



Telford & Wrekin  
C O U N C I L

Addenbrooke House Ironmasters Way Telford TF3 4NT

## HEALTH SCRUTINY COMMITTEE

Date **Monday, 29 March 2021**

Time **10.00 am**

Venue **Microsoft Teams**

### Enquiries Regarding this Agenda

Democratic Services Josef Galkowski

01952 388356

Media Enquiries Corporate Communications

01952 382406

### Committee

Councillors S P Burrell, A R H England, V A Fletcher, J Loveridge,  
Membership: L A Murray, G L Offland, S J Reynolds, J M Seymour and  
D R W White (Chair), Co-optees J Gulliver, H Knight, J O'Loughlin  
and D Saunders

## AGENDA

- |   | <u>Page</u> |
|---|-------------|
| 1. <b>Apologies for Absence</b>   |             |
| 2. <b>Declarations of Interest</b>  |             |
| 3. <b>Minutes of the Previous Meeting</b><br>To confirm the minutes of the previous meeting.  | 3 - 8       |
| 4. <b>COVID-19 Update</b><br>To receive a verbal update on COVID-19 in Telford and Wrekin from Liz Noakes, Director for Public Health, Telford & Wrekin Council.  |             |
| 5. <b>Draft Learning Disability Strategy and Consultation Proposals</b><br>To receive a report on the draft Learning Disability Strategy and consultation proposals from Sarah Dillon, Director: Adult Social Care, Telford & Wrekin Council. | 9 - 62      |
| 6. <b>Chair's Update</b>  | 63 - 64     |

This page is intentionally left blank

## HEALTH SCRUTINY COMMITTEE

### Minutes of a meeting of the Health Scrutiny Committee held on Tuesday, 1 December 2020 at 2.00 pm in Remote Meeting

#### **Present:**

Councillors A R H England, V A Fletcher, J Loveridge, G L Offland,  
S J Reynolds, J M Seymour and D R W White (Chair).  
Co-optees: H Knight, J O'Loughlin and D Saunders

#### **In Attendance:**

S Bass, Service Delivery Manager: Commissioning, Procurement &  
Brokerage  
Cllr A Burford, Cabinet Member for Health and Social Care  
S Dillon, Director: Adult Social Care  
J Galkowski, Democratic Services & Scrutiny Officer  
A Grewal, Service Delivery Manager: Community Social Work  
C Hall Salter, Service Delivery Manager: Service Improvement and Efficiency  
L Noakes, Director for Public Health

#### **Apologies:**

#### **HAC-9     Declarations of Interest**

None.

#### **HAC-10    Minutes of the Previous Meeting**

**RESOLVED** – that the minutes of the meeting held on 6 November 2020  
be confirmed and signed by the Chair.

#### **HAC-11    Telford and Wrekin Council: Health and Social Care Update - Continued**

The Committee received a continuation of the presentation from the previous meeting, relating to an all-encompassing update on health and social care in Telford and Wrekin, with reference to changes made as a result of the COVID-19 pandemic. The presentation was introduced by The Director: Adult Social Care, Telford & Wrekin Council, and included information on all things digital, supporting carers, market management and planning for the future.

#### **All things digital.**

The Committee were informed of the digital offer that was available for adult social care in Telford and Wrekin, digital projects that were being developed and Live Well Telford. The Committee heard how many of the digital projects implemented over the last year were

already planned but were escalated as a result of the COVID-19 pandemic. Some examples of digital transformation projects that had been implemented included:

- Microsoft Teams meetings for virtual hubs, assessments, reviews for residents with care and support needs, Making It Real virtual board meetings, adult learning disability strategy development engagement sessions and wider multi-disciplinary meetings across agencies and departments.
- Tech Enabled Care (Assistive Technology)
- Kindle Kindness in care homes
- App aiding mental health professionals with Section 12 and booking Doctors (in partnership with the CCG).
- Fully integrated case and financial management recording system.

Some examples of digital projects in development included:

- Online professional referrals into Family Connect
- Independent Living Centre in partnership with CVS, including development of virtual tour of a house with Tech Enabled Care options.
- End stages of Gov Roam scheme, which enabled health and social care workers across Shropshire, Telford and Wrekin Sustainability and Transformation Partnership (STW STP) to work in any partner building.
- STW STP – Health and Social Care Integrated Care Record.
- Adult Learning Disability App called AutonoMe to support independence and preparing for work.
- Piloted “speech to text” software to record directly into case management systems while working mobile.
- Online self-service – access to information and advice, care accounts and financial assessments.

The Service Delivery Manager: Service Improvement and Efficiency advised that Live Well Telford was the Council’s one-stop-shop website for providing advice for residents to live healthy independent lives, as an all aged community resource directory for information on access to early help, improving wellbeing through connections in their community and enabling them to contact the relevant professionals and organisations. The website received over 4,600 hits a month with over 1,500 services listed.

Members asked the following questions:

*Members asked what assurance there was that vulnerable individuals actually received the right care that was being paid for.*

The Director: Adult Social Care stated that when arranging care and support for individuals, a support plan was drawn up based on their individual needs and requirements. The Director: Adult Social Care advised that the procurement team monitored the care provided by the external sector.

*Members welcomed the use of technology to help improve independency of their residents, but wondered if the recipients of the assistive technology would receive training on how to use it.*

The Service Delivery Manager: Service Improvement and Efficiency stated that that was part of the digital inclusion strategy to ensure that officers at the Council could use the new technology and provide support.

*Would the Health and Social Care Integrated Care Record would be part of a national scheme which “talked” to other systems, or would it be region specific?*

The Service Delivery Manager: Service Improvement and Efficiency advised that it was currently a local solution for Shropshire, Telford and Wrekin but the long term goal as part of the Government’s plan was for it to feed into a national system to create a fully integrated care record system.

*Members welcomed the idea of an integrated care record system, but were concerned over the potential for data to be lost or stolen.*

The Service Delivery Manager: Service Improvement and Efficiency stated that all information was backed up to ensure business continuity, and that individuals accessing the information do not download it, but rather access it in real time.

*Members asked what we can do to encourage people to use devices such as Amazon Echo and Alexa devices which can support individuals in their homes.*

The Director: Adult Social Care agreed that these type of devices can provide support to individuals, and that is the Council was signposting individuals on how to best use these type of assisted living devices to have a healthier and independent lives, such as settings reminder to take medication.

### **Supporting Carers.**

The Committee received an update on the offer and support available by the Council and its partner organisations to support carers in Telford and Wrekin. The Council worked closely with the Wellbeing Independence Partnership, and specifically the Telford and Wrekin All Age Carers Centre to undertake carer assessments and support planning for carers as part of a Joint Carers Peer Review which ensured carer’s needs are met in a holistic way. Specialist commissioned services had been implemented, which were dedicated to supporting carers, such as the emergency response team, a sit-on service and counselling for carers.

In response to COVID-19, a special winter planning session had been organised with the Carers Centre and partner organisations, which resulted in the development of a carer’s winter wellbeing booklet which included information on local guidance, support, networks, contacts and groups, this would be sent to all carers known to Adult Social Care and the Carers Centre.

Members asked the following questions:

*How often carers were assessed, as there was a concern that many did not reach for support when it was needed.*

The Service Delivery Manager: Principal Social Worker stated that this was a reason why the Carers Centre played such an important role in providing support and key issues could be escalated in the fortnightly calls, so that the right care and support can be put in place.

*Many of the usual methods for carers gaining respite were currently closed due to COVID-19 social distancing regulations, was there still an offer of respite.*

The offer had changed for people with learning disabilities due to the closure of days services, instead they were offered an online platform for individuals and carers to get peer support as well as creating smaller social bubbles within the community. In terms of support for carers looking after individuals with Dementia, a carers assessment could be undertaken and which may result in some 1-2-1 support respite for the carer and there was a specifically commissioned service for crisis support if a carer is rushed to hospital, which included where a carer had tested positive with COVID-19.

*Members were concerned about the COVID-19 impact on the mental health of carers and those they cared for.*

The All Age Carers Centre had undertaken wellbeing calls with known carers in Telford and Wrekin, and the service had not been overwhelmed.

*Were carers were tested for COVID-19.*

Where respite care was provided, individuals were tested.

### **Market Management.**

In respect of market management and the Council's responsibilities for supporting the care sector in Telford and Wrekin, The Committee heard how the Council was instructed to create a Care Sector Support Plan, in collaboration with Shropshire Council, the Shropshire, Telford & Wrekin Clinical Commissioning Groups and the various providers of care, to create the STP Care Sector Task & Finish Group.

The Council supported hospitals in getting patients back home with the care that they need and where they need it and note that the Kindle Kindness campaign had been established by the Council to allow families to interact with their loved ones in care homes, which had helped improve the mental health and wellbeing of residents.

In respect of the financial support the Council provided to the care market, at the onset of the pandemic Members were advised that providers were paid on commissioned care, not actual care, and provided 10% extra on the contracts to cover setting up organisational response to COVID-19, such as expenses for Personal Protective Equipment, managing isolation with their staff and covering sick leave for staff. The Committee heard how this was replaced by Infection Prevention Control Grant that came out in June 2020, and then again in October 2020 which went directly to care homes, domiciliary care providers, supported living and extra care.

Members heard that the key issues faced in market management related to the impact of COVID-19 and the provider struggled with capacity, recruitment, and retention as well as with staff off on sick leave. Members also heard how some care homes were beginning to struggle financially as some were at 80% capacity, which highlighted a wider problem of sustainability.

Members asked the following questions:

*Members were concerned about the financial sustainability of the care homes given the additional funding that they had received from the Government was due to end in March 2021. Were any care homes in Telford and Wrekin were at risk of closing.*

There were no care homes currently at risk of closure.

*Was the two hour discharge policy from hospital was safe and that patients had the correct support at home and medication available.*

The two hour discharge policy required the patient to be medically fit with the correct medication available to take home to ensure the care home was ready to receive the patient.

