Coastal West Sussex CCG
Crawley CCG
Horsham and Mid Sussex CCG

Health & Social Care Commissioning Framework

Adults with Learning Disabilities in West Sussex

2014 to 2019

DRAFT FOR CONSULTATION

"Doing normal things with support"

"I am a working adult and I expect people to treat me the way that a 25-year-old man should be treated. It is very important to not underestimate people with Down syndrome. We are capable of many things."

-Paul S.
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A Foreword from Peter Catchpole, Cabinet Member for Adult Social Care and Health, West Sussex County Council and Accountable Officers from Coastal West Sussex, Horsham and Mid Sussex and Crawley Clinical Commissioning Groups

We are really pleased to see the completion of this 5 year commissioning framework for services for adults with learning disabilities in West Sussex.

It has been developed by the West Sussex County Council and the three Clinical Commissioning Groups for Coastal West Sussex, Horsham and Mid Sussex and Crawley.

The development of the Framework has been overseen by the West Sussex Learning Disability Partnership Board and informed by the views of people with learning disabilities, their carers, health and social care providers & professionals and other key stakeholders.

This Framework sets out clear strategic intentions for the commissioning and delivery of support and services for adults with learning disabilities in West Sussex. It sits within the context of the new Care Act 2014 and responds to the priorities set out in Valuing People Now.

The Framework sets out many challenges not only for statutory health and social care services but also for local service providers and the wider community. This plan does not sit in isolation from other plans and strategies. Rather, for this plan to be delivered successfully, it is crucial that organisations work together to ensure that there are high quality services and support in place for people with learning disabilities and that people are enabled to live their lives as full citizens in their local communities.

We are committed to the priorities set out in this plan, in particular to ensure that people with learning disabilities are active citizens of West Sussex and that they have opportunities to access housing, health services and employment.

We look forward to seeing continued positive change for adults with learning disabilities in West Sussex.

Peter Catchpole Cabinet Member for Adult Social Care and Health

Dr Katie Armstrong, Clinical Chief Officer, Coastal West Sussex CCG

Dr Amit Bhargava, Clinical Chief Officer, Crawley CCG

Sue Braysher, Chief Officer, Horsham and Mid Sussex CCG
Foreword from the Co-Chair of the Learning Disability Partnership Board

Due to a recent change in Partnership Board Co-Chair arrangements, this Foreword will be provided following the consultation period.
Thanks

We would like to thank everybody who has contributed to the development of this Framework.

These people are too many to name individually, however, particular thanks must go to:

- The people with learning disabilities, carers, staff, partners and community organisations who have shared their experiences or given us their views as part of one of the consultation and engagement exercises that took place during the development of this Framework.

- All the people who came to the Commissioning Plan ‘Big Planning Day’.

- Members of the West Sussex Provider Forum.

We will continue to consult and engage with our customers and stakeholders as we deliver the Framework and review and evaluate progress.
1. Executive summary

West Sussex County Council and the three Clinical Commissioning Groups (CCGs) for Coastal West Sussex, Horsham and Mid Sussex, and Crawley, understand the importance of local people knowing and understanding the plans that are in place to improve the lives of local people with learning disabilities and their carers and to develop local services. The purpose of this Framework is to support that understanding.

It is also focused on delivering better outcomes for people with learning disabilities and carers and on enabling commissioners and stakeholders to work together more effectively to ensure support services that are commissioned and developed are of the highest possible quality and obtain best value from available resources.

This Framework reflects and builds on achievements in recent years and outlines key priorities and plans for the next three to five years. The Framework provides a summary of local needs and how resources are used to meet those needs. Improving our understanding of the present and future needs of our customers and local community ensures that resources can be focused on the most vulnerable people in the community, while also investing effectively in non care managed, preventative services.

It identifies some key outcome areas for customers and carers and some key underpinning themes. This approach helps to set out clearly what the priorities are and how the plans and objectives in this Framework will impact on the lives of people with learning disabilities and their carers. The Framework is underpinned by the views and experiences of local people with learning disabilities. Some of the views and experiences that people have shared with us are presented to illustrate these key outcome areas and what is important to our customers.

The Framework aims to communicate a vision and some key strategic objectives for local services and support and for the lives of local people with learning disabilities. Crucially, it aims to support and promote good dialogue between commissioners and local stakeholders – people with learning disabilities, carers, people who provide services and the wider community.

This dialogue is on-going and will be during the life of the Framework. Moreover, following the consultation period, a detailed action and implementation plan will be developed. This will describe what will be done and by when, to deliver the key objectives described in this Framework and will reflect what stakeholders have told us during the consultation period.
Introduction

1.1 A Commissioning Framework – what does it mean?

Commissioning is an on-going process which involves listening to stakeholders, assessing needs, resources and current services, identifying gaps and then developing a plan to make best use of the resources available. Commissioning Frameworks are the formal statements of future plans for how resources will be used to develop and buy services.

Commissioning takes place in different contexts: with individual customers and their care and support, with groups of customers and strategically around local populations. Commissioning takes into account many different sources of information. For example, assessment of the past, present and future needs of local people who use services and their parents and carers, national requirements for service provision and good practice and the unique features of the local market for health and social care services.

Good commissioning is the key to achieving an agreed and widely owned set of values and a strategic direction that is regularly updated and reviewed. The review of quality, performance and outcomes for customers is a key part of the ‘commissioning cycle’. This enables commissioning organisations to monitor the effectiveness of services commissioned and outcomes for the people who use them. The views and experiences of customers, carers, staff and other stakeholders is key to the review and evaluation of performance and outcomes.

For people with learning disabilities in West Sussex, commissioning is led by the County Council and the NHS. There is a pooled budget which includes County Council and NHS resources (see Section 5 ‘Resources’ for more information).

1.2 The development of the Framework and stakeholder engagement

The development of this Framework has been led and coordinated by West Sussex County Council and the three Clinical Commissioning Groups (CCGs) for Coastal West Sussex, Horsham and Mid Sussex and Crawley.

During the development of the Framework a wide range of stakeholders have been involved in many different ways and have contributed significantly to its development. Some examples of this are set out below:

- Local people with learning disabilities belonging to local self-advocacy groups were engaged in a series of meetings about the Framework.
- Parents and carers were engaged through local carers support groups.
• A Big Planning Day was held in May 2013. People with learning disabilities, parents and carers and a range of other stakeholders attended the event and a wide range of views were shared.
• Service providers have been engaged through the West Sussex Learning Disability Provider Forum. The Provider Forum supports engagement with providers of learning disability services and improves communication between commissioners and providers. The Forum involves organisations from the independent, voluntary and community sectors, as well as Council and NHS run services. It supports the sharing of good practice and enables providers to share perspectives and discuss future plans and priorities with Council officers and each other.

The West Sussex Learning Disability Partnership Board has overseen the development of the strategy and through presentations and discussion has had the opportunity to shape and comment on its development.

This Consultation Draft of the Framework has now been published for a 12 week consultation period during October, November and December 2014, enabling local stakeholders to comment further.

These stakeholder engagement mechanisms, that have been crucial to the development of the Framework, will be equally crucial to its on-going review and monitoring over its life span.

1.3 Who is this framework for?

This Framework is for adults with learning disabilities in West Sussex and their carers. It is about the services and support they use and the lives they want to lead. It is for people living in West Sussex and people who are using services outside of West Sussex funded by West Sussex commissioning agencies. An easy read version of this Framework has been produced and is available on request.

It is for staff who are providing health and social care services to people with learning disabilities. It is also for staff in key partner agencies, with whom commissioning agencies will work to ensure the plans set out in this Framework become a reality.

