



May 2021

## ABSTRACT

A summary of the feedback received through the Borough wide Learning Disability Consultation conducted from 25 February to 07 May 2021

**Sarah Downes**

Integration Programme Manager

## Contents

<b>Executive Summary</b> .....	2
<b>1. Introduction</b> .....	6
<b>2. Methodology</b> .....	6
<b>a. Pre-Consultation Engagement</b> .....	7
<b>b. Draft Strategy Development</b> .....	8
<b>c. The Telford &amp; Wrekin Learning Disability Partnership Board</b> .....	8
<b>d. Consultation</b> .....	9
<b>3. The Findings</b> .....	12
<b>a. Demographics of Questionnaire Respondents</b> .....	12
<b>b. Consultation Question Responses</b> .....	14
i. Being Healthy and Independent .....	15
ii. Having friends and relationships .....	16
iii. Having Choice .....	18
iv. Getting out and about.....	18
v. Having a job.....	20
vi. Having the right support.....	23
vii. Accessing Respite .....	24
viii. Impact of Covid .....	26
ix. Overarching Questions .....	27
<b>4. Conclusion</b> .....	29
<b>5. Recommendations</b> .....	32
<b>Appendix A – Communications Summary</b> .....	35
<b>Appendix B - Detailed analysis of Easy Read Questionnaire Responses</b> .....	36
<b>Appendix C – Detailed analysis of Online Questionnaire Responses</b> .....	36
<b>Appendix D – Comments from Virtual Lived Experience Consultation Sessions</b> .....	36
<b>Appendix E – Comments from Virtual Sessions for Family Carers and Professionals</b> .....	36
<b>Appendix F – Social Media Comments</b> .....	36
<b>Appendix G – Stakeholder Meeting Comments</b> .....	39

## Executive Summary

Across all services in Telford and Wrekin we want to promote the independence of adults with Learning Disabilities for them 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.

There is good support for people with Learning Disabilities across Telford and Wrekin but there are many areas that could be better. All services want to make these improvements over the next five years.

To ensure the focus is on the most important areas for people with Learning Disabilities, and available resources are deployed effectively, it was important that the prioritisation on the improvements was co-produced – the outcome of which is the **Telford and Wrekin Learning Disability Strategy 2021-2025**.

The development of the Learning Disability Strategy over the past year has included a wide range of engagement, consultation and co-production with people with lived experience, parents, carers, family members and people who work with or support people with Learning Disabilities. Despite the impact of Covid, the development of the strategy has continued and has enabled a rich amount of feedback to be gathered through both the Pre-Consultation Engagement period and the Consultation.

Across the consultation activity held in Spring 2021 we received 301 responses. This built on the engagement activity held in Autumn 2020 where over 160 responses were received.

The findings of the most recent consultation demonstrate that the majority of people are supportive of the areas of improvement outlined in the draft Strategy.

The following images show some of the key headline results and quotes from people with Learning Disabilities and parent carers.



“Our disability doesn’t change” (depending on the time of day)

“We should be supported and educated the same as someone without a disability”

“One size does not fit all”

“Their lifestyle should not be restricted by the care providers' opening hours”

The purpose of the report is to present a summary of the feedback received during this consultation as well as outlining recommended changes to the strategy to reflect this feedback. The report also includes additional recommendations to Cabinet following the consultation as follows:

- i. Notes the results and response to the Learning Disability Consultation as outlined in this report;
- ii. To approve proposals for the draft Learning Disability Strategy to be amended as follows:
  - a. Four additional overarching themes are added to the Strategy (Accessibility, Disability Awareness, Communication and Use of Technology);
  - b. More detail on the three areas (Getting out and About, Having the Right Support and Respite) is included in the strategy and that these are areas that the Learning Disability Partnership Board monitor and scrutinise regularly;
  - c. Data to be updated and further information provided about the different types of Learning Disabilities;
  - d. More detail on the prevention agenda
  - e. Strengthen the links to the Integrated Care System programme of work.
  - f. Should the action plan be approved, the strategy to be updated to reflect the new 'We will...' areas.
  - g. Ongoing engagement and co-production activity with people with Learning Disabilities and their parents/family to continually improve services provided across the borough to include face to face sessions in the community and work with hard to reach communities.
- iii. To approve the draft Learning Disability Strategy Action Plan;
- iv. To continue to ensure the health inequalities experienced by people with Learning Disabilities in Telford and Wrekin are considered and appropriate actions taken to improve the health of people with Learning Disabilities when implementing the strategy;
- v. To pledge to support and provide employment opportunities within Telford & Wrekin Council for people with Learning Disabilities, including ensuring the employment process is accessible;
- vi. To champion the need for all organisations within the Integrated Care System to pledge to support and provide employment opportunities within their own organisations; and
- vii. To grant delegated authority to the Director: Adult Social Care in consultation with the Lead Cabinet Member for Adult Social Care and the Telford and Wrekin Learning Disability Partnership Board to take the necessary steps to implement these recommendations.



## 1. 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>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 of 31 March 2021, Adult Social Care were supporting 521 adults with Learning Disabilities - this represents 29% of all the adults supported by adult social care.

Across all services in Telford and Wrekin we want to promote the 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.

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.

In Spring 2021, the Council launched a formal consultation on the draft Learning Disability Strategy.

The purpose of this report is to present a summary of the feedback received during this consultation as well as outlining recommended changes to the strategy to reflect this feedback.

## 2. Methodology

The development of the Borough-wide strategy has been undertaken using a co-production approach and the consultation was undertaken with due regard to the Public Sector Equality Duty of the S149 Equality Act 2010.

The image summarises the stages of the strategy development.

This section of the report will outline what each of the stages involved.



## a. Pre-Consultation Engagement

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, system wide Autism and Learning Disability Board and Learning Disability Partnership.

Due to the Covid restrictions engagement was restricted to online consultation as face-to-face sessions were unable to place with people with Learning Disabilities. To ensure all voices were heard, if people with a Learning Disability were unable to engage directly, families, carers and staff were asked to support the person to tell us their views. To further promote accessibility to the pre-consultation engagement, a copy of the easy read questionnaire (along with a covering letter) was posted to every person with a Learning Disability (and their parent/carer) with care and support needs and/or were known to Adult Social Care. This was over 500 people.

The engagement asked people what was important to them, or the person they support, in 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 as well as families, carers and staff from various organisations supporting people with Learning Disabilities.

Please refer to the papers [previously published](#) for full analysis and detail of the pre-consultation engagement response.

## b. Draft Strategy Development

The draft Learning Disability Strategy was developed using the feedback from the Pre-Consultation Engagement. Working with the Learning Disability Partnership Board the strategy was further developed, and an Easy Read version created.

For each area asked in the Pre-Consultation Engagement there is a section in the draft Strategy highlighting “**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.

[A copy of the draft strategy, along with the Easy Read version, can be found on the consultation web-page.](#)



## c. The Telford & Wrekin Learning Disability Partnership Board

The Telford & Wrekin Learning Disability Partnership Board was set up in October 2020. The purpose of the Partnership Board is to make sure that people with a Learning Disability who live in Telford and Wrekin have the same chances in life as everybody else. The Board is also responsible for:

- Developing a action plan – and through doing so will hold professionals to account for improving the design and delivery of services for people with Learning Disabilities;
- Making sure that resources are used to support people with Learning Disabilities to have aspirations in their lives; and
- Being involved, influencing, collaborating and co-producing the offer for people with Learning Disabilities and their families/carers.

The Board has met monthly since its launch and is co-chaired by a Person with Lived Experience and the Director of Adult Social Care from Telford & Wrekin Council.

The Board is made up of the following organisations:

- People with Lived Experience
- Parent/Carer representatives
- Taking Part
- Telford & Wrekin Council (adults and children’s representatives)
- Shropshire, Telford & Wrekin Clinical Commissioning Group

- Midlands Foundation Partnership Trust
- Shropshire Partners in Care
- Other organisations/people will be co-opted onto the Board for specific items – e.g. Healthwatch, Public Health, Education and Skills

The Board reports to the Telford & Wrekin Integrated Place Partnership (TWIPP)<sup>1</sup> and informs and influences the system wide Learning Disability and Autism Board. This enables the Learning Disability Partnership Board to:

- Influence and engage senior leaders on issues of concern for people with Learning Disabilities in Telford and Wrekin; and
- Make sure senior leaders are aware of these issues, and that they can get behind the changes needed to make life better for people with Learning Disabilities in Telford and Wrekin.

The Learning Disability Partnership links to other partnerships including:

- The Making It Real Board through the Chair and Co-chair.
- Aiming High through the Service Delivery Manager for Learning Disabilities & Autism
- The Carers Partnership Board

*For more information on the Learning Disability Partnership Board, including copies of its minutes, please see refer to its [webpage](#).*

In January 2021 Telford Voices was set up by Telford & Wrekin Council, supported by Taking Part. This is a group of people with Learning Disabilities who want to get involved in making a difference in Telford and Wrekin. Telford Voices is a key part of the Learning Disability Partnership Board, the Co-chair is also a member of Telford Voices. The group have been instrumental in supporting and influencing the Learning Disability consultation as outlined below.