*Were members of the patient's family and carers involved in the discharge policy to ensure that the patients were going to the right place and the right time, to ensure their needs are met and that they are not re-admitted.*

The Fact Finding Assessment (FFA) was very important as part of the discharge process, Council worked closely with NHS colleagues within hospitals in Telford and Wrekin, and if there were occasions that discharges not working as smoothly as possible, then there were daily calls with partners to raise those issues. The integrated discharge team was discussed, where Council staff are in continual conversations with partnered organisations regarding the correct care for patients which relied on partnerships, close connection and discharge planning to ensure a smooth pathway to the correct home.

*Was there concern with respect to the upcoming Christmas period and temporary lifting of COVID-19 restrictions, and if there were any plans to mitigate any potential problems that could arise from this.*

It was important to keep the mental health of cared for individuals positive and advised against families taking their relatives out of care homes around the festive period. The Care Home Support Plan was in place as well as a redeployment group whereby health and social care staff were mobilised to support a care home in crisis and constant communication with care agencies that provide domiciliary care.

*Individuals living in care homes had not seen their family since March 2020, and was there a way which utilised pre-visit COVID-19 testing to visit family in care homes.*

Every care home in Telford and Wrekin had received information from the Director for Public Health on advice and guidance for risk assessments to facilitate visiting in a safe manner

which is tailored to the individual resident. Lateral Flow Tests were being trialled in three locations across the United Kingdom, however they were an extremely complicated administrative burden in terms of managing and recording. These were to be used alongside risk assessments to facilitate visiting as seen fit, along with the use of Personal Protective Equipment and isolated areas for visits.

### **Planning for the Future**

The Committee heard about planning for the future of adult social care in Telford and Wrekin, that it was important that the offer for adult social care in Telford and Wrekin was developed; that it was co-produced by people with lived experiences and their carers and used population data to inform decision making. It was highlighted the population in Telford and Wrekin was aging, and that information needed to be included in the forward planning in order to properly manage resource to meet the demand. Involvement from external groups and internal audits would help improve the delivery of services, by acting as the critical friend.

Members asked the following questions.

*Where carers should go if the situation regarding the cared for has changed, and they now required additional support.*

Either All Ages Carers Centre or via the Council and the Family Connect team, as both organisations worked closely with one another and could escalate queries.

### **HAC-12 Chair's Update**

None.

The meeting ended at 3.35 pm

**Chairman:** .....

**Date:** Monday, 29 March 2021

**TELFORD & WREKIN COUNCIL**

**HEALTH SCRUTINY MEETING – MONDAY 29 MARCH 2021**

**DRAFT LEARNING DISABILITY STRATEGY AND CONSULTATION PROPOSALS**

**REPORT OF DIRECTOR OF ADULT SOCIAL CARE**

**LEAD CABINET MEMBER – CLLR ANDY BURFORD**

## **PART A) – SUMMARY REPORT**

### **1. SUMMARY OF MAIN PROPOSALS**

- 1.1. *“A learning disability is a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money - which affects someone for their whole life. There are different types of learning disability, which can be mild, moderate, severe or profound”*<sup>i</sup>. According to data available from the Joint Strategic Needs Assessment in 2017 there is an estimated total of 4100 people over 15 with a learning disability in Telford and Wrekin. As at 30 November 2020 Adult Social Care were supporting 493 adults with learning disabilities. This represents 27% of all the adults supported by adult social care.
- 1.2. Across all services in Telford and Wrekin we want to promote independence of people with learning disabilities and help people to live well. People with learning disabilities, and their families, in Telford and Wrekin should be able to access advice, information, care and support that is aspirational, modern and meaningful.
- 1.3. During Autumn 2020, the Council undertook a series of engagement events to co-develop a new Learning Disability Strategy that would set out our approach to improving the lives of adults with a learning disability in Telford and Wrekin over the next 5 years. The draft strategy has been informed and developed by what people with learning disabilities, their families and carers, and professionals have told us.
- 1.4. The purpose of this report is to present a high level overview of the draft Learning Disability Strategy (please refer to Appendix A for a copy of the full draft strategy) alongside the consultation questions (Please refer to Appendix B for a copy of the questions).

### **2. RECOMMENDATIONS**

**Scrutiny is asked to:**

2.1 Note the content of the report and appendices; and

2.2 Support and promote the consultation on the draft Learning Disability Strategy.

### 3. SUMMARY IMPACT ASSESSMENT

<b>COMMUNITY IMPACT</b>	Do these proposals contribute to specific Co-operative Council priorities?	
	Yes	Ensuring every child, young person and adult lives well in their community
	Will the proposals impact on specific groups of people?	
	Yes	The Learning Disability Strategy will impact on all residents who have a learning disability, their families and carers.
<b>TARGET COMPLETION/ DELIVERY DATE</b>	The strategy is scheduled to be implemented in Summer 2021, depending on feedback from the consultation, approval by Cabinet and any impact from Covid.	
<b>FINANCIAL/VALUE FOR MONEY IMPACT</b>	Yes	<p>The budget for Adult Social Care necessitates an annual financial review and modelling of the impact of future care strategy, numbers of clients anticipated to be supported, and the unit rates estimated to be valid in the ensuing financial year(s). In addition, the Council receives income from client contributions and contributions towards the cost of care from partners e.g. the CCG. For 2021/22 the provisional budgeted gross expenditure requirement for long term care for clients with a Learning Disability for all over 18's is around £23m.</p> <p>The financial implications of the adoption of this strategy can only be considered when the detailed action plan is produced. There will then need to be a review to determine whether these changes can be met from within the available resources of all partners.</p> <p style="text-align: right;"><i>RP 13.01.2021</i></p>
<b>LEGAL ISSUES</b>	Yes	<p>The Learning Disability Strategy is required to comply with The Care Act 2010 and the promotion of personal well-being in care and support. The Equality Act 2010 details protected characteristics protected from discrimination, the prevention of disadvantage to classes of individuals including those with learning disabilities and necessary reasonable adjustments which are accounted for within this report. The Human Rights Act 1998 and the included right to be free from discrimination are noted and remain good law pending review in 2021. These legislative requirements and protections are met in the attached report.</p> <p style="text-align: right;"><i>ON 13.01.2021</i></p>
<b>OTHER IMPACTS, RISKS &amp; OPPORTUNITIES</b>	Yes	There are opportunities relating to improved outcomes for people, sustainability and improved efficiencies through delivering on the learning disability strategy.

IMPACT ON SPECIFIC WARDS	No	N/A
--------------------------	----	-----

**PART B) – ADDITIONAL INFORMATION**

**4. BACKGROUND**

4.1. Using learning disability prevalence rates from Public Health England (2016) and population data from the Office for National Statistics (2019) MENCAP<sup>ii</sup> have calculated that there are 1.5million people with a learning disability in the UK. This equates to 2.16% of all adults in the UK and 2.5% of all children in the UK.



4.2. Looking specifically at the prevalence within England it is estimated that there are 951,000 adults with a learning disability, of which 731,000 are of working age (18-64)<sup>iii</sup>.



4.3. In January 2020, Public Health England<sup>iv</sup> provided more detailed data in relation to adults with learning disabilities. They reported that “*in total, the number of adults with learning disabilities getting some form of long-term social care increased from 139,555 people in the period 2014 to 2015 to 147,915 people in 2017 to 2018*”. This increasing number of people receiving long term social care continues to be seen nationally and locally and is important to recognise the impact the increasing population has on the provision of services, including statutory ones.

4.4. Locally, the Shropshire, Telford & Wrekin Sustainability and Transformation Partnership (STP) has a role in developing and running services in a more coordinated way, agreeing priorities and planning collectively how to improve local residents’ day to day health. It seeks to address the key aims of the NHS Long Term Plan<sup>v</sup> to “*give everyone the best start in life, deliver world-class care for major health problems, and help people age well*”. The STP’s key area of work over the next five years is to reduce the inequality for people with learning disabilities and increase their quality of life. This includes:

- Implementing the national programme for Learning Disabilities and Autism Spectrum Disorder;
- Continue to undertake LeDeRs to review the deaths of people who have a learning disability and implement any learning;
- Increasing the number of annual health checks (with a target of 80%);
- Stopping over medication of people with a learning disability and supporting treatment and appropriate medication in paediatrics; and
- Upskilling the workforce and improving recruitment and retention in all services.

4.5. According to data available from the Joint Strategic Needs Assessment in 2017 there was an estimated total of 4100 people over 15 with a learning disability in Telford and Wrekin. This is 2.3% of the total population of Telford and Wrekin. Over the next 12 years it is estimated that the number of people with a learning disability will increase by 6%. This equates to 200 more people over 15 with a learning disability.

4.6. As at 30 November 2020 Adult Social Care were supporting 493 adults with learning disabilities. This represents 27% of all the adults supported by adult social care.

4.7. The Learning Disability strategy is set in the context of the above, national legislation and quality developments relating to the care and support of people with a learning disability. This includes:

- The Care Act 2014
- Children and Families Act 2014
- Human Rights Act, 2000
- Mental Capacity Act 2005
- Mental Health Act 2007
- Disability Discrimination Act 1995
- Autism Act 2009
- Transforming Care Programme (TCP)
- Think Local Act Personal
- British Association of Social Workers Professional Capability Framework

## **5. OUR APPROACH**

5.1. To ensure the strategy is informed by people with learning disabilities, families, carers and professionals a period of engagement was undertaken. The engagement was undertaken with due regard to the Public Sector Equality Duty of the S149 Equality Act 2010.

5.2. The engagement activity ran from 30 September to 11 November 2020 and included:

- Virtual face to face sessions,
- Easy Read questionnaire,
- Online questionnaire,
- Stakeholder sessions through various partnerships, including the Making it Real Board and Learning Disability Partnership.

5.3. Due to the Covid Government restrictions the engagement was unable to hold face to face sessions with people with learning disabilities. To ensure their voice was heard if they were unable to engage directly, families, carers and staff were asked to support the person to tell us their views.

