

Valuing People Now: Summary Report March 2009 - September 2010

*Including findings from Learning Disability
Partnership Board Self Assessments 2009-2010*

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Description	This report brings together the summary findings from Learning Disability Partnership Board self-assessments together with national data to show what progress has been made in implementing Valuing People Now in the 18 months to September 2010. It also provides good practice examples at a regional and local level.
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Foreword by the Minister for Care Services

I am pleased to see the good progress that has been made in improving outcomes for people with learning disabilities and their family carers over the 18 months to September 2010. It is so positive to see the developments in all sectors – state, voluntary and private – putting people with learning disabilities and their families at the centre of developments. Our vision can only be delivered through a partnership approach.

All 152 Learning Disability Partnership Boards produced an annual report setting out the progress they had made. It is excellent to see the high level of involvement of people with learning disabilities and family carers. Partnership Boards are an inspiring example of involving people and can serve as a useful model for the proposed Health and Wellbeing Boards.

This report shows how providing clear and transparent information can enable local people to look at progress and improve services at a local level. The report includes many examples of good practice which show how to drive forward efficiencies whilst improving the lives of individuals.

We know that there is still more to do to ensure that the Government's vision of equity and excellence and personalised services delivers for all people with learning disabilities. There is still, for instance, a real challenge to improve transition from children to adult services. Actively encouraging planning across children and adult services is critical to success. Learning disabilities led the way in personalisation and will continue to drive forward the future.

Achieving genuine equality and tackling disadvantage requires continued engagement across the health and social care system and across the community and voluntary sector in the three priority areas of health, housing and employment to improve outcomes for people with learning disabilities and their families.



A handwritten signature in black ink that reads "Paul Burstow".

Paul Burstow MP
Minister of State for Care Services

Executive summary

Introduction



This is a report about making Valuing People Now happen for everyone with learning disabilities and for their family carers.



It is a summary of what the *Learning Disability Partnership Board* said about what they did from April 2009 to April 2010.

It also says what has happened since then up to September 2010.

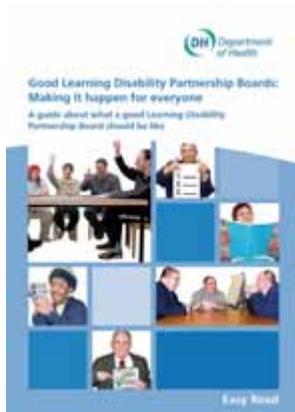


Valuing People Now is the name of the big plan the Government made. It talks about what needs to be done to make the lives of people with learning disabilities better.



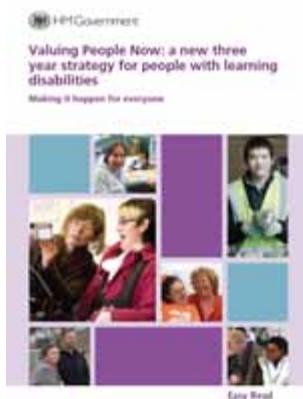
Partnership Board - It is a group of people from your local area. They meet to decide what needs to happen to make the lives of people with learning disabilities better by making the things in the Valuing People Now plan happen.

Background



In October 2009, the Department of Health sent good practice guidance to all Learning Disability Partnership Boards.

This said that Partnership Boards have an important role in making change.



Valuing People Now said that from April 2010 all Partnership Boards could make a report every year on their progress in making this happen.



The information from these reports showed the good work being done locally and where improvements needed to be made.



All Partnership Boards reported on progress made from April 2009-March 2010 and sent this to their Regional Programme Board by 31 March 2010.

Each Regional Board put all the local reports together and made a summary report about progress in their region.



The report gave Partnership Boards the chance to put together information they have locally about people with learning disabilities and their carers.



The main points from the regional summaries were discussed at the national Learning Disability Programme Board in June 2010.

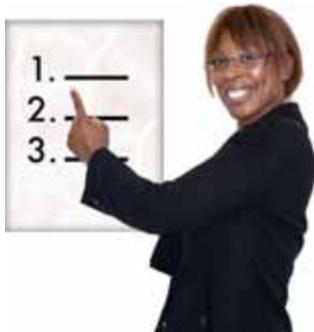
What the report is about:



- This report is based on the summary reports from the regions.



- The information in this report is up to September 2010.



- The report looks at the Valuing People Now key areas and these are:



- Health



- Housing



- Employment



This report also includes examples of good case stories at a regional and local level.

More about this report



All Partnership Boards completed a report:

- **152** out of 152 boards have sent in an annual report
- **117** out of 152 reports were signed off by people with learning disabilities
- **117** out of 152 reports were signed off by family carers.

People told us that they did not sign the report because



- there was not enough time,



- the report was too complicated to understand and
- Some family carers said they were only able to speak for themselves and not all local families.

All areas followed up the reports that were not signed.

What were the big successes in 2009/10?



- **All 9 regions** were pleased with their progress on health but said there was more to do
- **7 out of 9 regions** were pleased with the local progress on making change happen on jobs
- **5 out of 9 regions** were very proud of the leadership from people with learning disabilities and families.

What were the problems faced in 2009/10:



- **7 of 9 regions** said much more work is needed to make sure outcomes are achieved on jobs and housing
- **5 out of 9 regions** said closing NHS Campuses on time was difficult
- **4 out of 9 regions** said a lot more work needed to be done to improve transition for young people.

Progress on Health:



Regions reported on the progress made on responding to the Ombudsman's Six Lives report big questions.



Health Self-Assessment Process:

- 8 Regions completed in **2009/10**
- North West region will complete in Autumn 2010
- Every Region plans to carry on with the health self-assessment every year.



Better Health Care

All regions report improvements in healthcare, including more:

- acute liaison nurses
- annual health checks
- patient passports and communication books.



Health organisations told us they need to work on better systems to identify people with learning disabilities.



The number of people receiving an annual health check increased from around 27 thousand in 2008/09 to around 59 thousand in 2009/10. This is still not enough. Half of the people who can have an annual health check are still not getting one.

Progress on Housing:

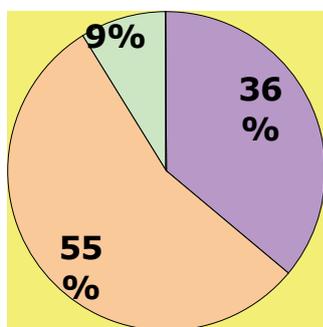


Good progress was made in closing Health Campus Homes:



- **947** people were living in NHS campuses at 30 **September 2009**
- **753** people were living in campuses at 26 **March 2010**
- **543** people were living in NHS campuses at 24 **September 2010**.

Council Money for Learning Disabilities used on care homes in 2008/09



- **54** out of 148 councils spent less than 40 out of 100 percent
- **82** out of 148 councils spent between 40 out of 100 and 60 out of 100 percent on residential care
- **12** out 148 councils spent more than 60 out of 100 percent on residential care.

Housing – Regional programmes



All regions have regional teams working on a housing plan to improve housing including:



- The Department of Health's (Care Service Efficiency Directorate) support for some councils on value for money and an increase in housing choices



- workshops on housing and employment resources



- housing specialist support on a wider range of cost effective housing options.

Progress on Employment:

Our most up to date information shows:



6 out of 100 people with learning disabilities who use social services had a job in 2009/10.

- **87 out of 152** Partnership Boards reported they have **Employment strategies**. This is just over half.



- **64 out of 152** have **person centred reviews at transition**, which focus on **paid employment as an outcome**.



- improvements include: job coaching, helping people find jobs suited to their skills and abilities and support to set up their own business.

Employment and Transition 2010/11



All regions have agreed to a programme to:

- Support Partnership Boards with the tools in the Valuing People Now - Employment Resource Hub,
- Share learning on transition, including the Getting a Life and Project Search Programmes and
- Spread of learning from other best practice employment sites.

Making it happen for everyone

All regions reported lots of good local work on:



- tackling hate crime



- including all communities



- involving family carers



- People with complex needs



- offenders with learning disabilities.



Many regions reported progress and plans to increase the changing places facilities.

Other Regional Priorities

Regions were proud of their work on the regional priorities, which included:



- Transport



- Friends and relationships



- Advocacy



- Family carers



- Activities in day, evening and weekends.

Finally



Thank you to everyone who has helped to make this happen.

We would like to see Partnership Boards continue to do annual reports to show the progress they are making locally.

