



DRAFT



Introduction - Carmarthen's Cabinet Member for Social Services and Champions for People with Learning Disabilities

TO BE INSERTED FOLLOWING CONSULTATION

Judith Hardisty

Learning Disability Champion Hywel Dda University Health Board

Cllr Jane Tremlett Cabinet Member for Social Services

(Photo to be added)



Our Engagement Sessions - finding out what matters

In order for us to be able to look at all the possible opportunities for transforming services for people with learning disabilities, it is important that we really understand what matters most to people with learning disabilities, their families and support workers, and the challenges that they face in their day to day lives.

We recognise that people with a learning disability and carers are the experts of their own experiences and hold unique and often creative views around how services are, or could be, delivered in a way that would make a positive impact on people's quality of life.

In developing a strategy to date a number of engagement and listening events have been held, including:

- Closer Communities Brighter Futures event ,
- Day Services TIC Review,
- Staff workshops with the Community Team for Learning Disabilities, Day Centres and Hywel Dda University Health Board,
- Market Position Statement development –regional event.
- Review of Disability Services for Children and Families (Oct 2016)
- Learning Disability Programme Group- (regional group reporting to the West Wales Regional Partnership Board)

Snapshots of the key messages and person stories told to us during these sessions have been included in this draft strategy. All of the common messages that we gathered during the events and associated work have shaped the development of this draft strategy.

From People with a Learning Disability

- Improved Access to Social Care & Health Services- “health passports are good to get our needs met, but we need more completed and people need to read them”. “We need to train hospital and G.P. staff as they don't understand my needs”. “We need to make it easier to get a G.P. appointment.
- Supporting the person- “Ask us what is important to us, we don't want to fit in with services.” My social needs don't meet the criteria so cannot get support to do what is important to me.” “Support needs to suit me not work around staff shifts.”
- Improving opportunities for Social and Leisure opportunities- “I don't know what groups are out there.” “We need evening and weekend things away from the centre.” “I don't have a relationship with people in my community.” “We get to meet people at groups but they are people with learning disability and not in the community.”
- Improve accommodation options – “We need to be person centred and have more information about our options.” “We want to choose who and where we live and be part of the process, including tenders.”
- Improve opportunities for Employment and Training - “We like job coaches direct payments and work placements.” “We need meaningful opportunities.”

From Service Providers

- Support workers and key workers want to work closer with Social Services
- Support workers want to feel valued and listened to.
- Improve communication between key workers, Health and Social Services
- Build relationships with local communities to change attitudes to learning disabilities so communities are supportive and inclusive.
- Better understanding of the market to help inform and shape my business plan.
- Focus needs to be on the individual we're supporting

From Professionals

- We know we need to improve the way we communicate between other organisations and service users
- We want to see a better model of quality assuring services. We want to be involved in its development. "How do we know when we signpost people to a service it is of a high quality and meets individual needs."
- The need to improve the transition from children services to adult.
- We'd like to see more opportunities in the community for work placements.
- Improved access to a range of transport options
- Help those with little knowledge for those who have high support needs. Hold multi-disciplinary drop-in sessions to share knowledge.

We recognise that further engagement and listening events are required to ensure the strategy is people focused, for example the view of younger people with a learning disability/autistic spectrum disorder and those people in transition, and people with additional learning needs . Further engagement and formal consultation will allow the strategy to be developed to take a people focus.

It should be noted that there is a separate regional strategic group developing the strategic approach to autism.

Carmarthenshire Learning Disability Strategy Engagement & Consultation Plan

Outline plan of engagement and consultation:

WHAT	WHEN	TO WHOM	HOW
Strategy engagement and Consultation	TBC post scrutiny agreement	People who use services Staff Parents Care managers Providers	Half day event, <ul style="list-style-type: none"> - Refresh of previous engagement event outcomes - Workshops for each theme - Update from LDPG - Launch of LD partnership group in order to facilitate strategy.
		People who use services (adults and younger people)	Series of workshops facilitated by Carmarthenshire People First and other networks across health, education, carers and local communities
		Parents	Briefing to parent / carer coffee mornings x 2 facilitated by Mencap. Briefing at carers' forum.
		Internal staff	Staff briefing paper presented at each team meeting. Presentation at EMT to be cascaded by team managers to each care management and health team.
		Regional/ local partners	Presentation at LD Programme Group and others ie Third sector, independent sector, health, housing, transport, education etc
		Trade unions	Briefing paper submitted to trade union forum.(to include EIA)

Putting the Strategy into Context – National, Regional and Local

Social Services & Well-being (Wales) Act 2014

The Social Services and Well-being (Wales) Act 2014 (the Act) came in to force in April 2016. This fundamentally changes the way in which care and support services are delivered in Wales and as a result, it will require a fundamental change to the way Social Care and Health services operate.

The Act is informed by the Welsh Government's Sustainable Social Services framework and is based on the following principles:

- Voice and control - putting the individual and their needs, at the centre of their care, and giving them a voice in, and control over reaching the outcomes that help them achieve well-being.
- Prevention and early intervention – increasing preventative services within the community to reduce the need for on-going managed care.
- Well-being - supporting people to achieve their own well-being and measuring the success of care and support
- Co-production - encouraging individuals to become more involved in the design and delivery of services.

Local Authorities are duty-bound by the Act to promote the well-being of those who need care and support. It also places a duty on local authorities and health boards to work together in new statutory partnerships known as Public Service Boards, to drive integration, innovation and service change.

Under the Act there is a requirement to develop a population assessment. We are working closely with partners and the 3rd sector to prepare the assessment which will provide us with information about individual care and support needs, including carers in the area who need support, the range and level of services we currently provide, and the extent to which there are people in the area whose care and support are not being met.

Well-being of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 places further emphasis on planning for the future, joint working across public service organisations, and working better and more closely with people and communities

Welsh Government has also recently published a Practice Guidance on developing a commissioning strategy for people with a learning disability'. The Guidance includes 7 key outcome areas which are outlined below. These 7 key outcome areas have been linked to the key outcomes in this strategy.



During the latter part of 2015 and early 2016 Health Inspectorate Wales (HIW) undertook a thematic review of NHS health services for people with learning disabilities in Wales.

