.
- I have a network of people who support me - carers, family, friends, community and if needed paid support staff.
- I have good information and advice on the range of options for choosing my support staff.
- I have systems in place so that I can get help at an early stage to avoid a crisis.
- I am able to get skilled advice to plan my care and support, and also be given help to understand costs and make best use of the money involved where I want and need this.
- I can plan ahead and keep control in a crisis



## What people told us during the Consultation

**My Healthy Lifestyle** - We want people with a learning disability to be well and healthy. We want people with a learning disability to have equal access to health care & health promotion services & to receive reasonable adjustments to achieve this



### What's gone well?



- There have been more health checks.
- The Acute Liaison Nurses are making a difference.
- Special Dental Care has improved.
- GP's are aware of the health needs of people with a learning disability.
- Health promotion groups are a good resource and make a difference.



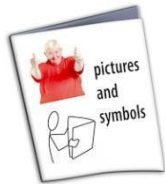
### What's not gone so well?



- Health checks are inconsistent.
- GP knowledge is inconsistent about learning disabilities and Autism.
- Lack of awareness of Acute Liaison Nurses and how they can support.
- Difficult to locate Acute Liaison Nurse.
- No out of hours or emergency hospital cover
- Information needs to be more accessible.



## What did people say we need to do



- ✓ Provide accessible and easy read health promotion information.
- ✓ Continue to provide GP Learning Disability and Autism awareness training.
- ✓ More people need to have health checks.
- ✓ More people to have Health Action Plans especially for people with high support needs.
- ✓ Provide training to hospital staff.
- ✓ Make sure people have regular dental checks.
- ✓ Provide out of hours / emergency cover in hospitals.
- ✓ Provide healthy lifestyles groups.
- ✓ Make sure people have access to advocacy when they need it.
- ✓ Support to maintain posture, body shape and physical comfort through access to equipment and services like physiotherapy, reflexology and massage.

**My Healthy Lifestyle** - We want people with a learning disability to be well and healthy. We want people with a learning disability to have equal access to health care and health promotion services and to receive reasonable adjustments to achieve this



## What are we going to do

- 4.1 Develop, implement and monitor an action plan in response to the Learning Disability Joint Health and Social Care Self-Assessment Framework, Appendix (4)
- 4.2 Respond to the recommendations made in the Confidential Inquiry into the Premature Deaths of People with a Learning Disability.
- 4.3 Continue to provide training to GP's and hospital staff about the health needs of people with a learning disability.
- 4.4 Provide easy to read and accessible information about health and healthy lifestyles.
- 4.5 Increase the number of health checks that are completed, this is included in our plan (section 4.1).
- 4.6 Increase the number of people that have a Health Action Plan, this is included in our plan (section 4.1)
- 4.7 Continue to provide healthy lifestyle groups for people with a learning disability.
- 4.8 Offer training to carers to support living a healthy lifestyle.
- 4.9 Review the out of hours support provided within hospitals in Warwickshire.
- 4.10 Commission Advocacy Services to support people with a learning disability.

4.11 Review and re-design Community Hubs with a focus on health and well-being and preventing escalation of needs.

4.12 Make sure Warwickshire carry out actions that the 'Local Response to Winterbourne View Hospital', Appendix (5) has set out in relation to the development of community support for people in a crisis.

4.13 Anyone eligible for NHS Continuing Healthcare has the right to request a Personal Health Budget (PHB). Anyone eligible that requests a PHB will be assessed accordingly.

4.14 Health and Social Care Services will continue to work in partnership to provide consistent, safe and person centred support to customers with mental health needs who may also be subject to Section 117 (MHA)

## My Healthy Lifestyle - 'I' Statements

- I have the information and support I need in order to remain as independent as possible.
- I have access to a range of support that helps me to live the life I want and remain a contributing member of my community.
- I am in control of planning my care and support.
- I have systems in place so that I can get help at an early stage to avoid a crisis.
- I am able to get skilled advice to plan my care and support, and also be given help to understand costs and make best use of the money involved where I want and need this.
- I have help to make informed choices if I need and want it.



## What people told us

**My Social Life** - People with a learning disability have told us that they want to make friends and have relationships.



### What's gone well?



- The Safe Places Scheme has been successful.
- Promotion of Hate Crime Awareness has been positive.
- Hate Crime Cards are a good thing.
- There are more Safe Places to go to.
- There are more opportunities to socialise and make friends.
- There are more choice and access to activities.
- The Community Hubs.



### What's not gone so well?



- Are all agencies working together to keep people safe?
- What are we doing to keep people safe?
- There's less support at evening and weekends when people need to be kept safe.
- I want support to make relationships and have friends.





## What did people say we need to do



- ✓ Hate crime cards to make sure the people know about hate crime.
- ✓ More promotion on the Safe Places Scheme.
- ✓ Involve more shops with 'help signs' advice carers/customers who are taking part.
- ✓ The public needs educating about vulnerable adults and adults with a learning disability.
- ✓ More information about safety for people with a learning disability.
- ✓ People need to know how to report abuse if they have a disability.
- ✓ Provide evidence that all the recommendations associated with the Gemma Hayter murder have been implemented.
- ✓ Have support to find holidays.
- ✓ I want to be able to make friends.
- ✓ I want to have relationships and socialise with others.

