

ADULTS WITH LEARNING DISABILITIES ACTION PLAN 2022-25



www.newham.gov.uk/learningdisabilitiesactionplan

WE ARE NEWHAM.

FOREWORD

On behalf of the London Borough of Newham and partners we are delighted to present this Joint Health and Social Care Learning Disabilities Action Plan for the Borough, which sets out our local priorities for adults with Learning Disabilities.

We are committed to working together to make sure that all adults with a Learning Disability in the borough live well and enjoy a full life, with as much independence as possible.

This Action Plan has been informed by the views of individuals with Learning Disabilities, their families and friends, national guidance, policy and legislation, local priorities and Providers, as well as senior Council and Health officers.

We are proud that there is good support for adults with a Learning Disability in Newham, but we know there are many things that could be better. We want to make improvements and our vision in this Action Plan is to enable people with Learning Disabilities to live their lives as they want, as part of their community, with the right support at the right time and from the right people.

We will continue to develop services with other public sector agencies and our local communities. We will drive forward early intervention, independence, flexibility and choice, supporting local community based solutions that will supplement and extend our core offer and services.

Thank you to everyone involved in the development of the Action Plan and we hope to work with residents and carers to take the actions forward.



Rokhsana Fiaz OBE
Mayor of Newham



Cllr Neil Wilson
Cabinet Member
for Health and
Adult Social Care

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INTRODUCTION

A Learning Disability is a lifelong condition that affects the way a person learns and understands new or complex information - and how they communicate and interact with others.

Often a Learning Disability occurs when a person's brain development is affected either before they are born, during their birth or in early childhood¹. Some are diagnosed at birth, others are not discovered until a child is old enough to walk and talk.

Many people with a Learning Disability have more than one diagnosis and a set of additional conditions that are unique to them.

Profound and Multiple Learning Disability (PMLD) is a term used to describe when a person has a severe Learning Disability and other disabilities that significantly affect their ability to communicate and be independent. A person with PMLD may have severe difficulties seeing, hearing, speaking and moving; and may have complex Health and Social Care needs due to these or other conditions.

Based on population and diagnostic estimates^{2,3} the number of adults with a Learning Disability living in Newham is estimated to be 6,591, with this expected to increase to 7,287 over the next decade. As of the 31.12.2021, there were 1,566 adults with a diagnosed Learning Disability living in Newham known to Primary Care and / or Adult Social Care. Appendix A provides an overview of these residents' protected characteristics and Health and Social Care needs.

In December 2021, the Council engaged residents with a Learning Disability and their Carers to ask them their views and experiences of living in Newham – to better understand what is working well for them and areas for improvement. Appendix B provides an overview of their feedback.

The Newham Wellbeing Partnership⁴ has co-designed this Action Plan to raise the profile of adult residents in the borough with a Learning Disability to increase community awareness and inclusion and reduce inequalities; and to better support adults with a Learning Disability to live healthy, safe and fulfilling lives. This Plan has been shaped by the resident feedback received, areas for improvement identified through completion of the Supporting Adults with Learning Disabilities to have Better Lives Outcomes Framework self-evaluation tool⁵; and by national and local policy (listed in Appendix B).

The Plan comprises six outcomes and “I” statements to keep residents with a Learning Disability at the heart of everything we do.

The Plan will be implemented over a three-year period by a multi-disciplinary, multi-organisation Learning Disabilities Partnership Advisory Group (LDPAG) comprising key Partnership representatives, key Provider representatives and residents with a Learning Disability and their Carers. Progress toward the Action Plan will be monitored by the LDPAG and be reported to the Council's Adults and Health Directorate's Management Team, Newham Executive Board and the Health and Wellbeing Board. Appendix D provides the high-level indicators and baseline data that will be used to evaluate the impact of the Action Plan tasks.

1. www.gov.uk/government/publications/learning-disability-applying-all-our-health/learning-disabilities-applying-all-our-health

2. www.pansi.org.uk


3. www.poppi.org.uk

4. The Council, North East London Clinical Commissioning Group, Barts Health NHS Trust, East London Foundation Trust and Newham Health Collaborative are working together to develop an Integrated Care System (ICS). The intention of the ICS is to deliver innovative and seamless care that improves the health and wellbeing of the population of Newham - through all Health and Social Care stakeholders working together collaboratively, enabling the ICS to effectively and efficiently plan, co-design, commission and deliver 'the right care, in the right place, at the right time'. Newham's ICS is called the Newham Wellbeing Partnership.