Background

1. The Coalition Government has committed to the priorities set out in *Valuing People Now* published by the previous administration in January 2009¹, to improve outcomes for people with learning disabilities in employment, housing and health. This cross-government strategy laid out the vision that all people with learning disabilities have the right to lead their lives like any others, with the same opportunities and responsibilities, with the right support to make this possible and to be treated with the same dignity and respect.
2. In October 2009, the Department published good practice guidance for Learning Disability Partnership Boards.² This recognised the important role that local Partnership Boards can play as effective agents for change in assessing and bench marking local progress and influencing local strategic planning and commissioning. They also ensure that people with learning disabilities and their family carers are at the heart of decision making.
3. *Valuing People Now* recommended that, from April 2010, all 152 Partnership Boards should produce an annual report detailing progress in implementing the strategy. The annual report was **not** mandatory but gave an opportunity for Partnership Boards to bring together all the information they have locally about people with learning disabilities and their carers, including their needs, current services and future plans to identify progress and help steer local commissioning. A suggested national template was developed to allow Partnership Boards to develop a benchmark set and engage in this work, and guidance recommended that reports should be formally signed off by people with learning disabilities and family carers.
4. All Partnership Boards were asked to prepare a report based on their local progress from April 2009-March 2010 and to send this to their Regional Programme Board by 31 March. Each of the nine Regional Boards then brought the information together into a summary report for their region, and key findings from the regional summaries were discussed at the national Learning Disability Programme Board in June 2010.

¹ Valuing People Now: a new three year strategy for people with learning disabilities. Department of Health (2009)

² Good Learning Disability Partnership Boards: "Making it happen for everyone" Department of Health (2009)

Chapter 1: Introduction

Report outline

1.1 This summary annual report brings together the key findings from the nine regional reports together with additional national data to show what progress has been achieved in delivering Valuing People Now in the first year up to 31 March 2010 and provides an update on more recent progress up to September 2010. In particular it:

- Provides summary information about the Local Partnership Boards reports:
 - who completed an annual report
 - the extent to which people with learning disabilities and family carers were involved in signing off the reports
 - the big successes and
 - the key risks.
- Sets out the key findings on the priority areas on:
 - Health
 - Housing and
 - Employment.
- Summarises progress on other areas including:
 - Including everyone
 - Personalisation
 - Transition
 - Hate crime and

- Advocacy.
 - Identifies further progress needed and
 - Provides examples of good practice at a regional and local level.
- 1.2 Additional good practice examples have been published separately.
- 1.3 The data from the regional reports will be available on the Department of Health website.
- 1.4 Additional information about services for people with learning disabilities at a local level has been published by the NHS Information Centre.³

Key findings

- 1.5 All 152 Partnership Boards completed an annual report. Whilst many found completion challenging, the feedback has been that doing so focussed attention on local patterns of provision and spending, performance and gaps in services. The process then helped Partnership Boards to establish clear local work plans, with priorities and goals. Many Boards were able fully to involve people with learning disabilities and families using accessible materials and holding planning days, others found this more difficult.
- 1.6 The results, taken together with other data sources and the Department of Health's response to the Parliamentary and Local Government Ombudsman's Report "Six Lives", show a greater leadership and focus on improving choice of support services for people with learning disabilities, with many examples of excellent practice. However, there remains a continuing wide variation across health and social care in the choice and quality of services and in how money is spent to achieve the best outcomes for individuals.
- 1.7 A continuing increase in people having an annual health check is good, but over half of people eligible did not have one. Through the campus closure programme, 2,000 people are now settled in their own homes and

³ <https://www.icweb.nhs.uk/login/Login.aspx?version=3&referrer=http%3a%2f%2fnascis.ic.nhs.uk%2fTools%2fOlap%2fRap%2fRapC1.aspx&info=http%3a%2f%2fnascis.ic.nhs.uk%3a80%2fSignIn.htm>

making excellent progress, but too many people still live in residential care in some areas.

- 1.8 The employment rate of people with learning disabilities who use social services remains low at 6.4%. However, there are some real successes in people finding jobs through Project Search, Getting a Life and Jobs First, the employment demonstration sites.
- 1.9 National and regional work to share best practice has been critical to driving change. The revised Valuing People Now webpages launched in September 2010 have had over 56,000 hits and are well used to disseminate best practice.⁴ National and regional newsletters have proved popular and well-used. Many regional events have helped to share best practice.
- 1.10 Partnerships Boards continue to have a key role in the planning, commissioning and reviewing of services. They also ensure that people with learning disabilities and their families are able to influence decision makers and hold them to account. They are an excellent example of Big Society in action.
- 1.11 There is also an opportunity for Partnership Boards to link to the new Health and Wellbeing Boards to provide a continuing clear focus on the needs of people with learning disabilities and their families.

⁴ <http://www.valuingpeoplenow.dh.gov.uk/>

Chapter 2: Partnership Board Annual Report responses

2.1. *Valuing People Now* recommended that, from April 2010, all Partnership Boards should produce an annual report detailing progress in implementing the strategy.

The key findings

2.2. These were:

- 152 out of 152 Partnership Boards have sent in an annual report to their regional Programme Board;
- 117 out of 152 reports were signed off by people with learning disabilities;
- 117 out of 152 reports were signed off by family carers.

Reasons people with learning disabilities and family carers gave for not signing off the report included:

- Not enough time;
- Too complicated to understand;
- Some family carers said they were only able to speak for themselves and not for all local families.

2.3 All areas said they would follow up those areas where reports had not been signed off by people with learning disabilities and family carers and said that they expected the number of reports signed off to increase.

What are the Big Successes in 2009/10?

2.4 Partnership Boards were asked to list their three big successes in 2009/10:

- **All 9 regions** reported that they were pleased with their progress on health though they still had much to achieve;
- **7 out of 9 regions** were pleased with the local progress on making change happen on jobs;
- **5 out of 9 regions** were very proud of the leadership from people with learning disabilities and families.

What risks were identified?

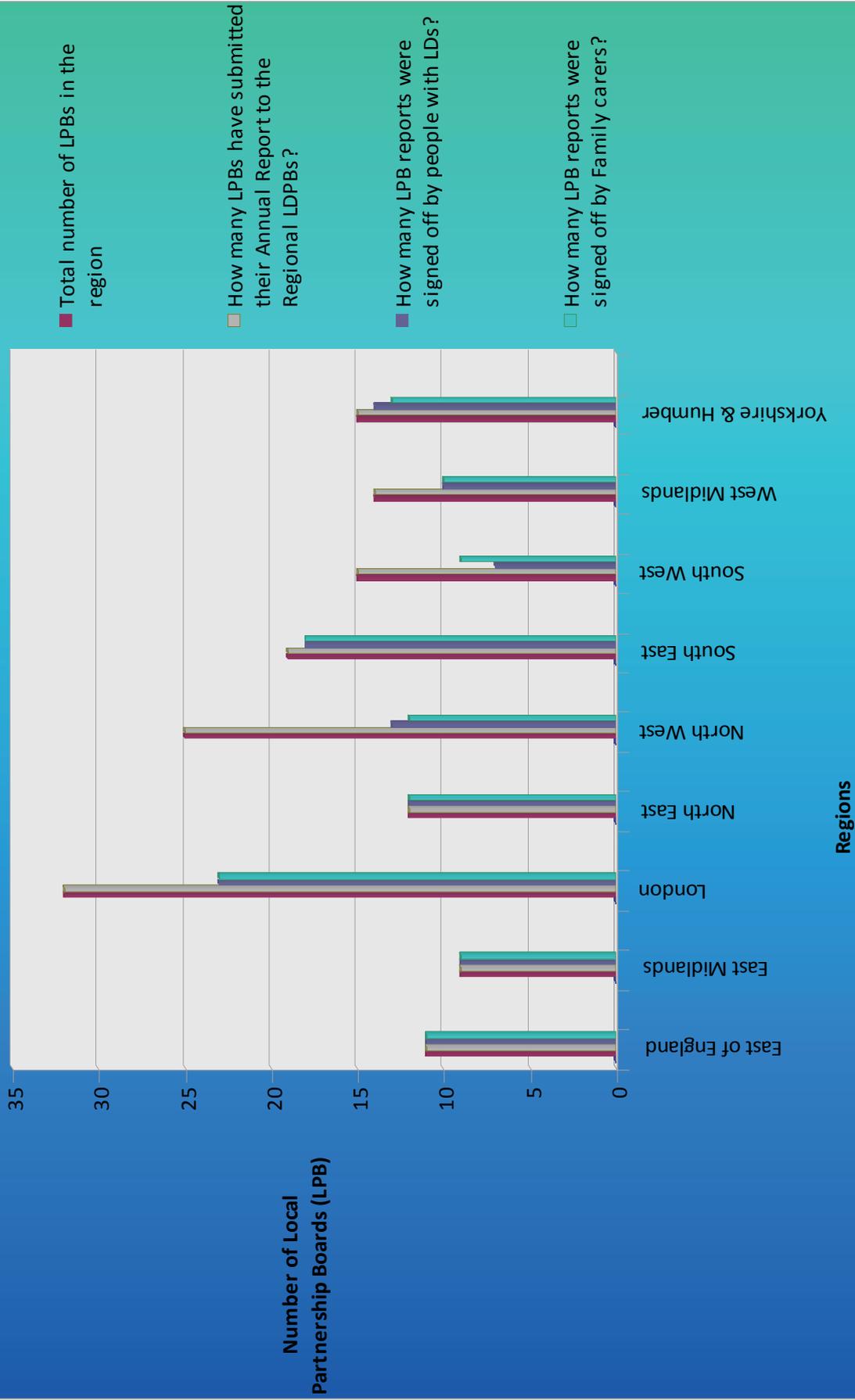
2.5 Partnership Boards were asked to list the main risks:

- **7 out of 9 regions:** identified that much more work is needed to make sure outcomes are achieved on jobs and housing;
- **5 out of 9 regions:** said that closing NHS Campuses on time will be difficult;
- **4 out of 9 regions:** said that there was a lot more work to do to improve transition for young people.

Summary of Learning Disability Partnership Board reports by region

Regional Learning Disability Programme Board	East of England	East Midlands	London	North East	North West	South East	South West	West Midlands	Yorkshire & Humber	Total
Total number of Partnership Boards in the region	11	9	32	12	25	19	15	14	15	152
How many Partnership Boards have submitted their Annual Report to their Regional Learning Disability Programme Boards?	11	9	32	12	25	19	15	14	15	152
How many Partnership Board reports were signed off by people with learning disabilities?	11	9	23	12	13	18	7	10	14	117
How many Partnership Board reports were signed off by family carers?	11	9	23	12	12	18	9	10	13	117

Returns made by Local Partnership Boards



Chapter 3: Health

National progress on health to September 2010

- 3.1 Progress has been made to improve healthcare for people with learning disabilities.
- 3.2 Contracts were awarded on 23 March 2010 for a time-limited **Confidential Inquiry** to investigate premature and avoidable deaths of people with learning disabilities and the **Public Health Observatory** to provide essential information at national and local level to drive up the quality of care. These will run for an initial period of 12 months, with the intention to extend them for a further two years until March 2013 subject to satisfactory evaluation of the work carried out in the first year and availability of funds⁵.
- 3.3 The number of people receiving an **annual health check** is increasing, with the checks improving understanding of the needs of people with learning disabilities in primary care. There were 58,919 annual health checks for people with learning disabilities undertaken in 09/10, compared to 27,011 in 08/09, an increase from 23 percent of those people with learning disabilities known to services to 41 percent. We know that there is still more to do.

Annual health check data⁶	Year one 2008/9	Year two 2009/10
Number of people eligible for a health check	118,230	145,130
Number of People receiving a health check	27,011	58,919
Percentage of eligible people receiving a health check	23%	41%

- 3.4 The Department of Health worked with Strategic Health Authorities (SHAs) and Primary Care Trusts (PCTs) to embed the regional health self assessment framework which engages local decision makers, people with learning disabilities and their families to drive up quality of healthcare provision locally at a regional level (see below).

⁵ More information about the Confidential Inquiry into premature and avoidable deaths of people with learning disabilities, see <http://www.bris.ac.uk/cipold/>. Information about the Learning Disability Public Health Observatory can be found at <http://www.improvinghealthandlives.org.uk/>.

⁶ From NHS Information Centre Omnibus data collection. For full data and analysis, please visit www.ihal.org.uk

- 3.5 In October, the Department of Health published a report into progress made since the publication of the Ombudsmen's report 'Six Lives: the provision of public services to people with learning disabilities' in line with the Ombudsmen's recommendations.⁷ The NHS and local councils have also responded to Six Lives. All of this showed that progress has been made to improve healthcare for people with learning disabilities, but more needs to be done. Progress has been made through:
- greater leadership in the NHS and local councils;
 - annual health checks;
 - involvement of people with learning disabilities and their families in checking and planning services;
 - increased use of acute liaison nurses and health facilitators;
 - making "reasonable adjustments".
- 3.6 Concerns were raised about:
- obeying the law around capacity, consent and best interests decision making
 - the lack of understanding of people who work in the health service about the needs of people with learning disabilities, how to communicate effectively and how to make "reasonable adjustments"
 - complaints and advocacy.
- 3.7 Work is still needed to ensure improvements are consistently implemented and progress is maintained and built upon.
- 3.8 In developing and implementing the proposed changes in '*Equity and Excellence; liberating the NHS*', and '*A vision for adult social care: Capable communities and active citizens*'⁸, the Government is committed to ensuring that people with learning disabilities, their families and carers have greater control over their health and care, that there is greater

⁷ <http://www.ombudsman.org.uk/improving-public-service/reports-and-consultations/reports/health/six-lives-the-provision-of-public-services-to-people-with-learning-disabilities>

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_120251

⁸ http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_121508

accountability for the outcomes that both the NHS and social care achieves for people with learning disabilities, and that health and care professionals are encouraged and supported to work more effectively across boundaries to achieve these improved outcomes.

Regional report on health

- 3.9 Regional Learning Disabilities Programme Boards have all been active in implementing the Valuing People Now priority to improve access to health care and health outcomes.
- 3.10 All regions report improvements in healthcare, including more:
- acute liaison nurses;
 - annual health checks;
 - patient passports and communication books.

- In the North East, they are developing a **regional annual health check template** for all GPs to use. This generates a Health Action Plan, hospital passport and, if needed, a referral to acute services with required reasonable adjustments clearly identified.
- In the South West, a project is underway to **peer review 18 acute hospitals**, specifically looking at how they are meeting the needs of patients with learning disabilities. The review teams will be led by a commissioner and include health and social care professionals as well as people with learning disabilities and their families. The result of the review will include a benchmark for each hospital and recommendations for further action required. This information will be available for commissioners of acute hospital services in order to monitor progress. For more information, see <http://www.swacutehospitalreview4ld.org.uk/>
- Doncaster has produced a **breast screening photo journey and trained relevant staff**. This ensures people with learning disabilities understand what will happen when they attend for screening and staff make reasonable adjustments to accommodate them.
- The South West Strategic Health Authority has facilitated the production of 'A Picture of Health', accessible easy read information available on CD and

via NHS Intranet and open internet. There are plans to distribute 2000 sets of information across NHS South West to GP practices, acute hospitals, maternity hospitals and community services. This will include local and national best practice examples of easy read information on a range of routine procedures and treatments.

- The East Midlands Ambulance Service, in conjunction with regional health facilitators, has developed a **comprehensive training package for ambulance staff** at two levels. The Level 1 basic awareness element provides a booklet of accessible information for the station, individual staff and the vehicle. This has been provided to just under 3,000 staff. The Level 2 element delivers a 70 minute taught session covering a range of issues including diagnostic overshadowing.

3.11 Health organisations told us they need to work on better systems to identify people with learning disabilities. There was considerable variation in the number of health checks across the regions.

Health Performance and Self-Assessment Framework

3.12 All regions report this was helpful to check on progress and what still needs to be done.

- 8 Regions completed in **2009/10**;
- North West region will complete in Autumn 2010;
- Every region plans to carry on with the health self-assessment for the next year.

3.13 The Health Performance and Self Assessment Framework, was developed in Yorkshire and Humber and the North East in 2007. This process was then taken forward in every region, led by Regional Valuing People Now leads and Strategic Health Authorities. Every Partnership Board in the country has now completed an assessment. The assessment process involves people with learning disabilities and family carers talking to health and social care senior managers and staff about their experiences of health and care services.

