

One size fits one: A Learning Disability Strategy for Darlington

2012 - 2015



Foreword

This strategy is an attempt to ensure that there is continuity between how children, young people and adults with a learning disability and their families and carers are supported to meet their social care and health needs. We believe that this can only be done by ensuring that other key partners, including Housing, Schools, Early Intervention and Prevention Teams, Employment, Criminal Justice, Probation, Learning Disability Children and Adolescent Mental Health Services and wider mainstream services are both aware of the needs of this group of people and are operating in partnership to deliver the outcomes identified within this strategy. Children with a learning disability will continue to have their needs addressed through wider services for children and those specialist services for disabled children and young people. This strategy does not include all aspects of support for children, young people and adults with a learning disability and their family carers, however does look to make links with everyone who can and does offer support.

A vision for the future

In January 2009 a number of key stakeholders developed their vision for the future of social care in Darlington as part of some co produced work to transform adult social care. Although the principal focus of this work was how adults will be supported, the vision is inclusive of children and young people and includes health need.

“Our vision is of a Darlington where all people will be valued as equal citizens and will be supported to have the same rights and responsibilities. People will have information, advice and support so that they can have as much choice and control as they want over how they live their lives.

People with social and health support needs will have their needs met wherever possible by the same services and systems as people who don't. If people need extra support, they will also have as much choice and control as they want over how their support is delivered.

Everyone who needs social care and health support will have a personal budget to use to meet their needs in ways that best suits them. Most people will have had a say in planning how they are supported and will use their personal budget to build on the support they already have, e.g. family, friends and community links. The way people are supported will be individual, flexible and innovative and services will not just be the same as they have always been, but will be what local people have said they wanted.

People who need social care and health support will have led and developed the changes and people who receive support will continue to have a say on how things can continue to improve. The workforce will have the skills and knowledge needed to support people the way they want to be supported.

People who work in other services in the community will have a greater understanding of social and health support needs and will be changing what they do to make sure everyone is included”.

Introduction

This strategy sets out how the Local Authority Social Care Services and the National Health Service plan to use their resources to meet the needs of children, young people and adults with a learning disability, their family and their carers. This strategy talks about “people” with a learning disability, however within the context of this strategy this term includes children, young people and adults.

For most people with a learning disability their health and well being needs are and will continue to be met through universal services and their existing social capital. A key outcome of this strategy is how strategic investment can greater support this universal access. There are a small number of people with a learning disability who will require more specialist support and this strategy will look to ensure that these needs are met where possible ensuring personal outcomes are also met. Unlike previous strategies a key focus of this strategy is on delivering outcomes both for individuals and organisations.

There are an estimated 210,000 people with a severe and or a profound learning disability in England - around 65,000 children and young people, 120,000 adults of working age and 25,000 older people (valuing People, Department of Health 2001). About 200 babies are born every week with a learning disability. In Darlington there are approximately 500 adults with a learning disability at any one time who require support and approximately 600 disabled children.



Children

Darlington Children's Trust aims to make sure organisations work together, with children, young people and their families to identify and address how the lives of children and young people can be made happy, healthy, safe and fulfilled in line with the requirements of the five "Every Child Matters" outcomes of:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

The overriding principal that underpins services and support for children and young people with a learning disability is that they are children first and will be supported to access and use the universal services that non disabled children and their families use. For some disabled children however there may be a requirement for specialist support to access the mainstream or for a very small number of people access to specialist support. It is this specialist support that is the subject of this strategy. In relation to the National Health Service, again the key task is to ensure that children, young people and their families are supported to access the mainstream, wherever possible.

Disabled children and their families are one of society's most vulnerable and marginalised groups. Of the UK's 770,000 disabled children, only around 6% receive any form of regular support. The vast majority of families therefore receive no specialist support from the state and are caring on their own for children who often have severe and complex needs.