The review included a survey of all seven health boards in Wales; detailed fieldwork alongside the Care and Social Services Inspectorate for Wales (CSSIW) in six community learning disability health teams from five different health boards; inspections of community learning disability health teams in the two other health boards; and inspections of NHS provided residential settings for people with learning disabilities including assessment and treatment units.

The report produced following the review identified common strengths and areas for improvement, and made recommendations for health boards and policy makers. The findings from the published report have informed the development of this strategy.

The West Wales Care Partnership (WWCP) was established to make sure that all public service organisations across the region are working together to help people with learning disabilities achieve the outcomes that matter most to them.

The WWCP has developed and agreed a 'Statement of Intent for Learning Disability Services.' This document outlines their commitment to improving learning disability services and describes the joined up approach needed to positively transform services in West Wales over the next 3 years. It places statutory responsibility on Health and Social Care Services and it outlines how partner organisations plan to commit to a transformation programme, which is supported by all stakeholders.

The Programme Board, established to lead on putting the recommendations within the Statement of Intent into action, has a vision to develop an integrated model of care for people with a learning disabilities, their families and their carers right across the region.

“Together, with you, we are committed to support people with individual needs live the life they choose. By providing a range of flexible care and support services we will ensure people with learning disabilities are as independent as possible and connected with their local communities.”

The shared ambitions from the Statement of Intent will be embedded into the delivery of the regional model of care for people with Learning Disabilities:

A Carmarthenshire Learning Disability Partnership Board will be established with an aim to ensure a joined up approach to strategic planning and service delivery in order to maximise best use of public responses and deliver seamless services by working across organisational boundaries. Once this strategy has been approved, the Board will monitor the delivery.

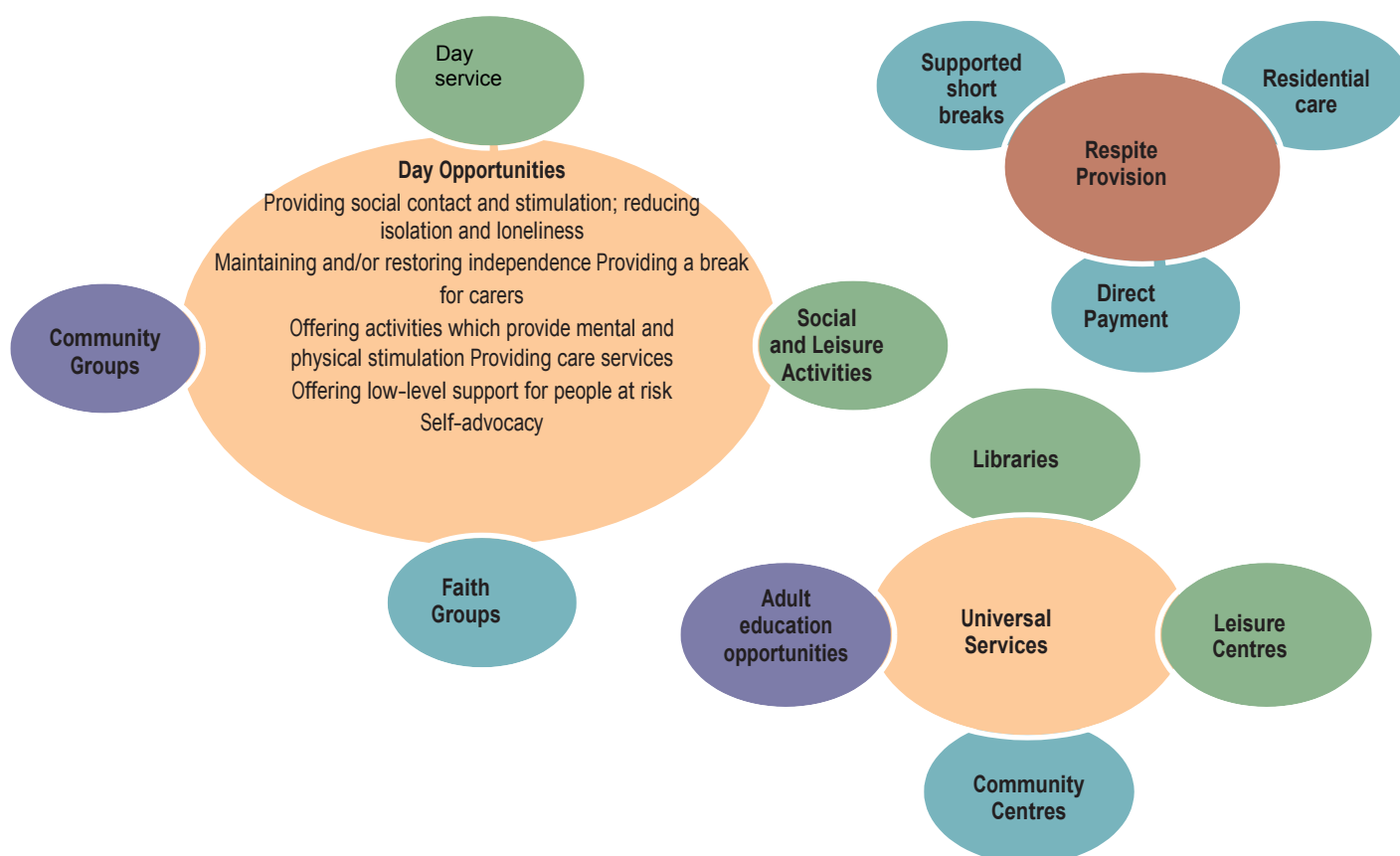
The relationships between these Boards are set out in **Appendix 1**.

