



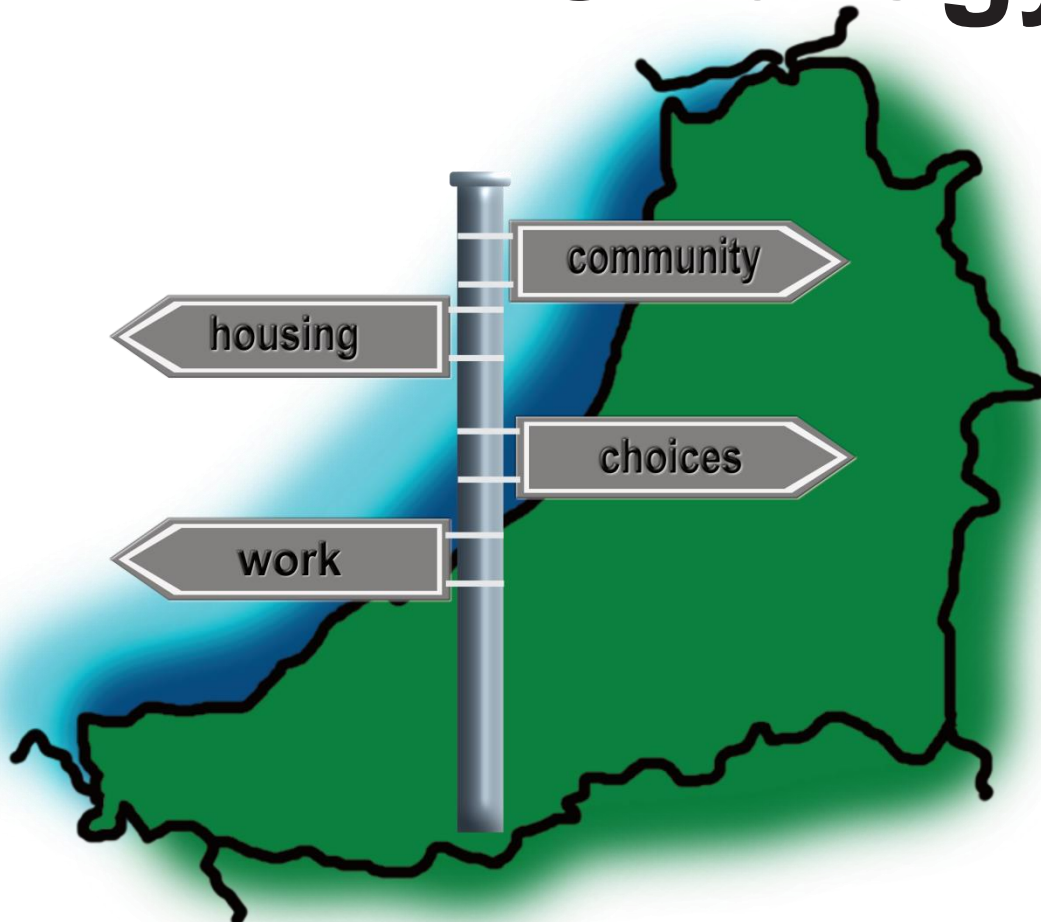
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Hywel Dda
University Health Board



Cyngor Sir
CEREDIGION
County Council

Ceredigion Learning Disability Strategy



Caru Love
Ceredigion

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Foreword and Introduction - Ceredigion's Cabinet Members for Social Services and Champions for People with Learning Disabilities

As Champions for people with Learning Disabilities and their carers we welcome the development of the Ceredigion Strategy for People with Learning Disabilities (the Strategy). This sets out the vision for collaboration between Ceredigion County Council (CCC), Hywel Dda University Health Board (H DUHB), people with a learning disability, their parents and Carers, partner agencies and local communities. The intention is to improve the quality of life for people with a learning disability, and their Carers, who live, work and socialise in Ceredigion.

People with a learning disability, are defined in the West Wales Population Assessment (March 2017), as:

- having a significant reduced ability to understand new or complex information and to learn new skills (impaired intelligence),
- a reduced ability to cope independently (impaired social functioning),

Or

- these are in evidence before adulthood and have a lasting effect on development.

A key aim of this Strategy is to change and improve the quality of life for people with a learning disability by making service provision more citizen and community focussed. The Strategy reflects the intention to continually promote choice and control for all people with a learning disability, including young people requiring support through transition into adulthood. All Directorates of CCC and H DUHB have a responsibility to ensure that people with learning disabilities have a say when developing services for Ceredigion. We will make sure that this will influence and feed in to other plans and strategies within our organisations.

After issuing questionnaires, an extensive round of engagement events are being held to help us understand what matters most to people with learning disabilities, their families and carers. The Strategy will bring together the aspirations of people with learning disabilities, parents and carers, with those of staff at Ceredigion County Council and Hywel Dda University Health Board and turn them into meaningful outcomes that will promote people's voices, choices, wellbeing and independence.

We aim to develop a future model for health and social care services based on person centred care and the promotion of independence and social inclusion.

It is also a chance for us to recognise the diversity of our population, and to commit to an approach that enables people with a learning disability to be treated in the way they wish, as far as possible.

A Ceredigion Learning Disabilities Partnership Board (The Board) has been established. This Board, whose membership includes parents and carers and key people from local organisations, will have the responsibility of overseeing the delivery of this Strategy and ensuring that partners meet the outcomes set out in the Delivery Plan. We aim to increase the membership of this board to include people with learning disabilities alongside their advocates.



Cllr Catherine Hughes
Cabinet Member for Childrens
Services
Carers Champion
Ceredigion County Council



Judith Hardisty
Learning Disability Champion
Hywel Dda University Health Board



Cllr Alun Williams
Cabinet Member for Adult
Services
Learning Disability Champion
Ceredigion County Council

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 was important that we really understood 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.

To keep people with a learning disability at the heart of the Strategy questionnaires for individuals, their carers and care providers were made available and widely publicized.