5. www.local.gov.uk/our-support/sector-support-offer/care-and-health-improvement/autistic-and-learning-disabilities/learning-disabilities/intro/better-lives




1. HEARD AND VALUED

TASKS	DUE	SUCCESS MEASURE / OUTCOME
 <h2 data-bbox="208 268 748 320">1. HEARD AND VALUED</h2> <p data-bbox="208 339 1630 440"> “I am treated with dignity and respect. I can access information and advice when I need it to help me understand my options and make informed decisions. I am helped to make my voice heard about things that affect my life.” </p>		
<p data-bbox="85 464 927 523">1.1 Raise awareness of Learning Disabilities; and the impact on those who have them.</p> <p data-bbox="152 544 584 571">Within this is annual observation of:</p> <ul data-bbox="152 592 495 651" style="list-style-type: none"> • Learning Disabilities Week; • Down Syndrome Day; <p data-bbox="152 671 779 699">and within other relevant annual observation events.</p>	<p data-bbox="945 464 1025 523">From Year 1</p>	<p data-bbox="1102 464 1957 491">Improved attitudes toward residents with Learning Disabilities – through:</p> <ul data-bbox="1102 512 2051 603" style="list-style-type: none"> • better inclusion and opportunities within education, training and employment; • reduction in targeted crime against people with Learning Disabilities; • reduction in safeguarding referrals for people with Learning Disabilities.
<p data-bbox="85 729 927 788">1.2 Develop and implement a Learning Disabilities awareness training programme for Council staff and its partner organisations:</p>	<p data-bbox="945 729 1025 788">From Year 1</p>	<p data-bbox="1102 729 2130 820">Council staff, Health and partner organisations better understand the care and support needs of those with Learning Disabilities; and treat those residents with a Learning Disability with dignity and respect.</p>
<p data-bbox="85 852 869 943">1.3 Review key Council and Health information (e.g. Council Tax, Housing, Social Prescribing etc.) to ensure it is accessible (including consideration of Easy Read, videos, etc.</p>	<p data-bbox="945 852 1025 879">Year 2</p>	<p data-bbox="1102 852 2114 911">Key Council information is accessible for residents with a Learning Disability - enabling them to understand it and make informed decisions.</p>
<p data-bbox="85 975 927 1098">1.4 Refresh the forums (including the Learning Disabilities Partnership Advisory Group (LDPAG)) for people with Learning Disabilities to enable regular feedback of views and experiences of Health and Social Care and wider issues that affect lives.</p>	<p data-bbox="945 975 1025 1002">Year 1</p>	<p data-bbox="1102 975 2069 1034">Increase in the number of residents with Learning Disabilities attending the forums (including range of protected characteristics).</p> <p data-bbox="1102 1054 2136 1114">Residents with Learning Disabilities have opportunities to regularly share their views and experiences.</p> <p data-bbox="1102 1134 2130 1193">Residents with Learning Disabilities have an opportunity to be involved in the design of new and existing services.</p>
<p data-bbox="85 1235 824 1294">1.5 Review the Integrated Advocacy Service in relation to its effectiveness for residents with Learning Disabilities.</p>	<p data-bbox="945 1235 1048 1262">Existing</p>	<p data-bbox="1102 1235 1592 1262">Fit for purpose Advocacy Service in place.</p>




