

Final Draft

All Age Learning Disabilities Strategy

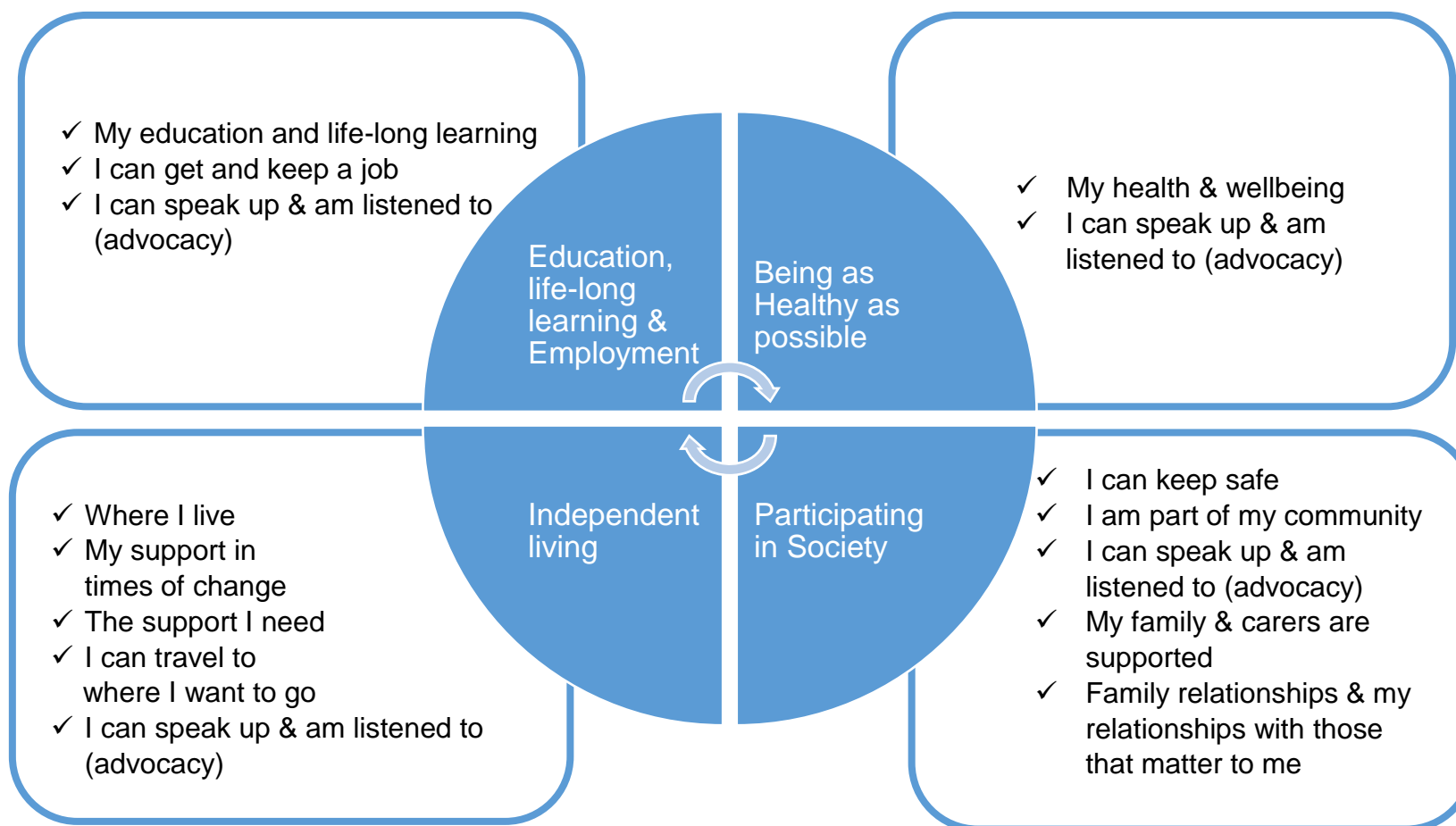
2019-2024

Contents

Strategy on a page	3
Vision.....	4
Mission Statement	4
Foreword	4
Introduction.....	4
What is a learning disability.....	5
Facts on a page for learning disabilities – national.....	7
Facts on a page for learning disabilities – York.....	8
Context	9
Our Strategy	11
You told us – key messages	11
What makes a good life	12
Priority Areas on a page	15
Priority Area One - Education / life-long learning and employment.....	16
Priority Area Two – Independent living.....	17
Priority Area Three – Participating in society.....	18
Priority Area Four – Being as healthy as possible	19
Glossary	20
A brief history of key Learning Disabilities policy and law	22