Rates of family breakdown are significantly higher in families with disabled children for example 25% of lone families have a disabled child and disabled children are nine times more likely to be excluded from school than other children. Disabled children and their families are more likely to live in poverty, and are therefore more likely to be adversely affected by an economic downturn.

There are 55,000-75,000 children with a moderate or severe learning disability in England - Learning disabilities: facts and figures, Department of Health 2007.



Adults

There is little doubt that since the publication of "Valuing People" in 2001 and its refresh, "Valuing People Now" in 2009 there has been some real progress in improving the lives of people with a learning disability and their family carers. There is clear evidence that many more people with a learning disability have found their voice through the developing self advocacy movement and the widespread use of person centred planning. Many more people now have ready access to their GP and have an annual health check, have a health action plan and a hospital passport. Very few people now have a hospital as their permanent address and increasing numbers have a personal budget to use to meet their social care needs. In Darlington more than 20% of adults with a

learning disability who use social care support have a Direct Payment. This has resulted in many more people having much more choice and control over their lives. Darlington Council is now spending more on community support and reducing the proportion of spend on residential care.

Despite this progress many people with a learning disability continue to be amongst some of the most vulnerable and socially excluded people in society. Despite a lot of focussed work many of the concerns initially expressed in "Valuing People" and "Valuing People Now" are the same for large numbers of people with a learning disability.

- Less than 7% of people with a learning disability using social services have a paid job despite 65% of people saying they want one.
- 1 in 10 councils continue to spend more than 60% of their learning disability budget on residential care, (In Darlington this is approximately 30%)
- Only 1 in 3 adults take part in training or education
- There are still examples of a lack of awareness, poor attitude and poor care across the NHS and within the sector
- Approximately 50 % of people with a learning disability live at home with their family
- Less than a third of people have any real choice about who they live with
- Very small numbers of people own their own home
- A large number of people continue to live in residential care homes
- Many people continue to be supported away from their home area
- Many people continue to be supported at home by older carers
- Many children with complex support needs are still being supported away from their home area
- The number of adults with a learning disability is predicted to increase by 11% between 2001 and 2021. This would raise the number of people in England aged 15 and above with a learning disability to over one million by 2021.

Strategic Context

One Darlington Perfectly Placed

This strategy is both driven by and looks to deliver the community outcomes identified within the Darlington, Sustainable Community Strategy, "One Darlington Perfectly Placed". In 2010, adult social care published its overarching commissioning strategy "Commissioning for Citizenship". The main outcome of the strategy is to support those in need of adult social care to maintain their "citizenship" rather than statutory services replacing individual support networks. The Community Strategy plays an intrinsic role in supporting the idea of citizenship, in particular of ensuring the quality of this citizenship.

The current Sustainable Community Strategy identifies seven outcomes for Darlington:

- (i) People in Darlington are healthy and supported
- (ii) People in Darlington are educated and skilled
- (iii) People in Darlington are financially secure
- (iv) Individuals are not disadvantaged by their family circumstances at birth, nor where they reside. People live in cohesive and resilient communities
- (v) People in Darlington live in sustainable neighbourhoods
- (vi) Our communities are safe and free of crime
- (vii) Darlington is an ambitious, entrepreneurial place in which businesses thrive and create wealth.

People with a learning disability will be supported when required to play a role in their community that both contributes to delivering these outcomes and ensures that they receive the benefits of any actions to promote and support these outcomes. For example people with a learning disability will benefit from any actions to ensure that people feel safe within their home and community or have access to opportunities to contribute through a prosperous Darlington through having access to work and as consumers. People with a learning disability also aspire to academic and learning achievements and support the work to underpin a greener Darlington. As part of its inclusive remit the Community Strategy makes sure that the needs of people with a learning disability are at its heart.

Outcomes for Darlington

The following outcomes have been developed by bringing together some work undertaken through the Children's and Young Peoples Plan (CYPP) and the Darlington Valuing People Partnership Board and have been co produced with children, young people and adults with a learning disability from Darlington. It is these outcomes that this commissioning strategy will look to deliver for the people of Darlington.