#### **d. Consultation**

The consultation on the draft Learning Disability Strategy launched on 25 February and closed on 07 May 2021<sup>2</sup>. The purpose of the consultation was to explore further people's views on specific sections of the original strategy themes:

- Being healthy and independent
  - Support to access advice and information about healthy food
  - Access to community leisure services

<sup>1</sup> The Telford & Wrekin Integrated Place Partnership is a meeting of senior leaders from a wide range of organisations in Telford and Wrekin, who work together to improve outcomes for local people by adopting a strengths based approach – focussing upon offering early help, targeted prevention and a joined up response at time of urgent need.

<sup>2</sup> The original closing date for the consultation was 29 April but to enable more people to complete the paper copies and return them the Learning Disability Partnership Board agreed on 21 April to extend the deadline to 07 May 2021.

- Involvement in recruitment and training of paid health and social care staff
- Having friends and relationships
  - Access community activities with people who have similar interests
  - Support to understand love and sexual relationships
- Having choice
  - Support to make choices
- Getting out and about
  - Being active members of their community
  - Access to public transport
- Having a job
  - Importance of having a job
  - Breadth of employment opportunities
- Having the right support
  - Support in small groups or on a one to one basis
  - Flexibility of support
- Accessing respite
  - Flexibility of respite
  - Breadth of respite opportunities
- The impact of Covid.
  - Developing more services in the community

The consultation also asked two additional overarching questions relating to how the plans will affect people with a Learning Disability and how the consultation was run.

The consultation activity was undertaken with due regard to the Public Sector Equality Duty of the S149 Equality Act 2010 in accordance with Telford & Wrekin Council's values and principles:

Openess and Honesty	Ownerships	Fairness and Respect	Involvement
<ul style="list-style-type: none"> <li>•We will - be open and honest in the way we work and make decisions and communicate in a clear, simple and timely way</li> <li>•We would like everyone - to be open and honest about what they want to improve in their community</li> </ul>	<ul style="list-style-type: none"> <li>•We will - be accountable for our own actions and empower others with the skills to help themselves</li> <li>•We would like everyone - to the best of their abilities, to take action and responsibility for themselves and their community</li> </ul>	<ul style="list-style-type: none"> <li>•We will - respond to people's needs in a fair and consistent way</li> <li>•We would like everyone - to respect and care for themselves and others, valuing the different ideas and skills that people bring and treating each other as equals</li> </ul>	<ul style="list-style-type: none"> <li>•We will - work together with our communities, involving people in decisions that affect their lives and be prepared to listen and take on new ideas</li> <li>•We would like everyone - to work with and support others, get involved and share their views to help us develop the way we do things.</li> </ul>

The consultation was aimed at the following people in Telford and Wrekin in particular:

- People with Learning Disabilities,
- Parent/carers of people with Learning Disabilities,
- People working with, or supporting, people with Learning Disabilities,
- Providers of Learning Disability services – including statutory services, residential and care home, domiciliary care providers, voluntary and community organisations, and
- Commissioners of Learning Disability services.

Although the consultation did not include any face-to-face sessions, due to Covid restrictions, the following methods of consultation were utilised:

- Virtual consultation sessions for:
  - Adults with Learning Disabilities supported by Taking Part
  - Family and carers (unpaid)
  - Shared Lived Carers
  - People who work with, or support people with Learning Disabilities
- Easy Read questionnaire (available in paper form if needed)
- Online consultation questionnaire (also available in paper form if needed)
- Sessions with Telford Voices
- Sessions with the Telford and Wrekin Learning Disability Partnership Board
- Attendance at other stakeholder and partnership meetings (e.g. Carers Partnership Board, Health Scrutiny Committee, Integrated Care System Learning Disability & Autism Programme Board)
- Social Media (specific consultation questions asked)

To further promote accessibility to the consultation, a copy of the easy read questionnaire (along with a covering letter and a copy of the draft Easy Read Strategy) was posted to every person with a Learning Disability (and their parent/carer) with care and support needs known to Adult Social Care. This was over 500 people.

To promote the consultation a wide range of communication methods were used, including utilising promotion through partners' communication routes. The routes utilised directly include:

- Press Releases
- Social Media platforms – Telford & Wrekin Council, Live Well Telford and My Options
- Newsletters:
  - Shaun's Weekly Newsletter
  - Community News
  - Telford & Wrekin Integrated Place Partnership Newsletter
  - Safeguarding Partnership Newsletter
  - Shropshire Partner in Care Newsletter
  - Telford & Wrekin Council Staff News
  - Adult Social Care Newsletter
- Provider Forums
- Emails to partners, providers and Telford Interfaith Council
- Internal Telford & Wrekin Council Latest News

*For analysis on the consultation communication activity please refer to Appendix A.*

### 3. The Findings

This section of the report summarises all the information received through the consultation.

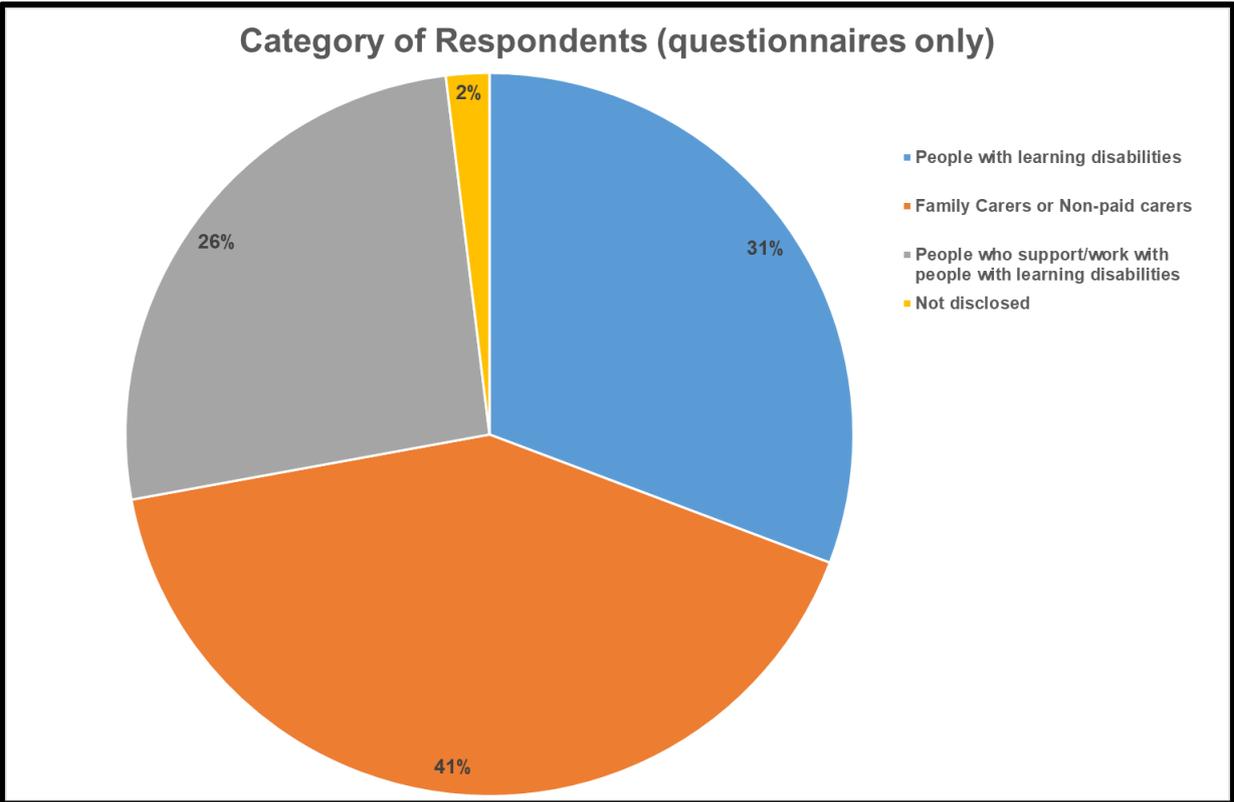
Across all the different types of consultation activity (as noted in the previous section) we received 301 responses:

Consultation activity	Number of people involved and responses
Easy Read Questionnaire	21
Online Questionnaire	83
Virtual Sessions	141
Social Media Comments	41
Social Media agree/disagree surveys	15
<b>Total</b>	<b>301</b>

#### a. Demographics of Questionnaire Respondents

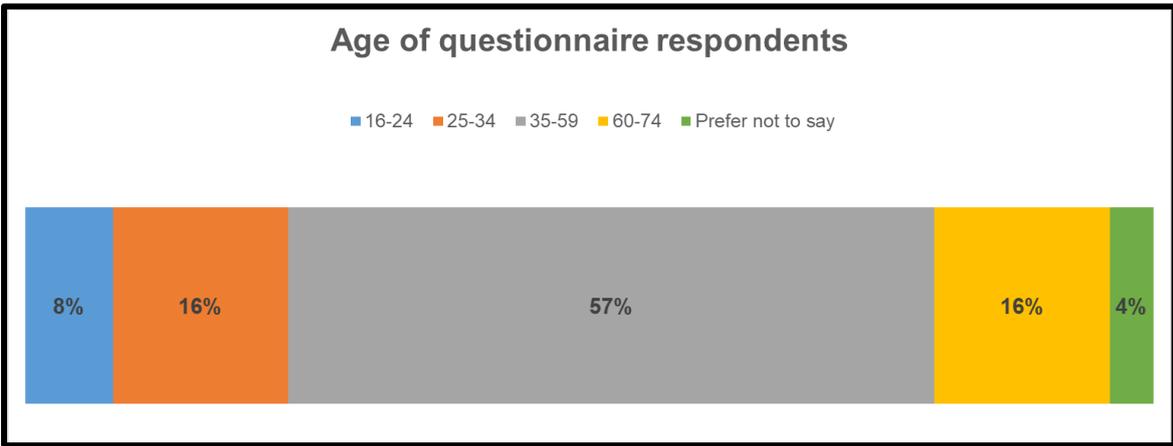
Within the questionnaires we asked people to tell us about themselves so we could understand about the demographics of the respondents. In total there were 104 questionnaire responses.

