

Kirklees Learning Disability Partnership Board

Our Vision





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1. Introduction and Background

The first learning disability 'vision' document was produced after the launch of the 'Valuing People' White Paper in 2001. 'Valuing People Now' - 'from progress to transformation' is a consultation document updating the Valuing People White Paper. The Learning Disability Partnership Board feels it is time to update the 'vision' for people with learning disabilities in Kirklees.

The partnership board would like to build on the progress made over the last six years, to do this we need to be clear about what we want to achieve. The new vision will identify the key areas that need to be addressed to ensure people with learning disabilities have a full, equal and valued role in the diverse local communities in Kirklees. A wide range of people have been consulted including service users, carers, service providers and social workers.

Three consultation events for people with learning disabilities and carers were held in Huddersfield and Dewsbury. The events were attended by a total of 125 learning disabled people and 47 carers, friends and relatives. The events gathered important information on issues that matter to them.

362 service user questionnaires were given out, with 145 returned. 134 carer questionnaires were given out, with 51 returned. The feedback has been analysed and incorporated in the forming of the new vision.

Consultation is an ongoing process; we need to constantly check that the changes we make are the right ones.

We have used a person centred approach to identify how people want to live and what support is needed, our aim is to achieve a shared vision of the future.

From the information gathered during the consultation period and the guidance given by the Valuing People White Paper 10 key themes have been identified.

2. The Vision and Values

The vision is to empower and enable individuals with learning disabilities to lead a full and, as far as possible, an ordinary life as part of the community with the same hopes and aspirations as everybody else. People want to reach their potential as human beings and have a full and active role in the community. The vision is based on five main principles of:

- Choice
- Inclusion
- Legal and civil rights
- Independence
- Personalisation

Having a learning disability isn't a need in itself. People have needs based on individual circumstances. These are very likely to be determined by social and financial circumstances and health needs. People with learning disabilities have needs that are the same as the rest of the population. They may need more support to achieve their goals. Most people want to live as independently as possible but, like us all, as part of an interdependent community. People want to achieve their full potential as human beings. This involves making lifestyle choices, working and making other valued contributions in the community.

All our needs are based on individual circumstances. Some people may need more support to achieve their goals. Everybody in Kirklees is an equal citizen and has a contribution to make to the community. The aim of the vision is to set out the main areas we need to focus on to enable people with a learning disability to maximise their potential and achieve their aspirations. We also need to ensure that we include everyone as part of the vision regardless of their personal situation.

3. THE LEARNING DISABILITY VISION



4. Working in Partnership to Deliver the Vision

The Learning Disability Partnership Board has a strategic role to play and is committed to ensuring the vision is implemented. This will be achieved through working in partnership with key partners. To help implement the vision the eight partnership board sub groups will have the vital role of ensuring the vision is turned into a reality. The eight sub groups are: Health, Involving People, Housing, Ethnicity, Jobs and Learning, Person Centred Planning, Carers, Learning Disability Development Fund.

Key people from Kirklees Adult Services, Strategic Housing, Kirklees Neighbourhood Housing, Kirklees Primary Care Trust, South West Yorkshire Mental Health Trust, Education Services, Employment Services, Kirklees User Involvement Network and carers all have an important role to play in making sure the vision set out in this document becomes a reality for the learning disabled people of Kirklees.

5. The Vision Themes

The ten vision themes have been identified from a series of consultations with people who use services, carers, people with learning disabilities, the Learning Disability Partnership Board, and various colleagues from within the local authority and its partner agencies. The Valuing People White Paper and the Valuing People Now consultation document underpin the vision themes and its values. This document will identify where we want to be, where we are now and highlight some of the current gaps. The vision will guide the work of the partnership board and the strategic commissioning intentions for learning disability services in Kirklees.



Daytime opportunities

5.1 Day Opportunities - Including evenings and weekends and employment

The consultation events identified daytime opportunities as the second most important issue to the people who attended and the top priority for people who returned the questionnaire, making it the top priority overall. 65% of the learning disabled people consulted want more things to do and places to go on an evening and weekend. 69% of carers consulted felt that the person they care for would need someone with them at all times and 98% felt that they would need support to travel to activities. What people do during the day is one of the four main priorities highlighted in Valuing People Now for 2008 to 2011.

