

Carmarthenshire Learning Disability Strategy

2020 - 2025
Final

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Bwrdd Iechyd Prifysgol
Hywel Dda
University Health Board

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Carmarthenshire
County Council



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Foreword and Introduction

Carmarthen's Cabinet Member for Social Services and Champions for People with Learning Disabilities

I am delighted to introduce our Learning Disability Strategy which sets out our strategic priorities for learning disability services for the next five years. It has been developed following consultation with all stakeholders, and I would particularly like to thank those who use our services, their families and carers who have made a significant contribution to this work. The strategy will provide new opportunities for children and adults with learning disabilities to live full and independent lives as part of their local communities.



Cllr Jane Tremlett
Executive Board
Member, Social Care

Our Engagement Sessions - finding out what matters

In order for us to be able to look at all the possible opportunities for transforming services for people with learning disabilities, it is important that we really understand what matters most to people with learning disabilities, their families and support workers, and the challenges that they face in their day to day lives.

We recognise that people with a learning disability and carers are the experts of their own experiences and hold unique and often creative views around how services are, or could be, delivered in a way that would make a positive impact on people's quality of life.

This final strategy provides a strong service user & parent / carer focused direction of travel for learning disabilities in Carmarthenshire. In developing the final strategy, a series of engagement events were held facilitated by both Mencap and Carmarthenshire People First, with support of Council officers.

During July to October several events were held across the County, in Llanelli, Ammanford and Carmarthen, primarily focused on service users & parent carers. In addition, events were also held within day services, Clynfw Care Farm (at their request) and a separate event targeting service provider feedback.

Attendees were provided with an opportunity to consider the draft strategy, which was also provided in easy read, and welsh.

In groups and following a 'speed dating' style of engagement, attendees were asked to consider – "was there was anything missing from the strategy"? If so, to provide details and comments. Also did they agree or not with the strategy content?

Overall, the evaluation feedback of the engagement events was positive and reinforced support for the strategy.

Snapshots of the key messages and person stories told to us during some of these sessions have been included in this final strategy. All the common messages that we gathered during the events and associated work have shaped the development of this final strategy.

From People with a Learning Disability

- Improved Access to Social Care & Health Services- “health passports are good to get our needs met, but we need more completed and people need to read them”. “We need to train hospital and G.P. staff as they don’t understand my needs”. “We need to make it easier to get a G.P. appointment.”
- Supporting the person- “Ask us what is important to us, we don’t want to fit in with services.” “My social needs don’t meet the criteria so cannot get support to do what is important to me.” “Support needs to suit me not work around staff shifts.”
- Improving opportunities for Social and Leisure opportunities- “I don’t know what groups are out there.” “We need evening and weekend things away from the centre.” “I don’t have a relationship with people in my community.” “We get to meet people at groups, but they are people with learning disability and not in the community.”
- Improve accommodation options – “We need to be person centred and have more information about our options.” “We want to choose who and where we live and be part of the process, including tenders.”
- Improve opportunities for Employment and Training - “We like job coaches’ direct payments and work placements.” “We need meaningful opportunities.”

From Service

- Support workers and key workers want to work closer with Social Services.
- Build relationships with local communities to change attitudes to learning disabilities so communities are supportive and inclusive.
- Support workers want to feel valued and listened to.
- Improve communication between key workers, Health and Social Services.
- Focus needs to be on the individual we’re supporting.

From Professionals

- We know we need to improve the way we communicate between other organisations and service users.
- We want to see a better model of quality assuring services. We want to be involved in its development. “How do we know when we signpost people to a service it is of a high quality and meets individual needs.”
- The need to improve the transition from children services to adult.
- We’d like to see more opportunities in the community for work placements.
- Improved access to a range of transport options.
- Help those with little knowledge for those who have high support needs. Hold multi- disciplinary drop-in sessions to share knowledge.

We recognise that this strategy is primarily adult focused, however the engagement and listening events have provided an opportunity to strengthen the views of younger people with a learning disability/autistic spectrum disorder and those people in transition, and people with additional learning needs.

It should be noted that there is a separate regional strategic group developing the strategic approach to autism.

Putting the Strategy into Context – National, Regional and Local

Social Services & Well-being (Wales) Act 2014

The Social Services and Well-being (Wales) Act 2014 (the Act) came in to force in April 2016. This fundamentally changes the way in which care and support services are delivered in Wales and as a result, it will require a fundamental change to the way Social Care and Health services operate.

The Act is informed by the Welsh Government's Sustainable Social Services framework and is based on the following principles:

Voice and control - putting the individual and their needs, at the centre of their care, and giving them a voice in, and control overreaching the outcomes that help them achieve well-being.

Prevention and early intervention – increasing preventative services within the community to reduce the need for on-going managed care.

Well-being - supporting people to achieve their own well-being and measuring the success of care and support

Co-production - encouraging individuals to become more involved in the design and delivery of services.

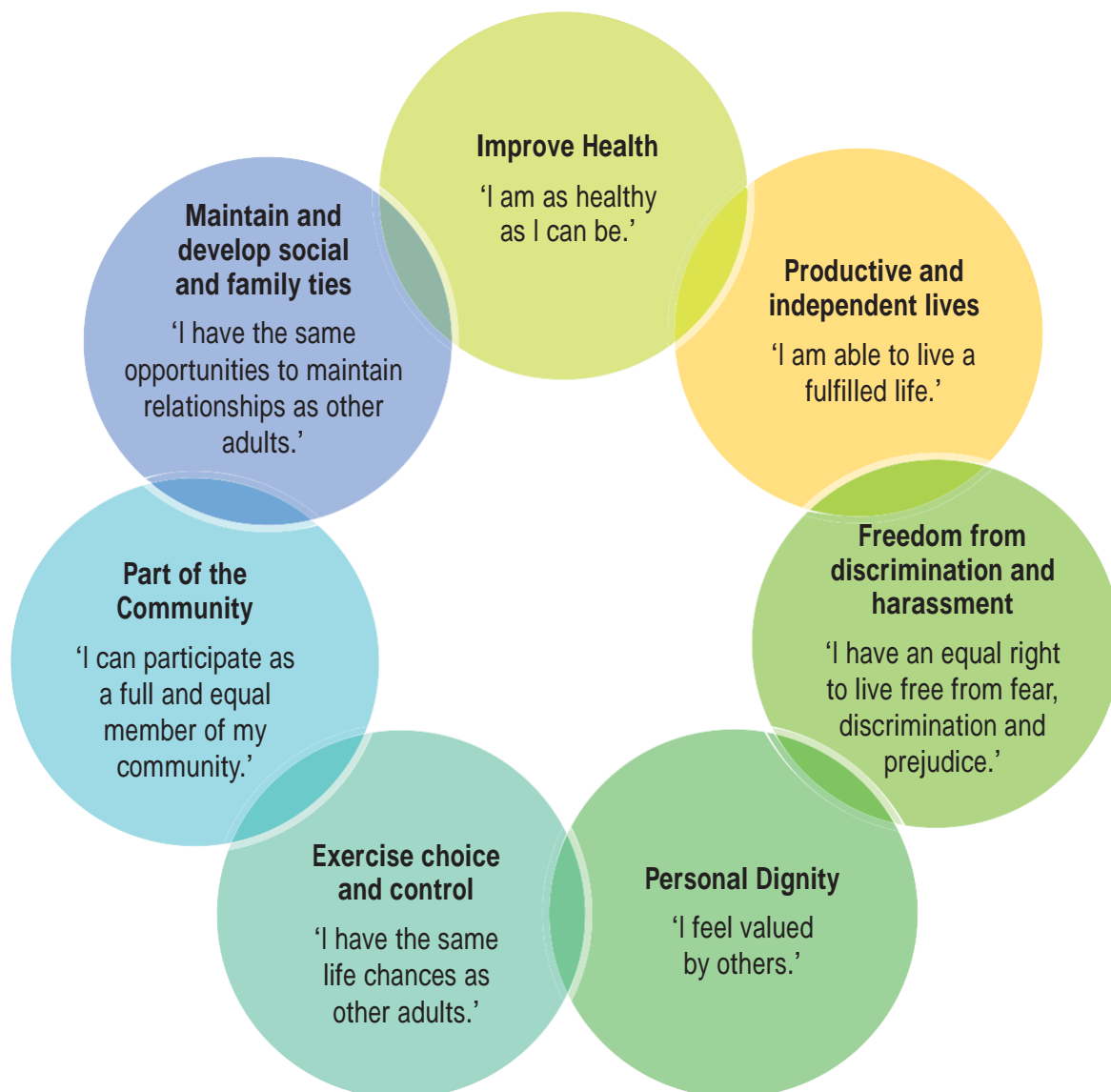
Local Authorities are duty-bound by the Act to promote the well-being of those who need care and support. It also places a duty on local authorities and health boards to work together in new statutory partnerships known as Public Service Boards, to drive integration, innovation, and service change.

Under the Act there is a requirement to develop a **Population Needs Assessment (PNA)** a copy of which can be found on the West Wales Care Partnership web site. The assessment provides us with information about individual care and support needs, including carers in the area who need support, the range and level of services we currently provide, and the extent to which there are people in the area whose care and support are not being met.

Well-being of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 places further emphasis on planning for the future, joint working across public service organisations, and working better and more closely with people and communities.

Welsh Government has also recently published a Practice Guidance on developing a commissioning strategy for people with a learning disability'. The Guidance includes 7 key outcome areas which are outlined below. These 7 key outcome areas have been linked to the key outcomes in this strategy.



During the latter part of 2015 and early 2016 Health Inspectorate Wales (HIW) undertook a thematic review of NHS health services for people with learning disabilities in Wales.

The review included a survey of all seven health boards in Wales; detailed fieldwork alongside the Care Inspectorate for Wales (CIW) in six community learning disability health teams from five different health boards; inspections of community learning disability health teams in the two other health boards; and inspections of NHS provided residential settings for people with learning disabilities including assessment and treatment units.

The report produced following the review identified common strengths and areas for improvement and made recommendations for health boards and policy makers. The findings from the published report have informed the development of this strategy.

The West Wales Regional Partnership Board (WWRPB) was established to make sure that all public service organisations across the region are working together to help people with learning disabilities achieve the outcomes that matter most to them.

The WWRPB has developed and agreed a 'Statement of Intent for Learning Disability Services.' This document outlines their commitment to improving learning disability services

and describes the joined-up approach needed to positively transform services in West Wales. It places statutory responsibility on Health and Social Care Services, and it outlines how partner organisations plan to commit to a transformation programme, which is supported by all stakeholders.

The Partnership has the strategic lead to ensure the recommendations within the Statement of Intent into are put into action, and has a vision to develop an integrated model of care for people with a learning disability, their families and their carer's right across the region.

"Together, with you, we are committed to support people with individual needs live the life they choose. By providing a range of flexible care and support services we will ensure people with learning disabilities are as independent as possible and connected with their local communities."

The shared ambitions from the Statement of Intent will be embedded into the delivery of the regional model of care for people with Learning Disabilities.

A Regional Programme Group for Learning Disabilities has been established to bring together Health and Social Care Service delivery leads to drive service re-design and re-modelling across the region for Learning Disability Services. The Programme Group will work to achieve the Strategic Priorities outlined in the 'Statement of Intent':

To improve community resilience and enablement through choice, self-direction and control over decisions that affect the lives of people with a learning disability in line with the Social Services Well Being Act (SSWBA)

- A defined model of care and support (care pathways) based upon the principles of the progression model.
- Reduce the number of children and young adults transitioning to residential care
- Reducing health inequalities across a continuum of care (from accessing mainstream health services to specialist care and prevention of crisis and ill health)

To commission services that strengthen quality and value for money across the range of health and social care services for people with a learning disability

- Maximise the opportunities from regional collaboration, partnership, and integrated working to deliver high-quality cost-effective services.
- Regional data collection and use that to support future planning and commissioning decisions

To reduce health inequalities by increasing access to and take up of universal health, social care, and wellbeing services for people with learning disabilities

- A regionally identifiable framework for service delivery that reflects individual personalised care and local need.
- Reducing health inequalities for people with learning disabilities across a continuum of care (from accessing mainstream health and social care services to specialist care, and prevention of crisis and ill health).

Build community resilience and capacity across a range of services that support people with a learning disability

- Increased access and availability of local housing and accommodation to enable people with a learning disability to live as independently as possible, in a place of their choice, as far as is possible.

