

# **‘The Big Plan’**

## **Learning Disability Strategy Annual Report**

Adult Social Care Scrutiny Commission

02/12/2021

Lead director: Cllr Russell

## Useful information

- Ward(s) affected: All
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- Report version number: V3

### 1. Summary

- 1.1. The purpose of this report is to provide the ASC scrutiny commission with a progress update on steps taken to embed the joint health and social care strategy for learning disability, also known as the 'The Big Plan'.
- 1.2. The 'Joint Health and Social Care Learning Disability strategy 2020 – 2023' was presented at a partnership event, hosted by Leicester City Council and Active Leicester, which provided the platform to launch the strategy in February 2020.
- 1.3. Part of the commitments in the strategy were to provide yearly reports highlighting successes, areas that still need development, and the priority areas for the following year. This report includes the presentation of the 'Big Plan Annual Report' see (appendix 1)
- 1.4. This report has been produced to inform the scrutiny commission of the achievements and challenges since the strategy launch in February 2020, and an easy read version (appendix 1), is included to ensure it is accessible to all people including those with learning disabilities, is included.
- 1.5. This report is in line with our strategic commitments within 'The Big Plan', which details the strategic aims for Leicester City's health and social care services to improve the offer for people with a learning disability.
- 1.6. The original plan for implementing the strategy was to have three strategic and operational partnership task and finish groups to look at specific objectives in the following areas.
  - Reasonable Adjustments
  - Equal and Equitable Health
  - Practitioner Development
- 1.7. However, the COVID -19 pandemic started to become a clear risk to the country, and to service delivery, in the weeks immediately after the launch, leading to a complete change to the way services worked.
- 1.8. 'The Big Plan' Annual report provides information and details outlining:
  - How key strategy deliverables such as Transforming Care Programme (TCP) and learning from lives and deaths of people with learning disabilities (LeDeR) were maintain.

- How the delivery approach was adapted to ensure the voice of experts by experience remain integral to the work delivered despite increased reliance on IT and internet-based solutions.
- What has been achieved from a social care perspective including both internal and external care and support service provisions.
- What has been achieved from a health provision perspective including support for people during the pandemic, and service improvements key to implementing the NHS 10-year plan.

## **2. Recommendations**

2.1. Members are asked to note the report.

## **3. Supporting information:**

- 3.1. Whilst the council have only recently adopted the Making it real framework (see appendix 2), the learning disability strategy used the ethos of this framework to understand what was needed in order to make our plan happen by 'making it real'.
- 3.2. Making it real has six core principles that puts local people at the centre of local service design, provision, and delivery.
- 3.3. The six principles and accompanying 'I statements' (appendix 2) provide a framework that will guide the work we have been doing, and continue to do, to deliver on the Learning Disability strategy actions. The six principles aims for people receiving any form of health or social care are to ensure that people are:
- Living the life, I want, keeping safe and well: (wellbeing and independence)
  - Having the information, I need, when I need it – (information and advice)
  - Keeping family, friends, and connections: (active and supportive communities)
  - My support, my own way: (flexible and integrated care and support)
  - Staying in control: (when things need to change)
  - The people who support me: (workforce development)
- 3.4. The 'The Big Plan' has eight priority focus areas that aims to improve the experience people with a learning disability will have of health care, social care and wider community services.
- 3.5. Each of these focus areas are being developed, and at the core of each section will be 'making it real'. The eight priority areas are:

- Social Care.
- housing and accommodation.
- equal healthcare.
- healthy lifestyles.
- access and inclusion to leisure, recreation, and public transport.
- work, college, and money.
- moving into adulthood.
- support for carers.