Outcome 1

People with a learning disability will have as much choice and control over the health and social care support they receive as possible.

Key actions:

- Most people who are eligible will have a personal budget to use to meet their needs
- Council in- house services will be reviewed to ensure they are able to meet the outcomes linked to personalisation. A decision will then need to be taken about the future of each in- house provision.
- Support the development of a thriving local market that is able to respond to local need
- Make sure that those who need long term support have a named worker
- Wherever possible all individuals will receive their support close to home and family
- Make sure individuals who are placed out of area and their families are meaningfully involved in their support and are offered opportunities to feedback to service providers and commissioner on the quality of the service they receive
- If people are placed out of Borough plans are in place to make sure people are kept safe and the quality of their support is monitored.

Outcome 2

Young people with a learning disability will be supported to move into adulthood.

Key actions:

- Everyone leaving school who wants one will have a person centred plan that sets out how they will be supported. This will include how their health and social care needs will be met
- Develop and support a process that results in more people leaving school and getting a paid job
- Develop a "life stages" model of support for people and their families. Including service reconfiguration and greater partnership working. This will include the development of a service specification and performance framework
- Children will be supported to have fun and enjoy their childhood.

Outcome 3

Professionals, and carers will work together to ensure that carers can continue to support the person they care for, while also having a life beyond their caring role.

Key actions:

- We will ask Carers if they feel valued in their role
- Carers will have the support they need to ensure they can meet their own health needs
- Carers will be considered when changes to timetables and support are made
- Carers will be included in the review and person centred planning process
- Develop ways in which carers contribute to service development and strategy.



Outcome 4

More people with a learning disability in Darlington will have a paid job.

Key actions:

- Develop with partners a clear pathway into paid work
- Improve people's skills in relation to the job market, by tackling the differences in employment prospects and economic opportunities across Darlington and reducing the amount of people living in poverty.
- People will get the support they need to get a job if that's their choice
- Improve the chances and opportunities for volunteering for people
- People will have the information they need to make a decision about having and getting a job
- People will have the opportunity to try work before changes are made to their benefits
- People will know what support they can get to support them into work
- Young people will get the support they need to access education to enable them to have the appropriate skills to gain meaningful employment
- Set a target for increasing the numbers of people in work.

Outcome 5

People with a learning disability in Darlington will receive support to keep physically and emotionally healthy.

Key actions:

- Make sure that the opportunity for an annual health check is in place
- Positive health and wellbeing will be promoted
- Make sure that there is a clear transition between health services e.g. Child and Adolescent Mental Health Services (CAMHS) and adult services
- Make sure that people with a learning disability have access to public health programmes e.g. smoking cessation, reducing obesity
- Make sure that people will have their mental health needs met through mainstream mental health services wherever possible
- Develop closer integration between health and social care
- Make sure that people have access to mainstream primary care health services.

Outcome 6

People with a learning disability will have some choice about where and with whom they live

Key actions:

- Housing aspirations will be captured, collated and used to evidence housing plans and strategies
- Develop a plan to increase the numbers of people with a learning disability accessing a wider range of accommodation options, e.g. ownership, shared ownership, sheltered accommodation and extra care
- Develop a plan to reduce the number of people living in residential care
- Develop a plan to reduce the number of people being supported outside of Darlington
- Reduce the numbers of people living in shared accommodation unless it is their choice.

Outcome 7

People with a learning disability are living their lives within their own community making use of universal services to meet their social care and health needs

Key actions:

- Make sure that people have good access to a range of appropriate transport that meets their needs
- Work with mainstream services to make sure that people can use what they offer safe in the knowledge that the people who run those services are able to meet their needs.
- Ensure that people with particular needs beyond their learning disability related to their age, sexuality, culture, belief, impairment can be met
- Make sure that people are making best use of their own social capital.