In addition, a charter has been produced by people with learning disabilities in West Wales- 'My Charter'-People with Learning disabilities want the same things as everyone does. The Charter underpins this strategy.

A Carmarthenshire Learning Disability Partnership Board will be established with an aim to ensure a joined-up approach to strategic planning and service delivery to maximise best use of public responses and deliver seamless services by working across organisational boundaries. Once this strategy has been approved, the Board will monitor the delivery.

The relationships between these Boards are set out in [Appendix 1](#).

Demographic Information

154,170

Number of people aged 18 and over in Carmarthenshire in 2020

Predicted number of people with a Learning Disability in Carmarthenshire in 2020

3584



12% of people with a Learning Disability in Carmarthenshire are Over the age of 75.



It is predicted that the number of people with a learning disability will rise to

3850

by 2035

What will this mean for future service provision?

- There will be an increased need for specialist services e.g., Autism
- A refreshed Autistic Spectrum Disorder Strategic Action Plan was published by Welsh Government in 2016. There is a regional autism service which has been set up in response to this Action Plan.
- We will need to ensure that there are a range of opportunities available to people with learning disabilities of all ages to enable them to lead a full and active life as valued members of their communities
- Alternative commissioning strategies will need to be developed that build community capacity so that future services are self-sustaining, recognising the financial challenges faced by the public sector.
- We will need to work with partners and service users to design and grow sustainable and innovative services, recognising the benefit of co-production.
- We will need to continue to focus on developing services that will promote independence wherever possible

Appendix 2 contains several detailed data charts

Carmarthenshire profile of services



Key outcomes for people with Learning Disabilities

We have used the shared ambitions set out by the Learning Disabilities Partnership as a foundation for the key outcome areas of this strategy.

These shared ambitions are:

To improve community resilience and enablement through choice, self-direction and control over decisions that affect the lives of people with a learning disability in line with the Social Services and Well-being Act.

Improved quality of life through improved choice for housing and accommodation for people with a learning disability, with the majority being the same as for other people in the community.

People with learning disabilities, if given more opportunities for personal development and life experiences would have improved well-being and a better quality of life.

The quality of life for people with learning disabilities would be improved when they are given every opportunity to be independent, exercise and enjoy their rights, and meet their individual obligations

We have mapped the feedback that we gathered and the stories that we heard during our engagement activities against these 4 outcome areas and as a result, we have developed a framework which we have called the Circle of Support for People with Learning Disabilities.

Each section of the circle identifies a key aspect of day-to-day life which, if not there, would have a negative impact on the quality of life for people with a learning disability.

Each section of the Circle for Support has been made a key outcome area.

The Carmarthenshire Circle of Support for Learning Disability



Key outcome area 1:

To improve community resilience and enablement through choice, self-direction and control over decisions that affects the lives of people with a learning disability in line with the Social Services and Well-being Act

1.1 Community Connections / Creative Solutions

Carmarthenshire County Council and Hywel Dda University Health Board work in partnership with several agencies and organisations to provide a diverse range of services. These services, which include respite, day care, independent living support, residential care, the use of community alarms and Direct Payments, support people with a learning disability to maximise their potential and promote independence and social inclusion.

Despite the availability of a range of services for people with a learning disability in Carmarthenshire, access to a wider range of community activities that are available outside 9am and 5pm and that are available on weekends was highlighted as a key issue when engaging with people with learning disabilities and their families.

- “I don’t know what groups are out there”
- “I don’t have a relationship with people in my community”
- “We need evening and weekend things away from the centre”
- “Learning disability friendly evenings in pubs, restaurants and nightclubs”
- “Ask us what is important to us, we don’t want to fit in with services”
- “We have lots of Learning Disability Groups, but we need to be within our local communities”
- “Parents said that evenings, weekends and holidays are really difficult, especially when the family member has profound and complex additional needs”

Under the Act the Local Authority has a duty to provide a bi-lingual Information, Advice and Assistance service. This will make it easier for everyone to access up-to-date, clear information and advice about all the services available in their area. This will help people make decisions about the support they need to live the life they want.

We plan to extend the engagement process to include communities, businesses, town & community councils, and the voluntary sector to consider how the range of opportunities for people with a learning disability in Carmarthenshire could be enhanced.

People told us they valued Day Centres, but they wanted opportunities to access other types of services and activities as well. People told us that there are limited opportunities in their communities and key workers and support staff felt strongly about building stronger community links.

Proposals:

- 1.1a** Identify those people with learning disabilities who are willing to be champions in their communities to help raise awareness and understanding of learning disabilities, including the promotion of The Learning Disability Charter.
- 1.1b** Work more collaboratively with the independent and third sector to respond to the needs of people with a learning disability to have greater involvement in their local communities.
- 1.1c** Develop and deliver appropriate learning disability awareness training in communities in partnership with people who have learning disabilities and their support workers.
- 1.1d** Build links between Learning Disability services and the Community Connectors to encourage the development of alternative community opportunities.
- 1.1e** Explore alternatives to day services to create opportunities, especially during the evenings and weekends. Explore opportunities to expand the role of day centres to become “community hubs”.
- 1.1f** Continue to develop good quality and accessible information to enable people and their families to make informed choices.

1.2 Communication and Information

Communication is vital in ensuring that people can express themselves and make sense of the world around them. It is crucial that communication is made accessible for people with learning disabilities so that they are enabled to make their own decisions and informed choices about how they wish to achieve their goals.

The importance of appropriate & timely quality information, advice and assistance is incorporated within the Act. During the engagement events people told us that the way professionals speak and write to them is too complicated. To ensure we get the communication right, a separate consultation needs to be undertaken to identify the preferred options of communicating with people with a learning disability. The result of this consultation can then be taken forward by the Easy Read/Accessible Information Working Group, which is a service user-led multi agency sub-group of the Carmarthenshire Learning Disabilities Partnership Board.

Feedback from the engagement events told us that the majority of people with learning disabilities preferred their support workers and services to use ‘Simple Signing’ and Total Communications approach, especially for those people with profound & complex additional needs. Feedback also confirmed that there was a clear need for consistency of communication between departments in statutory services, service providers and people with a learning disability and their families and carers. There was a concern that currently, statutory partners rely too much on using Information Technology (IT) as a means of communication and this is not always the most effective way of communicating with individuals.

What people told us:

- “There needs to be consistency of communication across services, for example Makaton is used in children’s services and singalong in adult services”
- “Person centred planning needs to be meaningful”
- “Easy read should not be tokenistic, it should be “a vehicle for conversation”
- “Can there be a directory of events or the development of a leisure app “
- “Communities of interest could be linked together”
- “Awareness of accessible facilities such as changing rooms and accessible bathrooms “

Proposals:

- 1.2a** Identify those people with learning disabilities who are willing to be champions who will help organisations make their information easier for everyone to read and understand.
- 1.2b** The Total Communications approach to producing easy-read information is to be made part of Carmarthenshire County Council’s and Hywel Dda University Health Board’s communication standards for all directorates.
- 1.2c** Simple Signing and Total Communication training should be provided for relevant staff and people with a learning disability. People with learning disabilities will be involved in delivering training to staff.
- 1.2d** Organisations must think about the people they wish to communicate with and use the most appropriate way of sharing information for example easy read documents that are person centred.
- 1.2e** Development of Apps and use of assistive technologies to support people to communicate more effectively.
- 1.2f** Develop a Learning Disability Partnership Board in Carmarthenshire to build stronger stakeholder relationships including people with a learning disability, their families, and members of staff.

1.3 Voices, Choices and Advocacy

Advocacy means getting support from another person to help express their views and wishes, and to help make sure their voices are heard.

Having a voice and being given a choice empowers people to make decisions about their support options. We will ensure that the help and support a person receives is tailored to each individual's needs and we will ensure that they are aware of how much support is available from all partner organisations and communities.

Carmarthenshire County Council commissions Advocacy services to enable people with a learning disability to be supported by independent advocates. We work with several key organisations such as Carmarthenshire People First and Mencap Family Advisory Services who make a significant contribution in supporting people with learning disabilities to have their voices heard by providing advocacy services and by facilitating various local groups that tackle the big issues for people with learning disabilities.

During the engagement process, people with a learning disability and their families told us the following:

- “Ask us what is important to us, we don’t want to fit in with services”
- “To be respected, valued and treated like an individual, as we are all different”
- “To talk to us, not about us and to speak in plain language”
- “We have good training CPF re staying safe and social media, but we need more”

We have used this information to make the following recommendations.

Proposals:

- 1.3a** Ensure independent advocacy services are commissioned in a co-produced way, including advocacy providers and people who use and need advocacy support, whilst recognising the importance of other forms of advocacy such as peer advocacy.
- 1.3b** People who are not able to advocate for themselves or do not have anyone to advocate on their behalf, and who require care and support will be offered an independent advocate.
- 1.3c** People with a learning disability and their carers will be fully involved in their care and support planning, reviewing, and changing packages of support.
- 1.3d** People with a learning disability and their carers will be supported to access, use, and understand appropriate information about the range of services available and such services should be equally available to all people with a learning disability.

Case Study 1

This is Bethan who is supported via Maeslliedi day service.

Staff supported Bethan to take the lead role in running her review. She was able to tell everyone how things had been going, as well as making decisions about what she wanted to do in the future.

When she was asked after the review how she thought it had gone she said, 'it was brilliant'.

All reviews are now undertaken using Person Centred Approaches. We try to understand what is important to people and use this information to develop opportunities which will ensure they achieve their goals.



Key outcome area 2:

Improved quality of life through improved choice for housing and accommodation for people with a learning disability, with the majority being the same as for other people in the community.

2.1 Housing

There should be a range of good quality accommodation choices for people with a learning disability including supported living, residential accommodation, private rental, shared lives and living with families. Whenever possible, individuals should be able to choose where they live, and who they live with.

- “We want to choose who and where we live and be part of the process, including tenders”
- “We need to be person centred and have more information about our options.”

During the engagement sessions it was clear that a high priority for people with a learning disability was being able to access a range of housing options. Carmarthenshire currently offers a variety of housing options including residential, supported living projects and shared lives.

Proposals:

- 2.1a** People with a learning disability will be fully involved in all aspects of care and support planning.
- 2.1b** People with a learning disability should be able to have a choice about where they live and who they live with.
- 2.1c** Provide information and assistance on benefits and housing options to enable individuals to make informed choices about independent living.
- 2.1d** Explore how future housing schemes could include a range of housing options and accommodation suitable for people with a learning disability.
- 2.1e** Partners must work together to develop a market position statement for supported accommodation and housing opportunities, identify gaps based on current and future need and develop a strategic housing plan for people with learning disabilities’
- 2.1f** Improved quality of life through building and improving housing and accommodation choices for people with a learning disability to enable people to live as independently as they are able.
- 2.1g** Work with housing providers to ensure tenancy agreements are more accessible to understand’.

Case Study 2



We have redeveloped a property to provide accommodation for 4 individuals stepping down from residential care.

The individuals have lived together for many years in a care home in Carmarthenshire which was scheduled for closure. Given their significant and complex needs, the likely outcome was that they would be placed in various other residential establishments. ICF grant funding was utilised this project to find a suitable large residential property with outdoor space to meet their needs and maintain their longstanding relationships.

A property was purchased, and the three individuals moved in in October 2020 with 24/7 support. They have been encouraged to be involved in the decoration and set up of their new home, particularly in the personalisation of living areas and their own rooms. They have also renamed the property.

The local community affords many opportunities for participation, as well as there being many leisure pursuits available within easy travelling distance. Family members have been consulted throughout and are now looking forward to visiting their relatives in their new home, maintaining these important links.

Mr T living in supported living for 7 years but had been expressing a wish to move elsewhere for some time. In the absence of family and close friends in his life he was supported to explore options by support staff, social worker and community LD Nurse. Although Covid presented some challenges in ensuring the chosen option for an alternative accommodation was the right one, Mr T was able to have remote and virtual visits to view the house and his room and to meet his new housemates and staff. There were some barriers on the way due to Covid which delayed the move however communication was maintained throughout in a way that Mr T understood and by those who knew him best.

