



# Buckinghamshire County Council Select Committee

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**Title: Options Paper for HASC to consider the scope of an Adult Learning Disability Inquiry**

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## **Context**

The Committee agreed at an earlier meeting to have an inquiry into Learning Disabilities Services.

Since the investigation into the abuse at Winterbourne View and other similar hospitals, there has been cross-government commitment to transform care and support for people with learning disabilities, and especially for those who have mental health conditions or display behaviour that challenges.

Locally Buckinghamshire County Council commits a significant proportion of its Adult Social Care budget to Learning Disability Services with a forecasted growth of residents with severe and complex needs.

## **Purpose**

The purpose of this paper is to enable Members to agree the focus of an inquiry into Learning Disability Services in Buckinghamshire.

## **Suggested Options for Members to consider**

Four potential inquiry options are identified below based upon business planning and service user / carer information. More detailed information regarding issues and potential outcomes for each of the options is attached as Appendix 1.

In identifying options Buckinghamshire Learning Disability Engagement reports from May 2015 were used to identify project areas and key lines of inquiry from a service user and carer perspective. These reports were commissioned by Buckinghamshire County Council and the two Clinical Commissioning Groups in the County. In addition the Commissioning and Operational Learning Disability Service business plans for 2015/16 were used to assess areas where a HASC inquiry could add value to identified projects.

The current data of inpatients with Learning Disabilities was analysed to look for potential issues of in-patient numbers for Buckinghamshire. The evidence does not highlight significant issues that would warrant a select committee inquiry in relation to preventing admission and the discharge process due to a low and stable number of inpatients.

A further area highlighted nationally is the integration agenda. It is clear from the current work and plans that Buckinghamshire has a clear and agreed direction of travel with regards to an integrated learning disability service. It is therefore suggested that this is looked at in a wider context as an ongoing Committee Inquiry item to monitor progress of the integration agenda.

### **Option 1 – Accessibility and promotion of services that promote the health and wellbeing of adults with a learning disability**

Service users and carers reported that there was a lack of good, timely and accessible information regarding the services available. People particularly wanted:

- To understand healthcare services and how to access them
- Promotion of preventative and early intervention services for adults with learning disabilities
- Have access to more activities in the evenings and at weekends

A key outcome for this inquiry could be in the co-production development of a “local offer” of services for young adults and adults, both eligible for services and ineligible. In addition, assurance that the engagement mechanisms are in place for service users to inform the breadth and type of services in place and to highlight the types of prevention programmes that is needed at a local level.

### **Option 2 – Improving the social inclusion of people with learning disabilities in Buckinghamshire communities.**

People with learning disabilities still experience difficulties in being full citizens of the community. Inequalities can be challenged by improving their access to a broad range of reasonably adjusted facilities, amenities services and opportunities including:

- Work; support to enter and maintain employment
- Leisure activities; cinema, theatre, music venues etc
- Sports facilities
- Being involved in local decision making
- Changing places (personal care facilities)
- Public transport

A key outcome would be to identify service users' and their carers 'experiences of accessing ordinary and universal services and amenities through existing feedback

and engagement groups. From this the review group could highlight areas that they would like to focus on and impact upon as members.

### **Option 3 - Accessible complaint and advocacy services for adults with a learning disability**

Users and carers are unclear about the appropriate channels for raising complaints and seeking advocacy, In addition where to go to discuss issues before it reaches the need for a more formal complaint stage.

A key outcome would be to map advocacy and complaint services and highlight areas for improvement to ensure pathways are clear and accessible.

### **Option 4 – Embedding a multi-agency Transitions Pathway in Buckinghamshire; health and social care working together across children and adult services (across all disabilities)**

In line with the views and feedback of young people and their families adult and children's services have:

- Established a Transition Team
- Developed a Multi-agency Transitions Protocol
- Developed a Transitions Pathway across all disabilities
- Established a Strategic Transitions Board to oversee the implementation of plans

A key outcome of inquiry would be to identify barriers to implementation and further progress in embedding the Transition Pathway in Buckinghamshire.