It is also for the wider public and providers of services in all sectors of society, all of whom have a role to play in supporting people with learning disabilities to lead fulfilling lives as valued citizens in their communities.
1.4 What does it cover?

This Framework describes the support that West Sussex County Council and the local NHS will commission and provide for people with learning disabilities and their carers over the next three to five years.

The focus of this Framework are the adults with learning disabilities over the age of 18 living in West Sussex and their parents and carers. However, the scope of the Framework also includes:

- Young adults who are ready for and/or preparing to make the transition from children’s to adult services.
- Adults with learning disabilities who are living outside of West Sussex but whose services and support are the responsibility of West Sussex commissioning agencies.

The Framework covers the social care and health services that are provided directly by West Sussex County Council and the local NHS and those which are commissioned from our partners in the independent, voluntary and community sectors.

This Framework is focused upon those people with learning disabilities who need the most support and who meet the eligibility criteria for West Sussex County Council Adult Social Care. The Framework also describes plans to deliver, develop and work alongside a wide range of interventions for people with lower support needs or people who chose not to access adult social care. In doing so, the Framework recognises that many people with learning disabilities and their families access and benefit from a wide range of universal or ‘ordinary’ health and community services alongside their fellow citizens that contribute to their health and wider wellbeing.

A key aim of this Framework is therefore to outline plans that will continue to support and enable people with learning disabilities to access and benefit from these supports and opportunities. By doing so this Framework can:

- Support people with learning disabilities to develop community connections and achieve full citizenship.
- Promote equal opportunities and reasonable adjustments for people with learning disabilities across a wide range of community services and opportunities.
- Facilitate access to community services and support that may reduce or delay reliance on specialist health and social care services.
1.5 National Policy Framework

There are a number of statements of national government policy that this Framework responds to and reflects. The most relevant statements of national policy to this Framework are referenced below:

Valuing People (2001) and Valuing People Now (2009)

Valuing People remains the key national policy framework for learning disabilities. Valuing People Now (2009) did not signal any radical change in policy direction from the 2001 Strategy, rather it focused attention on those areas of the lives of people with learning disabilities where insufficient progress had been made since 2001, namely housing, employment opportunities and health.

This framework fully reflects these and other key priorities described in Valuing People Now. It also retains a clear commitment to the four fundamental principles enshrined in Valuing People:

1. **Rights:** People with learning disabilities and their families have the same human rights as everyone else.
2. **Choice and Control:** Promoting choice and control in all aspects of the lives of people with learning disabilities, including their services and support.
3. **Promoting independence:** Supporting people with learning disabilities to maximise their independence, whilst ensuring their personal safety, wellbeing, and freedom from discrimination.
4. **Inclusion and citizenship:** Ensuring people with learning disabilities are supported to lead fulfilling lives in their community and participate in all aspects of community life – to work, learn, get about and meet people, be part of social networks and access goods and services.

Winterbourne View

The County Council, CCGs and key stakeholder partners are working together to ensure that the shocking abuse and criminal acts that took place at Winterbourne View, exposed by the BBC Panorama programme in May 2011, are never repeated and that the lessons that have been learned are put into practice locally.

The Minister of State for Care and Support, in a forward within the Government’s response to the serious case review, conveyed the “...shock, anger, dismay and deep regret that vulnerable people were able to be treated in such an unacceptable way, and that the serious concerns raised by their families were ignored by the authorities for so long.” The Minster advocated that following on from the Serious Case Review, lessons must be learnt and actions taken to prevent abuse from happening again.
As part of this Framework there is a clear commitment to ensure that all local stakeholders work together so that all people with learning disabilities are protected from abuse and that the highest possible standards in care and support are promoted at all times.

The West Sussex response to the Winterbourne View abuse scandal includes a range of actions and initiatives, some of which are now mandatory for all commissioning bodies who commission services for people with learning disabilities and autism. Others are local to West Sussex and involve local commissioners working in partnership with local stakeholders to ensure that a robust and joined up action plan is delivered and best possible outcomes for customers are achieved. Its key actions and objectives include:

- Ensuring effective and joined up care coordination and review to ensure people with learning disabilities in NHS settings receive appropriate high quality care and support.
- Active and effectively coordinated case reviews to ensure the most effective assessment and treatment and least restrictive accommodation setting are effectively planned for and provided.
- Through effective planning and joint commissioning, to ensure appropriate, safe, high quality and best value accommodation & care and support services are available locally for people with learning disabilities, including people with severe autism and people with learning disabilities who also have mental health conditions or behaviours viewed as challenging.
- Working with local service providers to support workforce and service development.
- Ensuring clear leadership.
- Learning and networking nationally.

**National Autism Act and Strategy**


In response to the 2010 National Strategy, the County Council, working together with stakeholders and key partners, developed a ‘Joint Commissioning Framework and Plan to meet the needs of young adults and adults with Autism in West Sussex 2012-2015’. This Framework and Plan sets out how support and services for adults with autistic spectrum conditions will be developed locally in West Sussex. The development of the plan reflected the Autism Act and its guidance and other relevant national policy and best practice, as well as taking account of:
- The needs of the local population and how these are likely to change in the future.
- Current support and services for adults with autism in West Sussex.
- The resources available.
- A review of relevant research and good practice in other parts of the country.

A West Sussex Autism Planning Group was established to oversee the development of the plan and its delivery.

Following a needs analysis undertaken in 2010 it was estimated that there may be as many as 6,350 adults (5,460 men and 660 women) in West Sussex with an autistic spectrum condition. It was also estimated that around 400 people with learning disabilities, who were receiving a service from WSCC Learning Disability Teams, had a known autistic spectrum condition. It was acknowledged that there will be other people with an autistic spectrum condition (ASC) who are receiving services from WSCC, from the Adult Service and/or Mental Health Service.

This Framework, for people with learning disabilities, is inclusive of people with learning disabilities who also have an ASC. Plans for people with an ASC who do not have a learning disability are set out in our Autism Commissioning Framework. However, the delivery of both Frameworks is being undertaken and overseen using a holistic and joined up approach, to ensure the most effective and successful delivery of both sets of plans.

**The Care Act 2014**

The Care Act 2014, to be implemented from April 2015, sets out a vision for a reformed care and support system. The Act will mean changes to the whole health and care system and this will impact on the health and care and support available to adults with learning disabilities. There are many areas of the Act that reflect the key aims of this Framework, in particular:

- Ensuring people have access to the right information, advice and advocacy to support people make choices about their care.
- Ensuring health and social care and support is focused on people’s wellbeing, prevention and supporting people to stay independent for as long as possible.
- Improving the quality and consistency of care and support.
- Improving support for carers.
- Improving integration and how services work together to meet people’s health and social care needs.
- Giving people more control over their care through effective care and support planning and personalisation.

The Act will also introduce national changes to the health and social care system that will affect the whole country, principally:
• Greater consistency nationally in access to care and support and eligibility for services.
• Changes to charging and how services are paid for.

As part of the delivery of this Framework and how it is monitored and evaluated, local people with learning disabilities and our key partners and stakeholders will be involved in the local delivery of these changes and evaluating their local impact.

The Children and Families Act 2014

The Children and Families Act 2014 has set out plans to reform the systems for adoption, looked after children, family justice and special educational needs.

It sets out the Government’s vision for transforming the education, health and social care system for children and young people with special educational needs (SEN), including those who have learning disabilities, so that services consistently support achieving the best outcomes for them.

