

## APPENDIX 1

# **VALUING PEOPLE NOW**

## **Local Learning Disabilities Partnership Board annual self assessment report**

**2010/11**



### **Background**

- In the Valuing People Now summary report (DH 2010) for 2009/10 the Care Services Minister said the report gave clear information so that local people can see what progress has been made and improve services for people with learning disabilities.
- All 152 partnership boards completed the report. This showed that partnership boards wanted to improve services everywhere. There were many examples of best practice.
- Good practice examples were in the summary report. They showed how people's lives could improve and how efficiencies could be made.

### **Why complete an annual self assessment report ?**

- Local partnership boards can use information from their annual reports to make sure people with learning disabilities are represented in the new health and social care structures.
- The report will help partnership boards give clear information to the new local Health and Wellbeing Boards, HealthWatch, GP commissioners and the new health and social care outcomes frameworks.
- The reports will also make sure that key partners including people with a learning disability and family carers, their support organisations and a wide range of local agencies and providers work

together to make sure that the local delivery of Valuing People Now continues to be strong.

### Changes to 2010/11 template

- You told us that you wanted some changes to the annual report form. This was to make it easier to complete. This would also mean that partnership boards and local authorities did not have a lot of extra work to do. The 2010/11 form concentrates on collecting information on **health, housing and employment**.
- The key questions are more straightforward and ask for less detail. This means the form is shorter. Local areas can add more information if they wish.

### Benefits of local self assessment

- There is clear information on progress locally and where more action is needed on health, housing and employment.
- There is up to date information to use in local learning disabilities delivery plans.
- Information is available for Health and Wellbeing Boards to use in setting local targets and commissioning.
- There is evidence in each area for health and social care outcomes frameworks.
- Information is clear and available to everyone.

### What Information to collect

- All information is about the financial year 1 April 2010 until 31 March 2011 unless the report says otherwise.
- Most information asked for will already be collected by councils and health services, so ask local learning disability leads in councils and PCTs first.

### Who can access the annual self assessment reports?

- All local partnership boards are being encouraged to send their reports to the Learning Disabilities Observatory. The Observatory is funded by the Department of Health for three years (March 2010 to March 2013) to collect and publish information on the health and care of people with learning disabilities.
- All partnership board reports received by the Learning Disabilities Observatory will be published on the Observatory's website – [www.ihal.org.uk](http://www.ihal.org.uk)
- The Department of Health is talking to the Observatory whether it will also be possible for the Observatory to publish an analysis of the reports received.



Name of learning disability partnership board: <b>Halton Adult with Learning Disabilities Partnership Board</b> Website address (if available):
Name of Local Authority: <b>Halton Borough Council</b> Name of Primary Care Trust/s: <b>NHS Halton and St Helens</b>
Name and contact details of partnership board lead officer: <b>Liz Gladwyn</b> Email: <a href="mailto:liz.gladwyn@halton.gov.uk">liz.gladwyn@halton.gov.uk</a> Telephone: <b>01928 704433</b>

## 1. Local picture



### 1.1 Does your JSNA contribute to your understanding and commissioning plans for achieving Value for Money?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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**If yes, state the key actions that are planned to achieve value for money in services commissioned / planned for people with learning disabilities:**

- Develop workforce skill sets to offer local support to meet the complex needs of adults and young people in specialist out of area placements wishing to return to Halton.
- Access to early intervention and preventative support for older families of people with learning disabilities not currently known to services.
- Work with local voluntary sector and mainstream services to explore how they can offer greater flexibility in their service delivery to meet the potential demand of those purchasing support through personal budgets

**If no – state plans to meet this requirement:**

## 1.2 Number of adults with a learning disability who are known to the Local Authority

	Number
Age 18 to 64	414
Age 65+	45
Male	247
Female	212

Based on the number of adults with a learning disability who will have received an assessment or review from 1<sup>st</sup> April 2010 – 31<sup>st</sup> March 2011.

## 1.3 Number of young people ( aged 14-18 years ) with a learning disability

218
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The local authority supports:

- 217 young people aged 14-18 years with a learning disability as of 31.3.2011 through a Statement of Special Educational Needs. This can be either through additional funding or through specialist provision
- 1 young person aged between 14-18 years with a learning disability through School Action Plus Enhanced provision. This is additional support to a school without the necessity of issuing a Statement of Special Educational Needs.
- The number of young adults with a learning disability expected to require support from Adult Social Care is fairly static at 8-10 per year but the complexity of the level of needs is increasing.