Strategy on a page

This Strategy is the first All Age Learning Disabilities Strategy for York and was coproduced by the new Learning Disabilities Partnership. It does not try to describe everything we know about learning disabilities in York or cover every issue. It aims to set out the Partnership's four priority areas shown in the diagram below and described in more detail in the Strategy. The Partnership will lead and co-ordinate the delivery of the Strategy.



Vision

For every resident of York to enjoy the best possible emotional and mental health and wellbeing throughout the course of their life.

Mission Statement

To make sure people with learning disabilities (and their children and families/carers) are valued through full inclusion in education, citizenship, meaningful employment, advocacy, and have the opportunity to live as independent a life as possible and to enjoy a full range of relationships.

Foreword

This Strategy is our opportunity to help make York a fully inclusive City for people with learning disabilities and their families/carers. This Strategy is important; it has been coproduced by people with learning disabilities and their families/carers, together with the voluntary sector, education, health and social care.

Based on the lived experience of those with learning disabilities and their families/carers, the four main priority areas, and the focus areas within them, have been agreed by the Learning Disability Partnership.

Through this Strategy we can work towards making York a better, more inclusive, City for all its residents.

Introduction

This Strategy was written by the Learning Disabilities Partnership. It sets out the main areas of focus to help to make York a more inclusive city for people with learning disabilities and their families/carers.

This Strategy is focussed on inclusion and improving health and wellbeing of those with learning disabilities in York. It is part of wider programmes of work which will feed into the outcomes and aspirations of this Strategy.

The Learning Disabilities Partnership is a group of partners including people with learning disabilities, their families/carers, the voluntary sector, education, health and social care. It will oversee the implementation of the Strategy through giving direction and feedback to working groups which will report to the Learning Disabilities Partnership.

The Learning Disabilities Partnership wishes to highlight the input and contribution of people who have learning disabilities and have direct lived experience into the writing of this Strategy.

This is the first All Age Strategy and is for every resident of York with a learning disability, as well as those who support them.

The Learning Disabilities Partnership knows that everyone needs to be involved to make this Strategy work. We need to make sure that everyone is included and everyone's voice is heard, so that the Strategy can make a difference.

This Strategy **does not** cover big programmes of work already being undertaken by Health or by the City of York Council, for example, the Transforming Care Programme.

What is a learning disability?

A learning disability affects the way individuals learn new things, the way they understand information and how they communicate. Some people with a learning disability can talk easily and look after themselves but may need a bit longer than usual to learn new skills. Other people may not be able to communicate verbally but use other communication methods such as Makaton, gestures and vocalisation and need the support of other people to get their thoughts or feelings understood.

A person with a learning disability can also have physical disabilities including sensory impairments and mobility difficulties. Some adults with a learning disability are able to live independently, while others need help with everyday tasks, such as washing and dressing. This depends on the person's abilities and the level of care and support they receive.

Children and young people with a learning disability may also have special educational needs (SEN).

York supports the social model as a way of understanding disability. The model says that disability is not caused by an individual's health

condition or impairment but by the way society treats people and creates barriers for them.

The barriers tend to fall into three categories:

- the environment – including inaccessible buildings and services
- people's attitudes – stereotyping, discrimination and prejudice
- organisations – inflexible policies, practices and procedures

The social model encourages society to become more inclusive.

Facts on a page for learning disabilities – national



2 people in every 100 have a learning disability

3x



The annual cost of bringing up a child with learning disabilities is **three times higher** than bringing up a non disabled child.



20x

People with learning disabilities are **20 times more likely** to have epilepsy than the general population.



2x

Children with special educational needs (SEN) are **twice as likely** as other children to be bullied regularly.



16.8%

of people with a learning disability play sport at least once a week, compared with **39.9%** of the general population.



