

CONSULTATION QUESTIONS

Progress and Challenges

Q.1 Do the findings of the evaluation broadly reflect your views about services for people with learning disabilities/carer?

Yes No

Broadly the findings reflect our experience but the sample group is very small and there is therefore a question about the validity of extrapolating the findings across a broader population including those with complex needs. Given that so much time and resource within statutory services is dedicated to people with complex needs we may have expected to find more reference in the evaluation to this group.

Importance is recognised of including people who have a learning disability in the evaluation whilst at the same time the challenge this represents around how to effectively include a broad range of people given the nature of a learning disability.

Q.2 Can you give examples, either locally or nationally, of what you think has worked well over the last 10 years of *The same as you?*

- Multi agency working is improving.
- Adult Support and Protection Legislation and systems developed and embedded.
- Advocacy services have increased/improved.
- Direct Payments implemented.
- Closure of long stay hospitals.
- Wide range of social care services and supports providing choice.
- Greater focus on individualised, person centred services.

Q.3 Can you give examples of issues in current work and/or policies that still need to be addressed?

- Challenges in maintaining support for people in individual tenancies if their life becomes difficult or complex, particularly when around challenging behaviour.
- If support arrangements do break down there are very limited services to fall back on.
- Day services and supports remain a challenge in balancing the principles of using mainstream services versus doing something during the day with other people who have a learning disability.
- Shortage of opportunities for school leavers.
- Limited support for people with ASD but not LD.
- The need for earlier focus on promoting independence skills and independent travel is required – education and with families.
- Current financial constraints impact on scope of service provision, particularly complex individual services.
- Enabling and empowering parents and young people to minimise the dependency culture.

Good Practice – Organisations

Q. 4 Can you provide examples of what you have done over the last 10 years, within your organisation, to improve services and access to services within your local area?

- Information booklets aimed at providing families with practical advice have been developed and have been very well received across professional groups and families, nationally and internationally.
- Activity Scheme and Befriending Service focuses on enabling children/young people to access community amenities.
- Continuous improvement in multi agency working.
- Co-location of children with disability and adult learning disability teams which are integrated health and social work teams.
- Transition Co-ordination Group established and providing clearer pathways for young people to adult service provision e.g. children will be identified at age 14 by the group, cases allocated where adult community care workers will shadow child care workers through to assessment and planning stage.
- Website – information has been made available to the public on the range of services available from birth to adulthood with contacts provided.
- ASD Forum established – this is a multi agency practitioners group which meets on a 6 weekly basis.

- A local multi disciplinary ASD diagnostic team also established.
- Use of technology eg iPad project.
- Short Breaks Carers - Caring with Competency - Payment for Skills initiatives.
- Project based in day services developing opportunities for building community connections and social networks.
- Projects developed around pro active working with GP practices raising awareness into the needs of people with a learning disability.
- A multi disciplinary dementia assessment team has been developed with a care pathway embedded in generic dementia services.
- Learning Disability Liaison Nurse now based at Forth Valley Royal Hospital to promote better access/understanding for people with a learning disability.

Good Practice - Individuals

Q.5 What have you done, as an individual, to make positive changes within your local area?

Not applicable.

Future Priorities - Healthcare

Q.6 What still needs to be done to ensure that people with learning disabilities have access to better and more appropriate healthcare?

- Supporting people to understand/communicate health needs.
- Ensure that a focus on healthy living is incorporated in support packages/plans. Recognise the importance of the preventative nature of some areas of support e.g. to prepare and cook a healthy meal or similar types of activities that promote a healthy lifestyle.
- Still some work to be done nationally in recognising where people with a learning disability are if not known to services. This presents a difficulty to young people in transition to adult services as if no clear diagnosis it can have resource implications for adult services and isn't clear and implicit for families.
- Responses from health services can also be targeted better where there is a clear diagnosis of a learning disability rather than where it is expected or assumed.
- Engagement with GP services around positive health promotion and 'anticipatory' care.
- More consistency across GP practices in use of section 47 Adults with Incapacity Act 2000 to assess capacity, facilitate access to healthcare.

- The evaluation report implies that all people with a learning disability should have access to specialist teams whereas our specialist teams promote using mainstream primary care services first but specialist when there are complexities.
- There could be recognition made in the evaluation to the good practice guidance developed nationally around early intervention and integrated pathways for people with a learning disability and dementia e.g. British Psychological Society and Royal College of Psychiatrists.

Future Priorities - Education

Q.7 What still needs to be done to ensure that people with learning disabilities have access to better educational opportunities?

- Increased creativity in approaches to education for children with a learning disability.
- Focus on developing life skills especially independence skills e.g. travel.
- Develop a strategic approach to the support of college placements. Financial climate seems to be impacting significantly on the availability of college placements for people with a learning disability at present.
- Also a need to develop better facilities for students with additional support needs to promote inclusion and prevent exclusion in further education. It's anticipated that through development of SDS more adults and young people will want to engage in further education. There are examples of good practice in Scotland of College's working in partnership with the voluntary sector to provide support for additional needs.

Future Priorities – Independent Living

Q.8 What still needs to be done to ensure that people with learning disabilities are able to live independently?

- Focus on early intervention to develop necessary skills.
- A range of appropriate community based accommodation.
- An appropriately skilled support workforce.
- Support to families to promote independence for their young people.
- Better recognition of complex needs where a person has a learning disability and other complexities e.g. forensic needs, mental health, epilepsy, challenging behaviour etc.
- Continuing care facilities still exist in small units in most areas supporting people with the most complex and challenging needs. Robust/sustainable models of care and support are required for this group in order to promote independent or community based living for all, with a balance of social care and health staff where required.

Future Priorities – Employment

Q.9 What still needs to be done to ensure that people with learning disabilities have access to better employment opportunities?

- Creative approaches to employment – strategic approach within local authorities and across the statutory sector to employing people with a learning disability. Setting an example through this to other employers.
- Development of social enterprise models.
- Ensuring that people can progress through supported employment initiatives rather than become stuck if they are unsuccessful at finding work or find that they don't want employment through this experience. This would ensure services are dynamic and avoid potential risk of them becoming another day service.

Future Priorities

Q.10 What other future priorities do we need to focus on? (Please list these in order of importance with the most important first)

- Ensuring a smoother transition for children with a learning disability to adult services, including identifying appropriate service provision early.
- Recognising and developing the role of specialist integrated teams in sustaining packages of support for people with complex needs through collaborative working with social care services.
- Strategic planning around children with complex healthcare needs whose life expectancy is increased.
- Parenting support for adults with a learning disability or ASD who have children to become confident parents.
- More integration of services in approaches towards challenging behaviour i.e. health, social work, social care, education to foster a whole systems approach.
- Post diagnostic support for individuals with a learning disability, in particular individuals with Aspergers Syndrome.