**Respondent Category:** The biggest proportion of respondents were family carers/non-paid carers (41%), with people with a learning disability the next largest proportion of respondents (31%) as the following diagram illustrates:



**Sex of respondents:** 70% of the questionnaire respondents were female, with 25% male and 5% preferring not to say.

**Age of respondents:** Responses were received from all age groups, except the over 75s, with the majority coming from the 35-59 groups (57%). The following diagram shows the split across the age groups:

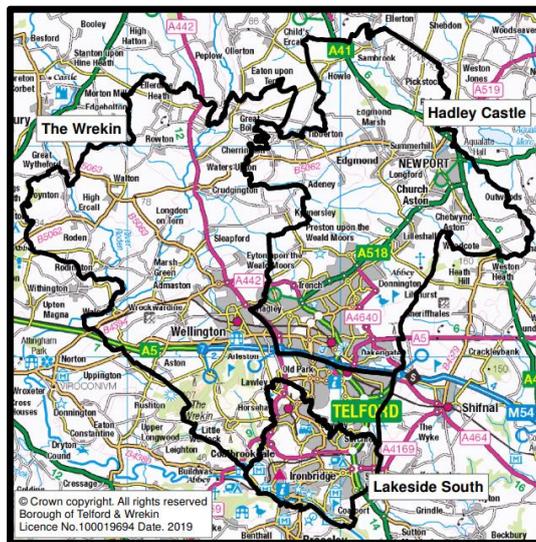


Of the 21 easy read questionnaires completed by people with Learning Disabilities the majority were from the 25-34 age group (33%), with 29% from 35-59 age group, 24% from 60-74 age group and 14% from 16-24 age group.

**Ethnicity of respondents:** The vast majority of respondents were from a White background (94%), with responses received from other ethnic groups:

Ethnicity	Percentage of respondents
White	94%
Mixed	1%
Asian	1%
Black	2%
Other ethnic group	0%
Prefer not to say	2%

**Locality of respondents:** The vast majority of respondents were from The Wrekin locality (50%) with people from Hadley Castle making up 27% and Lakeside South 23%. It is worth noting there were two responses from people residing in Much Wenlock. The image below outlines the three locality boundaries:

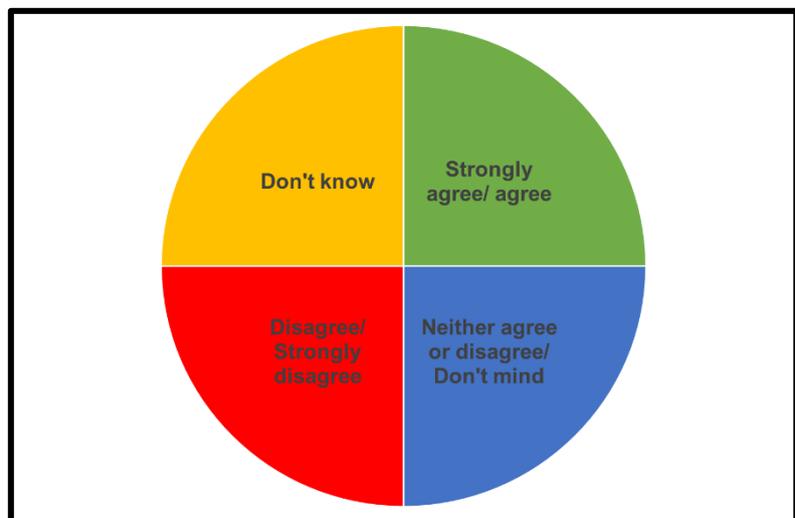


## b. Consultation Question Responses

This section of the report looks at the responses to each of the 18 questions and pulls out some of the key themes emerging from them. For full details of the responses please refer to Appendix B (Online questionnaire Response Analysis) and C (Easy Read Questionnaire Response Analysis).

For each question the responses have been amalgamated from both sets of questionnaires.

Each question will have a small diagram illustrating the responses received – the image to the right illustrate colour key for the diagrams.

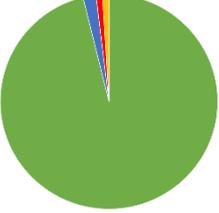
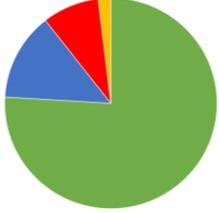
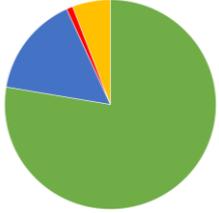


i. Being Healthy and Independent

This section of the consultation looked at people’s experiences of accessing advice and information about health eating, accessing community leisure services, and being involved in recruitment of paid health and care staff.

The majority of people answering the questionnaires agreed with all three of the questions. However, it is worth noting that 22% of respondents did not agree that people with Learning Disabilities could access community leisure services.

The below table summarises the responses received during the consultation.

Questions	Questionnaire Response Highlights
<p>Do you agree or disagree that people with Learning Disabilities should be supported to access advice and information about healthy food?</p>	 <p><i>“I like getting support from carer and healthy lifestyle, reminds me how to look after myself”</i></p> <p><i>“Everybody should eat healthily”</i></p> <p><i>“Nearly all his activities involve food to some degree and he finds it difficult to exercise restraint... Perhaps consideration could be given to the provision and contents of ‘tuck shops’.”</i></p> <p><i>“There needs to be a single, easy to use point to access this information, in formats appropriate to the target audience, and that access point needs to be promoted effectively”</i></p> <p><i>“More needs to be done to support people (especially those not accessing services) to access advice and information about healthy food.”</i></p>
<p>Do you agree or disagree that people with Learning Disabilities can access community leisure services?</p>	 <p><i>“I need support to go to the local leisure centres”</i></p> <p><i>“Adults with Learning Disabilities are not offered support to take full part in sport or leisure activities.”</i></p> <p><i>“At present, I feel that it's difficult for people with a learning disability to access Council leisure services. The Council needs to do more to make these services, and the activities they provide, more accessible to this community rather than putting on specific sessions for people with LD...”</i></p> <p><i>“... should be able to access the same community leisure activities that are available to everyone else”</i></p>
<p>Do you agree or disagree that involving people with Learning Disabilities in the recruitment and training of paid</p>	 <p><i>“I’d like to be asked my opinion on things”</i></p> <p><i>“Their voices should be heard and taken into account. Their input and insight is valuable as they can give their experiences and how the support they get impacts in them”</i></p>

health and social care staff should be explored?	<p><i>“Absolutely, however for those with communication challenges this would prove difficult. However this could be overcome by creating a situation where applicants spend time with the LD person to see how they interact, rather than formalised questions based recruitment.”</i></p> <p><i>“Where capacity allows. Also involve carers, they could bring a lot to the process with their lived experiences.”</i></p>
--	---

**Response highlights received through other consultation routes**

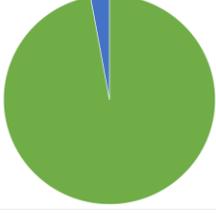
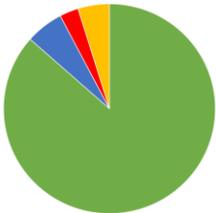
- Some people are worried and anxious about going to the doctors and having a health check.
- When the GP reads their records and knows their communication preferences it is very good and they are helpful.
- A local website would be a good idea so people can look and see what to expect at hospital and appointments
- Being scared to go to health screening appointments as they might say I'm going to die or something badly wrong.
- Paid carers do not always have time to take people to appointments
- Local telephone number that is available 24/7 for people with Learning Disabilities to talk to for support when it's needed.
- Information promoted through leaflets, window posters and buses
- Understanding sensory issues around food for carers and care providers
- Make sure we can support adults as well as CYP into mainstream leisure activities in the community
- Have healthy eating options as a focus for care providers
- Need to build people's confidence to access the community post-covid
- Important that people should keep fit and healthy and that the right amount of support is offered.
- I follow Telford & Wrekin Eat Healthy Hint and Tips videos
- Small walking groups matching people with similar abilities
- The process for accessing health services currently is a struggle
- Having a personalised approach to healthy lifestyles works
- Knowing what is available is an issue
- Not one size fits all
- Ensuring employers understand how to interact with people and that they are treated equally is important.

ii. Having friends and relationships

This section of the consultation looked at people's experiences of accessing community services with people with similar interests and understanding of love and relationships.

