



City of Westminster



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

Westminster Health & Wellbeing Board;

RBKC Health & Wellbeing Board

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| Title: | Learning Disability Plan 2023-2026 |
| Report of: | Seth Mills, Bi-Borough Director of Learning Disabilities and Provided Services |
| Policy Context: | Health and Wellbeing Strategy 2023-33 Fairer Westminster Strategy 2022-26 RBKC Council Plan Action Plan 2023-27 |
| Contribution to Health and Wellbeing Strategy ambitions: | Ambitions 7, 8, 9, 10 |
| Wards Involved: | All |
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1. Executive Summary

- 1.1 The report outlines the background to the Big Plan for Adults with a Learning Disability 2018-2021 and the refreshed Learning Disability Plan 2023-2026. The refreshed plan covers seven pillars (Carers, Housing, Health, Information and Advice, Planning Together, Preparing for Adulthood, and Living Independently in the Community).

2. Key Matters for the Board

- 2.1 The Report is being presented to the Board to update it on the development of the Learning Disability Plan 2023-2026.

3. Main Report

- 3.1 There are approximately 1.1 million adults with learning disabilities in the UK, which accounts for around 2.16% of the adult population.
- 3.2 We use the definition for Learning Disability from Department of Health and Social Care, the British Psychology Society (BPS) and MENCAP, a UK-registered charity supporting people with a learning disability, their families and carers. This includes:
 - a reduced ability to understand new or complex information and to learn new skills (The IQ of a person with learning disabilities will be usually taken as less than 70)
 - a reduced ability to cope independently
 - reduced abilities start before adulthood and have a lasting effect on development
 - different types of learning disabilities, which can be mild, moderate, severe or profound. In all cases, a learning disability is lifelong.
- 3.3 'The Big Plan for Adults with a Learning Disability 2018-2021' was the Councils' plan for all adults with a learning disability who live in Westminster and the Royal Borough of Kensington and Chelsea (RBKC), and for young people with a learning disability who are moving into adult services (aged 16-17).
- 3.4 A refresh of the Learning Disability Plan 2018-2021 has been undertaken to further improve areas of our adult service provision, such as suitable housing and respite. There are also plans for greater system-wide learning disability awareness training and specialist support.
- 3.5 The Learning Disability Plan 2023-2026 will build on 'The Big Plan for Adults with a Learning Disability, 2018-2021'. The Plan recognises that health and social care challenges have profound implications for individuals with disabilities, their families, communities and the wider health and care system. It outlines how the Councils' will address these and make a meaningful difference in the lives of those with learning disabilities.
- 3.6 To refresh the 2018-2021 Plan, we spoke to people with a learning disability, their families, carers, health and social care colleagues, voluntary care sector organisations and other community stakeholders to learn more about what is important to them.
- 3.7 This Plan will serve as a roadmap for managing the various aspects of learning disability care, including identification, early planning, support, and overall enhancement of the quality of life for individuals with learning disability and their carers. The Plan adopts a holistic approach that encompasses council services, NHS and community services, and public awareness and education.
- 3.8 This Plan aims to address these gaps by working within the key pillars set out below. These pillars have been updated from the 2018-2021 Plan and have been approved by residents with a learning disability and their loved ones.
- 3.9 The Plan is divided into seven pillars, and for each of these, we have identified "What works well?", "What do we need to focus on?", "How do we achieve this?", and "How will we know we have achieved this?". The seven pillars are: Carers, Housing, Health,

Information and Advice, Planning Together, Preparing for Adulthood, and Living Independently in the Community.