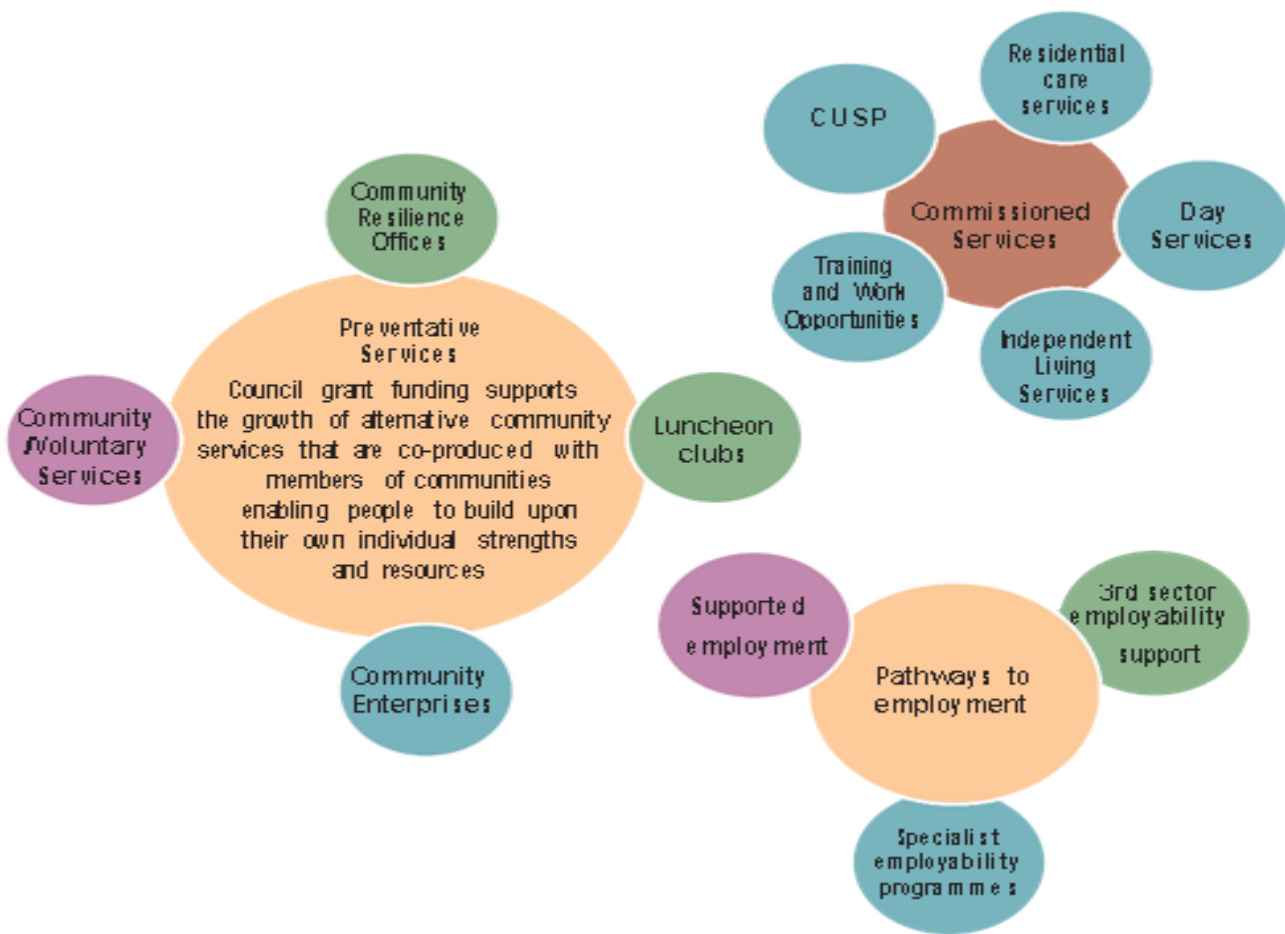
DEMOGRAPHIC INFORMATION SUMMARY TO BE INSERTED

What will this mean for future service provision?

- There will be an increased need for specialist services e.g. Autism
A refreshed Autistic Spectrum Disorder Strategic Action Plan was published by Welsh Government in 2016. A regional response to this Action Plan is being developed.
- We will need to ensure that there are a range of opportunities available to people with learning disabilities of all ages to enable them to lead a full and active life as valued members of their communities
- Alternative commissioning strategies will need to be developed that build community capacity so that future services are self-sustaining, recognising the financial challenges faced by the public sector.
- We will need to work with partners and service users to design and grow sustainable and innovative services, recognising the benefit of co-production.
- We will need to continue to focus on developing services that will promote independence wherever possible

Appendix 2 contains a number of detailed data charts (to be inserted)





Key outcomes for people with Learning Disabilities

We have used the shared ambitions set out by the Learning Disabilities Programme Group as a foundation for the key outcome areas of this strategy.

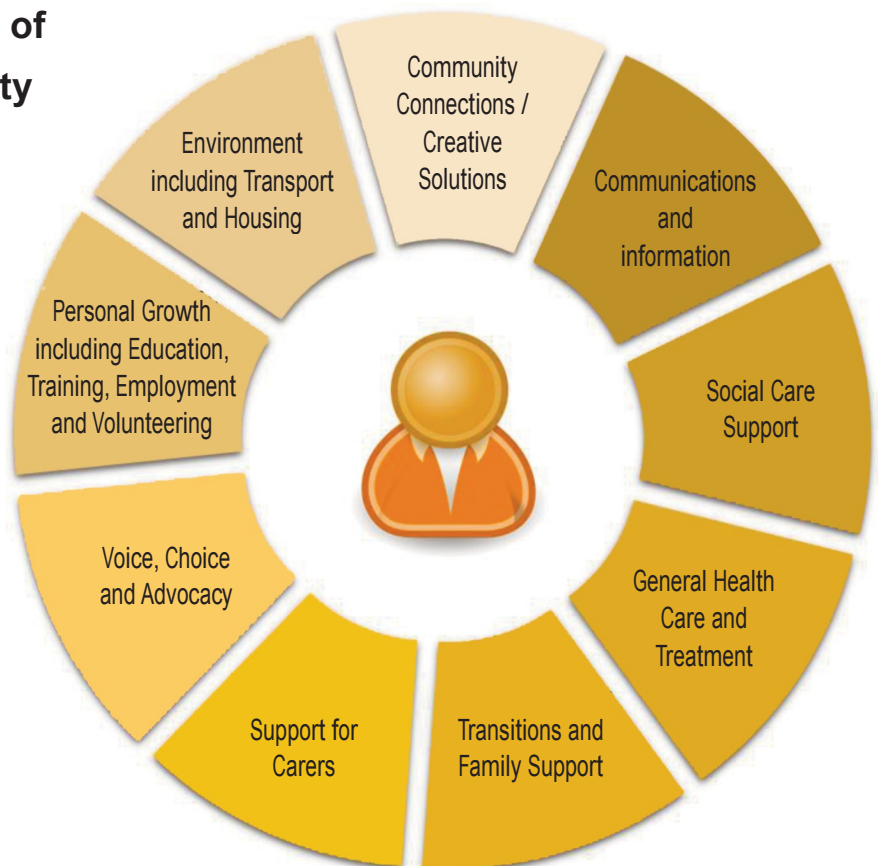
These shared ambitions are:



Each section of the circle identifies a key aspect of day to day life which, if not there, would have a negative impact on the quality of life for people with a learning disability.