3.14 The assessment looks at the four main targets for health:

- ensuring that all NHS campuses are closed;
- tackling health inequalities;
- making sure people are safe;
- developing local services for those people with learning disabilities needing more help to be healthy, particularly those with complex needs or autism, older people and people from BME communities.

3.15 The local Partnerships Boards can see how they are doing over time to improve on these areas. Over the three years, since the self-assessment framework was introduced there have been many tangible improvements and every area can track progress using the assessment framework. Improvements include:

- an increase in key posts such as strategic health facilitators, matrons in the hospital with individual case management responsibility, acute liaison nurses, primary and secondary healthcare facilitators;
- significant progress in improving people's access to mainstream health services;
- an increase in the number of annual health checks for people with learning disabilities.

3.16 More information about self-assessments across the country is available at the Learning Disability Public Health Observatory:

<http://www.improvinghealthandlives.org.uk/>

Specialist healthcare

3.17 The regional programmes are now taking forward work on specialist healthcare, with each region leading on an area with a view to sharing the learning.

- **Yorkshire and Humber:** role of Assessment and Treatment services;

- **North East:** commissioning community services, particularly the role of community teams in working with independent sector providers;
- **North West:** role of specialist Learning Disability teams in personalisation for people with long term conditions including epilepsy;
- **East Midlands:** role of Community Learning Disability Teams;
- **West Midlands:** the role of family carers in health provision;
- **Eastern Region:** the role of Specialist Health Services supporting Acute Hospitals;
- **South West:** re-configuration of community based teams;
- **London:** development of care pathways such as epilepsy and the role of specialist services within this;
- **South East:** are leading on the mental health of people with learning disabilities, developing benchmarks of good practice. The South East has also piloted Learning Disability awareness training in the criminal justice system. This approach has been rolled out across the country and easy read health information is being introduced in prison healthcare.

Chapter 4: Housing - where people live

National progress to September 2010

- 4.1 The overall policy objective on housing was for: **all people with learning disabilities and their families to have the opportunity to make an informed choice about where and with whom they live.** This work was led by the National Housing Lead from November 2009.
- 4.2 Currently over half of people with learning disabilities live with their families/carers; 30 percent live in residential care services. Valuing People Now identifies that more emphasis needs to be placed on alternative ways of providing the housing that people want and the support they need to live in it.
- 4.2 A **Housing Delivery Plan** was published online by the previous administration in March 2010.⁹ Its priorities were:
- to reduce the number of people living in residential care;
 - to increase the range of housing by improving information and opportunities for access to a range of housing options;
 - to develop commissioning, partnership and leadership.
- 4.4 Early work focused on reviewing and refreshing information and advice on housing options for people with learning disabilities, families, carers and professionals, all available on-line.¹⁰
- 4.5 The **Opinion Leader research** was published on 1 March 2010.¹¹ The research considers some of the issues associated with poor accommodation outcomes for people with learning disabilities (as well as people with severe mental health conditions, offenders and young adults leaving care).

⁹ http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_115235

¹⁰ <http://www.valuingpeoplenow.dh.gov.uk/valuing-people-now/housing>

¹¹ <http://www.communities.gov.uk/publications/housing/settledaccommodationresearch>

- 4.6 The Providers' Forum was set up, involving private and voluntary sector provider umbrella groups. This group developed a joint project, Feeling Settled, on moving from residential care to supported living.
- 4.7 The National Lead has worked cross government on Local Housing Allowance funding where an additional bedroom is used for sleep-in support, and on Housing Benefit allowances for people who need more expensive housing due to their support needs.
- 4.8 The National Lead has worked with the regions to ensure that regional delivery plans include work on developing wider housing options.
- 4.9 **The Housing Commissioning Toolkit for Local Authorities** was launched in September 2010.¹² The toolkit is intended to assist local authorities with their partners to plan effectively for the housing requirements of local people with learning disabilities and to be able to deliver a wider range of housing options in practice.
- 4.10 A second phase of resources and information was published in September, including guidance on Mental Capacity and Contracts.

How many people with learning disabilities lived in settled accommodation?

- 4.11 New data reported that 64.5 percent of people with learning disabilities known to councils lived in settled accommodation in 2008/09. This means that 35 percent of people were living in residential care. In 2009/10, the number reported was 61percent¹³ or 39 percent living in residential care. This does not necessarily mean a fall, because the first year's data had some uncertainties – but it shows the size of the challenge still ahead.

Regional report on housing

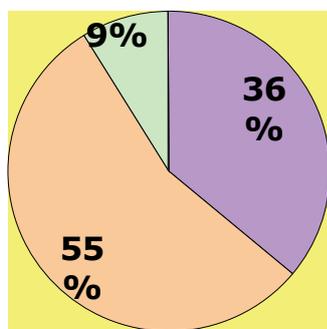
- 4.12 Regional Resource Teams in Communities and Local Government (CLG) and the Valuing People Now housing regional leads worked together to support priorities in local areas, involving other regional partners as relevant.

¹² <http://www.valuingpeoplenow.dh.gov.uk/valuing-people-now/housing>

¹³ Latest data is available from the NHS Information Centre – see www.ic.nhs.uk/pubs/socmhi09-10

- 4.13 In 2009/10 the main priority was to implement the national objective to close campus homes. Alongside this, the previous government's objectives included increasing the number of people with learning disabilities living in settled accommodation.
- 4.14 In response to this some regions created programmes to support local Partnership Boards to understand their use of resources on care homes and scope to move to supported housing models. We know from the Regional Board reports that:
- 113 out of 152 Partnership Boards report that the provider market does not reflect the needs of their current and future populations and have plans to change the provider market.
 - Council money for people with learning disabilities in care homes varies considerably:

Council money for learning disabilities used on care homes in 2008/09¹⁴



54 out of 148 Councils used **less than 40%**

82 out of 148 Councils used **40-60%**

12 out of 148 Councils used **more than 60%**

Regional housing programmes 2010/11

- 4.15 The national Learning Disability Programme Board approved a national objective for 2010/11 to reduce the use of residential care by 5 percent. In response to this a regional programme for housing has been developed with the support of the Care Services Efficiency Directorate (CSED) and the National Housing Lead.

¹⁴ The total number of partnership boards was different in 2008-9

- 4.16 **11** local authorities from across the regions have been through the CSED opportunity assessment programme and an additional 11 will be completed by the end of March 2011.
- 4.17 All regional programme boards now have a housing plan co-ordinated by regional teams including:
- Department of Health (Care Service Efficiency Directorate) support for some councils on value for money and to increase housing choices;
 - Workshops on housing and employment resources, supported by the national housing and employment team leads;
 - Specialist housing support on a wide range of cost effective housing options.

In addition to this, a range of regional initiatives have been taken forward to respond to local needs. For example:

The East and West Midlands have organised some extra support from CSED to help some Councils implement a more cost effective pathway, which will help people move from residential services into their own homes.

The North East has developed a housing self-assessment, which supports the inclusion of people and families in planning and delivering increased housing choices. Sharing and information sessions have been held in all regions on different types of support including the 'community support model', housing master classes for commissioners, and focused events for self advocates and family carers.

Closure of NHS campus homes

- 4.18 The Department has continued to work towards the closure of NHS campuses for people with learning disabilities by 2010 as set out in the White Paper '*Our Care, Our Health, Our Say*'. The Department has provided £120m capital and £96m revenue funding over three years to support managed moves to appropriate independent living in community settings.

4.19 Good progress has been made in reducing the numbers of people living in NHS campus accommodation:

- since the start of the programme in summer 2007, over 1,500 people have moved out of campuses with the help of capital from the Department;
- people now have a better quality of life with improved outcomes in appropriate community accommodation;
- we have evidence from commissioners of a range of positive outcomes for people, including people with complex needs, who have moved to supported living.

Regional report

4.20 Regional Programme Boards have been monitoring progress on the closure of NHS campuses. Strategic Health Authorities, supported by Regional Valuing People Leads have been working with local areas to ensure that person centred approaches are taken and there are good examples of better outcomes for individuals through this programme.

Kent have produced a DVD which shows the journey for some people with learning disabilities moving into supported living.

www.youtube.com/nhseck click on the DVD for 'Opening a door to a new life.'

How many people are living in NHS campuses?

4.21 The figures show:

- **947** people living in campuses at 30 **September 2009** (NHS Information Centre);
- **753** people living in campuses at 26 **March 2010** (Strategic Health Authority monitoring);
- **543** people were still meeting campus definition at 24 **September 2010**.

