

Lancashire and South Cumbria

All-Age System Strategy for Learning Disability



July 2022

Foreword

The Lancashire and South Cumbria All-Age System Strategy for Learning Disability is a visionary document that includes aspirations for the Learning-Disabled community, to make Lancashire and South Cumbria a great place to live for those with a learning disability.

This vision is not complicated, it mostly involves listening to those who have in-depth knowledge and lived experience of learning disability and implementing their ideas and priorities to improve the lives of those affected, always remembering that no two learning disabled people are the same, they are all individuals like everyone else.

The 5 Core Principles and 4 Guiding Beliefs are direct and straightforward, and using them as a reference point within the Strategy reinforces the aims and outcomes.

The case studies included in this strategy are an important inclusion, and I hope that people's hopes and wishes are listened to and acted upon. The individuals who spoke to us highlighted some concerns as well, and it shows us that there needs to be ample opportunity in our society for meaningful employment, leisure activities and friendships for those with a learning disability. Many people have spoken about their wish to independent lives in their own homes, with appropriate support as required.

The strategy addresses the importance of including learning disabled people and their families in future plans, this in the past, has been neglected, which has made this section of society feel forgotten, undervalued and frustrated.

This Strategy will raise awareness and promote understanding of learning disability and celebrate these lives. It brings together all ages to achieve and ensure appropriate and continuing support for learning disabled people as they move forward with confidence into the future.

Let us move on, working together to get this strategy implemented for the benefit of all learning-disabled people and their families in Lancashire and South Cumbria.

Alison Tupling
Parent Carer West Lancashire

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Introduction

This Learning Disability Strategy provides an ambitious framework to make Lancashire and South Cumbria a great place to live for those living with a learning disability.

In reality this means we need to be more understanding and aware of learning disability, and to celebrate people living with a learning disability. It means making sure there is good quality support and care available at the time they need it and ensure that Lancashire and South Cumbria is a place where people with a learning disability have fulfilling lives, whether that's during early years, throughout education, in employment or during their everyday lives.

This All-Age Learning Disability Strategy has been initiated by Lancashire and South Cumbria Health and Care Partnership (the Integrated Care System, or 'ICS'), a partnership of health and care services that works together to ensure the 1.8 million people in our communities can live longer, healthier and happier lives.

This strategy does not replace any of the existing work programmes and strategies currently in place for learning disability across the region. But it does attempt to provide a bold, unified call to action for all organisations in Lancashire and South Cumbria to work together to have an impact on people's lives.

In 2020 the ICS published a strategy describing how working with communities to improve the mental health, resilience and wellbeing of people in Lancashire and South Cumbria was a key priority.

It became clear that there was a need for a distinct, all-age system-wide strategy for learning disability which would enable the system as a whole to set out priorities to achieve positive outcomes for people with a learning disability. This strategy focuses on adults, children and young people in transition.

The work to produce this strategy has been a system-wide effort. People with a learning disability, along with their carers and families, have given their time, experience and views to help create the ambitions and priorities, and people have come together from a wide range of organisations and backgrounds to give their views.

This strategy therefore encompasses health and care, quality of life, jobs and education and happiness and fulfilment for people with a learning disability.

This strategy is aimed to help people with a learning disability and their families within Lancashire and South Cumbria, and those with other co-occurring conditions such as a mental or physical health problems.

We recognise that this strategy does not, and cannot, contain every area that either needs improvement or is important to an individual with a learning disability. But we hope that this is the start of a 5-year journey to continue to improve the lives of people with a learning disability and those who care about them across Lancashire and South Cumbria.

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Terminology and Glossary

We understand that the language around Learning Disability is important and ever-changing. Words and language are powerful tools and within the community there are differing views on the terminology used to talk about Learning Disability and people with a learning disability.

DHSC

Department of Health and Social Care

The Department of Health and Social Care (DHSC) is the UK government department responsible for government policy on health and adult social care matters in England.

GP

General Practitioner

A doctor based in the community who treats patients with minor or chronic illnesses and refers those with serious conditions to a hospital.

ICS or 'System'

Integrated Care System

An integrated care system is a partnership organisation comprised of organisations that meet health and care needs across an area, to coordinate services and to plan in a way that improves population health and reduces inequalities.

JSNA

Joint Strategic Needs Assessment

A Joint Strategic Needs Assessment (JSNA) looks at the current and future health and care needs of local populations to inform and guide the planning and commissioning (buying) of health, well-being and social care services.

L&SC

Lancashire and South Cumbria

When we talk about Lancashire and South Cumbria in this strategy, we are referring to both the region as a whole and the partnership of health, care and community organisations working together across the region to care and support the 1.8 million people living in communities across the region.

LGBTQ++

Lesbian, Gay, Bisexual, Transgender, Queer and Others

LGBTQ++ is an acronym for lesbian, gay, bisexual, transgender, queer or questioning and others. These terms are used to describe a person's sexual orientation or gender.

NHS

National Health Service

The National Health Service (NHS) is the publicly funded national healthcare system in the United Kingdom.

NICE

National Institute of Health and Care Excellence

Provide the NHS, and those who rely on it for their care, with an increasing range of advice on effective, good value healthcare.

NHSEI

NHS Improvement and NHS England

NHS England and NHS Improvement are the leadership organisation for the NHS who are responsible for delivering improved care for patients.

