

Valuing People Now:
Summary Report March 2009 - September 2010
Good Practice Examples

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Good practice examples

The Valuing People Now team have collected case studies which demonstrate good practice in implementing *Valuing People Now* from across the regions.

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1. Yorkshire and Humber Good practice case study: Health

1. Brief summary of case study and some key learning points

In 2007 Yorkshire and the Humber SHA, in partnership with the Valuing People Team, launched a regional programme of work to improve the well-being of people with learning disabilities and tackle any health inequalities they experienced.

A central part of the work programme is the annual Performance and Self Assessment framework for learning disabilities. The region has been commended for its work, in both *Health Care for All* (2008)¹ and *Valuing People Now* (2009)².

This is the first time that they have had an oversight and input into improving the health of people with a learning disability in the region.

2. Policy Area: What we did.



In May 2009, the Strategic Health Authority took the decision to formally include the learning disability programme within the regional Healthy Ambitions Programme. The Healthy Ambitions programme is the regions' response to Lord Darzi's report³.

People with learning disabilities and staff and families supporting them have welcomed the inclusion of the Performance and Self Assessment Framework in the learning disability programme. They feel this will offer further rigour and accountability in the work that needs to be done to develop effective pathways for people with learning disabilities into and out of mainstream health services for the first time.

¹ http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_106126.pdf

² http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_093377

³ http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_085825

3. Details of Partnership Board involvement and its effectiveness.



Each Partnership Board completes the annual self-assessment each year in partnership with families and people who use health services. This self-assessment then allows the region to look at the four top targets and monitor progress.

The performance and self-assessment framework, will ensure that people with learning disabilities, their families and professionals working with them, will influence and work alongside each of the Healthy Ambitions Pathway Boards. The aim is to ensure that each pathway thinks about how it includes people with learning disabilities in the work that it does. A group of fifteen people, five people with learning disabilities, five family carers and five professionals are being trained and supported to work with all the Healthy Ambitions Delivery Boards.

4. Outcomes

Locality	Target 1			Target 2			Target 3			Target 4		
	08	09	10	08	09	10	08	09	10	08	09	10
Barnsley	Green	Green	Green	Orange	Orange	Orange	Orange	Green	Orange	Green	Orange	Orange
Bradford	Orange	Green	Green	Orange	Orange	Orange	Orange	Orange	Orange	Green	Red	Orange
Calderdale	Green	Green	Green	Red	Orange	Orange	Green	Orange	Orange	Red	Orange	Orange
Doncaster	Green	Green	Green	Red	Orange	Orange	Red	Orange	Orange	Orange	Orange	Orange
East Riding	Orange	Green	Green	Orange	Orange	Orange	Orange	Orange	Green	Green	Orange	Orange
Hull	Orange	Green	Green	Orange	Orange	Orange	Orange	Orange	Green	Orange	Orange	Orange
Kirklees	Green	Green	Green	Orange	Orange	Orange	Orange	Green	Orange	Green	Orange	Orange
Leeds	Green	Green	Green	Red	Orange	Orange	Orange	Orange	Orange	Red	Orange	Orange
North Lincs	Green	Green	Green	Red	Orange	Orange	Orange	Green	Orange	Green	Orange	Orange
North East Lincs	Green	Green	Green	Orange	Orange	Orange	Green	Orange	Green	Orange	Green	Green
North Yorks & York	Green	Orange	Green	Orange	Red	Orange	Orange	Orange	Orange	Orange	Orange	Orange
Rotherham	Green	Green	Green	Red	Orange	Green	Green	Orange	Green	Orange	Red	Orange
Sheffield	Orange	Green	Green	Orange	Green	Green	Orange	Orange	Green	Orange	Orange	Green
Wakefield	Green	Green	Green	Orange	Green	Orange	Green	Orange	Orange	Orange	Green	Green

This table shows the progress that has been made in the region over the past three years on tackling health issues for people with a learning disability. In 2010 in all the top target areas, the region has no reds, which demonstrates a marked improvement over the last three years.

For the first time Partnership Boards, people and families have come together with Health professionals to discuss and agree the RAG (red/amber/green) ratings that they should score against each of the top four targets. The partnership boards or health sub groups then have to submit evidence to the SHA to back up their scores.

5. Barriers and challenges

The framework is a lengthy piece of work and involves a lot of people coming together over a period of three months to complete it. In year one people found it difficult and very time consuming. Over the three years we have slim-lined the process and made it easier to complete. However if you ask people if the process is worth all the effort the answer would be a resounding yes, as it has moved health issues for people with a learning disability higher up the agenda in the region.

6. Impact and evidence

For the first time people and families feel included in these discussions and that they have a real voice. For the SHA and the region this is the first time that progress can be demonstrated on health issues.

The learning disability pathway is a pathway for people – it is not one defined pathway, nor does it involve any one particular service. It involves all services and all other care pathways supporting the health and well-being of the population. The most important part of the pathway was to ensure that we worked with and supported 'mainstream health' to address the health inequalities for people with a learning disability and ensure they have equal access to services, using reasonable adjustments. The framework has changed the way in which people work and the culture of including people in decision-making is beginning to happen.

7. Reflection and lessons learnt

This innovative piece of work will make sure that people with learning disabilities are included in the development of Healthy Ambitions in the region and will help each Pathway Delivery Board think about the reasonable adjustments that they will need to make to ensure equal access to all.