Feedback from Mr T via his community nurse- 'I just spoke to Mr T, It was so lovely he is so happy 'Joyo, Joyo', he said. He has been 'everywhere' he says, he has been playing football outside with the staff, he happily shares chores like drying and washing up with X. He is looking forward to the future and talking about returning to all his jobs and clubs, he is also looking forward to going on holiday.'

Key outcome area 3:

People with learning disabilities if given more opportunities for personal development and life experiences would have improved well-being and a better quality of life.

3.1 Social Care Support

We recognise that some people with learning disabilities will require the support of Social Services at some point in their lives. Under the Act a new assessment process has been introduced and this is based on what matters to the person as an individual. The assessment will consider a person's strengths and the support available to them, their family, friends, and others in the community.

Social Care staff support people with a learning disability through the assessment process and the development of a care plan. Carmarthenshire County Council has a responsibility and is committed to safeguarding the well-being of children, young people and vulnerable adults is its care, within a culture that gives safeguarding the highest priority. We recognise it is essential that all agencies work effectively together, sharing this responsibility, ensuring the well-being of people with a learning disability, the providers and the individual who supports them on a day-to-day basis.

Feedback received during the engagement events identified several areas that were important to people with a learning disability and their families, including:

- We want to deal with a named person"
- "As us what is important to us, we don't want to fit in with services"
- "We need individualised support of varied lengths"

- The need to have continuity of professional staff during the assessment and review processes
- Being fully involved and be at the centre of planning with specific goals and outcomes developed, delivering, and changing packages of care and support.
- Having regular care plan reviews.
- Having enough time for appointments with professionals.
- Partner agencies working together to meet the needs of people with a learning disability through appropriate planning, development, delivery, and evaluation of services.

Proposals:

- 3.1a** Ensure every individual has a person-centred plan which tells where someone is currently, what their care and support needs are, and where they want to be.
- 3.1b** Ensure adequate time is allocated for appointments for people with a learning disability.
- 3.1c** Care and support plans must be reviewed annually and must involve the person with a learning disability and their families.
- 3.1d** Work with people with a Learning Disability to create person- centred flexible options for activities and services that promote independence.
- 3.1e** Work with service providers and people with a learning disability to develop a more comprehensive understanding of the market and more effective commissioning of services that promote independence.

3.2 General Health Care and Treatment

There are a key number of challenges facing Learning Disability services which are detailed more fully in the population needs analysis, some of which are:

- The number of people with a Learning Disability are increasing,
- The number of people with Severe Learning Disabilities and Complex health needs are increasing
- People with a Learning Disability are living longer and experiencing age related conditions such as Dementia
- There is a need to provide more for less money.

Our Mental Health & Learning Disability services are focussed on a progression model aimed at improving community resilience and enablement through choice, self-direction and people having control over their own lives, whilst moving away from traditional services such as hospital and residential based care services.

Most people with a learning disability have poorer health than the rest of the population. All individuals require access to the full range of health promotion, prevention and education initiatives and services provided by independent contractors (e.g., Dentists, GPs, optometrists) and other primary and secondary healthcare services (e.g., hospitals, mental health services) to meet their physical and wider health needs.

To meet the needs of people with a learning disability, services will need to be flexible in their approach and interventions. It recognises that people with a learning disability will have access to mainstream community and primary care services with most of the activity seen at the upper tiers. There is, however, an understanding that partners need to focus their attention on preventative services, supporting the delivery of tier 1 services in line with Welsh Government's vision set out in 'Setting the Direction: Primary & Community Services Strategic Delivery Plan' and the Act.

The following issues have been identified as key things that really matter to people with learning disabilities:

- To be able to access a good quality annual health check.
- The ability to get timely appointments with relevant health professionals.
- Health passports are good to get our needs met, but we need more completed and people need to read them.
- We need to make it easier to get a GP appointment.
- Being given adequate time to discuss health concerns with the relevant health professional as several people said they found it difficult to understand what was happening when they were at the doctor or hospital.
- Receiving information in easy read formats
- The ability to access a variety of transport options to access health services.
- Concern over waiting times, particularly hospital waiting times, and the difficulties these presented.
- Increase support from psychology services and Positive Behavioural Intervention and Support, recognizing there have been recent recruitment issues.
- Increase awareness amongst Health professionals of the needs of people with Learning Disabilities and difficulties they experience in accessing some mainstream services.
- We need to train hospitals and GP staff as they don't understand my needs.

Proposals:

- 3.2a** Work with primary care to:
 - Increase the take-up and quality of Annual Health Checks
 - Improve access to GP appointments
- 3.2b** Ensure adequate time is allocated for health appointments for people with a learning disability.
- 3.2c** Statutory services to implement a robust contract and quality assurance framework for all in-house and commissioned services, to ensure effective and measurable outcomes that will ensure services delivered to people with learning disabilities meets agreed standards that are developed in partnership with people who use these services.
- 3.2d** Individuals and their carers will be supported to access, use, and understand appropriate information about the range of services available, and how they can be accessed. (This will include information leaflets, result letters and general communication)
- 3.2e** People with a learning disability will be included and be at the centre of discussions about their care planning and well-being. Review integrated assessment and review processes to ensure they are person centred and accessible.
- 3.2f** Develop draft guidance to support staff in helping people with a learning disability to have safe personal and social relationships including appropriate use of social media and an 'Easy Read' guide to sex and personal relationships.
- 3.2g** General focus upon training, communication and awareness raising across all Healthcare settings, this will be a multi-agency approach and will be supported

- by the developed of Health facilitation nurses for learning disabilities.
- 3.2h** Review the care pathway for people with a learning disability who require palliative and end of life care and support.
- 3.2i** The Health Board will review its specialist Healthcare provision and in-patient services to ensure they are fit for purpose and meet the changing demands of people with more complex and challenging needs.

3.3 Transitions and Family Support

There are key transition points in everyone's life and what happens at these points have a significant impact on the way in which people are able to live their life both at that time and in the future. The transition point that has been identified as having the biggest impact for people with a learning disability, is the point at which they move from children's services to adult services. This can involve leaving school and planning to attend college or meeting with local employers about work opportunities.

A range of factors have been identified as having an impact on a young adult and the way in which they move forward, the services they access and the level of independent living they achieve.

There should be a clear pathway in place to ensure that all individuals have a well-planned and co-ordinated transition from child to adult services. Transition can be a difficult time for young people, particularly when they have to rely on their families whilst at the same time asserting their independence.

Choices for people with learning disabilities can be restricted when they have to deal with complex systems set up in order to provide support for them. Carmarthenshire County Council acknowledges that transition planning organisational and deployment of resources is not as coherent and effective as it needs to be.

We are committed to improving the transition experiences of young people and to working with individuals and their families to identify the range of opportunities, support and resources that are available locally. By the time a child with a learning disability has reached the age of 14, discussions will have taken place between Children's and Adults' services, the child and their parents and carers about the individual's future. This is in line with the Council's pledge to support the United Nations Convention for the Rights of the Child.

During the engagement process people with learning disability and their families told us the following:

- "Why not have cradle to grave service?"
- Life skills should be developed at an early age- simple ideas such as budgeting, cooking, household tasks"
- "More information is needed around Transition options to inform next steps such as college, volunteering, employment and training etc"

Proposals:

- 3.3a** Transition planning to begin much earlier when younger people with learning disabilities reach the age of 14.
- 3.3b** Young people with learning disabilities and their families will be involved in identifying and planning the support they will need as they move into adulthood.
- 3.3c** Young people who have a learning disability will be supported in their choices about education, training, and learning.
- 3.3d** Young people who have a learning disability will be supported to develop essential personal and social skills.
- 3.3e** To develop a more integrated support and pathway to improve effectiveness of services.
- 3.3f** To develop better quality and joining up of information and support to promote early intervention and preventative support.

3.4 Support for Carers

Families and carers play a vital role in supporting people with learning disabilities and we must work to ensure that they have access to appropriate information, a carer assessment and a flexible and creative range of options that will meet their support needs. Carers should also have opportunities to access appropriate training and support.

Support for carers must be in line with the Social Services & Well-being (Wales) Act. The Act provides the legal framework for improving the well-being of people who need care and support and carers who need support.

Parents and carers have told us that they would welcome the ability to access a wide range of peer support so that they could share knowledge and experiences, and provide support to each other when people need it.

Being a full-time carer can be a very demanding role. Respite care breaks are an opportunity for carers to take a holiday or simply spend some time looking after their own needs, safe in the knowledge that their loved one is receiving the very best care.

Following an assessment, respite care is offered to people with learning disabilities, parents and family carers for a designated period of time in an appropriate setting. Respite can also be arranged using a direct payment.

During the engagement events we were asked to consider the age ranges of people with learning disabilities when planning respite services. This is to ensure that suitable arrangements are made for people with a learning disability and their families during the transition from children's services to adult services.

Proposals:

- 3.4a** Support parents and family carers to develop their own peer support networks that encompass all ages of adult carers.
- 3.4b** Support parents and family carers to identify and access resources to enable the carers to continue to undertake their caring roles.
- 3.4c** Ensure appropriate respite provision is available for people with learning disability going through transition.

Case Study 3

Angie Edwards: Chair of Trustees for Carmarthenshire People First and Health Check Champion for Carmarthenshire at the NHS Awards 2019.

Health Check Champions support people with Learning Disability to access Annual Health Checks making sure they get the care they need at the right time and in a way they understand. They have developed a video about the importance of health checks, auditing current perceptions and development/promotion work on the new Health Profile.

Angie said: " I am very proud to be a Health Check Champion. Over the last couple of years, I was really poorly and had to go into hospital. My work will help me support people on their health issues and to make sure people have good health care in the future."



Key outcome area 4:

The quality of life for people with learning disabilities would be improved when they are given every opportunity to be independent, exercise and enjoy their rights, and meet their individual obligations.

4.1 Social and Leisure Activities

Having a full range of opportunities for social and leisure activity is of considerable importance as this maximises an individual's potential, enabling them to develop new academic, work related and life skills. In addition, meaningful opportunities enable individuals to develop friendships and relationships, promote self-esteem and make a valuable contribution to society.

Keeping active and involved in the community also has a positive impact on an individual's health and well-being. Discussions during the engagement events highlighted that leisure and social activities play a vital role in the lives of people with a learning disability. Exercising and / or playing sport is regarded as a great way to stay fit and healthy and provides a fun environment and strengthens people's social skills.

There are currently several opportunities in Carmarthenshire for individuals to participate in activities including activities such as the Active Sir Gar programme run by Carmarthenshire County Council's leisure centres: bowling, swimming, Llanelli Warrior and Sera Byd netball. People told us that they would really value the ability to access a wider variety of social opportunities. These activities need to be available in a variety of locations across the county, outside traditional 9am to 5pm offers, and at weekends

People told us:

- Leisure Services need to link with Learning Disability service providers and Carers Groups to ensure information in relation to leisure activities are regularly provided.
- People with a learning disability would value the opportunity to be able to attend a variety of social activities in the community to further develop their relationships and social networks.
- People with a learning disability to have the opportunity to access a range of activities in communities

Proposals:

- 4.1a** Map current social and leisure opportunities for people with a learning disability to inform a market position statement that will be the foundation of a development plan to support people to access facilities in their own communities.
- 4.1b** Further develop links and opportunities between Leisure Services and Learning Disability service providers to support people to stay fit and healthy.
- 4.1c** Promote and encourage community innovation to develop community-based initiatives and more opportunities for people with a learning disability.
- 4.1d** To promote and enhance our information offer by developing a regional accessible website to let people know what is on offer in their area.

4.2 Education, Training, Employment and Volunteering

How people spend their time during the day is of considerable importance and appropriate opportunities will maximise an individual's potential enabling them to develop new academic, work related and life skills. In addition, meaningful opportunities enable individuals to develop relationships, promote self-esteem and make a valuable contribution to society. It is necessary for a range of options to be available for individuals to choose from including employment, education, and leisure and day services. Carmarthenshire offers numerous opportunities for people to develop skills and experience employment. A number of these are provided by third sector organisations or private businesses. The Additional Learning Needs (ALN) Reforms (0-25 years) provides a spotlight on improving the planning and delivery of support for learners.