Each section of the Circle for Support has been made a key outcome area.

The Carmarthenshire Circle of Support for Learning Disability



Key outcome area 1:

To improve community resilience and enablement through choice, self-direction and control over decisions that affects the lives of people with a learning disability in line with the Social Services and Well-being Act

1: Community Connections / Creative Solutions

Carmarthenshire County Council and Hywel Dda University Health Board work in partnership with a number of agencies and organisations to provide a diverse range of services. These services, which include respite, day care, independent living support, residential care, the use of community alarms and Direct Payments, support people with a learning disability to maximise their potential and promote independence and social inclusion.

Despite the availability of a range of services for people with a learning disability in Carmarthenshire, access to a wider range of community activities that are available outside 9am and 5pm and that are available on weekends – particularly on Sundays – was highlighted as a key issue when engaging with people with learning disabilities and their families.

“I don’t know what groups are out there”

“I don’t have a relationship with people in my community”

“We need evening and weekend things away from the centre”

“Ask us what is important to us, we don’t want to fit in with services”

“We have lost of Learning Disability Groups but we need to be within our local communities.”

Under the Act the Local Authority has a duty to provide a bi-lingual Information, Advice and Assistance service. This will make it easier for everyone to access up-to-date, clear information and advice about all of the services available in their area. This will help people make decisions about the support they need to live the life they want.

We plan to extend the engagement process to include communities, businesses, town & community councils and the voluntary sector to consider how the range of opportunities for people with a learning disability in Carmarthenshire could be enhanced.

People told us they valued Day Centres but they wanted opportunities to access other types of services and activities as well. People told us that there are limited opportunities in their communities and key workers and support staff felt strongly about building stronger community links.

Draft Proposals:

- Identify those people with learning disabilities who are willing to be champions in their communities to help raise awareness and understanding of learning disabilities.
- Work more collaboratively with the independent and third sector to respond to the needs of people with a learning disability to have greater involvement in their local communities.
- Develop and deliver appropriate learning disability awareness training in communities in partnership with people who have learning disabilities and their support workers.
- Build links between Learning Disability services and the Community Connectors to encourage the development of alternative community opportunities.
- Explore alternatives to day services to create opportunities, especially during the evenings and weekends. Explore opportunities to expand the role of day centres to become “community hubs”.

- Continue to develop good quality and accessible information to enable people and their families to make informed choices.

2. Communication and Information

Communication is vital in ensuring that people can express themselves and make sense of the world around them. It is crucial that communication is made accessible for people with learning disabilities so that they are enabled to make their own decisions and informed choices about how they wish to achieve their goals.

The importance of good quality information, advice and assistance is incorporated within the Act. During the engagement events people told us that the way professionals speak and write to them is too complicated. To ensure we get the communication right, a separate consultation needs to be undertaken to identify the preferred options of communicating with people with a learning disability. The result of this consultation can then be taken forward by the Easy Read/Accessible Information Working Group, which is a service user-led multi agency sub-group of the Carmarthenshire Learning Disabilities Partnership Board.

Feedback from the engagement events told us that the majority of people with learning disabilities preferred their support workers and services to use 'Simple Signing' and Total Communications approach. Feedback also confirmed that there was a clear need to improve communication between departments in statutory services, service providers and people with a learning disability and their families and carers. There was a concern that currently, statutory partners rely too much on using Information Technology (IT) as a means of communication and this is not always the most effective way of communicating with individuals.

What people told us:

Quotes to be inserted

Draft Proposals:

- Identify those people with learning disabilities who are willing to be champions who will help organisations make their information easier for everyone to read and understand.
- The Total Communications approach to producing easy-read information is to be made part of Carmarthenshire County Council's and Hywel Dda University Health Board's communication standards for all directorates.
- Simple Signing and Total Communication training should be provided for relevant staff and people with a learning disability. People with learning disabilities will be involved in delivering training to staff.
- Organisations must think about the people they wish to communicate with and use the most appropriate way of sharing information. Make use of telephones, letters, emails etc.
- Develop and Learning Disability Partnership Board in Carmarthenshire to build stronger stakeholder relationships including people with a learning disability, their families and members of staff.

- To identify a Learning Disability champions within the organisation.

3. Voices, Choices and Advocacy

Advocacy means getting support from another person to help express their views and wishes, and to help make sure their voices are heard.

Having a voice and being given a choice empowers people to make decisions about their support options. We will ensure that the help and support a person receives is tailored to each individual's needs and we will ensure that they are aware of how much support is available from all partner organisations and communities.

Carmarthenshire County Council commission Advocacy services to enable people with a learning disability to be supported by independent advocates. We work with a number of key organisations such as Carmarthenshire People First and Mencap Family Advisory Services who make a significant contribution in supporting people with learning disabilities to have their voices heard by providing advocacy services and by facilitating various local groups that tackle the big issues for people with learning disabilities.

During the engagement process, people with a learning disability and their families told us the following:

“Ask us what is important to us, we don't want to fit in with services”

“To be respected, valued and treated like an individual, as we are all different”

“To talk to us, not about us and to speak in plain language”

“We have good training CPF re staying safe and social media but we need more”

We have used this information to make the following recommendations.

