



Inverclyde
Health and Social Care
Partnership

Adult Learning Disability

Draft Service Model

Vision Statement

Inverclyde people with a Learning Disability and/or autism have the right to independence and inclusion in their own communities with choice and control over their own lives. They will have opportunities to develop and maintain relationships and get the support they need to live healthy, safe and valued lives. Carers and parents will feel well supported in their caring role and have positive health and wellbeing.

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1 Introduction

The needs and aspirations of people with a learning disability are changing and becoming more diverse. People have told us they wish to be as independent as they can be within their own community and wish to have more choice and control over their lives with good quality support built around their individual needs and outcomes. This means moving away from fitting people into what is already available to offer tailored, flexible, personalised support, focusing on what people can achieve, rather than what they can't.

Public services, organisations and the community are required to review, improve and monitor the way they support and provide services to people with a learning disability and their families. **(K2L 2013 recommendation 27)** It is essential that links across local partners are strengthened, established and maintained to ensure a joined up approach that maximises opportunities for individuals.

2 Strategic Review

Inverclyde Adult Learning Disabilities Strategic Review 2016 – 2020 focussed on 4 high level themes in line with the National Strategy:

- Independence (Where I Live);
- Choice and Control (My Community) ;
- A Healthy Life (My Health) and
- Active Citizenship (My Safety and Relationships).

Using these headings, people who use services and supports, their families, staff and other interested stakeholders, told us about their past and current experiences. This provided evidence to support a case for change.

Feedback from the review and ongoing consultation is integrated throughout this document and provide a flavour of how they have influenced the new service model.

The Strategic Review was approved by the HSCP Integration Joint Board and the Health and Social Care Committee in June 2017 and provides a solid foundation on which to build on.

The Service Model is underpinned by national and local policies and legislation, specifically:

The Equality Act (Specific Duties) (S) 2010.

The Keys to Life (2013) Scotland's national strategy for people with learning disabilities;

The Social Care (Self Directed Support) (Scotland) Act 2013;

NHS Greater Glasgow and Clyde review 'Strategy for the Future' (2014);

Carers (Scotland) Act 2016

People with Learning Disabilities in Scotland: 2017 Health Needs Assessment Update Report.

Priorities Identified for Development in the Service Model

2.1 My Health

- Improve health and reduce health inequalities for people with Learning Disabilities (LD) and their families in Inverclyde.

2.2 My Community

- Transform Day and Social Opportunity support, moving from building based activity to community resources that are outcome focussed, promote independence, are inclusive and support continuing attainment, social and life skills development;
- Develop a range of community resources and supports for people with learning disabilities including those with profound and complex needs and autism;
- Develop employment options for working age adults;
- Increase Independent Travel training to maximise people's accessibility to their community and family lives, to ensure they feel included.

2.3 Where I Live

- Enable people to live more independently with the right type and level of support including people who are living out of area and who wish to return to Inverclyde;
- Increased use of technology, aids and adaptations to promote independence and self-management opportunities;
- Develop creative short breaks opportunities, including with friends and peers.

2.4 My Safety and Relationships

- Promote Self Directed Support Options for people with eligible needs to have as much choice and control as possible over how this support is planned and provided;
- Provide accurate, up to date and accessible information, at the right time for people with a learning disability and their carers to support future planning;
- Ensure opportunities are available to develop meaningful friendships and relationships out with formal support arrangements.
- Keep people safe and build resilience with people and their families to deal with unexpected challenges within their own lives and communities.

3 The Way Forward

Our commitment is to ensure a rights based approach for people with LD through all aspects of the service model with the following ‘golden threads’ reflected throughout:

- Equitable Health Outcomes
- Quality of Life and Living Independently
- Keeping people safe
- Choice and Control
- People feeling included, respected and valued with opportunities to contribute in their own community.

