



Commissioning plan for people with learning disabilities

2016–2019

DOING NORMAL THINGS WITH SUPPORT

"I am a working adult and I expect people to treat me the way that a 25 year old man should be treated. It is very important not to underestimate people with Down Syndrome. We are capable of many things."



- Coastal West Sussex CCG
- Crawley CCG
- Horsham and Mid Sussex CCG

Working in partnership



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Foreword

We are really pleased to see the completion of this 3 year Commissioning Plan for services for adults with learning disabilities in West Sussex.

It has been developed by the West Sussex County Council and the three Clinical Commissioning Groups for Coastal West Sussex, Horsham and Mid Sussex and Crawley.

The development of the Plan has been overseen by the West Sussex Learning Disability Partnership Board and informed by the views of people with learning disabilities, their carers, health and social care providers & professionals and other key stakeholders. There has been a public consultation from October 2014 to January 2015.

This Plan sets out clear strategic intentions for the commissioning and delivery of support and services for adults with learning disabilities in West Sussex. It sits within the context of the new Care Act 2014 and responds to the priorities set out in Valuing People Now.

The Plan sets out many challenges not only for statutory health and social care services but also for local service providers and the wider community. This plan does not sit in isolation from other plans and strategies. Rather, for this plan to be delivered successfully, it is crucial that organisations work together to ensure that there are high quality services and support in place for people with learning disabilities and that people are enabled to live their lives as full citizens in their local communities.

We are committed to the priorities set out in this plan, in particular to ensure that people with learning disabilities are active citizens of West Sussex and that they have opportunities to access housing, health services and employment.

We look forward to seeing continued positive change for adults with learning disabilities in West Sussex.



Peter Catchpole
Cabinet Member for Adult Social Care and Health



Dr Amit Bhargava
Clinical Chief Officer, Crawley CCG



Dr Katie Armstrong
Clinical Chief Officer, Coastal West Sussex CCG



Sue Braysher
Chief Officer, Horsham and Mid Sussex CCG

Foreword from the Co-Chair of the Learning Disability Partnership Board

My name is Elizabeth Munnion and I am Co-Chair of the Learning Disability Partnership Board. I enjoy working with the Partnership Board.

I am very pleased to see transport and health in the plan. It is very important for people with learning disabilities to have annual health checks and easy to read information and support about staying healthy and eating well.

I am looking forward to working with the Partnership Board to make things happen. Action speaks louder than words!



Thank you

We would like to thank everybody who has contributed to the development of this Plan. These people are too many to name individually, however, particular thanks must go to:

- The people with learning disabilities, carers, staff, partners and community organisations who have shared their experiences or given us their views as part of one of the consultation and engagement exercises that took place during the development of this Plan and during the public consultation between October 2014 and January 2015.

- Members of the West Sussex Provider Forum.

We will continue to consult and engage with our customers and stakeholders as we deliver the Plan and review and evaluate progress.

The Consultation – summary

We would like to say thank you to everyone that took part in the consultation.

During the development of the draft Plan a wide range of stakeholders have been involved in many different ways and have contributed to its development:

- Local people with learning disabilities belonging to local self-advocacy groups were engaged in a series of meetings about the Plan.
- Parents and carers were engaged through local carers support groups.
- A Big Planning Day was held in May 2013. People with learning disabilities, parents and carers and a range of other stakeholders attended the event and a wide range of views were shared.

Following on from the “Big Planning Day” held with current customers in 2013, the key principles for the Plan were established as Rights; Choice and Control: Promoting independence; Inclusion and citizenship: The Council’s commissioning intentions were developed with these key principles in mind and with reference to emerging legislative changes namely the Care Act 2015 and the Children and Families Act 2014.

- Service providers have been engaged through the West Sussex Learning Disability Provider Forum. The Provider Forum supports engagement with providers of learning disability services and improves communication between commissioners and providers. The Forum involves organisations from the independent, voluntary and community sectors, as well as Council and NHS run services. It supports the sharing of good practice and enables providers to share perspectives and discuss future plans and priorities with Council officers and each other.

Following this engagement, a consultation draft of the Plan was agreed by WSCC and West Sussex CCGs. In September 2014, Peter Catchpole, WSCC Cabinet Member for Health and Social Care, gave approval for a 12 week consultation.

The 12 week consultation took place between October 2014 and January 2015 involved a range of people and range of methods. This included a consultation questionnaire and further meetings with customers, carers and service providers. An email and postal address were available for other written comments. The consultation draft and appendices were published on the “Have Your Say” section of the WSCC website. Press releases, social media and the West Sussex Residents’ Panel were used to promote the consultation.

Some of the areas of feedback from the consultation that helped shape the development of the final Commissioning Plan document are summarised as follows:

- The importance to people with learning disabilities of good opportunities and support to develop friendships and personal relationships
- Clear messages about improved information about services and support and this being available in easy read format and accessible and available in a range of different ways
- Strengthened plans to improve health outcomes for people with learning disabilities, working closely with local health commissioners, universal health services, public health and local specialist health and social care services for people with learning disabilities
- To be clearer how local services are responding to the challenges set out by the government in the wake of the Winterbourne View scandal
- A more rounded approach to delivering personalisation that recognises that information, advocacy and good support are key to supporting choice and control, as well as self-directed social care support
- A clear response to the Care Act 2014, the guidance for which was published during the consultation period, reflecting in particular the Care Act’s emphasis on prevention and well-being
- The need for a clear workforce development and quality strategies

1. Executive summary

West Sussex County Council and the three Clinical Commissioning Groups (CCGs) for Coastal West Sussex, Horsham and Mid Sussex, and Crawley, understand the importance of local people knowing and understanding the plans that are in place to improve the lives of local people with learning disabilities and their carers and to develop local services. The purpose of this Plan is to support that understanding.

It is also focused on delivering better outcomes for people with learning disabilities and carers and on enabling commissioners and stakeholders to work together more effectively to ensure support services that are commissioned and developed are of the highest possible quality and obtain best value from available resources.

This Plan reflects and builds on achievements in recent years and outlines key priorities and plans for the next three years. The Plan provides a summary of local needs and how resources are used to meet those needs. Improving our understanding of the present and future needs of our customers and local community ensures that resources can be focused on the most vulnerable people in the community, while also investing effectively in non care managed, preventative services.

It identifies some key outcome areas for customers and carers and some key underpinning themes. This approach helps to set out clearly what the priorities are and how the plans and objectives in this Plan will impact on the lives of people with learning disabilities and their carers. The Plan is underpinned by the views and experiences of local people with learning disabilities. Some of the views and experiences that people have shared with us are presented to illustrate these key outcome areas and what is important to our customers.

The Plan aims to communicate a vision and some key strategic objectives for local services and support and for the lives of local people with learning disabilities. Crucially, it aims to support and promote good dialogue between commissioners and local stakeholders – people with learning disabilities, carers, people who provide services and the wider community. This dialogue will continue during the life of the Plan with stakeholder partners being central to the implementation, review and evaluation of the Plan and the Delivery Plan (See Appendix I) .

2. Introduction

1.1 A Commissioning Plan – what does it mean?

Commissioning is an on-going process which involves listening to stakeholders, assessing needs, resources and current services, identifying gaps and then developing a plan to make best use of the resources available. Commissioning Plans are the formal statements of future plans for how resources will be used to develop and buy services.

Commissioning takes place in different contexts: with individual customers and their care and support, with groups of customers and strategically around local populations. Commissioning takes into account many different sources of information. For example, assessment of the past, present and future needs of local people who use services and their parents and carers, national requirements for service provision and good practice and the unique features of the local market for health and social care services.

Good commissioning is the key to achieving an agreed and widely owned set of values and a strategic direction that is regularly updated and reviewed. The review of quality, performance and outcomes for customers is a key part of the 'commissioning cycle'. This enables commissioning organisations to monitor the effectiveness of services commissioned and outcomes for the people who use them. The views and experiences of customers, carers, staff and other stakeholders is key to the review and evaluation of performance and outcomes.

For people with learning disabilities in West Sussex, commissioning is led by the County Council and the NHS. There is a pooled budget which includes County Council and NHS resources (see Section 5 'Resources' for more information).

1.2 The development of the Plan and stakeholder engagement

The development of this Plan has been led and coordinated by West Sussex County Council and the three Clinical Commissioning Groups (CCGs) for Coastal West Sussex, Horsham and Mid Sussex and Crawley.

During the development of the Plan a wide range of stakeholders have been involved in many different ways and have contributed significantly to its development. Some examples of this are set out below:

- Local people with learning disabilities belonging to local self-advocacy groups were engaged in a series of meetings about the Plan.
- Parents and carers were engaged through local carers support groups.
- Service providers have been engaged through the West Sussex Learning Disability Provider Forum. The Provider Forum supports engagement with providers of learning disability services and improves communication between commissioners and providers. The Forum involves organisations from the independent, voluntary and community sectors, as well as Council and NHS run services. It supports the sharing of good practice and enables providers to share perspectives and discuss future plans and priorities with Council officers and each other.
- A 12 week public consultation on a draft Commissioning Plan took place between October 2014 and January 2015. A range of people took part in a range of ways, including a consultation questionnaire and further meetings with customers, carers and service providers.

The West Sussex Learning Disability Partnership Board has overseen the development of the strategy and through presentations and discussion has had the opportunity to shape and comment on its development.

These stakeholder engagement mechanisms, that have been crucial to the development of the Plan, will be equally crucial to its on-going review and monitoring over its life span.

1.3 Who is this Plan for?

This Plan is for adults with learning disabilities in West Sussex and their carers (an easy read version of this Plan has been produced and is available on request). It is about the services and support they use and the lives they want to lead. It is for people living in West Sussex and people who are using services outside of West Sussex funded by West Sussex commissioning agencies.

It is for staff who are providing health and social care services to people with learning disabilities. It is also for staff in key partner agencies, with whom commissioning agencies will work to ensure the plans set out in this Plan become a reality.

It is also for the wider public and providers of services in all sectors of society, all of whom have a role to play in supporting people with learning disabilities to lead fulfilling lives as valued citizens in their communities.

1.4 What does it cover?

This Plan describes the support that West Sussex County Council and the local NHS will commission and provide for people with learning disabilities and their carers over the next three years.

The focus of this Plan are the adults with learning disabilities over the age of 18 living in West Sussex and their parents and carers. However, the scope of the Plan also includes:

- Young adults who are ready for and/ or preparing to make the transition from children's to adult services.
- Adults with learning disabilities who are living outside of West Sussex but whose services and support are the responsibility of West Sussex commissioning agencies.

The Plan covers the social care and health services that are provided directly by West Sussex County Council and the local NHS and those which are commissioned from our partners in the independent, voluntary and community sectors.