Outcome 8

People will experience the health and social care support they receive as joined up and seamless

Key actions:

- Explore the opportunities for integrated health and social care provision
- Greater partnership working with other key stakeholders
- Develop joint/ lead commissioning across key partners
- Develop performance managed service specifications for all provided services
- Ensure robust and standard contracting for all non-NHS Learning Disability providers.



Outcome 9

The Local Authority and National Health Service will work together to make sure that any local resources are used most effectively and offer value for money

Key actions:

- Develop a joint commissioning process
- Review current in- house provision in relation to quality and value for money
- Explore alternative models of service development such as Individual Service Funds
- Review current commissioned services to maximise efficiency.

Outcome 10

People with a learning disability are seen as as equal citizens and have support to lead a fulfilling life

Key actions:

- Work with the Community Safety Partnership to ensure that people with a learning disability are included in their work
- Wherever possible make sure people are supported to live in their own communities in ordinary housing in ordinary streets
- Make sure that advocacy and support is available and easily accessible
- Support appropriate local self advocacy e.g. the Peoples Parliament
- People have their needs met through existing and natural supports, before this is supplemented by statutory support.

Outcome 11

Work is undertaken with people at an early stage to stop problems from arising or getting worse (early intervention and prevention)

Key actions:

- People will be supported into paid work
- An increasing number of people will receive short term support rather than support for life
- People will be supported to make effective use of new technology.



Needs assessment

Adults

The Darlington Single Needs Assessment (SNA) contains detailed information about the health and wellbeing needs of the people in Darlington with a learning disability. There are increasing numbers of people with a learning disability, (Darlington has higher numbers than the regional and national average) largely due to people living longer and more people with complex needs surviving into adulthood. There are increasing numbers of people accessing social care services year on year and increasing pressure to meet the needs of people with autism. There are an estimated 2,500 adults with a learning disability living in Darlington and at 30th of April 2011 around about 500 adults were receiving direct support. There are also a small number of adults, who receive support from the specialist health team, who do not receive support from the social care team, usually these are people who live in Darlington and are funded by another Local Authority or Primary Care Trust.

The Single Needs Assessment contains both national and local information about people with a learning disability and this information combined with additional local data gives the following key messages:

- There is a small but increasing number of young people who have complex support needs and they and their families have changing expectations of the support they want for the future.
- Approximately 45 adults live at home with a family carer over the age of 65
- There will be a small increase in the number of people with dementia
- A significant number of people continue to live at home with their families
- A very small number of people with a learning disability are in paid work, despite 65% of people saying that is what they want
- More than 100 people have a direct payment
- There are more than 20 people who are supported to live outside Darlington
- An increasing number of people are receiving enhanced health checks from their GP
- More than 50% of people are supported away from their family home
- Most adults known to adult social care are between the ages of 41 and 60
- There are still more than 40 people who live in residential or nursing care
- Over the next 10 years there will be a small increase in the number of people with a learning disability however they will have more complex needs and will live longer.
- Most people known to Adult Social Care describe themselves as White British



Needs assessment

Children

The Single Needs Assessment includes the needs of children with a learning disability within the wider title of disabled children. Disabled children are more likely to live in poverty and having a child with complex support needs can restrict both the child and their family's opportunity to live an ordinary life. It also sets out some clear issues for disabled children and their families, these include,

- **Universal opportunities:** To open up opportunities for disabled children in universal services, the children's workforce needs a robust and challenging programme to be devised and monitored.
- **Child care:** The 2011 Childcare Sufficiency Assessment highlighted that parents with a child with a disability are significantly more likely to say that current childcare arrangements are not fully meeting the needs of their child (31%) compared to results for children without additional needs (14% say needs not fully met). They are also more likely to disagree that the supply of holiday childcare is sufficient (45%) than parents of children without additional needs (25%).
- **Short breaks:** Those breaks during school holidays are the most highly rated support reported by families.
- **Information:** Families maintain they would benefit from a central point of contact for information and opportunities to consider options for their children.
- **Personalisation:** The desire and appetite from parents towards personalisation and personal budgets must be matched by a commitment from all services to transform how we assess, plan and deliver future support.
- **Integration:** Universal, targeted and specialist services must work together to deliver ordinary life principles for disabled children and their families.
- **Transition:** There is a need for greater consistency so that the quality of service is not dependent just on the skills of individual staff. This requires a team that shares the same ethos, is well trained, knowledgeable about services that are available and can work effectively with the different systems that are involved with young disabled people.
- **Participation:** The participation of parents and disabled young people is essential for the shaping, delivery and monitoring of services. Without participation, services will be ineffective and inefficient because they will not meet the changing needs. Resources for participation are necessary to maintain momentum.