SEND

Special Educational Needs or Disability

A child or young person has special educational needs and disabilities if they're suffering from learning difficulties and/or a disability which means they need special health and education support.

All-Age

"All-age" means that this strategy covers all ages of people in Lancashire and South Cumbria - from birth, into childhood and adolescence, transition into adulthood and older ages.

Experts by Experience

In relation to this document, Experts by Experience are people who are autistic or have recent personal experience of caring for someone who is autistic. During the engagement process used to inform this strategy we spoke with many Experts by Experience.

Lived Experience

Lived experience is a term we have used to represent personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people. In relation to this strategy, it means those with learning disability, or those closely associated with them. E.g., families and / or carers.

Pathways Associates

Pathways Associates, or 'Pathways', is a social enterprise that aims to help disabled people live the lives they choose as equals in society and their local communities. They are referenced in the case study sections of this strategy.

Transition

Transition can have a number of meanings. In this strategy we have used it in relation to autistic people transitioning from childhood to adulthood.

Under Reached

A term used to describe communities, or groups within the population, who are not as well served by services or initiatives as the general population.

We

The term 'we' is used throughout this strategy. It relates to the collective organisations and individuals across Lancashire and South Cumbria who have committed to developing this strategy and will ensure it is implemented.



Approach to Developing this Strategy

A proposed approach to developing this strategy was produced and shared with a range of stakeholders and organisations across the system who provide services or care for those with a learning disability.

It was agreed that development of this strategy would follow a three-phase approach, with regular engagement, feedback and review points taking place across all three phases.



Design

A series of design workshops were held with professionals and experts by experience to tell us how this strategy should be developed.



Discovery

The core period of strategy development. Speaking to people with personal experience, those who work in areas related to learning disabilities and various organisations about what the priorities should be.



Delivery

Authorship of the strategy, which included a 'check and challenge' process with stakeholders.



Core Principles and Guiding Beliefs

In co-production with system stakeholders, a set of Core Principles and Guiding Beliefs were agreed to underpin the development of the strategy:

Need For	Meaning
<u>Inclusivity</u>	Whole system and Experts by Experience engagement.
<u>Reciprocity</u>	Nothing about me without me – feedback and recognition as part of the process.
<u>Self-Advocacy</u>	Learning directly from Experts by Experience as well as their friends, carers, and supporting professionals.
<u>Use of Resources</u>	Making best use of peoples' time, recognising existing expertise and avoiding repetition.
<u>Supportive Communications</u>	Communicating only in ways that can be understood by all.



Guiding Beliefs

- 1** We believe that a strategy can only be written by all of us. 
- 2** We believe that a shared commitment will provide the energy required to deliver audacious and ambitious strategic priorities. 
- 3** We believe this strategy will never be finished, and will require regular sense checking of our thinking and evolution of our plan.
- 4** We believe that it is our job as system to facilitate the thinking and direct the resource to make change happen.

These Core Principles and Guiding Beliefs were used throughout the strategy development as a point of reference, as well as for check and challenge and quality assurance purposes.

Engagement

This strategy has been developed through discussions with people with a learning disability, their families and carers, practitioners involved in learning disability and a wide range of other relevant organisations across Lancashire and South Cumbria.

Engagement to inform the strategy predominantly took three forms:



Conversations, Interviews and Discussions

We carried out hundreds of focussed conversations to understand perspectives across Lancashire and South Cumbria.



Workshops

Bringing organisations and representatives together in one space to gain insight and understanding.



Attending Existing Forums

Attending existing groups of people to hear discussions and understand what matters most to people.

A wide range of organisations, groups and individuals told us what they thought needed to be included in this strategy. We'd like to thank the following organisations and groups for their honest views, willingness to engage and sharing their experiences and knowledge in order to help us write this strategy:

Beaumont College

Blackburn with
Darwen Borough Council

Blackpool Council

Colleagues across NHS
Primary Care Organisations

Cumbria County Council

Department for Work and Pensions

East Lancashire
Chamber of Commerce

Glenmore

Lancashire and South Cumbria
NHS Foundation Trust

Lancashire and South Cumbria ICS

Lancashire County Council

Mind

Linkability

Pathways Associates

People First

Progress Housing Group

Sandgate School

UCLAN

West House Ltd.

All eight NHS Clinical Commissioning
Groups across Lancashire and
South Cumbria

All four NHS Acute Trusts across
Lancashire and South Cumbria

We'd like to especially thank all people with learning-disabled people who spoke to us, along with their families, and carers for those with learning disability across Lancashire and South Cumbria who gave us their time and views.



Hello, my name is Lee

Lee is 42, lives in Lancashire with his parents, and has a learning disability.

I love all sports which includes swimming, football and martial arts and I have won many awards and trophies. I have played in the Tom Finney Academy in tournament matches and have also run my own football team.

I have done lots of activities as part of the Princes Trust and been part of swimming teams. I do a lot of voluntary work in the community with many groups and also do lots of charity fundraising. I also work in the community to make sure people

have information about other health issues such as Diabetes and Epilepsy.

I am a 'self-advocate' and represent myself and people like me at the ADASS (Association of Directors of Adult Social Services) network where I was voted in by my peers to talk about the things that we need to change. I also go to UCLAN to give training and raise awareness with student nurses about Learning Disabilities.

It is very important to me that people like me are listened to and have the chance to do things that are important.