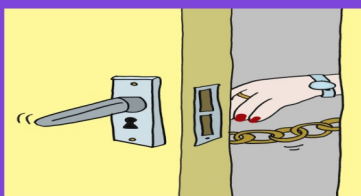
Where we want to be?

- People with learning disabilities have opportunities and are supported to gain paid work and voluntary work.
- Employment services provide appropriate support and offer a range of suitable employment opportunities, both paid and voluntary work. Closer links between mainstream employment services and supported employment services are established to develop a range of work opportunities.
- People with learning disabilities who are not able to gain paid or voluntary work have access to a range of mainstream community based activities of their choice. Adult Services provide a range of 'daytime opportunities' that promote choice and independence and access mainstream community services.

- Education Services support people to reach their potential and prepare them to be as independent as possible and ready for work. Education, employment services and adult learning disabilities services 'work together' to plan learning and link together post college provision with employment, voluntary work and other daytime opportunities.
- People with learning disabilities have the opportunity to access meaningful community activities they choose, at times they wish to access them and have the opportunity to 'take control' and decide for themselves what and when they choose to do during the day.

Where are we now?

- The development and modernisation of in-house day services provision is ongoing. Services are being developed in smaller community based locations to meet the needs of that local community. Accessing mainstream community services, sports centres, walking groups, community centre activities, etc continues to grow.
- The partnership board has recognised the need to set out a clear employment strategy, the Jobs and Learning Sub-group is guiding the development of the employment strategy in partnership with colleagues from Job Centre Plus and Education Services.
- Planning has started for the re-tendering of all contracted day service provision for the new day service contracts starting in April 2009. Consideration will be given to broadening the times in which daytime opportunities are provided.



Keeping safe & Safeguarding

5.2 Keeping safe – Feeling safe and secure

During the recent consultation events feeling safe was the most important issue raised by the people who attended the events. And the second most important issue for people who returned the questionnaire. The service user questionnaire highlighted that 56% want more information on keeping safe. Overall keeping safe was the second most important issue locally.

Where we want to be?

- Vulnerable people with a learning disability are protected from all forms of abuse. People feel safe and secure at home and when accessing the wider community.
- An easy to access system for reporting 'abuse' is in place, with direct access available, support to access the safeguarding system is provided if needed. Information is provided, along with training and support, to help people protect themselves.
- A clear multi agency procedure for the protection of vulnerable adults is in place. The procedure has a self evaluation system built in to it, so lessons can be learnt from its work and therefore improves safeguarding practice.
- The overall number of safeguarding referrals drop year on year.

Where are we now?

- A multi agency safeguarding policy is in place and a comprehensive programme of training and safeguarding awareness is in place.
- A project worker post has been established to work with partner agencies to improve safeguarding procedures and a theatre production for people with a learning disability has been commissioned to raise the profile and awareness of safeguarding issues.
- Further work is needed to monitor and evaluate the rising number of learning disability safeguarding referrals.
- One of the most important duties that Councils have is Safeguarding - protecting vulnerable adults (and children) from harm or potential harm. We also have a key role in making sure that everyone of us sees safeguarding as our own individual responsibility - it is the duty of us all to make sure that those around us are safe from harm wherever possible.

This isn't always easy - we have to balance keeping people safe, with helping people to be in control of their own lives and being free to take risks. In the Council, in partnership with other organisations responsible for health and wellbeing in Kirklees, we have created our adult safeguarding vision on the following principles:

- **Empowerment:** - everyone should be in control of their lives and their consent is needed for decisions and actions being taken to protect them.
- **Protection:** - it is everybody's responsibility to take action if they think someone maybe at risk of abuse.
- **Prevention:** - stopping abuse from ever taking place is the most important goal - and we all have a role in this.
- **Keeping things in Proportion:** - we must try to get the balance right between protection and empowerment

- **Partnership:** - making sure that we have really good systems that enable organisations to work well together to help protect people.
- **Accountability:** - being transparent and making decisions that are open to scrutiny



Better Housing

5.3 Better Housing - Real choice

The service user questionnaire identified that 56% felt that there should be more information about housing options available to them and 52% want to live in group settings. The carers questionnaire identified that 68% of carers felt there should be more information about housing options available to them and 82% of carers felt the person they cared for needed support all the time. Improving people's housing situation has been identified as one of the four main priorities in Valuing People Now for 2008 to 2011.

Where we want to be?