A key feature of the Act is that it extends the SEN system from birth to the age of 25, giving children, young people and their parents, greater control and choice in decisions and ensuring needs are properly met. Other important features of the Act include:

• New joint-arrangements for assessing, planning and commissioning services for children and young people with special educational needs, which make it clear what will be offered and who will deliver and pay for it, underpinned by a process to swiftly resolve local disputes between partners.
• A focus on improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.
• A new local offer, so children, young people and their families are clear what is available locally, with a clear complaint process and redress system.
• Introduction of local Education, Health and Care (EHC) Plans from 0 to 25 (replacing Statements of Special Educational Need) which set out in one place the support from education, health and care services that children and young people will receive; with a focus on helping to improve outcomes, including future employment and independent living.
• Personal budgets for those families who want to have them.
• A duty on Clinical Commissioning Groups (CCGs) (and in limited cases, the NHS Commissioning Board) as health commissioners to secure the provision of health services which they have agreed in the EHC plan, similar to the duty on local authorities in respect of special educational services.
This Framework sets out a commitment to ensure transition to adulthood for people with learning disabilities is well supported and includes some specific plans to respond to key elements of the Children and Families Act 2014.
3. **The local population of people with learning disabilities and demand for services**

**Introduction**

During 2013 work was undertaken to update the Joint Strategic Needs Assessment (JSNA) around the needs of adults with learning disabilities in West Sussex. This key piece of work better enables local commissioning agencies to understand the needs of the local population of people with learning disabilities and the changes that are anticipated in the future. It also provides a position statement in relation to key aspects of service delivery and outcomes for people with learning disabilities. The JSNA document is available as Appendix I to this Framework.

The following tables taken from the JSNA provide information about the number of people with learning disabilities known to be using services and where they live.

**Table 1**: The age range of people with learning disabilities using services funded by the NHS and West Sussex County Council pooled budget (2013).

<table>
<thead>
<tr>
<th>Age range</th>
<th>Number of people</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 24 years</td>
<td>373</td>
<td>19.0</td>
</tr>
<tr>
<td>25 – 34 years</td>
<td>397</td>
<td>20.3</td>
</tr>
<tr>
<td>35 – 44 years</td>
<td>372</td>
<td>19.0</td>
</tr>
<tr>
<td>45 – 54 years</td>
<td>367</td>
<td>18.7</td>
</tr>
<tr>
<td>55 – 64 years</td>
<td>249</td>
<td>12.7</td>
</tr>
<tr>
<td>65+ years</td>
<td>202</td>
<td>10.3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1960</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 2: People with learning disabilities using services funded by the NHS and West Sussex County Council Pooled Budget for people with learning disabilities and where they live (2013).

<table>
<thead>
<tr>
<th>District or Borough</th>
<th>Number of people</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adur</td>
<td>99</td>
<td>5.05</td>
</tr>
<tr>
<td>Arun</td>
<td>467</td>
<td>23.83</td>
</tr>
<tr>
<td>Chichester</td>
<td>192</td>
<td>9.80</td>
</tr>
<tr>
<td>Crawley</td>
<td>196</td>
<td>10.00</td>
</tr>
<tr>
<td>Horsham</td>
<td>218</td>
<td>11.12</td>
</tr>
<tr>
<td>Mid Sussex</td>
<td>188</td>
<td>9.59</td>
</tr>
<tr>
<td>Worthing</td>
<td>337</td>
<td>17.19</td>
</tr>
<tr>
<td>Outside of West Sussex</td>
<td>208</td>
<td>10.61</td>
</tr>
<tr>
<td>Not known</td>
<td>55</td>
<td>2.81</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1960</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCG area</th>
<th>Number of people</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastal West Sussex</td>
<td>1,148</td>
<td>58.57</td>
</tr>
<tr>
<td>Crawley</td>
<td>196</td>
<td>10.00</td>
</tr>
<tr>
<td>Mid Sussex and Horsham</td>
<td>353</td>
<td>18.01</td>
</tr>
<tr>
<td>Outside of West Sussex</td>
<td>208</td>
<td>10.61</td>
</tr>
<tr>
<td>Not known</td>
<td>55</td>
<td>2.81</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1960</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The key findings from the JSNA about the local population of people with learning disabilities have been taken into consideration during the development of this Framework and have informed its plans and objectives. Some of these are highlighted below:

- Overall, applying national prevalence assumptions to local population figures, it is estimated that there are over 14,000 adults with some form of learning disability living in West Sussex, this includes people with a ‘mild’ learning disability.
- Of the 1,960 social care clients, 1,882 had ethnic background recorded. Of these 86% of clients were recorded as white, this includes people of white British and white Irish and white other backgrounds. Of the 73 people of known BME backgrounds, 37% live in Crawley.
- In relation to adults who may require additional support, 3,000 adults are estimated to have a ‘moderate’ or ‘severe’ learning disability. Given the number of people already known to social services, or recorded on GP learning disability registers, it is likely that most people with a moderate or severe learning disability are known to local agencies.
- Approximately 3,100 people are recorded on West Sussex GP Learning Disability registers. This will include some people who live outside of the
county but have a West Sussex GP and does not include some residents who have an out of county GP.

- The average age of people in receipt of social care is 41 years. There are slightly more men than women. As in 2009, a higher proportion of adults with a learning disability live along the coastal strip of the county.
- There has been an increase in the number of older people with learning disabilities, with 23% of people now aged 55 or over, 10.3% of people now over 65 years (compared to 8.7% in 2009). There are now over 200 adults with learning disabilities aged 65 or over in receipt of social care services. This is in line with overall changes in the county’s population. This is likely to increase as the ‘baby boomer’ generation ages, and as a result of increased life expectancy of people with a learning disability.

Between 60 and 80 young people with learning disabilities become adults each year, many of whom have complex needs. The JSNA highlighted an increase in the number younger people with learning disabilities and an increase in the numbers of young people with complex needs and/or challenging behaviour surviving into adulthood. The Challenging Behaviour Commissioning and Support Team (CBCST) currently work with around 200 people.

Recent population projections from the Office of National Statistics indicate that the total resident population of West Sussex is projected to grow from 815,000 to 971,000 between 2012 and 2037, with 0-14 year olds projected to increase by 7%, working age by 5%, people aged 65+ by 70% (of which the population of people aged 90+ is projected to triple). The impact these projections will have on the local population of people with learning disabilities and demand for services will be further considered as part of the delivery of this Framework.

**Demand for social care and health**

Changes in the local population of people with learning disabilities and their needs means that demands on the local health and social care system will also change. The purpose of a Commissioning Framework is to set out plans and developments that will respond to these anticipated changes in need and demand. In particular the Framework has set out plans that will respond to:

- An overall increase in demand for social care and health services, as a result of people living longer and more people with more complex needs surviving into adulthood.
- An increasing number of people with profound and multiple disabilities, autism and/or complex challenging behaviour.
- An aging population of people with learning disabilities as people live longer.
- Changing expectations and aspirations of young people and their families is also leading to demand for a wider range of services to enable people to attain their goals.

Information about the needs of people with learning disabilities and how well services are meeting those needs is captured through the work of the local assessment and care management teams and feeds into future commissioning plans.
4. Current supply and use of social care and health services

There are currently around 2000 people with learning disabilities in West Sussex using social care and health services that are either commissioned by or provided by West Sussex County Council and/or the local CCGs.

The table below sets out how many people are using some of these services. Many people receive more than one type of service and this is reflected in the figures below.