5.4. The engagement asked people what was important to them, or the person they support, around the following areas:

- Being healthy and independent
- Having friends and relationships
- Having choice
- Getting out and about
- Having a job
- Having the right support
- Accessing respite
- The impact of Covid.

5.5. During the engagement period we engaged with over 160 different people, including 32 people with learning disabilities as well as families, carers and staff from various organisations supporting people with learning disabilities.

5.6. The draft strategy has been developed from the engagement feedback and from discussions at the Telford & Wrekin Learning Disability Partnership Board. Please refer to Appendix A for a copy of the draft strategy.

## **6. NEXT STEPS**

- 6.1. The next stage of the strategy development is to consult with people who it affects and establish if the plan outlined in the strategy will make a positive difference to them living well in Telford and Wrekin. Please refer to Appendix B for a copy of the proposed consultation questions.
- 6.2. Following approval by Cabinet on 18 February 2021, the timescales for the consultation are:
- Consultation launched on 25 February 2021
  - Consultation activity during following 9 weeks
  - Consultation closes on 29 April 2021
- 6.3. Following the conclusion of the consultation the findings will be analysed and the strategy amended where necessary to reflect the views shared. The final draft version of the strategy will be presented to the Learning Disability Partnership for their agreement to progress to the final stage of approval.
- 6.4. The final stage of the strategy development will be to present the final draft strategy to Cabinet in July 2021 for approval.

## **7. PREVIOUS MINUTES**

None

## **8. BACKGROUND PAPERS**

None.

Report prepared by:

Sarah Downes, Integrated Place Partnership Manager, [sarah.downes@telford.gov.uk](mailto:sarah.downes@telford.gov.uk), 01952 385099

---

<sup>i</sup> [MENCAP](#), 2020

<sup>ii</sup> MENCAP, 2020 – [How common is learning disability?](#)

<sup>iii</sup> Images taken from MENCAP, Nov 2020

<sup>iv</sup> Public Health England: People with learning disabilities – [Adult Social Care \(Chapter 5\)](#)

<sup>v</sup> [NHS Long Term Plan, 2019](#)

This page is intentionally left blank

# Living Well with a Learning Disability in Telford and Wrekin 2021-2025



A strategy for adults with a Learning Disability in Telford and Wrekin

## Contents

<b>Scope and Purpose</b> .....	2
<b>Foreword</b> .....	3
<b>Introduction</b> .....	4
<b>Context</b> .....	5
National context.....	5
Local Context .....	6
<b>Vision and outcomes</b> .....	8
<b>Key Messages from the Engagement: You Said ... we will do</b> .....	9
Being Healthy and Independent.....	10
Having friends and relationships.....	11
Having Choice .....	12
Getting out and about .....	13
Having the right support .....	14
Having a job .....	15
Having a break .....	16
Impact of Covid .....	17
<b>Making it all happen (next steps)</b> .....	19
How will we make it happen (governance and action plans) .....	19
How will we know it is working (success/impact measures) .....	19
<b>Appendices</b> .....	21
Appendix 1 – Engagement Summary (views of people with a learning disability) .....	21
Appendix 2 – Engagement Summary (views of family, carers and people who work with/support people with learning disabilities) .....	27
Appendix 3 - Learning Disability Partnership Governance .....	28
Appendix 4 – Linked partnerships, policies and guidance (National and Local) .....	29
Appendix 5 - Other resources.....	31

## Scope and Purpose

This document sets out Telford and Wrekin’s strategy for adults with a learning disability, including young people who are approaching adulthood, from 2021 to 2025.

*“A learning disability is a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money - which affects someone for their whole life. There are different types of learning disability, which can be mild, moderate, severe or profound”<sup>i</sup>.*

It has been co-produced with the Telford & Wrekin Learning Disability Partnership, alongside people with lived experience, family carers, advocates, frontline practitioners, the voluntary and community sector and the Telford & Wrekin Integrated Place Partnership and Health and Wellbeing Board.

The document can also be found in easy read and can be downloaded at [Telford & Wrekin Council's Learning Disabilities webpage](#)

This document belongs to adults with a learning disability, their family, carers and those who commission and deliver services. This includes Telford & Wrekin Council, Shropshire and Telford and Wrekin Clinical Commissioning Group, Midlands Partnership Foundation Trust, Shropshire Community Health Trust, Shrewsbury and Telford Hospital Trust, alongside a wide range of voluntary and community organisations.



## Foreword

Welcome to the Learning Disability Strategy 2021-2025.

We, along with the Learning Disability Partnership and all the member organisations, are determined to do everything we can to make sure that all people with learning disability in Telford and Wrekin live well and enjoy a full life, with as much independence as possible.

We are proud that there is good support for people in Telford and Wrekin, but we know there are many things that could be better. We want to make these improvements over the next four years. We have limited resources and we cannot do everything at once but this strategy sets out the most important things and we will focus on these.

We want to make sure people with learning disability are treated equally and respected, that their rights are recognised and that they can access the support they need closer to home. We will all work together with people with learning disability and their families and carers to make the improvements happen. We know that when people have access to the right support, greater independence can be achieved.

We would encourage everyone in Telford and Wrekin to play their part and work together to make sure that adults with learning disabilities in Telford and Wrekin live well and as independently as possible.

Page 18



**Leon, Co-Chair of  
Learning Disability  
Partnership Board**



**Cllr Andy Burford,  
Cabinet Member for  
Adult Social Care,  
Telford & Wrekin  
Council**



**Sarah Dillon,  
Director of Adult  
Social Care, Telford  
& Wrekin Council**

## Introduction

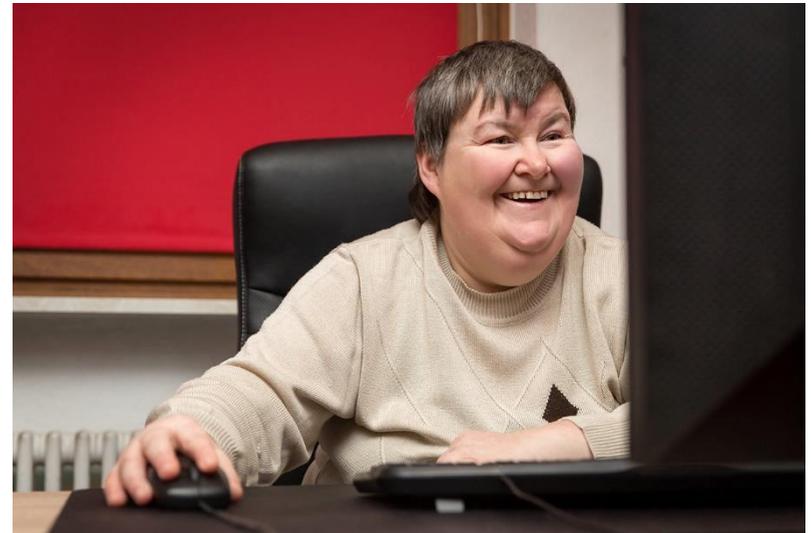
*“A learning disability is a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money - which affects someone for their whole life. There are different types of learning disability, which can be mild, moderate, severe or profound”<sup>ii</sup>.*

Across all services in Telford and Wrekin we want to promote independence of people with learning disabilities to be aspirational and achieve what matters to them in their lives.

People with learning disabilities, and their families, in Telford and Wrekin should be able to access advice, information, care and support that is aspirational, modern and supports opportunities for more independent lives.

This strategy sets out our approach to enabling people throughout their life to achieve greater independence contribute to and make and connections with people in their local communities. It is informed by what people have told us is important to them. It sets out a vision of how we will support adults with learning disabilities across Telford and Wrekin over the next four years, what the key areas of focus are, what we will do and how we will measure the impact of our work.

The strategy will support Telford & Wrekin Council, and the NHS supported by the community and voluntary sector to commission and provide quality services that promote the independence of adults with learning disabilities, within the resources we have available.



## Context

### National context

Using learning disability prevalence rates from Public Health England (2016) and population data from the Office for National Statistics (2019) MENCAP<sup>iii</sup> have calculated that there are 1.5 million people with a learning disability in the UK. This equates to 2.2% of all adults in the UK and 2.5% of all children in the UK.

Looking specifically at the prevalence within England it is estimated that there are 951,000 adults with a learning disability, of which 731,000 are of working age (18-64). Images taken from MENCAP, Nov 2020.



In January 2020, Public Health England<sup>iv</sup> provided more detailed data in relation to adults with learning disabilities. They reported that “*in total, the number of adults with learning disabilities getting some form of long-term social care increased from 139,555 people in the period 2014 to 2015 to 147,915 people in 2017 to 2018*”. This increasing number of people receiving long term social care continues to be seen nationally and locally and is important to recognise the impact the increasing population has on the provision of services, including statutory ones.

People with a learning disability live on average 16-20 years less than the rest of the population<sup>v</sup>. The Learning Disability Mortality Review (LeDeR) report<sup>vi</sup> from 2019 reported the median age of death for different levels of impairment:

- 62 for people with a mild learning disability,
- 63 for people with a moderate learning disability,
- 57 for people with a severe learning disability, and
- 40 for people with profound and multiple learning disabilities.

The strategy is set in the context of the national legislation and quality developments relating to the care and support of people with a learning disability. This includes:

- The Care Act 2014
- Children and Families Act 2014

- Human Rights Act, 2000
- Mental Capacity Act 2005
- Mental Health Act 2007
- Disability Discrimination Act 1995
- Autism Act 2009
- Transforming Care Programme (TCP)
- Think Local Act Personal
- British Association of Social Workers Professional Capability Framework

For more information on the above legislation and guidance please refer to the [National Policies and Guidance](#) section of this strategy.