**Based on the information provided the Committee is asked to agree:**

- 1. One Option for the scope of the Learning Disability Inquiry.**

**The Chair is asked to agree:**

- 2. Suggested Volunteer Members to participate in the inquiry**

**Supporting Papers**  
**Appendix 1 – Option details**

## Appendix 1 – Inquiry Options

### Inquiry Option 1

<b>Title</b>	<b>Accessibility and promotion of services that promote the health and wellbeing of adults with a learning disability</b>
<b>What is the problem that is trying to be solved?</b>	<p>Service users and carers reported that there was a lack of good, timely and accessible information regarding the services available.</p> <p><u>Issues</u></p> <ul style="list-style-type: none"> <li>• Carers and service users lack of knowledge and access to specialist and mainstream healthcare services</li> <li>• Lack of accessible information, especially regarding services</li> <li>• Enabling Carers to keep up to date with services and intervention available</li> <li>• Lack of clarity of what individuals can expect from services and if there are any charges</li> <li>• Access to a broad range of interventions and support</li> </ul> <p>Professionals understanding how to work and communicate with people with Learning Disabilities</p> <p><u>Issues</u></p> <ul style="list-style-type: none"> <li>• Professionals across services not understanding the needs of people with Learning Disabilities</li> <li>• People with Learning Disabilities not always understand what is happening to them in relation to healthcare</li> <li>• Service users explaining problem more than once to different professionals</li> </ul>
<b>Is the issue of significance to Buckinghamshire as a whole?</b>	Yes – The areas were identified as top priorities from an extensive learning disability engagement report in May 2015 (involving over 600 users aged 18 -70 years and over 80 carers, using surveys, workshops and engagement events.)
<b>Is the topic of relevance to the work of BCC?</b>	Yes –over £40 million pa is spent by the authority on services for people with LD and with a rising population of residents with complex needs, access is vital to determining the effectiveness and efficiency of services.
<b>What work is underway already on this issue?</b>	It is in the current work plans ‘to develop local offer of the range of services to support parents and people with a learning disability’.
<b>Are there any key changes that might impact on this issue?</b>	No

<b>What are the key timing considerations?</b>	Inquiry to be completed by March 2015
<b>What might the Inquiry Achieve?</b>	<ul style="list-style-type: none"> <li>• Mechanisms to improve carers understanding of healthcare systems / roles and responsibilities of professionals</li> <li>• Assess the promotion and communication of services to users and use learning from other LA's and working with users/ carers to identify improvements</li> <li>• The development of a local offer –what would this look like and promotion channels.</li> <li>• Review disability awareness and communication training of staff and communication tools used by professionals (support workers, service providers, health and social care professionals)</li> <li>• Assessing how information is shared between services – and it's timeliness and accuracy</li> <li>• Assess the effectiveness of existing forums to engage with people with learning disabilities</li> </ul>
<b>What are the resource implications in doing this piece of work?</b>	3 days a week Committee Advisor time for up to 6 months. Officer time from AFW services; Community LD Health Services, advocacy services, in addition to service user and carer time.

### **Inquiry Option 2**

<b>Title</b>	<b>Improving the social inclusion of people with learning disabilities in Buckinghamshire communities.</b>
<b>What is the problem that is trying to be solved?</b>	<p>People with learning disabilities still experience difficulties in being full citizens of the community.</p> <p>Issues:</p> <ul style="list-style-type: none"> <li>• A lack of reasonable adjustments made in universal services and amenities in the community</li> <li>• Access to ordinary activities increase social exclusion Including: <ul style="list-style-type: none"> <li>- Work; support to enter and maintain employment</li> <li>- Leisure activities; cinema, theatre, music venues etc</li> <li>- Sports facilities</li> <li>- Being involved in local decision making</li> <li>- Changing places</li> <li>- Public transport i.e. bus pass timings; improved links</li> </ul> </li> </ul>
<b>Is the issue of significance to Buckinghamshire as a whole?</b>	Yes – The area was identified as a top priority from extensive learning disability engagement reports in May 2015; the LDPB focus groups feedback, engagement and actions plans.

<b>Is the topic of relevance to the work of BCC?</b>	Yes – The service has identified users experiencing a number of transport issues and a lack of challenge to wider universal services and issues that fall outside services control and influence.
<b>What work is underway already on this issue?</b>	The Learning Disability Partnership Board is a forum for hearing the views of people with learning disabilities; some mapping and assessment of universal services has been carried out by the community links workers and other voluntary sector organisations.
<b>Are there any key changes that might impact on this issue?</b>	No
<b>What are the key timing considerations?</b>	Inquiry to be completed by March 2015
<b>What might the Inquiry Achieve?</b>	<p>A key outcome would be to identify service users' and their carers 'experiences of the accessing ordinary and universal services and amenities through existing feedback and engagement groups. From this the review group could highlight areas that they would like to focus on and impact upon as members. This could also achieve:</p> <ul style="list-style-type: none"> <li>• Improvements to advocacy mechanisms for resolving issues around community inclusion particularly those which sit outside health and social care remit i.e. transport, local leisure amenities</li> <li>• Championing the rights of people with learning disabilities</li> <li>• Championing good practice in universal/community services across Buckinghamshire</li> </ul>
<b>What are the resource implications in doing this piece of work?</b>	3 days a week Committee Advisor time for up to 6 months. Officer time from AFW services, advocacy services for carers and service users in addition to user carer time.