Table 3: Numbers of people using a range of services 2013-14

<table>
<thead>
<tr>
<th>Type of service*</th>
<th>Numbers of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing &amp; Residential care</td>
<td>579</td>
</tr>
<tr>
<td>Residential college</td>
<td>13</td>
</tr>
<tr>
<td>Supported accommodation</td>
<td>464</td>
</tr>
<tr>
<td>Shared Lives</td>
<td>237</td>
</tr>
<tr>
<td>Support at home living with family or friends</td>
<td>711</td>
</tr>
<tr>
<td>Direct Payments</td>
<td>310</td>
</tr>
<tr>
<td>Day Services</td>
<td>1204</td>
</tr>
<tr>
<td>Supported employment service</td>
<td>295</td>
</tr>
<tr>
<td>Other ‘prevention’ services</td>
<td>400 (approx.)</td>
</tr>
<tr>
<td>Assessment and care management and/or specialist community health</td>
<td>2004</td>
</tr>
</tbody>
</table>

*Customers may be using more than one service

35% of people supported by social care live with their parents or family and friends and receive support at home. This is the largest single category. 29% of people live in residential or nursing care. Around 23% of people live in supported accommodation, where people have a tenancy of their own and receive care and support in their own home, either in a supported accommodation scheme or in ordinary housing in the community.

A key objective in this Framework is to support people with learning disabilities to live as independently as possible. In recent years the proportion of people living in nursing or residential care has fallen, as more people are supported to live in more independent living settings and supported to remain living in the community for longer.

To support this aim of enabling people to live as independently as possible, a range of services and supports are commissioned to enable people with learning disabilities to access ordinary community services and opportunities and reduce their dependence on specialist learning disability services. Examples of these services include supported employment services and information, advice and advocacy services. These services can be of particular benefit to people who need some additional support to help maintain their health, wellbeing and independence and to access other universal or community services.

A key aim of this strategy is to work alongside providers of universal community services to ensure people with learning disabilities have equal access and reasonable adjustments are made where necessary. The diagram below shows
how specialist services, prevention services and universal services all have a role to play in enabling adults with learning disabilities to receive the right support in the right setting to lead fulfilling lives in their communities:

**Figure 1**: Pyramid of services and support.

Only people with the highest health, social care and support needs will receive the specialist services.

This Framework sets out plans to continue to develop and improve existing services that will continue to be required in the future. It also outlines plans to develop new or existing services where there may be gaps in provision now or in the future and where new models of service may need to be developed to improve outcomes and/or value for money.

More information about services being used is available in Appendix I, the JSNA document.
5. Resources

**West Sussex County Council and NHS Joint Commissioning arrangements**

West Sussex County Council (WSCC) and Coastal West Sussex, Horsham and Mid Sussex, and Crawley NHS Clinical Commissioning Groups (CCGs) share responsibility for meeting the health and social care needs of adults with learning disabilities in West Sussex. In 2002 a pooled budget was established with Section 75 powers contained within the Community Care Act. The pooled budget includes contributions from both WSCC (81%) and the three CCGs (19% combined). The total pooled budget for 2014-15 is £79million (see Table 4 below).

Responsibility for the pooled budget is delegated to WSCC who take the lead for the commissioning arrangements under agreed reporting and governance arrangements with the CCGs. The pooled budget arrangement enables the County Council and the NHS to work effectively in partnership together to meet agreed goals and in general terms is viewed as good practice in the context of closer integration between health and social care.

The pooled budget includes resources for people with learning disabilities who have Continuing Healthcare Needs. The Council works closely with CCGs and NHS colleagues to ensure good assessment of long term health conditions and effective responses to needs.

**Budgets and expenditure**

The County Council and local NHS have acknowledged that there are significant financial challenges ahead for all parts of the health and social care system, due to increasing demand for services and less money from central government. This means that services will need to be commissioned and provided as effectively and efficiently as possible and savings will need to be made. It is also acknowledged that vulnerable adults in our communities, including people with learning disabilities, are being affected by changes to the wider welfare system. The County Council and NHS have an important role in providing its customers and residents with good information and advice to support people through changes in their lives and circumstances and assist them in building resilience.

The Council and local NHS are clear that required savings cannot be achieved by simply doing more of what we have done before. We need to be prepared for considerable change in the way we do things and strive to become an effective strategic commissioner, with the influence and capability to shape and manage markets. This will enable us to ensure that services will continue to be provided in the most cost effective and efficient manner.
Table 4: Expenditure on learning disability services and a planned budget for 2014/15.

<table>
<thead>
<tr>
<th>Type of service</th>
<th>2011/12 (£)</th>
<th>2012/13 (£)</th>
<th>2013/14 (£)</th>
<th>2014/15 (Plan £)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing &amp; Residential care</td>
<td>38,871,067</td>
<td>37,809,077</td>
<td>37,011,254</td>
<td>38,720,000</td>
</tr>
<tr>
<td>Supported accommodation</td>
<td>17,770,616</td>
<td>17,019,947</td>
<td>17,036,561</td>
<td>17,856,700</td>
</tr>
<tr>
<td>Shared Lives</td>
<td>1,705,604</td>
<td>1,857,875</td>
<td>1,861,932</td>
<td>1,873,100</td>
</tr>
<tr>
<td>Direct Payments</td>
<td>4,786,586</td>
<td>4,877,383</td>
<td>5,325,123</td>
<td>5,501,400</td>
</tr>
<tr>
<td>Day Services</td>
<td>7,483,943</td>
<td>7,881,922</td>
<td>7,420,160</td>
<td>7,288,600</td>
</tr>
<tr>
<td>Assessment and care management and/or specialist community health care</td>
<td>1,602,634</td>
<td>1,560,778</td>
<td>1,941,349</td>
<td>1,952,600</td>
</tr>
<tr>
<td>Supported employment service</td>
<td>320,088</td>
<td>320,088</td>
<td>320,088</td>
<td>550,000</td>
</tr>
<tr>
<td>‘Prevention’ services</td>
<td>-320,088</td>
<td>536,898</td>
<td>488,069</td>
<td>403,100</td>
</tr>
<tr>
<td>Other</td>
<td>5,911,692</td>
<td>5,470,303</td>
<td>4,617,007</td>
<td>4,844,200</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>78,132,142</strong></td>
<td><strong>77,334,271</strong></td>
<td><strong>76,021,543</strong></td>
<td><strong>78,989,700</strong></td>
</tr>
</tbody>
</table>

Table 4 above outlines expenditure on learning disability services in recent years and a planned budget for 2014/15. The majority of planned expenditure is already committed against existing services. Over the next three years, the aim is for a larger share of resources within learning disability budgets to be used to commission and develop services that enable people with learning disabilities to live their lives safely in their communities, whilst maximising choice and independence. For example, over the next three to five years it is the intention to spend a larger share on supporting people in supported living services and ordinary housing, on employment, training and community based day opportunities. A larger share will also be delivered through self-directed support, with more people being supported to take up Direct Payments.

Given that the overall budget will not increase, increasing spending on these services will mean over time reducing investment in other services that are not so effective at delivering positive outcomes for people. Some of these changes will be difficult because they may change the services which people already receive.