#### **4. The Big Plan: Strategic achievements for 2020/21 and priorities for 21/22**

- 4.1. Despite the covid-19 pandemic and the challenges this presented, much work has been completed. This progression will enable the council and wider partners to deliver on its strategic commitments.
- 4.2. There is a purpose to each of the actions in the strategy. However, we also need to demonstrate how our 'achievements' will impact services and truly ensure we are 'Making it real' for people who access health and social care support.
- 4.3. To assess how we are making the strategy intentions a reality each success will have a key 'I statement' at the core to guide the planning, delivery and understanding the impact of this work.
- 4.4. Social care and education have several teams, projects, and working groups that have already implemented several changes that meet the commitments of the LD strategy, and support the role out of 'Making It Real'.
- 4.5. Health and social teams have been working in the following areas to make the 'I statements' a reality for people. The actions that have been developed and implemented should influence positive change and ensure that we are 'Making it Real'. These statements and our responses include:

#### **5. *'I am supported by people who see me as a unique person with strengths, abilities, and aspirations'* Making it Real**

##### **Work to improve Social Care service provision for 2020/21 and planned work for 21/22 to make this real include:**

- 5.1. The Development of an easy read training package which has been delivered to social care and education teams. The priority for 21/22 will be to role this out to all teams.
- 5.2. This will include social workers, care providers and commissioning officers. This will enable our workforce to make necessary adjustments when corresponding with people who have learning disabilities and require this type of adjustment.
- 5.3. A training group to develop a package of training that meets the Learning Disability competency framework has been formed. The group will work to improve persons centred practice as well as developing organisational understanding and delivering of reasonable adjustments to overcome the

challenges that people with a learning disability can have when accessing social care and health services.

- 5.4. Social care is asking all its staff to stop using the term service user. This approach will focus on people's strengths and will enable people and practitioners to develop an equity in relationships where the people using services are central to that provision.
- 5.5. Being person centred and having a strength-based approach, and launching 'Making it Real' as the framework the local authority will use in social care, will mean people will be better placed to identify what is important to them in many areas including their social care support.

**6. *'I have a place I can call home, not just a 'bed' or somewhere that provides me with care'*. Making it Real**

**Work to develop the offer, availability and quality of Housing and Accommodation opportunities for 2020/2021 and planned work for 21/22 to make this real include:**

- 6.1. Work has started on improving housing documents and the housing application process for people with learning disabilities. This has been developed across the commissioning team and the supported living team with support from housing.
- 6.2. There is a specialist team that will be looking at Transforming Care Programme (TCP) referrals for health and social care. TCP means any person with a learning disability and/or autism with complex behaviour support requirements.
- 6.3. This 'TCP' team is now an LLR team hosted by Leicester City Council and works closely with health colleagues to help people in acute hospital wards to get all the support they need so they can leave hospital, when they are ready, and find a place to live in the community.
- 6.4. The new supported living framework offers a specific 'lot' to empower people with complex support needs to be more involved in the commissioning of their care. We will try and use this process whenever a person with LD/ASD and complex care and support needs is referred for supported living services. This will be further developed during 2021/22.
- 6.5. The Specialist commissioning process is designed to ensure that those people with complex behaviour, that services can find challenging, can find the right support at the right time by the right providers and prevent any future hospital admissions. This will be further developed during 2021/22.

**7. *'I am supported to manage my health in a way that makes sense to me'* Making it Real**

**Work to develop the priority area 'Equal Healthcare' to ensure health care is equitable for people with a learning disability for 2020/2021 and planned work for 21/22 to make this real include:**

- 7.1. There is now an LLR management team that will be looking at the learning from the lives and deaths of people with learning disabilities this is also known as LeDeR.
- 7.2. The LeDeR team will review the health and social care provision of any person with a learning disability.
- 7.3. The purpose of completing this work is to look at gaps and health inequalities within the health and social care support that person received and learn how to improve service delivery. This process also looks for examples of good practice to influence a programme of learning into action and SMART actions.
- 7.4. There were specific challenges this year for healthcare when ensuring COVID 19 jabs were available and delivered. The health and social care response ensured that there were COVID jab clinics just for people with a learning disability.
- 8.4. Some of the vaccination team members also made adjustments such as wearing fancy dress to help make the experience less clinical and less stressful. This enabled some people with learning disabilities, that were afraid of needles and the vaccine, feel at ease. Many people fed this back to the healthcare professionals.
- 8.21. Health and Social Care teams have been working very closely together to try and make sure that people with a learning disability are able to continue to stay safe from COVID-19 and other seasonal illness.