### **Inquiry Option 3**

<b>Title</b>	<b>Accessible complaint and advocacy services for adults with a learning disability</b>
<b>What is the problem that is trying to be solved?</b>	<p>Users and carers are unclear about the appropriate channels for raising complaints and seeking advocacy, In addition where to go to discuss issues before it reaches the need for a more formal complaint stage.</p> <p>A key outcome would be to map advocacy and complaint services and highlight areas for improvement to ensure pathways are clear and accessible.</p> <ul style="list-style-type: none"> <li>• The need for regular independent self-advocacy groups and a mechanism to talk things through before it reaches a complaint</li> </ul>

	<p>stage.</p> <ul style="list-style-type: none"> <li>• Lack of clarity and confusion regarding mechanisms for making a complaint.</li> <li>• Clearer and easier ways to raise complaints or concerns. 'Not everyone can read, not everyone can write, or use the internet, but everyone has a right to tell someone when something's gone wrong, or something concerns them'</li> </ul>
<b>Is the issue of significance to Buckinghamshire as a whole?</b>	Yes – The area was identified as a top priority from an extensive learning disability engagement report in May 2015
<b>Is the topic of relevance to the work of BCC?</b>	Yes – good advocacy services empower service users and enable the service to know what improvements to put in place at an early stage.
<b>What work is underway already on this issue?</b>	No current work streams identified
<b>Are there any key changes that might impact on this issue?</b>	No
<b>What are the key timing considerations?</b>	Inquiry to be completed by March 2015
<b>What might the Inquiry Achieve?</b>	<ul style="list-style-type: none"> <li>• Map advocacy and complaint services in Bucks. Identify whether pathways are clear and accessible.</li> <li>• Gain the user and carer perspective for review and improvement</li> <li>• Look at how self-advocacy could work in bucks and identify lessons learnt from other authorities</li> </ul>
<b>What are the resource implications in doing this piece of work?</b>	3 days a week Committee Advisor time for up to 6 months. Officer time from AFW, in addition to user carer time.

## Inquiry Option 4

<b>Title</b>	<b>Embedding a multi-agency Transitions Pathway in Buckinghamshire; health and social care working together across children and adult services, across all disabilities.</b>
<b>What is the problem that is trying to be solved?</b>	<p>In line with the views and feedback of young people and their families adult and childrens' services have:</p> <ul style="list-style-type: none"> <li>• Established a Transition Team</li> <li>• Developed a Multi-agency Transitions Protocol</li> <li>• Developed a Transitions Pathway across all disabilities</li> <li>• Established a Strategic Transitions Board to oversee the implementation of plans</li> </ul> <p>Until the Transitions Pathway is fully embedded into business as usual the expectations and perceptions of service users and their carers may continue to be poor/negative</p> <p>Through case study analysis and engagement the inquiry could highlight what is working well and identify barriers to progress and areas for improvement;</p>
<b>Is the issue of significance to Buckinghamshire as a whole?</b>	<p>Yes – with the rise in the number of people with severe and complex needs, there will be a rise in the demand for a transitions service;</p>
<b>Is the topic of relevance to the work of BCC?</b>	<p>Yes – BCC has invested £300K to set-up a Transition Team. Finding out user experiences has informed work to date and will inform the future focus and shape of the service.</p>
<b>What work is underway already on this issue?</b>	<p>The transitions team is established and the Strategic Transitions Board oversees the implementation of the transitions protocols; the board represents health and social care across children and adult services.</p>
<b>Are there any key changes that might impact on this issue?</b>	<p>No</p>
<b>What are the key timing considerations?</b>	<p>Inquiry to be completed by March 2015</p>



<p><b>What might the Inquiry Achieve?</b></p>	<p>A key outcome of inquiry would be to identify barriers to implementation and further progress in embedding the Transition Pathway in Buckinghamshire.</p> <p>The inquiry could identify service users' and their carers experiences of the current system and processes through case study analysis and engagement and</p> <ul style="list-style-type: none"> <li>• Identify key changes in service provision post 25 years of age and identify impacts this has on areas such as housing, employment, education, social activities.</li> <li>• How the current transition is managed between children's and AFW Services and identify areas for improvement</li> <li>• Identify what is working well and areas for improvement</li> </ul>
<p><b>What are the resource implications in doing this piece of work?</b></p>	<p>3 days a week Committee Advisor time for up to 6 months. Officer time from AFW, in addition to user carer time.</p>