Draft Proposals:

- Ensure independent advocacy services are commissioned in a co-produced way, including advocacy providers and people who use and need advocacy support.
- People who are not able to advocate for themselves or do not have anyone to advocate on their behalf, and who require care and support will be offered an independent advocate.
- People with a learning disability and their carers will be fully involved in their care and support planning, reviewing and changing packages of support.
- People with a learning disability and their carers will be supported to access, use and understand appropriate information about the range of services available and such services should be equally available to all people with a learning disability

- People must be present during conversations and discussions around their care and wellbeing, and spoken to directly. Everyone's individuality, voice and choice is valued.

Key outcome area 2:

Improved quality of life through improved choice for housing and accommodation for people with a learning disability, with the majority being the same as for other people in the community.

4. Housing

There should be a range of good quality accommodation choices for people with a learning disability including supported living, residential accommodation, private rental, adult placements or shared lives and living with families. Whenever possible, individuals should be able to choose where they live, and who they live with.

“we want to choose who and where we live and be part of the process, including tenders”.
“we need to be person centred and have more about our options.”

During the engagement sessions it was clear that a high priority for people with a learning disability was being able to access a range of housing options. Carmarthenshire currently offers a variety of housing options including residential and supported living projects.

Draft Proposals:

- People with a learning disability will be fully involved in all aspects of care and support planning.
- People with a learning disability should be able to have a choice about where they live and who they live with whenever this is possible.
- Provide information and assistance on benefits and housing options to enable individuals to make informed choices with regard to independent living.
- Explore how future housing schemes could include a range of housing options and accommodation suitable for people with a learning disability.
- Partners must work together to develop a market position statement for supported accommodation and housing opportunities, identify gaps based on current and future need and develop a strategic housing plan for people with learning disabilities
- Improved quality of life through building and improving housing and accommodation choices for people with a learning disability
- Work with housing providers to ensure tenancy agreements are more accessible to understand

Key outcome area 3:

People with learning disabilities if given more opportunities for personal development and life experiences would have improved well-being and a better quality of life.

5. Social Care Support

We recognise that some people with learning disabilities will require the support of Social Services at some point in their lives. Under the Act a new assessment process has been introduced and this is based on what matters to the person as an individual. The assessment will consider a person's strengths and the support available to them, their family, friends and others in the community.

Social Care staff support people with a learning disability through the assessment process and the development of a care plan. Carmarthenshire County Council has a responsibility and is committed to safeguarding the well-being of children, young people and vulnerable adults is its care, within a culture that gives safeguarding the highest priority. We recognise it is essential that all agencies work effectively together, sharing this responsibility, ensuring the well-being of people with a learning disability, the providers and the individual who supports them on a day to day basis.

Feedback received during the engagement events identified a number of areas that were important to people with a learning disability and their families, including:

- The need to have continuity of professional staff during the assessment and review processes

“We want to deal with a named person.”

“As us what is important to us, we don't want to fit in with services”

“We need individualised support of varied lengths.”

- Being fully involved and be at the centre of planning, delivering and changing packages of care and support.
- Having regular care plan reviews
- The need for better understanding and awareness of learning disabilities by professionals
- Having enough time for appointments with professionals
- Partner agencies working together in order to meet the needs of people with a learning disability through appropriate planning, development, delivery and evaluation of services.

Draft Proposals:

- Ensure every individual has a person centred plan which tells where someone is currently, what their care and support needs are, and where they want to be.
- Ensure adequate time is allocated for appointments for people with a learning disability.
- Care and support plans must be reviewed annually.
- Care and support planning must involve the person with a learning disability and their families.
- Work with people with a Learning Disability to create person- centred flexible options for activities and services that promote independence.
- Work with service providers and people with a learning disability to develop a more comprehensive understanding of the market and more effective commissioning of services that promote independence.

6. General Health Care and Treatment

There are a key number of challenges facing Learning Disability services, some of which are:

- The number of people with a Learning Disability are increasing,
- The number of people with Severe Learning Disabilities and Complex health needs are increasing
- People with a Learning Disability are living longer and experiencing age related conditions such as Dementia
- There is a need to provide more for less money.

Our Mental Health & Learning Disability services are focussed on a progression model aimed at improving community resilience and enablement through choice, self-direction and people having control over their own lives, whilst moving away from traditional services such as hospital and residential based care services.

Most people with a learning disability have poorer health than the rest of the population. All individuals require access to the full range of health promotion, prevention and education initiatives and services provided by independent contractors (e.g. Dentists, GPs, optometrists) and other primary and secondary healthcare services (e.g. hospitals, mental health services) in order to meet their physical and wider health needs.

To meet the needs of people with a learning disability, services will need to be flexible in their approach and interventions. It recognises that people with a learning disability will have access to mainstream community and primary care services with the majority of activity seen at the upper tiers. There is, however, an understanding that partners need to focus their attention on preventative services , supporting the delivery of tier 1 services in line with Welsh Government's vision set out in 'Setting the Direction: Primary & Community Services Strategic Delivery Plan' and the Act.

The following issues have been identified as key things that really matter to people with learning disabilities:

- To be able to access a good quality annual health check.
- The ability to get timely appointments with relevant health professionals.
- Health passports are good to get our needs met, but we need more completed and people need to read them.
- We need to make it easier to get a GP appointment.
- Being given adequate time to discuss health concerns with the relevant health professional as a number of people said they found it difficult to understand what was happening when they were at the doctor or hospital.
- Receiving information in easy read formats
- The ability to access a variety of transport options to access health services.
- Concern over waiting times, particularly hospital waiting times, and the difficulties these presented.
- Increase support from psychology services and Positive Behavioural Intervention and Support, recognizing there have been recent recruitment issues.
- Increase awareness amongst Health professionals of the needs of people with Learning Disabilities and difficulties they experience in accessing some mainstream services.
- We need to train hospitals and GP staff as they don't understand my needs.

A Regional Programme Group for Learning Disabilities has been established to bring together Health and Social Care Service delivery leads to drive service re-design and re-modelling across the region for Learning Disability Services. The Programme Group will work to achieve the Strategic Priorities outlined in the 'Statement of Intent':

To improve community resilience and enablement through choice, self-direction and control over decisions that affect the lives of people with a learning disability in line with the Social Services Well Being Act (SSWBA)

- A defined model of care and support (care pathways) based upon the principles of the progression model.