To engage with people around the consultation of the strategy, the following events will be taking place;

- Engagement events in Cardigan, Aberaeron and Aberystwyth for people with learning disabilities, parents and carers,
- Engagement in day centres for people who are unable to attend engagement events,
- Mailouts to providers to engage with people who use their services that we may not be aware of,

Below are quotes taken directly from the questionnaires, and have been included on the following pages. All of the common messages that we gathered from the questionnaires have shaped each outcome area of this strategy.

From People with a Learning Disability

- Improved Access to Social Care & Health Services-

“GP is becoming difficult to access as they now have new appointment system.”

- Improve Communication-

“My mum has helped to fill this in as she has to explain questions in a way I CAN understand.”

From People with a Learning Disability

- Improving opportunities for Social and Leisure opportunities-

“... everything is really difficult to access. All services seem to be reduced all the time, fed up asking for help all the time - to be told theres nothing.”

“Weekends is very community driven but little if any support on weekday evenings.”

- Improve opportunities for Employment and Training-

“Succeed in monetising my creative efforts (art, graphic design, writing)”

“Have employment but would require support to achieve this.”

“Want more paid work.”

- Improving Transport-

“Have more use of transport to access the community further away.”

“Being able to physically access the community - there are some places I can't go because of my chair.”

- Supporting the person-

“Being able to talk to someone if I am worried about anything – Keyworker, personal assistant”

From Carers

- Have continuity of professionals throughout the care and support of people with learning disabilities.
- Reduce the time it takes for reviews, and provide more information about changes to professionals working with families.
- The need to retain key services, such as Community Support Bases (CSBs), which provide respite for carers.
- Develop more services within the county so families don't need to be separated due to lack of services available.

From Service Providers

- Service providers want to work closer with Social Services commissioning to co-design and co-produce services.
- Improve communication between service providers, Health and Social Services.
- Build transition services to enable people to lead fuller lives.
- Develop advocacy within Ceredigion to put people at the centre of service re-design.

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 over reaching 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 assessment. Ceredigion County Council and Hywel Dda University Health Board are working closely with partners and the 3rd sector to prepare the assessment which will provide 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 Care Partnership (WWCP) was established to make sure that all public service organisations across the region are working together to help people with a learning disability achieve the outcomes that matter most to them.

The WWCP 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 over the next 3 years. 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 Programme Board, established to lead on putting the recommendations within the Statement of Intent into action, has a vision to develop an integrated model of care for people with a learning disabilities, their families and their carers 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.”

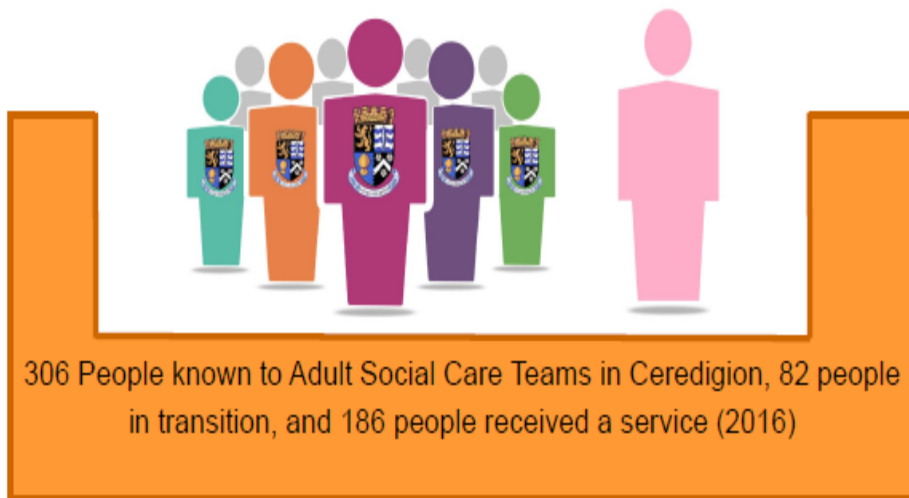
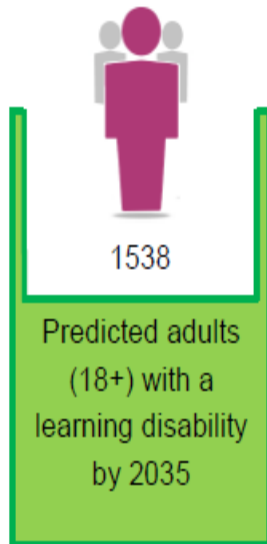
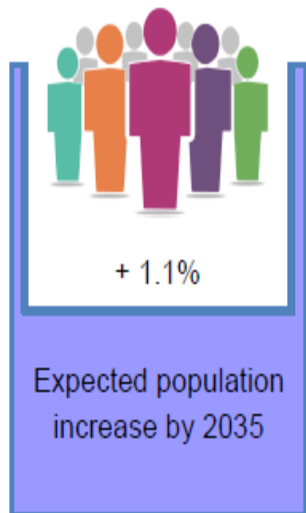
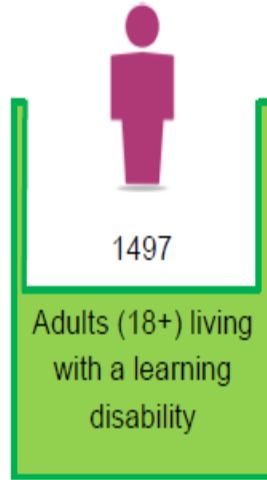
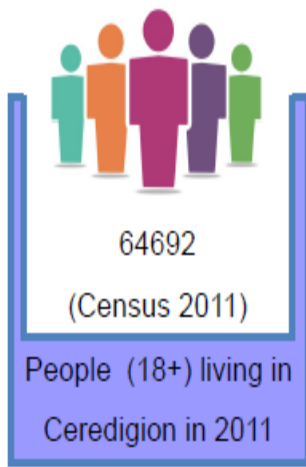
The shared ambitions from the Statement of Intent will be embedded into the delivery of the regional model of care for people with Learning Disabilities.