1 in 13...

disabled children receives regular support service of some kind from the local authority.

Facts on a page for learning disabilities – York



In York, **12.9%** of children with learning disabilities are in primary mainstream schools, **22.8%** are in secondary mainstream schools and **44%** are educated in special school.

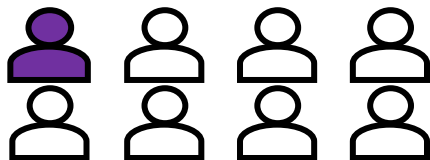


533

adults with a learning disability are known to Adult Social Care.

Age 50+

39 in every **100** adults with a learning disability who are known to Adult Social Care are **aged over 50**.



1 in 8

adults who has a learning disability living in York is known to Adult Social Care.



8.3%

of adults known to Adult Social Care in York, are in **employment** (March 2018)

For more detailed information please refer to the **Joint Strategic Needs Assessment for Adults with Learning Disabilities (March 2016)**

Context

In York, we want to support everyone to be as independent and as healthy as possible and to be included in their communities. As children grow into adults we aim to promote independence and teach skills that enable individuals to live a fulfilling and independent life.

As medical advances continue we know that children with more complex disabilities are living much longer into adult life. We also know that adults are living longer but there is still a big gap in life expectancy; information from a range of sources consistently shows that people with learning disabilities die much younger than the general population.

The general population in York is approximately 208,000, with 22,610 of that population aged between 5 and 18 years old.

Table 1 below shows that 516 (2.3% of the school age population) have a primary need of a moderate learning difficulty and above.

Primary Need as at January 2017 School Census (table 1)

Includes January 2018 data for York

Table 1				
Setting	Category	York (%) 2017	York (%) 2018	National 2017 (%)
Primary mainstream	Moderate	12.50	12.60	20.70
	Severe	0.20	0.20	0.60
	PMLD*	0.10	0.10	0.30
Secondary mainstream	Moderate	22.00	22.00	22.20
	Severe	0.80	0.80	0.50
	PMLD*	0.00	0.00	0.10
Special school	Moderate	16.20	12.50	13.20
	Severe	15.50	8.50	23.30
	PMLD*	12.30	6.70	8.10

* Profound and Multiple Learning Disabilities

In York there is estimated to be a continued rise in adults with a learning disability. This growth can be seen in Table 2¹ below. The percentage increase is the same as the population growth for all of York.

Predicted to have a learning disability	2017	2020	2025	2030	2035
18-24	822	802	797	876	877
25-34	749	772	777	740	762
35-44	605	618	672	709	709
45-54	636	613	571	578	625
55-64	518	555	593	571	528
Total (18-64)	3,331	3,360	3,411	3,474	3,501

Like the general population, the average age of death for people with learning disabilities is also increasing. General population data for York² indicates that there is predicted to be a rise of 27% in the number of those with a learning disability over the age of 65, as shown in table 3.

Age of People predicted to have a learning disability	2017	2020	2025	2030	2035
65-74	440	449	440	493	532
75-84	251	270	327	347	352
85	103	110	130	157	207
Total (65 and over)	794	829	897	997	1,091

As the life expectancy of adults with learning disabilities increases there is also a significant increase in the likelihood that there may be an increase in certain conditions and diseases. (People with learning disabilities are 20 times more likely to have epilepsy, eight times more likely to have severe mental illness and five times more likely to have dementia. They are also three times more likely to suffer with

¹ POPPI data, April 2018

<http://www.poppi.org.uk/index.php?pageNo=374&PHPSESSID=akhp6muj58i2ojelln1cung6&sc=1&loc=8301&np=1>

² POPPI data, April 2018

<http://www.poppi.org.uk/index.php?pageNo=374&PHPSESSID=akhp6muj58i2ojelln1cung6&sc=1&loc=8301&np=1>

hypothyroidism and almost twice as likely to suffer diabetes, heart failure, chronic kidney disease or stroke³.)

Our Strategy

The Learning Disability Partnership was launched in June 2018. The group has taken on the oversight for the All Age Learning Disability Strategy.

Lots of different people and groups were asked about what things are important to them. A full summary of this work is available.