My family have helped me a lot and given me the support I have needed with my medicines and learning what I need to, but it has not been easy asking for help when I needed it.

People from my [Asian] community need more help because sometimes we talk a different language and people don't understand what we are saying and what we need. And then when you have a Learning Disability and other health problems it is even worse.

When you go the GP practice and they give me information and leaflets, I often feel like they don't explain you what the leaflet means and what the information says.

I am lucky because my family help me understand but it is hard. I have experienced many hate crimes because of my background, and it can be very scary when you don't have more people like me who are standing up for ourselves.

People with learning disabilities need to speak up and clearly be able to understand how to get the right information. It needs to be easier to get help from GPs and social services.

The information needs to be easier to understand, for example help us to understand what do the big words mean, how does this help and how do I understand it? We need to speak up and also, we need the chance to speak up.

The Government [and the people making the decisions] need to understand – there is nothing for people with a learning disability to do in the community. There are no day centres, no activities and people may not have the support to go out. I help a friend to do some swimming and it helps him to get out – if I can help my friend and support him then other people would need that support too to get and do things. We need places to go and the right support.

I know what I need, people need to listen and help people like me with better information.

When you go the GP practice and they give me information and leaflets, I often feel like they don't explain you what the leaflet means and what the information says.

The one thing that is most important to me?

Start listening and get our voices heard – we need to stand together and be strong together to get what we want.





Context

This strategy has been developed because we need to improve the lives of people with learning disability in Lancashire and South Cumbria, and a strategy sets the vision and priorities that will enable this to happen.

Engaging people with learning disability, organisations and professionals was the primary method used to create the ambitions and priorities within this strategy, but there are a number of national documents that influenced our approach.

In 2001 the government published the most significant framework document in the history of learning disability social policy; 'Valuing People: A New Strategy for Learning Disability for the 21st Century'.

20 years on, it remains the benchmark for the provision of services for people with a learning disability and has been followed by policy and legislation to consolidate and support the Valuing People vision, including:

- **Mental Capacity Act (2005)**
- **Our Health, Our Care, Our Say (DH 2006)**
- **Death by Indifference (Mencap 2007)**
- **'Valuing People Now' (DH 2009)**
- **Disability and Equality Act (2010)**
- **Care Act (2014)**
- **Transforming Care (DH 2015)**
- **Building the right support (NHSE 2015)**

Learning Disability

Approximately 1.5 million people in the UK have a learning disability. This equates to roughly 2% of adults and 2.5% of children in the UK. By 2030 the number of adults aged 70+ using social care services for people with learning disability is set to double.

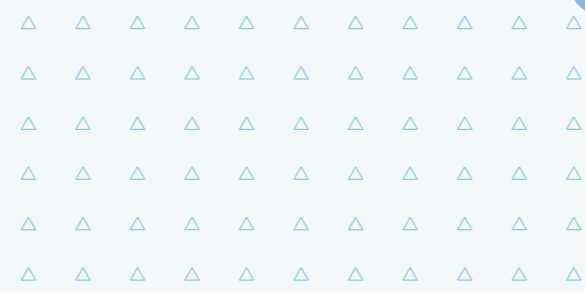
Mencap define a learning disability as "A reduced intellectual ability and difficulty with everyday activities, for example household tasks, socialising or managing money, which affects someone for their whole life". In essence, a person with a learning disability might have some difficulty:

- Understanding complicated information
- Learning certain skills
- Looking after themselves

With the correct support most people with a learning disability can lead independent lives. Others may need support throughout their life. Because no two people with a learning disability are the same it was imperative that this strategy explored the views from a range of experiences and backgrounds to describe the factors that will enable every person in Lancashire and South Cumbria with a Learning Disability to live the lives they want to lead.

In the 'Valuing People: A New Strategy for Learning Disability for the 21st Century' paper, there are 11 key outcomes set out within the paper that underpin the strategic themes and priorities described in this strategy — they are:

1. Maximising opportunities for disabled children
2. Transition into adult life
3. Enable people to have more control over their own lives
4. Supporting carers
5. Good health
6. Housing
7. Fulfilling lives
8. Moving into employment
9. Quality
10. Workforce and planning
11. Partnership working



The Challenge Faced by those with a Learning Disability

People with a learning disability are more likely to have physical health issues with

40% having physical and/or sensory impairments as well.



Mental Health

45%

45% of people with learning disability are thought to have a mental health condition.

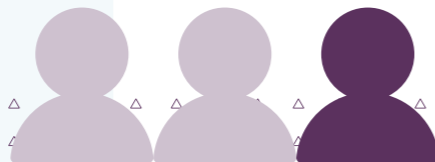
36%

36% of children and young people with learning disability have a diagnosable psychiatric disorder.

Learning disability is distinct from autism, but those with a learning disability are **33 times more likely** to be on the autism spectrum.

1 in 3 young people

with a learning disability spend less than 1 hour outside their home on a typical Saturday.



Activity Levels

Research shows that children and teenagers with a learning disability **partake in fewer activities** and **participate less frequently** than their peers without a learning disability.

Loneliness

In a survey by Sense, over half of those with a learning disability reported feeling lonely, rising to over three quarters (**77%**) for those aged 18-34. Loneliness is associated with physical and mental health problems and poorer quality of life.