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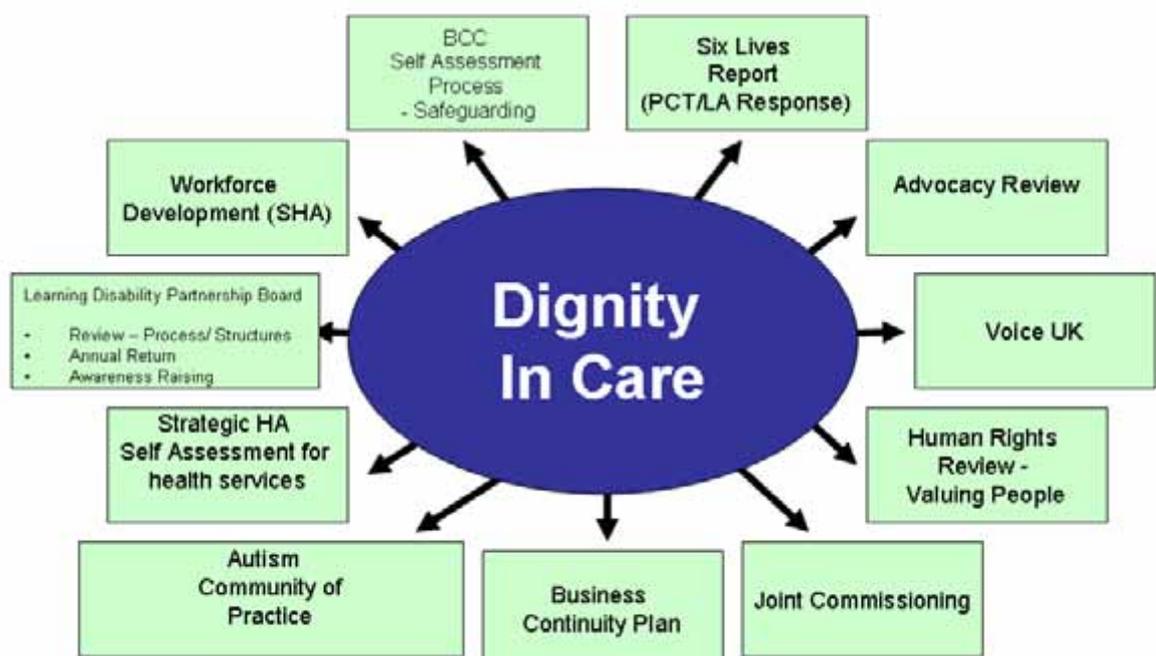
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2. West Midlands – Shropshire: Good practice case study: Dignity in Care

1. Brief summary of case study and some key learning points

- Dignity campaign for younger adults - raising awareness of the rights of people with learning disabilities to be treated as equal citizens and enabling self-advocates and service users to speak up;
- Training programme devised within Joint Commissioning Team and implemented and all attendees registered as Dignity Champions and sought to recruit two champions themselves;
- Raised awareness of the dignity in care campaign focussing on enabling people with learning disabilities to speak up – ‘to stop bad things happening’; and
- Supported the ‘Six Lives’ action plan and other priorities within Valuing People Now – see the diagram below for linkages to other initiatives.

Improving Outcomes for people with Learning Disabilities through awareness raising and a proactive approach



2. Policy Area: What we did

- Dignity in Care, which is fundamental to Valuing People Now, enables people with learning disabilities to take their place in society as equal citizens;
- The Dignity in Care campaign was rolled out in December 2009 to focus on all client groups so following the six lives report/death by indifference we began to focus on learning disabilities as the campaign to date had primarily focused on Older People;
- As part of this work we have trained commissioners within the joint commissioning team to be Dignity Champions;
- We have also trained members of People First, a learning disability self advocacy organisation, and people with learning disabilities working at Forward 4 Work (approx 40 in total); and
- Beulah Jones from People First Birmingham told us that she learnt it was about *'how people were being treated and if they were being treated well'*. She told us that she will ask her friends *'when in hospital, how they are being treated and if they are being treated well'*.

3. Details of Partnership Board involvement and its effectiveness.

- The 'Being part of my community' is a sub group of the Partnership Board where the focus is on enabling people with learning disabilities to lead full and active lives-links other citizens of Birmingham;
- The opportunity to be trained as a dignity champion has been offered to all Partnership Board members, and many have taken this opportunity;
- The Co-chair of the Partnership Board and his colleagues from the self-advocacy organisation were amongst the people trained;
- The training event was held on National Dignity day and Councillor Sue Anderson, then the Chair of the Partnership Board, presented certificates to the delegates;
- Members of the Partnership Board have also been trained as dignity champions.

4. Outcomes

- Raising awareness of the campaign – through training and promotion at various events;
- Dignity to be seen as the responsibility of all – and the campaign has promoted this;
- Increased the confidence of people with Learning Disability to speak out and be aware of the standard of care they should be receiving;
- Advising people of how to speak up early or, if they witness anything that they are unhappy with, to report it to either the PCT or Local Authority;
- All dignity champions have been given small business cards with all the relevant telephone numbers. The intention is for them to keep the card in their wallet/purse; and
- Belinda Dooley, Valuing People Lead, led a small steering group which included reps from Safeguarding, users and carers team, joint commissioning team and Birmingham Care Development agency.

5. Barriers and challenges

- The information available on the DH website was not in easy read version so we had to arrange for all training materials and documents to be translated into easy read versions;
- There is a great deal of information available but none of it is in the correct format to share with people with learning disabilities;
- As the campaign now covers younger adults, it would have been useful to have the training materials available to be downloaded from the web and
- We had the 10 point dignity challenge made into an easy read leaflet which we used both when we were running training sessions and at events.

The campaign has been successful to date and generated a lot of interest both from operational providers and local authority staff. The project has been run within existing resources and lack of additional staff availability has meant we have been unable to speed up the programme.

6. Impact and evidence

- An increase in the number of those signed up as Dignity Champions from 4 in BCC to over 80; 40 of those people with learning disabilities;
- People First included an article in their newsletter about the Dignity training;
- Increased confidence in those with learning disabilities;
- Increased awareness amongst staff; and
- Awareness raising has led to collaborative working with Birmingham East and North PCT to progress this issue in parallel with the Six Lives report.

7. Reflection and lessons learnt

- Information needs to be available in easy read;
- Dignity means many different things to different people;
- Managing the expectations of people with learning disabilities and ensuring they understand that this campaign relates to health and social care services;
- Improving the confidence of people with learning disabilities and encouraging them to speak out is a big part of the challenge; and
- Need to link campaign to workforce development issues. For example, seek to ensure all recruitment processes, at all levels, include a question about how the specific role being recruited to can affect dignity in care. What is the candidate's interpretation of how the role can ensure dignity and privacy?

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3. South East - Southampton: good practice case study: Tackling Hate Crime

1. Brief summary of case study and some key learning points

Southampton has a reference group of people with learning disabilities (LD) who come in turns to the Partnership Board meetings. Outside of the Partnership Board they meet weekly, with a focus on Valuing People Now. This was the first agenda item they proposed, which had not been on professionals' horizon. They led the initial discussion and developed an information leaflet and reporting card. The work was led by Southampton City Council with a reference group of people with learning disabilities and people without learning disabilities.

So, working to principles of Valuing People Now and being inclusive has led to a rise in reporting from 0 to 28 in numbers of hate crimes in 2009/10 and rising steadily.

2. Policy Area: What we did.

- Hate crime. The focus was on Valuing People initially and now Valuing People Now has given impetus to the work;
- Local priority from self advocates who sit on the Partnership Board; and
- One member of the Partnership Board said he had been bullied through school on 2 counts of being different, he wanted this to stop (not direct quote).