## 1.4 What are the top 3 priorities relating to people with learning disabilities highlighted in your JSNA ?

1. Increase training and employment opportunities. In Halton (2009/10) 3.7% of adults with learning disabilities are in employment. Nationally the figure is 6.8% and regionally 5.2%. (2010 performance has increased above these levels – see 4.1).

2. Addressing the complex needs of young people with profound learning and physical disabilities transferring to adult services
3. Adults with learning disabilities generally suffer poorer physical health than the general population, experience health inequalities through difficulties in accessing generic healthcare and screening programmes and have a shorter life expectancy. Develop a more effective range of community support services to enable people to avoid hospital admissions and, where this is not possible, to provide a fair, personal, effective and safe in-patient service

**1.5 What is the local budget for services for adults with a learning disability?**

	2010/11	2011/12
<b>Social care</b>	£-	£ <b>13.10</b>
<b>Health care</b>	£-	£-
<b>Joint</b>	£ <b>13.47m</b>	£-
<b>Total</b>	£ <b>13.47m</b>	£ <b>13.10m</b> (Campus Re-provision Grant ended 31/3/11)

**1.6 Personalisation**

**How many adults with learning disabilities (known to social care) have a personal budget ?**

2009/10

5

2010/11

17

**1.7 Do children's services offer personal budgets ?**

Yes	√	No	
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**1.8 How many young people aged 16-18 receive direct payments ?**

2009/10

2010/11

29

26

4 new direct payments were awarded to young people.  
2 became the responsibility of adult social care and are included in 1.6 above

**2. The health of people with learning disabilities**



**2.1 Have you completed the regional health self-assessment and performance framework for 2010 /11 ?**

Yes	No	In progress
√		

**Where can it be found ? Please provide website or lead contact details :**

On the PCT's website ([www.haltonandsthelenspct.nhs.uk](http://www.haltonandsthelenspct.nhs.uk)) under the "adult learning disability services" section of the "Your Services" tab.

Lead Contact:

Chris Bean

Senior Commissioning Manager, Partnership Commissioning

NHS Halton and St Helens

[Chris.bean@hsthpcct.nhs.uk](mailto:Chris.bean@hsthpcct.nhs.uk)

Tel: 01928 593 635

**2.2 If you have answered 'in progress' or no, indicate when you expect this assessment to be started or completed**

Started  Completed

**2.3 If you have answered yes, please complete the following summary table based on the most recent results of that assessment.**

<b>RAG rating</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<b>NHS campus closure</b>		√	
<b>Addressing health inequalities</b>		√	
<b>Making sure people are safe</b>		√	
<b>Continuing to achieve other Valuing People Now health commitments</b>		√	

**2.4 How many adults with learning disabilities got an annual health check?**

**2009/10**

**303**

**2010/11**

**419**

**2.5 Please give details of the overall headline health needs of people known to services - from regional health self-assessment and performance framework.**

The regional feedback can be found on the PCT's website ([www.haltonandsthelenspct.nhs.uk](http://www.haltonandsthelenspct.nhs.uk)) under the "adults learning disability services" section of the "Your Services" tab.

**2.6 Local programmes/ developments supporting better health which have had the most positive outcomes ( include lead contact details to share best practice):**

- Health Checks – their continued promotion has resulted in 116 more checks being completed in 2010/11 compared to 2009/10 which is a 38% increase. Further engagement with services will be undertaken in 2011/12 as the number completed is about a third of the primary care learning disability register (circa 1,300).



- Positive Behaviour Support Service – the establishment of a service to work with individuals, family carers and professionals to promote the values set out in *Valuing People*, specifically to uphold people’s rights; promote social inclusion and participation; promote individual choice and maintain and develop independence; recognising that people have a right to be treated with respect and dignity.

### 3. Where people live



#### 3.1 Do you have a comprehensive learning disability housing needs analysis that is part of the local authority housing strategy?

Yes		No		In progress	√
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#### 3.2 If you answered yes, is this part of the local Joint Strategic Needs Assessment (JSNA) ?