People told us:

- "Tasters for adult education and work are needed"
- "Shorter courses which are skilled based"
- "Greater employment opportunities for people"

Proposals:

- 4.2a** Work with partners to find people with learning disabilities to champion this outcome area who will work with a range of organisations to create more volunteering opportunities that will lead to meaningful employment.
- 4.2b** Work with partners to support people with learning disabilities to access and participate in paid employment opportunities.
- 4.2c** Ensure that there are more opportunities for people with a learning disability to access work experience across the county whether in the public, private, or voluntary sector.
- 4.2d** Improve the co-ordination, planning & support for younger people, people in transition and adults with a learning disability to access high quality learning as close to their own communities and families as possible.

4.3 Transport

Due to the rural nature of Carmarthenshire, transport remains a challenge for many of the people who live here.

During one of the earlier engagement events transport was highlighted as an issue, especially to Crosshands in particular. There is a recognition that being able to access a range of transport options is key to enabling and promoting independence.

Although there are a range of transport options available, there are still gaps that limit access to activities and other social and work opportunities during both day and evenings, particularly for people living in remote parts of the County.

There is a heavy reliance on transport being provided by Social Services. Further work is required to more fully understand the barriers to accessing public transport and to promote access to public transport including such options as:

- Travel training on buses and trains for people with a learning disability.
- Learning disability awareness training for public transport staff.
- Wheelchair accessible transport.
- Voice over systems on buses to inform of next stop.

Proposals:

- 4.3a** Develop and offer learning disability awareness training, led by people with learning disabilities, for public transport organisations.
- 4.3b** Work with transport providers, voluntary, health and public to address the barriers faced by people to develop more creative solutions.
- 4.3c** Work with transport providers to increase the number of buses with voice over systems which inform passengers of next stops and destinations.
- 4.3d** Review our current day services transport arrangements to promote independent travel when and where possible.

4.4 Direct Payments

Direct Payments are a different way of providing a service which gives people choice, control, and flexibility in how they receive services to meet their assessed needs.

Support can be organised either by the individual themselves or by family members, advocates, brokers, or a service provider on their behalf.

Following an assessment, the offer of a direct payment should be made to the person as an alternative way of meeting their agreed support needs.

To receive direct payments, you must be assessed as:

- Needing, or already in receipt of support from Social Care, and;
- Are able to 'manage' a direct payment, either on your own or with help from family, friends, advocates, brokers, or a service provider on their behalf.

It was apparent from the engagement activities we undertook and from the conversations we had with people that the use of Direct Payments is underdeveloped, and we are not capitalising on the personalised opportunities and choices they could present. The issues of inconsistent information and advice was raised and the difficulty in recruiting personal assistants.

Proposals:

- 4.4a** Relevant staff are to receive direct payments awareness and procedure training to ensure that partners can promote, and grow, the take up of Direct Payments.
- 4.4b** Develop options to make more creative use of direct payments.
- 4.4c** Developing a Direct Payment strategy supported by care to co-operate.

Case Study 4

We have been working more closely with leisure services to ensure that everyone is able to increase their exercise. Sometimes we can use the leisure centres to do activities but sometimes we must find other ways to help people to be more active. The staff at the leisure centres have been able to provide us with some equipment to help people to be more active when the leisure centres are closed, and we have provided Leisure services with equipment to ensure their community offer is accessible for all. This is an example of people in Coleshill centre playing curling with equipment provided and the accessible bikes at Pembrey Country Park.



How will we put the strategy into action?

This Strategy provides a direction of travel and is written in the spirit of Carmarthenshire County Council's commitment to work collaboratively with all stakeholders. The strategy reflects the Carmarthenshire-wide commitment to support people with learning disabilities and incorporates services and activities provided by and delivered through partner organisations including the voluntary sector, community groups and private businesses.

We recognise that budget pressures will be a key challenge during the lifetime of the Strategy. These pressures make it even more important for Carmarthenshire and its Partners to have a clear strategic plan. There will be potentially challenging decisions to be taken as we seek to maximise available resources and realign services to meet the needs and enhance the wellbeing of future generations.

Financial investment is made by Carmarthenshire County Council and Hywel Dda University Health Board in commissioning and delivering services for adults, including young people in transition, with a learning disability and their carers. The resources required to support the implementation of this strategy will come from both the redirection of current resources as services are transformed in line with the strategic direction of this strategy, and elements of funding from the Integrated Care Fund to support transformation and innovation of services.

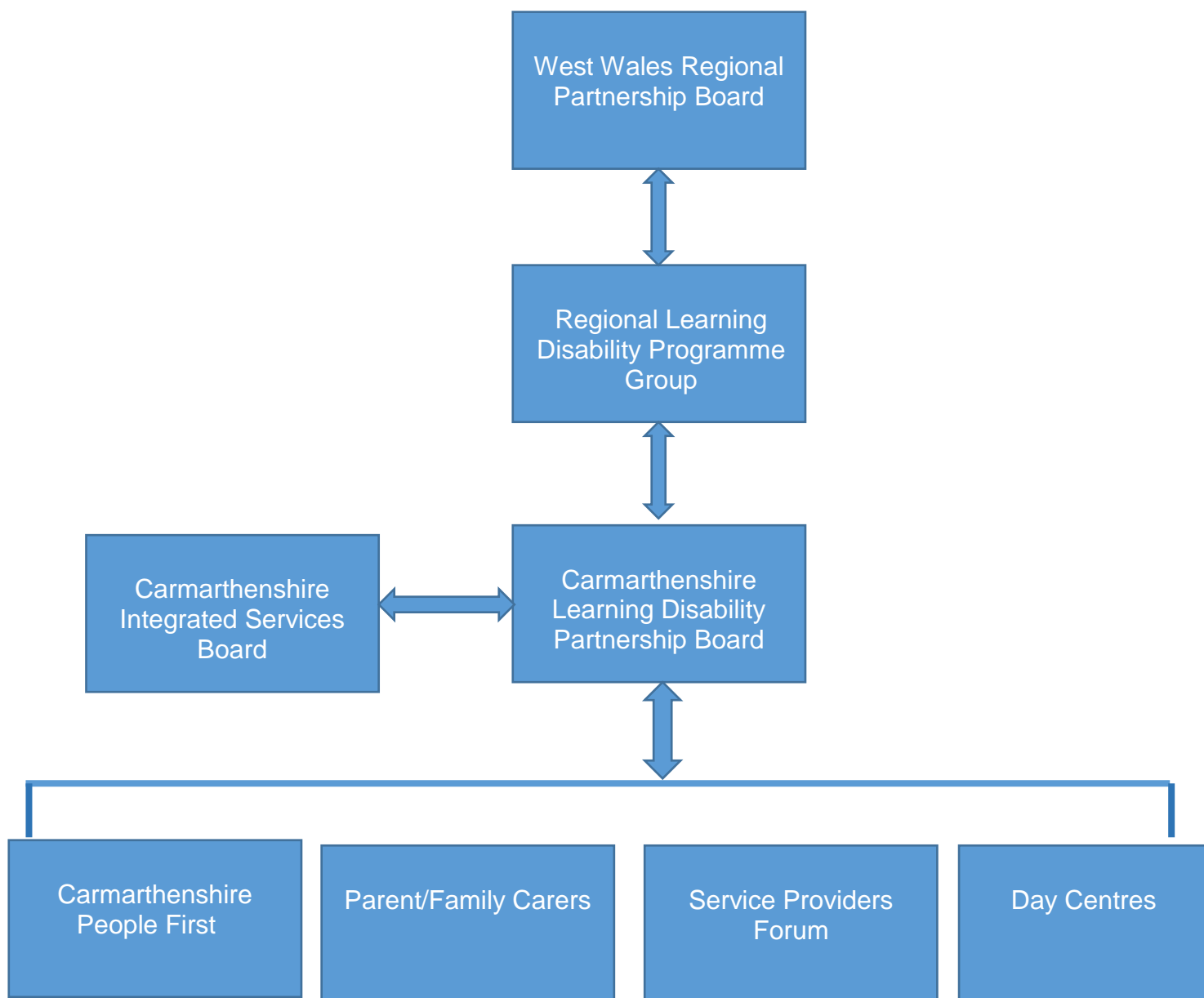
The key outcome areas and recommendations of this strategy will be taken forward by partners across the wider regional Hywel Dda footprint under the direction of the West Wales Regional Partnership.

At a local level, the emerging themes and recommendations as set out in this strategy will be prioritised by the Carmarthenshire Learning Disability Partnership Board and the associated action plan of implementation will be monitored.

Appendix 1

Relationships & Membership of the Learning Disability Partnership Board

The diagram below shows the connections between regional and local groups/boards



The Carmarthenshire Learning Disability Partnership Board will be developed and is included as a recommendation in this draft strategy.

The Regional Learning Disability Programme Group is one of several key priorities of the West Wales Regional Partnership Board.

Carmarthenshire Learning Disability Strategy

Population and Prediction Information

Appendix 2

carmarthenshire.gov.uk



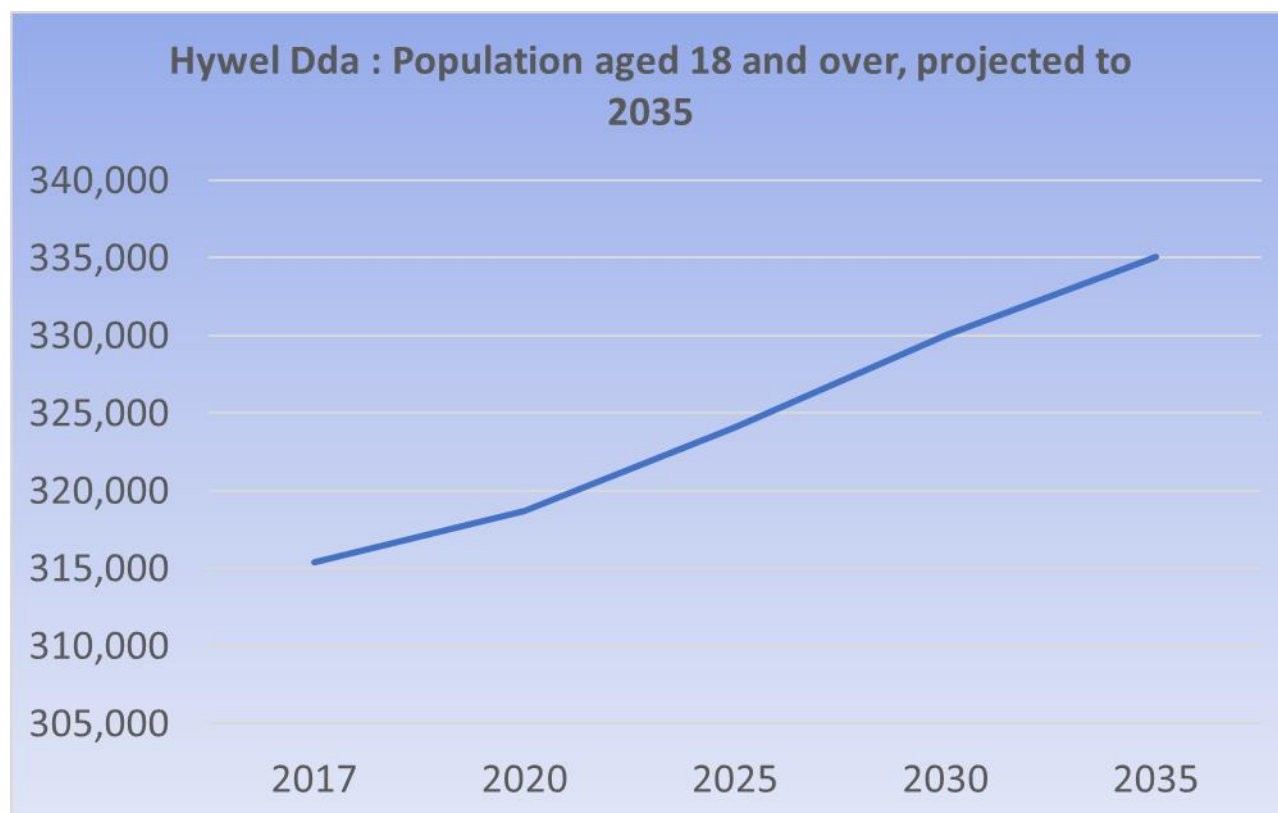
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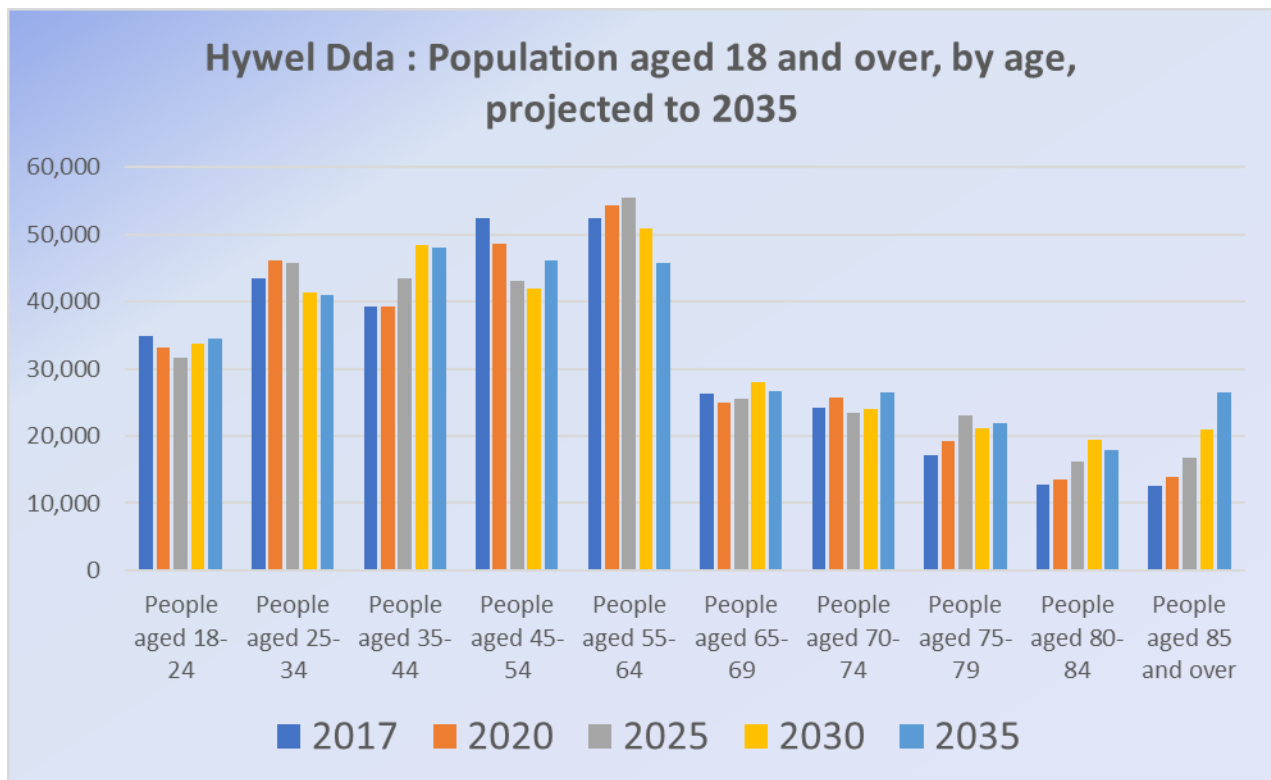
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Data for Hywel Dda University Health Board