3. Details of Partnership Board involvement and its effectiveness.

Initially there was an open discussion at the board. This led to Valuing People Implementation Manager (VPI) meeting with the City Hate Crime and Harassment Project Officer to start joint working. The Partnership Board funded initial work via the Learning Disability Development Fund (LDDF) and also heard regularly about the changes and rising number of reports.

The Partnership Board had another meeting around safeguarding and hate crime in June to which questions have been asked in advance and professionals asked to come to answer them. The entire group attended this meeting.

4. Outcomes

City Hate Crime and Harassment group had done a lot of work around race and gender, but had not got such a high profile around disability. The Hate Crime and

Harassment Task Group multidisciplinary meeting invited the VPI manager to meetings and action plans included items specific to learning disabilities.

A group of people with learning disabilities agreed to set up a subgroup with the aim of working through the Valuing People toolkit and thinking about what needed to happen locally.

They agreed a credit card information card and devised new forms, which the Partnership Board funded via LDDF to be piloted across the services. These were seen as a success as reports rose and have now been taken on by the City Council, which also provides a specific number for people to call.

Reports are rising, professional hate monitors are aware of issues for people with learning disabilities. Work is ongoing with agencies, in particular the police.

There was no specific practice before for people with learning disabilities, and slowly people are becoming aware of what a hate crime is.

5. Barriers and challenges

There were staff changes and reorganisation of services within the period of the current work which led to delays.

The Board saw this work as a high priority, but within other organisations it was important but they might have been working to other deadlines. It was important to work with them and to know what their drivers were.

6. Impact and evidence

Service users feel they have been heard and it has increased their confidence in the Partnership Board and what it is doing. The Board members were pleased as they were working with a user led initiative, and it involved all the areas represented at meetings.

There has been a rise in numbers of reports of hate crimes and on asking people they feel they have been heard. On occasions when they had felt their issues had not been heard in one arena they have phoned the identified line and the issues have been taken up and resolved.

In the hate crime task group meetings other professionals talk about the impact of their initiatives for people with learning disabilities.

- The services have been mainstreamed and are not within the learning disabilities specialist services.
- A drama group are thinking about a drama that they could take out to schools etc.
- The police have run a road show around hate crime, with people telling their stories with the police.

- Other service areas (such as Children's services) are planning to use the forms as the basis of changes.

The next action is to consider the involvement of people with LD as hate crime monitors.

7. Reflection and lessons learnt

Talking to colleagues it seems easier to achieve this joint working in a Unitary Authority.

- It is important to have champions in services;
- It was important to have a clear mandate from people with learning disabilities;
- It is important to have the right contacts; and
- Nothing ever goes as quickly as one hopes.

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4. South East- Oxfordshire Good Practice Case Study on Advocacy

1. Brief summary of case study and some key learning points

This project in Oxfordshire is about providing advocacy to parents with learning disabilities who have contact with child protection.

Parents with learning disabilities are likely to have their children removed if they are unable to understand what is asked of them, either because of poor literacy or cognitive skills.

The project does not aim to make sure all parents with learning disabilities keep their children. That is a decision for the courts.

The project aims to support them in their contact and give them the best opportunity of meeting child protection requirements.

2. Policy Area: What we did.

This project is part of Including Everyone. Parents with learning disabilities are often on the margins of services. Involvement is from Children's Services and their focus is on the child not the adult.

This project, run through CAPOLD (Citizen Advocacy for People in Oxfordshire with Learning Disability), was funded from the LDDF because of local concerns from an advocacy organisation that they were getting increasing requests for help from parents with learning disabilities, some of whom were not known to services.

This project is important because it recognises the right to be a parent no matter who you are. It also recognises that people with learning disabilities are at a disadvantage when in contact with child protection authorities.

3. Details of Partnership Board involvement and its effectiveness.

Oxfordshire Learning Disability Partnership Board was approached to fund this project in 2008. The project was initially funded for one year and has since been extended for a further two years in recognition of a growing need. The project has an exit strategy to ensure work is recognised as part of everyday work in services.

Partnerships are often medium term and although the project's success is not measured in how many parents with learning disabilities get to keep their children, there have been some minor successes such as parents being able to keep in contact with their children through regular visits. Three parents have been supported in court in the first year (five visits) but the number is expected to rise in the following year.

The Partnership Board receives regular reports about the project's progress.

Successes have largely focussed on improving the fairness of the system and the accessibility of information for parents who are struggling to understand what is happening and therefore to have their voice heard. Get this right and parents with learning disabilities have more of a level playing field.

4. Outcomes

Outcomes so far can be seen both for individuals and officers.

Parents with learning disabilities say:

- You can talk to [your advocate] in private,
- I didn't have an advocate when I had the court case before and I think it's helped me quite a lot with the court case...going through all we went through in court, all the paperwork n' that when my solicitor went off with the barrister; and
- The meetings what I go to, sometimes I don't understand what's going on. Advocate helps me jot notes down and then we go through 'em.

In court:

- It helps with waiting when you're feeling nervous and stressed;
- The advocate listens to what the person has to say and if they want to jot down what a person says, they can;
- The advocate was helpful at the court hearing if I didn't understand what Judge T was saying I asked my advocate "Oh god what's gonna happen to the children"...
- And when you're feeling that way how does an advocate make a difference? and
- Yes it makes a difference, it made me feel a lot better

Messages for services:

- Don't keep putting the parents down;
- We don't understand [the paperwork] sometimes. They keep going over all ground;
- An hour to 1 ½ hours is OK [for meetings]..Conferences [Child Protection] take too long;
- Yeah [seeing the Independent Chair of the Child Protection Conference before the meeting] - that would be useful I think;

- It'd be nice [to have the meetings] in our house actually. Because we're more relaxed in our house;
- It helped me to understand more. If I don't understand anything at the meetings that's what an advocate's for; and
- We go through [the paperwork] what we don't like, if I don't like anything what the school are coming up with I have something to say about that. It's very helpful.

Advocates cannot prevent children from being taken into care, but CAPOLD will work closely with Children Young People and Families (CYPF) teams over the next two years to ensure a greater degree of fairness in the system, which can discriminate against parents with learning disabilities.