- Reduce the number of children and young adults transitioning to residential care
- Reducing health inequalities across a continuum of care (from accessing mainstream health services to specialist care and prevention of crisis and ill health)

To commission services that strengthen quality and value for money across the range of health and social care services for people with a learning disability

- Maximise the opportunities from regional collaboration, partnership and integrated working to deliver high quality cost effective services.
- Regional data collection and use that to support future planning and commissioning decisions

To reduce health inequalities by increasing access to and take up of universal health, social care and wellbeing services for people with learning disabilities

- A regionally identifiable framework for service delivery that reflects individual personalised care and local need.
- Reducing health inequalities for people with learning disabilities across a continuum of care (from accessing mainstream health and social care services to specialist care, and prevention of crisis and ill health).

Build community resilience and capacity across a range of services that support people with a learning disability

- Increased access and availability of local housing and accommodation to enable people with a learning disability to live as independently as possible, in a place of their choice, as far as is possible.

Draft Proposals:

- Work with primary care to:
 - Increase the take-up and quality of Annual Health Checks
 - Improve access to GP appointments
- Ensure adequate time is allocated for health appointments for people with a learning disability.
- Statutory services to implement a robust contract and quality assurance framework for all in-house and commissioned services, to ensure effective and measurable outcomes that will ensure services delivered to people with learning disabilities meets agreed standards that are developed in partnership with people who use these services.
- Individuals and their carers will be supported to access, use and understand appropriate information about the range of services available, and how they can be accessed. (This will include information leaflets, result letters and general communication)

- People with a learning disability will be included and be at the centre of discussions about their care planning and well-being. Review integrated assessment and review processes to ensure they are person centred and accessible.
- Develop draft guidance to support staff in helping people with a learning disability to have safe personal and social relationships including appropriate use of social media and an 'Easy Read' guide to sex and personal relationships.
- General focus upon training, communication and awareness raising across all Healthcare settings, this will be a multi-agency approach and will be supported by the developed of Health facilitation nurses for learning disabilities.
- Review the care pathway for people with a learning disability who require palliative and end of life care and support.
- The Health Board will review it's specialist Healthcare provision and in-patient services to ensure they are fit for purpose and meet the changing demands of people with more complex and challenging needs.

Transitions and Family Support

There are key transition points in everyone's life and what happens at these points have a significant impact on the way in which people are able to live their life both at that time and in the future. The transition point that has been identified as having the biggest impact for people with a learning disability, is the point at which they move from children's services to adult services. This can involve leaving school and making arrangements to attend college or meeting with local employers about work opportunities.

A range of factors have been identified as having an impact on a young adult and the way in which they move forward, the services they access and the level of independent living they achieve.

There should be a clear pathway in place to ensure that all individuals have a well-planned and co-ordinated transition from child to adult services. Transition can be a difficult time for young people, particularly when they have to rely on their families whilst at the same time asserting their independence.

Choices for people with learning disabilities can be restricted when they have to deal with complex systems set up in order to provide support for them. Carmarthenshire County Council acknowledges that transition planning organisational and deployment of resources is not as coherent and effective as it needs to be.

We are committed to improving the transition experiences of young people and to working with individuals and their families to identify the range of opportunities, support and resources that are available locally. By the time a child with a learning disability has reached the age of 14, discussions will have taken place between Children's and Adults' services, the child and their parents and carers about the individual's future. This is in line with the Council's pledge to support the United Nations Convention for the Rights of the Child.

Draft Proposals:

- Transition planning to begin much earlier when younger people with learning disabilities reach the age of 14;
- Young people with learning disabilities and their families will be involved in identifying and planning the support they will need as they move into adulthood;
- Young people who have a learning disability will be supported in their choices about education, training and learning;
- Young people who have a learning disability will be supported to develop essential personal and social skills;
- To develop a more integrated support and pathway to improve effectiveness of services.
- To develop better quality and joining up of information and support to promote early intervention and preventative support

8. Support for Carers

Families and carers play a vital role in supporting people with learning disabilities and we must work to ensure that they have access to appropriate information, a carer assessment and a flexible and creative range of options that will meet their support needs. Carers should also have opportunities to access appropriate training and support.

Support for carers must be in line with the Social Services & Well-being (Wales) Act. The Act provides the legal framework for improving the well-being of people who need care and support and carers who need support.

Parents and carers have told us that they would welcome the ability to access a wide range of peer support so that they could share knowledge and experiences, and provide support to each other when people need it.

Being a full-time carer can be a very demanding role. Respite care breaks are an opportunity for carers to take a holiday or simply spend some time looking after their own needs, safe in the knowledge that their loved one is receiving the very best care.

Following an assessment, respite care is offered to people with learning disabilities, parents and family carers for a designated period of time in an appropriate setting. Respite can also be arranged using a direct payment.

During the engagement events we were asked to consider the age ranges of people with learning disabilities when planning respite services. This is to ensure that suitable arrangements are made for people with a learning disability and their families during the transition from children's services to adult services.

Draft proposals:

- Support parents and family carers to develop their own peer support networks that encompass all ages of adult carers.
- Support parents and family carers to identify and access resources to enable the carers to continue to undertake their caring roles.
- Ensure appropriate respite provision is available for people with learning disability going through transition.

Key outcome area 4:

The quality of life for people with learning disabilities would be improved when they are given every opportunity to be independent, exercise and enjoy their rights, and meet their individual obligations.

9. Social and Leisure Activities

Having a full range of opportunities for social and leisure activity is of considerable importance as this maximises an individual's potential, enabling them to develop new academic, work related and life skills. In addition, meaningful opportunities enable individuals to develop friendships and relationships, promote self-esteem and make a valuable contribution to society.

Keeping active and involved in the community also has a positive impact on an individual's health and well-being. Discussions during the engagement events highlighted that leisure and social activities play a vital role in the lives of people with a learning disability. Exercising and / or playing sport is regarded as a great way to stay fit and healthy and provides a fun environment and strengthens people's social skills.