Partnership is the Key

To ensure that children, young people and adults with a learning disability and their families receive the support they need there is a need to work in partnership. The drive towards personalisation requires that there is a different relationship between individuals and organisations. Effective personalisation means that people who need support are no longer simply fitted into pre purchased services. Instead armed with a personal budget they are able to develop or purchase the support that works for them. This involves an individual or their family having a very different relationship with a provider either as an employer or as a direct customer. The relationship between carers and family and the statutory services is also different with carers and family being clear about the level of support they can offer and the help they need to continue to have a life outside of any caring or support role.

To support this person centred model there is a need to make sure that there is a “whole system” approach. This involves offering specialist support to people with a learning disability and their families being aware of the impacts of the decisions that they are making, not just on individuals but also on partner organisations. For example a decision to decommission a particular service may well have an impact on the individual and their family, however may also have an impact on a partner organisation who as a consequence may have to provide additional or alternative support.



Resources

Between health and social care there is more than £10.5 Million spent directly on services and support to people with a learning disability. Broadly this is split into:

- Adult Social Care = Net £6.2 Million
- Children with a learning disability = £2 Million
- Health including children and adults = £2 Million

Adult Social Care: Adult Social Care uses its money to commission a wide range of services and support. Broadly it spends approximately £4.6 Million commissioning services and support from a range of third parties: This includes:

- Approximately £1.7 Million on nursing and residential care
- Approximately £600k on housing related support through Supporting People
- Approximately £1 Million on Direct Payments
- Approximately £1.9 on day opportunities and care and support

The Council also spends approximately £2 Million on its in house services, this includes:

- Approximately 350k on the assessment and care management service
- Approximately £1.7 million on a range of in house services including six day services, four supported living services and a short break service.

Children's Social Care: The Disabled Children's Budget for 2011/2012 is approximately £2.25 Million, which includes £350k from the Primary Care Trust. This is the budget that supports children with a learning disability and includes:

- £250k on Harewood Lodge short break service
- £190k on Direct Payments
- £602K on Special Educational Needs Placements.

Efficiency

The Council and the Primary Care Trust are working in a climate of a reduction in funding and an increase in demand alongside changing individual and societal expectations. This Strategy has at its heart a commitment to ensuring that these limited and reducing resources are used in such a way that it produces the best outcomes for Darlington and its citizens.



A word about Autism

This commissioning strategy has strong links to the developing plan to deliver the outcomes identified in the National Autism Strategy for Adults and the National Autism Plan for Children. Many people with a learning disability also have autism, this strategy will endeavour to make sure that those links are made and that people with a learning disability with autism receive the support they need.

Safeguarding

A key driver of personalisation is to support individual and family choice and control, however this needs to be balanced with a requirement to ensure that people can live their lives safely. This strategy will look to ensure that people are supported to take those risks that we all take for granted. Those who need support to keep themselves safe and take those risks will be given the support they need.



Why are we doing this?

“Personalisation” is at the heart of current government public policy and the personalisation of health and social care has been at the forefront of this policy drive. The strategic direction for social care was set out in “Putting People First” (2008) and reinforced in “Think Local Act Personal” (2011). A fundamental principle of this strategy is that many of the needs of people with a learning disability can and should be met outside of the remit of specialist services. e.g. the mental health needs of people with a learning disability should be met wherever possible through mental health services, the needs of people with a learning disability who have dementia should be met through services for people with dementia and not a service for people with a learning disability.