LGBTQ+ Community

Research has found that many **LGBTQ+** people with a learning disability **face discrimination** because of their sexuality or gender. Evidence suggests some LGBTQ+ people with a learning disability have **concealed their sexuality** to avoid expected negativity.



6% of adults with a learning disability

known to their local authority in England are in paid work. This is compared with **76%** of people aged 16 to 64 in the general population who are in work.

Life Expectancy

2013 saw a confidential inquiry into premature deaths of people with a learning disability. The study found that people with a learning disability die between **13 and 20 years earlier** than someone without a learning disability.



Making Lancashire and South Cumbria a great place to live for people with learning disability



Our Vision

To make Lancashire and South Cumbria a great place to live for those with a learning disability. We will enable people with a learning disability to live the life they choose in happiness and be a learning disability-aware society that provides the opportunities to help people flourish.

Our supportive health and care services will meet the needs of those with a learning disability by maximising timeliness and access. We want people with learning disability in Lancashire and South Cumbria to be healthy, feel valued and enjoy life.



Our Strategy

This strategy provides the framework for Lancashire and South Cumbria to become a great place to live for people with learning disability.

The following five ambitions represent a mixture of new priorities, existing programmes of work and national priorities.

The priorities range from quite specific national healthcare requirements for people with learning disability through to some very general statements we heard from learning-disabled people, their families and their carers, about what would make their life happier.

The aims of this strategy are ambitious and will therefore be challenging to achieve. To be successful in achieving our objectives organisations will need to work together in a way not seen before and we will need to deliver services in different ways. We will need to think innovatively about how people with learning disability live their lives.

Perhaps most importantly, people with a learning disability, their families and their carers need to be at the heart of decision making.

1

Make a real difference to the lives of people with a learning disability by placing them and their carers and families at the core of everything we do and listening to their experiences.

2

Ensuring people with a learning disability have access to quality housing, excellent employment opportunities, a good education and meaningful relationships.

3

System partners to work together to develop coordinated services across Lancashire and South Cumbria.

4

Ensure that children with learning disability are supported to effectively transition to adulthood.

5

Organisations will work in partnership to ensure those with a learning disability live long, healthy and happy lives.

Hello, my name is Mark

Mark is 49 and lives in Lancashire.

Here are some unedited quotes from Mark about his life. The ambitions and priorities in this strategy are designed to respond to people like Mark, so they feel heard and that significant improvements are made to their lives.



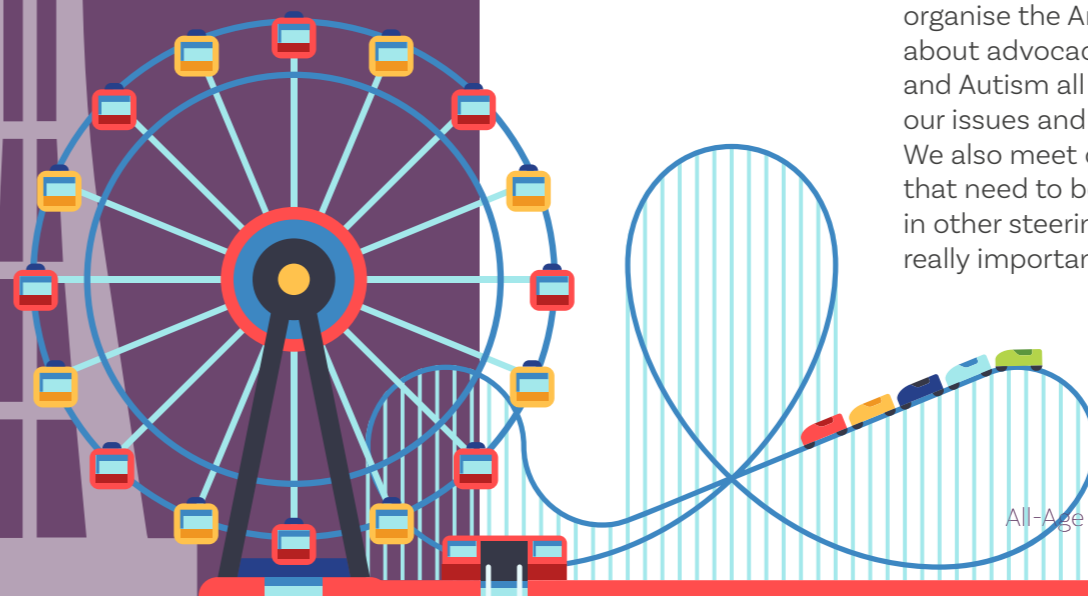
Everyone is an individual – we all need support in different ways, we all have strengths and weaknesses and people need to understand that not everyone is the same and we all need to be taken as different people. A while ago, I was involved in giving the Oliver McGowan training to NHS, Police and Social Services staff all over the North West on how to work with people with learning disabilities so that more people understand.

I love cycling and walking in the hills and getting out in the fresh air. I like to take in the views and keep myself well.

I was on benefits for a long time before I started working. I was worried about coming of benefits because of the job not working out or being worse off when it came to money.

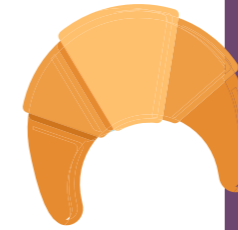


I work as a 'Conference Friend'. My job means I organise the Annual Blackpool Conference which is about advocacy for people with Learning Disabilities and Autism all over the Northwest. We get to voice our issues and these issues get taken to government. We also meet once a month to decide the issues that need to be discussed. I am also involved in other steering groups and meetings that are really important.