- 4.22 We anticipate that there will still be some 229 people who will not move until 2011. But everyone still living in an NHS campus will have new social care support providers in place and a full transition plan by the end of 2010. Although it is important for people to move, it is also vital that this happens in the right way for each person. So rushing to meet the target is not a good idea.
- 4.23 We know that local Learning Disability Partnership Boards will continue to take a keen interest in extending housing options for individuals.

Chapter 5: Employment

National progress to September 2010

- 5.1 **Valuing Employment Now strategy** 'Real jobs for people with learning disabilities'¹⁵ was published by the previous administration in June 2009 and was launched in every region.
- 5.2 A wide range of **employment resources**¹⁶ to support local delivery were launched in March 2010. These included: a film and case studies of people with moderate and severe learning disabilities in paid jobs and self-employment, tools for commissioners, and the pathway to employment for young people in transition, developed by the 'Getting a Life' sites.
- 5.3 **Getting a Life**¹⁷ is driving whole-system change so that young people with severe learning disabilities get a paid job and full life when they leave education. The programme was extended so that by March 2010 there were 12 core sites with a presence in every English region. Each site carried out detailed analysis of their transition processes to find out what helped young people with learning disabilities get jobs and what the barriers were.
- 5.4 This work was done with young people, their families and all key agencies in the local system, and it led to the development of the Getting a Life employment pathway. All the sites are now using this pathway to develop local employment strategies, and it will now be costed to show how the approach leads to better lives at less cost. By using the employment pathway, the sites are already helping more of their young people to get supported work experience in the community, Saturday jobs, paid work and some have started their own small businesses.
- 5.5 Getting A Life runs until March 2011. Each site is working with 30 young people and is aiming for half of these to be in paid work by this date, with the others (who may still be in education) on a clear pathway into employment.

¹⁵ <http://www.valuingpeoplenow.dh.gov.uk/>

¹⁶ These resources are now available at: <http://www.valuingpeoplenow.dh.gov.uk/Valuing-people-now/resources/getting-job-resources>

¹⁷ http://www.dh.gov.uk/en/SocialCare/Learningdisabilities/Valuingpeoplenow/DH_119017

Examples of systems change in the Getting a Life sites include:

- In **Herefordshire**, young people at Westfield school now all have person-centred reviews focusing on employment. The school is embedding supported employment thinking into the curriculum, encouraging pupils to think about going into employment when they are older. The first young person to leave Westfield and look for paid work, rather than going to college or day services, has just got his first paid job.
- **Lincolnshire** and Rutland Education Business Partnership, the Transition Service and Welfare to Work are working together with special schools and local businesses to improve work experience for young people with learning disabilities, using industry “taster” days.
- Young people in **Manchester** are getting paid part-time (e.g. Saturday) jobs through the Youth Supported Employment Programme, which pairs up young people with learning disabilities with peer mentors. So far, six have paid jobs including working at a youth centre, in a hotel, in retail and as a gardener.
- In **Herefordshire**, people have been supported to plan, set-up, run and grow micro-businesses, which are a very flexible option for employment. Businesses so far include selling second hand books, local produce, and maintaining heritage sites.
- A young man in **Kent** is now using an individual budget of social services and education funding for job coaching support and tutoring, so he can learn on the job rather than in school or college. This model of apprenticeship-style opportunities is now being trialled for other young people, including those with disabilities, young offenders, care leavers and teenage parents.

Local project teams say there is now a clearer focus on outcomes: one project lead said, “*Getting a Life has enabled us to get all of the agencies around the table to focus on an outcome – paid employment.*”

- 5.6 14 sites are taking part in a Government evaluation of the employer-led **Project Search** internships model. The model is a partnership between an employer, a school or college and a supported employment provider. Four of these sites had already started to run Project Search over the previous

two years. Between them they had already supported 25 people into full time work of over 16 hours per week, as well as winning business awards and reporting economic benefits for the employers.

- 5.7 The 10 newer sites will run in the academic year 2010/2011. Seven of these sites went live this autumn, each with between 7 and 11 interns. The remaining three sites will go live in January 2011. The host employers are NHS Trusts, Councils, a private company and DWP's Pensions Disability & Carers service. An interim evaluation report will be published in March 2011, with the final evaluation due the following autumn. Project Search was recognised in a recent Ofsted review¹⁸ as an example of good practice.

"Project Search has been life-changing for the students – their world has opened up" – Louisa Hawksley, teacher, Royal United Hospital, Bath

"Project Search has positively impacted on the understanding and attitudes of professionals to people with learning disabilities. In addition, families and carers of disabled patients tell us that seeing employees with disabilities makes them feel more positive about the hospital" – Stevie Read, Norfolk and Norwich University Hospital

"Project Search has been invaluable in creating a culture of understanding both internally and outside of work. It has also generated real savings on both recruitment and induction costs" – Tricia Fuller, Norse Commercial Services

"The students are rising to the challenge. We are all thrilled with their progress" – Jean Robinson, Firwood School, Bolton

"I have been there only two or three weeks, but already I feel like part of the team" - Thomas Waring, intern, Derriford Hospital, Plymouth

- 5.8 Seven councils were identified to be **Jobs First** sites. With Jobs First, people with learning disabilities use their personal social care budget, along with other appropriate funding such as education monies or Access to Work, to buy the support they need to get and keep a job or self-employment.

¹⁸ <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/The-special-educational-needs-and-disability-review>

- 5.9 Each site committed to working with 20 individuals to refocus their lives on employment goals, through a 'Jobs First' approach to support planning and using their individual budget to pay for employment support. The project is closely aligned with the 'Right to Control' trailblazers and Getting A Life and will run until March 2011, with the evaluation in September 2011.

Jobs First case study

Derek* is 41. After an employment-focused review, he decided to start his own micro-business. He chose to stop some leisure and training activity and instead, he used the money to buy membership of miEnterprise (a social enterprise that supports people with learning disabilities to start small businesses) and to use his PA to help him run his market stall. Derek has surprised people who know him well with his new-found confidence to make decisions. His business is developing each week and he now travels independently by bus. His mother feels people are finally listening to what Derek has to say. Derek is thinking of growing his business into a door to door service serving the local community. It is important to him to take small steps and build his business up at a pace he controls. He is now applying for Access to Work to use alongside his social care budget, so he can engage more support from miEnterprise to take his business to the next stage. Derek goes swimming in the evening now and pays for it out of his earnings and not his personal budget.

*name has been changed

- 5.10 The Department for Education funded a campaign to increase the expectations of parents of children and young people with learning disabilities that work will be a real option for them in the future. This is called '**Aspirations for Life**'. It went live in April 2010, running in six local areas.
- 5.11 As well as parents, the campaign is working with health, social care, education and independent and voluntary sector staff, midwives, paediatricians and Early Years professionals. Resources in the Aspirations for Life toolkit will be shared widely and include example lesson plans for teachers, an employment game for primary school children, case studies, downloadable posters and an employment related children's book ¹⁹.

¹⁹ For more information see: <http://aspirationsforlife.org/index.html>

- 5.12 Through Valuing Employment Now, the **National Forum for People with Learning Difficulties, National Valuing Families Forum and the National Advisory Group on Learning Disability and Ethnicity (NAGLDE)** were also funded to run a campaign to increase awareness of paid employment among people with learning disabilities and their family carers. This project is giving paid work to two people with learning disabilities and one family carer. It went live in November 2010.
- 5.13 **NHS Employers** began a project to encourage increased recruitment of people with learning disabilities in NHS Trusts.
- 5.14 The National Institute for Adult Continuing Education (NIACE) have delivered training to post-16 education providers in each English region about their role in employment for people with learning disabilities.
- 5.15 The cross-Government Valuing Employment Now team have also provided advice to Councils, such as on how to change their commissioning to enable more people with learning disabilities to get and keep paid work. There is a strong business case for Councils to do this. For example, research²⁰ on Kent County Council's supported employment service indicated that for every person supported into work, there is an average annual saving of £1290 to the council.
- 5.16 Draft national standards for supported employment and job coaching were published in March 2010 along with the other Valuing Employment Now resources. After input from a range of stakeholders, including providers and people with learning disabilities, the final standards are expected to be published in March 2011. Feedback from commissioners, providers and people with learning disabilities suggests the standards are very helpful.
- 5.17 From October 2010, the Department of Work and Pension's new Work Choice programme is helping disabled people with severe or complex barriers to work (including those with learning disabilities) to get and keep a job.