Specifically the project hopes to achieve the following outcomes:

- Earlier referrals of parents to CAPOLD from all Oxfordshire local authority CYPF and LD teams;
- Once a parent has been identified as having a learning disability, CYPF to use a protocol adapted to be more accessible, including using simple language both verbally and in written material;
- Independent chairs of Child Protection Conferences to meet with parents with learning disabilities prior to the wider meeting, to discuss any concerns they may have.;
- Minutes not to be tabled [seen on the day], but to be sent in advance of Core Groups, Family Groups, Support and Child & Protection conferences to enable parents to have time with their advocate or social worker to support them to understand them, note their responses and any questions they may have;
- More accessible meetings, further to results of current research i.e. to offer Traffic Light system, regular breaks, less formal venues;
- All legal documents to be made accessible using Easy Read and picture formats as appropriate and as standard practice by the local authority legal department; and
- When a child is removed the parent is entitled to support to cope with this loss and also the repercussions in terms of housing, benefits etc

5. Barriers and challenges

Significant barriers are:

- The specific role of CYPF is focused on the child not the parent; and
- The legal system is complicated for educated people.

Improvements include:

- The project aims to provide examples of how easy read information can help parents with learning disabilities in their understanding of what is being asked of them; and
- A recognition that a child's successful upbringing means support for parents.

5. Impact and evidence

Too early to draw general conclusions, but there is no doubt that individuals have felt more involved in processes over which they have little control.

Children's Services have realised how support needs to be provided to parents with learning disabilities.

7. Reflection and lessons learnt

A trial project can uncover all kinds of injustices in current systems. However, this kind of work is very time intensive with difficulty in measuring outcomes.

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5. East Midlands: Effective housing solutions programme

1. Brief summary of case study and some key learning points

In 2009/10 all nine local authorities in the East Midlands signed up to a programme to tackle one of the top priorities for the region: to reduce the reliance on residential care for people with learning disabilities and increase the range of cost effective housing solutions. Department of Health (DH) and local authorities have jointly funded this programme, which is designed to provide support at a local level, with opportunities for shared learning across the councils.

2. Policy Area: What we did.

The programme has included:

- a strategic analysis by the DH Care Services Efficiency Directorate (CSED) to understand the use of resources and opportunities for efficiency;
- Action Learning Sets provided by Housing and Partnerships to work on housing solutions; and
- Regional shared learning events: KeyRing to promote the use of community support models and a regional family carers forum to support carers to find out about housing plans in their areas.

The next phase of the programme involves tailored support for each council:

- four councils have chosen additional tactical CSED support to work with providers to develop new housing options for an identified group of people;
- four more are now working with their local NHS with support from the Challenging Behaviour Foundation to develop care plans for four people with challenging behaviour. The aim is to develop cost effective plans for this group of people and improve the skills of NHS and local authority commissioners;
- The Strategic Health Authority and Regional Improvement and Efficiency Partnership (RIEP) have also provided additional support;
- The RIEP funded Derbyshire County Council to facilitate the 'Getting a home of my own' project to increase the range of housing options available in Derbyshire; and
- RIEP capital and NHS/DH revenue funding has been allocated to two areas to test out the effectiveness of introducing assistive technology for people with learning disabilities and sharing the learning with other localities.

4. Outcomes

Benefits identified so far: cost effective housing solutions

Four councils were involved in phase one of the programme and through their work with CSED identified the opportunity for the potential to save £2.5m through the development of a range of housing options. These councils now have the following plans:

- **Derbyshire** has identified 110 people who they are aiming to move from residential care into the community by 2012 and 41 people had already moved into their own home by September 2010;
- **Leicestershire** plans to support 90 people to move from residential care into the community over the next two years;
- **Nottinghamshire** plans to support 40-50 people in residential care to move into the community over the next two years; and
- **Leicester** plans to reduce the numbers of people living in residential care by 50 people per year from 2011 to 2014.

Councils in phase two will be identifying their plans by March 2011.

Assistive Technology Projects benefits identified:

Two councils are moving forward to improve outcomes through the use of assistive technology with projected savings identified:

- **Nottingham** is testing out the benefits of placing three designated Telecare and Assistive Technology support workers in each of the City Community Learning Disability Teams to encourage creative and flexible thinking about the use of assistive technology equipment for people with learning disabilities. The estimated gross cashable benefits over five years are £923,000; and
- **Lincolnshire** is using Telecare to support four young people with LD who live in a low secure unit to 'step down' from institutional care by moving into a bungalow within the grounds of the main site and, longer-term, to move into fully independent living. In addition to this, they are encouraging the use of Telecare for people with learning disabilities in the community. The business case estimate savings of £154,790 by 31/3/11 and £371,700 annually from April 2011.

The Co-chairs of the Regional Programme Board, Cllr Sprason and Ranjit Singh, Self Advocate said "*This is an excellent example of identifying an issue, recognising and finding the solution*".

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6. South West - Gloucestershire good practice case study: Employment

Background

This case study demonstrates the importance of the role of the job coach in employment for people with learning disabilities. It shows how partnership working with a range of agencies can ensure that people with learning disabilities are able to find and sustain paid employment.

Approach

In Gloucestershire, the Partnership Board allocated funding to a partnership using money from the Learning Disabilities Development Fund. One of the main objectives of The Big Plan endorsed by the Council and the NHS, was to improve employment opportunities for people with learning disabilities, and this initiative aimed to support this objective.

The funding secured staffing for the initiative, and ensured that there was capacity to meet the needs of the participants. Mark⁴ was one of these participants and his story is given below.

Mark had very little confidence and was at the point of giving up his job, because the tasks that he had been asked to do were too complicated for him. As soon as the job coach started working with Mark, they were able to quickly identify the problem and negotiated with his employer to design a more appropriate job suited to his skills and abilities.

Mark was not sure that he would be able to do the new tasks, so the job coach worked with him to break down the tasks into steps, and provided practical training so that he could carry out his job independently. As Mark started to progress, his confidence improved.

The job coach also worked with Mark's manager and colleagues to ensure that any issues were identified and addressed early, and identified a "buddy" to give him ongoing support.

Outcomes

As a result of the job coach's intervention, the young man was able to rebuild his confidence, and is now much more confident in his ability to carry out the tasks required. He is still employed and enjoying the job.

⁴ Name has been changed

The employer was reassured that support would be available where necessary and was therefore more willing to try new approaches and take on other people with learning disabilities as employees.

Locally, higher targets for employment have now been set by learning disability services, and there has been an acknowledgement of the skills required by an effective job coach.

Conclusion

The project demonstrated the skills required by a good job coach, including:

- An ability to identify appropriate jobs for the person with a learning disability based on their skills and interests;
- Provide practical support to people to enable them to complete the tasks required independently and with confidence;
- Identifying and building up natural supports in the workplace to provide reinforcement and encouragement;
- Employer engagement skills to work with managers and colleagues to find suitable roles, understand the requirements and support the person to meet these, ensuring any problems are resolved.