The planned transformation of social care is based around the development of support around 4 key themes:-

Supporting greater access to universal services – Universal services have a critical role in making sure that the services and support they offer are available to the whole community, including people with a learning disability. They have an important role in supporting people to remain healthy and socially active. This includes leisure services, the health service, adult education, education, employment services, information and advice, advocacy and housing.

A greater focus on early intervention and prevention – This means supporting people with a learning disability to stay as independent as possible, including the right low level support being in place to support people to remain at home. This might include ensuring that someone has the right opportunity for exercise and equipment so they do not have to go into hospital or supporting someone with a learning disability into employment rather than into a day centre.

The maximising of individual choice and control through self directed support – Individuals will have real choice and control over how they have their social care needs met. Support and systems will be in place to make sure people are able to make real choices about how they are supported. This will include a personal resource allocation so people will know how much money they have to use and the council will welcome innovation. This will include the co production of a range of individually tailored ways of support. This fundamentally involves a shift in power from the Local Authority to individuals.

A greater use of individual social capital – Being a part of the community in which you live is a key part of being a citizen. Ensuring that those natural community and family supports are in place and supplemented by paid support services will be an important part of an individual's support plan.

“Putting People First” is clear that the expected transformation of social care requires system wide transformation, a system wide transformation that must also include:

- A local integrated approach with the NHS
- A common assessment
- Personal budgets

“Valuing People Now”, remains the Government's plan to improve the lives of people with a learning disability and their families. Like its predecessor “Valuing People” it covers all aspects of an individual's life, including:-

Keeping healthy - Access to good healthcare is really important to people with a learning disability and their families. People with a learning disability have the right to good quality healthcare that meets their needs. There is a lot of evidence that this is not always the case. The Local Authority in partnership with its NHS partners will work to reduce the inequalities in health outcomes between people with a learning disability and the general population “adding life to years and years to life”. The Healthy Child Programme 0-19 will be accessible to children and young people with a learning disability. This programme is the early intervention and prevention public health programme that provides the vehicle for making sure that the delivery of universal services and for identifying families that are in need of additional support and children and young people who are at risk of poor outcomes

Housing - Everyone needs a place to live with the right support. People with a learning disability and their families want to have more choice about where they live and who they live with. People with a learning disability and their families need the right information including what money and support may be available. Many people with a learning disability, unlike the rest of the population, do not choose where they want to live. In Darlington more than half of people with a learning disability live with their families.



Getting a paid job - There continues to be very few people with a learning disability who work and there is no expectation from others that they can or indeed should. Because of this, little has been done to offer the opportunity. Nationally employment levels for people with a learning disability remain very low, with less than 10% of people known to services in paid work and very few of them are working more than a few hours a week.

Many people with a learning disability want to lead ordinary lives and do the things that most people take for granted, and this includes, getting a paid job and the other benefits of having a job, like making new friends.

Personalisation - Personalisation is about planning for and getting the life you want. People with a learning disability and their families will have some choice and control over how they are supported. Personalisation means that people will get the support that works for them rather than, what has happened for many in the past where people are expected to fit into services that have already been bought. Person centred planning is a good way of supporting individuals and their families to think about how they want to be supported. Self directed support and the use of personal budgets offers a real opportunity for individuals with the support they need have the life they want.

Including everyone - Some people with a learning disability miss out more than others. Support needs to be in place to ensure that those with the most complex support needs can play a part as local citizens and are included in any local plans. "Valuing People Now" identifies a number of groups who are at risk of not being included unless their needs are specifically identified and supported including those people with complex support needs, people from black and minority ethnic and newly arrived communities, offenders in custody and in the community and those with autistic spectrum disorders.