This Plan is focused upon those people with learning disabilities who need the most support and who meet the eligibility criteria for West Sussex County Council Adult Social Care. The Plan also describes plans to deliver, develop and work alongside a wide range of interventions for people with lower support needs or people who chose not to access adult social care. In doing so, the Framework recognises that many people with learning disabilities and their families access and benefit from a wide range of universal or 'ordinary' health and community services alongside their fellow citizens that contribute to their health and wider wellbeing. This approach and the concept of 'Well Being' is central to the Care Act 2014.

A key aim of this Plan is therefore to outline plans that will continue to support and enable people with learning disabilities to access and benefit from these supports and opportunities. By doing so this Plan can:

- Support people with learning disabilities to develop community connections and achieve full citizenship.
- Promote equal opportunities and reasonable adjustments for people with learning disabilities across a wide range of community services and opportunities.
- Facilitate access to community services and support that may prevent, reduce or delay reliance on specialist health and social care services.
- Support and promote the wellbeing of people with learning disabilities and their carers.

1.5 National Policy Framework

There are a number of statements of national government policy that this Plan responds to and reflects. The most relevant statements of national policy to this Plan are referenced below:

Valuing People (2001) and Valuing People Now (2009)

Valuing People remains the key and most recent national policy framework for learning disabilities. Many of the key principles of Valuing People and Valuing People Now (2009) are now enshrined in the Care Act 2014 (see below).

This Plan fully reflects these and other key priorities described in Valuing People Now. It also retains a clear commitment to the four fundamental principles enshrined in Valuing People (2001):

1. **Rights:** People with learning disabilities and their families have the same human rights as everyone else.
2. **Choice and Control:** Promoting choice and control in all aspects of the lives of people with learning disabilities, including their services and support.
3. **Promoting independence:** Supporting people with learning disabilities to maximise their independence, whilst ensuring their personal safety, wellbeing, and freedom from discrimination.
4. **Inclusion and citizenship:** Ensuring people with learning disabilities are supported to lead fulfilling lives in their community and participate in all aspects of community life – to work, learn, get about and meet people, be part of social networks and access goods and services.

The Care Act 2014

Implementation of the Care Act began in April 2015. The Care Act sets out a vision for a reformed care and support system. The Act is the most significant reform of the Health and Social Care in a generation and will introduce changes to the whole health and care system. This will impact on the health and care and support available to

adults with learning disabilities and their carers.

The Care Act places a series of new duties and responsibilities on local authorities about care and support for adults, in order to ensure that people:

- are supported to keep as well as possible;
- get the services they need to help prevent or delay their care needs from becoming more serious;
- can achieve the needs and goals that matter to them, and that their wellbeing is the driving force behind their care and support;
- can get the information, advice and guidance they need to make good decisions about care and support; and
- have a good range of providers to choose from.

There are many areas of the Act that reflect the key aims of this Plan, in particular:

- **Information and advice for all.** Under the Act, the County Council have a duty to provide comprehensive information and advice about locally available care and support services to all our residents. This duty will be met in a range of ways including websites such as www.westsussexconnecttosupport.org; a centralised specialist access point called Adults' CarePoint; the Carewise care funding advice scheme; and the WSCC Prevention Assessment Teams. Information will be made available in easy read format where appropriate, or on request.
- **Personalisation.** The Act gives people the legal right to a 'personal budget'. This is the amount of money that the County Council have worked out it will cost to provide care and support for a person with eligible social care needs. This adds to a person's right to ask for a 'direct payment' to meet some or all of their needs. This is where funding is paid directly to the person, or to someone on their behalf, to purchase support to meet their needs.
- **Wellbeing.** Ensuring health and social care and support is focused on people's wellbeing, prevention and supporting people to stay independent for as long as possible.
- **Children and transition.** The County Council

must offer information and advice to children, young carers and adults caring for children nearing 18 years old if they are likely to need care and support beyond that age. An assessment must also be offered if it would clearly help them, regardless of whether they currently receive a service. If a child is receiving support, it must continue after their 18th birthday until either adult social care support is put in place, or they have been assessed as having no eligible needs as an adult.

- **Carers.** Carers have new rights. They will be entitled to an assessment of their needs and may be eligible for support regardless of whether the person they care for receives support from West Sussex County Council Adults' Services.
- **Helping people be fully involved in their care.** If someone has significant difficulty being fully involved in their assessment, support planning, review, or in understanding safeguarding processes, and they have no one appropriate to support them, the County Council will have a duty to arrange an independent advocate for them.
- **Safeguarding – everyone's business.** Adult safeguarding is the process of protecting adults at risk from abuse or neglect. The Care Act requires local authorities to set up a Safeguarding Adults Board in their area, giving these boards a clear basis in law for the first time. The County Council are also required to make enquiries if they think an adult may be at risk of abuse or neglect, and to find out what, if any, action may be needed. This applies whether or not the County Council provides the adult's care.

The Act also introduces national changes to the health and social care system that will affect the whole country, principally changes to National eligibility criteria for assessments and services and financial assessments and paying for services (from 2016).

As part of the delivery of this Plan and how it is monitored and evaluated, local people with learning disabilities and our key partners and

stakeholders will be involved in the local delivery of these changes and evaluating their local impact.

Winterbourne View and Transforming Care

The County Council, CCGs and key stakeholder partners are working together to ensure that the shocking abuse and criminal acts that took place at Winterbourne View, exposed by the BBC Panorama programme in May 2011, are never repeated and that the lessons that have been learned are put into practice locally.

The Minister of State for Care and Support, in a forward within the Government's response to the serious case review, conveyed the "... shock, anger, dismay and deep regret that vulnerable people were able to be treated in such an unacceptable way, and that the serious concerns raised by their families were ignored by the authorities for so long." The Minister advocated that following on from the Serious Case Review, lessons must be learnt and actions taken to prevent abuse from happening again.

Since the final Winterbourne View review report was published 'Transforming care: A national response to Winterbourne View Hospital: Department of Health Review Final Report (December 2012) a range of policy and best practice recommendations have been issued with the aim of supporting the development of both in-patient and community based services and professional practice, in order to improve quality, assurance and prevent a re- occurrence of the Winterbourne View Scandal. These publications include:

- *Winterbourne View: Transforming Care Two Years On* (Department of Health, January 2015); An update collated from partners across the health and care system to reflect the cross-system effort that has been made since 2013 to tackle the root causes of the abuse and treatment of people at Winterbourne View. This report sets out what has been done and recognises there is still much more to do.

- *Winterbourne view – Time for change; Transforming the commissioning of services for people with learning disabilities and/or autism* (Transforming Care and Commissioning Steering Group, chaired by Sir Stephen Bubb, 2014); A wide range of recommendations designed to transform commissioning of services around individuals but also strategically across the health and social care system.
- *Ensuring quality services* (Local Government Association and Department of Health, February 2014); A Commissioning Tool, to support commissioners to improve the lives of children, young people, adults and older people with learning disabilities and / or autism who display or are at risk of displaying behaviour that challenges, through better informed local commissioning.
- *Positive and Proactive Care: reducing the need for restrictive interventions* (Department of Health, 2014); A Plan to radically transform culture, leadership and professional practice to deliver care and support which keeps people with challenging behaviour safe, and promotes recovery.
- *Building the right support* (NHS England, ADASS & LGA, October 2015); A national plan to develop community services and close inpatient facilities for people with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition.

As part of this Plan there is a clear commitment to ensure that all local stakeholders work together so that all people with learning disabilities are protected from abuse and that the highest possible standards in care and support are promoted at all times.

The West Sussex response to the Winterbourne View abuse scandal includes a range of actions and initiatives, some of which are now mandatory for all commissioning bodies who commission services for people with learning disabilities and autism. Others are local to West Sussex and involve local commissioners working in partnership with local

stakeholders to ensure that a robust and joined up action plan is delivered and best possible outcomes for customers are achieved. These plans are described in Sections 9 and 10 of this document and in Appendix I, the Delivery Plan. As part of the NHS England led National Transforming Care Programme, a plan is also being developed for the Sussex region during 2016 involving commissioners from West Sussex, East Sussex and Brighton and Hove.

National Autism Act and Strategy

In April 2014, the Government published an update to its 2010 National Autism Strategy: 'Think Autism – Fulfilling and Rewarding Lives, the strategy for adults with autism in England: an update'.

In response to the 2010 National Strategy, the County Council, working together with stakeholders and key partners, developed a 'Joint Commissioning Plan and Plan to meet the needs of young adults and adults with Autism in West Sussex 2012-2015'. This Plan sets out how support and services for adults with autistic spectrum conditions will be developed locally in West Sussex. The development of the plan reflected the Autism Act and its guidance and other relevant national policy and best practice, as well as taking account of:

- The needs of the local population and how these are likely to change in the future.
- Current support and services for adults with autism in West Sussex.
- The resources available.
- A review of relevant research and good practice in other parts of the country.

A West Sussex Autism Planning Group was established to oversee the development of the plan and its delivery and over the coming year to 18 months will be involved in its review and the development of a new plan during 2016.

Following a needs analysis undertaken in 2010 it was estimated that there may be as many as 6,350 adults (5,460 men and 660 women) in West Sussex with an autistic spectrum condition. It was also estimated that around 400 people with learning disabilities, who were receiving a

service from West Sussex Community Learning Disability Teams, had a known autistic spectrum condition. It was acknowledged that there will be other people with an autistic spectrum condition who are receiving services from WSCC, from Adult Services and/or Mental Health Services.

This Plan, for people with learning disabilities, is inclusive of people with learning disabilities who also have an autistic spectrum condition. Plans for people with an autistic spectrum condition who do not have a learning disability are set out in the WSCC Autism Commissioning Plan. However, the delivery of both Plans is being undertaken and overseen using a holistic and joined up approach, to ensure the most effective and successful delivery of both sets of plans.

The Children and Families Act 2014

The Children and Families Act 2014 has set out plans to reform the systems for adoption, looked after children, family justice and special educational needs.

It sets out the Government's vision for transforming the education, health and social care system for children and young people with special educational needs (SEN), including those who have learning disabilities, so that services consistently support achieving the best outcomes for them.

A key feature of the Act is that it extends the SEN system from birth to the age of 25, giving children, young people and their parents, greater control and choice in decisions and ensuring needs are properly met. Other important features of the Act include:

- New joint-arrangements for assessing, planning and commissioning services for children and young people with special educational needs, which make it clear what will be offered and who will deliver and pay for it, underpinned by a process to swiftly resolve local disputes between partners.
- A focus on improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.

- A new local offer, so children, young people and their families are clear what is available locally, with a clear complaint process and redress system.
- Introduction of local Education, Health and Care (EHC) Plans from 0 to 25 (replacing Statements of Special Educational Need) which set out in one place the support from education, health and care services that children and young people will receive; with a focus on helping to improve outcomes, including future employment and independent living.
- Personal budgets for those families who want to have them.
- A duty on Clinical Commissioning Groups (CCGs) (and in limited cases, the NHS Commissioning Board) as health commissioners to secure the provision of health services which they have agreed in the EHC plan, similar to the duty on local authorities in respect of special educational services.