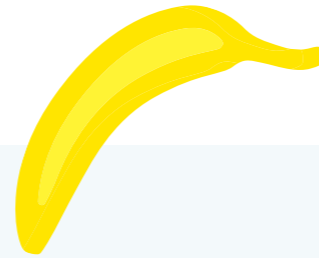


If I didn't have the support that I have had, I would still be on benefits. I would have found it so much more difficult to work in a world that doesn't understand me if I didn't have the right people around me.

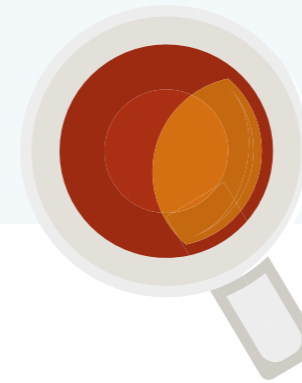
I am good at keeping myself well and have friends – if I didn't have this support from my friends and family, without them I would feel very anxious, and my confidence would be low. I am speaking from experience, before this I tried many jobs and they collapsed due to me having difficulties working in a way that 'fits', working and behaving in a way that fits in with other people and like other people.



I set up a 'breakfast club' for people to come together and talk about their day and their weekends. It feels great to bring people together to chat about how they're feeling and what issues are important to them.



The important thing was, I was advocating for people like me with a learning disability by getting a job and showing what was possible.



I was a volunteer for a long time at groups at Pathways Associates and visited a support group about paid employment and living well which was all about how to stay healthy and also understand the importance of working.

Going to these groups and also doing my volunteering meant that I had an interview with Pathways Associates for a job I was already doing so I felt I could apply for it. It was also a very big change for Pathways too – they then understood that employing experts by experience was so important for us and so important for them too.



It is important for people like me who have a learning disability and on benefits to really have support and help with what you can still claim and understand what being in work will mean.

My Dad helped me to understand what it would mean and how much money I would have and what help I would still get. Being in paid work means more chances are opened up to me and I was able to make a change in my life.

The Big Issues that I think are important are:

Funding

More funding for support workers for people with learning disabilities.

Matching the Right People to the Right Place for Paid Work

Also more support and information to encourage people to set up their own business and give us training – if you do that we would have more control over the environment around us.

Friendships and Relationships

Ensuring you have the right people around for support and help when we need it is so important. I'm passionate about bringing people together as a support network.



1

Make a real difference to the lives of people with a learning disability by placing them, their carers and families at the core of everything we do and listening to their experiences.

We need to:

We need to listen more to those with a learning disability, understand their individual and collective experiences, and make positive changes as a result.

Recognise that individuals, their families and carers are the people best placed to make informed decisions about their life.

Ensure that we work proactively and engage with children, young people and adults with a learning disability, along with their families, friends and carers, so that they have the confidence that we will listen and act when they talk about their experiences and what is best for them.

Ensure that advocacy for those with a learning disability is at the heart of everything we do.

Empower people to support themselves with the appropriate self-help support and tools available.

Therefore, we will:

- Continue to shift the balance of power away from services 'doing to' to services 'working with' people with learning disability.
- Support organisations and institutions to better understand those with learning disability through listening carefully, positive intervention and proactive support.
- Provide all people with learning disability with the relevant financial information and support including but not limited to benefits, direct payments and the impact employment can have on these
- Work in partnership with people with a learning disability, and their families where appropriate, to explore initiatives led by people with lived experience to develop quality services and initiatives for those with learning disability.
- Ensure that self-advocates, peer support workers, families, friends, providers and all organisations working with those with a learning disability have a clear understanding of all types of advocacy and the importance of advocacy.



- Bring together organisations across the voluntary sector to work together to support people with learning disability and their families to develop further knowledge around advocacy and advocacy skills and peer support.
- Initiate a celebration programme across Lancashire and South Cumbria that enables those with a learning disability to share their experiences with others.
- Understand that when working with children and young people with a learning disability it is a given that a whole family approach will be adopted wherever possible.
- Embed a culture of transparent and open reporting, ensuring lessons are learned and acted upon.

This will feel like:

A Lancashire and South Cumbria where there is a greater understanding of learning disability across all settings; where we feel comfortable to talk openly about learning disability and people with a learning disability feel fully included and celebrated in the communities in which they live.

A Lancashire and South Cumbria where people with a learning disability have a louder and more confident voice and feel like they have a greater say on their lives.



2

Ensuring people with a learning disability have access to quality housing, excellent employment opportunities, a good education and meaningful relationships.



People with a learning disability feel under-represented and misunderstood. We must strive for an environment where people with a learning disability feel more included and provide a vast array of opportunities for them to feel comfortable being themselves and to live a gloriously ordinary life.



We need to:

Make a system-wide commitment to people with learning disability that they should have the same opportunities as everyone else to live a good and meaningful life.

Wherever possible, maximise the number of people with a learning disability living in their own home with who they choose to live with.

Ensure that people with a learning disability have access to high quality education and training opportunities and continue into meaningful and paid employment wherever possible.