You told us – key messages

- The voice of those with learning disabilities needs to be heard, listened to and acted on when decisions are being made about services and facilities.
- There needs to be more help to navigate health services.
- There is still a lot of work to be done to reduce health inequalities.
- Children and young people are not always supported to contribute fully to their planning.
- Parents and unpaid carers need more practical support.
- There needs to be increased training to support education staff to fully differentiate the curriculum for children and young people with learning disabilities.
- The Partnership should explore opportunities for integrated working.
- More attention needed for all transitions, times of change.
- Plan for people who need different accommodation.
- Support people to employ Personal Assistants.
- Some people need help to make and maintain relationships.
- Support for parents with a learning disability is not always easily available.
- Partnership should influence the development of a work strategy to improve work opportunities.
- Using public transport can be a problem.
- Feeling able to contribute to society and being welcome to do so.
- Consistent approach across all education settings.
- Need to make sure all voices are heard.

³ Learning Disability Today, website, December 2016, <https://www.learningdisabilitytoday.co.uk/people-with-learning-disabilities-have-significantly-lower-life-expectancy-than-the-general-population>

- Person with learning disabilities becoming carers themselves for older parents.

What makes a good life

The Partnership decided that there are 12 focus areas that would help to improve the lives of people with learning disabilities living in York.

These 12 areas are included within our **four** priority headings:

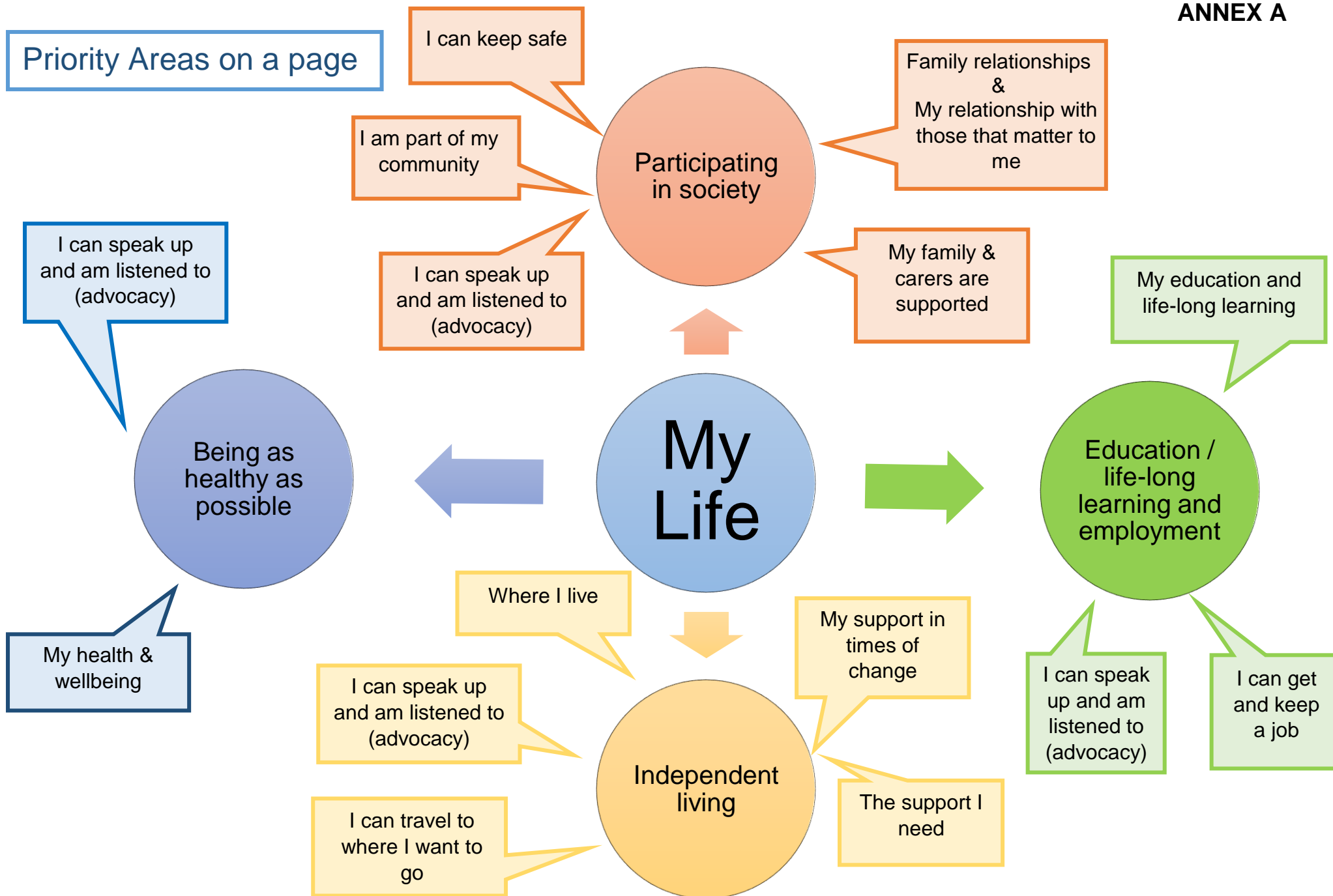
1. Education / life-long learning and employment
2. Independent living – helping people with a learning disability to have choice and control over their lives and the support they receive.
3. Participating in society –having friends and supportive relationships, and participating in, and contributing to, the local community.
4. Being as healthy as possible