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7. London - Havering good practice case study: People with learning disabilities having more choices

1. Brief summary of case study and some key learning points

The Accommodation and Support Sub Group, on behalf of the Partnership Board, arranged an event called 'Where I Live' to promote the range of housing choices and options that are available. The event was specifically aimed at broadening peoples' horizons and specifically raising awareness of the alternatives to social housing. As part of the promotion of the event case studies were collected and published widely. The event enabled a wide range of individuals, families and professionals to come together and explore the choices available; many discovering that there are more alternatives than previously thought.

The case study provides an example of employment opportunities, supported housing and floating support models that have been developed in Havering in recent years. The design and nature of the range of support services helps to encourage and enable people with learning disabilities to get paid employment, and to experience semi independent living in a relatively safe space, and then to move into fully independent living through greater use of a wide range of housing options and a rent deposit scheme.

The case study helps to illustrate to others that people can gain the skills, with the right support, to move to their own home, and there are the support mechanisms around to help maintain that independence.

By having some 'live' examples and promoting success stories others can see that there are some real opportunities for a better, individualised life.

2. Policy Area: What we did.

The focus has been on delivering the Valuing People and Valuing People Now agendas, particularly around individuals having greater control over their own lives and improving the choices that individuals have in where they live and who they live with. In addition, the Council has been working to improve the outcomes for individuals with learning disabilities moving into settled accommodation (PSA 16).

Havering Supporting People reviews (2005/6) and feedback from people with learning disabilities highlighted a need for more support to help people move on from, or through, supported housing schemes into their own homes in the community. Help was needed to access a wider range of suitable independent accommodation, utilising the private sector and home ownership options.

Providing targeted support to help people to gain the skills needed to become more independent and to have options to move out of supported housing would help to free up spaces within supported housing for others who are on their journey to greater independence.

A new transitional support service was created with some short term accommodation and a floating support service. In addition a small rent deposit scheme was commissioned together with a private sector liaison post specifically to identify suitable private rental properties to complement social housing options.

A housing options event (Where I Live) was organised in March 2010 to promote the range of options available.

3. Details of Partnership Board involvement and its effectiveness.

The Accommodation and Support Sub Group of the Partnership Board funded, organised and hosted an event to promote the range of housing and support options available. The case study formed a part of the promotional information circulated prior to, and during the event, across the borough. The Partnership Board funded and promoted the event.

4. Outcomes

Eight individuals have been supported to move to their own homes in the last year. The majority of individuals had been living either in supported housing schemes or had moved through the transitional supported accommodation.

There are now more options available to individuals, and there are beginning to be some positive examples to show individuals who are starting their journey towards greater independence.

5. Barriers and challenges

In some cases individuals, relatives and professionals are unaware of the full range of housing options that are available and the support to access the options.

The event helped to promote the options and the case study has helped to provide a practical example of a success story.

It is hoped that this will stimulate increased ambitions for independence.

.6. Impact and evidence

Eight individuals have been supported to move to their own homes in the last year. The majority of individuals had been living either in supported housing schemes or had moved through the transitional supported accommodation.

The event and publication of case studies has stimulated interest in alternative housing options.

It is felt it is too soon to see a marked difference in the ways that individuals see their future housing aspirations.

A housing options questionnaire is being planned for 2011 and will test some of the assumptions about individuals' aspirations.

7. Reflection and lessons learnt

More is needed to promote widely the successes of independent living options across the sector, including examples of those successes and how difficulties have been overcome.

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8. North West – North Lancashire: Local Training Packages

1. Brief summary of case study and some key learning points

This project has been driven by a self advocate who is the Co-Chair of North Lancashire Partnership Board. His perseverance and outspoken determination ensured that the issue of friends and relationships became a key priority for the local area. He mobilised other people including people who use services and interested providers and volunteers, so that eventually there was a work group dedicated to developing opportunities for people to meet up. Subsequently the group has provided training groups, organised night club events and group social activities. More recently they have successfully developed a training pack – ‘friendship matters’ which aims to assist other people in the development and maintenance of friendship welfare.

2. Policy Area: What we did.

The policy area for this good practice addresses the VPN focus on ‘having a life’ and the important place of friends and relationships within this heading. Based on the pressures that people should get the choice to meet new people and keep in contact with their friends. There should also be opportunities to have relationships, get married and be parents. The focus came from individual self advocates, issues raised in self advocacy groups and the willingness of individuals locally to listen to and take action, initially without additional resources.

3, Details of Partnership Board involvement and its effectiveness.

The Local Partnership Board has delegated responsibilities to the Fulfilling Lives Sub Group in Fylde and Wyre to steer developments and responses to the friends and relationship agenda. The planned activities, designed and delivered by the U-Night Group have been regularly reported and supported by the fulfilling lives group, who have ensured that other significant targets were considered with the activity programme. For example reductions in isolation also addressed health improvement objectives.

4. Outcomes

Production of a training pack for people who use services and their supporters. This can be delivered by people with a learning disability and/or their supporters. It builds on earlier work in Fylde and Wyre including people in learning skills which have assisted them to set up a social networking group which promotes opportunities for the development of close, intimate relationships.

5. Barriers and challenges

The significant barriers and challenges related to this case study:

- Save opposition to the concept of a congregated separate social activity, particularly from staff and local managers.
- Fear from staff about training alongside people who use services and having to discuss intimacy.
- Supporters not understanding that people who use services sometimes want them to play a role in supporting the development of relationships, but that often they actually get in the way.

6. Impact and evidence

The impact and evidence of improvements:

- Reductions in isolations, development of social networks, experience of new leisure opportunities.
- Some people have found long term partners – boyfriends and girlfriends. There has been at least one engagement.
- The U-Night group have learnt about business development and are on the way to being a social enterprise.

The production of a training pack presents the opportunity to cascade learning from the local area across the northwest.

7. Reflection and lessons learnt

- The importance of listening to people who use services and acting on the issues that they see as key priorities for improving the opportunities and experiences.
- People with learning disabilities are powerless, 'locked' into services, denied the chance to meet with and socialise amongst anyone other than their commissioned group. A user led group set up for all citizens with a learning disability can cut across these false boundaries and open up the chances of renewing and gaining connections with others.
- People, who have been systematically deprived of opportunities to develop relationships through ordinary means, for example staying out late at a nightclub, need assistance to learn the skills required in these social situations, if they were to gain the maximum benefit from our activities based approach.