The Ceredigion Learning Disability Partnership Board's membership includes parents and carers and partner organizations (CCC, HDUHB, Carmarthenshire People First and Ceredigion Association of Voluntary Organizations (CAVO)). The Board aims to ensure that people with learning disabilities are at the centre and are involved in all discussions relating to learning disability services. The Board shares information widely across other key local and regional partnerships so that the views and voices of Ceredigion people shape future services.

In addition, there is a local Public Service Board. This Board is responsible for ensuring that there is a coordinated and consistent approach to commissioning services on behalf of partner agencies in Ceredigion. It aims to ensure a joined up approach to strategic planning and service delivery in order to maximise best use of public resources and deliver seamless services by working across organisational boundaries.

Once this strategy has been approved, the Board will monitor its delivery against an action plan set against this strategy. The relationships between these Boards are set out in Appendix 1.

Ceredigion Profile – people living with learning disabilities



What does the data tell us?

- There are adults with a learning disability who are not known to, or choose not to use, services.
- As at 31st March 2018, 194 people with a learning disability were supported by service provided and / or commissioned by Ceredigion County Council.
- Of these, 135 (70%) were supported to live in the community with 59 (30%) supported in residential care.
- This percentage for residential care is the highest in Wales and the HDUHB region.
- By 2035, it is predicted that there will be 1538 adults aged 18 and over who have learning disabilities living in Ceredigion.
- By 2035, it is predicted that people aged 75 and over who have learning disabilities is set to rise by 60%.
- By 2035, it is predicted there will be 654 adults aged 18 and over who have autistic spectrum disorders living in Ceredigion.

Data sources can be found in Appendix 4.

Ceredigion Profile – Current services supporting people to live active and fulfilled lives in their community



What will this mean for future service provision?

- 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 and resilience so that future services are self- sustaining, recognising the financial challenges faced by the public sector,
- We will need to work with partners and people with a learning disability to design and grow sustainable, resilient 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,
- 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. It is intended to develop a regional response to this Action Plan.

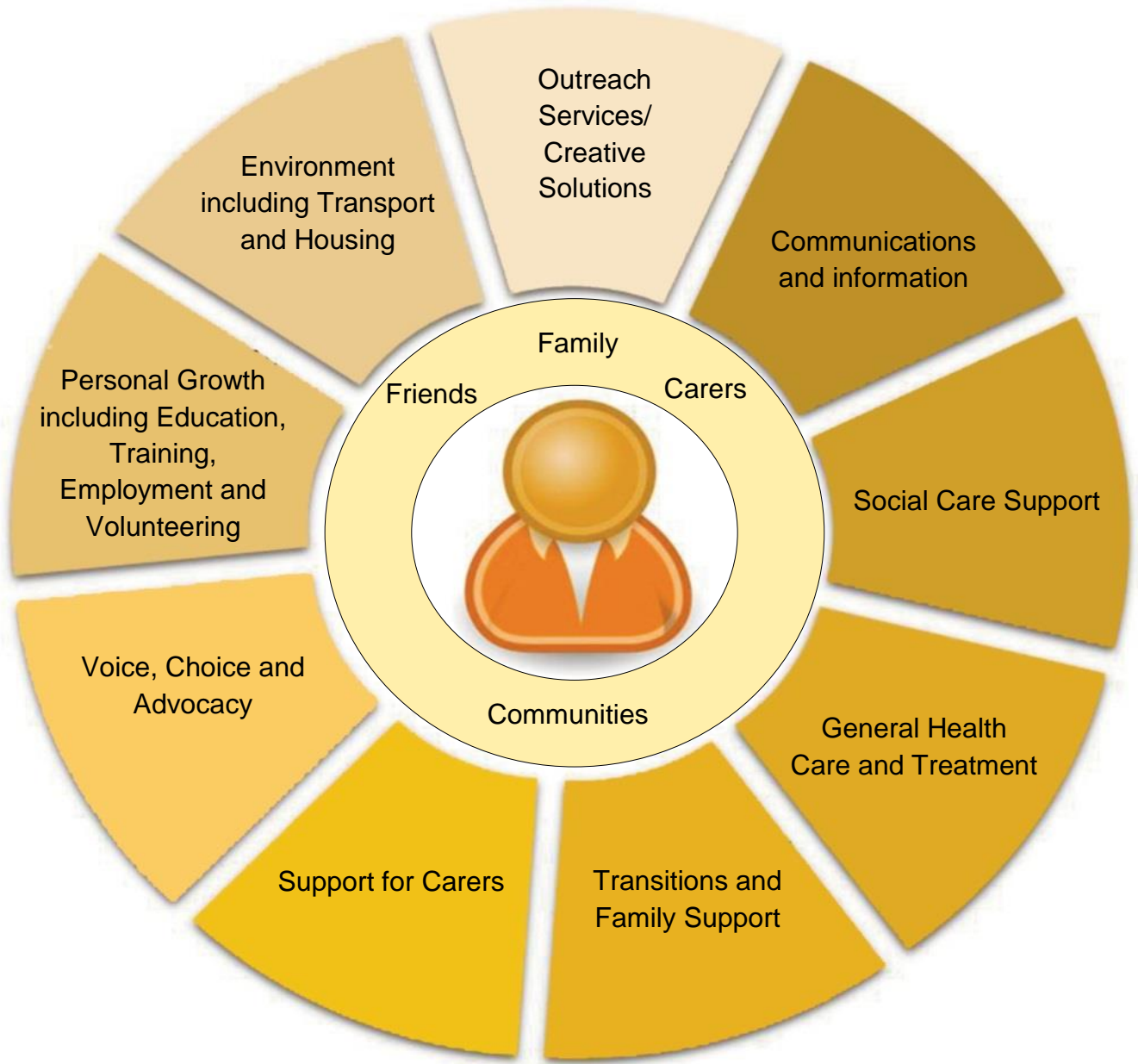
Appendix 2 contains a number of detailed data charts about the services being used and the demographic information around people with a learning disability using services.