This Plan sets out a commitment to ensure transition to adulthood for people with learning disabilities is well supported and includes some specific plans to respond to key elements of the Children and Families Act 2014. This will include the development of a 'Life Long' approach to commissioning and delivering support and services for young people and adults with disabilities and their families. This approach will support the provision of a seamless and integrated service response for disabled people throughout their life, minimising the impact of point of transitions between different services at different times of life. See Sections 7 and 10 for more about plans for young people in transition.

3. The local population of people with learning disabilities and demand for services

Introduction

During 2013 work was undertaken to update the Joint Strategic Needs Assessment (JSNA) around the needs of adults with learning disabilities in West Sussex. This was updated again in 2015. This information better enables local commissioning agencies to understand the needs of the local population of people with learning disabilities and the changes that are anticipated in the future. It also provides a position statement in relation to key aspects of service delivery and outcomes for people with learning disabilities. Further information about the JSNA can be found at http://www.westsussex.nhs.uk/JSNA_home.

The following tables taken from the JSNA provide information about the number of people with learning disabilities known to be using services and where they live. Some of this information has been updated in 2015 to reflect updated demographic forecasts.

TABLE 1
The age range of people with learning disabilities using services funded by the NHS and West Sussex County Council pooled budget.

Age range	Number of people	% of total
18 – 24 years	373	19.0
25 – 34 years	397	20.3
35 – 44 years	372	19.0
45 – 54 years	367	18.7
55 – 64 years	249	12.7
65+ years	202	10.3
TOTALS	1960	100

TABLE 2
People with learning disabilities using services funded by the NHS and West Sussex County Council Pooled Budget for people with learning disabilities and where they live.

District or Borough	Number of people	% of total
Adur	99	5.05
Arun	467	23.83
Chichester	192	9.80
Crawley	196	10.00
Horsham	218	11.12
Mid Sussex	188	9.59
Worthing	337	17.19
Outside of West Sussex	208	10.61
Not known	55	2.81
TOTALS	1960	100

CCG area	Number of people	% of total
Coastal West Sussex	1,148	58.57
Crawley	196	10.00
Mid Sussex and Horsham	353	18.01
Outside of West Sussex	208	10.61
Not known	55	2.81
TOTALS	1960	100

The key findings from the JSNA about the local population of people with learning

disabilities have been taken into consideration during the development of this Plan and have informed its plans and objectives.

Some of these are highlighted below:

- Overall, applying national prevalence assumptions to local population figures, it is estimated that there are over 14,000 adults with some form of learning disability living in West Sussex, this includes people with a 'mild' learning disability.
- Of the 1,960 social care clients, 1,882 had ethnic background recorded. Of these 86% of clients were recorded as white, this includes people of white British and white Irish and white other backgrounds. Of the 73 people of known BME backgrounds, 37% live in Crawley.
- In relation to adults who may require additional support, over 3,000 adults are estimated to have a 'moderate' or 'severe' learning disability. Given the number of people already known to social services, or recorded on GP learning disability registers, it is likely that most people with a moderate or severe learning disability are known to local agencies. This number has been forecast to increase over the next 10-25 years, as the Table 3 below sets out:

CCG area	2015	2020	2025	2030
Coastal West Sussex	1,845	1,915	1,965	2,020
Crawley	430	460	480	500
Horsham and Mid Sussex	860	890	905	925
TOTALS	3,135	3,265	3,350	3,445

- Approximately 3,100 people are recorded on West Sussex GP Learning Disability registers. This will include some people who live outside of the county but have a West Sussex GP and does not include some residents who have an out of county GP. It also includes people who have been placed in West Sussex by other funding authorities who continue to have responsibility for arranging and funding their social care.
- The average age of people in receipt of social care is 41 years. There are slightly more men than women. As in 2009, a higher

proportion of adults with a learning disability live along the coastal strip of the county.

- There has been an increase in the number of older people with learning disabilities, with 23% of people now aged 55 or over, 10.3% of people now over 65 years (compared to 8.7% in 2009). There are now over 200 adults with learning disabilities aged 65 or over in receipt of social care services. This is in line with overall changes in the county's population. This is likely to increase as the 'baby boomer' generation ages, and as a result of increased life expectancy of people with a learning disability.

Between 60 and 80 young people with learning disabilities become adults each year, many of whom have complex needs. The JSNA highlighted an increase in the number younger people with learning disabilities and an increase in the numbers of young people surviving into adulthood with complex physical health needs and people who may display challenging behaviour.

Demand for social care and health

Changes in the local population of people with learning disabilities and their needs means that demands on the local health and social care system will also change. The purpose of a Commissioning Plan is to set out plans and developments that will respond to these anticipated changes in need and demand. In particular the Plan has set out plans that will respond to:

- An overall increase in demand for social care and health services, as a result of people living longer and more people with more complex needs surviving into adulthood.
- An increasing number of people with profound and multiple disabilities, complex physical health needs, autism and people who may display challenging behaviour.
- An aging population of people with learning disabilities as people live longer.
- Changing expectations and aspirations of young people and their families is leading to demand for a wider range of services to enable people to attain their goals.

4. Current supply and use of social care and health services

There are currently around 2000 people with learning disabilities in West Sussex using social care and health services that are funded by West Sussex County Council and the local CCGs via the LD Pooled Budget.

The table below sets out how many people are using some of these services. Many people receive more than one type of service and this is reflected in the figures below.

TABLE 3
Numbers of people using a range of services

Type of service*	Numbers of People
Nursing & Residential care	579
Residential college	13
Supported accommodation	464
Shared Lives	237
Support at home living with family or friends	711
Direct Payments	310
Day Services	1204
Supported employment service	295
Other 'prevention' services	400 (approx.)
Assessment and care management and/or specialist community health	2004

*Customers may be using more than one service

35% of people supported by social care live with their parents or family and friends and receive support at home. This is the largest single category. 29% of people live in residential or nursing care. Around 23% of people live in supported accommodation, where people have a tenancy of their own and receive care and support in their own home, either in a supported accommodation scheme or in ordinary housing in the community.

A key objective in this Plan is to support people with learning disabilities to live as independently as possible and to minimise reliance on paid support. In recent years the proportion of people living in nursing or residential care has fallen, as more people are supported to live in more independent living settings and supported to remain living in the community for longer.

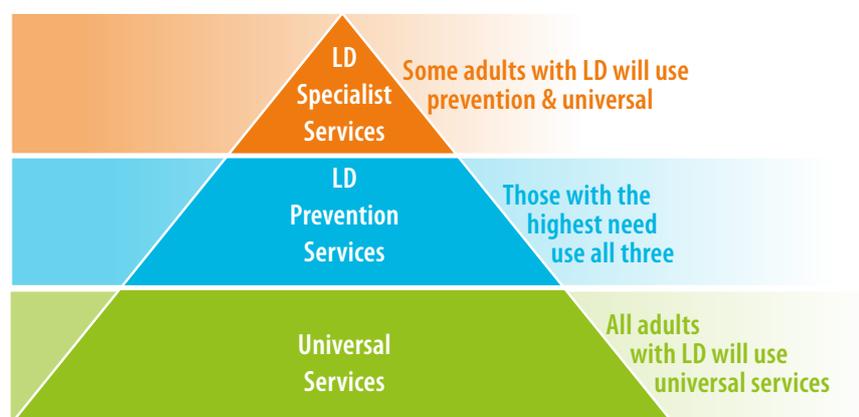
To support this aim of enabling people to live as independently as possible, a range of services and supports are commissioned to enable people with learning disabilities to access ordinary community services and opportunities and reduce their dependence on specialist learning disability services. Examples of these services include My Network and My Network Plus, supported employment services and information, advice and advocacy services. These services can be of particular benefit to people who need some additional support to help maintain their health, wellbeing and independence and to access other universal or community services.

A key aim of this strategy is to work alongside providers of universal community services to ensure people with learning disabilities have

equal access and reasonable adjustments are made where necessary. This is also central to promoting the wider wellbeing of customers, a key principle of the Care Act 2014. The diagram below shows how specialist services, prevention services and universal services all have a role to play in enabling adults with learning disabilities to receive the right support in the right setting to lead fulfilling lives in their communities:

FIGURE 1

Pyramid of services and support.



Only people with the highest health, social care and support needs will receive the specialist services.

This Plan sets out plans to continue to develop and improve existing services that will continue to be required in the future. It also outlines plans to develop new or existing services where there may be gaps in provision now or in the future and where new models of service may need to be developed to improve outcomes and/or value for money.

5. Resources

West Sussex County Council and NHS Joint Commissioning arrangements

West Sussex County Council (WSCC) and Coastal West Sussex, Horsham and Mid Sussex, and Crawley NHS Clinical Commissioning Groups (CCGs) share responsibility for meeting the health and social care needs of adults with learning disabilities in West Sussex. In 2002 a pooled budget was established with Section 75 powers contained within the Community Care Act. The pooled budget includes contributions from both WSCC (81%) and the three CCGs (19% combined). The total pooled budget for 2015-16 is just under £80million (see Table 4 below).

Responsibility for the pooled budget is delegated to WSCC who take the lead for the commissioning arrangements under agreed reporting and governance arrangements with

the CCGs. The pooled budget arrangement enables the County Council and the NHS to work effectively in partnership together to meet agreed goals and in general terms is viewed as good practice in the context of closer integration between health and social care.

The pooled budget does not include resources for people with learning disabilities whose physical health care needs means they are eligible for Continuing Healthcare. It does include resources for people with learning disabilities who meet Continuing Healthcare criteria by way of their mental health, autism and/or challenging behaviour.

Budgets and expenditure

The County Council and local NHS have acknowledged that there are significant financial

TABLE 4
Expenditure on learning disability services and a planned budget for 2015/16.

Type of service	2013/14 (£)	2014/15	2015 / 16 (Plan £)
Nursing & Residential care	37,011,254	37,522,939	38,921,500
Supported accommodation	17,036,561	18,603,535	17,534,200
Shared Lives	1,861,932	1,972,755	1,992,800
Direct Payments	5,325,123	5,621,800	5,529,400
Day Services	7,420,160	7,534,332	7,685,200
Assessment and care management and/or specialist community health care	4,892,949	4,904,200	4,963,700
Supported employment service	320,088	289,412	292,900*
Prevention' services	488,069	690,818	706,500*
Other	1,665,407	1,699,689	2,318,100
Totals	76,021,543	78,839,480	79,674,300

* Funding for some of these services comes from the NHS Better Care Fund, as part of the partnership and joint funding arrangements between WSCC and West Sussex Clinical Commissioning Groups.

challenges ahead for all parts of the health and social care system, due to increasing demand for services and less money from central government. This means that services will need to be commissioned and provided as effectively and efficiently as possible and savings will need to be made. It is also acknowledged that vulnerable adults in our communities, including people with learning disabilities, are being affected by changes to the wider welfare system. The County Council and NHS have an important role in providing its customers and residents with good information and advice to support people through changes in their lives and circumstances and assist them in building resilience.