**My Social Life** - People with a learning disability have told us that they want to make friends and have relationships.



## What are we going to do

- 5.1 Raise awareness and publicise the Safe Places Scheme and make sure that people with a learning disability and or autism know where their local Safe Places are within their local community. Work with service providers to actively promote the scheme with the people they support and review the effectiveness of the scheme.
- 5.2 Review the continued use of Hate Crime Cards as part of the evaluation of the scheme.
- 5.3 Make sure that people with a learning disability know how to keep safe.
- 5.4 Provide well-being and relationship awareness / educational sessions for people with a learning disability.
- 5.5 Facilitate and support the development of a range of options to enable people with learning disabilities who are socially isolated to build relationships and friendships, in partnership with providers and voluntary organisations.
- 5.6 Provide information about social groups to enable people to exercise choice and control about what they do, providing opportunities for people to develop friendships and relationships.

5.7 Monitor the uptake and quality of the Community and Residential Short Break services.

5.8 Make sure the review of Community Hubs considers the role of the hubs in supporting individuals to have a social life.

## My Social Life - 'I' Statements

- I feel welcomed and included in my local community.
- I feel valued for the contribution that I can make to my community.
- I am supported by people who help me to make links in my local community.
- I feel that my community is a safe place to live and local people look out for me and each other.
- I can decide the kind of support I need and when, where and how to receive it".
- I can speak to people who know something about care and support and can make things happen.
- I know where to get information about what is going on in my community.
- I feel safe, I can live the life I want and I am supported to manage any risks.
- I have access to a range of support that helps me to live the life I want and remain a contributing member of my community.

## How are we going to Monitor the Learning Disability 'My Life' Plan?



A detailed Delivery plan will be put together. The Delivery Plan will look at:

- the actions needed to be taken to meet the objectives
- how will they measured
- making sure that we meet the outcomes measures in 'Making it Real'
- **identify** a responsible organisation/s,
- **identify** a responsible officer/s
- State a date for achieving these actions.

The **Learning Disability Partnership Board** will be responsible for overseeing the delivery of this plan. The **Learning Disability Partnership Board** may set up Small Working Groups to assess progress towards achieving the aims.

Responsible organisations and officers will report to the Learning Disability Partnership Board on a regular basis. This will be agreed and stated in the Delivery Plan. The Learning Disability Partnership Board will report progress or any risks to the Health and Wellbeing Board.

Hard to Understand Words	
Hard Word	Meaning
Health Checks	A way to find out if you are physically well
Appendix	This is information that is listed at the end of a report, which supports the main document.
Brokerage	A service to help people with buying a service.
Commission	How services are planned and paid for and checked that they are of good quality.
Concordat	An agreement to do something
Confidential	Information which needs to be kept secret
Enquiry	Checking and looking into something
Consultation	To gather and seek views from people
Contribute	To give or supply to something
Development	To put something together
Direct Payments	Allows a person to choose and buy services they need
Education Health Care Plan	This replaces the Special Educational Needs Assessment for young people

Enablement	Helping people to be more independent
Equitable	Fair and equal
Estimate	A rough guide
Identify	To find out something
Integrated	Bring things and services together to help and support people
Joint Strategic Needs Assessment (JSNA)	Looks at the health and social care needs of people across Warwickshire and helps inform commissioning for the future.
Learning Disability Joint Health & Social Care Self-Assessments Framework Improvement Plan	Action plan to improve health and social care services.
Learning Disability Partnership Board	The Board members monitor Warwickshire's Learning Disability Plan.
Methodically	To arranged in an order
Money Management	A way organising how you spend your money
Monitoring	Checking and making sure actions are completed and are done on time.
One Organisational Plan Savings (OOPS)	Warwickshire County Council Plan for making the savings the County need to make.
Peers	People who have a similar background
Personalised	Looking at the individual needs of a person
Personal Budgets	The amount of money you get from the Council to spend on services that you need



Predicted	To estimate what will happen
Special Educational Needs (SEN)	Extra support which is given to children at school.
Significantly	Making an important difference
Socially Isolated	Not having contact with people
Statement of Intent	Our plan
Timescales	Time allowed or taken to do something
Transition	The process of change a person goes through, for example growing from childhood into adulthood. For people with disabilities this process of reaching adulthood can mean changing the services from which they receive support and this can take place over a long period.

Appendices - Supporting Documents	
Number	Title
(1) (1.2)	Engagement Activities that took place Position Statement 2011-2014 Strategy
(2)	Engagement Feedback - What you told us about the last Learning Disability Plan
(3)	Joint Strategic Needs Assessment Learning Disabilities Part One
(4)	Joint Health and Social Care Self-Assessment Framework Improvement Plan
(5)	Winterbourne View Implementation Plan