### Local Context

This strategy has come out of a pre-engagement consultation undertaken by Telford & Wrekin Council Adult Social Care on behalf of the Telford and Wrekin Learning Disability Partnership Board. The overarching context of which sits within the Shropshire, Telford & Wrekin Sustainability and Transformation Partnership (STP). The STP seeks to address the key aims of the NHS Long Term Plan<sup>vii</sup> to “*give everyone the best start in life, deliver world-class care for major health problems, and help people age well*”.

The STP’s key areas of work over the next four years is to reduce the health inequalities for people with learning disabilities. This includes:

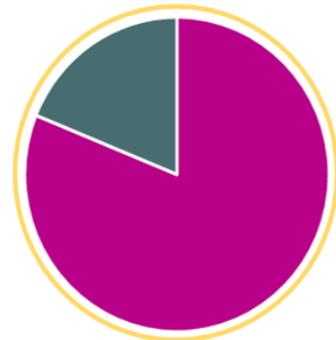
- Implementing the national programme for Learning Disabilities and Autism Spectrum Disorder;
- Continue to undertake LeDeRs to review the deaths of people who have a learning disability and implement any learning;
- Increasing the number of annual health checks (with a target of 80%);
- Stopping over medication of people with a learning disability and supporting treatment and appropriate medication in paediatrics; and
- Upskilling the workforce and improving recruitment and retention in all services.

There was an estimated total of 4100 people over 15 years of age with a learning disability in Telford and Wrekin in 2017. This is 2.3% of the total population of Telford and Wrekin. Over the next 12 years it is estimated that the number of people with a learning disability will increase by 6%. This equates to 200 more people over 15 years of age with a learning disability.

Locally Quality and Outcomes Framework (QoF) data for 2019-2020<sup>viii</sup> states that the prevalence of learning disability on GP practice registers is 0.46% which accounts for 696 of the population in Telford and Wrekin. Nationally the QoF data prevalence of learning disability is higher at 0.54% of the population (255,866 people).

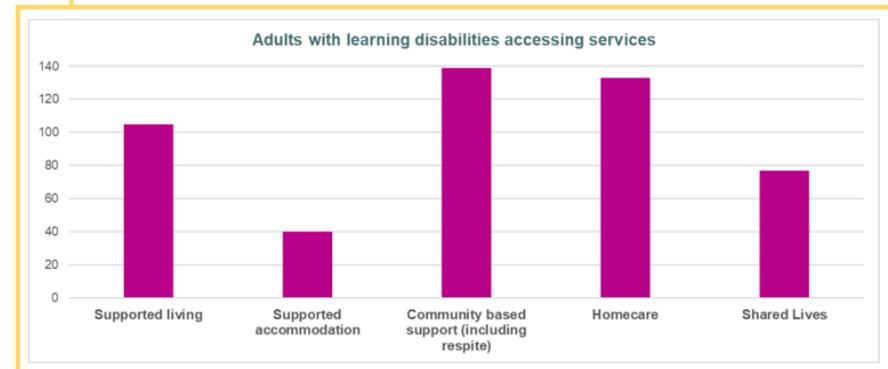
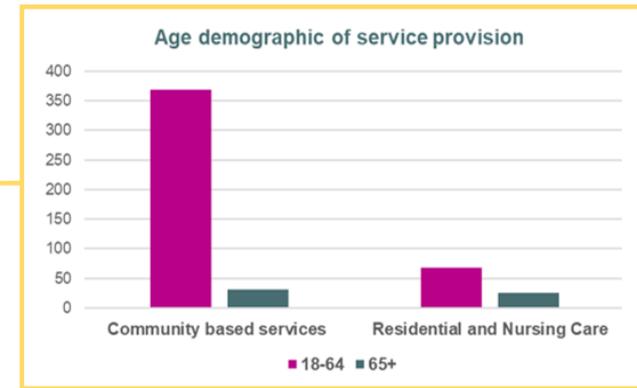
As at 30 November 2020 there were 493 adults with learning disabilities with care and support needs. This represents 27% of all the adults supported by adult social care.

### Services accessed by adults with a learning disability as at 30 November 2020:



Adults with learning disability service provision (493 people in total)

- Community based services
- Residential and Nursing care



## Vision and outcomes

There are 10 outcomes that this strategy aims to enable people throughout their life to achieve greater independence, contribute to and make and connections with people in their local communities, live well in Telford and Wrekin, which are expressed below as 'I' statements:

**I have aspirations about my future, my contribution to my community and my independence** so I'm going to make sure that:

- I feel valued, respected and listened to
- I make my own choices and am control of my daily life
- I have opportunities to meet friends and family
- I am involved with my local community
- I am actively involved with my care and future plans
- I choose my own home where possible
- I receive good quality care and support when I need it
- I feel safe at home and in the community
- I have access to education, training and employment opportunities

It is very important that the outcomes underpinning this strategy are upheld across Telford and Wrekin and in our local communities to promote independence of people with learning disabilities and enable them to achieve what matters to them.

## Key Messages from the Engagement: You Said ... we will do

To ensure this strategy was informed by people with learning disabilities, families, carers and professionals a period of engagement was undertaken. This engagement activity ran from 30 September to 11 November 2020 and included:

- Virtual face to face sessions,
- Easy Read questionnaire,
- Online questionnaire,
- Stakeholder sessions through various partnerships, including the Making it Real Board and Learning Disability Partnership.

Due to the Covid Government restrictions the engagement was unable to hold face to face sessions with people with learning disabilities. To ensure their voice was heard if they were unable to engage directly, families, carers and staff were asked to support the person to tell us their views.

The engagement asked people what was important to them, or the person they support, around the following areas:

- Being healthy and independent
- Having friends and relationships
- Having choice
- Getting out and about
- Having a job
- Having the right support
- Accessing respite
- The impact of Covid.

During the engagement period we engaged with over 160 different people, including 32 people with learning disabilities<sup>1</sup> as well as families, carers and staff from various organisations supporting people with learning disabilities. The following section of this strategy outlines what people told us during this engagement and what we are going to do in response to it.

---

<sup>1</sup> 5 responses were annotated that they were completed by the carer using the individual's own words

## Being Healthy and Independent



### People have told us it is important to:

- Be with friends and family
- Have assistance and care
- Feel safe
- Being warm and comfortable
- Be dressed properly for the weather
- Eat good healthy foods regularly
- Exercise

**81%** of people we spoke to told us they had had a health check of which 65% said it was either okay, good or very good

**97%** of people we spoke to told us they had been to hospital/GP

### About health interactions people said:

- The staff were very kind
- It was alright/okay
- I was very anxious/nervous
- It was a long time ago
- It was invasive, lots of personal questions and it was confusing
- Some good and some very bad
- It's not too bad if it's a doctor I've seen before

### Parent, carers and professionals said it was important for people to:

- Have a feeling of safety and security;
- Be well cared for/supported;
- Be respected and have an ability to live independently;
- Be able to socialise and see family and friends;
- Be able to access activities and facilities available in the community;
- Wear appropriate clothing when going out;
- Have good planning and keep to routines when they go out;
- Have support emotionally and mentally when they are going out;
- Have a good healthy diet, with choices offered;
- Get regular exercise;
- Having good personal hygiene; and
- Have access to regular, appropriate health checks and for staff to trust/listen to carers

### What we will do:

- Make sure we are always listening to people about what is important to them (including being healthy, wellbeing, independence and feeling safe).
- Promote and support people to access public health information, advice and guidance, e.g. [Eating Well](#)
- Work with community and services that promote exercise to improve accessibility to enable people to access mainstream services
- Work with communities to create more opportunities for friendships and peer support
- Work with universal, community and specialist health services to ensure they are easy to access and use for people with learning disabilities, e.g. GP surgeries, hospitals, mental health services.
- Work with people with learning disabilities to remain at home, rather than be admitted to hospital in a health crisis
- Work to ensure that all people with LD have access to an annual health check and 80% of people with learning disabilities have a health check
- Provide learning disability awareness training to staff, delivered in conjunction with people with learning disabilities.

## Having friends and relationships

### People have told us:

- That they see their family when going for walks, visiting their home, going out for meals, going to the pub and going shopping
- That they see their friends at day centres, at home and going out for meals – some people told us they haven't seen their friends much this year
- They would like more:
  - Going out
  - Going to the parks when it's safe
  - Go on holiday
  - Seeing friends
  - Sports activities
- The majority of people told us they did not have a boyfriend/girlfriend



### Parent, carers and professionals said it was important for people to:

- Have the same opportunities as everyone else
- Join family and friends to:
  - eat out,
  - meet in cafes and pubs
  - go on days out,
  - visit them at home,
  - celebrate special occasions;
- Go on holidays;
- See friends at day services; and
- Have group meetings.

**90%** of people supporting adults with learning disabilities we spoke to reported that they see their friends and family, with the majority (94%) seeing them at home

### What we will do:

- Work with individuals and communities to link people with similar interests
- Support people to maintain relationships with their friends and family and contribute to their community.
- Support people to have an understanding of love and sexual relationships.
- Enable people with care and support needs to pool personal budgets/share the care where appropriate.
- Work with carers and providers to enable individuals to meet peers, new people, friends and family

## Having Choice



### People have told us they want to make choices about:

- Where they live
- Where they go
- What they wear
- What activities they do
- Spending money
- Their support

**66%** of people we spoke to said they are able to make choices themselves or get help

**41%** of people we spoke to said they want to make more choices

### Parent, carers and professionals said it was important for people to:

- Continue to make choices about:
  - what they eat
  - what they wear
  - what leisure activities they do
  - where they go
  - their routine
  - being part of family plans
- Be supported to be confident;
- Be support to make choices;
- Have positive role models; and
- Make more choices about:
  - Activities
  - New things
  - What they eat

### What we will do:

- Listen to people's views and enable people to understand the options available to them and their plan towards achieving independence.
- Information about people will be accessible to them.
- Enable people to make choices about their lives including spending money.
- Expect our provider services to empower people to make choices.
- Promote people to access advocacy
- Ensure people have time and support to consider complex decisions, e.g. moving home
- Ensure information and advice is available in an accessible format
- Continue to work with various housing providers to deliver the Specialist Housing and Accommodation Policy

## Getting out and about

### People told us that:

- They feel safe when with someone they trust
- When they go out in their community they go for walks, shopping, meals out and go to day services
- They need more support to get out and about and remind them about boundaries



**63%** of people we spoke to feel safe in their community

**25%** of people we spoke to get out and about by themselves

### Parent, carers and professionals said it was important for people to:

- Feel safe when they are out,
- Have access to safe transport
- Attend organised groups for people with learning disabilities
- Feel fully supported to get out and about and having fun with friends
- Have their confidence built up in getting out and about
- Do more:
  - Meeting people
  - Walking in the countryside
  - Day activities
  - Go to the pub, cinema, shops
  - Attending social clubs
  - Sports
  - Fun things

### What we will do:

- Work with people with care and support needs to identify their aspirations and plan towards achieving them.
- Explore the ways in which we can enable people to feel safer in their community.
- Work with communities, including Parish and Town Councils, to provide accessible information about what is going on in local areas.
- Further promote and develop Live Well Telford to support individuals, families, carers and staff, to find local groups and activities.
- Work people to enable them to travel around their community.