- 3.10 A carer is anyone who provides unpaid care for a friend or family member who cannot cope without their support due to vulnerability, illness, disability, a mental health problem or an addiction. **The first pillar (Carers)** focuses on this group, and it will be supplemented by the Carers Strategy, which outlines how carers in Westminster and RBKC will be supported across six priority areas such as identification, recognition and appreciation, information and advice, care and support, finance, housing, and health and wellbeing.
- 3.11 Through the 2018-2021 Plan, we provided carers with information and advice on resources available to them and their loved ones. This was particularly important during the COVID-19 pandemic when pressure on carers grew. The Learning Disability Plan 2023-2026 will build on this, by providing dedicated support, rolling out the Oliver McGowan training on learning disability and autism to the health and social care workforce, and by prioritising the number of carers receiving annual health checks.
- 3.12 **The second pillar (Housing)** focuses on how we can clarify the pathway of accessing a home for people with a learning disability. This supports our ambitions for greater use of more independent accommodation, assistive technology, nomination rights to general needs accommodation and clarity of tenancy agreements and use of easy read tenancies.
- 3.13 Our work will continue through collaboration with Housing to provide accessible units each year for adults with a learning disability, and through a new Housing Care and Support Framework (in which specialist providers bid using a single rate that ensures equity and supports workforce retention).
- 3.14 **The third pillar (Health)** focusses on accessing healthcare, reducing inequalities, and improving access to technology that aids health, early intervention support to prevent crises. Another key area of focus is determining how partners work together to develop joint case management approaches that better support people with complex needs, including those eligible for continuing healthcare (free care arranged and solely funded by the NHS).
- 3.15 This will help ensure that health and care services are delivered in a person-centred way that addresses individual needs. Addressing these can help ensure that services like annual health checks are accessible, high-quality and have reasonable adjustments in place. People with a learning disability and their loved ones should also feel that the services they use are transparent and that it is easy to understand how they are operating for them.
- 3.16 **The fourth pillar (Information and Advice)** focusses on supporting people with a learning disability, their families and professionals by providing effective resources, advice and signposting. This will include making web resources and communications as user-friendly as possible, promoting training to partners, applying reasonable

adjustments and using health passports, increasing awareness of services, and enabling residents to express their communication preferences when they interact with services.

- 3.17 **The fifth pillar (Planning Together)** focusses on creating meaningful engagement by involving residents with a learning disability, their families, providers, and practitioners in the development of our strategic approach and service delivery, from the beginning to the end of each process. The Learning Disability Health and Social Care focus groups will play a pivotal role in this. Chaired by parent/ carer representatives and with experts by experience in attendance, the groups oversee the implementation of the learning disability programme and receive updates from senior staff. The group also offers good opportunities to review work, share best practice and receive residents' feedback.
- 3.18 This pillar will help ensure that our co-production activities are planned according to best practice guidance. This connection to service users and their loved ones will also allow for staff to maintain an up-to-date understanding of the issues and challenges they face and reflect this in local policies and services.
- 3.19 **The sixth pillar (Preparing for Adulthood)** focusses on providing early support for people with a learning disability to become independent adults, giving them the opportunity to fulfil their potential. Higher education, training for employment, and learning independent life skills will be crucial to this. Across all of these, planning is important.
- 3.20 This pillar will entail working with the further education sector to improve transitions to college settings and pathways to employment, developing the local post-16 education offer for children and young people with special educational needs and disabilities (SEND), involving Health in transition planning, increasing the number of young people aged 14-17 registered with GPs and promoting annual health checks.
- 3.21 **The seventh pillar (Living Independently in the Community)** focusses on providing effective support for people with a learning disability to enable them to live fulfilling lives in a welcoming and understanding community. Through this work, we will highlight services that support people to be healthy and safe, supporting their independence and empowering them to develop connections. This will entail championing positive work such as disability-friendly activities in museums and entertainment venues, development of new changing places, making use of direct payments, increasing leisure offers, and better promotion of healthy lifestyle activities. It will also include identifying and listing local places and events that are accessible and disability-friendly, reviewing our community providers to determine if they offer a safe space environment, and working with the Council's Leisure, Planning, Cultural Policy, and Economic Growth teams to develop joint programmes of work.
- 3.22 A good example of this support is day opportunity services for adults with a learning disability. Across Kensington and Chelsea and Westminster, these include Pursuing Independent Pathways, Full of Life, Equal People Mencap, InDeep music and art groups, Nisacraft day service, Sweettree gardening project, LDN hubs, National Autistic Society, and the Council's in-house day service. These services provide bespoke activity plans

that help people socialise, learn new skills, gain employment, travel train, and offer carers much-needed breaks.

- 3.23 The Bi-Borough will work with service users, their families, carers, health and social care colleagues, voluntary care sector organisations and other community stakeholders to deliver the ambitions set out in this Plan. The Health and Wellbeing Board will play a key role in overseeing progress of the Plan, which will also support the Health and Wellbeing Strategy's ambitions.

If you have any queries about this Report or wish to inspect any of the background papers please contact:

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