**9. *'I can get information and advice about my health and how I can be as well as possible – physically, mentally, and emotionally'*. Making it Real**

**Work to develop priority area for 'Healthy Lifestyles' that are equitable for people with a learning disability for 2020/2021 and planned work for 21/22 to make this real include:**

- 9.1. Healthcare services worked with the Learning Disability Partnership Boards to lobby central government and the department for health and social care to ask for COVID-19 jabs for people with LD to be a priority. Leicester and Leicestershire were at the forefront of this work.
- 9.2. Health and Social Care have been working together to try and make sure people are able to stay safe during COVID – 19 for the remainder of the year and this will be a priority for the coming winter months.
- 9.3. A learning theme from LeDeR reviews identified a need across many health and social care services to have access to the right kind of weighing machinery to meet different needs of people including those who use a wheelchair.
- 9.4. Work is now underway with GPs to make sure they get proper access to the right kind of weighing scales to meet the needs of people with different physical or intellectual disabilities.

- 9.5. The increase in annual health checks continued to improve during 2021/22 this was maintained despite the COVID 19 pandemic. The joint work and with GPs, LD nurses and CCGs meant that more Annual Health checks were completed than the year before.
- 9.6. Health checks remain a priority for 21/22 as will the focus on the quality assurance and accessibility of health checks to ensure this is offered and can be delivered to anybody with a learning disability regardless of the persons circumstances.
- 9.7. The work on health checks had a specific focus on supporting people who had not had a health check for more than 2 years. Now that these have been completed, and the checks are increasing the focus for 21/22 will include ensuring that everyone gets a proper Health Action Plan after their Health check.
10. ***'I can meet people who share my interests and have the opportunity to join and participate in a range of groups'*** Making it Real

**Work to develop priority area for 'Access and Inclusion to Leisure, recreation, and public transport' for people with a learning disability for 2020/2021 and planned work for 21/22 to make this real include:.**

- 10.1. The City Council website pages for information about learning disabilities services has been redesigned and developed. This now has a very user-friendly format, with separate sections on support offers, how to access support, leisure opportunities and how to contact our services.
- 10.2. The webpage gives information in different formats and provides more easy read opportunities. This work was coproduced with the we think group and will be continually developed during 21/22.
- 10.3. Work has been developed with the Planning Development and Transport team from Leicester City council. Through our user participation group 'We think' connections between our public transport coordination teams and social care commissioning teams have been made stronger.
- 10.4. There have been opportunities offered to our local leaders, with lived experience of learning disability, to engage with the public transport user groups. These links and conversations will be strengthened during the next year of implementing the big plan.
- 10.5. Many of the priorities and actions for this area were related to accessing local leisure and recreation services. This included working more closely with active Leicester, public health, and the museums and library services.
- 10.6. The pandemic has been very restrictive and we have not been able to progress much of the work we had hoped to in the first year of the 'The Big Plan' however this will be a priority area for us in 21/22
11. ***'I am valued for the contribution that I make to my community'*** Making it Real

**Work to develop priority area for 'Work, College and Money' for people with a learning disability for 2020/2021 and planned work for 21/22 to make this real include:**

- 11.1. Leicester City council social care and commissioning staff are working in partnership with other departments to understand how we can start to develop improvements in this area.
- 11.2. By working closer with the 'Big Mouth Forum' we hope that we will be able to strengthen our links with local colleges and training agencies and ensure they are part of a partnership approach to improve work, college, and learning potential for people with learning disabilities.
- 11.3. The pandemic has been very restrictive and we have not been able to progress much of the work we had hoped to in the first year of the 'The Big Plan' for this area, however this will be a priority for us in 21/22
12. ***'I am in control of planning my care and support. If I need help with this, people who know and care about me are involved'*** Making it Real

**Work to develop priority area for 'Moving into Adulthood' for people with a learning disability for 2020/2021 and planned work for 21/22 to make this real include:**