Yes		No	
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#### 3.3 The proportion of people with learning disabilities living in their own home or with family

Number	% 2009/10	% 2010/11	% 2011/12 (projected)
	79.57	79.47	80

**3.4 Percentage of overall learning disabilities social care spend used to fund residential and nursing home placements:**

2009/10

16.6%

2010/11

19.3%

2011/12 (projected)

19%

**3.5 Please give data to show numbers of people ( known to health and social care ) living outside the local authority area:**

Type of accommodation	Numbers	Cost
In residential settings	8	£677,170
In nursing home placements	1	£31,130
In supported living	8	£388,210
Other please state (Adult Placement)	1	£25,070
<b>Totals</b>	<b>18</b>	<b>£1,121,580</b>

**3.6 Number of young people (aged 14-25 years) in out of area specialist education placements**

14

**3.7 Ordinary residence disputes (social care and health)**

Ordinary residence disputes total	As a placing authority	As a host authority
	1	

**3.8 What percentage of your market (in terms of expenditure) is provided by :**

	%
In house ( Local Authority )	38
3 <sup>rd</sup> sector / charities ( not for profit)	26
Private/ independent sector ( for profit)	36
Other please state	-

**3.9 Do you have a current local housing plan to support more people into supported living?**

Yes	✓	No	
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**If yes how many people will move into supported living during the next 3 years ?**

15
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**3.10 Describe your local housing plans for people with learning disabilities during the next 5 /10 years:**

- Work with RSL's to increase supply of accessible social housing
- Increase supply of Extra Care Housing
- Improve available information in a range of formats so people understand all available housing options
- Increase range of support to enable people to remain in their own home e.g. Community Network Schemes

**3.11 Summary of best practice and / or plans to support changes in local housing provision and use of resources (including lead contact details for sharing best practice):**

- Extra Care Scheme – anticipated completion Autumn 2012 for age 55+ to help address the needs of an ageing population
- Capital grant available outside HCA building framework to develop 2/3 bed wheelchair standard bungalow in next 12-18 month
- Partnership working with RSL's to identify and maintain an accessible homes register

## 4. Employment



### 4.1 Please show the proportion of people with learning disabilities in paid employment (including being self-employed) known to local authorities

Category	Total %	2009/10	2010/11	2011/12 (projected)
Working as a paid employee or self-employed (Less than 16 hours per week)	7%	33	31	Not yet available
Working as a paid employee or self employed (16 hours or more per week)	0%	0	0	Not yet available
<b>Total</b>	<b>7%</b>	<b>33</b>	<b>31</b>	<b>Not yet available</b>
Working as a paid employee or self-employed and in unpaid voluntary work	4%	16	16	Not yet available
In unpaid voluntary work only	17%	67	69	Not yet available

The above figures are based on adults aged 18-64.

The total % column has been calculated using the 2010/11 figure divided by 414 (number of adults aged 18-64 with a learning disability)

### 4.2 Do you have an up-to-date local employment strategy for people with learning disabilities in line with Valuing Employment Now: real jobs for people with learning disabilities?

Yes		No	✓
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Halton does not have a specific local employment strategy for people with learning disabilities, our approach is to support all people finding it difficult to find a job and we tailor our support according to the needs of the individual.

**4.3 Are you implementing a plan for each young person aged 14-25 to get a job when they leave education? Evidence for this could include:**

- People getting paid jobs or self-employment when they leave education;
- Young people doing meaningful work experience in community-based settings;
- Support for young people to do paid evening and weekend jobs;
- Supported employment agencies working with schools for age 14;
- Person-centred transition planning with an employment focus as per *'How to guide: learning from the Valuing People Now employment demonstration sites'*, HMG, March 2011 ([www.valuingpeoplenow.dh.gov.uk/webfm\\_send/463](http://www.valuingpeoplenow.dh.gov.uk/webfm_send/463))

Yes	✓	No	
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- As a result of the Transition Sub Group we have ensured that the college provides a broad range of vocational courses from foundation studies (pre level 1) upwards which includes work experience/tasters in community based settings with a view to employment being the progression route out of college
- The Transition Group is looking into social enterprises and job coaches
- Liaising with the Provider Federation to look at how young people with learning disabilities can access foundation learning and apprenticeships and whether any good practice exists across Greater Merseyside
- There is a new "Access to Apprenticeships" coming out in August and are awaiting further guidance on this
- Community Bridge Building Team provide voluntary work placements
- Halton Speak Out have secured funding to support a "Getting a Life" project with the focus being employment and they will work

with about 15 young people. This project runs from April 2011 - April 2014

- Job Centre Plus have a Work Programme and Work Choice

#### **4.4 Total local authority spend on day services**

£1,904,333

#### **4.5 Total local authority spend on supported employment**

£67,539

In Halton the Enterprise and Employment Division lead on employment for all disabled people and spend solely for learning disabilities is not easily identifiable – see 4.6 below for details of available support into employment.