9: East Midlands – Derby City: IDeA Peer Review

1. Brief summary of case study and some key learning points

Derby City Learning Disability Partnership Board became the first pilot for the IDeA peer review for learning Disability Partnership Boards during 2010. The pilot was proposed by the Chair of the Regional Learning Disability Programme Board (Councillor David Sprason, lead member for Social Care, Leicestershire County Council) and was developed by the Regional Valuing People programme Lead and the IDeA.

The outcomes of the pilot are currently being evaluated with a view to providing a framework to enable Learning Disability Partnership Boards to evaluate themselves against benchmarks, to promote sector led improvement. There is potential for Partnership Boards within different regions to provide peer challenge against the benchmarks (Key Lines Of Enquiry) for each other, or to bring in a peer team from elsewhere in the country.

2. Policy Area: What we did.

In response to the peer review Derby City's Partnership Board have now restructured their meetings to have them themed e.g. employment, housing. This enables the appropriate people to attend the meetings where they can make contributions, be informed or make decisions.

The meetings are now also in two parts with information sharing in the morning to enable wider input from people with learning disabilities and their family carers and then taking their feedback into the 'business' part of the meeting in the afternoon (with self advocates and family carers who are Partnership Board members representing wider views).

The evaluation of the pilot peer review took place during the summer of 2010 and Derby City Partnership Board has already offered their thoughts for how the process, Key Lines Of Enquiry and guidance manual could be improved. A major recommendation from the Peer review recommended improved communication and greater involvement from all people with learning disabilities and parents/ carers. A bi-monthly newsletter is now being published to support better communication. This has been well received with several positive letters from parents/ carers. We have increased parent/ carer representation for the Partnership to five, and two other carers now attend Hate Crime and Housing sub group meetings.

The Partnership Board meeting which focussed on the needs of older family carers had 10 family carers attend, and 15 of 20 questionnaires returned. One carer said "I'm really interested in the Partnership Board and would love to come again - I've

never been before"- this parent now attends the Housing Sub group to represent Older Family Carers.

3. Details of Partnership Board involvement and its effectiveness.

Derby City Partnership Board was involved once the benchmark had been drafted and helped inform the development of the timetable for the onsite part of the peer review (over 3 days). They successfully co-ordinated and organised interviews and focus groups during the three days. They also arranged for a feedback conference at the end of the three days for partners to attend.

Derby City Partnership Board worked closely with IDeA. Regular phone conversations and email ensured that the timetable was well planned and people were able to make meeting times. IDeA stressed the need to meet certain key individuals and groups, and this helped when discussing matters with senior management team at the Council, and Councillor members.

Over 28 meetings, phone discussions and visits were arranged during the three days of the Peer review team. Apart from difficulties getting around the City, excellent coordination and arrangements ensured that meeting times and venues, often two-three meetings at two-three places at the same time, ran smoothly. This was a result of the good communication between the main contact at the Partnership Board and IDeA.

4. Outcomes

See above regarding changes to product following the peer review pilot and changes to the way in which the Derby City LDPB now operates.

They also now have engagement by the lead elected member for social care (he now co-chairs the meetings) and the new strategic leads within the council (for adult social care).

An action plan devised from the peer review feedback is currently being implemented.

The membership of the Partnership Board is now much more inclusive for people with learning disabilities (particularly people with more profound and multiple disabilities), parents/ carers, key external agencies and public sector departments.

The themed meetings gather information from a wider range of people with learning disabilities and parents/ carers. Derby's Valuing People Now Delivery Plan for 2010/11 asked what's working/ not working under the main themes of Health, Housing, employment and personalisation ... and the views/ feedback from people with learning disabilities and family carers informed this plan.

Their views are fed directly into the Partnership Board via the Ambassadors (paid representatives) and the service user committee. The parent/ carer forum also now has speakers attend and feedback information about the issues facing them.

Prior to the Peer review, the work of the Partnership Board, who attended, how often it met, and its role and purpose was little known. Membership badly needed looking at, and action plans linking in with wider Council plans needed addressing. Whilst the membership prior to the Peer review was committed and dedicated, and lots of good work happened, it was a case of 'too few people doing too much'. The Peer review picked this up and made suggestions as to how to spread responsibilities by including the right people within the board.

5. Barriers and challenges

Ensuring involvement of people with learning disabilities and their family carers in the process of the peer review has been a challenge. This has been overcome by having a person with learning disabilities and a family carer as members of the peer review team – they were provided with a training session and briefings. (The person with learning disabilities chose to bring a supporter as well).

A further significant barrier was trying to engage several key individuals in the Partnership Board, when they had never before had involvement. The Peer Review team were meeting with people that had very little previous knowledge of the Partnership Board, which in itself highlighted these challenges. But by stressing the importance and value of such a review people were happy to meet and have discussions.

6. Impact and evidence

There have been several areas to benefit from the Peer review.

- Awareness of the Partnership Board and its role and purpose.
- At Councillor level, increase in parent representation, and several external agencies and supportive organisations are now involved.
- A Newsletter is now published every 2 months and this informs and updates all people with learning disabilities, carers and professionals.
- There is now a real sense of the Partnership Board going forward, and effecting real change. The membership is now much more inclusive and wider than just learning disability services and there are many "champions" who want to be included and involved.
- Terms of Reference for the Partnership Board and sub groups clearly set out roles and purpose. Partnership Board meetings have retained their informal, relaxed and accessible format, whilst also taking on a more professional approach.

Improvement in performance is demonstrated and actively monitored by use of the local Valuing People Now Delivery Plan/ Action Plan.

Each partnership board has a section for highlight reports where we discuss areas of improvement and any difficulties.

The themed meetings have also produced Action plans and new sub groups i.e. older family carers.

These are being collated as part of the evaluation and will be shared with the Regional Valuing People programme Lead and Derby City Council.

7. Reflection and lessons learnt

Whilst Derby City Partnership Board had many strengths and positives, we also needed to radically look at how we include people with learning disabilities, parents/ carers, and different professionals whilst keeping the strong commitment that current members gave to the Board.

A huge help from the Peer review was the high profile it achieved, and the high level of support and commitment from the senior management team. We were also able to include several people from Health and other Service arms.

The biggest difficulty faced by the Partnership Board was the number of documents needed by the Peer review team to inform their Key Lines of Enquiry.

It is easy to see how essential this is as a starting point, and we would say that other Partnership Boards would benefit hugely by making these documents easily available as part of their ongoing work.