The majority of people answering the questionnaires agreed with both of the questions. However, it is worth noting whilst there was agreement there was a different of opinion over what communities activities might look like, with some respondents feeling activities should be specifically for people with Learning Disabilities, whilst others thought it was important that activities were part of the whole community, not separated.

The below table summarises the responses received during the consultation.

Questions	Questionnaire response highlights
<p>Do you agree or disagree that people with Learning Disabilities should be able to access local community activities with people with similar interest?</p>	 <p><i>“Would like to meet some other people with LD”</i></p> <p><i>“I think it makes sense that people with LD should access these activities with people with similar interests regardless of ability. Breaking down the social stigma and/or barriers.”</i></p> <p><i>“More clubs are needed to enable adults with LD to form friendships with others who are on the same level as themselves.”</i></p> <p><i>“If any individual feels comfortable and confident enough, but it has been my experience that the wider community although willing have little or no understanding of learning difficulties. They should be able to attend with a supportive friend free of charge.”</i></p> <p><i>“Should be able to access what everyone else accesses like clubs”</i></p> <p><i>“They should be but it’s not easy - barriers include reasonable adjustments and lack of understanding”</i></p>
<p>Do you agree or disagree that people with Learning Disabilities should be supported to understand love and sexual relationships?</p>	 <p><i>“Yes we should be supported and educated the same as someone without a disability.”</i></p> <p><i>“I only discuss this with certain staff”</i></p> <p><i>“Everyone has that right- I think we should explore those feelings too for people who lack capacity”</i></p> <p><i>“Not enough education and support about promoting sexual relationships and love. People tend to find this area very uncomfortable to support.”</i></p> <p><i>“Yes they most certainly should. Love and sexual relationships are as much part of their lives, should they so wish, as everybody else and the wider learning around this area should be encouraged. Families have been asking for this support for a long time and it's certainly needed.”</i></p>
<p><b>Response highlights received through other consultation routes</b></p>	
<ul style="list-style-type: none"> <li>• In favour of people with Learning Disabilities having choice to get together in groups and do activities with their friends and peers.</li> <li>• Like to meet new people</li> <li>• Feel uncomfortable or scared meeting strangers in big groups.</li> <li>• Sharing experiences and supporting each other through online sessions</li> <li>• Linking to the voluntary sector/programmes – challenges around capacity in this sector</li> <li>• Important to have local offers.</li> <li>• Support from social workers, parents and carers, key workers, family members and people they trust to understand love and sexual relationships.</li> <li>• Should be no different from people without Learning Disabilities</li> <li>• Communication and information is key – myth busting needed</li> </ul>	

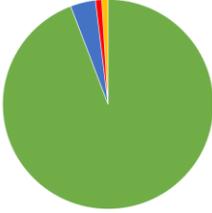
- Maintaining safe relationships whilst maintaining covid safety is a challenge – a key concern at the moment. Need to address online safety concerns and other barriers that prevent people from having safe relationships.

### iii. Having Choice

This section of the consultation looked at people’s experiences of making choices about their lives.

Almost all questionnaire respondents agreed that individuals should be supported to make choices about their lives.

The below table summarises the responses received during the consultation.

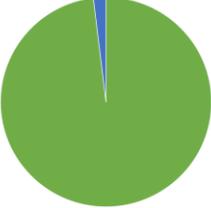
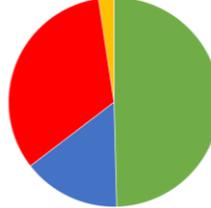
Questions	Questionnaire response highlights
<p>Do you agree or disagree that individuals should be supported to make choices about their lives, such as choosing who to live with or spending money?</p>	 <p><i>“I like to be independent”</i></p> <p><i>“I like to make choices about lots of things”</i></p> <p><i>“Yes, absolutely, individuals should be given choice and control over their lives, and more importantly given the right information and advice”</i></p> <p><i>“My son will always be reliant on others for support with daily life, however he should be encouraged to make choices and decisions where and when possible and appropriate, with appropriate support.”</i></p> <p><i>“This is a tricky one as people with LD can’t always see the bigger/longer term picture and don’t always have realistic expectations. Yes they need to be supported to look at their choices but parents/carers also need to be involved to ensure the best decisions are being made.”</i></p>
<b>Response highlights received through other consultation routes</b>	
<ul style="list-style-type: none"> <li>• Accessible information is needed to support people making choices</li> <li>• People should have a choice of where to live and who they live with not just what is available or suit the circumstances at the time.</li> <li>• Certain decisions are difficult and need quite a lot of information and explaining before choices can be made</li> <li>• Make sure that people are not taken advantage of and are protected from abuse/exploitation</li> <li>• People need the right support and guidance to make choices</li> <li>• Need to make use of independent advocacy</li> <li>• Challenges when there is difference in support available for people with Learning Disabilities who live together but are supported through different legislation (e.g. Section 17 and Section 20).</li> </ul>	

### iv. Getting out and about

This section of the consultation looked at people’s experiences of being active members of their community and accessing public transport.

Whilst almost all people agreed that people with Learning Disabilities should be active members of their community, only 58% of respondents agreed that access to public transport was easy and safe.

The below table summarises the responses received during the consultation.

Questions	Questionnaire response highlights
<p>Do you agree or disagree that people with Learning Disabilities should be able to be active members of their community?</p>	 <p><i>"I like to be out and about"</i></p> <p><i>"My son loves being sociable and mixing with other community members is extremely important to him, and the development of his skills. I enable his daily access to the wider community to my best effort, and encourage him to join in and interact with others regularly."</i></p> <p><i>"They have the same rights as everyone else, been actively present in the community will promote acceptance."</i></p> <p><i>"Sounds good in words but in reality this very rarely works. Until society and workplaces as a whole are trained to be empathetic to people with LD they don't stand a chance. It just causes more mental health issues which makes life very isolating. Better to develop community shops, cafes, clubs where they can work/volunteer with other LD adults, to give them purpose in life in a protected environment where they can flourish."</i></p>
<p>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?</p> <p><i>(This question was also asked via social media and the responses are included in the chart)</i></p>	 <p><i>"I get anxious if buses have lots of kids on or the buses don't stop"</i></p> <p><i>"They should be able to be supported with a carer if needed."</i></p> <p><i>"We need support to do this safely and to be able to choose what we do Taxi drivers need better training and more disability awareness We don't choose to do things sometimes because we don't feel safe People prefer bus to taxis as more people around but don't feel safe in evenings and nights"</i></p> <p><i>"The whole process of obtaining a bus pass was difficult and I felt as if I was wrong in requesting this"</i></p> <p><i>"As long as they can access training if required to do this safely and that staff who work on the buses can recognise when individuals need assistance as all drivers are not always supportive"</i></p>
<p><b>Response highlights received through other consultation routes</b></p>	
<ul style="list-style-type: none"> <li>• Safety is key – some female individuals not feeling safe with male taxi drivers; safety in public places (promote Safe Places)</li> <li>• CCTV should be available in all taxis</li> <li>• Taxi training should be updated to include raising awareness of people with Learning Disabilities</li> </ul>	

- Challenge that some taxis are not licensed by Telford & Wrekin Council – we should influence these authorities and establish best practice
- Bad experiences (including not being reliable) have stopped people using taxis – they do not listen to what has been asked and just beep the horn and drive off; management do not ring back.
- Maybe a taxi pass similar to a bus one
- Unable to use the bus before 9.30am which is a barrier when they are trying to travel to work placements or college – bus passes should be valid at all hours and every day of the week: “*our disability doesn't change*”
- Dealing with money, ticket machines, understanding where the bus is going and where to get off can be a challenge
- A free rider pass would be helpful so money is not an issue
- Would be helpful if you could tell the driver where to stop for you so you do not miss your stop, or feel awkward when pressing the buzzer
- People with Learning Disabilities should be able to access public transport like everyone else
- Drivers not understanding hidden disabilities and Learning Disabilities – including wearing of masks.
- Would help if the person's carer travelled free or at a reduced cost – it is often a barrier to support people to access activities and facilities in the area. If 2-1 carers then this also poses financial challenges.
- A lack of communication options available.
- Travel training would help – including pedestrian training
- It can create a lot of anxiety – need to support carers and individuals to empower them and take small steps.
- Lack of public transport, unhelpful times and changing routes in Telford causes extra anxiety and pressure
- There should be more safe cycle routes
- Use digital technology to support independent travel
- People's plans should include the need to support people getting out and about (children's, EHCPs, adults and schools)

#### v. Having a job

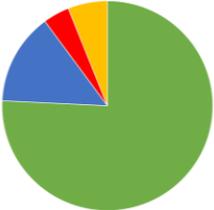
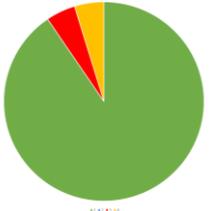
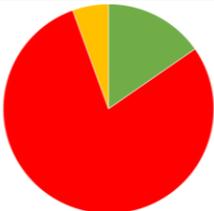
This section of the consultation looked at people's experiences of having a job.