3.1 Who is the Service Model For?

- This Service Model is for people living in Inverclyde with a learning disability and/or autism with additional needs aged 16 years and over;
- People with learning disabilities ordinarily resident in Inverclyde, but who are receiving support out with the area;
- Families, carers and parents of people with a learning disability and/or autism;
- Young people in transition from school to adulthood and adults with learning disabilities transitioning into older age;
- Educational establishments such as schools, colleges, other training providers and employers;
- Independent and Third Sector Organisations including staff and volunteers;
- Inverclyde Council and Greater Glasgow & Clyde NHS services within the HSCP and across service areas including staff and volunteers;
- The wider Inverclyde community.

Aims & Objectives
Embed a culture amongst service users, those who do not receive a formal service, carers, staff and the wider community, of partnership working to achieving positive outcomes for people.
Deliver an integrated model of Day and Social Opportunities and community resources for Inverclyde adults with a learning disability, underpinned by the Enablement Model promoting a healthy life; independence; choice and control; and active citizenship – and prioritising opportunities for real employment and training wherever possible.
Deliver appropriate support, health education and interventions to ensure equitable health outcomes for people with a learning disability, ensuring mainstream services adapt their approaches to meet the specific needs of people with a learning disability.
Provide direct specialist LD interventions when support cannot be provided by mainstream services.
Work creatively with people and their families to promote the four Self Directed Support (SDS) options, identifying the best way to meet eligible needs and individual outcomes.
Seek innovative approaches from social care providers and communities to ensure a joined up approach to meet individual needs and outcomes, supporting people to be as independent, well, healthy and safe as they can be.

3.2 My Health – A Healthy Life

3.2.1 What we will do to improve health for people and their families

Inverclyde HSCP Integrated Community Learning Disability Team is made up of Assessment and Care Management and the clinical Community Learning Disability Service. The Team includes Support Workers, Psychiatry, Social Work Assistants, Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Social Work, Nursing, Dietetics and Resource Worker led by an Integrated Operations Manager.

The Team:

- provide a one stop shop where all referrals to the team are screened jointly by Health and Social Care professionals so that people can be directed to the right support, by the right professional at the right time;
- develop and deliver interventions based on an individualised, person-centred assessment to support people with a learning disability to live healthy, independent lives within their own community;
- promote equitable health outcomes, ensuring equal access to mainstream services which are supported to meet the needs of people with a learning disability
- deliver training, clinical interventions, strategies and support in partnership with teams across health and social care. This will include day opportunities, other care providers, community groups, primary care, acute care, mental health including CAMHS, criminal justice and drug and alcohol services to meet the needs of people with learning disabilities including those with complex needs including behaviours that challenge;
- identify carer needs and outcomes and provide carers support to enable them to continue in their caring role;
- provide regular and targeted health checks; dementia screening; ensure equitable access to national screening such as bowel, cervical and breast screening to support early diagnosis of common health conditions;
- work collaboratively with people, carers and across other services to provide preventative interventions such as enablement, healthy eating, weight loss, exercise programmes etc. to optimise people's ability to manage their own health and lives;
- work in partnership with external LD providers to provide support and clinical interventions, strategies and consultation with complex cases, and in particular those people with learning disabilities who display behaviours that challenge or may lead to contact with the Criminal Justice System;
- support individuals with positive risk taking through supportive risk management structure while ensuring protection from potential harm and keeping safe;
- develop individual communication passports/plans and related training programmes for staff.

In their Assessment and Care Management Role, the Team also:

- undertake an assessment of social needs in line with local eligibility criteria;
- develop an outcome focused support plan, identifying how needs and personal outcomes will be achieved in collaboration with the person, their families, other agencies and their local community;
- ensure people are fully informed about the four self-directed support options for eligible needs and provide ways to help them organise this;

- work with the person, their carers and community connectors to identify opportunities to increase social interaction, health and wellbeing and community participation and connect to supports and other community resources;
- provide support during transitional arrangements for example when people with learning disabilities move from the family home, enabling more choice and avoiding emergency placements;
- undertake regular review and monitor how personal outcomes and identified needs are being achieved.

3.3 Choice and Control - My Community

3.3.1 Develop Day and Social Opportunities

Day and social opportunities brings together a range of centre based and community based services and supports for people aged 16+ with a learning disability, who may have complex, multiple needs; behaviours that challenge; physical and/or sensory impairments; issues relating to LD and ageing; or have autism and additional needs.