Since 2009, a larger proportion of the budget has been used to commission services from independent sector providers, compared to ‘in-house’ services provided directly by the County Council. Working in partnership, commissioners will continue to review options for delivering services to ensure best outcomes for customers and best value for money.
Ensuring quality and best value through effective commissioning and procurement

The County Council, in partnership with CCGs, continually strives to achieve best value for taxpayers’ money and best outcomes for customers from the money that is spent. Some of the ways this will be achieved in the learning disability service over the next 3-5 years are set out below:

- Ensuring best value and outcomes from the County Council’s ‘in-house’ services. This will include service reviews to ensure the continuous improvement of these services for customers and to ensure the services deliver best value for taxpayers’ money in the context of the wider market place. During 2014-15 the reviews of ‘in-house’ day services will continue and a programme for future service reviews will be developed.
- Continuing to develop the County Council’s approaches to contracting and procurement. The County Council uses contracts with independent sector providers to purchase a range of care and support services on behalf of customers. This approach provides choice for customers and promotes incentives in the provider market to offer best value within a competitive mixed market of care and support providers. In learning disability services, Framework Agreements have been developed for Supported Living and Personal Support Services and Day Services. The Frameworks support effective communication with the market place and establish clear expectations between commissioners and providers around quality and price, whilst at the same time promoting market development and innovation.
- The continued integration of the joint health and social care Community Learning Disability Teams will ensure effective multidisciplinary assessment of the social care and health needs of customers and the provision of packages of care that promote independence and provide high quality support to customers and carers.
- The County Council acknowledges the importance of partnership working and greatly values the contribution the partners we work with have made to the development of learning disability services. The contribution our partners make to the Learning Disability Provider Forum is one example of positive joint working that will support the delivery of plans in this Framework.
- The use of grant funding mechanisms to encourage choice and innovation in the market. Examples of small grant funded projects that have piloted new ways of meeting needs and delivering services include the Buddy’s Retirement Club, the Thumbs Up scheme and Gig Buddies (for more information see page 29).
6. Achievements, key objectives, plans and actions

Introduction
This section of the Framework sets out the commissioning objectives and plans for the next 3 years. It also highlights some achievements that contribute to the solid foundations that are already in place and from which we will continue to strive to improve the lives of local people with learning disabilities and the services and support they use.

This section of the Framework is set out under key outcome areas for customers and carers. This approach helps to set out clearly what the priorities are and shows how the plans and objectives in this Framework will impact on the lives of people with learning disabilities and their carers.

There are four key outcome areas in this Framework. These are:

1. Promoting choice and control
2. Promoting citizenship and inclusion
3. Improving health and access to health care
4. Promoting independence and keeping safe

These four key outcome areas reflect the four key principles of Valuing People, set out on page 11.

There are also other underpinning themes that run throughout this Framework:

- Quality and quality assurance (See section 11)
- Workforce development (See section 11)
- Equalities and diversity (See section 11)
- Best value for money (See section 5)
- Effective integration of commissioning and service delivery
- Effective partnership and community engagement
7. Choice and Control

Introduction

This section of the framework sets out a range of plans and objectives for improving the choice and control people with learning disabilities have over their support and their lives. This includes the on-going development of personalisation and self-directed support, effective person centred planning and the provision of advocacy, information and advice for customers and the wider population of people with learning disabilities.

Key to improving choice is also the development of information and other mechanisms that enable people with learning disabilities and their families to make informed choices from a wide range of good quality and good value support options.

At present, some parts of the county have a better choice and range of services than other parts. This Framework sets out plans to address this, such as reviewing the provision of existing services, supporting and promoting the development of new services and by working closely with existing service providers.

The development of Framework Agreements for the commissioning and procurement of services (see page 23) enable customers to make more informed choices and provide assurances for customers in areas of the market that are not regulated by the Care Quality Commission, such as day services. Social Work teams also work with customers and their families to support people to make decisions about how to use their personal budget to meet their needs in ways that are in their best interests, promote good risk assessment and represent best value for money.

Achievements 2009-2014

- All people with learning disabilities who are eligible for social care support (2,004) now have a personal budget. Of this number 310 (15.5 %) have taken up Direct Payments for all or part of their support package, managing this themselves with support, or through a nominated suitable person.
- From the pooled budget, over £400K is invested in services that provide information, advice and advocacy to customers and their families. These services promote choice and control and support people with learning disabilities to access their communities.
- There are currently 4 self-advocacy groups for people with learning disabilities in West Sussex that speak up and explore issues on behalf of local people with learning disabilities. Groups are supported by an advocacy service commissioned from the pooled budget.
What Customers have told us

- We want more choice in services. Sometimes there are more services out there than we know about.
- We need better information so we can make better choices.
- Advocacy is important to me. It helps give us a voice. We really need advocacy support.
- We need more advice and support with personal relationships.
- We want things to improve faster. Things have not improved enough in the last 10 years.

Key objectives

- To promote and develop self-directed support and approaches to personalisation. This means ensuring customers and their families have clear and accessible information about their eligible need for support, their personal budget and about the different options for using their personal budget.
- Where this is in the best interests of customers, to promote the take up of Direct Payments and other ways to use personal budgets creatively. This will ensure customers get the best outcomes possible from the support services they use.
- To increase choice and quality in the local market for social care services to ensure customers in all areas of the county have a good range of high quality service options to choose from, that are local to where they live and represent good value for money.
- Continue to support and develop the local market for day-activities, supported living and residential and nursing home services, to ensure quality and best value services are available.
- Continue to improve the quality of services provided to customers, in particular that services are continually improving on person centred planning, approaches to communication with customers and customer involvement.

- To improve information and advice available to customers and to people who have a learning disability but who may not be eligible for community care services. This will support people to make more informed choices from better knowledge about the options available to them.
- To develop the quality and accessibility of advocacy and preventative services, to promote rights, independence and citizenship for people with learning disabilities.
- To improve how we communicate and engage with customers and stakeholders, utilising information technology and accessible communication methods.
Specific actions and plans
(An Action and Delivery Plan, with clear performance measures, outcomes and timeframes will be developed subject to the consultation and ratification of this Framework.)

- Commission and deliver training and awareness courses for people using self-directed support and their families.
- To explore the use of Individual Service Funds as a means of promoting choice and independence in supported living settings.
- Promote choice and control by ensuring the provision of person centred Education, Social Care and Health plans for every young person with a learning disability, as envisaged in the Children and Families Act 2014.
- Put in place new framework agreements and new contracts for the provision of day services and supported living services in the independent sector, in order to support choice and ensure best outcomes for customers and best value for money.
- To develop the WSCC website and a wider stakeholder communication plan to improve communication with stakeholders and the quality of accessible information available to customers.
- To review the Learning Disability Partnership Board to ensure the effective engagement and involvement of customers, carers and other stakeholders in the development of services and future plans.
8. Citizenship and inclusion

Introduction

This Framework sets out a range of plans and objectives to promote and enable people with learning disabilities to play active roles in their communities as full and equal citizens. This includes supporting people to take up and sustain paid employment and volunteering opportunities. It also includes supporting people to access their communities and to develop and sustain social opportunities, friendships and relationships.

Employment is widely acknowledged as a key means of achieving citizenship and greater social and economic independence. Nationally people with learning disabilities remain significantly underrepresented in the work place when compared to the general population and also to other disabled people. In West Sussex there are over 200 people with a learning disability known to be in some form of paid employment. Some of these people have relatively lower support needs and are not eligible for community care services. Many people in employment are also working for fewer than 16 hours per week.

Day services have a key role to play in enabling people with learning disabilities to sustain and develop independent living skills, access their community, develop and sustain social skills and friends and relationships and achieve full citizenship. Currently in West Sussex there are a wide range of day services provided by both the County Council and a range of independent sector organisations. There is work on-going and future plans, set out in this Framework, to review day services provided by WSCC. There are also plans to work with providers of day services in the independent sector to support effective communication with the market place and establish clear expectations between commissioners and providers around quality and price, whilst at the same time promoting market development and innovation.