Three quarters of respondents (75.8%) felt it was important for a person with Learning Disabilities to have a job.

Almost all respondents (90.8%) to the easy read questionnaire felt that there should be more employment opportunities for them. Just over two thirds (68.7%) of people who responded to the online questionnaire felt that there was not enough choice of employment opportunities.

The below table summarises the responses received during the consultation.

Questions	Questionnaire response highlights
-----------	-----------------------------------

<p>How important is having a job to a person with Learning Disabilities?</p>	 <p><i>"I like being part of working group and feeling valued"</i></p> <p><i>"I've reached retirement age"</i></p> <p><i>"There should be more disability access to getting a job. For some people getting a job or work experience or voluntary work is important. Important to have a job and learn new skills and learn something new People should be able to work if they want to Should be a person's choice"</i></p> <p><i>"Further work needs to be done in this area, services have historically focused on activities rather than work, individuals may not understand what work entails or how it will have a positive impact in their lives in the future."</i></p> <p><i>"It is often dependent on the level of capacity however, it cannot be a blanket policy to assume it's not important to an individual. Efforts should be made to give each person an opportunity."</i></p> <p><i>"My son would love a job but employers discriminate against people with disabilities"</i></p>
<p>"Do you think people with Learning Disabilities should have more opportunities to do different types of jobs?" (Easy Read)</p>	 <p><i>"Some people might want to work but there are not many choices for them"</i></p> <p><i>"Yes that would be good for my friends"</i></p> <p><i>"Same jobs available."</i></p>
<p>"Do you agree or disagree that there are a wide choice of employment opportunities for people with Learning Disabilities?" (Online)</p>	 <p><i>"Are a few but not many. It's not easy and people struggle. People need support. It can take a very long time Need more places to offer it Worry about benefits and if it effects them Sometimes feels you have to sort it yourself People struggle at work and need support"</i></p> <p><i>"I think opportunities are very limited and more so now because of the economic recovery due to covid that the country currently has to undergo, the job market was tough before, it will be tougher now and for some time yet to come unfortunately but it is not to say that there aren't opportunities still. Now is the time to encourage creative ideas and entrepreneurship."</i></p> <p><i>"Many businesses will interview candidates but ultimately not take them on, or will put them on a reduced wage which is not financially beneficial to them."</i></p> <p><i>"There is not a wide choice of employment opportunities to meet the needs of the cohort of people with LD locally, and this needs to be addressed through a network of support and wider understanding. Employment opportunities need to be meaningful and accessible."</i></p>

*"We need to approach more companies and give them the support in this area. starting with Telford and Wrekin Council"*

**Response highlights received through other consultation routes**

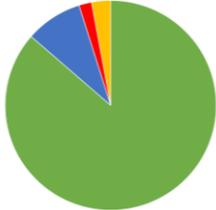
- Having the right support before and when doing the job important
- Communication throughout the process and time to understand is also important
- People should learn about work when they are in school or college.
- Need the support in the work place to prevent breakdown
- Knowledge of EAST (the Council's service that support people with all forms of disability into work) is lacking and presumption they no longer exist
- Link Live Well Telford to the Learning Disability page to enable to people to find the information in one place
- Education and support for employers is needed to help get over any perceived barriers
- Stepping into Work is beneficial to individuals
- Need to lead by example – health and social care should offer jobs and work experience – "Be Disability Positive"
- Very important to empower people to have this opportunity
- People now moving into adult services now have an aspiration to work, historically this was not the case
- Use of digital technology to support people into work – e.g. AutonoMe.
- It's an individual choice but if people with learning disability want to work then the opportunity should be available to them with no barriers.
- *"It's everyday normal life isn't it? You have to get on with it and earn some money in your pocket"*
- Volunteering opportunities are very important too.
- People with LD should have the opportunity to do any job they want. We discussed some limitations (depending on physical abilities etc) but group agreed that it should depend on the skills and qualifications have rather than whether they have a LD.
- Employers should look at working conditions and make reasonable adjustments for people with disabilities
- Employers require qualifications that people cannot get – skills gap
- There should be additional access to courses at colleges as well as employment opportunities. Funding has been pulled for ongoing learning every year for adults with special needs.
- It needs to be understood that young adults with autism and LDs can do more than people think.
- Need to also consider how the person will get to work as part of their plan
- Employers look at the things people cannot do and they see people's disabilities first.
- Need to show employers that people with Learning Disabilities can work hard, be very honest, be kind and helpful – making them very good to work with. Use examples of where it is working.
- Need to support people with Learning Disabilities to see the good things about getting a job and make sure people's plans support them if they want to get a job
- Lack of understanding about benefits and the impact a job has on them
- Consider part time/holiday work from 14 years old to help build confidence and soft skills
- Employers should take more time when asking questions at interview, use simple language and provide interviewees with more time to answer questions.
- They have attended interviews where they feel the decision about who gets the job has already been made. When asked if they thought this was because of them declaring that they have a disability on their application form they thought that might be the case.

vi. Having the right support

This section of the consultation looked at people’s experiences of support.

The majority of questionnaire respondents felt that support should be more flexible (86.5%) and include more offers of support in small groups or one to one (86.4%).

The below table summarises the responses received during the consultation.

Questions	Questionnaire response highlights
<p>Do you agree or disagree that support for people with Learning Disabilities should include more offers of support in small focus or on a one to one basis in the community?</p>	 <p><i>“Prefer 1-to-1 and smaller groups - get anxious and frustrated waiting for everyone in large groups.”</i></p> <p><i>“Enjoyed going to day opps and my carer doing day opps”</i></p> <p><i>“Prefer smaller groups. Prefer to go to different places and new experiences rather than same places More choice of what to do so not set activities for people all the time -make sure it changes Would prefer less time in doing the activities -not full days so taking up full days -so one activity in morning one in afternoon It’s good to go out a lot Used to be a lot of waiting around for buses waiting around for people to come in -people get anxious when waiting Preferred Newport hub was smaller groups and doing different things in local community”</i></p> <p><i>“This sounds great but it also sounds expensive so is it realistically achievable?”</i></p> <p><i>“Unfortunately the pay levels for these staff is so low that recruitment &amp; retention can be an issue activities need to be out in the community and exciting rather than day centres”</i></p> <p><i>“The level of support needed should be individualised to the person with LD and they should not be coerced into smaller group support bubbles for whatever reasons. Needs should be considered carefully and with full involvement of the young person to make those decisions based on as much information as possible using a 'Do With, Not To' model.”</i></p> <p><i>“I do not agree with 'lumping' people with a LD together in groups. Unless of course this is their choice but often it is their family choice as a method of respite for them, rather than enjoyment for the individual. I would prefer groups where everyone is welcome regardless of ability or communication challenges.”</i></p>

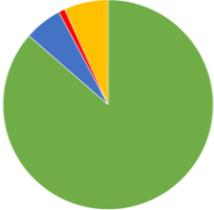
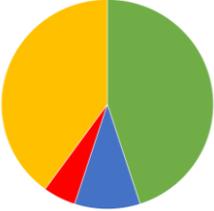
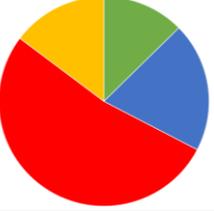
<p>Do you agree or disagree that support for people with Learning Disabilities should be more flexible so they can have it when they need it? (e.g. in the evenings and on weekends)</p>	<p><i>“Generally happy with support.”</i></p> <p><i>“I sometimes like time to myself.”</i></p> <p><i>“Absolutely agree. It should be specific and targeted to the need of the individual. One size does not fit all and should be taken into account”</i></p> <p><i>“Evening activities would be quieter for those on the autistic spectrum -day time in the town park or at the shops is too noisy and overwhelming focusing care and activities during the day excludes these people”</i></p> <p><i>“Provision of support staff needs to be in place for the appropriate times of activities. However consideration also needs to be given to the needs of those who care for them. I work, and without suitable daily activities for my son I could not do so.”</i></p> <p><i>“Their life style should not be restricted by the care providers' opening hours.”</i></p> <p><i>“Yes I agree that they should be able to. I guess it comes down to the reality of staffing to achieve this flexibility, that there will be staff who are able to accommodate evenings and weekends. Unfortunately not all staff can accommodate such flexibility due to each individual circumstances.”</i></p>
<p><b>Response highlights received through other consultation routes</b></p>	
<ul style="list-style-type: none"> <li>• More affordable adapted housing.</li> <li>• More dropped curbs so they don't have to be on the road in wheelchairs</li> <li>• New builds are not built with wet rooms (including Nu Place), even though some are wheelchair friendly.</li> <li>• More flexible support should be available not just for adults</li> <li>• People should have choice and a mixture of small group activities and 1-to-1 opportunities should be offered in the community. It's a case of individual choice and independence – small groups for some things then 1-to-1 for others as necessary.</li> <li>• Support should be available when most needed which could be at any time, in the day, evening or on a weekend.</li> <li>• Time keeping is important so that care is not late when it is due.</li> <li>• All about money as hourly rates are higher out of hours.</li> <li>• It can be hard to get hold of support workers out of hours which is not good.</li> <li>• More community based support would be good – but limited capacity</li> <li>• Flexibility is key moving forward – not just fitting into a service and activity – what do people want to achieve and how do they want to get there, can provide one to one support to help achieve it.</li> <li>• Build on people's skills</li> <li>• Longer term support around employment needed</li> <li>• Communication and information about what support is out there</li> </ul>	

vii. Accessing Respite

This section of the consultation looked at people's experiences of respite.