"I think that choice and access to a range of things is a good thing"

Carer from Carers Centre.

These services and supports include:

- Building based day service;
- Outreach community support service;
- Employability supports;
- College/further education and training courses;
- Volunteering, unpaid work and befriending;
- Leisure and recreational services, hobbies, interests and culture;
- Social Enterprise;
- Social and activity based groups e.g. Enable Club, Sunshine Club, Otters, Inverclyde TAG quiz nights, Boccia, Greenock United etc.;
- Community Learning and Development Services e.g. Community Centre Groups, Clubs, IZone.

"I think people in the Fitzgerald Centre need to get out more, so they can meet people and get out in the community. Instead of sitting in the Fitzgerald all the time"

Service User from Fitzgerald Centre.

We will develop these supports further to:

- Ensure that people are included in all decisions about their care and support, with maximum input to ensure their views are obtained and recorded using a range of communication methods and/or advocacy support;

- Help people with complex, multiple, physical and health needs remain at home in their community and avoid hospital and long term care admissions;
- Provide greater opportunities to develop life skills, personal and social development and attainment, supporting people to reach their full potential to manage aspects of their own care with right level of formal supports;
- Support people and develop opportunities for people to aspire to meaningful employment, education, training and/or volunteering opportunities;
- Strengthen the partnerships with Inverclyde Leisure, Community Learning and Development, Your Voice and The Advisory Group (TAG) Inverclyde and the wider community develop increased social and support networks to reduce isolation, build links within their local community and improve health and wellbeing;
- Support young people in transition from school including those with autism and behaviours that challenge to undertake a 2 year transition programme to continue their educational and social development. This can include outdoor sensory therapies and/or be available within their programme of education in school or college as part of their transition into adulthood.
- Social opportunities

3.3.2 Day Opportunities Service

Staff understand things can't stay the same and are very accepting of the need for change..."

Staff member from Fitzgerald Centre.

Inverclyde HSCP Day Opportunities Service incorporates building based interventions and community based outreach under one registered service, complying with Care Inspectorate regulations and SSSC registration requirements. As a regulated service, as a minimum the service will meet the National Health and Social Care Standards and other evidence of good practice to support the ongoing development of the service.

A service access criteria ensures that the service supports people with the most complex needs.

Day opportunities will develop a range of enhanced/intensive therapeutic interventions – this means providing expert support in the community for people to best meet the health and social care needs and outcomes for people with learning disability in Inverclyde.

To deliver high quality support within Day Opportunities Service staff will know how to work with people to deliver the best outcomes for them.

A comprehensive learning and development programme will be developed to support individual staff members develop their role within the new service model.

People who are not eligible to access the service can gain access to other opportunities available or being developed within their community. They will be supported by the Community Learning Disability Team and Community Connectors.

“...excited about the new Hub, especially now we are learning what works and what doesn't work”

Staff member from McPherson Centre.

3.4 The purpose built Hub will:

- Provide a therapeutic environment, using recognised design principles to meet individual needs and outcomes for people with learning disabilities and/or autism;
- Have flexible, zoned spaces to support peer activities and physical therapies in a larger free space with access to quiet, intimate space for individual or small group interventions and accessible, safe outdoor space;
- Host the Day and Social Opportunities Service
- Have public space accessible to community groups and individuals;
- Provide a supportive environment for situations where additional staff, management support and safe space is required;
- Offer public access areas for Inverclyde community groups and individuals;
- Develop a social enterprise café style service open to the public and delivering meals to service users. Provide employability and other training opportunities;
- Host a 'Changing Places Toilet' open to the public with specialist equipment suitable for people with profound and complex needs;
- Offer office space, storage and meeting space to support staff and team development, reviews, carers meetings etc. and hot desk space for visiting staff;
- Be managed by the Registered Manager of the Day and Social Opportunities service;
- Ensure a partnership approach to the management and development of the service by forming a service user and carer steering group.

“I like the idea of different spaces and quiet areas to look after different people's needs”

“Would be good to have access in evenings and over the weekend”

Carers from Your Voice.