There are currently a number of opportunities in Carmarthenshire for individuals to participate in activities including activities such as the Active Sir Gar programme run by Carmarthenshire County Council's leisure centres; bowling, swimming, Llanelli Warrior and Sera Byd netball. People told us that they would really value the ability to access a wider variety of social opportunities. These activities need to be available in a variety of locations across the county, outside traditional 9am to 5pm offers, and at weekends

People told us:

- Leisure Services need to link with Learning Disability service providers and Carers Groups to ensure information in relation to leisure activities are regularly provided.
- People with a learning disability would value the opportunity to be able to attend a variety of social activities in the community to further develop their relationships and social networks.
- People with a learning disability to have the opportunity to access a range of activities in communities

Draft Proposals:

- Map current social and leisure opportunities for people with a learning disability to inform a market

position statement that will be the foundation of a development plan to support people to access facilities in their own communities.

- Further develop links and opportunities between Leisure Services and Learning Disability service providers to support people to stay fit and healthy.
- Promote and encourage community innovation to develop community based initiatives and more opportunities for people with a learning disability.
- To promote and enhance our information offer by developing a regional accessible website to let people know what is on offer in their area.

10. Education, Training, Employment and Volunteering

How people spend their time during the day is of considerable importance and appropriate opportunities will maximise an individual's potential enabling them to develop new academic, work related and life skills. In addition, meaningful opportunities enable individuals to develop relationships, promote self-esteem and make a valuable contribution to society. It is necessary for a range of options to be available for individuals to choose from including employment, education, and leisure and day services. Carmarthenshire offers numerous opportunities for people to develop skills and experience employment. A number of these are provided by third sector organisations or private businesses.

The Additional Learning Needs (ALN) Reforms (0-25 years) provides a spot light on improving the planning and delivery of support for learners.

Draft Proposals:

- Work with partners to support to people with learning disabilities to access and participate in a variety of different volunteering opportunities;
- Work with partners to find people with learning disabilities to champion this outcome area who will work with a range of organisations to create more volunteering opportunities that will lead to meaningful employment;
- Work with partners to support people with learning disabilities to access and participate in paid employment opportunities;
- Ensure that there are more opportunities for people with a learning disability to access work experience across the county whether in the public, private or voluntary sector.
- Improve the co-ordination, planning & support for younger people, people in transition and adults with a learning disability to access high quality learning as close to their own communities and families as possible

11. Transport

Due to the rural nature of Carmarthenshire, transport remains a challenge for many of the people who live here.

During one of the earlier engagement events transport was highlighted as an issue, especially to Crosshands in particular. There is a recognition that being able to access a range of transport options is key to enabling and promoting independence.

Although there are a range of transport options available, there are still gaps that limit access to activities and other social and work opportunities during both day and evenings, particularly for people living in remote parts of the County.

There is a heavy reliance on transport being provided by Social Services. Further work is required to more fully understand the barriers to accessing public transport and to promote access to public transport including such options as:

- Travel training on buses and trains for people with a learning disability.
- Learning disability awareness training for public transport staff.
- Wheelchair accessible transport.
- Voice over systems on buses to inform of next stop.

Draft Proposals:

- Develop and offer learning disability awareness training, led by people with learning disabilities, for public transport organisations
- Work with transport providers to address the barriers faced by people when using public transport
- Work with transport providers to increase the number of buses with voice over systems which inform passengers of next stops and destinations.
- Review our current day services transport arrangements to promote independent travel when and where possible.

12. Direct Payments

Direct Payments are a different way of providing a service which gives people choice, control and flexibility in how they receive services to meet their assessed needs.

Support can be organised either by the individual themselves or by family members, advocates, brokers or a service provider on their behalf.

Following an assessment, the offer of a direct payment should be made to the person as an alternative way of meeting their agreed support needs.

To receive direct payments you must be assessed as:

- needing, or already in receipt of support from Social Care, and;
- Are able to 'manage' a direct payment, either on your own or with help from family, friends, advocates, brokers or a service provider on their behalf.

It was apparent from the engagement activities we undertook and from the conversations we had with people that the use of Direct Payments is under developed and we are not capitalising on the personalised opportunities and choices they could present.

Draft Proposals:

- Relevant staff are to receive direct payments awareness and procedure training to ensure that

partners are able to promote, and grow, the take up of Direct Payments

- Basic direct payments awareness training will be given to staff who are in day to day contact with people with learning disabilities.
- More in-depth direct payments training will be given to staff undertaking assessments and reviews.
- Developing a Direct Payment strategy supported by care to co-operate.

How will we put the strategy into action?

This draft Strategy provides a direction of travel and is written in the spirit of Carmarthenshire County Council and Hywel Dda University Health Board's commitment to work collaboratively with all stakeholders. Following further engagement and a formal consultation process the draft strategy will be refined. The strategy reflects the Carmarthenshire-wide commitment to support people with learning disabilities and incorporates services and activities provided by and delivered through partner organisations including the voluntary sector, community groups and private businesses.

We recognise that budget pressures will be a key challenge during the lifetime of the Strategy. These pressures make it even more important for Carmarthenshire and its Partners to have a clear strategic plan. There will be potentially challenging decisions to be taken as we seek to maximise available resources, and realign services in order to meet the needs and enhance the wellbeing of future generations.

Financial investment is made by Carmarthenshire County Council and Hywel Dda University Health Board in commissioning and delivering services for adults, including young people in transition, with a learning disability and their carers. The resources required to support the implementation of this strategy will come from both the redirection of current resources as services are modernised in line with the strategic direction of this strategy, and elements of funding from the Integrated Care Fund to support transformation and innovation of services.