The Council and local NHS are clear that required savings cannot be achieved by simply doing more of what we have done before. During 2016-19 work will be undertaken to achieve the necessary savings, whilst minimising the impact this has on the lives of people with learning disabilities and their carers. This will involve making changes to how we commission services and working closely with service providers to ensure services are provided in the most cost effective and efficient manner. However, because of the level of savings required, this is likely to impact on the commissioned services that people use.

Table 4 opposite outlines expenditure on learning disability services in recent years and a planned budget for 2015/16. The majority of planned expenditure is already committed against existing services. Over the next three years, the aim is for a larger share of resources within learning disability budgets to be used to commission and develop services that enable people with learning disabilities to live their lives safely in their communities and promote choice and control. Resources will be focussed on supporting people to maximise their independence, reducing reliance on paid support wherever possible.

Increasing spending on these services will mean over time reducing investment in other services

that are not so effective at delivering positive outcomes for people. Some of these changes will be difficult because they may change the services which people already receive.

Since 2009, a larger proportion of the budget has been used to commission services from independent sector providers, compared to 'in-house' services provided directly by the County Council. Working in partnership, commissioners will continue to review options for delivering services to ensure best outcomes for customers and best value for money.

Ensuring quality and best value through effective commissioning and procurement

The County Council, in partnership with CCGs, continually strives to achieve best value for taxpayers' money and best outcomes for customers from the money that is spent. Some of the ways this will be achieved in the learning disability service over the next 3 years are set out below:

- Ensuring best value and outcomes from the County Council's 'in-house' services. This will include service reviews to ensure the continuous improvement of these services for customers and to ensure the services deliver best value for taxpayers' money in the context of the wider market place.
- Continuing to develop the County Council's approaches to contracting and procurement. The County Council uses contracts with independent sector providers to purchase a range of care and support services on behalf of customers. This approach provides choice for customers and promotes incentives in the provider market to offer best value within a competitive mixed market of care and support providers. In learning disability services a Plan Agreement has been developed for supported living and personal support services (for adults and disabled children). The Plan supports effective communication with the market place and establish clear expectations

between commissioners and providers around quality and price, whilst at the same time promoting market development and innovation.

- The continued development of the joint health and social care Community Learning Disability Teams will ensure effective multidisciplinary assessment of the social care and health needs of customers and the provision of packages of care that promote independence and provide high quality support to customers and carers.
- The County Council acknowledges the importance of partnership working and greatly values the contribution the partners we work with have made to the development of learning disability services. The Learning Disability Provider Forum is a good example of collaboration and partnership and the positive joint working that will support the delivery of plans in this Plan.
- The use of grant funding mechanisms to encourage choice and innovation in the market. For 2015/16 priorities for grant funding were reviewed to ensure alignment with these commissioning plans and grants were awarded to projects over 3 years. Examples of small grant funded projects that have piloted new ways of meeting needs and delivering services include the Buddy's Retirement Club, the Thumbs Up scheme and Gig Buddies.

6. Achievements, key objectives, plans and actions

Introduction

This section of the Plan sets out the commissioning objectives and plans for the next 3 years. It also highlights some achievements that contribute to the solid foundations that are already in place and from which we will continue to strive to improve the lives of local people with learning disabilities and the services and support they use. More detail about what will happen and when is set out in Appendix I, the Commissioning Delivery Plan 2015–2018.

This section of the Plan is set out under key outcome areas for customers and carers. This approach helps to set out clearly what the priorities are and shows how the plans and objectives in this Plan will impact on the lives of people with learning disabilities and their carers.

There are four key outcome areas in this Plan. These are:

1. Promoting choice and control
2. Promoting citizenship and inclusion
3. Improving health and access to health care
4. Promoting independence and keeping safe

These four key outcome areas reflect the four key principles of Valuing People Now and some of the key principles of the Care Act 2014, set out on pages 13–14.

There are also other underpinning themes that run throughout this Plan:

- **Quality and quality assurance**
(See section 11)
- **Workforce development**
(See section 11)
- **Equalities and diversity**
(See section 11)
- **Best value for money**
(See section 5)
- **Effective integration of commissioning and service delivery**
- **Effective partnership and community engagement**

7. Choice and Control

Introduction

The Care Act 2014 has established new duties for Councils in relation to Personal Budgets, advocacy and the provision of information and advice for customers and carers. This section of the Plan sets out a range of plans and objectives for improving the choice and control people with learning disabilities have over their support and their lives. This includes the on-going development of personalisation and self-directed support, effective person centred planning and the provision of advocacy, information and advice for customers and the wider population of people with learning disabilities.

Key to improving choice is also the development of information and other mechanisms that enable people with learning disabilities and their families to make informed choices from a wide range of good quality and good value support options.

At present, some parts of the county have a better choice and range of services than other parts. This Plan sets out plans to address this, such as reviewing the provision of existing services, supporting and promoting the development of new services and by working closely with existing service providers.

The development of clear service specifications enable customers to make more informed choices and provide assurances for customers in areas of the market that are not regulated by the Care Quality Commission, such as day services. Social Workers with the Community Learning Disability Teams also work with customers and their families to support people to make decisions about how to use their personal budget to meet their needs in ways that are in their best interests, promote good risk assessment and represent best value for money.

Achievements 2009–2015

- All people with learning disabilities who are eligible for social care support have a budget allocated to them - a Personal Budget. Of this number 345 (17%) have taken up Direct Payments for all or part of their support package, managing this themselves with support, or through a nominated suitable person.
- From the pooled budget, over £400K is invested in services that provide information, advice and advocacy to customers and their families. These services promote choice and control and support people with learning disabilities to access their communities.
- In 2015 a contract for advocacy services for adults was awarded to ensure WSCC's duties under the care Act are met.
- There are currently 4 self-advocacy groups for people with learning disabilities in West Sussex with 67 active members that speak up and explore issues on behalf of local people with learning disabilities. Groups are supported by an advocacy service commissioned from the pooled budget.

What Customers have told us

- We want more choice in services. Sometimes there are more services out there than we know about.
- We need better information so we can make better choices.
- Advocacy is important to me. It helps give us a voice. We really need advocacy support.
- We need more advice and support with personal relationships.
- We want things to improve faster. Things have not improved enough in the last 10 years.
- I would feel more independent if I controlled my money.
- Some people cannot make decisions, their parents make decisions for them although they are quite capable. That makes me angry.
- Choices should be presented in more accessible ways like pictures and visits to day services



PERSONAL STORY

Jannine's life story

After spending a year at The Martin Long Centre (an assessment and treatment

hospital) I was told that there was a place available for me to have a look at. I met with the manager and staff members from a service, an arrangement was made for me to spend a few days there. I really liked spending those few days getting to know the staffing team there, they all seemed very nice and made me feel very welcomed. The place felt homely and ideal for my next placement. I moved in a few days later, I will be honest I did find it quite hard to adjust to my new environment and getting to know my new staffing team.

Over the first few months I had quite a lot of incidents, I did try very hard to settle in but it did take a little longer than expected. My staffing team always expressed and reassured me that I will be safe in my new home, over time I did start to trust my staff and I realised that they had my best interest first and are there to help. Now that I have settled in, the relationship with my family has been great, better than before. I do visit at times and they also visit me which works really.

In December 2015 I spent my 5th year with my service, I am really happy in my home, within that time I have travelled by plane, I've had many holidays around the country, I sometimes go to London for a day trips. I am currently planning my next holiday which will be Disneyland Paris which I am extremely excited about. I would just like to say that it takes time to get to where you want to be in life with or without a disability. My life is a lot better now and I look forward to a brighter future.

Key objectives

- To ensure the new duties under the Care Act 2014 are delivered in regards to self directed support and the availability of advice, information and advocacy.
- To promote and develop self-directed support and approaches to personalisation, balancing this with the need to ensure resources are used cost effectively. This means ensuring customers and their families have clear and accessible information about their eligible need for support, their personal budget and about the different options for using their personal budget.
- Where this is in the best interests of customers, to promote the take up of Direct Payments and other ways to use personal budgets creatively. This will ensure customers maximise choice and get the best outcomes possible from the support services they use.
- To increase choice and quality in the local market for social care services to ensure customers in all areas of the county have a good range of high quality service options to choose from, that are local to where they live and represent good value for money.
- Continue to improve the quality of services provided to customers, in particular that services are continually improving on person centred planning, approaches to communication with customers and customer involvement.
- To improve accessible information and advice available to customers and to people who have a learning disability but who may not be eligible for community care services. This will support people to make more informed choices from better knowledge about the options available to them.
- To develop the quality and accessibility of advocacy and preventative services, to promote rights, independence and citizenship for people with learning disabilities.
- To improve how we communicate and engage with customers and stakeholders, utilising information technology and accessible communication methods.

Specific actions and plans

(For more information about what will happen and when, please see Appendix I, the Commissioning Plan Delivery Plan 2016–2019).

- Information about services and support for people with learning disabilities will be developed to ensure access to information about local services and support in accessible formats.
- To explore the use of Individual Service Funds as a means of promoting choice and independence in supported living settings.
- Promote choice and control by ensuring the provision of person centred Education, Social Care and Health plans for every young person with a learning disability with on-going educational needs post 16 years of age, as envisaged in the Children and Families Act 2014.
- The recommendations from the 2014-15 Learning Disability Partnership Board review will be implemented to ensure the Board will be an effective body for improving the lives of people with learning disabilities and involving customers, carers and key stakeholders in this work.

8. Citizenship and inclusion

Introduction

This Plan sets out a range of plans and objectives to promote and enable people with learning disabilities to play active roles in their communities as full and equal citizens. This includes supporting people to take up and sustain paid employment, meaningful unpaid occupation and volunteering opportunities. It also includes supporting people to access their communities and to develop and sustain social opportunities, friendships and relationships.

Employment, both paid and unpaid, is widely acknowledged as a key means of achieving citizenship and greater social and economic independence. Nationally people with learning disabilities remain significantly underrepresented in the work place when compared to the general population and also to other disabled people. In West Sussex there are around 150 people with a learning disability known to be in some form of paid employment. Some of these people have relatively lower support needs and are not eligible for community care services. Many people in employment are also working for fewer than 16 hours per week.

Day services have a key role to play in enabling people with learning disabilities to sustain and develop independent living skills, access their community, develop and sustain social skills and friends and relationships and achieve full citizenship. Currently in West Sussex there are a wide range of day services provided by both the County Council and a range of independent sector organisations. There is work on-going to develop day services provided by WSCC. Contracts and service specifications have been agreed with providers of day services in the independent sector, to support effective communication and establish clear expectations between commissioners and providers around quality and price, whilst at the same time promoting market development and innovation.