- People with learning disabilities are supported to live locally and be as independent as possible. Assistive technologies are used to promote independence.
- People with learning disabilities have the same rights to 'assured tenancies' in rented accommodation as everyone else. Clear information is provided in accessible formats to enable people to understand the housing options available to them.
- People with learning disabilities have the same rights as everyone else to live ordinary lives and have a choice regarding whom they live with and where they live. Choices are given regarding who provides support and when any support needs are provided.
- People with learning disabilities have the same rights as everyone else to own their own home. Housing Services, Adult Services and Health Services work in partnership to ensure the needs of learning disabled people are met and a range of accommodation options are provided.

- We provide a range of housing option information for people with learning disabilities and carers in easy to understand formats.

Where are we now?

- The partnership board recognised the need to move away from continuing to develop traditional registered nursing and social care group homes. A new accommodation strategy has been completed. The focus in the new strategy is to develop a range of supported living accommodation, ranging from low level support needs via Supporting People funded projects to fully accessible adapted independent accommodation.
- A strategic review of current registered nursing and social care provision is needed, partnership working with current registered care providers is needed to plan ahead and map out the future needs of registered care home provision.
- An accommodation project manager has been appointed to oversee the implementation of the new strategy.



Community

5.4 Community - Access and inclusion

The service user questionnaire identified that 77% would like to spend more time accessing community venues, cinemas, pubs and shopping and 74% would like more information about places they would like to access in the community. 79% of carers who responded felt that the person they care for would like more opportunities to mix with non-disabled people, 29% stated they had been stopped from accessing community venues with the person they care for.

Where we want to be?

- All people with a learning disability regardless of what type of disability they have are able to access community activities and facilities and participate in ordinary daily living activities.
- The partnership board acts as a 'champion' to promote social inclusion in the community.
- People with learning disabilities are able to access public transport. Support and understanding is provided to enable people to travel as independently as possible.
- Community services provide effective communication systems for people with learning disabilities to enable greater access without the need for additional support.
- The needs of marginalised learning disabled people from minority groups are recognised and their needs are included in the bigger community inclusion and access agenda.

Where are we now?

- The partnership board is supporting the national 'Changing Places' campaign to have fully accessible disabled facilities with changing tables and tracking in key community locations across Kirklees. We have worked in partnership with Culture and Leisure to make the sports centres more accessible and these are now much better used by disabled people.
- The Kirklees user involvement network has become involved with transport companies in Kirklees to highlight the needs of learning disabled people to enable better understanding and easier access to public transport. We are working with transport providers to establish a transport buddying scheme
- A new communication symbol system is being developed to ensure not just adult learning disability services but all Kirklees agencies are able to provide easy read and accessible information.
- The partnership board has appointed a Black and Minority Ethnic (BME) project worker to engage with the BME community and map out the needs of the learning disabled BME communities on a locality basis.
- Work with the wider learning disabled community is needed to develop a better understanding of the needs of people with mild and moderate learning disabilities and their right to be included as an integral part of the wider community.



Relationships

5.5 Relationships – Respect and dignity

In our recent consultation events relationships was the fourth most important issue to people who attended. The service user questionnaire identified 75% would like the opportunity to meet new people. From the carers questionnaire 96% stated that the person they care for did not have a partner, boyfriend, girlfriend, husband, wife or someone special in their life.

Where we want to be?

- Individuals are respected and supported if needed in the development of friendships and healthy equal relationships, they feel able to speak up and have their voices heard. Support and training to achieve this is provided.
- Advocacy services and self advocacy is available to everyone to support people to ensure their voices are heard.
- Support services enable and help people develop a broader circle of friends in the wider community.
- Service developments are undertaken in partnership with service users, nothing is done without consultation. Consultation is an integral part of any service or policy development process.
- People with a learning disability are able to access mainstream sexual health services if needed.

Where are we now?

- A new Personal Relationships policy has been produced to help empower people with a learning disability and provide clear guidance to support staff. Person centred approaches are used to help promote equality, respect and dignity.
- The learning disability partnership board has up to six members on the board and its sub groups who attend regularly. In addition the board has set up a 'user involvement network' to champion the rights and raise awareness of the issues and needs of learning disabled people in Kirklees.
- A healthy relationships group is provided for women in North Kirklees run by the Occupational Therapists at the Cullingworth Street Community Learning disability Team.
- Advocacy support is available to people with learning disabilities across Kirklees.
- We recognise the need to continue to develop our engagement processes, enabling learning disabled people to have a major say in the way services are developed.