A range of ‘prevention’ services are commissioned and are available to both customers who meet eligibility for community care services and people with learning disabilities who are not eligible for community care, but who may require information, advice or support accessing community services. These services are provided by local voluntary and community organisations. Like day services, these services have a key role in enabling people with learning disabilities to develop social opportunities, friendships and relationships and achieve full citizenship. They can also promote social inclusion, self-help and resilience and help to prevent people from requiring specialist social care support. Key to the successful delivery of this objective will be the performance of My Network and My Network Plus and effective partnerships with local community organisations and universal services.
Achievements 2009-2014

- In 2013, 211 people with learning disabilities were in paid employment.
- The community based sports and leisure service ‘OutThere’ started in October 2010. As of June 2014 it was supporting 385 people to access community based sports and leisure activities.
- The My Network and My Network Plus support, advice and information services for people with mild learning disabilities and people with autism was started in April 2012. As of June 2014, My Network Plus was supporting 71 people and My Network was supporting 286 people.
- In 2011 a Buddy’s Retirement Club was commissioned and developed with grant funding for 2 years. The club is for older people with learning disabilities and autism and is a safe place to meet with friends and do things together. The service is now funded along with 4 new groups across the county.
- In 2014 a ‘Gig Buddies’ project was established in West Sussex using grant funding. Gig Buddies provide opportunities for people with learning disabilities to access social events and activities and make friends. It supports people to make choices about the activities they want to do, whether that’s going to rock concerts, the theatre, watching sports or walking on the downs.

What Customers have told us:

- I want a real job that is meaningful and pays real wages.
- I want to be treated like a real worker, not someone with a deficit.
- I struggle with benefits and this worries me and my carers.
- I don’t want to go home early because of my carers’ shifts, so I support the ‘Stay up Late’ movement.
- I want to go out and come home whenever I want, not when the carers change shifts or when they are free from paperwork.
- We need more advice and support with personal relationships.
- I want to do more things with people who don’t have a learning disability.
- I like swimming but access is not always good in swimming pools and I don’t like using hoists.
- Training is needed to support people to manage difficult social situations and behave in responsible ways as citizens.

Key objectives

- Ensure people with learning disabilities are supported to develop work related skills, develop their confidence and self-esteem and to find and sustain employment.
- Through the review and development of WSCC ‘in-house’ services and effective commissioning of services from other service providers, the County Council will aim to ensure a good range of high quality and cost effective day services are available to customers. Key to this will be ensuring good coverage of services across the county, ensuring a
sufficient range and mix of services are available to people of different ages and support needs and ensuring value for money.

- Continue to invest in prevention and early intervention, advice and information to promote and maintain, health, wellbeing, independence and citizenship for people with learning disabilities.
- Work in partnership with local voluntary and community sector to enable them to develop their services and meet the needs of people with learning disabilities.

Specific actions and plans
(An Action and Delivery Plan, with clear performance measures, outcomes and timeframes will be developed subject to the consultation and ratification of this Framework.)

- Develop an Employment Strategy that sets out clear priorities and plans for promoting employment opportunities and services that enable people with learning disabilities to develop work related skills, develop their confidence and self-esteem and to find and sustain employment.
- To work in partnership with local employers, including WSCC and the NHS, to ensure that approaches to recruitment and reasonable adjustments are maximising employment opportunities for people with learning disabilities.
- Complete reviews of the seven WSCC Day Services for people with learning disabilities, in order to ensure services are fit for purpose, offer best outcomes for customers and best value for money in the future.
- Put in place a new framework agreement and new contracts for the provision of day services in the independent sector, in order to ensure best outcomes for customers and best value for money in the future.
- Review how we invest in prevention services and local approaches to maintaining and developing independence, citizenship, health and wellbeing and promoting access to universal services, for both eligible and non-eligible customers.
- Review how we use grant funding, to promote service innovation and diversity and outcomes for customers that promote citizenship and social inclusion in sustainable ways.
- Explore opportunities for community links and developments by working closely with our District and Borough partners and Parish and Town Councils.
- Working in partnership with the Changing Places initiative in order to improve community access for people with learning disabilities.
9. **Improving health and access to health care**

**Introduction**

A number of recent national reports and inquiries* have clearly indicated that, compared to the wider population, people with learning disabilities continue to experience generally poorer health outcomes, lead less healthy lives and experience relatively poor access to and quality of health care services. The quality of local data however is poor, so the local evidence for health inequalities is not clear.

(ii) Government response to the Confidential Inquiry into premature deaths of people with learning disabilities, 2013.

It is the aim of this Framework to build on what has already been achieved and developed to ensure that local people with learning disabilities are able to live longer and healthier lives, have good physical, mental and emotional health and get access to the healthcare that they need.

A key resource in West Sussex for delivering this work is the Health Facilitation Team, based within Sussex Community Trust and commissioned from the learning disability pooled budget. This team includes Health Facilitators, who work to improve access to and the quality of primary care, the take up of health checks and health action plans and a team of Acute Liaison Nurses across local hospitals who work to improve the quality of hospital care experienced by people with learning disabilities.

Specialist health services for people with learning disabilities who have more complex health and social care needs are also commissioned from the pooled budget. These services, which include community nursing, psychology, psychiatry, physiotherapy and speech and language therapy, are commissioned through the pooled budget and are integrated and co-located with the learning disability assessment and care management services. These services were re-commissioned during 2012 and a new service configuration was put in place effective from April 2013. During 2014/15 a stocktake and review of the new arrangements will be undertaken, to ensure best outcomes for customers and best value for money.

Each year West Sussex County Council and CCGs complete a Health Self-Assessment for the Department of Health. This contains more information about the health of local people with learning disabilities and their experience of local health services. The latest version of the West Sussex Self-Assessment is available as Appendix II to this Framework. Each year, a ‘Health Check’ event is held to give an opportunity for local people with learning disabilities, carers and other stakeholders to contribute to the Self-Assessment.

**Achievements 2009-2014**

- In July 2014 there were 66 out of 93 West Sussex GP practices signed up to offer annual health checks for people with Learning disabilities.
Each year since the Health Facilitation Team have been commissioned, the number of annual health checks completed has increased.

1253 health checks for people with learning disabilities were undertaken during 2013/14, resulting in Health Action Plans for each customer (8 GP Practices did not return data).

There is now a Hospital Liaison Nurse in every hospital in West Sussex, providing support for people with learning disabilities who need hospital services.

A West Sussex Hospital ‘Passport’ for people with learning disabilities has been developed and is widely used across West Sussex.

In 2014, two people with learning disabilities joined the Health Facilitation Team as Health Facilitation Assistants. They support the team in their work, with a focus on training and developing easy read information.

There is now a Palliative Care Network for people with learning disabilities, supporting the development of good practice and effective care pathways for end of life care for adults with learning disabilities.

The community based sports and leisure service ‘OutThere’ started in October 2010. As of June 2014 it was supporting 385 people to access community based sports and leisure activities.

**What Customers have told us**

- Health is very important to me and I like having my health check.
- It’s important to have an annual health check. I’m very healthy.
- I worry about things like cancer and diabetes.
- I like to see the dentist regularly and do things to keep me healthy.
- I like having health facilitators, they help me understand medical language.
- Doctors and hospital services are very important.
- Mental health can be an issue for people with learning disabilities.
- I would like help with keeping fit – diet and swimming.
- Care homes need to promote healthy eating and living.
- I have had diabetes for 50 years. I could help others (peer support).
- Health services need to make better links with schools and colleges.

**Key objectives**

- Continue to deliver health facilitation and to improve access to good quality mainstream health services for people with learning disabilities, alongside other citizens.
- Continue to improve uptake of annual health checks and Health Action Plans, increasing the number of first time annual health checks completed and the number of follow up appointments.
- Continuing to work to improve acute hospital care for adults with learning disabilities.
• To ensure the most effective commissioning and delivery arrangements are in place for specialist community health services for people with learning disabilities, ensuring best outcomes for customers and best value for money.

• Continue to work in partnership to improve mental health care for adults with learning disabilities.