## Having the right support



### People told us they get support with:

- All areas of their lives
- Personal care and washing and dressing
- Preparing food, cooking and feeding
- Accessing the community, socialising and shopping

### And would like future support:

- From the same people
- To stay the same
- With being able to get out more and more independence
- More communal areas
- Additional hours
- To have their own place and all the support they need there

**88%** of people we spoke to get support to do things for themselves.

### People get support from:

- Parents, Siblings and Family
- Carers
- Support staff and Personal Assistants
- Health professionals and social workers
- Volunteers

### Parent, carers and professionals said it was important for people to:

- Have support when needed;
- Have more support with:
  - All aspects of daily life
  - Life skills
  - Getting out and about and accessing the community
  - Support to live independently
  - Activities
  - Socialising
  - Cooking
  - Training and employment opportunities
- Have more support from personal assistants or on a one to one basis.

### What we will do:

- Work with individuals, families, carers and communities to improve services.
- Review day time opportunities for people with a learning disability taking on board their aspirations, the feedback from people with care and support needs and the impact of Covid.
- Work with people, families, carers and providers to promote the use of digital resources and support individuals to develop their digital skills to access these where appropriate.
- Support young people through transition into adulthood with employment, health and independence.
- Support families and carers to plan for the future
- Work with paid carers and staff understand the needs of people with a learning disability (through joint training and development plans)
- Develop a provider framework to support good quality providers across Telford and Wrekin
- Enable people to have choice and control
- Continue to work with all partners for people to get the right support at the right time

## Having a job



### People told us to support them to have a job they would like:

- Help with a job application and selecting a job
- Someone working with them
- Help with on the job training
- Work experience
- Time to learn and adjust to changes

Some people told us they get worried and anxious and that a job might be too hard for them

**6%** of people we spoke to said they had a paid job – catering, cleaning and shelf stacking

**62%** of people we spoke to said they did not want to have a job

### Parent, carers and professionals said it was important for people to:

- Be supported to learn new skills and English and Maths
- Be supported to communicate in different ways
- Have help to complete job applications
- Have a range of job opportunities building on people's skills and talents including:
  - Self-employment opportunities
  - Supported voluntary work
  - Social enterprises
  - Supported internship opportunities
  - Working at home, or work where they live
- Have a routine of simple tasks with guidance
- Have slow changes in routine

### What we will do:

- Work with people, and their family/carers, to develop their aspirations around employment.
- Determine and understand the barriers to employment
- Develop with people, families, carers and employers a range of programmes to support people with a learning disability getting into work including digital and peer programmes, work placements, volunteering and work experiences.
- Work with the local businesses to create more employment opportunities and links, including micro-providers.
- Work with providers to ensure that people are supported to access employment opportunities
- Ensure people have the right support to access learning and training opportunities for future employment
- Increase the number of people with learning disabilities who have paid employment.
- Ensure Children's and Adult's Social Care work together to support people transitioning into adulthood, including aspirations for individuals to get paid employment.

## Having a break

### People told us they would like the following respite options in the future:

- Overnights
- With family or friends
- Help to go on holiday
- Same as before
- Family environment, not institutions
- Shared lives
- To keep fit



**38%** of people we spoke to have accessed respite

### Parent, carers and professionals said it was important for people to:

- Have reliable and stable respite they can be confident in
- Have respite that is activities focussed
- Have weekends and holidays away
- Have access to respite during the Covid pandemic; and
- Be communicated with about what respite is available, especially during the Covid pandemic.

### What we will do:

- Work with providers to develop a wider choice of respite and short breaks support that further enables independence
- Work with providers to develop a tailored support offer for breaks away from home in a flexible way whilst supporting independence.
- Work with services that promote exercise as part of their respite offer.



**People told us the reason why lockdown rules were not good:**

- Not seeing friends and family
- Felt forgotten/isolated
- Felt lonely, depressed, fed up and sad
- Could not go out and had to stay at home
- Day services, clubs and support services were closed
- Couldn't do normal things – either unsafe or closed
- Missed my holiday
- No idea what it is all about and no clear explanations

**People told us things could be done differently by providing:**

- More practical support
- More contact
- Community services in a safe place
- Places to meet family safely in winter
- Meeting up in smaller groups – seeing friends and carers
- More respite
- Explaining what is possible

**81%** of people we spoke to said the lockdown rules made them feel negative

**50%** of people we spoke to said they were worried about Covid today.

People were worried about:

- Catching Covid
- Being poorly or dying
- Not understanding it
- Losing parents and carers
- Others not obeying rules
- Going on public transport

**41%** of people we spoke to said that the different services/activities were good for them.

**72%** of people we spoke to said that if Covid rules have to remain they would be happy to carry on with their current activities

### Parent, carers and professionals said it was important for people to:

- Have good, clear communication about the rules and what is open/closed – accessible options needed including British Sign Language (BSL)
- Be able to get out and about
- Be able to see their family and friends and spend time with them
- In good weather, be able to go out in the countryside
- Have good mental health
- Have extra support to prevent crisis, especially if not on the shielding list
- Have sustainable support
- Continue to have activities they can engage in and build independence and be supported to think outside the box if needed
- Have different options in the future including:
  - More frequent and better communication
  - Reopening of day centres/groups with Covid safety procedures
  - Improve access to activities
  - Consideration for carers in priority shopping

Parent carers also reported that due to lockdown and the restrictions of Covid some people have regressed and are no longer able to do things independently that they could pre-Covid.

**60%** of people we spoke to said their experience of Covid was negative, with the most common reasons being:

- Impact on mental health
- Lack of support
- Lack of activities/entertainment
- Reduced socialisation
- Isolation

**84%** of people we spoke to said they were worried about Covid with more than a quarter of respondents being worried about being ill or the person they care for being ill

**61%** of people we spoke to said the changes in services and activities being delivered had impacted negatively on the person they cared for/work with

### What we will do:

- Listen to people about their concerns and provide advice and information about government rules
- Ensure that everyone who works with people with learning disabilities, and their families, recognise the impact of Covid on them and their wellbeing, and adapt their approach accordingly
- Provide and share accessible information to individuals around covid
- Develop contingency plans with people as part of their support plans.
- Understand the impact of covid (positives and negatives) on people with a learning disability
- Lean from covid by adapting support to meet individual needs and promote new ways of meeting needs long term

For Government Covid guidance please follow this link: <https://www.gov.uk/coronavirus>

## Making it all happen (next steps)

### How will we make it happen (governance and action plans)

The strategy action plan will detail the actions needed to implement this strategy. This will be co-produced by people with lived experience and family carers.

The Learning Disability (LD) Partnership will oversee the implementation of the strategy. The partnership is made up of people with lived experience, carers and staff from the Council, NHS, providers and voluntary organisations.

The LD Partnership will report to the Telford & Wrekin Integrated Place Partnership every six months (as a minimum) outlining progress made and what difference it has made. This update will also be presented to the Telford & Wrekin Health and Wellbeing Board. Please refer to [Appendix 3](#) for the governance structure.

### How will we know it is working (success/impact measures)

Whilst there is much good work to build on, we recognise that this work is challenging in the context of limited resources across the health and care system in Telford and Wrekin and the community and system recovery from the Covid pandemic.

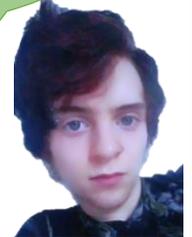
As the previous sections outline we have identified a series of actions ('We will...') to ensure that people with a learning disability live well in Telford and Wrekin. The decisions we take to implement this strategy need to be clear on whether it takes us closer to achieving this, or further away.

It is really important that we continually monitor the impact of our work to better support people with learning disabilities across Telford and Wrekin. We will review our progress in respect of the outcomes that we have developed with people with learning disabilities and their families/carers.

### Telford & Wrekin Learning Disability (LD) Partnership

"We want to make sure that the lives of people who suffer with learning disabilities are made easier, as well as the people who support them."

**Leon, Co-Chair of the Learning Disability Partnership**



The partnership is made up of people with lived experience, carers and staff from the Council, NHS, providers and voluntary organisations.

The partnership's aim is to make sure that adults with a learning disability who live in Telford and Wrekin have the same chances in life as everybody else.

The Learning Disability Partnership will play a key role in ensuring that organisations are on track to deliver the strategy. They will also engage with people with learning disabilities and their family/carers to ensure any developments are co-produced and meet the identified outcomes.