86.4% of questionnaire respondents felt that respite or having a break options should be more flexible for people with Learning Disabilities and their families/carers. Over half of the online questionnaire and social media survey respondents felt that there was not a wide choice of options for respite or having a break in Telford and Wrekin. Within these questions there was a significant proportion of respondents who said they 'did not know', especially from people with Learning Disabilities.

The below table summarises the responses received during the consultation.

Questions	Questionnaire response highlights
<p>Do you agree or disagree that respite/having a break should be more flexible for people with Learning Disabilities and their families/carers?</p>	 <p><i>"I enjoy going to respite with shared lives carers, it gives me and sister a break."</i></p> <p><i>"I do with my shared lives carers but some friends seem to have less and different experiences"</i></p> <p><i>"More choice. Like it same person when doing respite so they know me and I know them"</i></p> <p><i>"Definitely more flexibility but also more opportunities and a reasonable cost. Many times respite is lacking and/or unaffordable. Also easier to access without judgment by gatekeepers"</i></p> <p><i>"If you go on holiday you don't holiday 9-5pm"</i></p> <p><i>"Not enough respite options for adults with severe Learning Disabilities locally"</i></p> <p><i>"You get 'respite' from your non LD family members when they go out with friends or go on holiday. Why should it be different for a person with LD? If respite has to be building based why can't this be a hotel by the seaside or an activity centre based holiday for them with support if needed? I don't believe in local respite, who would choose to go on holiday in their own home town unless it was a luxury hotel with lovely facilities?"</i></p>
<p>Do you think people with Learning Disabilities and their families or carers in Telford and Wrekin have more choice for respite? (Easy Read)</p>	 <p><i>"Yes, more choice should be available."</i></p> <p><i>"I enjoy going to the same respite carers"</i></p>
<p>Do you agree or disagree that there is a wide choice of options for respite/having a break for people with Learning</p>	 <p><i>"There are very few options and social services are not very good at researching what is available. I currently can't access respite because we have to pay for it and I can't afford to."</i></p>

<p>Disabilities and their families/carers in Telford and Wrekin? (Online)</p> <p>(This question was also asked via social media and the responses included in the chart)</p>	<p><i>“Open up the day centres as soon as possible so we carers can have a break, especially when we’ve sheilded them for 4 months”</i></p> <p><i>“Respite options extremely limited currently. The only time we have had an overnight respite break from our son with an LD is when friends have offered to look after him. So thats been two or three nights in the 5 years we have lived in T&amp;W. Short daytime breaks like Ican2 or A2A are good but that all stops when the young people get to 25.”</i></p> <p><i>“There are no clubs/ shortbreak options available for adults at present. This needs to be looked at, family carers need some time away from caring too. In the long run more money needs to go into this as if not more pressure will be put on families and could result in social services having to get more involved and becoming more costly for the council. Art clubs, gardening clubs, dance/acting clubs, social clubs. Will also give valuable skills which may result in better outcomes for the LD adult.”</i></p> <p><i>“I am unsure of the numbers of opportunities for these facilities , but strongly feel it should be widely available and people to be made aware of this type of facility”</i></p>
<p><b>Response highlights received through other consultation routes</b></p>	
<ul style="list-style-type: none"> <li>• Respite is a personal choice but more opportunities should be made available</li> <li>• Funding to support charities to provide support, including respite, withdrawn</li> <li>• There are only nursing/elderly care settings, or they are miles away, that are not always appropriate.</li> <li>• <i>“Don’t know of any - always been a shortage”</i></li> </ul>	

viii. Impact of Covid

This section of the consultation looked at people’s experiences of support.

Nine out of ten respondents (91.1%) felt that service providers should develop more services in the community for people with Learning Disabilities.

The below table summarises the responses received during the consultation.

Questions	Questionnaire response highlights
<p>Do you agree or disagree that service providers should develop more services for people with Learning Disabilities in the community?</p>	 <p><i>“Been quite happy with support from shared lives carer because I’ve had lots to do.”</i></p> <p><i>“Would enjoy more support”</i></p> <p><i>“Providers need to support individuals to become part of their own community, enjoy what is available to them and to be involved in making changes to benefit everyone.”</i></p> <p><i>“While online stuff has been the only option during covid, it’s not a suitable replacement for face to face / physical services.”</i></p>

	<p><i>“Yes, we’ve managed to meet up with others with similar disabilities either online or outside in person when allowed but she has missed not being able to attend her usual clubs and at times she’s felt isolated.”</i></p> <p><i>“For 2 days a week we rely on a charity for day activities. There is currently very limited choice for local activities.”</i></p> <p><i>“Community Enterprise Facility ... My place in the Community, working towards a community hub/shop offering a work place for small groups to work, gain skills in the production of items for retail. Develop the Public’s awareness and value of people with disabilities ...”</i></p>
--	---

**Response highlights received through other consultation routes**

- Activities group would like to see made available include: Dancing, Zumba, getting back to work and accessing Arty Party on-line.
- Some individuals don’t like accessing activities on-line so want to access day opportunities but not in one place all day.
- Have a menu of activities at different locations which people could go between during the day. May be at one centre in the morning and another one in the afternoon or stay at one all day but have different activities to stimulate interest.
- Small group activities rather than traditional day services where everyone does the same thing.
- More local services should be offered but it has been very difficult to access anything recently because of Covid19 restrictions.
- Not enough information about the lockdown easing and not in a format that is easy to understand (shielding was mentioned). Not enough information offered locally.
- Restrictions are easing too quickly and there is concern about cases rising.
- More face to face options needed
- Community Enterprise Facility or Skills and Enterprise Hub needed
- Providers are restricted by regulation
- Needs are not considered enough by service providers
- More community integration needed

ix. Overarching Questions

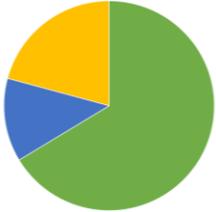
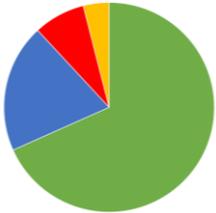
This section of the consultation looked at people’s views on the plans as a whole and how the consultation was communicated.

Around two thirds of respondents (66.3%) felt that the plans would make things better for people with a learning disability, no respondents felt that the plans would make things worse. It is worth noting that 20% did not know if the plans would make things better.

Just over two thirds (68.3%) of respondents were happy with the way we were finding out what people thought about the strategy.

The below table summarises the responses received during the consultation.

Questions	Questionnaire response highlights
-----------	-----------------------------------

<p>In your opinion how do you think our plans will affect people with a learning disability?</p>	 <p><i>“Don’t believe it will happen for everyone with a learning disability, often those with a physical and learning disability are in my experience excluded from any new initiatives”</i></p> <p><i>“Hopefully! I would like to think that this last year has provided the opportunity to reflect on what works well. There is no one-size fits all. As there are financial constraints, perhaps there could be greater liaison with voluntary groups -Club 2000, Green Gym, Walking for Health and whatever else is out there!”</i></p> <p><i>“In theory, most of it sounds positive but it depends if you actually follow through on the things you say you will do. It also sounds like you are putting a lot of focus on getting people into paid employment so that you don’t have to provide so many services / so much funding for people. Your comments on what we will do for Impact of Covid19 (p18) doesn’t actually say very much!”</i></p> <p><i>“Would like to think things will get better but as a member of the public/parent/carer it is difficult to see who is accountable for actually making changes any making things happen.”</i></p> <p><i>“If people with Learning Disabilities are heard and understood and listened too it would make things better for them to live their lives and have the support needed for them”</i></p>
<p>Are you happy with the way we are finding out what people think about this strategy?</p>	 <p><i>“I was sent a link from a friend but I did not know about it myself”</i></p> <p><i>“The Easy to understand guide sent to customers was easy to support customers to fill in”</i></p> <p><i>“Local focus groups would have encouraged those who are not internet savvy to have their say. I have not heard of nor been invited to one. People with Learning Disabilities may have found attending one useful”</i></p> <p><i>“Not everyone likes to put their opinion forward until changes have been made. Not everyone thinks there opinion will be counted”</i></p> <p><i>“Appreciate it is difficult at this time with Covid restrictions of offering face to face meetings or larger organised meetings.”</i></p>
<p><b>Response highlights received through other consultation routes</b></p>	
<ul style="list-style-type: none"> <li>• <i>“Finding out about the plan through Telford Voices group and e-mails etc from LA”</i></li> <li>• <i>“Liked the opportunity to get together on Teams to discuss although a couple of people said they were very nervous about attending”</i></li> <li>• <i>“Format is not particularly friendly for those with dyslexia (coloured paper and/or different coloured print required).”</i></li> </ul>	

The consultation also provided an opportunity for respondents to share any other comments they may have. 29 questionnaire respondents took this opportunity and their responses have been themed into the following areas:

- Need to ensure aspirations are implemented
- Good to have the opportunity to give opinions
- Consultation not well advertised/difficult to find
- Families willing to work with LA for best outcomes/need to involve families more
- Focus groups would have been useful/ go out and speak to groups/ was not aware of meetings
- Need support to complete forms/ use internet/ completing consultation has been difficult
- People with Learning Disabilities want the same as everyone else

*For copies of the full comments received through the consultation period please refer to the following appendices:*

- [\*Appendix B - Detailed analysis of Easy Read Questionnaire Responses\*](#)
- [\*Appendix C – Detailed analysis of Online Questionnaire Responses\*](#)
- [\*Appendix D – Comments from Virtual Lived Experience Consultation Sessions\*](#)
- [\*Appendix E – Comments from Virtual Sessions for Family Carers and Professionals\*](#)
- [\*Appendix F – Social Media Comments\*](#)
- [\*Appendix G – Stakeholder Meeting Comments\*](#)

## 4. Conclusion

The development of the Learning Disability Strategy over the past year has included a wide range of engagement, feedback and co-production with people with lived experience, parents, carers, family members and people who work with or support people with Learning Disabilities. Despite the impact of Covid, the development of the strategy has continued and has enabled a rich amount of feedback to be gathered through both the Pre-Consultation Engagement period and the Consultation.