2. ACCOMMODATION AND HOUSING

TASKS	DUE	SUCCESS MEASURE / OUTCOME
 <h2 data-bbox="210 220 1102 268">2. ACCOMMODATION AND HOUSING</h2> <p data-bbox="210 288 680 320">“I have a place to live of my choosing.”</p>		
2.1 Review support available for residents with Learning Disabilities to maintain tenancies in general housing.	Year 1	Residents with Learning Disabilities are able to maintain their independence and maintain tenancies with appropriate support.
2.2 Re-procure housing support / floating support services.	Year 2	Residents with Learning Disabilities are able to maintain their independence and maintain tenancies with appropriate support.
2.3 Review the Shared Lives offer to enable access for those with PMLD.	Year 2	Residents with PMLD will have a wider choice of accommodation-based options.
<p data-bbox="78 596 936 655">2.4 Care Homes - complete a Needs, Capacity and Opportunities Assessment.</p> <p data-bbox="78 676 936 703">Refresh commissioning intentions and Specification.</p> <p data-bbox="78 724 936 783">Design and implement an effective performance management framework.</p>	Year 1-3	<p data-bbox="1093 596 2163 655">Needs of residents with Learning Disabilities eligible for a Care Home are understood and evidenced.</p> <p data-bbox="1093 676 2163 735">In-borough Care Homes are fit for purpose - delivering safe, high-quality care and support.</p> <p data-bbox="1093 756 2163 815">The needs of residents with Learning Disabilities whose primary need changes to ‘older person’ are considered and met.</p> <p data-bbox="1093 836 2163 927">Fit for purpose performance management framework is in place - ensuring safe, high-quality provision. Increase in the number of Homes with a CQC ‘Good’ or ‘Outstanding’ rating.</p>
2.5 Supported Living - reshape the current market and provision of Supported Living Services for residents with Learning Disabilities, including better consistency of quality and cost.	Year 2	<p data-bbox="1093 949 2163 1008">Better and more appropriate Supported Living services in Newham for residents with Learning Disabilities.</p> <p data-bbox="1093 1029 2163 1056">Increase in in-borough placements (where this is the first choice).</p>
2.6 Work with Housing to improve access to social housing for residents with Learning Disabilities via the Priority Housing Nominations Quota.	From Year 1	More availability of suitable social housing in-borough for residents with Learning Disabilities
2.7 Explore new developments to increase availability of options for in borough accommodation for residents with Learning Disabilities.	From Year 1	More availability of suitable in-borough accommodation for residents with Learning Disabilities.




3. CONNECTED AND INVOLVED

TASKS	DUE	SUCCESS MEASURE / OUTCOME
 <h3 data-bbox="210 213 952 263">3. CONNECTED AND INVOLVED</h3> <p data-bbox="210 284 1505 384"> “I am free from abuse, harm and discrimination. I am accepted by my local community regardless of who I am, where I live or the circumstances of my life. I have a range of supportive relationships of my choosing.” </p>		
3.1 Develop existing community assets and resources to enable residents with Learning Disabilities the opportunity to access them.	From Year 1	A variety of mainstream assets / services are accessible, enabling residents with Learning Disabilities equal access and better inclusion.
3.2 Pilot the employment of an additional Support Worker to specifically support residents with Autism and / or Learning Disabilities - with the aim of reducing social isolation and loneliness.	From Year 1	Support Worker employed and actively supporting residents with Autism and / or Learning Disabilities.
3.3 Explore developing the peer support groups for residents with Learning Disabilities; and developing a small-grants programme to fund peer-led recreational activities.	From Year 2	Activities for residents with Learning Disabilities are delivered by residents with Learning Disabilities - developing friendship circles.
3.4 Improve awareness of and access to Assistive Technology and Community Equipment.	From Year 2	Improved access to Assistive Technology and better engagement from the Learning Disability community. Development of smart house, to test equipment and achieve outcomes (e.g. less dependence on Support Workers).
3.5 Develop and implement a Learning Disabilities Non-Exploitation Policy and resident and professionals training programme to reduce risk of exposure to gangs (hate/mate crime), criminal activity and radicalisation.	Year 2	Policy in place and implemented. Training programme in place and delivered. Reduction in number of residents with Learning Disabilities involved with gangs, criminal activity and radicalisation.
3.6 Co-design and implement a Policy and training programme for Health and Social Care professionals to support residents with Learning Disabilities to establish relationships (including sexual).	Year 2	Policy in place and implemented. Training programme in place and delivered. Better understanding and support for residents with Learning Disabilities to have safe, meaningful relationships.
3.7 Co-design and implement a Relationships Policy and guidance including training programme for residents with Learning Disabilities.	Year 2	Supporting residents to explore sexuality and relationships. Achieving wellbeing and better awareness of people’s rights to relationships.