Think Family - Mothers and fathers are the most significant influence on their children's lives, achievements and prospects. They are also the greatest influence on building the family unit that will protect and support their children through out their lives. Family circumstances may change over time, risks will impact differently and provision needs to be flexible in order to respond in an effective and timely way to prevent escalation of difficulties and levels of harm. One of the aims of this strategy is to champion a culture within all partners that will provide a whole family approach ensuring the best outcomes for families.

Transition - Transition is generally about what happens when a young person leaves school and moves into adulthood. This is about making sure that young people with a learning disability grow up getting the support they and their families need to live a fulfilling life. Young people with a learning disability should have the same life chances as everyone else. Valuing People Now said that all young people coming through the transition process should have a person centred transition review and plan.

People's lives and advocacy - Valuing People sets out a clear expectation that people with a learning disability should be treated as equal citizens and have the support to lead a fulfilling life. This means having the same opportunities as everyone else, and the support to be active citizens. People with a learning disability have said this means

- To make friends and have relationships
- To get married and have children
- To take part in community activities and vote
- To live in safety, free from fear of hate crime
- To enjoy local leisure services
- To use public transport easily and safely
- To use local advocacy services or join a local advocacy group.

The recent Green paper, Support and Aspiration: A new approach to special educational needs and disability, sets out a vision for the future that includes:

- a new approach to identifying SEN through a single Early Years setting-based category and school-based category of SEN;
- a new single assessment process and Education, Health and Care Plan by 2014;
- local authorities and other services will set out a local offer of all services available;
- the option of a personal budget by 2014 for all families with children with a statement of SEN or a new Education, Health and Care Plan;
- give parents a real choice of school, either a mainstream or special school
- introduce greater independence to the assessment of children's needs.

Darlington Council in partnership with Hartlepool Council and the Primary Care Trust have secured pathfinder status to test out the delivery of a number of these outcomes.

The Government's vision is to:

- Support better life outcomes for young people from birth to adulthood by proposing a new approach to the identification of special educational needs and a new single assessment process, the 'Education, Health and Care Plan';
- Give parents confidence by giving them control by proposing Local Authorities and other services set out a local offer of all support available and giving parents access to a personal budget from 2014;
- Transfer power to professionals on the front line and to local communities by proposing to give parents a real choice of school and to introduce greater independence to the assessment of children's needs.

Workforce

To deliver a different way of supporting children, young people and adults with a learning disability, will mean staff and those who support people thinking and working in very different ways. A key part of this strategy will be to ensure that staff are trained to maximise an individual's choice and control and can offer the quality support that people demand. A key task will also be to offer training to those people who through universal services will be offering support to children, young people and adults with a learning disability.

Conclusion and what next?

This Strategy is not a blueprint for what Darlington Council, the Primary Care Trust and the Clinical Commissioning Group will deliver as the delivery of these outcomes is built on the effective partnerships across all sectors and with all key stakeholders making a contribution. However it does set out what the local priorities for spend and investment will be. The strategy acknowledges that there is less and a reducing amount of money available in the public pot and maintains that improving individual outcomes can be achieved by a change in how people have their needs met and not simply by increasing the budget. By opening up the access to mainstream and supporting people to play an active part in their community the need for specialist support will diminish. The challenge then is to make sure that this strategy is not seen as a guarantee of provision but rather an aspirational document that looks to ensure people are supported to play a part in the mainstream and by using the resources it does have in the most effective way. The focus will be on meeting the 11 key outcomes identified as important by stakeholders and be in line with the seven broad outcomes set out in One Darlington Perfectly Placed. To support meeting these key outcomes the Local Authority and Clinical Commissioning Group are committed to:

- The co production of any change
- A focus on delivering real measured outcomes for individuals
- A commitment to working in partnership
- A commitment to achieving best value
- A focus on working in a person centred way
- Delivering support wherever possible through the use of personal budgets
- Ensuring that commissioning decisions are built on an understanding of and an analysis of the information and evidence available.

These will be testing times as reducing budgets and a move to different ways of supporting people with a learning disability and their families will involve significant change for some people. However both the NHS and the Local Authority are committed to ensuring that people with a learning disability and their family and carers are supported to exercise maximum choice and control over how they are supported.