#### **4.6 Local models/ programmes used which have successfully supported people into employment (include lead contact details to share best practice)**

Halton People into Jobs is the Council's job brokerage service that helps residents to find, secure and retain employment with local employers. As a Matrix accredited Information Advice & Guidance (IAG) provider, Halton People into Jobs has a team of 15 skilled and experienced advice and guidance employment officers that are qualified to at least NVQ Level 3 and who provide advice and guidance on all issues ranging from jobs and careers, learning & skills development, business start-up and self-employment. Working in partnership with Greater Merseyside Connexions Service, Halton People into Jobs has a Learning and Skills Council Next Step contact to provide advice and guidance to residents unemployed or in work that are aged 18 years and over.

Provision for people with disabilities:

Halton People into Jobs can also support customers via the Specialist Journey through the provision of specialist disability and self employment provision. Halton People into Jobs has a team of 17 job brokers, all of whom are qualified to NVQ3 in Advice & Guidance and are experienced in dealing with all customer groups to be supported by the Work Programme, whilst 6 job brokers have extensive experience of providing specialist supported employment services for disabled people.

- Steps2Work – designed to improve the employability skills of disabled adults who have an enduring mental health condition. Funding ends on 31<sup>st</sup> March 2011.
- Skills Boost – supports the delivery of an integrated employment and skills system by maximising opportunities for local people, from priority wards and disadvantaged priority groups to gain access to sustainable employment. Funding ends on 31<sup>st</sup> March 2011.
- Supported Employment – this project’s aim is to find employment for people with a disability including learning disabilities, mental health conditions and people who have a physical and sensory disability
- Employment Retention Service – aim of this project is to reduce the numbers of people leaving work and moving on to Incapacity Benefit as a result of a health condition or disability by providing job retention advice to the employer and the employee. The support offered enables people that have a health condition or disability to enter, remain in or quickly return to work. Two officers work on this project, one a Job Retention Specialist and the other a Disability Specialist, with an excellent working knowledge of Access to Work and other initiatives. Funding ends of 31<sup>st</sup> March 2011.

Halton People into Jobs will be delivering the Work Programme in Halton via a sub contract arrangement with the two successful Prime Contractors, Ingeus Deloitte and A4e. Delivery will commence in early July 2011.

## **5. North West Priority – Friendships, Relationships, Citizenship**

### **5.1 Changing Places**

#### **Number and location of Changing Places:**

- **Grangeway Community Centre**
- **Murdishaw Community Centre**
- **Upton Community Centre**
- **Independent Living Centre**
- **Kingsway Leisure Centre**

**Are the details of these available on the NWTDT and or Changing Places website?**

Details forwarded to be added to their website(s)

**5.2 Hate Crime**

**Number of Hate Crime reports filed with the police against people with a learning disability from your Partnership Board area:**

- From April 2010 to March 2011, there were a total of 92 hate incidents reported, with 3 of those being related to disability. The under reporting of disability hate crime incidents is a national issue and not unique to Halton. The Halton Strategic Partnership has developed a Hate Crime Reduction Strategy and along with partners, has been working with colleagues to increase the number of community reporting centres; identifying agencies and organisations that residents already use and then training staff within these. The Partnership has also been working with local organisations and their clients to empower them to report incidents no matter who the culprit may be.

**Is there a formal link between your Partnership Board and the Adult Safeguarding Board?**

- Yes

**How does this link work?**

- The Divisional Manager for Assessment and Care Management, who is a member of the Learning Disability Partnership Board is also a member of the Safeguarding Adults Board and can put forward items for the Safeguarding Adults Board agenda at any time.
- The Safeguarding Adults Coordinator receives the agenda and minutes for each Learning Disability Partnership Board meeting
- Safeguarding Adults is a standing item on the Learning Disability Partnership Board agenda
- The Safeguarding Adults Coordinator attends a Learning Disability Partnership Board meeting twice a year to provide an update on progress of the local Safeguarding Adults agenda, including presentation of the Safeguarding Adults Board's Annual Report to the



Learning Disability Partnership Board and People's Cabinet and to take any comments back to the Safeguarding Adults Board or initiate actions

- The Safeguarding Adults Coordinator has the opportunity to put forward items for the Learning Disability Partnership Board agenda for each meeting

### **5.3 Friendships and Relationships**

#### **Is there a strategy in your area to support the development of Friendships and Relationships?**

Work has started on producing accessible information to support a scheme of work being carried out during the last two years of school and the first year of college. This is designed to look at all aspects of relationships and friendships.