Key outcomes for people with learning disabilities

We have used the shared ambitions set out by the Learning Disabilities Programme Group as a foundation for the key outcome areas of this strategy. These shared ambitions are:



The Ceredigion Circle of Support for Learning Disability



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.

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: Outreach Services / Creative Solutions

Ceredigion County Council and Hywel Dda University Health Board work in partnership with a number of 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 Ceredigion, access to a wider range of community activities that are available outside 9am and 5pm and that are available on weekends – particularly on Sundays – was highlighted as a key issue in questionnaire responses with people with learning disabilities and their carers.

“... everything is really difficult to access.”

“... fed up asking for help all the time – to be told theres nothing.”

“Weekends is very community driven but little if any support on weekday evenings.”

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

People told us they valued Community Support Bases but they wanted opportunities to access work and other types of services and activities. There are limited opportunities in their communities and the aim is to build stronger community links.

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 Ceredigion could be enhanced.

What we recommend:

- Identify those people with learning disabilities who are willing to be champions in their communities to help raise awareness and understanding of learning disabilities.
- Develop and deliver appropriate learning disability awareness training in communities in partnership with people who have learning disabilities and their support workers.

- Undertake an engagement exercise with communities to identify potential opportunities for people with a learning disability to have greater involvement in the community.
- Build links between learning disability services and the Community Connectors within Porth y Gymuned to encourage the development of alternative community opportunities.
- Explore alternatives to day opportunities, especially during the evenings and weekends.

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 good quality information, advice and assistance is incorporated within the Social Services and Well Being Act.

People told us that the majority of people with learning disabilities preferred their support workers and services to use 'Simple Signing' and Total Communications approach. Feedback also confirmed that there was a clear need to improve 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:

Ask questions in ways I can understand

Tell us why we are doing these things

Ask things which are important to me

Use Total Communications symbols we recognise

What we recommend:

- The Total Communications approach to producing easy-read information is to be made part of Ceredigion County Council's and Hywel Dda University Health Board's communication standards for all directorates.
- 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.
- Organisations must think about the people they wish to communicate with and use the most appropriate way of sharing information. Make use of telephones, letters, emails etc.

- Service providers must ensure that they have accessible complaints procedures. They must encourage services users to discuss and report problems.
- Build stronger links and 2-way communications between the Learning Disability Partnership Board and their stakeholders including people with a learning disability, their families and members of staff.

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.

Ceredigion County Council commission advocacy services to enable people with a learning disability to be supported by independent advocates.

However, using the feedback from the questionnaires, people with a learning disability, their carers and care providers told us the following:

“There is also a DESPERATE need for independent advocacy services in Ceredigion.”

“Advocacy service has been pretty non-existent over past few years.”

We have used this information to make the following recommendations.

What we recommend:

- Ensure advocacy services are available to people with a learning disability, and positively support their use within care and support planning.
- People with a learning disability and their carers will be fully involved in their care and support planning, reviewing and changing packages of support.
- 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.
- When they are present during conversations and discussions around their care and wellbeing, people with learning disabilities must be spoken to directly. Everyone's individuality, voice and choice is valued.

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.

4. Housing

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

“I like to live on my own, I'm happy on my own.”

“At the right time in a shared house when family are no longer with me for support”.

During the initial 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. Ceredigion currently offers a variety of housing options including residential and supported living projects.

What we recommend:

- Provide information and assistance on housing options to enable individuals to make informed choices with regard to independent living.
- Provide positive support to individuals, their families and carers to consider future housing needs.
- Explore how future housing schemes could include a range of housing options and accommodation suitable for people with a learning disability.
- People with a learning disability will be fully involved in all aspects of care planning.
- 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.
- 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.
- Improved quality of life through building and improving housing and accommodation choices for people with a learning disability.

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.

5. 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 Social Services and Well Being 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. Ceredigion County Council has a responsibility and is committed to safeguarding the well-being of children, young people and vulnerable adults in 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 a number of areas that were important to people with a learning disability and their families, including:

“Our annual review was greatly delayed due to staff shortage. When we had our review it was by a student social worker who was finishing the next day.”

“Annual review of both carer and disabled person 9 months overdue.”

What we recommend:

- Having regular care plan reviews
- The need to have continuity of professional staff during the assessment and review processes
- Partner agencies working together in order to meet the needs of people with a learning disability through appropriate planning, development, delivery and evaluation of services.
- Ensure all care and support plans are person centred, explain where someone is currently, what their care and support needs are, and where they want to be.
- Care and support plans must be reviewed annually.
- Care and support planning must involve the person with a learning disability and their families.

- Work with people with a learning disability to create person- centred flexible options for activities and services that promote independence.
- Work with service providers and people with a learning disability to develop a more comprehensive understanding of need, the currently available services, and more effective commissioning of services that promote independence.

6. General Health Care and Treatment

There are a key number of challenges facing learning disability services, 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) in order 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 the majority of 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 Social Services and Well Being Act.

As part of the questionnaire, people with learning disabilities and their carers were asked what they felt was important to them, and the level of service they were able to access. The following issues have been identified as key things that really matter to people with learning disabilities and their carers:

- To be able to access an annual health check.
- Overcoming the barriers of computer technology where automated systems are used for appointments.
- Carers felt they had to be present to help the people they support effectively communicate with staff on wards.
- Receiving information in easy to read formats, it takes more than symbols to be understood.
- Concerns over delays in accessing therapy services in Ceredigion.
- Dental surgeries close with limited alternatives available.

We have included more detailed feedback from the questionnaires in Appendix 3.

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

- 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.

What we recommend (In partnership with primary care):

- Increase the take-up and quality of Annual Health Checks,
- Improve access to GP appointments,
- Develop and encourage the use of Health Passports to help health staff understand the needs of those they are providing care for,
- 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,
- 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),
- People with a learning disability will be included and be at the centre of discussions about their care planning and well-being,
- 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,
- 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 development of Health facilitation nurses for learning disabilities,

- Review the care pathway for people with a learning disability who require palliative and end of life care and support.

7. 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 making arrangements 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. Ceredigion County Council acknowledges that transition planning has not always been effective which can leave individuals in stressful situations.