A range of 'prevention' services are commissioned and are available to both customers who meet eligibility for community care services and people with learning disabilities who are not eligible for community care, but who may require information, advice or support accessing community services. These services are provided by local voluntary and community organisations. Like day services, these services have a key role in enabling people with learning disabilities to develop social opportunities, friendships and relationships and promote citizenship and wider well being. They can also promote social inclusion, self-help and resilience and help to prevent people from requiring specialist social care support.

Achievements 2009–2015

- Contracts and service specifications have been agreed with providers of day services in the independent sector, to support effective communication and establish clear expectations between commissioners and providers around quality and price, whilst at the same time promoting market development and innovation.
- The community based sports and leisure service 'Out-There' started in October 2010. As of June 2014 it was supporting 385 people to access community based sports and leisure activities.
- The My Network and My Network Plus support, advice and information services for people with mild learning disabilities and people with autism was started in April 2012. As of June 2014, My Network Plus was supporting 71 people and My Network was supporting 286 people.
- In 2011 a Buddy's Retirement Club was commissioned and developed with grant funding for 2 years. The club is for older people with learning disabilities and autism and is a safe place to meet with friends and do things together. The service is now funded along with 4 new groups across the county.
- In 2014 a 'Gig Buddies' project was established

in West Sussex using grant funding. Gig Buddies provide opportunities for people with learning disabilities to access social events and activities and make friends. It supports people to make choices about the activities they want to do, whether that's going to rock concerts, the theatre, watching sports or walking on the downs.

What Customers have told us:

- I want a real job that is meaningful and pays real wages.
- We don't have enough opportunities to work
- I want to be treated like a real worker, not someone with a deficit.
- I struggle with benefits and this worries me and my carers.
- I don't want to go home early because of my carers' shifts, so I support the 'Stay up Late' movement.
- Lack of flexibility with services and transport makes it difficult to access the community and events, particularly at evenings and weekends. I want to go out and come home whenever I want, not when the carers change shifts or when they are free from paperwork.
- We need more advice and support with personal relationships.
- It is not good to have day centres and care settings in the middle of nowhere with poor transport. There are no shops around my care home for miles.
- I want to do more things with people who don't have a learning disability.
- I like swimming but access is not always good in swimming pools and I don't like using hoists.
- Training is needed to support people to manage difficult social situations and behave in responsible ways as citizens.



PERSONAL STORY

Nadine's ideal and paid job

Nadine's ideal job was to work with children and so when WorkAid

were able to find a voluntary job as an assistant to help look after young children at an after school club at a school in Chichester, Nadine was very keen to apply.

It was explained to Nadine that the job was for 3 hours per week and that in order to work at school she would have to travel by bus for over an hour to get to the school from where she lived. This didn't put her off in the slightest as working with children was her ideal job and "the traveling would be worth it", she said.

At her interview, Nadine so impressed the panel that she was offered a short work trial to see how she and the children interacted. The trial went very well and it was clear that working with children appeared to come naturally to Nadine. Nadine was offered the job and she couldn't wait to start.

After a while, with her confidence much improved, Nadine felt she was ready to look for part time paid work. With WorkAid's support, a part time cleaning job was found at Caremark. In June 2014 Nadine started a 2 week trial period and did very well. As a result of the success of her trial period, Nadine was offered paid employment working for 1½ hours every Friday. She was responsible for cleaning a large open plan office, a smaller office, a training room, small kitchen, large reception area and two toilets.

Initially there were some concerns as Nadine struggled to get into a routine to cover all the tasks. With some additional support from WorkAid's retention service, the work pattern was explored and a 'tick list' created for each task she needed to complete. This helped Nadine to successfully get her into her own set routine.

Nadine still has both of these jobs and the impact they have made to her confidence and development has been fantastic to see.



PERSONAL STORY

John's ideal job

Desperate to find the right job, John Buck was referred to WorkAid to help achieve his goal of finding paid work. He was already known to The Aldingbourne Trust, as he had attended the Acorn Centre, some years previously. When he approached WorkAid, John was claiming Jobseekers Allowance. He hated going to the Jobcentre every two weeks to 'sign on' and found the whole experience very stressful. John was asked to do things that he found very difficult, due to his learning difficulty, including job searching and recording what he had been doing to find a job. (WorkAid was able to support John, in this regard and occasionally accompanied him to the Job Centre to explain his difficulties and vouch for the fact that he was trying hard to find work).

John had been in paid employment in the past and had stayed with the same employer for more than ten years, until he was made redundant. Since then, he had struggled to find another job. With WorkAid's support, he volunteered on the

Acorn's Adopt a Station project, and progressed very well if given the right tasks. He excelled at manual work but found more intricate tasks a big challenge. John was a good team player, always willing to help others and very reliable.

Finding the right work with the right employer for John was challenging, but his WorkAid employment consultant spotted an advertisement for a warehouse person at a vehicle accident repair centre, Apollo Motor Company in Kingsfold, which sounded perfect. Apollo's Manager, Chris Dore, was very interested in meeting John and an interview was arranged. WorkAid provided some interview skills training for John beforehand and he presented extremely well. Chris Dore was very impressed and offered John the position for a three month probationary period, working 20 hours per week.

John started working at Apollo Motor Company in April 2014. John was delighted at gaining his first paid job for many years and relieved he would not have to visit the Job Centre again. He was excited to share the news with his parents, who were thrilled for his success. John's role involved cleaning the body shop area of the warehouse, including dumping all the old car parts in a skip and ensuring the floor was clear of debris. He also maintained the outside of the warehouse and car parking area, ensuring it was free of weeds and was kept presentable.

A year on and John is still employed at Apollo and enjoying every minute of it. It has made such a dramatic impact on his life, giving him a sense of worth and achievement. As his manager Chris Dore said "from the minute I met John I knew he was the man for the job and I haven't changed my mind. He is an asset to the firm and a valued member of the team".

Key objectives

- Ensure people with learning disabilities are supported to develop work related skills, develop their confidence and self-esteem and to find and sustain employment.
 - Through the continuous review and development of WSCC 'in-house' services and effective commissioning of services from other service providers, the County Council will aim to ensure a good range of high quality and cost effective day services are available to customers. Key to this will be ensuring good coverage of services across the county, ensuring a sufficient range and mix of services are available to people of different ages and support needs and ensuring value for money.
 - Continue to invest in prevention and early intervention, advice and information to promote and maintain, health, wellbeing, independence and citizenship for people with learning disabilities.
 - Work in partnership with local voluntary and community sector to enable them to develop their services and meet the needs of people with learning disabilities.
- Sussex area will be developed to ensure existing and future customers have choice of day services local to where they live
- Day and service options for young people [16-25] leaving education will be developed [within existing resources] to ensure young people leaving education will have improved local choices that promote independence and wellbeing
 - Review how we invest in prevention services and local approaches to maintaining and developing independence, citizenship, health and wellbeing and promoting access to universal services.
 - Explore opportunities for community links and developments by working closely with our District and Borough partners and Parish and Town Councils.
 - Work with partners to promote the development of 'Changing Places' bathroom and changing facilities in towns across West Sussex, so that people with learning disabilities have access to accessible bathroom and changing facilities in the community.

Specific actions and plans

(For more information about what will happen and when, please see Appendix I, the Commissioning Delivery Plan 2016–2019.)

- Develop an Employment Strategy that sets out clear priorities and plans for promoting employment opportunities and services that enable people with learning disabilities to develop work related skills, develop their confidence and self-esteem and to find and sustain employment.
- As part of an Employment Strategy, to continue to work in partnership with local employers, including WSCC and the NHS, to ensure that approaches to recruitment and reasonable adjustments are maximising employment opportunities for people with learning disabilities.
- Day services for people with learning disabilities living in Burgess Hill and the Mid

9. Improving health and access to health care

Introduction

A number of recent national reports and inquiries* have clearly indicated that, compared to the wider population, people with learning disabilities continue to experience generally poorer health outcomes, lead less healthy lives and in some cases premature death and generally experience relatively poor access to and quality of health care services. Work undertaken as part of the West Sussex Health Self-Assessment has also provided evidence of significant local health inequalities.

**(i) Six lives: progress report on healthcare for people with learning disabilities, 2013.*

(ii) Government response to the Confidential Inquiry into premature deaths of people with learning disabilities, 2013.

It is the aim of this Plan to provide a clear direction for improving health outcomes for people with learning disabilities, based on clearer commissioning arrangements with mainstream NHS and the provision of effective, integrated specialist health and social care services for people with learning disabilities. This will ensure we are able to build on what has already been achieved and developed so that local people with learning disabilities are able to live longer and healthier lives, have good physical, mental and emotional health and get access to the healthcare that they need.

Work will be therefore undertaken, as part of the joint commissioning arrangements between the County Council and West Sussex Clinical Commissioning Groups and alongside specialist Community Learning Disability Teams, to ensure clear strategies and customer pathways are in place for people with learning disabilities. Priority areas for this work will include screening and prevention, physical health, posture and mobility, diabetes and obesity, pain management and end of life care, epilepsy, dementia, mental health and sexual health.

A key resource for delivering improvements in health outcomes is the Health Facilitation Team, based within Sussex Community Trust and commissioned from the learning disability pooled budget. This team includes Health Facilitators, who work to improve access to and the quality of primary care, the take up of health checks and health action plans and a team of Acute Liaison Nurses across local hospitals who work to improve the quality of hospital care experienced by people with learning disabilities.

Specialist health services for people with learning disabilities who have more complex health and social care needs are commissioned from the pooled budget. These services, which include community nursing, psychology, psychiatry, occupational therapy and speech and language therapy, are commissioned through the pooled budget and are integrated and co-located with the learning disability assessment and care management services. Physiotherapy is commissioned through a separate contract. These services were re-commissioned during 2012 and a new service configuration was put in place, effective from April 2013. During 2015/16 a stocktake and review of the new arrangements was undertaken, to ensure best outcomes for customers and best value for money. This review will include the development of a new service specification for Community Learning Disability Teams in the context of local needs and national best practice.

Achievements 2009–2015

- In March 2015 there were 66 out of 93 West Sussex GP practices signed up to offer annual health checks for people with Learning disabilities.
- 1190 health checks for people with learning disabilities were undertaken during 2014/15, resulting in Health Action Plans for each customer.
- There is now a Hospital Liaison Nurse in

every hospital in West Sussex, providing support for people with learning disabilities who need hospital services.