Therefore, we will:

- Ensure that people with learning disability have the support they need to feel they can fulfil their goals and ambitions.
- Develop the conditions for people with Learning Disability to be comfortable and confident establishing their own support networks and events and shifting away from a paternalistic approach.
- Make sure that no one with a learning disability in Lancashire and South Cumbria is alone and isolated if they don't wish to be. This will be achieved by reaching out to people with learning disability, providing opportunities for them to connect with their communities, and develop networks, friendships and relationships.
- Place an increased emphasis placed on the understanding of love, sex, consent and relationships for people with a learning disability. This will be achieved through planned and intentional interventions which offer support and guidance in all these areas.
- Develop a system-wide housing plan for those with learning disability.
- Ensure people with a learning disability are able to choose to live somewhere that meets their needs where appropriate.
- Ensure that organisations have the confidence and understanding about what housing options are possible for those with learning disability and what may be needed in the future.
- Embed a common understanding that living independently doesn't have to mean living on your own and that it's about people with learning disability having a freedom, a sense of choice and control over their life.
- Continue to develop supported living for those people with a learning disability and increase the number of people living independently in a space that is their own.
- Identify gaps in provision and work in partnership with housing providers to develop a range of housing options for those with a learning disability.

- Provide different modes and models of collating information on the needs of those with a learning disability and the type of accommodation they require.
- Ensure that there is a clear process for those with a learning disability who want their own home.
- Further explore the use of assistive technology to promote independent living for those with a learning disability.
- Acknowledge and understand that those with learning disability are under-represented in the labour market as a whole. We will therefore ensure that employment is a key aspect of the assessment and planning process for young people and adults with learning disability and ensure that they benefit from the opportunities that employment brings.
- Design and implement creative and innovative approaches to enable more people with learning disability to be in paid work by working collaboration with business, local employers and government agencies.
- Those with a learning disability have the opportunity to be educated as close to home as possible to enable a social structure to be built beyond school.
- Focus on providing more education to prepare people with learning disability for change and prepare them for responsibility and the choices they are able to make in later life.
- Encourage partnership working between educational services and key partners (e.g. employers) to promote work related opportunities.
- Set ambitious targets across Lancashire and South Cumbria around increasing the number of people with a learning disability in employment, traineeship or apprenticeship.
- Develop good practice guidelines and standards for employers and employment providers around employing those with a learning disability.
- Implement community coordinator roles to work to identify employment opportunities across the community by engaging employers, educating on the skills that people with learning disability can offer and describing the support that can be provided.

- Ensure that social and community events, clubs and teams are open, available and at the right time and place for those with learning disability so that people feel welcomed and included.
- Place a particular focus on provision of activities and community support outside of the '9 to 5' traditional hours.
- Ensure that people with a learning disability know where to get information about what is happening within the community and how they can get involved.



This will feel like:

A Lancashire and South Cumbria where children with a learning disability are educated close to home.

A Lancashire and South Cumbria where people with a learning disability and their families are better connected to one another.

A Lancashire and South Cumbria where participation in community events / initiatives/ groups is extremely high and is accessible to anyone with a learning disability.

A Lancashire and South Cumbria where people with learning disability live better lives through:

- Increased awareness of the housing status of all those with a learning disability.
- A wider variety of housing options.
- An increase in people with learning disability living independently.

A Lancashire and South Cumbria where 25% of people with a learning disability are in paid employment by 2025 and employers in the region have a good understanding of what it means to live and work with a learning disability and seek support where required.

3

System partners to work together to develop coordinated services across Lancashire and South Cumbria.

People with learning disability, along with their families and carers, have told us how frustrating it can be dealing with multiple organisations. Therefore we will work to ensure that organisations across Lancashire and South Cumbria work more closely together in relation to learning disability.

We need to:

Develop a cohesive and system-wide approach to delivering both health and care services and community initiatives for people with learning disability.

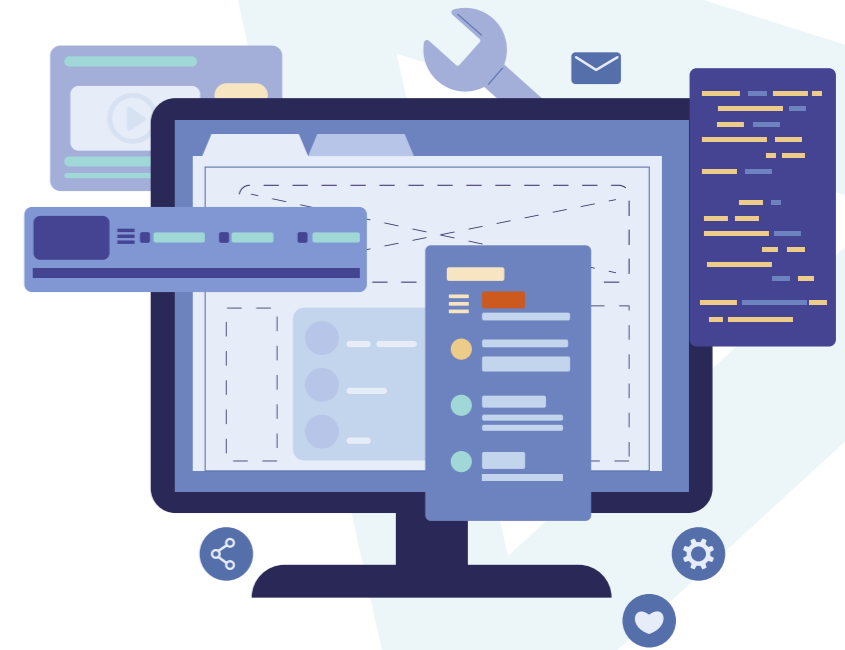
Bring self-advocates, family carers, health and social care commissioners, police, voluntary organisations, employers housing providers and health and social care providers closer together to achieve the vision of people with learning disability living gloriously ordinary lives.