Table produced on 25/02/20 09:17 from www.daffodilcymru.org.uk version 7.1
Population aged 18 and over, by age, projected to 2035

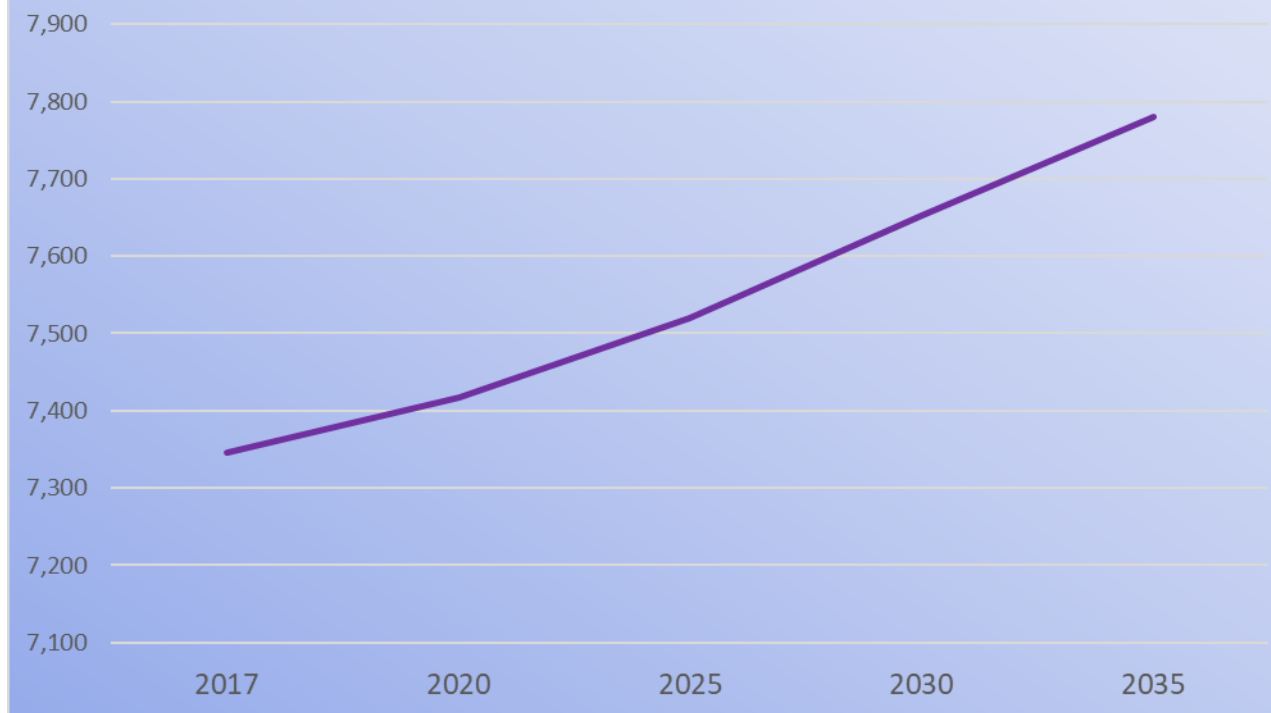


Category	Year				
	2017	2020	2025	2030	2035
People aged 18-24	34,940	33,110	31,700	33,770	34,540
People aged 25-34	43,530	46,070	45,670	41,410	41,030
People aged 35-44	39,360	39,250	43,380	48,420	48,050
People aged 45-54	52,380	48,540	43,120	41,940	46,090
People aged 55-64	52,350	54,420	55,460	50,990	45,840
People aged 65-69	26,370	24,930	25,550	28,020	26,770
People aged 70-74	24,210	25,770	23,370	24,060	26,490
People aged 75-79	17,120	19,290	23,070	21,070	21,850
People aged 80-84	12,680	13,490	16,100	19,490	17,990
People aged 85 and over	12,500	13,860	16,680	20,870	26,410
Total population aged 18 and over	315,430	318,720	324,100	330,050	335,070

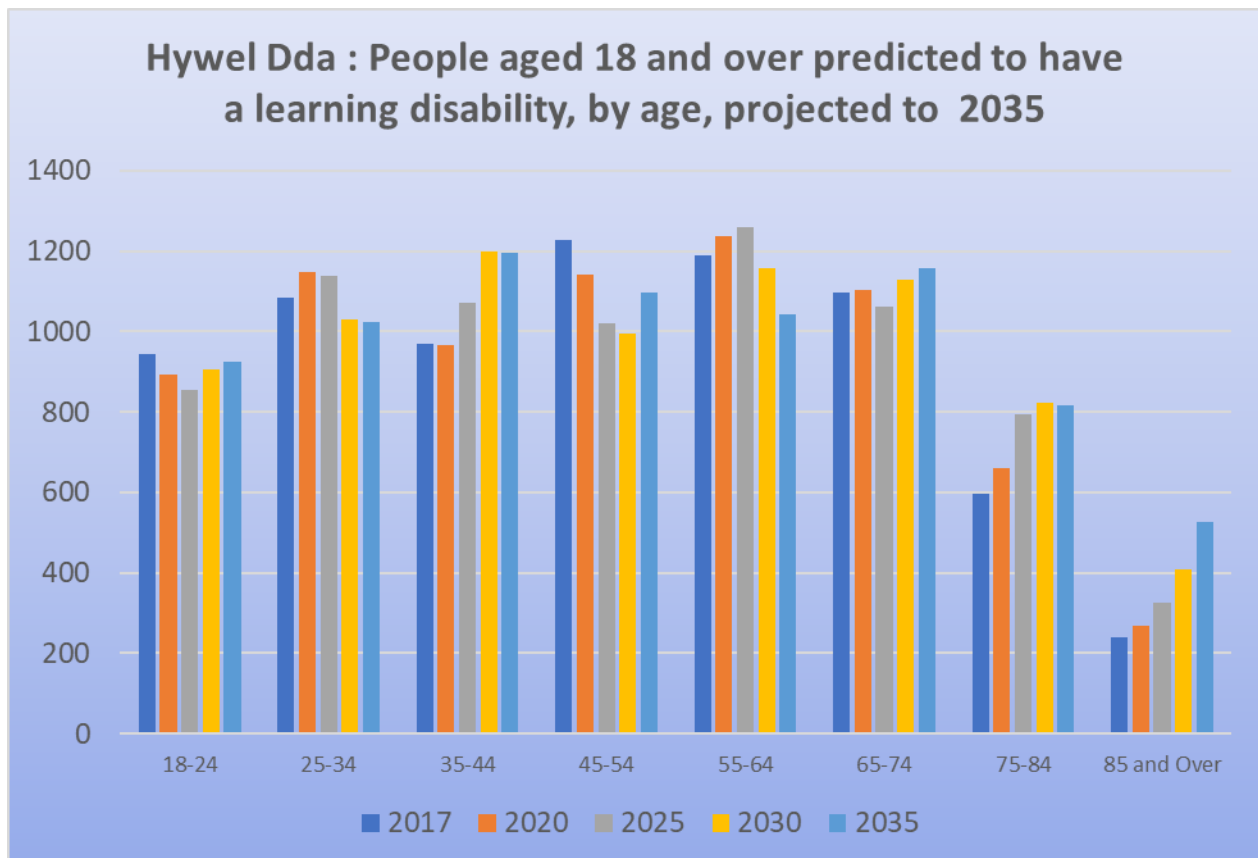


Figures are taken from population projections produced by Knowledge & Analytical Services, Welsh Government. The latest population projections available are the 2011-based local authority population projections for Wales, which take into account the results of the 2011 Census and project forward the population from 2011 to 2036. Figures for Local Health Boards have been calculated from local authority numbers. Population projections provide estimates of the size of the future population, and are based on assumptions about births, deaths and migration. The assumptions are based on past trends. Projections only indicate what may happen should the recent trends continue. Projections done in this way do not make allowances for the effects of local or central government policies on future population levels, distribution and change. As the process of demographic change is cumulative, projections become increasingly uncertain the further they are carried forward.