- A West Sussex Hospital 'Passport' for people with learning disabilities has been developed and is widely used across West Sussex.
- In 2014, two people with learning disabilities joined the Health Facilitation Team as Health Facilitation Assistants. They support the team in their work, with a focus on training and developing easy read information.
- There is now a Palliative Care Network for people with learning disabilities, supporting the development of good practice and effective care pathways for end of life care for adults with learning disabilities.
- The community based sports and leisure service 'Out-There' started in October 2010. As of January 2015 it was supporting 420 people to access community based sports and leisure activities.

What Customers have told us

- Health is very important to me and I like having my health check.
- It's important to have an annual health check. I'm very healthy.
- I worry about things like cancer and diabetes.
- I like to see the dentist regularly and do things to keep me healthy.
- I like having health facilitators, they help me understand medical language.
- Doctors and hospital services are very important.
- Mental health can be an issue for people with learning disabilities.
- I would like help with keeping fit – diet and swimming.
- Care homes need to promote healthy eating and living.
- I have had diabetes for 50 years. I could help others (peer support).
- Health services need to make better links with schools and colleges.

PERSONAL STORY

L is a young adult woman with a learning disability, autism and communication support needs.

L was having treatment for a serious liver condition and was being assessed for suitability for the transplant list. With L's communication support needs there were concerns about the support L needed to give consent to her treatment. There were also concerns around the knowledge and skills hospital staff had to understand L's needs, ensure effective communication, involving L's mother when appropriate, and make the necessary reasonable adjustments to ensure L's effective care and treatment.

Initially, L's mother found communication with hospital staff difficult, but with the support of Speech and Language Therapy she was able to liaise with hospital staff to ensure relevant information was provided in ways that were accessible for L. Through the support of Speech and Language Therapy, hospital staff were better able to communicate with L thereby improve mutual understanding, cooperation and reducing the risk of L experiencing anxiety. One example of this was in relation to L's capacity to consent, deciding when she had capacity to make decisions and when she didn't. Ensuring that clear accessible information was available to support L's involvement in this process was key and also supported a better understanding of L's level of anxiety.

The specialist input of Speech and Language Therapy also supported a better understanding of the advocacy role that L's mum fulfilled, as she tried to ensure the appropriate adjustments and decisions were made by hospital staff. For example, so that hospital staff understood that it was in L's best interests for her mother to stay on the ward overnight. This ensured overnight staff were able to provide their care and treatment based on effective communication with L, with her Mums support, potentially in situations where life-saving medical care may have been required.

Through the close joint working between L, her mum, the specialist input of Speech and Language Therapy and hospital staff, there was an improved understanding of L's support and communication needs and a clear understanding of the crucial role of L's mum in support communication and understanding in relation to all aspects of care and treatment.

L's mum said...

"The Speech and Language therapist (A) has made such a difference to L's life. She took the time to get to know L and the difficulties L faces when she attends hospital appointments. 'A' has provided the hospitals concerned with such an in depth report of L's issues that L's experiences at the hospitals have dramatically improved (and mine) and they are dealing with her in the manner they should have been for the last nine years. A's reports have been an absolute godsend and have forced those who see L at hospital to re-look at how they speak with L, the content and delivery of information to her and also empowering L to be part of the decision-making process as much as possible."

Key objectives

- To develop clear strategies and customer pathways with clear roles and responsibilities for people with learning disabilities to ensure effective and appropriate interventions around key health outcomes, such as screening and prevention, physical health, posture and mobility, diabetes and obesity, pain management and end of life care, epilepsy, mental health and sexual health.
- Working closely with CCG colleagues, ensure a robust and coordinated approach to safeguarding, quality assurance and governance in the health and care of adults with learning disabilities.
- Continue to deliver health facilitation and to improve access to good quality mainstream health services for people with learning disabilities, alongside other citizens.
- Increase the uptake of annual health checks and Health Action Plans, increasing the number of first time annual health checks completed and the number of follow up appointments.
- Continuing to work to improve acute hospital care for adults with learning disabilities.
- To ensure the most effective commissioning and delivery arrangements are in place for specialist community health services for people with learning disabilities, ensuring best outcomes for customers and best value for money.
- Continue to work to improve community health care for adults with learning disabilities, including audiology and oral healthcare.

Specific actions and plans

(For more information about what will happen and when, please see Appendix I, the Commissioning Plan Delivery Plan 2016–2019.)

- Integrated clinical and commissioning pathways for people with learning disabilities will be developed with local NHS commissioning and provider partners, so that people with learning disabilities have access to the clinical health interventions they require with appropriate reasonable adjustments

- Improve the experience and quality of planned and unplanned acute health care for people with learning disabilities so that people with learning disabilities and their carers will have a positive experience of hospital care and receive good quality health care when needed
- Following a stocktake and review of specialist community health services for people with learning disabilities, plans will be developed for the continuous improvement of the services and future commissioning arrangements.
- Continue to invest in Health Facilitation and Hospital Liaison services and work alongside NHS Commissioners and providers to enhance the experience of people with learning disabilities accessing health care.
- Increase the numbers of people with learning disabilities having an annual health check, so that each year 1500 people have a health check and a Health Action Plan and access to the primary and community health care they need.
- Partnership work will be undertaken as part of the development of Lifelong approach, to ensure the health needs of young people are planned for and met as they move into adulthood.
- Work closely with colleagues in Public Health and local wellbeing hubs, to ensure people with learning disabilities are benefitting from positive public health initiatives and have access to support, information and advice in all areas of healthy living, such as weight management, drug and alcohol awareness and keeping fit.
- Partnership work will be undertaken to develop information, advice and support that enables people with learning disabilities to lead healthy lifestyles.

10. Promoting independence and keeping safe

Introduction

This Plan sets out a range of plans and objectives for ensuring adults with learning disabilities are supported to lead as independent lives as they are able to, but at the same time ensure their safety and wellbeing.

This includes a range of measures to ensure the continuous improvement of the multidisciplinary Community Learning Disability Teams (including the Specialist Health Team, Parenting Service and Specialist Clinical Assessment Team for Vulnerable Adults) and the range of health and social care supports and interventions they offer people with learning disabilities and their carers. This work will be informed by a 'stocktake' of current multidisciplinary teams, which will include the views of all stakeholders and recent national best practice (e.g. Learning Disability National Senate paper on Community Learning Disability Teams).

Community Learning Disability Teams have a critical role to play in assessing the support needs of adults with learning disabilities and their carers and planning and coordinating support. As part of the requirements following the introduction of the Care Act 2014, Community Learning Disability Teams are reassessing the needs of customers to ensure people with learning disabilities and carers have access to the support, information and advice they need to promote their well being.

At the time of transition into adulthood, there is a particular focus on effective joined up assessment and support planning across Adults' and Children's services and other agencies, to ensure customers and families are well supported to plan for the future. In 2014 a Transition Team was established within the Community Learning Disability Team provision. This team works closely with Children's Services, education and other partners to support more effective assessment and support planning

for young people as they approach adulthood. Effective transition planning for young people with complex health needs is particularly important in the context of changes to the commissioning and provision of health services for children and adults.

Community Learning Disability Teams have a lead role in; the assessment and management of risk and mental capacity; ensuring risk is assessed in a positive manner; ensuring that support plans are effective, cost effective and regularly reviewed; that key outcomes for customers are being delivered and that vulnerable people are safeguarded from abuse. These multidisciplinary teams work is critical to the effective delivery of support to people with learning disabilities and their carers.

This Plan has already made reference to the critical priority of protecting vulnerable adults from all types of abuse, in the wake of the Winterbourne View scandal in 2011 (see pages 14-15). Work is underway and further work is planned to develop effective and sustainable approaches to meeting the needs of customers with challenging behaviour. This includes:

- Work with service providers to assure and reduce the use of restrictive practices, promote capable environments, positive behaviour support and ensure quality services (with reference to Positive and Proactive Care: Reducing the need for restrictive interventions, Department of Health, 2014)
- Work to develop effective response to crisis and prevent the need for customers to enter in-patient assessment and treatment settings
- The on-going work of the Specialist Health Team that work with people who are living in West Sussex who have a West Sussex GP but are funded by other commissioning authorities. The Team also support people who are Continuing Health Care Funded and living in West Sussex.
- A review of how Community Learning

Disability Teams work with people with the most challenging behaviour

- A Sussex-wide Provider Plan and Service Specification have been developed for in-patient assessment and treatment services for people with learning disabilities, to improve quality and outcomes for customers.
- Work to identify and begin planning earlier for young people in transition who have may display challenging behaviour.

This section of the Plan includes accommodation services and recognises the important role good quality accommodation has to play in delivering a range of outcomes for people, such as health, wellbeing, independence and citizenship. A suitable range of good quality, good value accommodation and where appropriate assistive technologies, will be commissioned and provided for people who require an accommodation service. Today and in the future, more good quality, cost effective local accommodation options will be required for older people with learning disabilities and for people with the highest support needs who may also have challenging behaviour.

Supporting carers, who provide significant amounts of care and support to people with learning disabilities in their own homes and communities, is critical to promoting and maintaining people's independence and safety. This Plan will be delivered along-side the West Sussex Commissioning Plan for Carers in supporting the delivery of a range of plans and objectives in relation to carers. These plans will ensure carers needs are assessed and met, ensure carers have access to the advice, information and support they need and to ensure they are effectively involved in planning and commissioning of services.

In addition to ensuring safety and wellbeing within service settings, this Plan also sets out plans and objectives to promote community safety and prevent and respond to all forms of hate crime and discrimination experienced by people with learning disabilities in their communities. Partnership work and planning will also be undertaken with the Police, health and social care and other agencies

to ensure a joined up approach to supporting people with a learning disability within the criminal justice system or at risk of offending, addressing the issues highlighted in the Bradley Report 5 Years On (Centre for Mental Health, 2014).

The scope of this Plan also includes young carers and people with learning disabilities who may be caring for elderly relatives or who may be parents or are planning to be parents. Working with the Parenting Service, Childrens Services and partner agencies, work will be undertaken to ensure people with learning disabilities who are parents or about to become parents have the information, advice and support they need to ensure their wellbeing and that of their children are promoted.

Travel and transport arrangements are key to maintaining independence and community inclusion. Many people with learning disabilities do not have access to their own private travel arrangements and there are challenges relating to the provision of and access to the public transport network, particularly in rural areas. The provision of specialist transport for people with learning disabilities is also expensive and often not sustainable. This Plan sets out plans that will promote and support access to public and community transport for people with learning disabilities, whilst ensuring quality and value for money within specialist transport provision, where appropriate.