Alongside this, we will also consider the following:

- Increasing number of people with learning disabilities in employment. (ASCOF)
- Increasing the number of adults with learning disability who live in their own home or with their family (ASCOF)
- Increasing the proportion of adults with learning disabilities who are eligible under the care act with a Direct Payment (ASCOF) or Personal Health Budget.
- Increasing levels of satisfaction from the annual standardised client customer survey from the providers (linked to DPS Framework and CQC requirement)
- Reducing the number of people with learning disabilities in In-Patient settings. (CCG)
- Increasing the number of people with learning disabilities who have had an Annual Health Check (CCG)

## Appendices

### Appendix 1 – Engagement Summary (views of people with a learning disability)



Page 36



## Section A: Being Healthy and Independent:

What is Important when you are at Home?

Top answers;-

**Being with family**

**My care feeling safe**



What is important when you are out and about?

Top answers;-

**To feel safe**

**Being with friends**



What is important when you are getting ready to go out?

Top answers;-

**Dressed properly for the weather**

**Smart clean clothes to wear**



What is important for you to be healthy?

Top answers;-

**Eating good foods, healthy regular meals**

**Exercise**



Have you had a health check before?

**Yes: 26** 

**No: 4** 

**Don't know 1**

If yes, what was it like?

**Most people say it was okay**



Have you been to hospital or GP before?

**Yes: 31** 

**No: 0** 

**Don't know 0**

If yes, what was it like?

**Most people say it was okay**



People had lots to say about being comfortable at home including wanting to feel warm and safe, about their dog and things like television and gaming.



## Section B: Having Friends and Relationships:

If you see your family, what do you do and where do you go?

Top answers;-  
Visiting family,  
parents and siblings  
at their home  
Going for meals and walks



If you see your friends, what do you do and where do you go?

Top Answer;-  
Seeing friends at day  
centres and Club  
2000 (but we  
can't go now)



Is there anything else you would like to do with your family?

Top answers;-  
Go on holiday  
and out more



Is there anything else you would like to do with your friends?

Top answer;-  
Want to see friends more often



Are you married?

Yes: 0  
No: 30



Do you have a boyfriend/girlfriend?

Yes: 3  
No: 24



In the answers to each section family and friends were often in the top answers, showing how important maintaining relationships are.



## Section C: Having Choice: Section D: Getting Out and About:

Do you speak for yourself or get help to make your own choices?

Yes: 21 

No: 7 



Do you want to make more choices about what you do?

Yes: 13 

No: 12 



If yes, what do you want to make more choices about?

Top answer;-  
Where I live



Do you feel safe to get out and about in your community?

Yes: 20 

No: 9 

I feel safe when I'm with family, friends or carer:



If yes, what do you do?

Top answers;-

Going for walks  
Going shopping



Do you go out by yourself?

Yes: 8

No: 22

If no, would you like to go out in your community and what do you need to make this happen?

Top answer;-

I can only go out with support



The answers show just how much individuals rely on various people in their lives for choice making

Section E: Having the Right Support: Section F: Having a Job: Section G: Having Respite:

Do you get support to do things for yourself?  
**Yes: 28**   
**No: 2**   
 Who supports you now?  
 Top answers;-  
**Mum, Dad or family**  
**My support staff**



What do they support you with?  
 Top answers;-  
**All areas of my life**  
**Preparing food, cooking and feeding**  
**My personal care/hygiene**



What type of support do you want in the future?  
**To be able to get out more**  
**No change – I want it to stay the same, I like it.** 

Do you have a paid job?  
**Yes: 2**  
**No: 28**  
 If yes, what are you doing?  
**Cleaning catering**  
**volunteering**  
 If no, do you want to have a job?  
**Yes: 4**   
**No: 20**   
**Probably: 1**   
**Don't know: 1** 



What could support you to have a job?  
 Top answer;-  
**I don't know!** 

Have you been on respite?  
**Yes: 12**   
**No: 15**   
 What type of respite would you like in the future?  
 Top answers;-  
**Possibly respite with friends**  
**I don't know:**



People had lots to say about support from wanting to be more independent to asking that care providers keep the promises they make.



## Section H: What has Covid19 meant to you?:

How did the lockdown rules make you feel?

Thumbs Up: 3

Thumbs down: 26



Please tell us why?

Top answers;-  
**Didn't like not seeing my friends:**  
**Day Services, clubs and support services were closed/withdrawn**



How worried are you today about Covid19?

Very worried: 9

A bit worried: 7

Not worried at all: 5

Don't know: 8



Please tell us what you are worried about?

**I don't want to get Covid or be poorly:**  
**I don't understand it:**



Because of the Covid19 rules we have had to deliver services and activities very differently. Overall has this been good or bad for you?

Thumbs up: 13

Thumbs down: 15



How do you think things can be done differently?

Top answer;-  
**I don't know!**



What will it mean if the Covid rules have to stay? Are you happy to carry on with the activities you do now?

Yes: 23

No: 5

Not sure: 1



Or would you like to do something else?

Top answers;-  
**Do more outside/community activities**

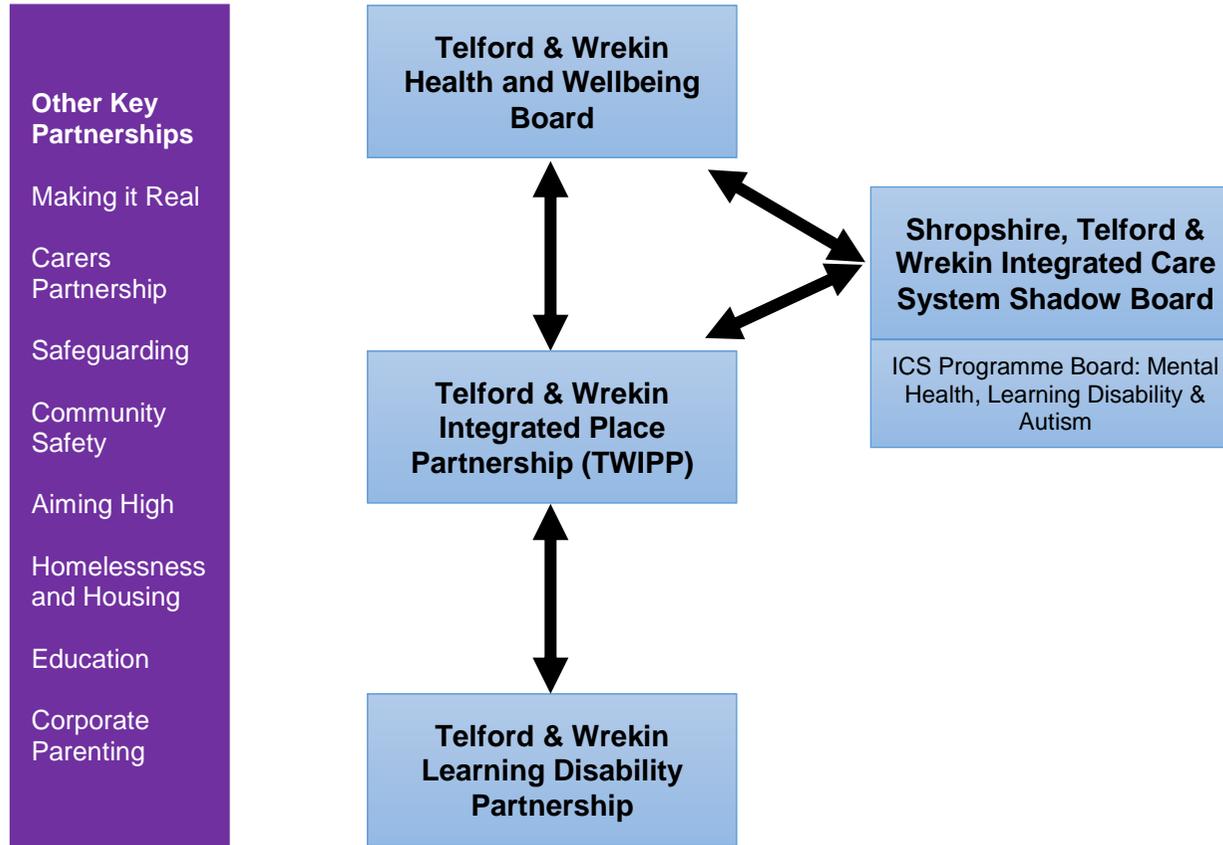


Appendix 2 – Engagement Summary (views of family, carers and people who work with/support people with learning disabilities)



Learning Disability  
Engagement Survey

### Appendix 3 - Learning Disability Partnership Governance



## Appendix 4 – Linked partnerships, policies and guidance (National and Local)

### National Policies and Guidance

#### General policies:

- The right to access public sector housing, consumer rights, welfare support, employment protection
- The Human Rights Act 1998; the Equality Act 2010 and UN Convention on the Rights of Persons with Disabilities (anti-discrimination legislation)
- Hate Crime legislation - disability hate incidents and disability hate crime (Criminal Justice Act 2003)
- Coronavirus legislation, 2020 and associated government guidance: <https://www.gov.uk/coronavirus>

#### Health, social care and education policies:

- People with learning disabilities are entitled to full access to mainstream healthcare, with reasonable adjustments being made as outlined in the NHS Long Term Plan, Improving Health and Lives; All Means All (NHS targets) supported by Clinical Commissioning Group Improvement and Assessment Framework (Nov 2018) introduced by NHS England.
- All social care policy underpins the delivery of learning disability support e.g. Children and Families Act; The Care Act (England); personalisation; Mental Capacity Act and Mental Health Act; and The Carers Action Plan 2018 – 2020, which builds on the National Carers Strategy.
- Adult Social Care: Quality Matters (April 2019)
- Your Data: Better Security, Better Choice, Better Care (July 2017)
- Shaping the Future – Care Quality Commission’s Strategy for 2016 to 2021
- The Preparation for Adulthood SEND Reforms (2014)
- The Care Act 2014 states that wellbeing is the core outcome local authorities should be working towards and they have the duty to promote:
  - Control by the individual over their life;
  - Participation in work;
  - Suitability of living accommodation;
  - The individual’s contribution to society;
  - The individual’s views, wishes, feelings and beliefs;
  - The interests and wellbeing of family carers.
- Personalisation (a whole system approach):
  - Mainstream and universal services, opportunities and activities;
  - Targeted support using self-directed approaches;
  - Choice and control, self-directed support;