Better health

5.6 Better Health - Equal rights, fair access

The 'Death by Indifference' report highlighted the need to improve access to general health service provision for people with learning disabilities. Better health is one of the four main priorities highlighted in Valuing People Now for 2008 to 2011. The service user questionnaire highlighted that 89% feel that their GP and staff are helpful and supportive but only 43% have a health action plan. The carer questionnaire highlighted 24% have problems accessing regular health checks.

Where we want to be?

- People with a learning disability have access to a Dentist, G.P. or District Nurse and are offered health checks on a regular basis.
- Health action plans are provided to every learning disabled person ensuring their health needs are being met and they are offered access to health screening services.
- Health services provide effective communication systems that offer clear communication in the most effective and appropriate format.
- Specialist learning disability health services provide support and guidance to mainstream primary and secondary health care services to ensure the needs of learning disabled service users are met.
- Kirklees Primary Care Trust monitor that people with a learning disability are able to access primary and secondary health services and their needs are being met.

Where are we now?

- The partnership board Health sub group is taking part in a regional pilot programme to help address health inequalities. A 'health self assessment form' has been completed regarding current service provision and practice. A health action plan will then be developed, this work is ongoing and will be completed after further consultation with health agencies, it is led by Kirklees Primary Care Trust and the partnership board.
- There is still work to be done to clarify the role and support functions of the specialist learning disability resource units in Kirklees.
- The user involvement network has become involved in learning disability awareness training at Huddersfield University for first year nurses. Further work will take place to develop effective communication systems within all health services.



5.7 Personalisation – Being in control of my life

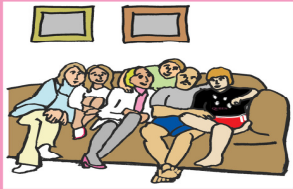
Personalisation and individualised budgets are being piloted nationally via the 'In Control' programme. Only 45% of people with a learning disability who responded to the questionnaire were aware that they could have more control over the support and services they receive through direct payments. Personalisation is one of the four main priorities highlighted in Valuing People Now for 2008 to 2011.

Where we want to be?

- People with a learning disability are able to access a 'direct payment' to purchase their own care as an alternative to the contracted services offered and are able to 'take control' of the care services they are assessed as needing.
- Person centred approaches are used to ensure individual service users are at the centre of the care planning process.
- A stable local care market is established which offers people a quality service and choice, and the opportunity to purchase care services direct from the service provider. Support is available to help people who choose to have a direct payment and manage the direct payment system.
- Kirklees are in a position to offer individualised budgets in a measured and planned manner that does not destabilise the care sector.

Where are we now?

- A person centred planning team is established and plans are in place to recruit to two additional posts.
- The independent living team has a direct payments strategy in place to increase the number of learning disabled people who are using direct payments.
- The partnership board has joined 'In Control' to help develop a better understanding of the process and prepare for the introduction of individualised budgets.
- The Kirklees independent living team has begun building on their experience in direct payment provision and are working with 'In Control' to prepare for individualised budgets.
- Partnership working is required with the local provider market to assess the impact of individualised budgets and prepare for the potential impact of the changes.



Carers

5.8 Carers – Working in partnership with families

The continued growth in the numbers of carers nationally highlights the need to work in partnership with carers to ensure their voice is heard. From the carers who responded 65% stated they were aware of Carers Gateway and 56% felt the council could do things differently to make a difference to them as carers. “Our Health, Our Care, Our Say” White Paper detailed a range of new national commitments to carers.

Where we want to be?

- Carers play a central role on the partnership board and are equal members; they are consulted on all new service developments and are given the opportunity to express their voices regarding all policy changes.
- The Carers Strategy Group is well established, includes a high proportion of carers, oversees the use of the Carers Grant and the development of a detailed Carers Strategy.
- Carers' needs are recognised in their own right and every carer is offered a carers assessment every year.
- The Carers Grant provides carers with a range of support services to meet their needs and enable them to continue as a carer.
- Carers are supported to remain in employment.
- Carers have the opportunity to meet and be provided with advice and support if they wish.

- Carers have access to reliable, flexible services which they can trust to give them a break from caring.

Where are we now?