Achievements 2009–2015

- In April 2011, an integrated health and social care commissioning and support team for individuals with the most challenging behaviour was established. This team play a key role in ensuring the needs of customers with the highest support needs are met effectively and that support provided is of high quality and good value for money.
- The number of people with learning disabilities within NHS in-patient assessment and treatment settings has remained consistently below national average, due in part to effective community

- based service responses for people with complex needs and challenging behaviour.
- A Sussex-wide Provider Plan and Service Specification have been developed for in-patient assessment and treatment services for people with learning disabilities, to improve quality and outcomes for customers.
 - A Plan Agreement for the provision of supported living and personal support services for people with learning disabilities was established in 2012. This included the development of a specification for the services and has delivered improvements in quality, outcomes for customers and value for money. This Plan was reviewed and retendered during 2015.
 - Completion of the "A Place to Live Project" involving the re-provision of services to people with learning disabilities living in long

- stay NHS funded accommodation. Work is on-going to improve the quality and value for money of accommodation and support services provided to this group of customers.
- A review of short breaks services across the county was completed in 2013, resulting in a new facility being developed in Crawley.
- There are now 4 dedicated learning disability Carer Support Workers across the county, ensuring carers of people with learning disabilities are well supported, have access to advice and information and have opportunities to be involved in service planning and development.
- Positive partnership working with Southern Railway since 2010 has led to the development of accessible travel information and jointly delivered railway travel training for people with learning disabilities.



PERSONAL STORY

Chris's trip to Scotland

Chris has a Smart phone- Chris really enjoys travelling on public transport and has found

having a smart phone and apps has made this easier. One app Chris uses is Bus Times- Chris says " this app tells you what time the next bus goes from any stop. You can get all the time tables for anywhere in the country. You can set a reminder so that it vibrates when the bus is due." "I also use the weather app- tells me what weather is going to be like so I know what to wear." Chris recently took a trip to Edinburgh. As Chris loves buses and trains he wanted to take this trip by public transport, and to take his time getting there. He took 7 days travelling up by bus and staying in Hotels overnight before continuing his journey the next day by bus. Once

he arrived in Edingburgh, he stayed overnight and then got a fast train back to London. Chris used the internet and the apps on his smart phone to help him do this trip completely on his own. Before going he took some time researching the buses he needed to get to take him from one town to another on the internet before he travelled. He had then recorded the bus numbers on his 'notes' on his mobile phone. He used Google maps to help him find hotels near bus stations and get photos of the bus stations that he was visiting. Again he recorded all the names and addresses of the hotels he had booked on the notes on his smart phone. To plan his rail journey home, Chris looked at the National Rail enquiries site and was able to book his return journey home. Once he was travelling- Chris was able to use the Travel line app to check on how services were running. He was able to use Google Maps to find his way to his hotels and to see pictures of bus stops and hotels. Using his phone Chris could also make contact with his support staff should an emergency arise and they could keep in contact with him.

What Customers have told us

- We want more choice about accommodation.
- I need support to live independently in my home.
- I need good maintenance support and a good landlord.
- We want to choose the type of housing we go into and who we share our housing with.
- I like the safe places scheme. It tells us where we can go in the community.
- I need support with public transport and more flexible transport provision, especially in isolated areas.
- There are problems with transport which means we cannot get to some places or be safe at night going to some places
- We don't feel safe at night on buses and trains
- Transport is not reliable and it is expensive.
- Some minibuses do nothing during the day and we could use them better.

Key objectives

- To deliver effective safeguarding practice and work in partnership to promote safety, so that people with learning disabilities are safeguarded from harm, abuse What Customers have told us
- We want more choice about accommodation.
- I need support to live independently in my home.
- I need good maintenance support and a good landlord.
- We want to choose the type of housing we go into and who we share our housing with.
- I like the safe places scheme. It tells us where we can go in the community.
- I need support with public transport and more flexible transport provision, especially in isolated areas.
- There are problems with transport which means we cannot get to some places or be safe at night going to some places
- We don't feel safe at night on buses and trains
- Transport is not reliable and it is expensive.
- Some minibuses do nothing during the day and we could use them better.

Specific actions and plans

(For more information about what will happen and when, please see Appendix I, the Commissioning Plan Delivery Plan 2016 -2019.)

- A new service specification for Community Learning Disability Teams will be developed so that customers, carers and partners are clear about the service provided by the Community Learning Disability Teams and quality, performance and outcomes expectations
- Working in partnership with Children's Services and Education review the suitability and outcomes of education provision for people with learning disabilities moving into adulthood.
- Working in partnership with Children's Services and other agencies, to ensure transition to adulthood is well supported and that where appropriate young people have a person centred Education, Health and Social Care Plan, as set out in the Children and Families Act 2014.
- Partnership work to improve community safety will be undertaken so that people with learning disabilities feel safer when accessing their community and responses to hate crime continue to be developed.
- Partnership work to improve the experience of people with learning disabilities at risk of offending and/or in the criminal justice system will be undertaken.
- Partnership work to improve support around friendships and personal relationships will be undertaken so that people with learning disabilities have the information, advice and support they need to enable them to develop friendships and personal relationships, whilst ensuring their safety and wellbeing.
- Partnership work to improve support for people with learning disabilities who are parents so that people who are parents or about to become parents have the information, advice and support they need to ensure the wellbeing of themselves and their children are promoted.

- A review of accommodation services for people with learning disabilities and property resources will be undertaken to ensure best use is made of existing accommodation services and property resources.
- To review the service specification and contract for the provision of Residential Care for people with learning disabilities .
- Working in partnership with service providers and community partners, new ways to support customers to maximise their independence and reduce their reliance on paid support will be developed.
- To explore and evaluate the use of Individual Service Funds as a means to promoting choice and independence in supported living settings.
- A review of transport services provided to people with learning disabilities will be undertaken to ensure customers are supported to maximise their travel independence and all transport needs will be met in the most cost effective way.
- Review usage of all the commissioned short break services to ensure they are being well used and represent value for money.
- Partnership work will be undertaken to ensure carers of people with learning disabilities have the information, advice and support they need
- Work with the Young Carers Service to ensure an effective joined up approach to the planning and provision of support for young people who may be impacted by the presence of an adult with a learning disability in their household.

11. Quality, Equality and Workforce

Introduction and key objectives

There are many different ways of monitoring, measuring and evaluating quality and outcomes for customers and carers. For example, how we:

- Involve, listen and respond to customers and carers.
- Listen to and learn from complaints and compliments.
- Quality check, audit and improve service delivery and outcomes.
- Work in partnership to improve quality with local service providers, regulators, advocates and the local community.
- Listen to and learn from external evaluation and inspection.

The delivery and assurance of quality underpins this Plan and many of the plans, objectives and actions are focused on delivering and improving quality. A new multiagency Quality Strategy will also be developed. A key priority moving forward will be improving how we involve and engage with customers and stakeholders as part of measuring performance and outcomes for customers and assuring quality.

The learning disability JSNA (2013) indicated that of the 1,960 social care clients, 1,882 had ethnic background recorded. Of these, 86% were recorded as white, this includes people of “white British” and “white Irish” and “white other” backgrounds. Of the 73 people of known BME backgrounds, 37% live in Crawley. Valuing People Now and subsequent research has highlighted the ‘double discrimination’ experienced by people with learning disabilities from black and minority ethnic communities and other prejudice and inequalities experienced by people from other minority communities, such as people from different faith groups, newly arrived communities and people from lesbian, gay, bisexual and trans-gender communities. This Plan is committed to equal opportunities and a positive approach to meeting the spirit and obligations

within key legislation, such as the Disability Equality Duty and Race Relations (Amendment) Act.

This Plan recognises that the delivery of improvements to services and support is largely dependent upon the local workforce. More specifically the skills, knowledge, attitudes and flexibility of the workforce is crucial to enabling people with learning disabilities to get the support they need and lead fulfilling lives. This Plan also acknowledges that the learning disability workforce encompasses a broad range of professionals and citizens, including:

- Staff in paid roles working in services for people with a learning disability.
- Personal Assistants supporting people who have a Direct Payment.
- Informal carers.
- Other citizens who provide volunteer and informal support.
- Staff working in key partner agencies such as health, education, employment and housing.
- Staff working in services everyone uses, such as the police, leisure services and other community and commercial services and facilities.

The development of a clear strategy for the on-going development of the workforce is a key plan within this Plan. The Strategy will reflect the current challenges within the health and social care sector and ensure current and future customers get the best support possible from a skilled and caring workforce. This will include how we will promote better awareness and understanding of people with learning disabilities in mainstream community services.

Achievements 2009–2015

- The Thumbs Up Project aims to make it easier for people with learning disabilities to use shops, Council services, banks, leisure services and public transport. The project asks people who provide these services to sign up to the

- Thumbs Up Pledge which is a list of 10 things that people with learning disabilities have said helps them to use services. Thumbs Up has become self-supporting and continues to reach more businesses/services with support from volunteers including people from the self-advocacy groups.
- A diverse range of training opportunities is delivered across 'in-house' and independent sector service providers. For example, training opportunities were taken up by over 70 different organisations providing support to people with learning disabilities during 2013-14.
 - The County Council has commissioned Powerful Trainers (experts with learning disabilities) who deliver training that promotes greater understanding of learning disability and how services can involve customers in their work.

What Customers have told us

- Supporters help me to get more independent and learn new skills.
- My carer is really important to me.
- Bus drivers need training about learning disabilities.
- Peer support is very useful and powerful.
- More activities are needed for older people with learning disabilities.
- Finding a gay relationship [is difficult].
- Relationships are not supported well.

Specific actions and plans

(For more information about what will happen and when, please see Appendix I, the Commissioning Plan Delivery Plan 2016–2019.)

- Development of a Quality Strategy for West Sussex Learning Disability Services, so that quality standards and expectations and how they will be monitored and evaluated in partnership, will be clear for all learning disability services and stakeholders.
- As part of the Quality Strategy, tools will be developed to identify and evaluate outcomes for customers so that evidence is available to evaluate the outcomes customers experience and

- impact of commissioned services and support service on customers lives and wellbeing.
- As part of a Quality Strategy, work will be undertaken to evidence and address equal opportunities for people with learning disabilities from minority communities.
- As part of a wider West Sussex Economy and Workforce Strategy, partnership work will be undertaken to ensure a suitably skilled and qualified learning disability workforce is in place so that providers of services for people with learning disabilities are able to recruit and retain the workforce they need to deliver their services effectively and meet the needs of their customers
- Partnership work will be undertaken to raise awareness of the needs of people with learning disabilities in the wider workforce so that people with learning disabilities have equal opportunity when accessing universal services in the community.

12. The Delivery and Governance of this Plan – ‘Making it Happen’

Introduction

The delivery and governance of this Plan is the responsibility of the lead commissioning agencies for learning disability services in West Sussex: West Sussex County Council and the three Clinical Commissioning Groups (CCGs) for Coastal West Sussex, Horsham and Mid Sussex, and Crawley.

A Delivery Plan has been written for the first 3 years of the Plan (See Appendix I). This includes a section about Making it Happen

In addition to the governance structures and committees within the lead commissioning agencies, a wide range of stakeholders and partners will have opportunities to get involved in making sure the plans set out in this Plan happen and make a difference to the lives of local people with learning disabilities and their families. This will include:

- The West Sussex Learning Disability Partnership Board.
- Local people with learning disabilities and their carers, supported by organisations that represent their interests.