²⁰ http://www.kent.gov.uk/adult_social_services/social_services_professionals/service_information/kent_supported_employment/report_on_supported_employment.aspx

- 5.18 Learning from Valuing Employment Now work has also fed into other key Government policies and programmes such as the Social Care Vision²¹, the forth-coming Green Paper on special educational needs and disability, and the Skills Strategy.

How many people with Learning Disabilities had jobs in 2008/09?

- 5.19 New data reported that 6.8 percent of people with learning disabilities receiving social services in England had a paid job in 2008/09. In 2009/10, the number reported was 6.45 percent.²² (This does not necessarily mean a fall, because the first year's data had some uncertainties – but as with accommodation, it shows the size of the challenge still ahead.)
- 5.20 The Labour Force Survey indicates that the average employment rate for people with 'severe or specific learning difficulties' (a wider category of people with learning disabilities, which does not only include people known to social services) over the past two years is 16 percent.²³

Regional employment work

- 5.21 In addition to supporting the national employment projects and pilot sites, regional programmes have been supporting the development of local employment strategies.
- 5.22 **87 out of 152** Partnership Boards reported they have **Employment strategies**. This is just over half (see table).
- the South West, London, North West and East Midlands regions have put in place an extension to the national **Getting a Life** (GAL) programme, supporting more young people through a pathway into paid work;
 - one of many employment initiatives in the North East is the piloting of the first local **MiEnterprise site** (to support self-employment opportunities through micro enterprises). Other regional programmes are now picking up MiEnterprise so that a number of localities will be able to link up through the web to share resources and self-employment success stories;

²¹ http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_121508

²² latest data is available on the Information Centre NHS website – see www.ic.nhs.uk/pubs/socmhi09-10

²³ This average is taken over the last eight quarters of data available from the quarterly LFS

- South West and Eastern region have run **'families leading employment' programmes**, and other regions have held local road shows for families to provide information and advice on overcoming barriers and worries related to supporting their relatives into paid work.

The **South East is hosting the Sustainable Hub of Innovative Employment for People with Complex Needs (SHIEC)** which works nationally and regionally and is seeing the first individuals get paid jobs. This work supports people with the most complex needs (for example, profound and multiple learning disabilities, behaviour which challenges services, learning disability, mental health and offending behaviour) into employment. The group are hardest to reach and often do not have the same employment opportunities as everyone else.

Ben is one of those people who has benefited. His sister said:

“The progress Ben has made with the support of the Sustainable Hub is quite remarkable. Starting out at college and moving to residential care, and now into his bungalow has built his self-esteem beyond recognition.

Now he has moved into paid employment (with staff support) of more than 16 hours per week, you can see how proud he is of this achievement and a spinoff is that his challenging behavior has reduced. His general state of well being is most noticeable and I believe he is much happier and fulfilled.”

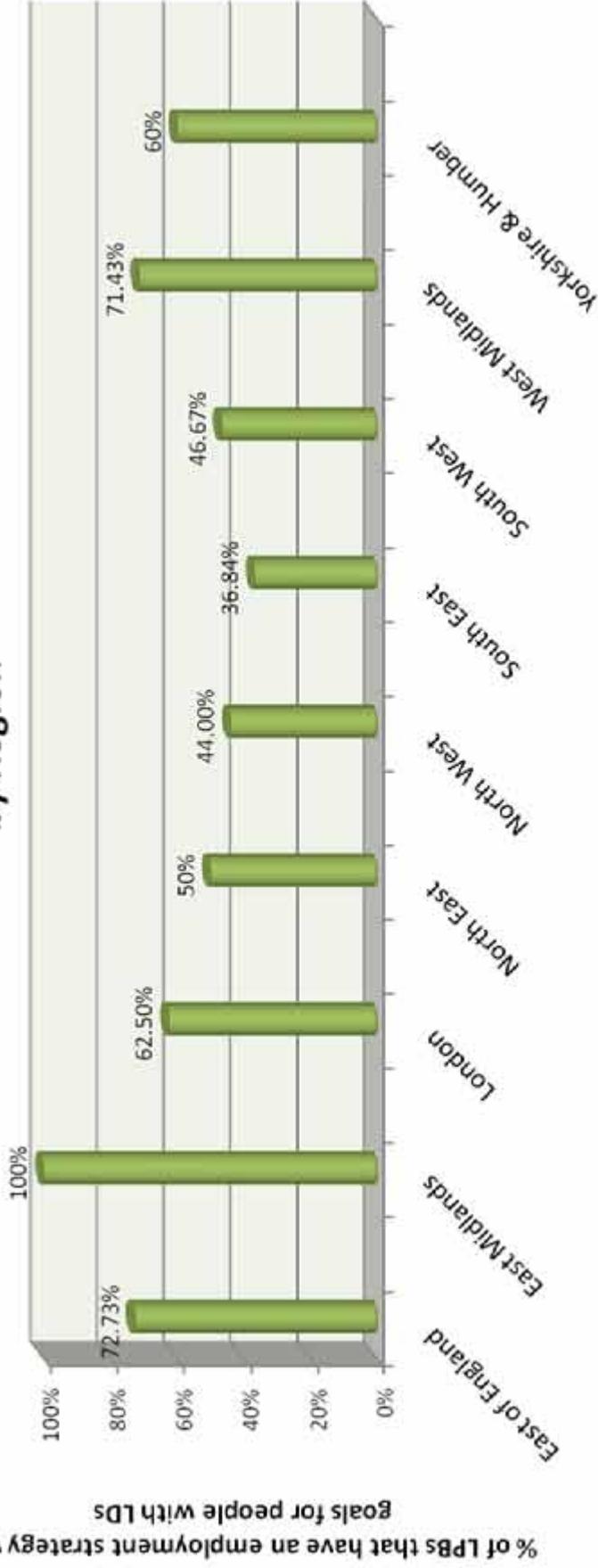
All regions have agreed to a programme to:

- support Partnership Boards with the tools in the Valuing People Now – Employment Resource Hub;
- share learning on transition, including the Getting a Life programme;
- spread learning from other best practice employment sites.

Examples of good practice at a local level include:

Devon in the South West has established a 'presumption of employability', so that the first option in terms of daytime activity that is considered for anyone with learning disabilities is work. Agreement that in all packages of support for 18- 30 year olds there is a discussion with the individual of the skills required.

% of Local Partnership Boards with an up-to date local employment strategy by Region



Regional Partnership Board

Chapter 6: Other priorities

National work

Commissioning Transfer

- 6.1 Under Valuing People Now 2009, responsibility for the funding and commissioning of social care for adults with learning disabilities transferred from the NHS to local government. This funding is historical and relates largely to the closure of old long stay hospitals in the 1980s.
- 6.2 Some adults with learning disabilities moved from the old long stay hospitals to social care placements (residential care homes or supported living arrangements). Some people moved to NHS campuses.
- 6.3 Funding has been accessed by councils to meet these social care costs through local transfers between PCTs and councils. The change in funding and commissioning responsibility took effect from April 2009. It was agreed that, for the remaining years of the current spending review, 2009-10 and 2010-11, transfers would be carried out locally and reported to the Department of Health.
- 6.4 From 2011-12 this funding will be transferred centrally from the NHS budget to social care and issued to councils. As announced in the 2010 Spending Review, from April 2011 the funding will be paid as part of a DH specific grant, the Learning Disability and Health Reform Grant²⁴.

Workforce

- 6.7 Analysis of the workforce data provided by 145 of 152 partnership boards in their self-assessment, identified that obtaining accurate data locally and regionally on the workforce that supports people with learning disabilities is difficult and this hinders good workforce planning.
- 6.8 The main issue related to obtaining good workforce data is the fragmentary nature of the data sources with information coming mostly from the National Minimum Dataset for Social Care (NMDS-SC), the NHS Electronic Staff Records and the local authority returns. However, a

²⁴ http://www.dh.gov.uk/en/Aboutus/Features/DH_120689

significant proportion of the workforce supporting people with learning disabilities operates outside of the remit of the current workforce data collection for example in supported employment services, prisons, private hospitals, as personal assistants and staff in mainstream universal provision e.g. in health and housing.