- The Kirklees Carers Strategy Group is well established, includes a high proportion of carers and oversees the spending of the Carers Grant.
- A Carers Strategy is in place. Work is ongoing to update the strategy, to make sure the priorities continue to reflect the current needs of carers and that action is taken to address those needs.
- Carers attend the partnership board. We need to recruit more carers to the partnership board and the carers sub group.
- The Carers Gateway provides information and support to carers.
- An increasing number of carers of people with learning disabilities are having assessments but work is needed to improve on this. Work is ongoing to ensure all carers who care for someone with a learning disability are offered carers assessments each year.
- Further carer consultations are planned to continue to ensure their needs and views are influencing our commissioning and guiding any new developments.



Transition

5.9 Transition - Getting it right the first time

Transitions from Children's Services to Adult Services have been a priority for the last few years. The Valuing People Now consultation document highlights the need to make the transition process a positive experience and states 'every local area should have a multi agency transition strategy'. From the consultation process 'transitions' was identified as a priority locally.

Where we want to be?

- People with learning disabilities and carers are provided with information about future options available to them in a timely and appropriate manner.
- Transition planning begins from the age of 14 and detailed plans are in place before a person turns eighteen. Transition plans are developed in a person centred way, with the young person central to the process.
- Effective and well established partnership working is in place between Children's Services, Adult Services, Education and Health Services. All procedures dovetail together and focus on the young person.
- People in transition and carers are supported through the process.
- Detailed statistical data is collected well in advance regarding future needs that will inform the long term commissioning strategy based on a detailed future needs analysis.

Where are we now?

- The Transition Team has been established in Kirklees for over four years and has recently increased its staffing levels to provide a service to all young people in the 'transition process.'
- A transition board has been established to review the 'Transitions at 18' policy and ensure effective partnership working continues to achieve the best outcomes for young people in transition.
- All people currently in transition have a person centred plan; work with Children's Services is ongoing to introduce person centred reviews at fourteen years of age.



Making change happen

5.10 Making change happen - How to make change happen

The Valuing People Now consultation paper highlights making change happen as the biggest priority, the theme of the paper is 'from Progress to Transformation'. Making change happen was the least popular amongst the people who attended the consultation events, however if change is going to happen we all need to work together to make it happen. 53% of carers who responded were aware of the different groups and networks that collect views of people with learning disabilities and 72% felt they would like other opportunities to give their views.

Where we want to be?

- The Learning Disability Partnership Board takes the strategic lead role in monitoring the delivery of the Valuing People White Paper and the follow up, Valuing People Now. An annual report is completed which records the outcomes achieved and sets clear priorities for the board and the sub group for the year ahead.
- Lead officers across adult learning disability services are given the responsibility for key areas of service development within learning disability services to ensure the agreed plans are implemented.
- The partnership and commissioning manager ensures that clear commissioning strategies are in place and implemented, they cover all aspects of learning disability service delivery and are based on a detailed needs analysis of the local population.
- All contracted services are effectively monitored to ensure they are providing the agreed service specification and offer excellent value for money services.

- Ongoing consultation with service users and carers is in place to ensure the services provided meet the assessed needs and represent best value.

Where are we now?

- The partnership board has reviewed its progress regularly since it was established and has now produced an annual report which highlights the outcomes achieved in 2007 and sets out the aims and objectives for 2008. Work continues to develop the effectiveness of the board and its role, an 'away day' is being planned for the board, facilitated by Inclusion North, to review its strengths and weaknesses.
- Work plans are in place for each of the subgroups. However work is needed to develop the Involving People and Carers sub groups.
- Learning disability commissioning priorities are highlighted within the Adults Commissioning Plan and this guides the development work with in-house and independent sector services. This plan is updated annually.
- A detailed Place to Live Strategy has been completed which highlights the accommodation plans for adults with learning disabilities and is guiding local developments.
- We are now starting work on detailed commissioning strategies for employment/volunteering and for leisure/daytime opportunities.
- A contracts manager is in post to oversee learning disability contracts with the independent sector and a quality manager works with in-house providers. We need to continue to refine our quality monitoring systems to ensure everyone is receiving a high quality service that meets their needs.
- Senior managers and team managers across learning disability services meet on a regular basis via a 'virtual team' meeting to discuss key issues and plan in partnership the priority areas of work, agree an action plan and develop effective co-ordinated partnership working.