The development of a strategy to consolidate current work would be advantageous for the forthcoming year.

#### **How does this work?**

**For example: do Person Centred Plans and support plans reflect the importance of friendships? Is training given; to staff? to people with disabilities? to families?**

The Having a Life project (based on the Getting A Life Project) has a vision that by March 2014, there will be more examples of young people with severe learning disabilities working in paid employment, living full lives, enjoying friendships and relationships and that we will have demonstrated what needs to happen at a local, regional and national level to make this a reality for people.

Person Centred Plans and Support Plans reflect the importance of friendships and relationships. These are completed with the individual, their family plus paid and unpaid support.

Health staff have had training on sexual health and relationships. As part of the wider work being undertaken, group sessions for women and men **plus** staff, have been carried out within day services and with a local carers group. One to one sessions are undertaken when required.

## **5.4 People with very high support needs**

**How does your board make sure it includes the needs and views of people with very high support needs, profound disabilities and challenging behaviours , and those of their families in it's work?**

There is a newly developed 'Positive Behaviour Support Service' based in Halton. It is aimed at those people who receive services who have a learning disability and who also present with behaviour that challenges services and working alongside their families. The service is available to all age groups and there is a specialist children's arm and a specialist adult's arm of the service. People receiving services and their families residing in Halton, Knowsley and St Helens (adults only) and people receiving services from NHS Halton and St Helens are able to access the service and Halton Borough Council is the service provider. The Board has a specific steering group for people with profound learning disabilities working closely with families.

## **5.5 Ethnic minorities**

**How does your board make sure it reflects the needs and issues of the local ethnic minorities in your area?**

Halton has a relatively small Black and Minority Ethnic Community. From data taken from Census 2001, 98.8% of Halton's population would state their ethnic group as white. The board ensures a personalised approach in relation to the needs of ethnic minorities. We will spot purchase any services required and tailor them to the needs of the individual. For instance, we would make use of interpreters, have documents such as support plans, translated in to a particular language on request. We would address individual religious spiritual or dietary needs for instance.

**Does the board itself reflect those minorities?**

The Board does reflect on people with ethnic minorities in all its strategic planning processes.

## 6. Other local developments/ good practice of note



**Briefly highlight any other developments / good practice that you would like to highlight for sharing, including lead persons contact details ( this may include regional and locally agreed priorities). It would be very helpful to show good practice which involves family carers :**

- An evening was carried out with a local group of carers and individuals with a learning disability, to look at men's and women's health.
- Learning Disability week was used to raise awareness within the acute trust regarding people with learning disabilities and support they might need.
- The Big Health Day has happened in Halton and feedback was received from self advocates and carers on how they think things are going in Halton.
- The Halton Health Passport was officially launched in June.
- GP surgeries are being supported to carry out the annual health checks for people with a learning disability by the health workers within the Adult Learning Disability Team.

## **7. Declaration/ agreement**



### **Name of Partnership Board:**

We confirm that we have been engaged in the completion of the annual report and confirm the data and information given in this report are accurate (as far as is known) and that this report has been agreed by Board members.

It was formally agreed at a meeting of the Partnership Board on:

**Signed (Co- chairs):** [Cllr Wright and A.Stringer](#)

Print full name [Councillor Marie Wright](#)

Print full name [Adam Stringer](#)

### **On behalf of members with a learning disability :**

Signed : [L. Green](#)

Print full name : [Laura Louise Green](#)

Comments :

### **On behalf of members who are family carers :**

Signed : [D.A Hines](#)

Print full name [David Albert Hines](#)

Comments :

To improve access to information and to share best practice you may wish to publish your report on the Learning Disabilities Observatory funded by the Department of Health to collect information on the health and care of people with learning disabilities. The website is at [www.ihal.org.uk](http://www.ihal.org.uk).

Please send your completed report or a link to the report on a local website to the following email address: [partnershipboardreport@ihal.org.uk](mailto:partnershipboardreport@ihal.org.uk)

If you have any queries, please send a message to this email address, or contact Professor Gyles Glover, Director of the Observatory on: 0191 334 0400.

Please send your report by 29 July 2011.