**The findings of the consultation demonstrate that the majority of people are supportive of the areas of improvement outlined in the draft Strategy.**

The following images shows some of the key headline results and quotes from people with Learning Disabilities and parent carers.

# LEARNING DISABILITY CONSULTATION

| 25 February to 07 May 2021 | 301 responses

66%



Of respondents felt that the plans would make things better

76%



Of respondents felt that people could access community leisure services

86%



Of respondents felt people should be supported to understand love and sexual relationships

42%



Of respondents felt that access to public transport was not easy and safe

86%



Of respondents felt that support should be more flexible

70%



Of respondents felt there was not enough choice of employment opportunities

98%



Of respondents felt that individuals should be supported to make choices about their lives

52%



Of respondents felt that there should be more options for respite

"I like to make choices about lots of things"

"I like to be independent"

"Our disability doesn't change" (depending on the time of day)

"We should be supported and educated the same as someone without a disability"

"Everybody should eat healthily"

"Their lifestyle should not be restricted by the care providers' opening hours"

"One size does not fit all"

"They have the same rights as everyone else"

"Services have historically focused on activities rather than work"

Within the 8 areas of improvement that were consulted upon three of them stood out as being the ones that respondents were most concerned about:

- Getting out and about,
- Having the right support, and
- Accessing Respite.

It is recommended that the draft strategy is expanded to include more detail on these three areas and that these are areas that the Learning Disability Partnership Board monitor and scrutinise regularly.

**Recommendation**

The findings also highlighted four overarching themes, these include:

- **Accessibility** – including information, advice and community resources;
- **Disability Awareness** – including in public and businesses
- **Communication** – including accessibility, timeliness and methods of communicating with hard to reach areas of the community;
- **Use of technology**– including using digital developments to improve independence at home, getting out and out and employment.

Whilst these themes were reflected in some of the initial engagement work undertaken, which shaped the draft strategy, they are important in enabling people with Learning Disabilities to live well and enjoy a full life, with as much independence as possible. It is recommended that these additional themes are added to the Learning Disability Strategy and associated actions considered within the Strategy action plan.

**Recommendation**

## Impact of Covid

The Covid pandemic has impacted on the development of the strategy in that no face to face sessions were able to be held due to the Government restrictions in place and the increased risks for people. However, other types of engagement events were held, including virtual sessions, utilising social media and attending stakeholder virtual meetings. The consultation was open to any other forms of engagement should they be requested as long as they were within the Government's guidelines at that time.

As outlined in the draft strategy, there are estimated to be over 4,000 adults with Learning Disabilities in the Borough, of which only 500 have Care and Support Needs and are therefore known to the Local Authority. This impacts on the ability to share information directly with people as they are not known to the Local Authority and are therefore reliant on other communication routes to share the information. Whilst the communications were wide ranging (please see Appendix A for a summary of these) it was also reliant on the sharing of information through various groups and services, including the Parent and Carer Forum (PODs), Carers Partnership Board and Carers Centre, Voluntary, Community and Social Enterprise Sector, NHS partners, GPs, Healthwatch, Care Providers and word of mouth. Additionally, the natural communication that happens in community and peer support groups was not able to be fully utilised due to the Government restrictions in place.

As the Country moves out of the Covid-19 lockdowns the opportunities to address the additional overarching four themes is evident. Key to all of these themes is the ability to engage with

### Improving engagement post Covid

Several of the comments received in the consultation highlighted the difference providing information face to face, through already existing community/local groups and networks, would make to people with Learning Disabilities. This approach would also help to improve engagement with some of the harder to reach communities, reducing health inequalities, and improving outcomes for people.

**Recommendation**

people with lived experience in their communities, which due to Covid has not been possible through this process.

It is worth noting that the impact Covid has, and is continuing to have, on people with disabilities and their families and carers, cannot be underestimated. The recent report by Marmot 'Build Back Fairer'<sup>3</sup> highlighted that the inequalities that were already present pre-covid have been exposed and amplified. The Marmot report goes into detail about the inequalities but for people with disabilities as well as being at a higher risk of dying as a result of Covid, they are also more likely to be negatively impacted on in terms of, social isolation, mental and physical health, food poverty and future health inequalities. It is important that the work to implement the strategy also takes into account the specific health inequalities that people with Learning Disabilities in Telford and Wrekin face.

**Recommendation**

## 5. Recommendations and Next Steps

---

<sup>3</sup> [Build Back Fairer: The COVID-19 Marmot Review](#)

This report will be presented to Telford & Wrekin Council's Cabinet on 16 September 2021, for consideration of the following recommendations.

Members are asked to:

- i. Note the results and response to the Learning Disability Consultation as outlined in this report;
- ii. To approve proposals for the draft Learning Disability Strategy to be amended as follows:
  - a. Four additional overarching themes are added to the Strategy (Accessibility, Disability Awareness, Communication and Use of Technology);
  - b. More detail on the three areas (Getting out and About, Having the Right Support and Respite) is included in the strategy and that these are areas that the Learning Disability Partnership Board monitor and scrutinise regularly;
  - c. Data to be updated and further information provided about the different types of Learning Disabilities;
  - d. More detail on the prevention agenda
  - e. Strengthen the links to the Integrated Care System programme of work.
  - f. Should the action plan be approved, the strategy to be updated to reflect the new 'We will...' areas.
  - g. Ongoing engagement and co-production activity with people with Learning Disabilities and their parents/family to continually improve services provided across the borough to include face to face sessions in the community and work with hard to reach communities.
- iii. To approve the draft Learning Disability Strategy Action Plan;
- iv. To continue to ensure the health inequalities experienced by people with Learning Disabilities in Telford and Wrekin are considered and appropriate actions taken to improve the health of people with Learning Disabilities when implementing the strategy;
- v. To pledge to support and provide employment opportunities within Telford & Wrekin Council for people with Learning Disabilities, including ensuring the employment process is accessible;
- vi. To champion the need for all organisations within the Integrated Care System to pledge to support and provide employment opportunities within their own organisations; and
- vii. To grant delegated authority to the Director: Adult Social Care in consultation with the Lead Cabinet Member for Adult Social Care and the Telford and Wrekin Learning Disability Partnership Board to take the necessary steps to implement these recommendations.

## **Next Steps**

Following presentation to Telford & Wrekin Council's Cabinet the draft strategy (and easy read version) and the findings from the consultation is shared with people who have taken part and the detailed action plan finalised.

The Telford & Wrekin Learning Disability Partnership Board (LDPB) will hold all organisations/services to account for delivery of the Strategy and Action Plan. The LDPB will be supported by the Telford & Wrekin Integrated Place Partnership and the Telford & Wrekin Health and Wellbeing Board.

In addition, the LDPB will continue to co-produce any actions and service developments with Telford Voices, and other groups of people with lived experience, to further develop the actions so that they remain relevant and impactful over the period of the strategy. They will also regularly consult with them to ensure the actions being completed are delivering the required outcomes.

## Learning Disability Consultation Communications Summary 25 February to 07 May 2021



### Campaign Aim

To promote and encourage people to partake in the borough-wide Learning Disability Consultation as well as raise awareness of the support available for people with learning disabilities.

#### Main Message:

We are determined to do everything we can to make sure people with a learning disability in Telford and Wrekin live well, as independently as possible. If you have a learning disability, or care or support an adult with a learning disability please tell us what we can do more of, or where we can do better.