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10. Employment: Getting a Life

Brief summary of approach

The twelve core Getting a Life sites all carried out a detailed analysis of their transition processes to find out what helps young people with learning disabilities get jobs and what the barriers are. This analysis was done in partnership with young people, their families and all key agencies in the local system, and led to the development of the Getting A Life employment pathway. (See pathway on page 33)

The pathway shows what needs to happen at each stage of a young person's transition (from age 14 to age 25), and what the role is of the different elements of the system (transition planning, personalisation, supported employment, curriculum and strategic planning) at each stage.

Examples of local system change

The 12 core sites and other local areas that are adopting the approaches set out in the pathway, are developing local employment strategies and are changing local systems so that young people get the support they need.

The sites are using an approach called “**Working Together for Change**” to embed the learning from their Getting a Life work into strategic planning and commissioning. These events, which involve young people, their families, and commissioners, use information from the young people's person-centred transition plans to identify what is working, what is not working and determine the priorities for the future.

1. Raising Aspirations and Expectations

As part of the Getting a Life programme, local sites set up leadership programmes to support young people and their families in thinking about and planning for employment. This has enabled young people, with the support of their family and friends, to plan towards getting a paid job, and to create opportunities for work experience.

Through the Getting a Life leadership programme, **Oliver** (15) and his family started to think about who could help him get a job and a good life once he leaves school. By setting up a circle of support, they realised that a friend of the family who owned a salon could offer Oliver some work experience. For the last few months, Oliver has been working in the salon, for an hour a week on Thursday or Friday evenings, sweeping up, sorting out the curlers into colours and sizes, folding towels and washing up, and even practicing washing someone's hair. Oliver now knows that he does not want to be a hairdresser but his experience can be to create a CV and he will be talking to other young people at his school about what he has learnt.

Clare is 18 and, with her family, took part in a day of individual planning, where everyone found out lots of things about her, including that she loves animals and already has responsibility for looking after the chickens her family keeps. This day encouraged Clare's mum to approach her school about work experience, and Clare now has a placement at a local museum. In addition, Clare is gaining more experience of working with animals, grooming horses at a stable, and with a cat breeder helping to feed their cats.

Pelham, a 19-year old living with his family in Lincolnshire, has a passion for black and white films, and for marionette puppets. He knows he does not want an office job when he leaves school, and so he and his family used an individual planning session with his transition worker to think about how Pelham could turn his interests into a business opportunity. Pelham is now going to do some research about producing and mending marionettes, so that he can decide whether to pursue this as an opportunity for self-employment.

George, 14, is part of the Getting a Life project in Norfolk. His dream job is to be a postman. Whilst taking part in the leadership programme, George and his family started to think about the steps to take towards making his dream a reality. The first step will be for George to use his PA to support him in work experience, shadowing someone who distributes the local free paper, with the aim of George getting his own round. Other ideas included visiting a local sorting office, and talking to people that the family knows that work in the postal service.

2. Embedding supported employment into the curriculum

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.

Supported Employment in the Curriculum

Westfield Special School in Leominster has started using picture profiling to support young people with learning disabilities to plan for jobs and careers.

Staff at the school, local authority managers and representatives from Mencap Pathways attended an introductory day where they found more about supported employment and job coaching. Parents attended an information session about employment as a positive and possible choice.

All the young people in the transition class are now being supported by school staff to create picture profiles about their aspirations for work, and the skills they could bring to a job. These profiles will be used as CVs to engage with local employers to find opportunities for work experience, Saturday and holiday jobs, and real employment.

In **Lincolnshire**, the 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 where young people experience some of the tasks that employees would perform in those industries.

3. Post-16 options leading to employment

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.

James’ Story

James has just turned 19 and is in his final year in the sixth form at Piper Hill SEN School, Wythenshawe. Through the Youth Supported Employment Project (YSEP), he has secured a part time job at a new Youth Hub in the area.

In March 2010, a local housing association called Willow Park opened a new Youth Hub in Wythenshaw. They wanted young people to become actively involved in the management and running of the hub. Danny, the YSEP project co-ordinator, met with Willow Park’s Youth Involvement Manager to discuss a possible role for James, who has a learning disability and cerebral palsy, with minimal use of his left arm. After meeting James, they agreed to build and customise a role around James’ outgoing personality and his sociability.

James’ role is to support the youth workers at the Junior Open Access Clubs at the Hub on Tuesday and Friday evenings between 6.15pm and 8.30pm, helping with a range of duties including opening up and shutting down the facilities, meeting and greeting young people attending the hub and encouraging them to get involved in the different activities on offer.

The role gives James a combination of structured, specific tasks and the freedom to express himself when interacting and encouraging younger club members. A peer supporter, Emma (19), who was trained as part of the project, supports him in the job.

The role has created benefits for all involved. Willow Park gains two young people from the community to help run the Hub, Emma gains experience towards a qualification and a career in support work, and James now has his first taste of paid part-time work in his community and has a chance to demonstrate what he has to offer.

In **Norfolk**, the MINT project was set up by Norwich City College, using development funding from the Learning and Skills Council. The project will run for four years and aims to support young people with learning disabilities age 18-25 into paid employment. The college is looking for ways to sustain the project after the funding ends.

Stephen's Story – Norfolk

On 1st November, Stephen, who is 18, started a permanent paid job as a kitchen assistant at the Vauxhall Centre, a community resource centre in Norwich. He is thrilled to have this opportunity in a job he really loves, and is now working 9am-3pm five days a week.

Whilst at college, Stephen undertook work experience at the Vauxhall Centre for six months, working one day a week. When the job at the Centre was advertised the College's Foundation Centre Manager encouraged Stephen to apply. Following a three-week temporary paid contract at the Centre, during which he received training from a job coach, using Systematic Instruction to help him learn his job, Stephen was appointed on a permanent contract.

Although Stephen finds remembering verbal instructions difficult, he can now undertake all the different tasks required in the Centre, including working the till. With support and encouragement from colleagues, Stephen is doing well in his new job and staff have said that his customer service skills are excellent – he goes out of his way to be helpful and polite to customers.

Mint is a project run by Norwich City College to support young people with learning difficulties and/or disabilities into paid employment. The project provided Stephen's job coach and will work with him and his employers to review progress and provide any support Stephen needs to continue doing his job well.

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.

4. Supported self-employment

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.