Hywel Dda : People aged 18 and over predicted to have a learning disability, projected to 2035



Category	Years				
	2017	2020	2025	2030	2035
People aged 18-24 predicted to have a learning disability	945	894	853	906	925
People aged 25-34 predicted to have a learning disability	1,084	1,147	1,137	1,031	1,022
People aged 35-44 predicted to have a learning disability	968	967	1,072	1,200	1,195
People aged 45-54 predicted to have a learning disability	1,227	1,141	1,019	995	1,098
People aged 55-64 predicted to have a learning disability	1,188	1,236	1,259	1,158	1,043
People aged 65-74 predicted to have a learning disability	1,097	1,104	1,061	1,127	1,158
People aged 75-84 predicted to have a learning disability	598	661	794	823	815
People aged 85 and over predicted to have a learning disability	239	267	325	410	525
Total population aged 18 and over predicted to have a learning disability	7,346	7,417	7,520	7,652	7,780

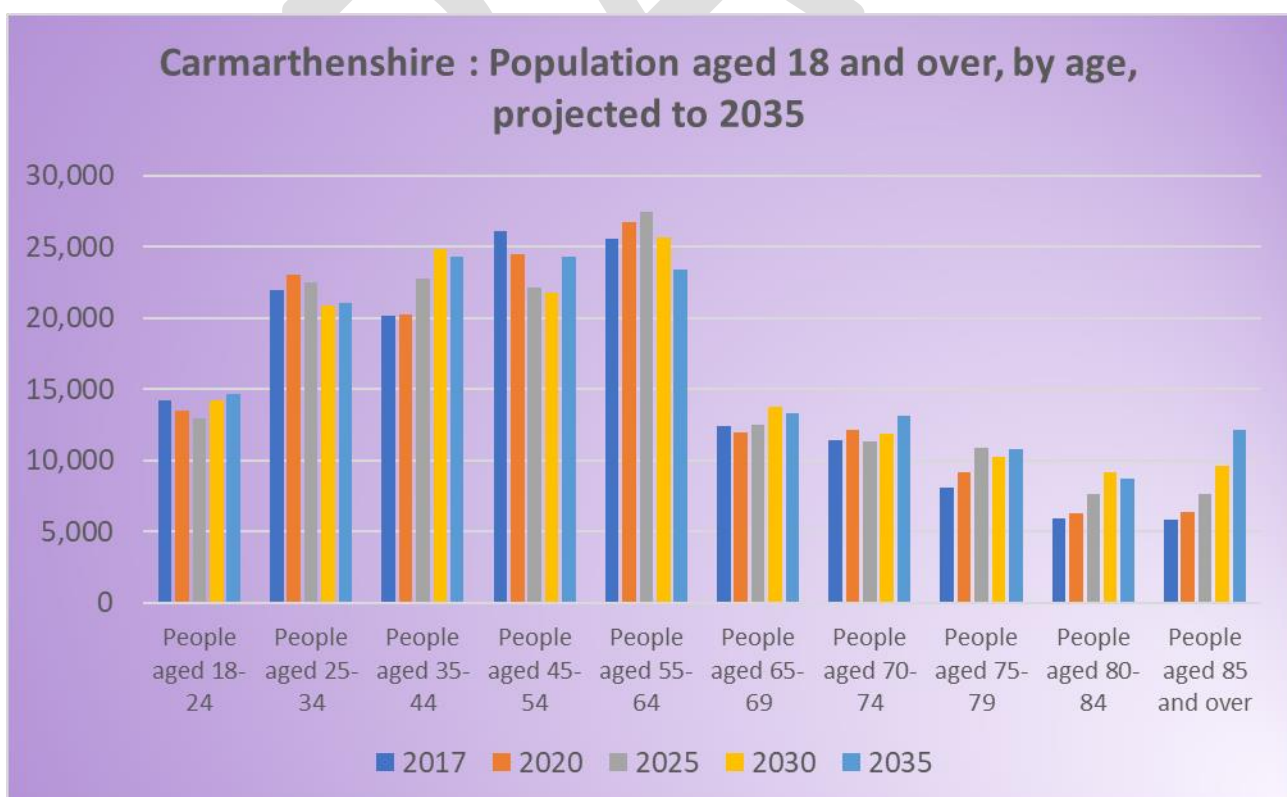
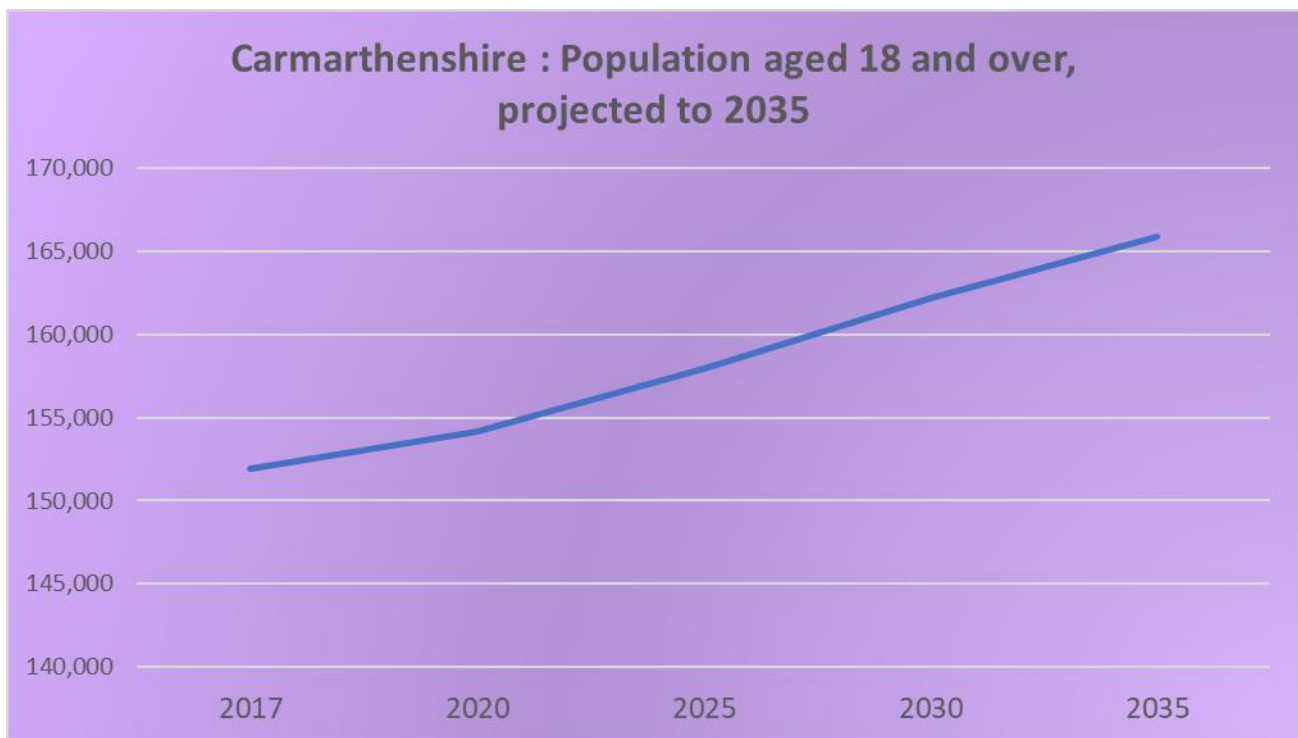


Prediction rates have been applied to population projections in the years 2011 and 2021 and linear trends projected to give estimated numbers predicted to have a mild, moderate or severe learning disability, to 2035.

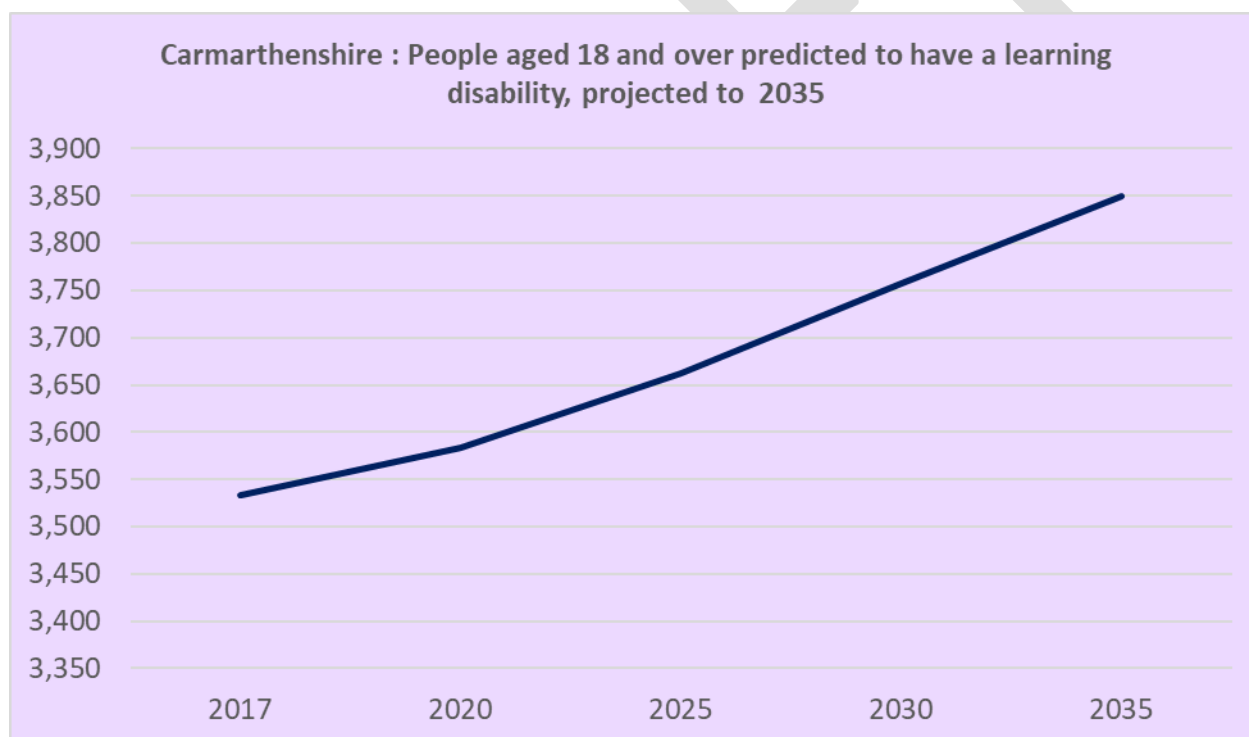


Carmarthenshire Data

Table produced on 25/02/20 09:15 from www.daffodilcymru.org.uk version 7.1
Population aged 18 and over, by age, projected to 2035

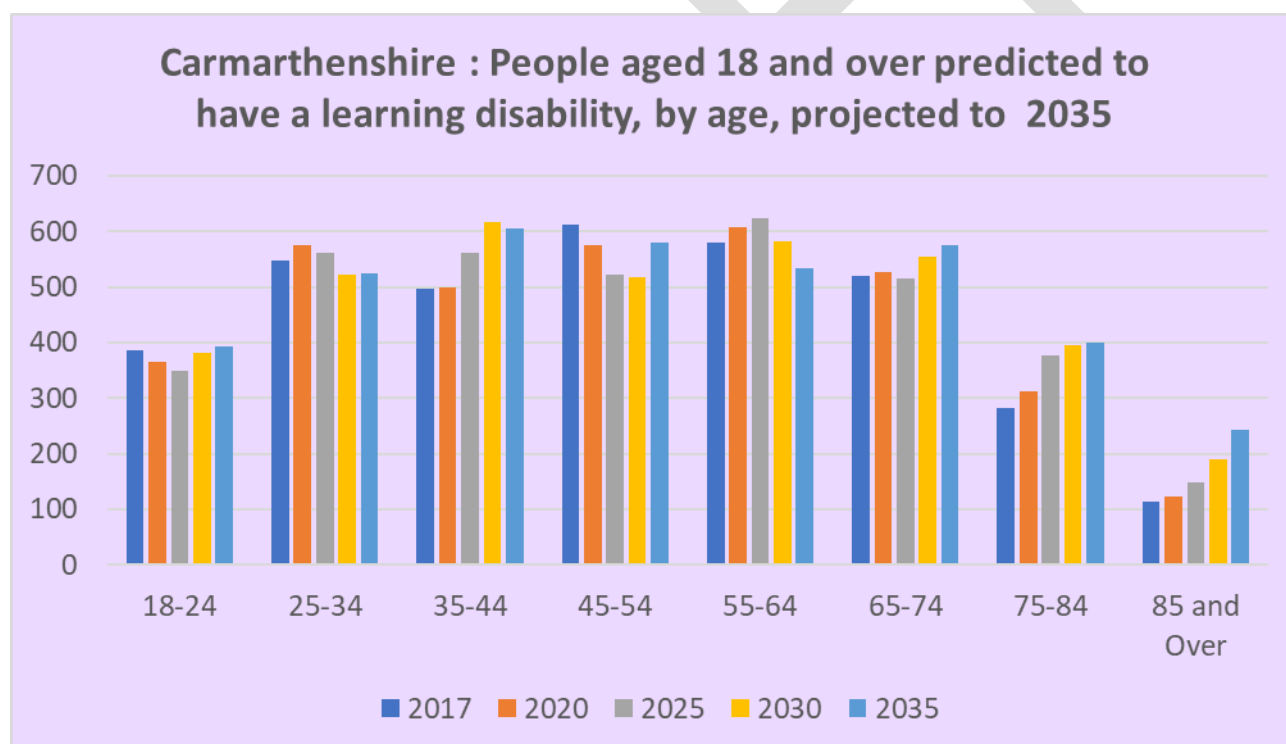


Category	Years				
	2017	2020	2025	2030	2035
People aged 18-24	14,240	13,500	12,980	14,190	14,640
People aged 25-34	21,970	23,050	22,540	20,930	21,050
People aged 35-44	20,160	20,290	22,760	24,850	24,350
People aged 45-54	26,130	24,510	22,160	21,830	24,310
People aged 55-64	25,550	26,720	27,450	25,650	23,430
People aged 65-69	12,460	11,990	12,520	13,790	13,330
People aged 70-74	11,470	12,180	11,310	11,860	13,110
People aged 75-79	8,070	9,210	10,930	10,230	10,800
People aged 80-84	5,970	6,300	7,660	9,200	8,700
People aged 85 and over	5,880	6,430	7,650	9,630	12,160
Total population aged 18 and over	151,900	154,170	157,960	162,150	165,900