Ensure that workforce planning, education and training systems and recruitment and retainment programmes in relation to learning disability services are jointly developed and delivered wherever possible.



Therefore, we will:

- Ensure that care and support for those with learning disability is person-centred, planned, proactive and coordinated across multiple organisations working as one.
- Ensure assistance and advocacy is available to support people with learning disability to fulfil their ambitions.
- Review and redesign how services for people with learning disability are commissioned and delivered across health, social care and community to provide a joined up, universal and modern offer.
- Encourage partnership working wherever possible between multi-sector services. This will be achieved through developing partnership boards with the responsibility of delivering strategic objectives.
- Fully integrate specialist learning disability provision across health, voluntary, primary, community social care and acute services.
- Embed integrated / pooled budgets to enable organisations across the system focussing on appropriate, timely and effective intervention thereby preventing confusion of responsibilities.
- Enable greater partnership working and integration between health and social care including IT systems, records, function and co-location in relation to learning disability information.
- Integrate outcome-based indicators in health and social care contracts in relation to learning disability services.
- Develop and maintain a confident and effective workforce to ensure people with a learning disability receive the best quality care and treatment.
- Undertake a full workforce plan which will include themes around developing dual roles across social care, health and community, and to showcase careers in learning disability.
- Explore the development of more dual roles across social care, health and community.



This will feel like:

A Lancashire and South Cumbria where those with a learning disability have greater control and choice over their care, resulting in better health outcomes and reduced health inequalities.

A Lancashire and South Cumbria where we prevent people with a learning disability repeating their background and experiences through information being readily available wherever they go, for example through the use of health passports.

A Lancashire and South Cumbria where people with learning disability have consistent professional relationships, where we measure the retention of dedicated or "named" roles and not just retention of staff.

A Lancashire and South Cumbria where we see improved recruitment and retention rates of staff involved in learning disability.

4

Where support is needed, this is provided in the right place and at the right time.

Transitioning between Childhood to Adulthood is an extremely significant period in the lives of people with learning disability that can cause a lot of anxiety and stress. We must emphasise the importance of providing the right environment and support to make this period of their lives positive and exciting.

We need to:

Ensure that the transition to adulthood to be a highly positive experience which supports individuals to identify and achieve their goals and ambitions in life.

Work to ensure that transition from school to adult services is as clear, open and structured as possible.

Therefore, we will:

- Place all young people at the heart of the transition process to develop a transition plan at the right time.
- Work as a cohesive system to enable clear and consistent planning through into adulthood for individuals, making sure that people have the right information and support they need in order to remain independent and informed.
- Choice about important issues, such as housing or employment, should be discussed early in all planning processes and should be based on individual need.
- Develop a new system-wide, co-produced policy for Approaching Adulthood for those with learning disability.
- Recognise transition to adulthood by establishing a shift in decision-making capacity by supporting people with learning disability to make decisions where they are able to.
- Develop transition specific roles to work with young people during these periods.
- Provide young people with a learning disability with role models and useful individuals who they can speak to who can offer them advice and guidance on transition and ensure the process works for them.

- Ensure that all Adult Learning Disability Teams and specialists are made aware of all people transitioning to them an agreed number of years in advance.
- Ensure that there is a robust, clearly communicated, co-developed transition process between children and adult services for those with a learning disability.
- Implement an annual review process for those in the transitional period.
- Increase the skill and confidence of staff in learning disability teams to facilitate transition.



This will feel like:

A Lancashire and South Cumbria where 80% of children with learning disability have care and support planned well in advance, designed by them and consists of all key milestones throughout their life by 2025.

A Lancashire and South Cumbria where the importance of "transition" though any significant period in life is formally managed through dedicated pathways and policies and reviewed annually to ensure nobody slips through the net.



5

Organisations will work in partnership to ensure those with a learning disability live long, healthy and happy lives.



Everyone wants to live a long, healthy and happy lives. The life expectancy of people with learning disability is significantly lower than their peers without learning disability and medical conditions are significantly more prevalent in individuals with learning disability than in the typical population.

There is an urgent need to focus on ensuring we address this and other health inequalities for people with learning disability in Lancashire and South Cumbria.

We need to:

- Work collaboratively as a system to ensure those with a learning disability receive first class healthcare.
- Address health inequalities facing those with a learning disability and improve health outcomes.