- Social / community capital.
- Mental Capacity Act 2005 including the Deprivation of Liberty Safeguards:
- Mental Health Act 2007
- Support housing: national statement of expectations 2020

#### Learning Disability specific policies (England):

- NHS Long Term Plan (Jan 2019)
- NHS Improvement – The Learning Disability Improvement Standards for NHS Trusts (July 2018)
- Department of Health and Social Care: The Government’s Mandate to the NHS (2018-19)
- NHS England (2017) CCG improvement and assessment framework 2017/18; PQ HL443 [on Health Services: Learning Disability] 2015
- National Institute for Health and Care Excellence (NICE)
- The Learning Disability Core Skills Education and Training Framework (July 2016)
- National Learning Disability Mortality Review (LeDeR) Programme,
- NHS England (2015)/Department of Health (2013) Confidential Inquiry into the Premature Deaths of People with Learning Disabilities
- Transforming Care for People with Learning Disabilities (January 2015)
- Building the Right Support, NHS England (October 2015)
- No Voice unheard, no right ignored 2015
- Valuing People Now (2009)
- Improving lives: the future of work, health and disability 2017 / Disability Confident Campaign
- Special Educational Needs and Disability Code of Practice
- The Five Year Forward View for Mental Health (February 2016)
- Think Local, Act Personal
- British Association of Social Work: Professional Capability Framework
- Skills for Care and Skills for Health – Core Capabilities Framework for Supporting People with a Learning Disability
- COMING SOON – [National Strategy for Disabled People.](#)

#### Supporting Local Partnerships and Strategies

- [Shropshire, Telford & Wrekin Long Term Plan](#)
- Health and Wellbeing Strategy, 2020-2025
- Telford & Wrekin Integrated Place Partnership Strategic Plan, 2020-2022
- Telford & Wrekin’s Making it Real Board
- [Telford & Wrekin Council Plan](#)
- [Telford & Wrekin Community Safety Strategy, 2017-2019](#)
- [Telford & Wrekin Safeguarding multi-agency safeguarding arrangements](#)

- Specialist Housing and Accommodation policy
- Market Position Statement

## Appendix 5 - Other resources

---

<sup>i</sup> [MENCAP](#), 2020

<sup>ii</sup> [MENCAP](#), 2020

<sup>iii</sup> MENCAP, 2020 – [How common is learning disability?](#)

<sup>iv</sup> Public Health England: People with learning disabilities – [Adult Social Care \(Chapter 5\)](#)

<sup>v</sup> Shropshire and Telford and Wrekin Long Term Plan – Chapter 5.6 – Learning Disabilities and Autism: A Local Priority

<sup>vi</sup> University of Bristol Norah Fry Centre for Disability Studies, 2019

<sup>vii</sup> [NHS Long Term Plan, 2019](#)

<sup>viii</sup> [Learning Disabilities Health Check Scheme – 2019-20 Quarter 4](#)

## Draft Learning Disability Strategy Consultation Questions – DRAFT V3

*Please note that if approval is given by Cabinet the below will be turned into an easy read and an online survey. It will not remain in its current format.*

### Being Healthy and Independent:

1. Do you agree or disagree that people with learning disabilities should be supported to access advice and information about eating healthy food?  
*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*
  - Have you any comments?
2. Do you agree or disagree that people with learning disabilities can access community leisure services?  
*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*
  - Have you any comments?
3. Do you agree or disagree that involving people with learning disabilities in the recruitment and training of paid health and social care staff should be explored?  
*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*
  - Have you any comments?

### Having friends and relationships

4. Do you agree or disagree that people should be able to access local community activities with people with similar interests?  
*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*
  - Have you any comments?
5. Do you agree or disagree that people with learning disabilities should be supported to understand love and sexual relationships?  
*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*
  - Have you any comments?

### Having Choice

6. Do you agree or disagree that individuals should be supported to make choices about their lives, such as choosing who to live with or spending money?  
*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*
  - Have you any comments?

### Getting Out and About

7. Do you agree or disagree that people with learning disabilities should be able to be active members of their community?

*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*

- Have you any comments?

8. Do you agree or disagree that people with learning disabilities can access public transport easily and safely to get out and about in the community?

*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*

- Have you any comments?

### **Having a Job**

9. How important is having a job to a person with learning disabilities?

*Options: Very important, important, neither important nor not important, not important, don't know.*

- Have you any comments?

10. Do you agree or disagree that there are a wide choice of employment opportunities for people with learning disabilities?

*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*

- Have you any comments?

### **Having the right support**

11. Do you agree or disagree that support for people with learning disabilities should include more offers of support in small groups or on a one to one basis in the community?

*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*

- Have you any comments?

12. Do you agree or disagree that support for people with learning disabilities should be more flexible so they can have it when they need it? (e.g. in the evenings and on weekends)

*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*

- Have you any comments?

### **Accessing respite**

13. Do you agree or disagree that respite/having a break should be more flexible for people with learning disabilities and their families/carers?

*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*

- Have you any comments?

14. Do you agree or disagree that there is a wide choice of options for respite/having a break for people with learning disabilities and their families/carers in Telford and Wrekin?

*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*

- Have you any comments?

## Impact of Covid

15. Do you agree or disagree that service providers should develop more services for people with learning disabilities in the community?

*Options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, don't know*

- Have you any comments?

## Overarching questions

16. In your opinion how do you think our plans will affect people with a learning disability?

*Options: Makes things a lot better, makes things better, no difference, makes things worse, makes things a lot worse, don't know.*

- Have you any comments?

17. Are you happy with the way we are finding out what people think about this strategy?



18. Is there anything else you would like to say?

This page is intentionally left blank

# Living Well with a Learning Disability in Telford and Wrekin

Page 5

Consultation Launch Session – 25<sup>th</sup> February 2021

Cllr Andy Burford, Cabinet Member for Adult Social Care, Telford & Wrekin Council  
Sarah Dillon, Director of Adult Social Care, Telford & Wrekin Council



# Context

## National

- The Care Act 2014
- Children and Families Act 2014
- Human Rights Act, 1998
- Mental Capacity Act 2005
- Mental Health Act 2007
- Autism Act 2009
- Transforming Care Programme (TCP)
- Think Local Act Personal
- British Association of Social Workers – Professional Capability Framework

Page 52

## Regional

STP overarching LD Strategy in development and will be informed by this consultation



## Local

- Learning Disability Partnership
- Making it Real Board
- Carers Partnership Board
- Telford Voices (LD expert by experience group)

“Across all services in Telford and Wrekin we want to promote independence of people with learning disabilities and help people to live well.”

*Draft LD strategy*

*“People with learning disabilities, and their families, in Telford and Wrekin should be able to access advice, information, care and support that is aspirational, modern and meaningful.”*

*Draft LD strategy*

# Putting it into practice – an example

John was in residential care for a period of time outside of Telford.

Following conversations with John, his advocate and his family, John decided that he would like to move back to Telford, be close to his family and live in his own home.

John wanted support that would assist him with being independent in his own home and in his local community.

Since moving into his own home John has:

- ✓ Used assistive technology to become more independent in his own home (e.g. cooking and doing the washing)
- ✓ Used assistive technology to be safe when getting out and about
- ✓ Started to think about getting a job.

Since then, John has used existing support and resources to gain confidence and skills in the workplace and is now looking at a volunteer placement.



**Change in  
thinking**



**Reduced  
dependency**



**Improved  
outcomes**

# What are we doing?

Page 54



# Developing the draft strategy

- Completed the Pre-engagement consultation (Autumn 2020).
- Used the feedback to develop the draft Learning Disability Strategy.
- Worked with the Learning Disability Partnership to further co-produce the draft strategy.

- 
- The engagement ran from 30 September to 11 November 2020
  - We asked people what was important to them, or the person they support, around the following areas:
    - ✓ Being healthy and independent
    - ✓ Having friends and relationships
    - ✓ Having choice
    - ✓ Getting out and about
    - ✓ Having a job
    - ✓ Having the right support
    - ✓ Accessing respite
    - ✓ The impact of Covid.
  - We engaged with over 160 different people, including 32 people with learning disabilities as well as families, carers and staff from various organisations supporting people with learning disabilities.

All information, including feedback from the engagement can be found at: [www.telford.gov.uk/LD](http://www.telford.gov.uk/LD)

# The draft strategy

- We are proud that there is good support for people in Telford and Wrekin, but we know there are many things that could be better. We want to make these improvements over the next four years.
- The draft Learning Disability Strategy (2021-2025) sets out the most important things we will focus on within our available resources.
- For each area we asked about in the engagement there is a section in “You said.... We will do” that includes:
  - A summary of feedback from people with Learning Disabilities;
  - A summary of feedback from parent, carers and professionals; and
  - Suggested actions to address the feedback.
- An easy read version of the strategy is available

Page 156

## Living Well with a Learning Disability in Telford and Wrekin 2021-2025



A strategy for adults with a Learning Disability in Telford and Wrekin

The cover of the strategy document features the 'LIVE WELL TELFORD' logo at the top left, the 'Telford &amp; Wrekin COUNCIL' logo at the top right, and a photograph of a person reading a book. The title 'Telford and Wrekin Learning Disability Strategy 2021-2025' is prominently displayed. Below the title is the subtitle 'Our Easy Read Plan' and a pink banner with the text 'For living well with a Learning Disability in Telford and Wrekin'. At the bottom, there are logos for 'Shropshire Partners in Care', 'NHS Telford and Wrekin Clinical Commissioning Group', 'Talking Point', 'Midlands Partnership NHS Foundation Trust', and 'A Keele University Teaching Trust'. A circular inset image shows a group of people.