6.9 The Partnership Board data identified that progress is being made on the Valuing People Now priority of involving more people with learning disabilities and family carers in workforce issues and also in embedding human right principles into all learning and development. However, the key concerns of Partnership Boards in relation to workforce planning and development were:

- recruitment and retention, particularly in relation to attracting younger workers into the workforce and managing the loss of older staff;
- preparing the workforce for personalisation. This includes managing cultural change, developing new skills and maintaining the quality support.

6.10 Workforce related areas' activities required to support the delivery of Valuing People Now in the next year include:

- developing the knowledge and skills of mainstream staff e.g. in health, transport, employment, house services;
- embedding the new qualifications in the sector and promoting career pathways;
- developing new skills in the workforce including mainstream NHS staff and expanding the number of job coaches;
- funding the learning and development of workers wherever they are employed.

Good practice example

In order to develop the local workforce to support all people with learning disabilities including those with more complex needs, Stoke has worked with staff in housing, the fire service, health promotion and the Stroke Association to adapt training courses so that everyone who attends them will have increased skills to treat all customers with dignity and respect.

Making it happen for everyone

- 6.11 The Valuing People Now team have worked with the **National Forum for People with Learning Difficulties, National Valuing Families Forum, the National Advisory Group on Learning Disability and Ethnicity and the Working for Justice Group** to ensure that all people are included (including people with complex needs, those from black and minority ethnic communities, people with learning disabilities and autistic spectrum or mental health conditions, offenders with learning disabilities and family carers).
- 6.12 The Department of Health is looking very carefully at the detailed recommendations set out in the *Raising our Sights* report written by Professor Jim Mansell, and how these support our objectives to improve outcomes for people with learning disabilities who have complex needs and their families. The elements of good service and good practice examples included in this report sit very clearly within the programme of work to support independent living for people with learning disabilities and to support local service planning and commissioning to meet identified needs. The Government will be responding to the details of this report but this should not stop but support local good work in this direction.

Mitchell lives in his family home which has been adapted so that Mitchell can get around and also has his own en-suite bedroom and bathroom with ceiling mounted hoist, special bed and other equipment to help manage his PEG feeding tracheostomy and long term ventilation. Dissatisfied with support at home from a hospital based team, his family opted for a personalised health budget funded by the local Primary Care Trust so that they could organise the support they wanted. Using a local not for profit organisation for back up and support, the family recruit, train and manage Mitchell's team of personal assistants.

Mitchell appears in the DVD accompanying the report, where you can see more aspects of his life. It is on line at :

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_114346

Personalisation

- 6.13 Improving the lives and outcomes for people with learning disabilities and their families can only be achieved through a true person-centred approach

to the planning and delivery of services. Learning disability services have led the way in person-centred planning and many people have benefitted from direct payments and personal budgets.

- 6.14 The Department of Health published good practice guidance in March 2010 and other materials to help local areas understand how person-centred planning can help give people greater choice and control²⁵. The Jobs First and Getting a Life demonstration sites are showing how people with learning disabilities can use their personal budgets, drawn together with other appropriate funding, to buy the support they need to get and keep a job and organise their lives to prioritise employment goals. Examples of this are included in the new Social Care Vision.
- 6.15 In response to concerns from the two National Forum for People with Learning Difficulties and the National Valuing Families Forum about making personalisation happen for everyone, the Department of Health has set up a project working with families and people who have learning disabilities to identify good practice and useful resources to support implementation.

Central Lancashire Partnership Board in the North West has designed a Communications Guide that incorporates person centred planning tools to support and aid understanding of each individual's unique communication methods. (See <http://www.csrpcp.net/default.aspx?page=24816>)

Safeguarding

- 6.16 As people have more opportunities to live and work in their communities to manage personal budgets and have friends and relationships, it remains essential that all those involved in care and support are active in ensuring appropriate safeguards, and that action is taken in the event of suspected physical, financial, emotional or sexual abuse.
- 6.17 Councils and their partners have been active in promoting a robust approach to safeguarding and the Government is committed to working with the Law Commission in preparation for strengthening the law on safeguarding to ensure the right powers, duties and safeguards are in place.²⁶

²⁵ <http://www.valuingpeoplenow.dh.gov.uk/valuing-people-now/personalising>. This includes work books for commissioners, professionals, providers and schools and professionals involved in transition

²⁶ A vision for adult social care: Capable communities and active citizens. Department of Health (2010)

Chapter 7: Regional and local progress – other priorities

Making it Happen for Everyone:

- 7.1 All Boards reported work on including everyone with excellent examples at regional and local level of work to ensure people with complex needs, those from black and minority ethnic communities, those on the autistic spectrum and offenders with learning disabilities were involved and benefited from improved outcomes.

Including all communities

- In the North East, Partnership Boards and councils have funded development worker posts to find out the number and needs of people with learning disabilities from black and minority ethnic communities which will allow services to be developed to meet needs.
- In the South East, all Partnership Boards provided evidence of new and exciting projects to make Valuing People Now happen. Surrey has a network of Autism champions that provides mentoring and training to staff in all areas. Hampshire has set up an Autism Partnership Board chaired at a senior level. East Sussex has communication Plans and Standards for working with people who do not use words.
- In the South West, Wiltshire have been successful in being chosen to be one of the pilot sites for the 'Involve Me' Project which will look at how we can include people with more complex needs. An MP for complex needs has been elected through the Parliament system and a focus group has been set up for people from black and minority ethnic Groups (BME). Devon Partnership Board has invested in a BME project which will concentrate on encouraging people they have identified from BME groups to link to both carers groups and the Learning Disability Parliaments, to ensure that stakeholder groups are representative of their communities and that everyone has a voice.

Involving family carers

- 7.2 Family carers play a vital role in supporting people with learning disabilities. The National Valuing Families Forum has played a critical role in ensuring that the voices of carers are heard at a regional and national level and in contributing to the revised Carer's Strategy²⁷.
- 7.3 Many family carers continue to play a part and to be involved, for example in Partners in Policy Making, in training health and social care staff and on Partnership Boards in addition to their caring responsibilities.
- 7.4 There are many examples of good practice across the regions about involving and supporting family carers.

- In the East Midlands, Lincolnshire have an outcomes based carers assessment tool, carers personal budget and emergency response service. In Nottinghamshire, there is a carers break demonstration site which offers new and different types of support and respite.
- North East has one area which has done an annual carers survey. They have also developed a carers outreach service and are developing a carer's brochure, newsletter, adverts and a website.
- In the North West, the Partnership Board in Manchester has been working with Asian learning disabled people and their husbands or wives. The project has been funded by Manchester City Council's Third Sector Team. Trust has been established with the extended families; group and individual sessions have been held with the couples. Among other issues, they have identified intensive individual work is needed with the couples: working out who is the main carer; claiming benefits and becoming an appointee; money and household management; setting up home away from extended family. They have found similar issues in the Somali and Chinese communities.
- South East - In Brighton and Hove, Listening lunches are an informal space, hosted by the local Carers' Centre, where carers set the agenda. Oxfordshire Partnership Board has funded a Family Support Network run by families for families. The Network is looking to become a social enterprise.

²⁷ *Recognised, valued and supported: next steps for the Carers Strategy*, Department of Health (November 2010)

People with complex needs

- 7.5 *Valuing People Now* had a particular emphasis on making sure that people with complex needs benefitted, following the consultation with people and their families. This is an area which needs a continued focus.
- 7.6 Regions reported progress they were making in supporting people with complex needs:

- In the North East, the life experience programme (work experience programme) in one of the areas provides meaningful experience of working adult life for students, many of whom have very complex needs. One Partnership Board has Champions for people with autism, complex needs and people with behaviour which challenges services.
- In the East Midlands, Northamptonshire have a dedicated person centred planning facilitator working with people with complex needs. They have used everyday technology to support people to communicate how best to support them. This includes things like support plans on talking picture frames and communication passports on digital key rings.
- Many regions reported progress and plans to increase the Changing Places facilities as part of their work to improve inclusion for people with the most complex needs. There are now 200 Changing Places toilets available around the UK. For more information about Changing Places, the campaign, how to get involved and where current toilets can be found, go to changingplaces@mencap.org.uk

People with learning disabilities as parents

- 7.7 *Valuing People Now* recognised that more needs to be done to ensure that parents with learning disabilities receive support and benefit from all mainstream initiatives aimed at parents. This includes access to advocacy support and to information and advice.