### What we did

- **Social Media** – posts and images encouraging people to get involved, inviting them to join in the virtual sessions, invitations to keep up dated to hear how the work progresses, asking people to share far and wide, signposting to the surveys and draft strategy and direct consultation questions.
- **Internet/eNewsletters/local media** – newsroom stories, newsletters and press releases encouraging people to get involved and invitation to keep up dated to hear how the work progresses.
- **Direct** – Covering letter and Easy Read consultation pack send to over 500 people with learning disabilities (and/or their family/carer) known to Adult Social Care.
- **Virtual meetings** – opportunities for people with learning disabilities, parents/carers and professionals to feed in their views about the draft strategy.
- **Direct emails** – emails to key stakeholders to promote the consultation, asking them to promote the consultation amongst their networks and through their communication channels, get involved and support people with learning disabilities to have their say.
- **Provider Forums** – encouraging providers to get involved in the consultation and to support people learning disabilities to get and have their say.
- **Intranet and Staff News** - encouraging staff to get involved, support people with learning disabilities and parent/carers to have their say and invitation to keep up dated to hear how the work progresses.

#### Outputs

- 54 social media posts (FB, Twitter, LinkedIn)
- 19 virtual meetings offered
- 3 press releases
- 15 newsletter articles

### Outcomes

- 135k+ impressions
- 104 comments
- 247 likes/shares
- Local media coverage

### Impact

Over 300 responses to the consultation received.

The campaign highlighted the key areas people were concerned about as well as sharing some of the good work:

- "More flexible support should be available not just for adults either "
- "It needs to be understood that young adults with autism and LDs can do more than people think."
- "We've just moved into a new build by Nuplace into a wheelchair friendly home. We had a wheelchair lift fitted. Crazy that the bungalows on the site are all having baths put in them instead of wet rooms."
- "A local telephone number manned 247 that people with learning disabilities/mental health issues can ring to talk to someone about anything that was playing on their minds."

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

## Appendix B - Detailed analysis of Easy Read Questionnaire Responses



LD Consultation  
Easy Read Analysis -

## Appendix C – Detailed analysis of Online Questionnaire Responses



LD Consultation  
Online Questionnai

## Appendix D – Comments from Virtual Lived Experience Consultation Sessions



Learning Disability  
Consultation - Lived

## Appendix E – Comments from Virtual Sessions for Family Carers and Professionals



Learning Disability  
Consultation - Fami

## Appendix F – Social Media Comments

Theme	Comment
Being Healthy and Independent	<ul style="list-style-type: none"><li>A local telephone number manned 247 that people with Learning Disabilities/mental health issues can ring to talk to someone about anything that was playing on their minds. This would help the ambulance service, the hospitals and GP surgeries by giving the individuals someone to talk to, someone to just listen. Reducing attention seeking aimed at</li></ul>

	inappropriate avenues and preventing unnecessary emergency service call outs and hospital admissions.
Having friends and relationships	None received
Having Choice	None received
Getting out and about	<ul style="list-style-type: none"> <li>• Our adults with Learning Disabilities need stimulation to get out and about. My daughter lives in assisted living and is supported daily. However the support staff are happy just to sit and watch TV with her! We need to change the way we support in the community with access to good daily nutritional exercise and wellbeing support and advice. This is often missed for our Learning Disabilities group.</li> <li>• That's interesting as I got my bus pass with Telford and Wrekin Council on the basis of my Learning Disability.</li> <li>• Telford don't even give a bus pass to those with learning difficulties. Scotland give one for middle rate care DLA claimants but not down here</li> <li>• not sure if it's still the same but I work at Telford college and support students on work placements but they were unable to use bus pass before 9.30 which is a barrier when they are trying to travel to work placements or even getting to college on time</li> <li>• Yes often they don't drive and the bus service is essential. Years ago in the days of travel tokens you could also use them in a taxi which was also great idea. Some autistic people with sensory issues find travelling on a bus difficult. Maybe an option again?</li> <li>• No disabled can't access transport easily at all some can't read where bus is going deal with money then cope with all people on the bus</li> <li>• It would be helpful if you had a free rider card so money is not an issue when traveling on the busses for people with Learning Disabilities.</li> <li>• Educate people who provide the mainstream provision to know how to support better and adapt to need. Businesses need to be willing to understand and learn about individuals needs.</li> <li>• No, I don't think its easy for them at all. My daughter can't use a bus alone due to being unable to read the destination on the front...also not knowing where she needs to get off and the fact that there are too many people on the bus for her to cope with all the different noises. She also struggles understanding money.</li> <li>• Not only appropriate transport needed but holiday clubs needed too</li> <li>• It would be helpful if when getting on the bus, you could tell the driver where to stop for you, so you do not miss your stop, or feel awkward when pressing the buzzer.</li> <li>• Public transport in Telford is a disgrace at the best of times !!!</li> <li>• Agree they should be able to do like everyone else</li> <li>• Yes they should be able to access</li> <li>• My daughter couldn't</li> <li>• Shame I've only just seen this. Had a few bad experiences like waiting for a bus which came into the wrong stand, then driver refused to let me on as he'd started to pull away. Another where despite having an exemption the driver insisted I needed a mask. Another where I was refused travel due to bus being 'full' due to Coronavirus restriction BS. Luckily was able to catch a train as I was trying to get to TCAT for training (thanks for funding that, BTW). I do have a diagnosed condition, FWIW.</li> <li>• It would be helpful if the disabled persons carer travelled free or at a reduced cost, with carers allowance being below £70 per week cost could be a barrier to chaperoning people with learning difficulties to access activities and facilities in the area.</li> <li>• No. Imagine having a leaning disability and having to find your way around using complicated ticket machines. Needs a range of communication options</li> </ul>

Having a job	<ul style="list-style-type: none"> <li>• There should be additional access to courses at colleges as well as employment opportunities. Funding has been pulled for ongoing learning every year for adults with special needs.</li> <li>• But as for the employment opportunities, they should be doing equal opportunities anyways regardless.</li> <li>• It needs to be understood that young adults with autism and LDs can do more than people think. When trying to get support for my son starting University there was either no understanding or people come out with ridiculous comments like am I sure he's autistic as he's clever . Just because someone is capable academically does not mean that they can manage socially or cope with daily living with no support. They still may not be able to budget or cook a meal or travel independently. I had to sort out my sons care with his Uni who provided funding for an assistant for him. Most Unis don't do this as it's down the LA from the home address to do so just as it would be if they were in a residential home. It's time there was more support for those able to study who can then hopefully go in to a workplace. Don't make assumptions and don't write them off. Also having someone tell you that you aren't a carer as it's your own child is unacceptable.</li> <li>• That's all very well but finding someone to take them on after there college is another thing places are not available for all the stress of claiming esa and pip could be made easy</li> <li>• Not sure, the young gentleman I know through our Rugby Team, the XXX (<i>name of team redacted to prevent identification</i>) they are great volunteer roles but not sure they have been offered and employment team</li> </ul>
Having the right support	<ul style="list-style-type: none"> <li>• But if the council are also trying to ask people if those with a learning disability should have more flexible support, then I'm thinking why they don't already?</li> <li>• More affordable adapted housing. More dropped curbs so they don't have to be on the road in wheelchairs</li> <li>• we've just moved into a new build by Nuplace into a wheelchair friendly home. We had a wheelchair lift fitted. Crazy that the bungalows on the site are all having baths put in them instead of wet rooms.</li> <li>• Schools fully support them</li> <li>• Defo more flexible support should be available not just for adults either and transport is also an issue as well</li> </ul>
Accessing Respite	<ul style="list-style-type: none"> <li>• I used to work for a charity that gave respite support to people with Learning Disabilities. Telford and Wrekin Council withdrew funding so the people's family members didn't get the support they wanted and I lost my job. So much for a caring council!</li> <li>• Would help if the council brought back funding for the respite care facilities that they closed a few years ago. I and many others were made redundant as support workers for people with Learning Disabilities. I don't think Telford and Wrekin Council care a great deal for people who have Learning Disabilities and this is just Lip service.</li> <li>• There's only nursing / elderly care settings that aren't always appropriate. Years ago there used to be clubs and holidays clubs where Learning Disabilities and young people with disabilities could go but they are rarely heard of now or they are miles away.</li> <li>• Not enough options at all, especially wrap around care for school, its non-existent</li> <li>• don't know of any - always been a shortage</li> <li>• I am a carer for my son who is a adult I don't get any help</li> <li>• Nowhere near enough at all!!</li> <li>• I don't know of any</li> <li>• It's rubbish!!</li> </ul>
Impact of Covid	None received

Other	<ul style="list-style-type: none"> <li>• Why single out learning difficulties, shouldn't you be looking at 'those people with additional needs'; regardless of the need for support. Help all night single out one group.</li> <li>• We had to fight as we weren't over 55. Crazy because young people can be disabled also</li> <li>• Maybe an initiative for physically disabled people? There are a lot of parts of telford that aren't very accessible if you're in a wheelchair or use crutches or a walker. Loads of pavements around the place aren't dropped enough and some places are missing them altogether, pavements are uneven and narrow in places, making them dangerous for these people to use.</li> <li>• they have always been forgotten and never a second thought for them it's disgusting how Telford treat them there the forgotten as if they don't count its disgusting when they have a lot to offer if they only had the chance</li> <li>• There is not enough support for individuals with Learning Disabilities</li> <li>• Telford a dump for people with Aspergers Telford and Wrekin. Council. Don't care</li> <li>• What about people with autism who have difficulty but have no Learning Disabilities</li> </ul>
-------	--

## Appendix G – Stakeholder Meeting Comments



Learning Disability  
Consultation - Stake