3.4.1 We Will Develop Employability Opportunities by

- Re-evaluating how current supported employment programmes establish open employment for people, considering how to get best value for money;
- Develop individual Employability Plans to identify, review and monitor employability goals to ensure that this is delivering what people need;

- Provide wraparound support in preparation for, during and following employability opportunities i.e. Confidence building, personal presentation, careers advice, CV preparation, interview skills, job shadowing, in-work support, coaching, access to college and other adult education and training.

3.5 Where I Live - Independence

3.5.1 We will support people to live as independently as they can be by:

- Developing a range of independent and community living skills programmes, such as literacy and numeracy skills, computer skills, managing money and budgeting, travel training, etc.;
- Housing and housing support: Shifting the balance of care from institutional to community based supported living;
- Ensure relevant key actions and priorities in the HSCP housing contribution statement are delivered;
- Review and explore alternative models to out of area placements for people with complex care needs;
- Redholm and Caladh John Street AND Auchendarrah street models of housing support will be a benchmark for future commissioning ;
- Housing and environments fit for current and future needs;
- Use of aids/adaptations/technology to promote independence;
- Developing creative respite and short breaks;
- In partnership with Self Directed Support colleagues, influence the variety of providers and support available to meet eligible needs and personal outcomes

“People need to have a choice of living environment”

“I’d like the person I care for to stay in the family home with support”

Carers from Fitzgerald centre.

3.6 Transport and Travel

“Training for bus drivers and transport providers is a good thing”

“Independent travel is good for people with more capacity”

Carers

Recognising the abilities of people with a learning disability is the cornerstone to change. There is a clear need to promote and develop independence, particularly around getting out and about in the community.

In order to modernise day, social and employment opportunities, we need to ensure that everyone with the potential to travel independently or with minimal support, is given the

opportunity to do so. Being able to travel as independently as possible can open up new prospects for people.

We will develop an Accredited Independent Travel Training Programme, and ensure that staff across a range of services are trained in independent travel. The siting of the new hub is critical to enable as many service users the opportunity to travel as independently as possible.

Transport is not automatically provided to people when accessing services and supports. A Transport Policy will be developed to ensure a fair, consistent, transparent process to identify and meet travel and transport needs based on a local eligibility criteria. It will be underpinned by the following principles:

- promote independence
- person centred support
- ensuring safety
- managing risk
- dignity
- choice and control
- promoting local services and supports
- developing communities and neighbourhoods

Agreement regarding transport arrangements to and from Day Opportunities will be subject to regular review.

3.7 Safety and Relationships – Active Citizenship

“I have concerns about people with a ‘hidden’ LD and people expect more from them”

“I don’t know what is available in the community”

Two Carers

3.7.1 We will support people to stay safe and develop relationships by

- Providing a range of flexible opportunities for people with learning disabilities and their carers to be fully involved in the development of services and supports within their community;
- Actively promoting the Self Directed Support (SDS) options for those with eligible needs to ensure individuals and carers take control of their own lives;
- Ensuring that people with learning disabilities and their carers have accurate information support, training and advice at the right time to make their lives easier and potentially prevent crisis;
- Continuing to promote the ‘Keep Safe’ initiative with Police Scotland and support people to live safely within Inverclyde and elsewhere by working with them to build resilience as a means to cope with unexpected challenges and difficulties they may face;
- Working alongside The Advisory Group (TAG) and other community groups to develop initiatives aimed at reducing social isolation;

- Collaborating with young people and their parents and carers, develop local transitions guidance for professionals working in pre to post school transitions and beyond.
- Developing the interface with community connectors to work alongside people with learning disabilities in their community to get them more involved in local services, groups, clubs, activities, events, volunteering, unpaid work and training opportunities.

Staff understand things can't stay the same and are very accepting of the need for change..."

Staff member from Fitzgerald.

Positive health and social outcomes will not be achieved by maintaining a “doing to” culture and recognise that meaningful social change will only occur when people in communities have opportunities to control and manage their own future.

Asset Based approaches are forms of engagement and relationship building that enable strengths, capacities and abilities to be developed for positive outcomesvaluing the contributions that individual people have to offer.” (SCDC: 2015)

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MY COMMUNITY