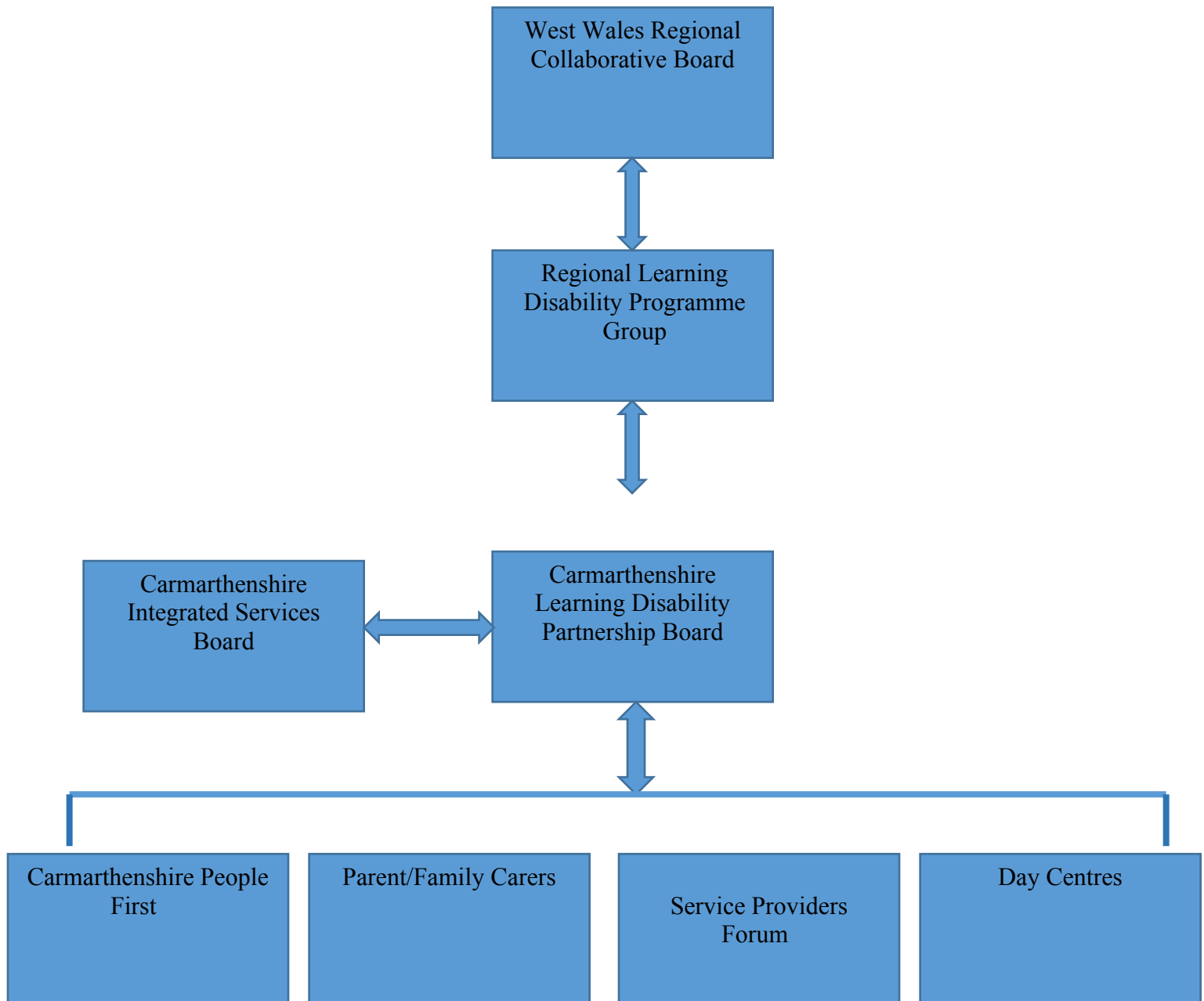
The key outcome areas and recommendations of this strategy will be taken forward by partners across the wider regional Hywel Dda footprint under the direction of the West Wales Care Partnership.

At a local level, the emerging themes and recommendations as set out in this strategy will be prioritised by the Carmarthenshire Learning Disability Partnership Board.

APPENDIX 1

Relationships & Membership of the Learning Disability Partnership Board

The diagram below shows the connections between the regional and local groups/boards



The Carmarthenshire Learning Disability Partnership Board will be developed and is included as a recommendation in this draft strategy.

The Regional Learning Disability Programme Group is one of a number of key priorities of the West Wales Regional Collaborative Board.

Carmarthenshire Data

DEMOGRAPHIC DATE TO BE INSERTED

**Update ref: population needs assessment
Local**

Baseline estimate of the total population aged 18 and over predicted to have a learning disability, projected to 2035

UPDATE

Fig 2. Profile of people aged 18-64, predicted to have a learning disability, projected to 2035

UPDATE

Profile of Services – Insert Market Position Statement link

UPDATE

People with learning disabilities supported by services provided and/or commissioned by CCC as at 31st March 2016

Data source(s): CareFirst, FLARE, SHAPES, ABACUS (prepared for PM2 Table 2a | Nat. Strategic Indicator SCA002a)

	18-64	65-74	75-84	85+	Total
Supported to live in the community					
Supported in residential/nursing care					
Grand Total					

People with learning disabilities supported in residential or nursing care as at 31st March 2016

Service type Groups	18-64	65-74	75-84	85+	Total
Ind. Nursing Care					
Ind. Residential Care					
Grand Total					

% of People Learning Disability service users living in Care Homes

% care home of all	2010-11	2011-12	2012-13	2013-14	2014-15
Wales	15%	15%	14%	14%	13%
Pembrokeshire	20%	23%	22%	22%	21%
Isle of Anglesey	18%	23%	16%	17%	14%
Gwynedd	6%	8%	11%	17%	13%
Conwy	18%	19%	16%	16%	15%
Denbighshire	20%	16%	15%	15%	15%
Flintshire	9%	10%	10%	9%	11%
Wrexham	13%	13%	13%	11%	11%
Powys	19%	17%	19%	17%	16%
Ceredigion	26%	25%	28%	27%	28%
Carmarthenshire	18%	19%	19%	17%	17%
Swansea	14%	13%	13%	12%	12%
Neath Port Talbot	21%	16%	17%	15%	14%
Bridgend	7%	7%	7%	7%	4%
Vale of Glamorgan	13%	18%	19%	14%	17%
Cardiff	13%	13%	13%	13%	14%
Rhondda Cynon Taf	6%	6%	6%	6%	5%
Merthyr Tydfil	17%	17%	15%	17%	18%
Caerphilly	12%	11%	9%	10%	9%
Blaenau Gwent	11%	9%	10%	11%	10%
Torfaen	12%	12%	9%	10%	10%
Monmouthshire	25%	22%	22%	23%	23%
Newport	24%	22%	20%	17%	17%



GIG
CYMRU
NHS
WALES

Bwrdd Iechyd Prifysgol
Hywel Dda
University Health Board



DRAFT