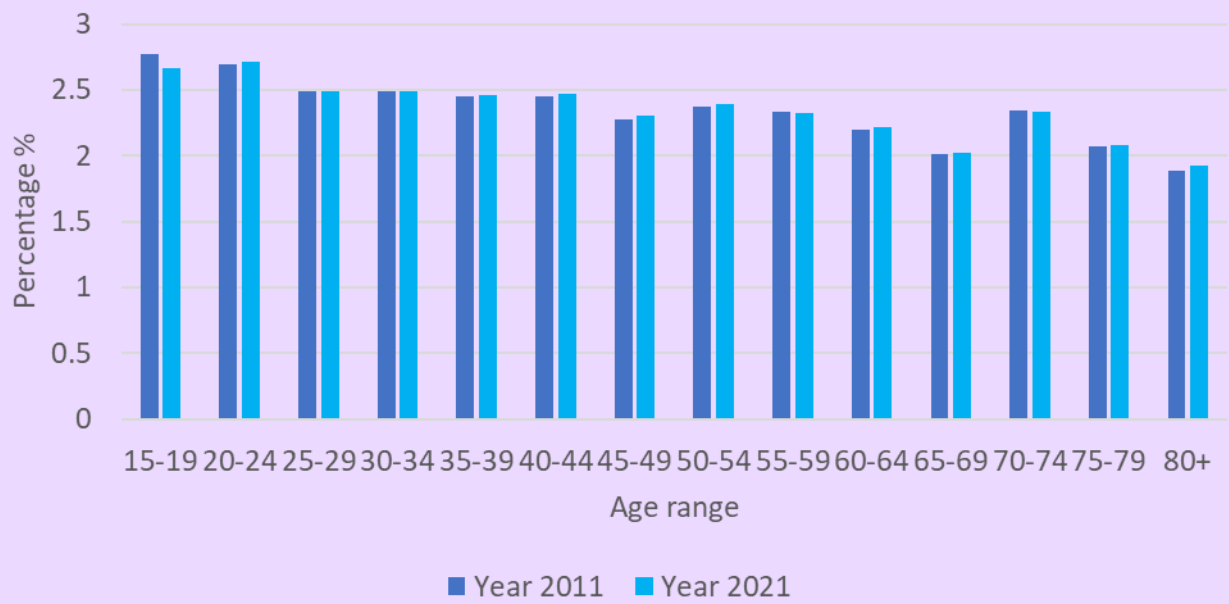
Age Category predicted to have a learning disability	Years				
	2017	2020	2025	2030	2035
18-24	385	365	349	381	392
25-34	547	574	561	521	524
35-44	496	500	562	616	606
45-54	612	576	523	518	579
55-64	580	607	623	583	533
65-74	519	526	516	555	575
75-84	282	313	377	394	399
85 and Over	113	124	149	189	242
Total population aged 18 and over predicted to have a learning disability	3,533	3,584	3,662	3,757	3,850

Prediction rates have been applied to population projections in the years 2011 and 2021 and linear trends projected to give estimated numbers predicted to have a mild, moderate or severe learning disability, to 2035.



Predictions of the number of people with a learning disability for 2011 and 2021 are as follows:

Predictions of the number of people with a learning disability for
2011 and 2021



Carmarthenshire Learning Disability Strategy

Action Plan

Draft Version 1 - Appendix 3
AA

carmarthenshire.gov.uk



Key Outcome Area 1:

To improve community resilience and enablement through choice, self-direction and control over decisions that affects the lives of people with a learning disability in line with the Social Services and Well-being Act



1.1 Community Connections / Creative Solutions

	We will...	What we have done...	What do we still need to do...
1.1a	Identify those people with learning disabilities who are willing to be champions in their communities to help raise awareness and understanding of learning disabilities, including the promotion of The Learning Disability Charter.	<p>The “Dream Team” engagement/ accessibility group has been established by the Regional Learning Disability Programme Group (LDPG)</p> <p>The Learning Disability Charter has been launched and signed. The Dream Team has promoted the Charter at a number of events/ meetings.</p> <p>People with learning disabilities are members of West Wales Regional Partnership Board and Learning Disabilities Programme Group. (now called the Regional Improving Lives Partnership-RILP)</p> <p>For 2021-22 – continue to support LD Champions/Dream Team to ensure that they meeting the needs of the strategy and develop links with wider groups.</p>	Continue to raise awareness and promote the Charter. Develop Learning disability champions.
1.1b	Work more collaboratively with the independent and third sector to respond to the needs of people with a	Review of all third sector service level agreements is being undertaken. This will inform future commissioning arrangements	Co-produce future models of service.

	learning disability to have greater involvement in their local communities.		
1.1c	Develop and deliver appropriate learning disability awareness training in communities in partnership with people who have learning disabilities and their support workers.	<p>Training to support the charter is being implemented.</p> <p>People First organisations working together to develop and deliver a programme of training for LD and autism awareness training which will be delivered by people with LD and autism.</p>	Roll and further development of training programmes.
1.1d	Build links between Learning Disability services and the Community Connectors to encourage the development of alternative community opportunities.	<p>A Learning Disability web site has been developed by people with a learning disability and autism in Pembrokeshire. This will be expanded across the region including Carmarthenshire.</p> <p>Links with 'Dewis' and 'Info Engine' made.</p> <p>Community Connectors have been established in the new day service structure.</p>	<p>Develop the Carmarthenshire web site.</p> <p>Web site to include a symbol & picture library.</p>
1.1e	Explore alternatives to day services to create opportunities, especially during the evenings and weekends. Explore opportunities to expand the role of day centres to become "community hubs".	A new management structure has been established in day services which includes Community Connectors. The community Connectors are identifying alternative community opportunities and establishing communities of interest.	Coproduce community model of support and pooled direct payment groups.
1.1f	Continue to develop good quality and accessible information to enable people and their families to make informed choices.		

1.2 Communication and Information

	We will...	What we have done...	What do we still need to do...
1.2a	Identify those people with learning disabilities who are willing to be champions	<p>'Planet Easy Read' launched by Carmarthenshire people First</p> <p>The Dream Team has been developed to</p>	Complete audits of services/organisations who have signed up to the LD Charter.

	who will help organisations make their information easier for everyone to read and understand.	support and challenge how we communicate. A Learning Disability champion post has been developed to support easy read communications. The Dream Team is Chaired by an LD champions. People from Carmarthenshire People First are also members of the Dream Team	
1.2b	The Total Communications approach to producing easy-read information is to be made part of Carmarthenshire County Council's and Hywel Dda University Health Board's communication standards for all directorates.	CCC and HDUHB use Total Communication. Guide on easy read using widget symbols for people with LD provided by HDUHB.   Easy Read Checklist Easy Read Guide	Work for 2021-22; continue development of easy read documentation across all partners
1.2c	Simple Signing and Total Communication training should be provided for relevant staff and people with a learning disability. People with learning disabilities will be involved in delivering training to staff.	Some training is being undertaken; however this need to be developed further.	Work for 2021-22: develop training package for people wanting to create easy read documentation.
1.2d	Organisations must think about the people they wish to communicate with and use the most appropriate way of sharing information for example easy read documents that are person centred.	We continue to promote a person-centred approach to communications. There are Total Communication co-Ordinator's in all day services. These services are then audited annually by members of the TC group who have a learning disability.	
1.2e	Development of Apps and use of assistive technologies to support people to communicate more effectively.	Regionally the use of Apps to support people is being progressed. A timetable of virtual activities has been developed to provide engagement and share information whilst day services have had restricted capacity during the pandemic.	

1.2f	Develop a Learning Disability Partnership Board in Carmarthenshire to build stronger stakeholder relationships including people with a learning disability, their families and members of staff.	<p>This has not progressed due to the impact of Covid, however there is a West Wales Regional Partnership Board and Learning Disabilities Programme Group. (now called Regional Improving Lives Partnership-RILP)</p> <p>Every other meeting is actively led by the 'Dream Team'</p>	
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1.3 Voices, Choices and Advocacy

	We will...	What we have done...	What do we still need to do...
1.3a	Ensure independent advocacy services are commissioned in a co-produced way, including advocacy providers and people who use and need advocacy support, whilst recognising the importance of other forms of advocacy such as peer advocacy.	<p>We have worked with the West Wales Advocacy Network and Age Cymru Golden Thread to develop an approach to the development of a regional Independent Professional Advocacy (IPA) service. This is being piloted by Ceredigion and the learning will feed into a regional commissioning process for IPA.</p> <p>Work is being undertaken to develop a regional advocacy strategy.</p> <p>Investment has been made to improve quality standards of advocacy services by supporting advocacy organisations to achieve the advocacy quality mark</p>	<p>Revise service specification based on pilot feedback.</p> <p>Prepare tender documentation</p> <p>Evaluate tenders and award contract for the region.</p>
1.3b	People who are not able to advocate for themselves or do not have anyone to advocate on their behalf, and who require care and support will be offered an independent advocate.	<p>We have service level agreements in place to support people who require independent advocacy. We are working with providers to raise advocacy standards.</p> <p>We are speaking with people about their experience of advocacy and identifying where we have advocacy gaps in service provision</p>	
1.3c	People with a learning disability and their	Individuals lead their own day service reviews,	

	carers will be fully involved in their care and support planning, reviewing and changing packages of support.	and they capture what's important to them. This then informs future developments and service delivery.	
1.3d	People with a learning disability and their carers will be supported to access, use and understand appropriate information about the range of services available and such services should be equally available to all people with a learning disability.	All services have a statement of purpose and service user guide in easy read.	

Key Outcome Area 2:
Improved quality of life through improved choice for housing and accommodation for people with a learning disability, with the majority being the same as for other people in the community.

2.1 Housing

	We will...	What we have done...	What do we still need to do...
2.1a	People with a learning disability will be fully involved in all aspects of care and support planning.		
2.1b	People with a learning disability should be able to have a choice about where they live and who they live with whenever this is possible.		
2.1c	Provide information and assistance on benefits and housing options to enable individuals to make informed choices with regard to independent living.		
2.1d	Explore how future housing schemes could include a range of housing options and accommodation suitable for people with a learning disability.	We have published housing needs analysis, which identifies accommodation needs and supply and forms the basis of our strategic planning. (see West Wales Care Partnership web site). The integrated care fund is funding a service development post for accommodation to progress accommodation developments.	
2.1e	Partners must work together to develop a market position statement for supported accommodation and housing opportunities, identify gaps based on current and future	We have used the housing needs and supply information to develop an accommodation plan for people with learning disabilities. This sets out our plan for developing a range of accommodation needs to support people with	

	need and develop a strategic housing plan for people with learning disabilities.	a learning disability.	
2.1f	Improved quality of life through building and improving housing and accommodation choices for people with a learning disability to enable people to live as independently as they are able.	We have used the Integrated Care Funds and Housing allocations to invest in a number of properties to develop additional high quality supported accommodation units.	
2.1g	Work with housing providers to ensure tenancy agreements are more accessible to understand.		

Key Outcome Area 3:

People with learning disabilities if given more opportunities for personal development and life experiences would have improved well-being and a better quality of life.