Therefore, we will:

- Ensure annual health checks are made readily available for people with learning disability and review the GP learning disability registers and set targets so that more people access a good quality annual health check.
- Ensure that all those with a learning disability have choice and control over how their health and care needs are met.
- Improve access to mainstream health services, including both physical and mental health services, and develop reasonably adjusted health and social care provision for those with a learning disability.
- Commit to ensuring that those with a learning disability have choice and control over how their health and care needs are provided and met.
- Personalise care and support should be enabling all individuals to achieve their hopes, goals and aspirations.
- Implement a collaborative approach in relation to workforce to ensure those with a learning disability can access specialist intervention when they need it.
- Invest in inpatient facilities to support effective and timely discharge through inreach and outreach initiatives
- Develop an assessment and treatment facility within Lancashire and South Cumbria to prevent out of area admissions that result in longer lengths of stay and poorer outcomes and enable people with learning disability to remain close to home and their families.
- Ensure admission to a hospital only occurs when absolutely necessary and when alternative and community opportunities have been exhausted.
- The system will aim for there to be no difference in the quality of health and care support provided to children or adults with learning disability.
- Improve cancer services and experiences for people with learning disability and improve the uptake of screening programmes across the system.
- Drive consistency in quality assurance of services and hold all providers and commissioners to the same standards.
- Ensure that there is no difference in life expectancy between adults with a learning disability and that of adults without a learning disability.

This will feel like:

A Lancashire and South Cumbria where people with learning disability live longer and healthier though reducing the illnesses, diseases and suicides and equalising health outcomes in line with the general population.

A Lancashire and South Cumbria where people with learning disability have a positive experience of any service they are involved with from Primary and Secondary care to Social care and Third Sector services.

A Lancashire and South Cumbria where there is an emphasis on having fewer people with learning disability in a hospital setting and only being admitted when absolutely required. If this is the case, in any inpatient setting we must support these individuals to feel safe and comfortable, close to home.





How Lancashire and South Cumbria will deliver on our Vision

Achieving our vision will be dependent upon a strong partnership approach that takes positive action across all five areas outlined in this strategy. Doing this will ensure that Lancashire and South Cumbria is a great place to live for those with a learning disability.

Implementing the priorities and achieving the outcomes set out in this strategy will require an array of organisations and individuals to come together to develop new ways of working and transformational initiatives to improve the lives of people in Lancashire and South Cumbria.

Most importantly, those with a learning disability will be at the heart of decision making, design and implementation.

This strategy has been endorsed by the Lancashire and South Cumbria System Transition Board, which has responsibility for the transformation of learning disability services across the region.

The responsibility for monitoring the achievement of the outcomes presented in this strategy will belong to this Transition Board.

The outcomes are a deliberate mix of improved outcomes for people with a learning disability (such as happiness and healthiness of individuals) and broader population measures (such as employment rates and reduced suicide rates). Detailed metrics will be developed around these outcomes and will be measured.

Working groups will be set up to develop action plans in order to deliver the priorities and outcomes outlined across the five ambitions.

The membership of all working groups will be strongly represented by those and their family members (no one is better placed, for example, to design the support someone with a learning disability needs better than someone who has a learning disability and those close to them), alongside relevant professionals. A wide range of organisations will be invited to participate in the process.

As an immediate first step, a piece of work will be carried out to review the ambitions, priorities and recommendations set out in this strategy and assign them in to one of three categories.

Existing Initiatives

Priorities which relate to an existing programme of work, or ongoing initiative.

Business as Usual (BAU Initiatives)

Priorities which may not yet be enacted, but could be categorised as 'business as usual' i.e., could potentially be picked up and implemented by an existing team/service/organisational.

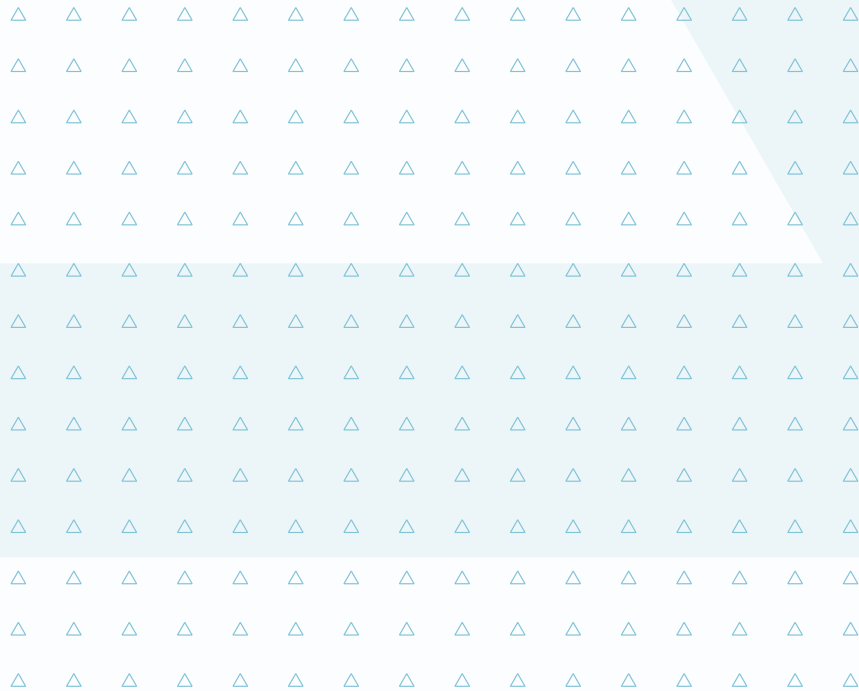
Transformational Initiatives

Priorities which will require a transformational approach, potentially with additional resource (finance, workforce etc.) and a structured transformational plan to design, mobilise and implement.



Lancashire and South Cumbria

All-Age System Strategy for Learning Disability



For more information contact:

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**Lancashire and
South Cumbria**
Health and Care Partnership