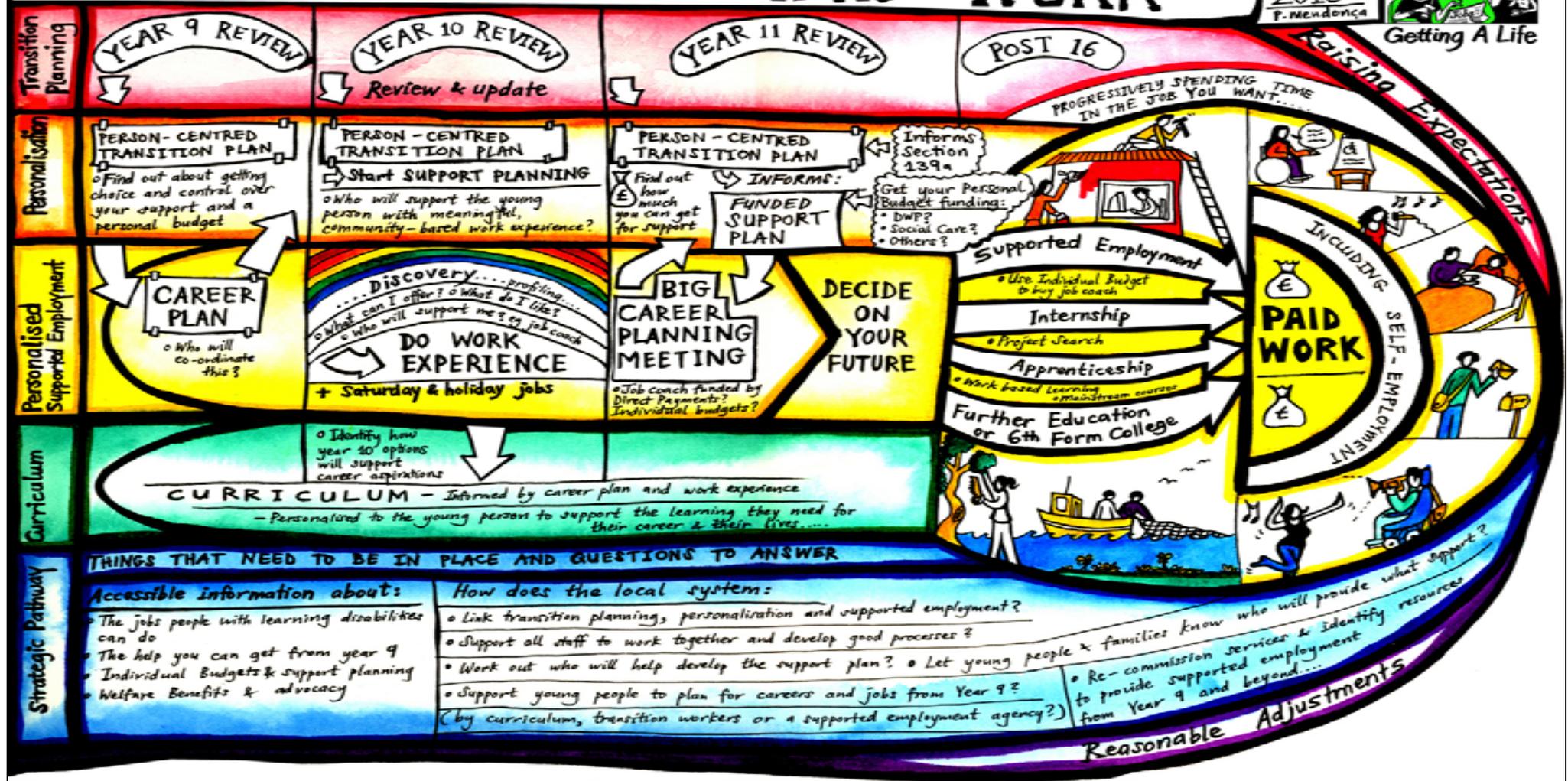
Matt and Mark's Story

Matt and Mark are friends who have been maintaining an environmentally sensitive site in Hereford city together for a couple of years now. The site, which is on the riverbank, needs sensitive management because it is a site of Special Scientific Interest and a Scheduled Ancient Monument. Matt and Mark work there regularly, and use hand tools which are better for the site's conservation.

When they began working, Matt and Mark were volunteers, but they are now paid for their work through individual contracts, and invoice on a monthly basis for their services. miEnterprise brokered Matt and Mark's contracts and arranged some on-site support and tool hire. miEnterprise is working with them to look at options for developing their business and increasing their earnings, for example through taking on maintenance of other sites.

PATHWAY IN TO PAID WORK

March 2010
F. Mendonça
Getting A Life



Transition Planning

Personalisation

Personalised Supported Employment

Curriculum

Strategic Pathway

YEAR 9 REVIEW

YEAR 10 REVIEW

YEAR 11 REVIEW

POST 16

PERSON-CENTRED TRANSITION PLAN
Find out about getting choice and control over your support and a personal budget

PERSON-CENTRED TRANSITION PLAN
Start SUPPORT PLANNING
Who will support the young person with meaningful, community-based work experience?

PERSON-CENTRED TRANSITION PLAN
Find out how much you can get for support
INFORMS:
FUNDED SUPPORT PLAN

Informs Section 139
Get your Personal Budget funding:
• DWP?
• Social Care?
• Others?

CAREER PLAN
Who will co-ordinate this?

Discovery... profiling...
What can I offer? What do I like?
Who will support me? eg job coach
DO WORK EXPERIENCE
+ Saturday & holiday jobs

BIG CAREER PLANNING MEETING
Job coach funded by Direct Payments? Individual budgets?

DECIDE ON YOUR FUTURE

PROGRESSIVELY SPENDING TIME IN THE JOB YOU WANT...
Supported Employment
• Use Individual Budget to buy job coach
Internship
• Project Search
Apprenticeship
• Work based learning
• mainstream courses
Further Education or 6th Form College

Raising Expectations
INCLUDING SELF-EMPLOYMENT
PAID WORK

CURRICULUM - Informed by career plan and work experience
- Personalised to the young person to support the learning they need for their career & their lives...

THINGS THAT NEED TO BE IN PLACE AND QUESTIONS TO ANSWER

Accessible information about:
• The jobs people with learning disabilities can do
• The help you can get from year 9
• Individual Budgets & support planning
• Welfare Benefits & advocacy

How does the local system:
• Link transition planning, personalization and supported employment?
• Support all staff to work together and develop good processes?
• Work out who will help develop the support plan?
• Support young people to plan for careers and jobs from Year 9?
(by curriculum, transition workers or a supported employment agency?)

Let young people & families know who will provide what support?
• Re-commission services & identify resources to provide supported employment from Year 9 and beyond...

Reasonable Adjustments



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