• Continue to work to improve community health care for adults with learning disabilities, including audiology and oral healthcare.

• Working closely with CCG colleagues, ensure a robust and coordinated approach to safeguarding, quality assurance and governance in the health and care of adults with learning disabilities.

Specific actions and plans
(An Action and Delivery Plan, with clear performance measures, outcomes and timeframes will be developed subject to the consultation and ratification of this Framework.)

• Through the Access to Healthcare Steering Group, review the Access to Healthcare Action Plan to ensure a robust and well-coordinated approach to delivering improvements in health outcomes for people with learning disabilities.

• Continue to invest in Health Facilitation and Hospital Liaison services and work alongside NHS Commissioners and providers to enhance the experience of people with learning disabilities accessing health care.

• Increase the numbers of people with learning disabilities having an annual health check, so that each year 1500 people have a health check and a Health Action Plan.

• Working with colleagues in CCGs and Children’s Services, health checks will be extended to include young people aged 14-17.

• WSCC and local CCGs will work together to improve the quality of data and information available about key health outcomes for local people with learning disabilities.

• Work closely with colleagues in Public Health and local wellbeing hubs, to ensure people with learning disabilities are benefitting from positive public health initiatives and have access to support, information and advice in all areas of healthy living, such as weight management, drug and alcohol awareness and keeping fit.

• In partnership with stakeholders, undertake a stocktake and review of specialist community health services for people with learning disabilities, leading to plans for continuous improvement of the services and future commissioning arrangements.
10. Promoting independence and keeping safe

Introduction
This framework sets out a range of plans and objectives for ensuring adults with learning disabilities are supported to lead as independent lives as they are able to, but at the same time ensure their safety and wellbeing.

This includes a range of measures to ensure the continuous improvement of the learning disability assessment and support planning service and the range of supports and interventions they offer people with learning disabilities and their carers. This part of the learning disability service has a critical role to play in assessing the support needs of adults with learning disabilities and their carers and planning and coordinating support. At the time of transition into adulthood, there is a particular focus on effective joined up assessment and support planning across Adults’ and Children’s services and other agencies, to ensure customers and families are well supported to plan for the future. The assessment and care management service also has a lead role in the assessment and management of risk and mental capacity. Ensuring risk is assessed in a positive manner, that support plans are effective, cost effective and regularly reviewed, that key outcomes for customers are being delivered and that vulnerable people are safeguarded from abuse is critical to the effective delivery of support to people with learning disabilities and their carers.

This section of the Framework includes accommodation services and recognises the important role good quality accommodation has to play in delivering a range of outcomes for people, such as health, wellbeing, independence and citizenship. The Framework sets out how a suitable range of good quality, good value accommodation and where appropriate assistive technologies, will be commissioned and provided for people who require an accommodation service. We know, for example, that today and in the future, more good quality, cost effective local accommodation options will be required for older people with learning disabilities and for people with the highest support needs who may also have challenging behaviour.

This Framework has already made reference to the critical priority of protecting vulnerable adults from all types of abuse, in the wake of the Winterbourne View scandal in 2011 (see pages 12-13). In addition to ensuring safety and wellbeing within service settings, this Framework also sets out plans and objectives to promote community safety and prevent and respond to all forms of hate crime and discrimination experienced by people with learning disabilities in their communities.

Supporting carers, who provide significant amounts of care and support to people with learning disabilities in their own homes and communities, is critical to promoting and maintaining people’s independence and safety. This Framework sets out a range of plans and objectives in relation to carers, to ensure their needs are assessed and met, to ensure they have access to the advice, information and support they need and to ensure they are effectively involved in planning and commissioning of services.
The scope of this Framework also includes young carers and people with learning disabilities who may be caring for elderly relatives or who may be parents or are planning to be parents.

Travel and transport arrangements are key to maintaining independence and community inclusion. Many people with learning disabilities do not have access to their own private travel arrangements and there are challenges relating to the provision of and access to the public transport network, particularly in rural areas. The provision of specialist transport for people with learning disabilities is also expensive and often not sustainable. This framework sets out plans that will promote and support access to public and community transport for people with learning disabilities, whilst ensuring quality and value for money within specialist transport provision, where appropriate.

**Achievements 2009-2014**

- In April 2011, an integrated health and social care commissioning and support team for individuals with the most challenging behaviour was established. This team play a key role in ensuring the needs of customers with the highest support needs are met effectively and that support provided is of high quality and good value for money.
- A Framework Agreement for the provision of supported living and personal support services for people with learning disabilities was established in 2012. This included the development of a specification for the services and has delivered improvements in quality, outcomes for customers and value for money.
- Completion of the “A Place to Live Project” involving the re-provision of services to people with learning disabilities living in long stay NHS funded accommodation. Work is on-going to improve the quality and value for money of accommodation and support services provided to this group of customers.
- A review of short breaks services across the county was completed in 2013, resulting in a new facility being developed in Crawley.
- There are now 4 dedicated learning disability Carer Support Workers across the county, ensuring carers of people with learning disabilities are well supported, have access to advice and information and have opportunities to be involved in service planning and development.
- Positive partnership working with Southern Railway since 2010 has led to the development of accessible travel information and jointly delivered railway travel training for people with learning disabilities.

**What Customers have told us**

- We want more choice about accommodation.
- I need support to live independently in my home.
• I need good maintenance support and a good landlord.
• We want to choose the type of housing we go into and who we share our housing with.
• I like the safe places scheme. It tells us where we can go in the community.
• I need support with public transport and more flexible transport provision, especially in isolated areas.
• Transport is not reliable and it is expensive.
• Some minibuses do nothing during the day and we could use them better.

**Key objectives**

• Ensure all people with learning disabilities eligible for community care services, and their carers, have access to timely and effective assessment of their social care and health needs and good quality person centred support planning.
• Working in partnership with Children’s Services and other agencies, to ensure transition to adulthood is well supported and that each young person has a person centred Education, Health and Social Care Plan, as set out in the Children and Families Act 2014.
• To ensure people with learning disabilities are safeguarded from harm, abuse and discrimination when using services and when accessing the community.
• Ensure access to good quality assessment for carers and access to a wide range of information, advice and support.
• Ensure the provision and quality of short breaks across the county.
• To ensure a sufficient range of appropriate, good quality and best value accommodation services are available to meet the current and future needs of people with learning disabilities.
• To ensure best use of the current supply of accommodation and accommodation based services, to ensure best use of resources and value for money.
• To continue to promote the use of assistive technologies, where this can support independence and the delivery of good quality and value for money care and support.
• Continue to invest in prevention and early intervention and promote access to universal services, thereby providing advice and information and promoting and maintaining health, wellbeing, independence and citizenship for people with learning disabilities.
• To continue to promote access to public transport wherever possible and work with partners around delivering effective reasonable adjustments.
Specific actions and plans
(An Action and Delivery Plan, with clear performance measures, outcomes and timeframes will be developed subject to the consultation and ratification of this Framework.)