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.

What we recommend:

- Transition planning will begin when younger people with learning disabilities reach the age of 14,
- 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,
- Young people who have a learning disability will be supported in their choices about education, training and learning,
- Young people who have a learning disability will be supported to develop essential personal and social skills,
- Young people with learning disabilities will have access to a full range of social, leisure, sporting and cultural activities.

8. 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 have established peer support networks 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. During 2017 /2018 784 nights of respite care were provided for 24 people with a learning disability. In addition, we provide respite for carers through a range of services including access to Direct Payments.

Following an assessment, respite care is offered to people with learning disabilities, parents and family carers up to a maximum of 6 weeks per year in an appropriate setting. Respite can also be arranged using a direct payment.

What we recommend:

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

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.

9. 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. Responses from questionnaires 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.

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:

- **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.**

What we recommend:

- 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,
- Further develop links and opportunities between Leisure Services and learning disability service providers,
- Promote and encourage community innovation to develop community based initiatives and more opportunities for people with a learning disability through Porth y Gymuned.

10. 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.

Ceredigion offers opportunities for people to develop skills and experience employment. A number of these are provided by 3rd sector organisations or private businesses.

Workways+ offers training and paid work experience opportunities to long-term unemployed people. Ceredigion County Council are currently working with partners to develop the local programme offering one to one mentoring and support; training; work experience; volunteering; paid employment opportunities and employer liaisons.

What we recommend:

- Work with partners to support to people with learning disabilities to access and participate in a variety of different volunteering opportunities,
- 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,
- Work with partners to support people with learning disabilities to access and participate in paid employment opportunities,
- Appointing a dedicated support worker for careers advice and employment,
- Developing Job Clubs across the county for people with a learning disability,
- 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.

11. Transport

Transport remains a challenge for many of the people who live here.

During the questionnaires people with learning disabilities did not highlight transportation as being a particular issue for them. This is because they were often driven to places by their parents, carers, support networks or care providers. However, others recognised 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.

What we recommend:

- Develop and offer learning disability awareness training, led by people with learning disabilities, for public transport organisations,
- Work with transport providers to address the barriers faced by people when using public transport,
- Work with transport providers to increase the number of buses with voice over systems which inform passengers of next stops and destinations.

12. Direct Payments

Direct Payments are cash payments given to service users. These cash payments promote people's independence and provide more independence, 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.

What we recommend:

- 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,
- More in-depth direct payments training will be given to staff undertaking assessments and reviews.

How will we put the strategy into action?

This Strategy is written in the spirit of Ceredigion County Council and Hywel Dda University Health Board's commitment to work collaboratively with all stakeholders to implement the delivery plan. The strategy reflects the Ceredigion-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.

In order to ensure that the strategy meets the views of people with learning disabilities, their families, carers, communities and services who enable people to be supported are met, further information may need to be gathered over time to assess whether the strategy has had a positive impact on people's lives, and whether the aims of the strategy have been achieved.

Information gathered will be anonymised, and people will not be identified throughout the process, and the information requested will only be on the basis for measuring the performance of the strategy. Information which is not relevant will not be gathered.

We recognise that budget pressures will be a key challenge during the lifetime of the Strategy. These pressures make it even more important for Ceredigion Partnerships 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 in order to meet the needs and enhance the wellbeing of future generations.

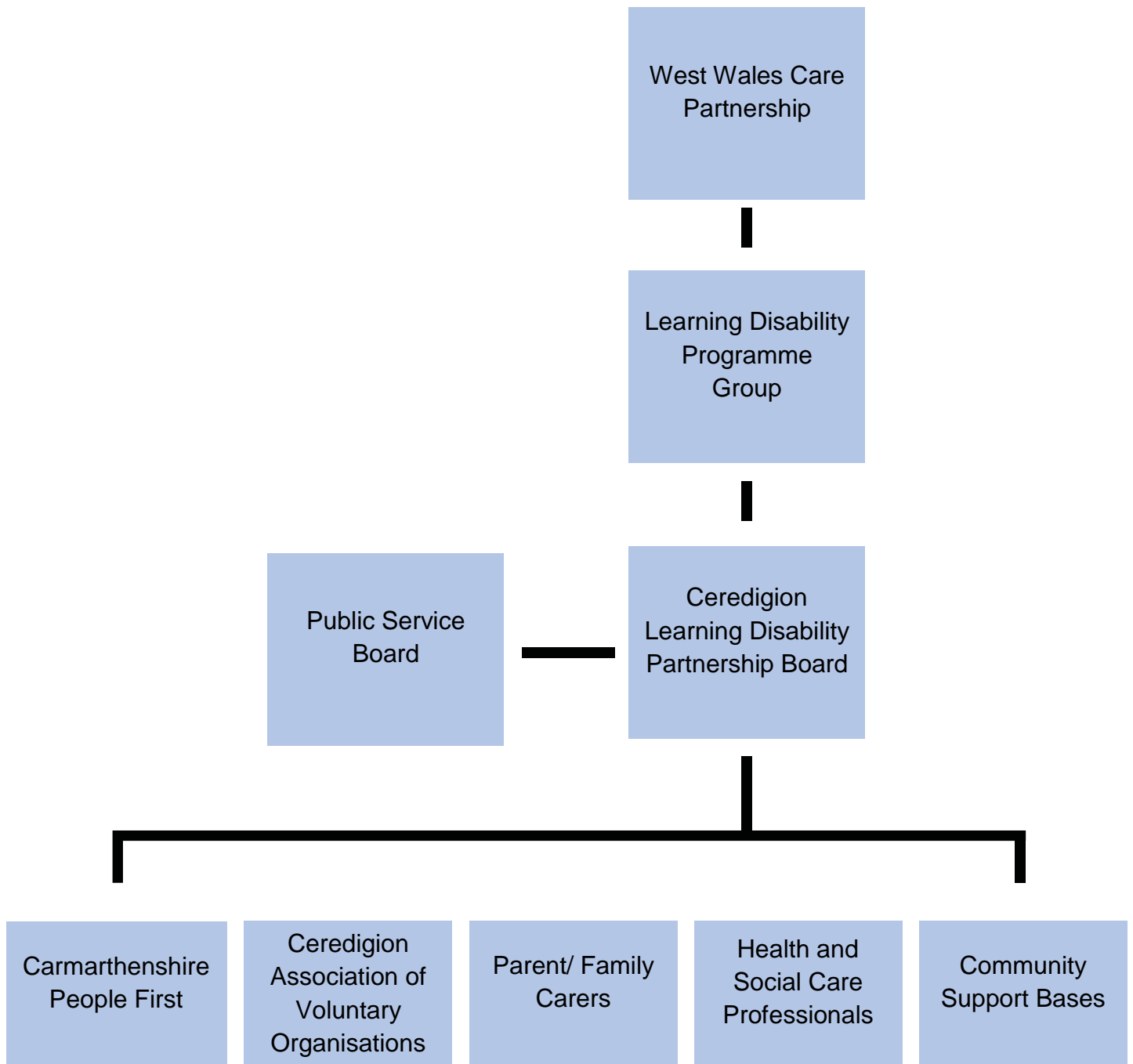
Financial investment is made by Ceredigion County Council and Hywel Dda University Health Board in commissioning and delivering services for adults, including young people in transition, with a learning disability and their carers. The resources required to support the implementation of this strategy will come from both the redirection of current resources as services are modernised 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 Care Partnership.