Advocacy (I can speak up and am listened to) is a key priority which cuts across all four priority headings.

	Focus Areas	Focus Area definition	Priority Area
1	My education and life-long learning	I have a good, consistent education whilst at school. My learning doesn't stop at the end of school; like everyone else, I need to continue to learn for employment, leisure and for overall quality of life.	Education / life-long learning and employment
2	I can get and keep a job	Work is important not just for the money I earn, but also for the confidence and self worth I get from having a job.	Education / life-long learning and employment
3	Where I live	People need a place to live and I may need support, whether I am living on my own or with parents, my partner or spouse, or with my friends.	Independent living
4	My support in	Important changes happen at	Independent

	Focus Areas	Focus Area definition	Priority Area
	times of change	different stages of my life: information about these changes and the help that is available to help me through these changes is important.	living
5	The support I need	I might sometimes need support, either long term or short term, to help me live well.	Independent living
6	I can travel to where I want to go	Transport is a vital service for people to be able to access health services, learning opportunities, employment, leisure and to make and maintain relationships.	Independent living and Participating in Society
7	I can keep safe	I might need help to keep safe, for example from people trying to take my money, to abuse me physically or sexually, or to steal my identity.	Participating in society
8	I am part of my community	Being part of the community I live in is important so I can make and keep a natural support network.	Participating in society
9	I can speak up and am listened to (advocacy)	My voice and opinions are important and valued. Through speaking up I can gain control over my life, make my own choices and can be as independent as possible. I may need support to get my views and wishes heard through advocates, and people who support me, as well as the wider community.	Participating in society
10	My family and carers are supported	The right information and support is given to me and my family.	Participating in society
11	Family relationships & my relationships	Relationships are important to everyone, whether they are with parents, school friends,	Participating in society

	Focus Areas	Focus Area definition	Priority Area
	with those that matter to me	sexual partners, spouses and children, work colleagues or adult friends. I might need support to make and maintain relationships.	
12	My health & wellbeing	Good health and wellbeing brings many benefits for people with learning disabilities. Healthier people tend to be happier and play a more active role in society, in their local communities, and in their relationships with friends and family. Poor health and wellbeing can affect our everyday quality of life. It is important that there is accessible information about health issues for example: diabetes, men's health, women's health, maternity care, hospital passports, weight issues etc.	Being as healthy as possible



Priority Area One - Education / life-long learning and employment

Our main Priorities:

- ! There are more opportunities for people with profound and multiple learning disabilities to access life-long learning and training.
- ! All Education and Health Care Plans include preparing for adulthood outcome for all children (All plans are already supposed to include it from age 14), with the ambition to extend this to all children.
- ! Support people from college into employment.
- ! Better preparation support to become work ready.

The Learning Disability Partnership will monitor progress on:

- ✓ Map opportunities for people with PMLD in life-long learning and training and monitor increase.
- ✓ Numbers of EHC Plans with preparing for adulthood outcomes
- ✓ Number of supported internships.
- ✓ There will be a clear pathway to employment.