- To complete the integration of health and social care community learning disability teams. Monitor and review the effectiveness of these teams and the outcomes that they are delivering for customers.
- To review performance and outcomes of the integrated health and social care service for adults with learning disabilities. To then develop an action plan for service improvement, including the development of robust outcome and performance measures.
- To develop plans for the improvement of the experience of transition to adulthood for young people and their families, in response to an external consultant’s review of local processes and outcomes undertaken in 2014.
- Working in partnership with Children’s Services and Education review the suitability and outcomes of education provision for people with learning disabilities moving into adulthood.
- Working with local stakeholders and the regional and national Winterbourne View Assurance programmes, continue to develop and review the local action plan in response to Winterbourne View.
- To review local reporting mechanisms for disability hate crime to ensure that crimes against people with learning disabilities are reported and responded to effectively.
- To complete the review and retendering of the Supported Living & Personal Support Framework Agreement (April 2015).
- To review the service specification and contract for the provision of Residential Care for people with learning disabilities (April 2016).
- To undertake a review of all accommodation provision and develop plans to ensure an adequate range of accommodation is in place to meet the full range of customers’ needs in the future.
- Review the accommodation needs of older people with learning disabilities and those with the highest support needs and develop plans to commission appropriate services in the most effective way.
- To review take up and outcomes of assistive technologies and develop clear plans for future development.
- To pilot and evaluate the use of Individual Service Funds as a means to promoting choice and independence in supported living settings.
- Review the use of WSCC provided transport for people with learning disabilities and look for the most cost effective ways of meeting customers’ eligible need for travel and transport support.
- Review usage of all the commissioned short break services to ensure they are being well used and represent value for money.
- Establish clear links with the commissioning of generic carers’ services to ensure that the needs of carers of adults with learning disabilities are properly reflected in future plans and developments.
• Work with the Young Carers Service to ensure an effective joined up approach to the planning and provision of support for young people who may be impacted by the presence of an adult with a learning disability in their household.
11. Quality, Equality and Workforce

Introduction and key objectives

There are many different ways of monitoring, measuring and evaluating quality and outcomes for customers and carers. For example, how we:

- Involve, listen and respond to customers and carers.
- Listen to and learn from complaints and compliments.
- Quality check, audit and improve service delivery and outcomes.
- Work in partnership to improve quality with local service providers, regulators, advocates and the local community.
- Listen to and learn from external evaluation and inspection.

The delivery and assurance of quality underpins this Framework and many of the plans, objectives and actions are focused on delivering and improving quality. A key priority moving forward will be improving how we involve and engage with customers and stakeholders as part of measuring performance and outcomes for customers and assuring quality.

The learning disability JSNA (2013) indicated that of the 1,960 social care clients, 1,882 had ethnic background recorded. Of these, 86% were recorded as white, this includes people of “white British” and “white Irish” and “white other” backgrounds. Of the 73 people of known BME backgrounds, 37% live in Crawley. Valuing People Now and subsequent research has highlighted the ‘double discrimination’ experienced by people with learning disabilities from black and minority ethnic communities and other prejudice and inequalities experienced by people from other minority communities, such as people from different faith groups, newly arrived communities and people from lesbian, gay, bisexual and trans-gender communities. This Framework is committed to equal opportunities and a positive approach to meeting the spirit and obligations within key legislation, such as the Disability Equality Duty and Race Relations (Amendment) Act.

This Framework recognises that the delivery of improvements to services and support is dependent to a significant degree upon the local workforce. More specifically the skills, knowledge, attitudes and flexibility of the workforce is crucial to enabling people with learning disabilities to get the support they need and lead fulfilling lives. This Framework also acknowledges that the learning disability workforce encompasses a broad range of professionals and citizens, including:

- Staff in paid roles working in services for people with a learning disability.
- Personal Assistants supporting people who have a Direct Payment.
- Informal carers.
- Other citizens who provide volunteer and informal support.
- Staff working in key partner agencies such as health, education, employment and housing.
- Staff working in services everyone uses, such as the police, leisure services and other community and commercial services and facilities.
The development of a clear strategy for the on-going development of the workforce is a key plan within this Framework, to ensure customers of today and of the future get the best support possible from a skilled and caring workforce. This will include how we will promote better awareness and understanding of people with learning disabilities in mainstream community services.

**Achievements 2009-2014**

- The Thumbs Up Project aims to make it easier for people with learning disabilities to use shops, Council services, banks, leisure services and public transport. The project asks people who provide these services to sign up to the Thumbs Up Pledge which is a list of 10 things that people with learning disabilities have said helps them to use services. Thumbs Up has become self-supporting and continues to reach more businesses/services with support from volunteers including people from the self-advocacy groups.
- A diverse range of training opportunities is delivered across ‘in-house’ and independent sector service providers. Training opportunities were taken up by over 70 different organisations providing support to people with learning disabilities during 2013-14.
- The County Council has commissioned Powerful Trainers (experts with learning disabilities) who deliver training that promotes greater understanding of learning disability and how services can involve customers in their work.

**What Customers have told us**

- Supporters help me to get more independent and learn new skills.
- My carer is really important to me.
- Bus drivers need training about learning disabilities.
- Peer support is very useful and powerful.
- More activities are needed for older people with learning disabilities.
- Finding a gay relationship [is difficult].
- Relationships are not supported well.

**Specific actions and plans**

(An Action and Delivery Plan, with clear performance measures, outcomes and timeframes will be developed subject to the consultation and ratification of this Framework.)

- To develop quality monitoring tools specific to learning disability services that assure quality standards and support the delivery of improved quality of service to customers in partnership with service providers.
- A customer outcome survey will be developed by commissioners that supports the evaluation of outcomes for local people with learning disabilities over time.
• To develop a workforce strategy for the learning disability workforce that sets out key priorities for training and wider workforce development.

• Undertake a review into the needs of people with learning disabilities from minority ethnic communities including their access to and take up of services.
12. The Delivery and Governance of this Framework – ‘Making it Happen’

Introduction

The delivery and governance of this Framework is the responsibility of the lead commissioning agencies for learning disability services in West Sussex: West Sussex County Council and the three Clinical Commissioning Groups (CCGs) for Coastal West Sussex, Horsham and Mid Sussex, and Crawley.

Following the consultation period for this Framework (September to November 2014) an Action and Delivery Plan will be written for each year of the framework.

In addition to the governance structures and committees within the lead commissioning agencies, a wide range of stakeholders and partners will have opportunities to get involved in making sure the plans set out in this Framework happen and make a difference to the lives of local people with learning disabilities and their families. This will include:

- The West Sussex Learning Disability Partnership Board.
- Local people with learning disabilities and their carers, supported by organisations that represent their interests.
- Service providers. The West Sussex Learning Disability Provider Forum is made up of representatives of organisations who provide services for adults with learning disabilities in West Sussex.

A ‘Making it Happen’ group will be established to oversee the delivery of the framework and will regularly report progress to the West Sussex Learning Disabilities Partnership Board and other key West Sussex health and social care boards and committees.

Links to other local plans and strategies

A key aim of the plans set out in this Framework, is to ensure the needs of local people with learning disabilities are taken into consideration during the development and delivery of many other local plans and strategies and that their lives are positively impacted in equal measure, alongside their fellow citizens of West Sussex.

It will be important for the plans set out in this Framework to complement and co-exist with the plans and work programs that are delivering improvements to the wider health and social care system in West Sussex. The effective coordination of plans and strategies across the local health and social care system will support a consistent and joined up approach to shared priorities and challenges, the best use of public resources and, from the customer point of
view, promote an integrated approach to accessing and utilising the right services. Other local plans that will be key to the effective delivery of this Framework include:

- West Sussex Commissioning Framework for people with Autism
- West Sussex Commissioning Framework for Older People
- West Sussex Commissioning Framework for people with Dementia
- West Sussex Commissioning Framework for people with Mental Health support needs
- West Sussex Commissioning Framework for Carers
- West Sussex Personalisation Framework
- West Sussex Quality Assurance Framework

The 7 Borough and District Councils in West Sussex also have a range of strategies and plans around how they will develop local communities, including housing, transport, community safety and environment.
13. **List of Appendices**


Appendix II – West Sussex Learning Disability Health and Social Care Self-Assessment (2013)