At a local level, the emerging themes and recommendations as set out in this strategy will be prioritised by the Ceredigion Learning Disability Partnership Board.

APPENDIX 1: Relationships & Membership of the Learning Disability Partnership Board

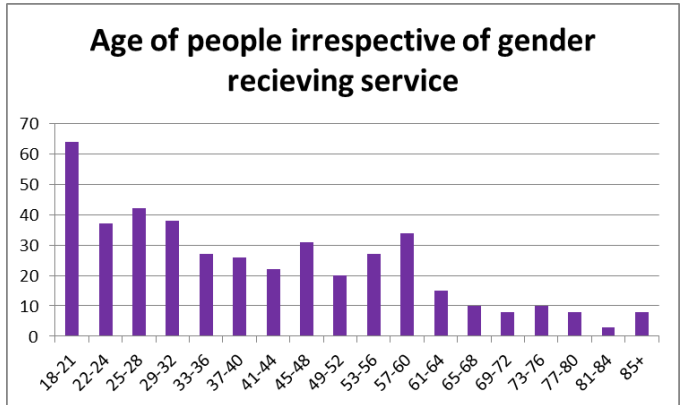
The diagram below shows the connections between the regional and local groups/boards;



APPENDIX 2: Ceredigion data – Those known to social care and in receipt of services of services

These graphs and tables show the breakdown of men and women with a learning disability known to services and in receipt of service.

Age	Male	Female	Total
18-24	64	37	101
25-44	96	59	155
45-64	77	50	127
65-76	21	7	28
77+	13	6	19



Although the majority of people currently supported are done so through the community, the percentage of those in residential care is above the national average, and most of this is carried out by private providers.

Options are currently being explored to improve people’s accommodation options, and this is included as part of the strategy to improve accommodation and housing.

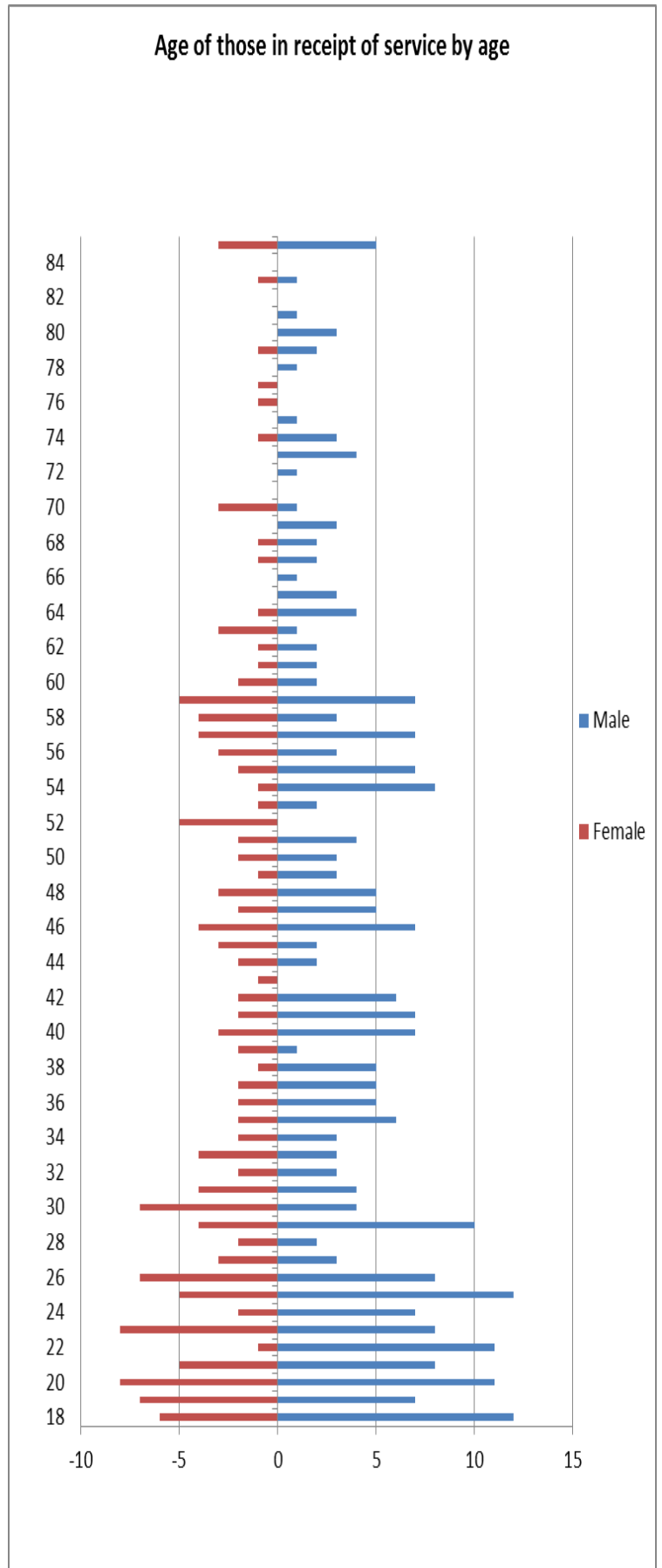
People receiving care and support through residential care.	People receiving care and support through community care
30% (59 People)	70% (135 People)
Local Authority residential care	Independent Sector Residential Care
3% (2 People)	97% (57 People)

This graph shows that there are more males than females with a learning disability, and this trend can be seen throughout the age ranges in the graph below.