Priority Area Two – Independent living

Helping people with a learning disability to have choice and control over their lives and the support they receive.

Our main Priorities:

- ! Make sure, where possible, that there is enough time for change to happen.
- ! Plans made to support all transitions look at a person's whole life – for example, taking into account education, training, employment, having a family, health and care aspects when planning.
- ! There are plans to address the accommodation needs for people with learning disabilities in the City, making sure there is choice so young people can stay local.
- ! There is accessible information about Direct Payments (DPs) and Personal Assistants (PAs) and ongoing support for the person with a learning disability in their role as employer.

The Learning Disability Partnership will monitor progress on:

- ✓ Plans will demonstrate whole life planning.
- ✓ Plans to address the accommodation needs for people with learning disabilities, including the option of shared home ownership.
- ✓ There is accessible information and advice about employing PAs along with Direct Payments and Personal Budgets.

Priority Area Three – Participating in society

Having friends and supportive relationships, and participating in, and contributing to, the local community

Our main Priorities:

- ! All voices are heard, including; children, young people, adults and older adults, and these views are acted on.
- ! To engage with families with regard to their experiences, through a variety of forums.
- ! People with learning disabilities who are parents, receive good information and support.
- ! Promote safe places scheme, We Care (police) and the reporting of hate crime.

The Learning Disability Partnership will monitor progress on:

- ✓ Work is being undertaken to engage with all groups and findings are being fed back and responded to.
- ✓ Families with their lived experiences are sought and positive use of these findings is demonstrated.
- ✓ Information and support that is available is easily accessible.
- ✓ There are more safe places in the City.

Priority Area Four – Being as healthy as possible

Our main Priorities:

- ! Promote Annual Health Checks and Health Screenings such as cervical and breast cancer screening, information on contraception, having babies etc.
- ! To make sure all of health, including GPs and medical practices, have better training about how to communicate well with people with learning disabilities.
- ! Early and appropriate support is given to parents/carers with a learning disability.
- ! To make sure the mental health and wellbeing of people with learning disabilities is recognised as separate to their learning disability.

The Learning Disability Partnership will monitor progress on:

- ✓ The increase in numbers of people with learning disabilities having annual health checks.
- ✓ Health professionals access training in relation to communicating with people with learning disabilities.
- ✓ Collation of evidence of early and appropriate support that is given.
- ✓ People with learning disabilities will access relevant mental health services.

Glossary

Term	Definition
City of York Council (CYC)	The local authority in York which manages social care and other public services.
Clinical Commissioning Group (CCG)	A group of doctors and other health professionals who decide what local health services spend their money on. The CCG for York is the Vale of York Clinical Commissioning Group.
Commissioners	People and organisations that plan services or facilities are sometimes referred to as commissioners. The CCG commissions health services while the CYC commissions social care services
Consultation	Organisations – like the government - sometimes ask for the opinion of other people and organisations when they are deciding what to do, for example, to introduce a new service. This is called a consultation.
Education, Health and Care Plans (EHCPs)	An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the Local Authority after an assessment that decides the child or young person's needs cannot be met through the normal delegated resources to education settings
Health & Wellbeing Board (HWBB)	The HWBB brings together a number of agencies to agree priorities and ensure commissioned services meet local needs.
My Support Plans (MSPs)	The My Support Plan is available to use with children and young people who have identified special educational needs and receive SEN Support in school. It can be used for anyone who has a number of professionals supporting them and would benefit from coordinated support.

Term	Definition
Portage	Portage is a service for children with SEND up to three years old and their families. Portage workers visit children in their homes.
Providers	People and organisations that offer services or facilities directly to the people who use them are sometimes referred to as providers. The main provider of health care for people with learning disabilities, apart from primary care (see above) is the Tees, Esk and Wear Valley NHS Trust (TEWV)
Public services	Service provided for the public by the council and other organisations. This includes things like buses, bin collection, adults' and children's social services.
Priorities	The things that you must do first because they are the most important.
Special Educational Needs (SEND)	This refers to children who have learning problems or disabilities that make it harder for them to learn than most children of the same age.
Transition	A word used to describe when something changes in a person's life, as when a child grows up into an adult or an adult marries or changes jobs.

A brief history of key Learning Disabilities policy and law (from 2000)