3.1 Social Care Support

	We will...	What we have done...	What do we still need to do...
3.1a	Ensure every individual has a person centred plan which tells where someone is currently, what their care and support needs are, and where they want to be.	Staff in day services are trained in outcome focussed, person centred reviews. The person facilitates their own review and service delivery plan. All day service timetables are coproduced with individuals attending the service based on the outcomes that are important to them.	Ensure individuals plans are progressive and cover all aspects of their lives.
3.1b	Ensure adequate time is allocated for appointments for people with a learning disability.		
3.1c	Care and support plans must be reviewed annually and must involve the person with a learning disability and		

	their families.		
3.1d	Work with people with a Learning Disability to create person- centred flexible options for activities and services that promote independence.	Mapping of individuals outcome and interests has taken place within day services. More people have been accessing different service's for specific activities rather than having to fit into just one service.	Work for 2021-22: continue with the day service transformation work. Establish communities of interest groups around individual communities.
3.1e	Work with service providers and people with a learning disability to develop a more comprehensive understanding of the market and more effective commissioning of services that promote independence.		

3.2 General Health Care and Treatment

	We will...	What we have done...	What do we still need to do...
3.2a	Work with primary care to: <ul style="list-style-type: none"> * Increase the take-up and quality of Annual Health Checks * Improve access to GP appointments. 	Regionally HDUHB have appointed health check champions to help people with Learning Disabilities to have a better experience in their health care. Health Care Champions have been established and health facilitation nurses. They have been working with local primary and secondary care professionals to raise their awareness of health inequalities and reasonable adjustments.	Support the roll out of the Health Profile with Improvement Cymru.
3.2b	Ensure adequate time is allocated for health appointments for people with a learning disability.		
3.2c	Statutory services to implement a robust contract and quality assurance framework for all in-house and commissioned services, to ensure effective and		

	measurable outcomes that will ensure services delivered to people with learning disabilities meets agreed standards that are developed in partnership with people who use these services.		
3.2d	Individuals and their carers will be supported to access, use and understand appropriate information about the range of services available, and how they can be accessed. (This will include information leaflets, result letters and general communication.)		
3.2e	People with a learning disability will be included and be at the centre of discussions about their care planning and well-being. Review integrated assessment and review processes to ensure they are person centred and accessible.		
3.2f	Develop draft guidance to support staff in helping people with a learning disability to have safe personal and social relationships including appropriate use of social media and an 'Easy Read' guide to sex and personal relationships.	<p>RILP has established a working group and are currently reviewing previous guides.</p> <p>LD charter includes aspirations in relation to relationships.</p>	
3.2g	General focus upon training, communication and awareness raising across all Healthcare settings, this will be a multi-agency approach and will be	<p>HUHB provides training to its staff.</p> <p>LD resource boxes are available in all Clinical Areas of HUHB (each ward)</p> <p>Awareness training with receptionists in Emergency department is underway.</p>	

	supported by the developed of Health facilitation nurses for learning disabilities.	A poster has been developed to tell people with learning disability and their carers to let receptionists know about their needs. (H DUHB to provide copy of poster for file) LD awareness to be included H DUHB induction programme. Also providing e-learning. LD liaison nurse role on each hospital site have been appointed. LD champion have	
3.2h	Review the care pathway for people with a learning disability who require palliative and end of life care and support.		
3.2i	The Health Board will review it's specialist Healthcare provision and in-patient services to ensure they are fit for purpose and meet the changing demands of people with more complex and challenging needs.		

3.3 Transitions and Family Support

	We will...	What we have done...	What do we still need to do...
3.3a	Transition planning to begin much earlier when younger people with learning disabilities reach the age of 14.	<p>We have remodelled our disability services for children and young people. This has:</p> <ul style="list-style-type: none"> • Brought together the Children's Disability Team and Transition Team into one 0-25 team. • Created an Early Intervention and Prevention Team, working from 0-25. • Increased the role of specialist health staff to work with children up to the age of 18. • Brought Educational Psychology into the supervision and case management of all disabled children and young people. 	<ul style="list-style-type: none"> • The disability service will work closely with other key services within Education, Hywel Dda University Health Board and Adult Social Care to deliver a holistic approach to meeting the needs of disabled people regardless of their age. • Develop a multi-agency transition protocol
3.3b	Young people with learning disabilities and their families will be involved in identifying and planning the support they will need as they move into adulthood.	<ul style="list-style-type: none"> • We have established a 'Working Together' group with parents of disabled children, • We have held listening events with young people and their families to understand what matters to them. 	<ul style="list-style-type: none"> • Establish a working together group with Young People
3.3c	Young people who have a learning disability will be supported in their choices about education, training and learning.		<ul style="list-style-type: none"> • Develop a multi-agency transition protocol
3.3d	Young people who have a learning disability will be supported to develop essential personal and social skills.		
3.3e	To develop a more integrated support and pathway to improve effectiveness	<ul style="list-style-type: none"> • We have developed a single point of contact for referrals from 0-25 	<ul style="list-style-type: none"> • The support pathway needs to be developed to include

	of services.	<ul style="list-style-type: none"> • A consistent care pathway for through service from 0-25 	adult social care and health.
3.3f	To develop better quality and joining up of information and support to promote early intervention and preventative support.	<ul style="list-style-type: none"> • Created an Early Intervention and Prevention Team, working from 0-25 	<ul style="list-style-type: none"> • Develop a local offer of support

3.4 Support for Carers

	We will...	What we have done...	What do we still need to do...
3.4a	Support parents and family carers to develop their own peer support networks that encompass all ages of adult carers.	<p>Carmarthenshire County Council continues to work closely with Carers Trust Crossroads Sir Gar who provide the Carers Information Service. The Integrated Care Fund and Transformation funding has enabled growth and development of new initiatives.</p> <p>Day services have achieved their Bronze Investors in Carers Award.</p>	<p>To evaluate the progress made through 19/20 and the feedback received through consultation, including that received directly from Carers to determine future commissioning arrangements and priorities for 20/21 whilst maximising opportunities for trial and development of new initiatives via ICF.</p> <p>Gain Silver award.</p>
3.4b	Support parents and family carers to identify and access resources to enable the carers to continue to undertake their caring roles.	Representative Parent and Family Carers attended the Local Carers Engagement event on 10 th March 2020, in which Carers shared their voices and views to shape services and strategy for 2020-2023. CCC is working with the Royal Mencap Society to coproduce services with Parent and Family Carers by establishing Working Together Groups. The Working Together Groups include representation from Commissioning, Mencap and a team of Carers who aim to represent all Parent and Family Carers in the County and spend their specific budget on services that Carers want and need.	
3.4c	Ensure appropriate respite provision is available for people with learning disability going through transition.	The West Wales Carers Development Groups action plan 2019-20, has three main themes. Theme one is Supporting Life Alongside Caring. As	

		<p>part of this several actions have taken place on a regional and local level. Carmarthenshire County Council have actively fed into the review of respite provision, working with Swansea University. Carmarthenshire County Council has also developed links with Shared Care Scotland and the Carers Trust to inform the West Wales short breaks model and to share best practice. The Commissioning team work closely with providers of respite provisions to evaluate performance and quality of existing services on a routine basis.</p>	
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Key Outcome Area 4:

The quality of life for people with learning disabilities would be improved when they are given every opportunity to be independent, exercise and enjoy their rights, and meet their individual obligations.

4.1 Social and Leisure Activities

	We will...	What we have done...	What do we still need to do...
4.1a	Map current social and leisure opportunities for people with a learning disability to inform a market position statement that will be the foundation of a development plan to support people to access facilities in their own communities.	Community Connectors have mapped provision to inform new day opportunities model of support.	Work for 2021-22: continue with day service transformation work including developing locality based communities of interest around social and leisure activities.
4.1b	Further develop links and opportunities between Leisure Services and Learning Disability service providers to support people to stay fit and healthy.	Running groups have been established across the county with several staff trained as Run Leaders. Main individuals completing 5/10k races and one person completing the London Marathon. Integrated netball and football teams have been established. Accessible bikes have been sited at Pembrey Country Park along with beach wheelchairs and a changing place. Staff have been trained in rebound therapy and full sized. trampoline purchased. Exercise Buddies project has developed digital activities that people can get involved with (2020 during Covid)	Identify opportunities to utilise Leisure facilities in communities across the county outside of the main urbanisations. Establish sports teams as constituted groups to ensure sustainability. Integrate online leisure activities into the day service virtual activities offer.

4.1c	Promote and encourage community innovation to develop community based initiatives and more opportunities for people with a learning disability.	An Innovation grant has been created to support community innovations across the region. This will be coordinated and administered by the three CVC's	
4.1d	To promote and enhance our information offer by developing a regional accessible website to let people know what is on offer in their area.	A learning disability web site has been developed by people who use services in Pembrokeshire.	Extend and develop the web site to be regional. A photo symbol library to be developed

4.2 Education, Training, Employment and Volunteering

	We will...	What we have done...	What do we still need to do...
4.2a	Work with partners to find people with learning disabilities to champion this outcome area who will work with a range of organisations to create more volunteering opportunities that will lead to meaningful employment.	Business development manager, enterprise lead and Employment and volunteer co-ordinator posts established.	Establish employment pathway and employability forum. Work with partners and other departments to create employment and volunteering opportunities around circular economy.
4.2b	Work with partners to support people with learning disabilities to access and participate in paid employment opportunities.	We are working with Workway + to support people to access paid employment opportunities and ensure a person centred support programme which works for them	Establish employment pathway and employability forum.
4.2c	Ensure that there are more opportunities for people with a learning disability to access work experience across the county whether in the public, private or voluntary sector.	We are developing LD champion posts within Carmarthenshire, building on work undertaken across the region.	Include this work in our corporate workforce strategy.
4.2d	Improve the co-ordination, planning & support for younger people, people in transition and adults with a learning disability to access high quality learning as close to their own communities and families as possible.	Developed Cynnydd project with dedicated workers supporting young people with complex needs at risk of becoming NEET. Post 16 project group has been established.	Develop post 16 pathway which is informed in part by the learning from the Cynnydd project. Establish an alternative to out of county residential college.

4.3 Transport

	We will...	What we have done...	What do we still need to do...
4.3a	Develop and offer learning disability awareness training, led by people with learning disabilities, for public transport organisations.	A Transport Apps is being developed by BAROD (community interest company which provide training and accessible information) with the LD Champions. The App is currently being tested	
4.3b	Work with transport providers, voluntary,	An Easy read bus time table has been	

	health and public to address the barriers faced by people to develop more creative solutions.	developed by people with a learning disability and launched to support people to more easily access public transport.	
4.3c	Work with transport providers to increase the number of buses with voice over systems which inform passengers of next stops and destinations.	There is a LD Champion with a key focus on transport. Work has been limited due to the impact of Covid , but as restrictions ease work will recommence	
4.3d	Review our current day services transport arrangements to promote independent travel when and where possible.	The impact of Covid on our day services will inevitably change the offer as more creative and alternative solutions are development. We will review our transport arrangements as the service develops	

4.4 Direct Payments

	We will...	What we have done...	What do we still need to do...
4.4a	Relevant staff are to receive direct payments awareness and procedure training to ensure that partners are able to promote, and grow, the take up of Direct Payments.	<p>Direct Payment Awareness Sessions have been delivered to staff routinely since the implementation of the Social Services and Wellbeing Act in 2016. Most recent training in 2019 focused on Case Studies, to support Care Management to work through what can be challenging situations and to understand how Carmarthenshire's DP policy is put into practice. Comprehensive 'Just Asc' pages are available to all staff along with the updated and detailed Carmarthenshire Direct Payment Policy.</p> <p>The Commissioning Team lead a Direct Payment Policy and Operational Group on a quarterly basis at which representatives from all relevant teams in the Department are invited and at which training is a standard</p>	

		agenda item to ensure all arising needs are met.	
4.4b	Develop options to make more creative use of direct payments.	<p>During 2019, a detailed review of direct payments was undertaken. The review highlighted opportunities to develop and highlighted new initiatives which have already commenced. The Direct Payment Policy and Operational group has a standard agenda item for initiatives such as cooperatives and pooled DP arrangements to support creative use of DP and to share good practice. Development work has been undertaken to ensure that the financial and contractual arrangements are understood and prepared to ensure compliance alongside development and exploration of new ways of working. It has been agreed following the review that the Direct Payments Service will be brought in house. This will commence 1April'21</p>	Work with Direct Payments recipients and other key stakeholder to further develop the service
4.4c	Developing a Direct Payment strategy supported by care to co-operate.	The review of direct payments undertaken during 2019 has ensured that Carmarthenshire are ready with gathered local knowledge to prepare a Direct Payment Strategy through 20-21.	