The disparity in numbers of males and females is most prominent and the younger and older end of the graphs.

There are 2 cohorts of people aged 53-60 and 46-48 who are going to place additional pressure on services as they age, due to the high correlation between dementia and learning disabilities.

Service planning will also need to take into account the large cohort of people aged 18-30 who make up the majority of people with a learning disability.

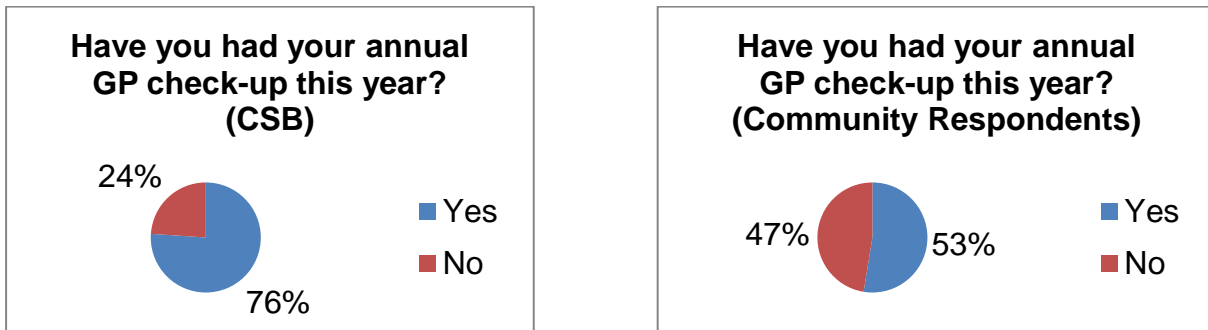


APPENDIX 3: Analysis of questionnaire responses returned about accessing Health Services

Questions were asked about peoples’ health, whether they were registered with GP or dental practices, and whether they needed to see any other health services.

When people were asked ‘*Do you feel well at the moment?*’ the responses varied depending on whether they attended a CSB or not. Generally 88% reported feeling well but in the CSBs 93% reported feeling well, compared to 84% of community respondents who do not.

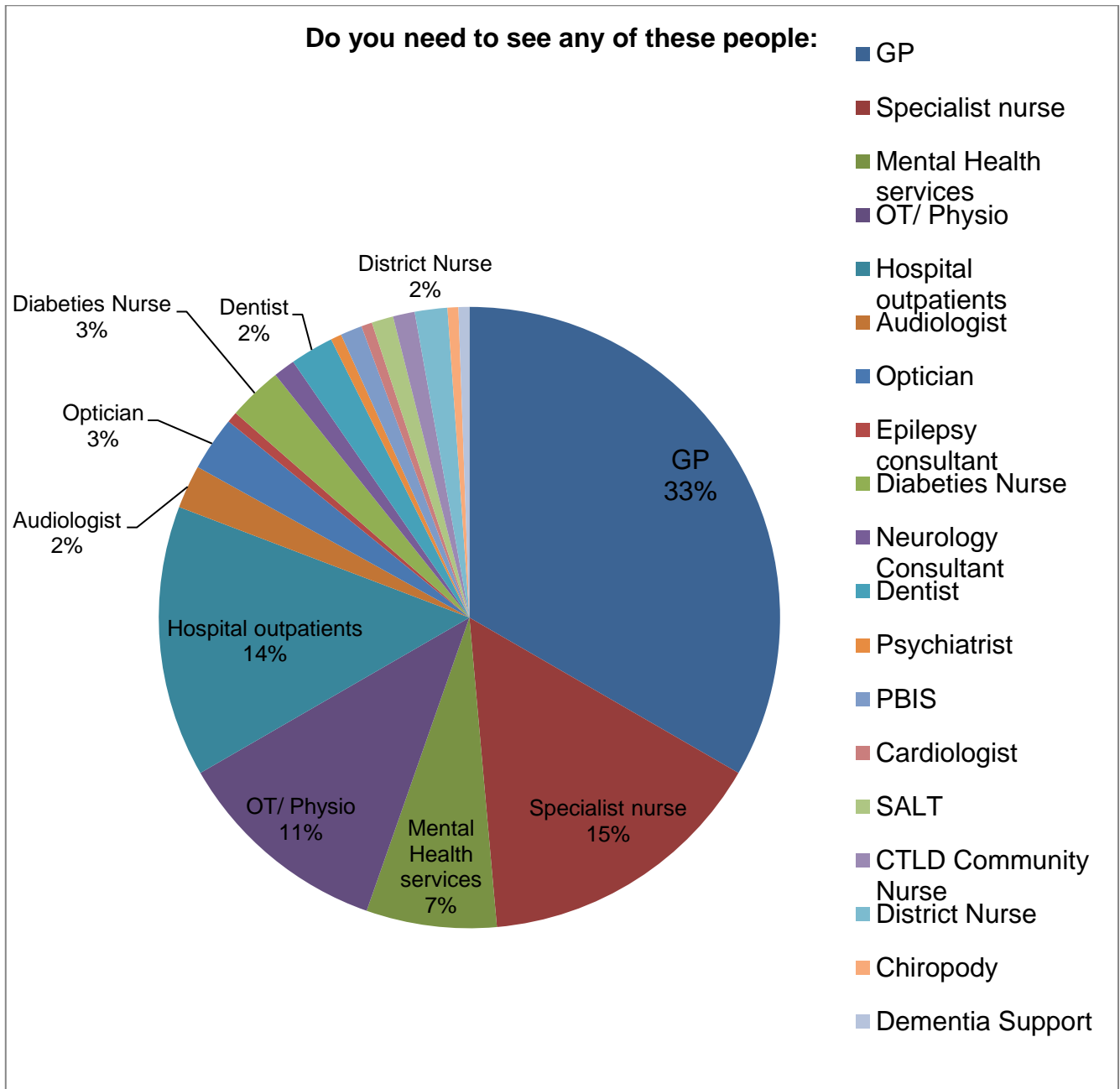
This is a subjective question and time sensitive, so the results may have changed if the same people were asked the same question, however there is also a direct correlation between those who report to feel well, and the numbers who have had their annual GP health check.