- 12.1. We have invited the big mouth forum members to join in the Leicester City Partnership Board meetings.
- 12.2. Our user participation group 'We think' are looking at strengthening the link between transition aged people and the self-advocacy group called 'We think' This will enable a broader age range of people to have a voice in the work of the learning disability partnership board.
- 12.3. The transitions team have a separate strategy that includes the expected outcomes and actions from 'The Big Plan', this will avoid duplicating work and enable the correct teams to lead on the development of the specific actions during 21/22.
- 12.4. The development of information and guidance for people of transitions ages have now been developed into an easy read version, to enable accessibility for people with a learning disability or other literacy related needs.
13. ***'I have people in my life who care about me – family, friends, and people in my community'*** Making it Real

**Work to develop priority area for 'Support for Carers' of people with a learning disability for 2020/2021 and planned work for 21/22 to make this real include:**

- 13.1. Carers of people with a learning disability, along with all other carers who provide unpaid carer and support for loved ones, have a variety of needs and complex situations.



- 13.2. The LLR carers strategy is fully endorsed on considered in the work that is completed to embed the learning disability strategy.
- 13.3. There have been some specific projects over the last 12 months that have assisted carers with no access to IT equipment to access tablets and devices – this was part of the ‘mind the gap’ work and particularly for unpaid carers of people with an LD and / or Autism.

#### **14. Core priorities for 2021/2022**

- 14.1. Reviewing our capacity to meet the respite needs for carers of people with complex needs are met.
- 14.2. Continuing to develop staff training that will focus on learning disability awareness, reasonable adjustments, and equality and diversity within learning disability services.
- 14.3. Working to support the stop over medication of people (STOMP) initiative and provide information and guidance to practitioners.
- 14.4. Develop closer links with public health to ensure that people with learning disabilities are considered when launching local public health campaigns.
- 14.5. Continue the development of delivering on our obligations under the Transforming Care Programme, this will include working with our providers.
- 14.6. We will work closely with the ‘Learning from lives and deaths of people with learning disabilities’ team and ensure the lessons learnt inform future practice to improve health outcomes and address health inequalities.

#### **4. Details of Scrutiny**

4.1 Update report Dec 2021.

#### **5. Financial, legal and other implications**

##### **5.1 Financial implications**

There are no direct financial implications resulting from this report at this stage, however any future outcomes or changes may need to be reviewed in due course.

*Yogesh Patel – Accountant (ext 4011)*

##### **5.2 Legal implications**

Whilst there are no direct legal implications arising out of the report any work undertaken to take forward the Strategy may need further assessment. Legal advice should be obtained as required.

*Mannah Begum, Principal Solicitor Commercial, Ext 1423*

No other legal implications.

*Pretty Patel, Julia Slipper*

### **5.3 Climate Change and Carbon Reduction implications**

There are no significant climate change implications directly associated with this report. A number of the priorities in the report could have environmental co-benefits, for example the promotion of healthy lifestyles and work to improve the quality of housing, which is often closely related to its energy efficiency. Carbon emissions from ongoing delivery of the service could potentially be reduced through encouraging the use of low carbon or active travel by employees as appropriate, and using sustainable procurement principles, for example for equipment and resources.

Aidan Davis, Sustainability Officer, Ext 37 2284

### **5.4 Equalities Implications**

Under the Equality Act 2010, public authorities have a Public Sector Equality Duty (PSED) which means that, in carrying out their functions, they have a statutory duty to pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act, to advance equality of opportunity between people who share a protected characteristic and those who don't and to foster good relations between people who share a protected characteristic and those who don't.

Protected Characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The 'The Big Plan' has nine priority focus areas that aim to improve the experience people with a learning disability will have of health care, social care and wider community services. The nine priority focus areas should lead to improved outcomes for people from across a range of protected characteristics, with particular emphasis on disability. The areas of work listed within The Big Plan cover a wide range of areas and equality considerations need to be embedded throughout these. Where appropriate Equality Impact Assessments should be undertaken to assess impact and put into place mitigating actions to address these as appropriate. The Equality Impact Assessment is an iterative document which should be revisited throughout the decision-making process.

Further guidance can be sought from the Corporate Equalities Team.

Sukhi Biring, Equalities Officer, 454 4175

## **6. Background information and other papers:**

## **7. Summary of appendices:**

**Appendix 1** Easy Read 'The Big Plan Annual Report'

**Appendix 2** Making it Real I statements