# The draft strategy – some examples of content



## Having Choice



People have told us they want to make choices about:

- Where they live
- Where they go
- What they wear
- What activities they do
- Spending money
- Their support

**66%** of people we spoke to said they are able to make choices themselves or get help

**41%** of people we spoke to said they want to make more choices

Parent, carers and professionals said it was important for people to:

- Continue to make choices about:
  - what they eat
  - what they wear
  - what leisure activities they do
  - where they go
  - their routine
  - being part of family plans
- Be supported to be confident;
- Be support to make choices;
- Have positive role models; and
- Make more choices about:
  - Activities
  - New things
  - What they eat

What we will do:

- Listen to people's views and enable people to understand the options available to them and their plan towards achieving independence.
- Information about people will be accessible to them.
- Enable people to make choices about their lives including spending money.
- Expect our provider services to empower people to make choices.
- Promote people to access advocacy
- Ensure people have time and support to consider complex decisions, e.g. moving home
- Ensure information and advice is available in an accessible format
- Continue to work with various housing providers to deliver the Specialist Housing and Accommodation Policy

# What are we consulting on?

- We are consulting on the draft strategy: “Living Well with a Learning Disability in Telford and Wrekin 2021-2025”
- In particular there are 15 specific questions (some examples below)
- The consultation responses will help further shape the draft strategy and the implementation of it.

Page 58

## Living Well with a Learning Disability in Telford and Wrekin 2021-2025



A strategy for adults with a Learning Disability in Telford and Wrekin

Do you agree or disagree that people with learning disabilities can access public transport easily and safely to get out and about in the community?

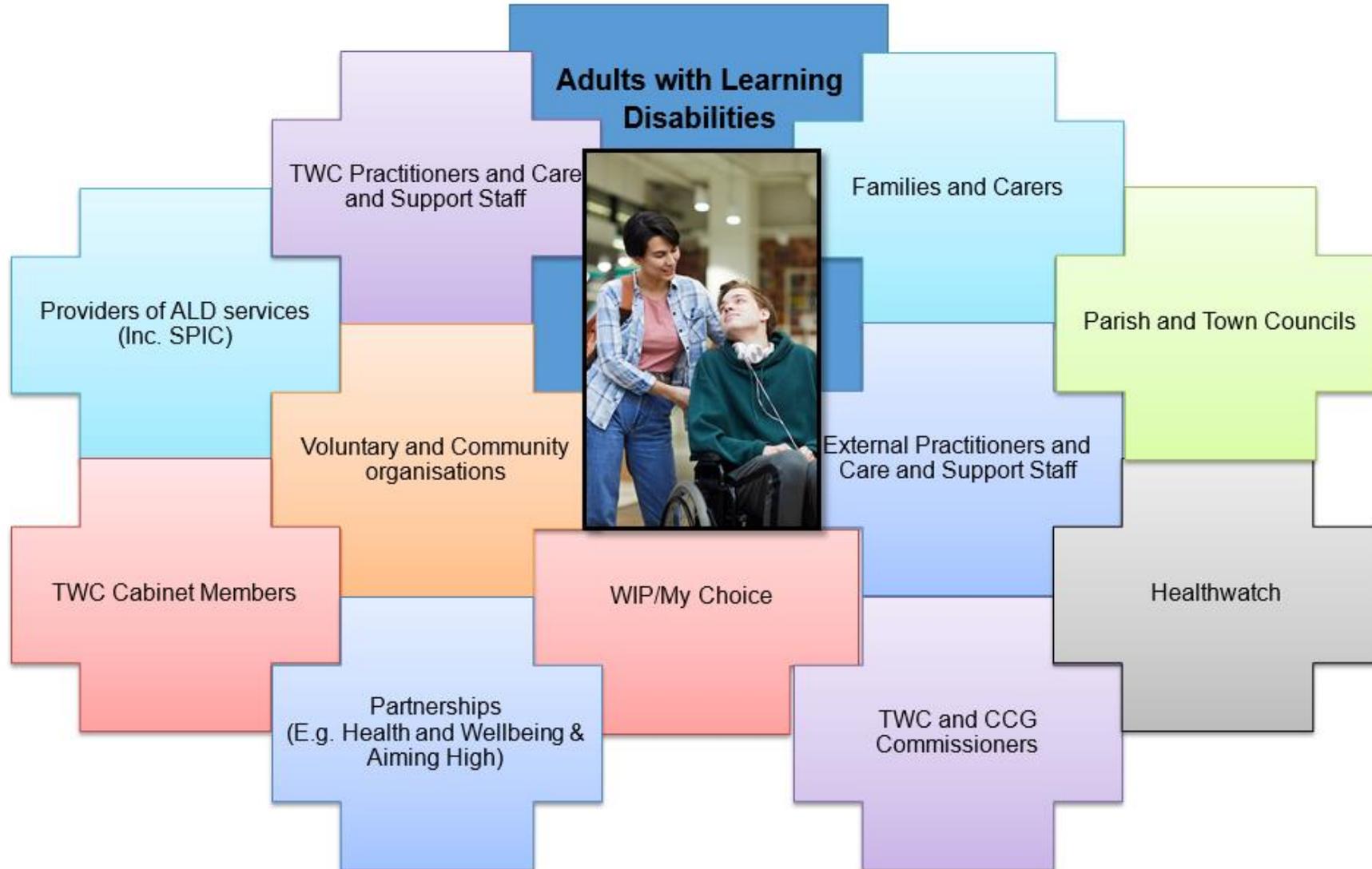
Do you agree or disagree that service providers should develop more services for people with learning disabilities in the community?

Do you agree or disagree that support for people with learning disabilities should be more flexible so they can have it when they need it? (e.g. in the evenings and on weekends)

In your opinion how do you think our plans will affect people with a learning disability?

# Who are we consulting with?

Page 59



# How will we be consulting?

The consultation includes:

- Virtual sessions for adults with learning disabilities supported by Taking Part
- Virtual sessions for family and carers (unpaid)
- Virtual session for Shared Lived Carers
- Virtual sessions for people who work with, or support people with learning disabilities
- An Easy Read questionnaire for adults with learning disabilities – available in paper and digital versions
- Online questionnaire (also available in paper form if needed)

Page 00

*We will be engaging in a Covid Compliant way.*

## Adults with LD sessions:

- 10<sup>th</sup> March – 15:30
- 22<sup>nd</sup> March – 15:30
- 8<sup>th</sup> April – 11:00
- 20<sup>th</sup> April – 15:00

## Shared Lives sessions:

- April – dates to be confirmed

## Family Carer sessions:

- 17<sup>th</sup> March – 9:30
- 24<sup>th</sup> March – 17:30
- 1<sup>st</sup> April – 15:30
- 19<sup>th</sup> April – 12:00
- 21<sup>st</sup> April – 17:30

## Other sessions:

- 30<sup>th</sup> March – 16:00
- 16<sup>th</sup> April – 15:30

All information on the consultation, including how to book onto a session, can be found at:

[www.telford.gov.uk/LD](http://www.telford.gov.uk/LD)

# What do you need to do?

Be aspirational and **think beyond the obvious** to enable people with learning disabilities to reach their full potential.

- Get involved yourself through the virtual sessions and online questionnaire (accessible through [www.telford.gov.uk/LD](http://www.telford.gov.uk/LD));
- Support people with learning disabilities to have their say;
- Signpost others to the engagement; and
- Help promote the engagement within your communities.

This page is intentionally left blank

## Phlebotomy Review – Focus Group Template

<b>Focus group name:</b>	Telford & Wrekin Health Scrutiny Committee
<b>Person completing the feedback:</b>	Cllr Derek White, Chair of the Telford & Wrekin Health Scrutiny Committee
<b>Numbers of patients involved:</b>	13
<p><b>Introduction</b></p> <p>Phlebotomy is a clinical procedure that involves the removing of blood through a small puncture in order to obtain a sample of blood for analysis, monitoring and diagnosis of illnesses. This task is completed by staff specially trained and identified in being competent.</p> <p>When we use the term blood test, it means the taking of the blood sample.</p>	
<p><b>1. Where do you currently attend for your blood tests?</b></p> <p>Members responded by saying they attended their blood tests at their local GP practice or hospital, depending which was closer and based on their local offer.</p>	
<p><b>2. What is the best thing about the blood testing service?</b></p> <p>Members responded by saying things such as “that it was done locally, with a local doctor” and that it was “quick and efficient”.</p>	
<p><b>3. What would you change about the blood testing service?</b></p> <p>Some members responded by saying there was nothing that needed changing, whereas others felt that there was room for improvement in terms of communication with patients as the delivery of service had swapped a lot between being in the community and other times in acute settings, and therefore needed long term consistency.</p>	
<p><b>4. If you could pick a preferred location to attend for your phlebotomy – where would you like to go?</b></p> <p>Some members found that their current location was adequate for the delivery of service, other members preferred locations that were in the community such as GP practices, standalone chemists, and chemists based in supermarkets.</p>	
<p><b>5. Why would you prefer this location?</b></p> <p>Members believed it was better deliver the care closer to home and not in acute settings, as part of the wider prevent agenda. Likewise, more environmentally friendly to go to a local practice than drive across to an acute setting depending on geography.</p>	
<p><b>6. How long do you wait for your blood test?</b></p> <p>In regards to when arriving for blood test, members stated between 15-60 minutes depending on the time of day.</p>	

In terms of the time between booking an appointment and the appointment date, some members cited waiting 10 work days for the blood test, others cited three weeks.

**7. How long do you think you should wait?**

In regards to when arriving for a blood test, Members believe 15 minutes to 20 minutes was acceptable.

In terms of the time between booking an appointment and the appointment date, Members believed patients should not have to wait any longer than a week for an appointment.

**8. Tell us about the choice of times for appointments.**

Members felt this was based on local offer and demand, as some said they were offered a small amount of appointment slots, whereas others did not receive any choice and were given a specific time and date.

**9. When do you think the service should be open?**

Members believed it should be open the usual working hours of a GP practice – 8:30am-7pm and reduced hours over the weekend.