These graphs show the total responses from both groups to the same question. In the CSBs people are more likely to have seen a GP, but this is most likely due to the fact that they provide support for people to attend GP appointments.

In the community respondents, the attendance is far lower (which coincides with the lower rate of feeling well). It is unclear as to why this would be, as there are more people living with family and independently attending the CSBs than there are community respondents, however there are exactly 47% of people in the community who live with family or independently. It could be that those living in the community are just not aware of the health checks, and without the support of CSBs do not attend. This is speculation however, and more work would be needed to ascertain whether this is accurate.

The next graph provides a breakdown of all the medical appointments which people attend.



There is little difference between the answers provided by CSB or community respondents with 2 notable exceptions;

There is higher use of MH services (9%) in the community and lower use of Physiotherapy / OT services (5%),

There is a lower use of MH services (5%) in CSB and higher use of Physiotherapy/ OT services (15%).

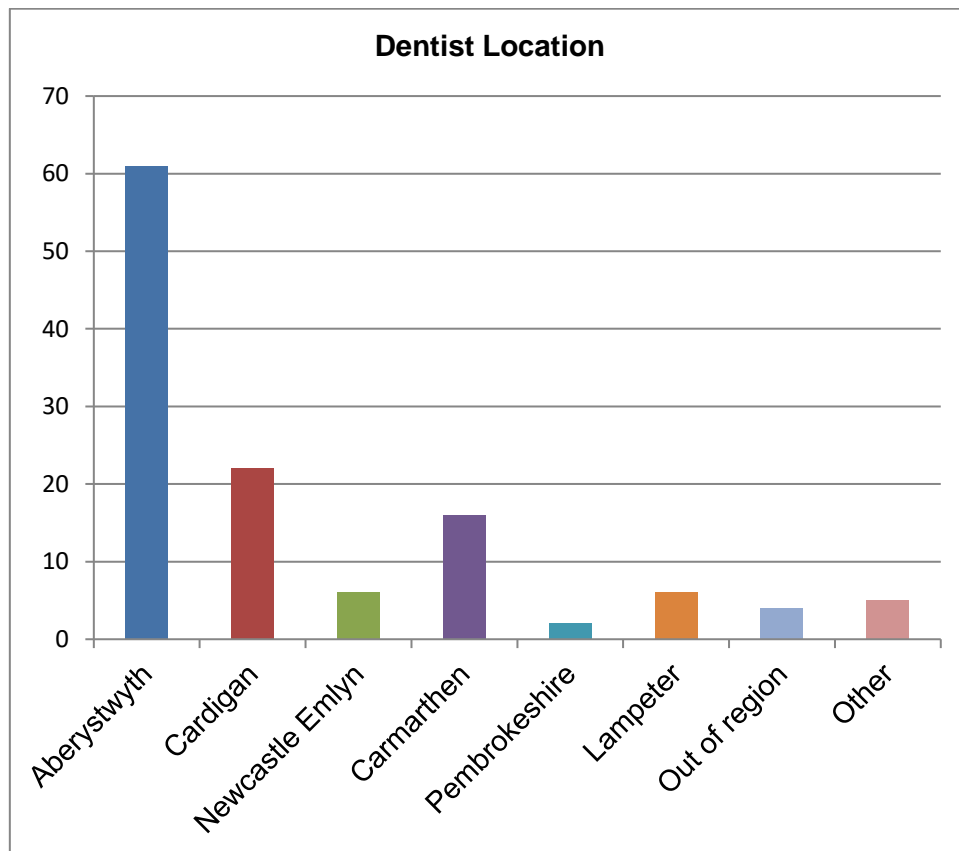
People living in the community raised the lack of MH focus in the questionnaire, and are more likely to have issues of loneliness leading to depression. Examples include;

“... My mental health”,

“More attention to those with mental health...”

These people are also less likely to access Physiotherapy or OT because they may be accessing them through the GP, rather than those in CSBs who have access to these services through the centre, with support to attend.

People were also asked if they had a dentist, and the responses were the same for both groups. 85% of all respondents stated that they have a dentist, and those who said that they did not were often those living independently or with family. Of those who said that they did not have a dentist, several reported that this was due to a surgery closing, and awaiting for patient lists to be opened in their area.



As seen above, the majority of respondents (38%) access a dental practice in Aberystwyth, with Cardigan being the 2nd most used area (14%). In total 55% of respondents attend a practice within Ceredigion.

APPENDIX 4: Data sources for infographic about population

Population living in Ceredigion at 2011:

Stats Wales - 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.

Adults 18+ living with a learning disability:

Daffodil LD baseline for Ceredigion.

Expected percentage of population increase in Ceredigion by 2035:

Daffodil 2035 projection.

Predicted adults 18+ living with a learning disability by 2035:

Daffodil 2035 Projected baseline for Ceredigion.

People known to Adult Social Care Teams in Ceredigion:

West Wales Regional Action Plan

People receiving services, number of adults living in the community, number of adults living in residential or nursing homes:

Wales Community Care Information System (WCCIS) report for year end data.