- London region have supported the London Parents Network to produce a toolkit for local Partnership Boards to use to check how they are supporting parents with learning disabilities.
- In the North West, Wigan Partnership Board has developed a new personal relationships, sex and sexuality policy which contains a section dedicated to parents with learning disabilities outlining: What the Law says, Key Principles, Case scenario, Points to consider and an extensive Resource Section. Their policy group have met with the Disabled Parents Network and intend to work more closely with them in the future. It is an area of interest for Wigan and Leigh People First. They have expressed their intention to focus on this issue as part of their ongoing work regarding relationships.
- In North Somerset there has been an increasing number of referrals from children's services to the Community Team for People with learning Disabilities (CTPLD) to provide support for parents with learning disabilities. This resulted in a Parenting Interest Group being established in 2007 with representatives of both services and agreement to fund a group for parents, known as the 'Parenting Project', in 2008. A project worker from the Children's service worked with an Assistant Psychologist from the CTPLD, to develop the course, which was open to parents with a range of learning disabilities, whether or not they were eligible for a service from the CPTPLD. Feedback from the group showed that all the parents had gained in self-confidence as well as developing their knowledge and skills on a range of parenting issues.

See also the good practice examples published separately

Offenders with learning disabilities

- 7.8 Work has continued at a national level with Offender Health to improve the identification of, and support for, offenders with learning disabilities. Every region has been involved in the rollout of awareness training across the Criminal Justice System and the screening tool to identify people with learning disabilities has been used in a number of regions.

- In the East of England, staff are working with the Probation Service to provide advocacy that works in the police system, and a dedicated worker at the Magistrates Court.
- In the East Midlands, Nottingham prison staff are offered learning disability awareness training, and all their prisoners with learning disabilities have annual health checks and health action plans. One of Northamptonshire's prisons has a dedicated speech and language therapist to work with prisoners with learning disabilities.
- South East - Four Partnership Boards have started work with the Justice System, to offer learning disability awareness training and exploring the need for self-advocacy support amongst the prisoners and training and awareness sessions are being delivered to staff.
- Yorkshire and Humber - Hull/East Riding are undertaking a screening exercise in Everthorpe and Full Sutton Prisons. In Leeds, learning disability awareness training for prison officers is under way. Wakefield Probation service are working with people with learning disabilities and Autistic Spectrum Conditions (ASC) to ensure they are supported to access community sentence programmes, employment and settled accommodation. Calderdale has robust plans in place for people on their release from prison.

Tackling hate crime

7.9 Hate crime is one of the biggest issues that people with learning disabilities face and which can cause the greatest distress. Both the National Forum for People with Learning Difficulties and the regional fora have had an active interest in tackling hate crime. They have undertaken training with schools, police officers and courts to raise awareness. All regions were proud of the work they were doing on tackling hate crime.

- In the North East, all Partnership Boards said they have links and involvement with Crime and Disorder Reduction Partnerships, Community Safety Team, Police Crime Prevention Officers and the Crown Prosecution Service. Many have held hate crime awareness events and provided information to raise awareness.

- North West - One Partnership Board group has made links with the Crown Prosecution Service. The group have developed a third party reporting service for those people who want to report a hate or other crime without going to the police themselves. The Partnership Board, Children and Young People Service have worked with a local school to produce a Learning Disability Hate Crime DVD which was launched this month and widely publicised.
- South East - in Southampton, reporting of hate crimes has gone up. New forms and credit card reminders have been developed with people with learning disabilities. A special number has been set up. In Wokingham, 'Take Notice' have been campaigning to stop hate crime. In January 2010, Care or Learning Access and Support Planning (CLASP) launched a hate crime reporting centre so people with learning disabilities can report an issue in a relaxed environment. Wokingham also run a Safer Places Scheme; stickers in shop windows identify safe places.
- West Midlands - In Sandwell, there is a Safe Places and Report It Scheme. Coventry has linked with an anti-harassment forum and hate crime reduction programme. Birmingham has a sub-group "being part of my community" which includes a focus on hate crime. In Worcestershire the Chief Crown prosecutor chairs a hate crime sub group.
- Yorkshire and Humber - North Lincolnshire use a DVD around hate crime to inform schools, community groups and other people with learning disabilities about the issue of hate crime and what to do.

See also the good practice examples published separately.

Regional Priorities

- 7.9 All regions selected one additional priority in their plans. The main ones were transport, friends and relationships, transition and advocacy. Regions were proud of their work on these regional priorities.

Transport

7.10 Being able to use public transport is really important to enable people with learning disabilities to get jobs and to be active citizens and maintain friends and relationships.

- In the East Midlands, Leicester City has developed a travel training scheme to support people to travel on their own on public transport . There have been campaigns to MPs and local councils throughout the region, about the availability of free travel and companion (supporter) passes.
- South East - Southampton has recently updated its Transport Guide, working with ferries, airport, local buses and trains. Regional work has supported people with learning disabilities to get bus passes.
- West Midlands - In Herefordshire a group of people with learning disabilities have done a survey of the various types of public transport. They travelled on lots of different buses and trains, looked at timetables and travel information and tested out travel websites and phone lines. They have reported positive aspects and also the barriers to using some of these transport services to the head of transport. They have produced a DVD and guide to using transport safely to encourage more people to use public transport.

Friends and relationships

7.11 Loneliness can be a big issue for people with learning disabilities and many regions supported work to help people develop and maintain relationships.

- East of England- agreed a relationships event to be held in July 2010 and ensured relationships and sexual health were added to the vision for Better Health.

- Relationships is a South West priority. Bristol and South Gloucestershire have Stars in The Skies, a dating agency for people with learning disabilities. The group has nearly 400 members and there are many good news stories including engagements and great nights out at various community venues.

Advocacy

7.12 All regions recognised the importance of accessible information and advocacy in supporting people and their families to get the person-centred services they need. The national advocacy lead worked with Inclusion North and the National Forum for People with Learning Disabilities to collect evidence and data via the regional fora about the development and effectiveness of local advocacy services. The National Forum is working on a toolkit or guide for self-advocates called 'Staying Strong' which will be published next year.

- In Warwickshire, New Ideas advocacy are “busting the myths” around employment of people with learning disabilities. They have a number of champions who promote employment. They have produced an “In our Shoes” DVD, drama presentation and easy read guide for people with learning disabilities. These give useful tips about getting a job in an accessible format.
- In Worcestershire, the “choice checkers” team of self-advocates and family carers use the REACH standards to check that people in supported living are happy with their housing and support. They have produced recommendations for changes. This approach is also being used to develop a team of health checkers.

See also the good practice examples published separately.

Transition

- 7.13 Transition was one area which all Partnership Boards recognised was important. It is vital that there is early planning between children and adult services so that there is a focus on people's whole life experience, including health, employment, education, housing and friends and community. Early planning can improve outcomes and produce more effective use of council spend.
- 7.14 All Boards recognised that there is more to do to improve transition planning:
- Only **64 out of 152 (42%)** had **person centred reviews at transition**, which focus on **paid employment as an outcome**;
 - Improvements include job coaching, helping people find jobs suited to their skills and abilities and support to set up their own business.

Following the development of the Getting a Life Employment Pathway, the Valuing People Now team developed transition pathways for health, housing and friends and community. All of the regions held transition events during 2010. These workshops were organised in partnership with the Transition Support Programme and promoted good practice in embedding personalisation and the Valuing People Now transition pathways into local transition processes.

Chapter 8: Conclusion

- 8.1 This report shows that considerable progress has been made under the Valuing People Now programme across the key priorities in health, housing and employment up to September 2010. However, there is still more to do to make change happen for all people with learning disabilities and their family carers.
- 8.2 Learning Disability Partnership Boards have a critical role to play here in demonstrating transparency and continuing to drive change at a local level. This needs to be in real partnership with people with learning disabilities and their families - and people with learning disabilities and their family carers need to be supported to do this well.
- 8.3 The annual reports are an important tool to enable people with learning disabilities and family carers to look at local services, bench mark their own progress and hold commissioners and service providers to account and thereby to drive up outcomes at a local level.
- 8.4 We would like to see all Learning Disability Partnership Boards to continue to produce annual reports to demonstrate their progress and empower local accountability.
- 8.5 There is also an opportunity for Partnership Boards to link to the proposed new Health and Wellbeing Boards to provide a continuing clear focus on the needs of people with learning disabilities and their families.



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