- Service providers. The West Sussex Learning Disability Provider Forum is made up of representatives of organisations who provide services for adults with learning disabilities in West Sussex.

A ‘Making it Happen’ group will be established to oversee the delivery of the Plan and will regularly report progress to the West Sussex Learning Disabilities Partnership Board and other key West Sussex health and social care boards and committees.

Key Performance measures and targets

To support the measurement of progress and achievement, key performance indicators will be developed and local performance targets agreed. These measures and targets will be monitored and reviewed by local commissioning agencies and the Learning Disability Partnership Board. The following performance measures are already in place. Others will be developed as part of the work of the ‘Making it Happen’ group.

Performance Measure	Performance 2014/15	2015/16 target	2016/17 target	2017/18 target
People in paid employment	2.2% *	4%	6%	8%
Health checks undertaken	1190	1200	1300	1400
People with Direct Payments	345	370	380	390

* These 2014/15 performance figures may not be accurate due to recording issues within WSCC customer information systems and may change subject to this information being reviewed during 2016.

Links to other local plans and strategies

A key aim of the plans set out in this Plan, is to ensure the needs of local people with learning disabilities are taken into consideration during the development and delivery of many other local plans and strategies and that their lives are positively impacted in equal measure, alongside their fellow citizens of West Sussex.

It will be important for the plans set out in this Plan to complement and co-exist with the plans and work programs that are delivering improvements to the wider health and social care system in West Sussex. The effective coordination of plans and strategies across the local health and social care system will support a consistent and joined up approach to shared priorities and challenges, the best use of public resources and, from the customer point of view, promote an integrated approach to accessing and utilising the right services. Other local plans that will be key to the effective delivery of this Plan include:

- West Sussex Commissioning Plan for people with Autism
- West Sussex Commissioning Plan for Older People
- West Sussex Commissioning Plan for people with Dementia
- West Sussex Commissioning Plan for people with Mental Health support needs
- West Sussex Commissioning Plan for Carers
- West Sussex Personalisation Plan
- West Sussex Quality Assurance Plan
- West Sussex Health and Wellbeing Strategy 2012–2015.

The 7 Borough and District Councils in West Sussex also have a range of strategies and plans around how they will develop local communities, including housing, transport, community safety and environment.

13. Appendices'

Introduction

This delivery Plan is an Appendix to the Health & Social Care Commissioning Plan for Adults with Learning Disabilities in West Sussex 2016-2019. More information about how these plans were developed, how they will be evaluated and monitored and how stakeholders will be involved in this, is set out in Sections 2 and 12 of the Framework document.

Commissioning Plan Theme	What	When	Outcome
Resources, supply and procurement	Make best use of assistive technology to promote the independence of customers.	Years 1-3	More customers and service providers will have access to technology that promotes independence and reduces reliance on paid support.
	Contracts for residential care services for people with learning disabilities will be updated.	Years 1-2	Providers of residential care services will have updated contracts that are clear about quality and outcomes for customers and value for money.
	A review of specialist health and parenting support services for people with learning disabilities will be completed.	Year 1	Improved quality and outcomes for customers using specialist health and parenting support services.
	A review of prevention services will be completed.	Year 1	Improved value for money and quality and outcomes for customers using prevention services.
	A review of Short Break services will be completed.	Year 2	Improved value for money and quality and outcomes for customers using short break services.
Customer needs/demand	Planning and commissioning of services to meet customers' future needs will be improved.	Year 2	More people will have choice of local good quality and value for money services when they need them.

Commissioning Plan Theme	What	When	Outcome
Personalisation	Information about services and support for people with learning disabilities will be improved.	Year 2	People with learning disabilities and their families will have access to improved information about local services and support in accessible formats.
	A project will be undertaken to explore the use of Individual Service Funds as a means of promoting choice and independence in supported living settings.	Year 2	People with learning disabilities living in supported living setting will have more options and choices about how their support is provided.
Citizenship Link to Performance measure 1- People in paid employment	A Strategy to improve employment opportunities for people with learning disabilities will be developed.	Year 2	It will be clear how employment opportunities for people with learning disabilities will be improved in the future. More people with learning disabilities will be in paid work and meaningful occupation.
	Day services for people with learning disabilities living in Burgess Hill and the Mid Sussex area will be developed.	Years 1-2	Existing and future customers living in Burgess Hill and the Mid Sussex area, will have choices of day services local to where they live.
	Day and service options for young people [16-25] leaving education will be developed [within existing resources].	Years 1-3	Young people leaving education will have improved local choices that promote independence and well-being.
	Partnership work to improve support for people with learning disabilities around friendships and personal relationships will be undertaken.	Year 3	People with learning disabilities will have the information, advice and support they need to enable them to develop friendships and personal relationships, whilst ensuring their safety and wellbeing.
	Work with partners to promote the development of 'Changing Places' bathroom and changing facilities in towns across West Sussex.	Years 1-3	More people with learning disabilities will have access to accessible bathroom and changing facilities, to support community access.

Commissioning Plan Theme	What	When	Outcome
<p>Independence and Safety</p> <p>Link to Performance measure 2 -People in 'settled accommodation'</p>	<p>Services will be developed for people with learning disabilities, autism and challenging behaviour.</p>	<p>Years 1-3</p>	<p>High quality and value for money services are available to support people with learning disabilities, autism and challenging behaviour in community settings.</p>
	<p>A 'Lifelong' approach to the commissioning and provision of care and support for disabled children and young people will be developed.</p>	<p>Year 3</p>	<p>All professionals and agencies involved in commissioning and providing care and support for young people and adults with disabilities will work in a coordinated joined up way to ensure high quality assessment, care and support planning is available when needed.</p>
	<p>A review of accommodation services for people with learning disabilities and property resources will be undertaken.</p>	<p>Year 2</p>	<p>Best use will be made of existing accommodation services for people with learning disabilities and property resources.</p>
	<p>A new service specification for Community Learning Disability Teams will be developed.</p>	<p>Year 1</p>	<p>Customers, carers and partners will be clear about the service provided by the Community Learning Disability Teams and quality, performance and outcomes measures will be in place.</p>
	<p>New ways to support customers to maximise their independence and reduce their reliance on paid support will be developed.</p>	<p>Years 1-3</p>	<p>Working in partnership with service providers and community partners, customers are supported to maximise their independence and reduce their reliance on paid support.</p>
	<p>A review of transport services provided to people with learning disabilities will be undertaken.</p>	<p>Year 3</p>	<p>Customers will be supported to maximise their travel independence and all transport needs will be met in the most cost effective way.</p>

Commissioning Plan Theme	What	When	Outcome
	Partnership work to improve community safety for people with learning disabilities will be undertaken.	Years 1-3	People with learning disabilities will feel safer when accessing their community and responses to hate crime will continue to be developed.
	Partnership work to improve the experience of people with learning disabilities at risk of offending and/or in the criminal justice system will be undertaken.	Years 1-3	Support to people with learning disabilities at risk of offending and/or in the criminal justice system will be explored and developed.
	Partnership work to improve support for people with learning disabilities who are parents.	Years 1-3	People with learning disabilities who are parents or about to become parents will have the information, advice and support they need to ensure the wellbeing of themselves and their children are promoted.
	Partnership work will be undertaken to ensure carers of people with learning disabilities have the information, advice and support they need.	Year 1-3	Carers of people with learning disabilities will feel supported and have access to assessment of their needs and the information, advice and support they need.
Health Link to Performance measure 2 - Health checks undertaken	Integrated clinical and commissioning pathways for people with learning disabilities will be developed with local NHS commissioning and provider partners, with respect to physical health conditions, mental health and emotional health and dementia.	Years 1-3	People with learning disabilities have access to the clinical health interventions they require with appropriate reasonable adjustments (e.g. obesity & diabetes, posture and mobility, epilepsy, respiratory illness, dysphagia, falls' prevention, pain management).
	Improve access to primary and community health care for people with learning disabilities.	Years 1-3	More people with learning disabilities will have health checks and health action plans and access to the primary and community health care they need.

Commissioning Plan Theme	What	When	Outcome
	Improve the experience and quality of acute health care for people with learning disabilities.	Years 1-3	More people with learning disabilities and their carers will have a positive experience of acute in-patient health care and receive good quality health care [planned and unplanned] when needed.
	Partnership work will be undertaken to develop information, advice and support that enables people with learning disabilities to lead healthy lifestyles.	Years 1-3	More people with learning disabilities will have opportunities to lead healthier lifestyles.
	Partnership work will be undertaken as part of the development of Lifelong approach, to ensure the health needs of young people are planned for and met as they move into adulthood.	Year 3	Young people with learning disabilities will experience a positive transition to adulthood with the health and social care support they need.
Quality, equality and workforce	As part of a wider West Sussex Economy and Workforce Strategy, partnership work will be undertaken to ensure a suitably skilled and qualified learning disability workforce is in place.	Year 3	Providers of services for people with learning disabilities are able to recruit and retain the workforce they need to deliver their services effectively and meet the needs of their customers.
	Partnership work will be undertaken to raise awareness of the needs of people with learning disabilities in the wider workforce.	Year 1-3	People with learning disabilities will have equal opportunity when accessing universal services in the community.
	Development of a Quality Strategy for West Sussex Learning Disability Services, including within scope services used by other commissioning agencies.	Year 3	Quality standards and expectations and how they will be monitored and evaluated in partnership, will be clear for all learning disability services and stakeholders.

Commissioning Plan Theme	What	When	Outcome
	As part of the Quality Strategy, tools will be developed to identify and evaluate outcomes for Customers.	Year 3	Evidence will be available to evaluate the outcomes customers experience and impact of commissioned services and support service on customers' lives and well-being.
	Partnership work will be undertaken to explore equal opportunities for people with learning disabilities from minority communities.	Year 3	Evidence will be available to indicate the extent to which people with learning disabilities from minority communities experience equal opportunities and appropriate action will be taken to address areas of inequality where identified.
Making it Happen	A Making it Happen group will be established to monitor and evaluate progress with these plans.	Year 1	Customers, carers and key stakeholders will be involved in monitoring progress with these plans and agreeing priorities for making it happen.
	The recommendations from the 2014-15 Learning Disability Partnership Board review will be implemented.	Years 1-2	The Learning Disability Partnership Board will be an effective body for improving the lives of people with learning disabilities and involving customers, carers and key stakeholders in this work.
	As part of the Learning Disability Partnership Board review, work will be undertaken with partners to improve involvement and engagement of customers and carers.	Years 1-2	The views and experiences of more customers and carers will be listened to and it will be clear how this has influenced commissioning and service development.

Adults' CarePoint

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