There will be a series of action plans that will follow this strategy that set out how the Local Authority and National Health Service will meet the outcomes identified within this strategy.

Images provided by Darlington Borough Council
Community Art Project

Front and back cover Art by Matthew Beadon.

All other images by Stephen Musynski.

All used with kind permission.

References and Further Reading

- Valuing people: a new strategy for learning disability for the 21st century DoH (2001)
- Valuing people now: a new three-year strategy for people with learning disabilities DoH (2009)
- Our Health Our Care Our Say. DoH (2006)
- Mental Capacity Act OPSI (2005).
- Putting People First Concordat HM Government (2007).
- Commissioning Framework for Health and Well Being. DH (2007).
- Estimating Future Need/Demand for Supports for Adults with Learning Disabilities in England, Institute for Health Research, Lancaster University (2004)
- Every Child matters ECM (2003)
- Children's Act (2004)



What some words mean – a glossary

Co- production - This is a general description of the process whereby people who use services work alongside professionals as partners in the development and delivery of services.

Health Action Plan - A Health Action Plan is a plan used by people with a learning disability to keep healthy. Usually done in an easy read format and would include information for others to assist in maintaining good health

Hospital Passport – A hospital passport sets out the information that a hospital would need to know to make sure that someone with a learning disability got the support they needed whilst in hospital

Individual Service Funds – This is a way to manage a personal budget. The budget or fund is managed on an individual's behalf by a service provider.

Joint Commissioning – One organisation commissions or buys on behalf of another

Personalisation – Is a central theme of Government policy. At its heart is the idea that the individual is at the centre and they should be supported to maximise their own choice and control

Social Capital – Means the social networks that we as citizens have access to including friends and family

Universal Services – Are those services that we all make use of as citizens of where we live including leisure, employment and education.

An inclusive approach

Urdu اگر آپ کو یہ کتابچہ انگریزی کے علاوہ کسی دوسری زبان میں درکار ہو تو براہ مہربانی نیچے دیئے گئے نمبر پر فون کر کے حوالہ
01325 388017 سے رابطہ کریں۔

Punjabi ਜੇ ਇਹ ਪਰਚਾ ਤੁਹਾਨੂੰ ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਬਿਨਾਂ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਚਾਹੀਦਾ ਹੈ, ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ
ਸਾਨੂੰ ਨੰਬਰ 01325 388017 'ਤੇ ਫੋਨ ਕਰੋ ਅਤੇ ਰੈਫਰੈਂਸ (ਹਵਾਲਾ) ਨੰਬਰ ਦੱਸੋ।

Hindi यदि आप यह प्रकाशन अंग्रेजी के अलावा अन्य भाषा में चाहते हैं तो कृपया संदर्भ नम्बर (रेफरन्स नम्बर)
बताकर निम्नलिखित 01325 388017 पर संपर्क करें।

Cantonese 如果你需要其它語言的版本, 請與以下電話聯係並報出參考號碼: 01325 388017

Bengali যদি আপনার ইংরেজী ছাড়া অন্য কোন ভাষায় এই প্রকাশনাটির দরকার থাকে, তাহলে
নম্বরে ফোন করুন এবং সূত্র নম্বর উল্লেখ করুন। 01325 388017

Arabic إذا رغبتم الحصول على هذه النشرة بلغة أخرى غير اللغة الإنجليزية نرجو
الاتصال بنا على رقم الهاتف التالي: 01325 388017. مع ذكر رقم الإشارة.

Polish Jeżeli chciał(a)by Pan(i) otrzymać polską wersję językową tego dokumentu, proszę zadzwonić
pod numer 01325 388017 i podać numer identyfikacyjny dokumentu.

If English is not your first language and you would like more information about this document, or if you require information in large print, Braille or on tape please contact the Policy Unit on 388017.

This document will be made available on request in Braille, tape or large print.



BRaille