4. WORK AND PURPOSE

TASKS	DUE	SUCCESS MEASURE / OUTCOME
 <h2 data-bbox="210 217 786 261">4. WORK AND PURPOSE</h2> <p data-bbox="210 284 1312 384"> “I am supported to develop and learn. I have opportunities to engage in meaningful activities, including employment. I have time and support to rest and relax and to do things that I enjoy and help with this.” </p>		
4.1 Review pathway from education to further education / employment for residents with Learning Disabilities - to identify and address the areas for improvement.	Year 1	Streamlined pathway from education to further education / employment for residents with Learning Disabilities understood by residents and Social Care professionals. Increase in number of residents with Learning Disabilities in further education. Increase in number of residents with Learning Disabilities in employment.
4.2 Explore use of Social Value to encourage employment opportunities for residents with Learning Disabilities.	Year 1	Increase in the number of employment opportunities for residents with Learning Disabilities across the Council’s commissioned services.
4.3 Refresh the Supported Employment offer - with a view to expand it and increase the number and variety of employment opportunities.	Year 2	Increase in the number of employment opportunities for residents with Learning Disabilities in Newham.
4.4 Refresh the current Day Opportunities offer to make it more community-focused with both recreational activities and employment opportunities (for working-age residents).	From Year 1	Improved access to mainstream, community-based activities. Increase in the number of employment opportunities for Care Act eligible residents with Learning Disabilities.
4.5 Review how Leisure Services can be accessed to promote health and wellbeing activities and improve social connections.	From Year 1	Improved access and take-up of leisure activities for residents with Learning Disabilities. Self-reported improvement in physical and mental wellbeing for residents with Learning Disabilities.
4.6 Commission ‘Cycle for Wellbeing’ activities (Bikeworks).	Year 1	Improved access to cycling activities for residents with Learning Disabilities. Increased take-up of cycling activities of residents with Learning Disabilities. Self-reported improvement in physical and mental wellbeing for residents with Learning Disabilities.


WORK AND PURPOSE



Interns from Our Newham Works during a placement at Newham University Hospital



5. HEALTH AND SOCIAL CARE

TASKS	DUE	SUCCESS MEASURE / OUTCOME
 <h2 data-bbox="210 213 904 261">5. HEALTH AND SOCIAL CARE</h2> <p data-bbox="210 284 1500 347">“I get the right help at the right time from the right people. I have a team around me who know my needs and my plans and work together to help me achieve them.”</p>		
5.1 Improve the recording on the Council’s Learning Disability Adult Social Care Database and Primary Care Learning Disability Register.	From Year 1	Increased accuracy of Learning Disability data to enable access to appropriate and timely care and support. Increased use of data to inform trends and gaps (e.g. through the use of Power BI reports).
5.2 Develop and implement a Learning Disability Diagnostic Service (taking account of the diagnostic pathway for children and young people).	Year 2	Improved access to diagnosis; and care and support with clearer pathways to services (including forensic services).
5.3 Ensure parity of Health access and treatment for those with a Learning Disability.	From Year 1	Improved health outcomes for residents with Learning Disabilities. Improved outcomes for those with PMLD* to have better access to healthcare A review of the Community Health Learning Disabilities Team eligibility criteria, which is far higher than neighbouring areas.
5.4 Ensure a minimum of 75% of people on the Primary Care Learning Disabilities Register receive an annual health check.	From Year 1	Early identification and treatment of health conditions to prevent premature mortality. Regular audit via new Peripatetic Nurses (e.g. recorded as part of Education Health Care Plans (ICare* initiative).
5.5 Support residents with Learning Disabilities with annual vaccination programmes such as flu and Covid-19.	From Year 1	Increase in the number of residents with Learning Disabilities having their annual vaccinations.
5.6 Reduce inpatient beds in line with NHSE* Learning Disability and Autism Programme* targets and reduce the length of time that people stay in an inpatient setting.	From Year 1	Reduction in the number of unnecessary hospital admissions for residents with Learning Disabilities. Reduction in the number of out-of-borough placements for residents with Learning Disabilities.
5.7 Continue to embed and strengthen Care, Education and Treatment Reviews (CETR)* and Care Treatment Reviews (CTR)* awareness and training, in partnership with stakeholders to assess their effectiveness in preventing and supporting discharge planning.	From Year 1	Number of Health and Social Care professionals attending training sessions. Reduction in the number of unnecessary hospital admissions for residents with Learning Disabilities. Reduction in Delayed Transfers of Care for residents with Learning Disabilities.
5.8 Improve the offer for residents with a mild to moderate Learning Disability.	Year 1	Improve the access to specialist Health Services for those with a mild to moderate Learning Disability.


TASKS	DUE	SUCCESS MEASURE / OUTCOME
5.9 Improve the offer for transition-aged residents (14 - 25). Including the implementation of recommendations from the SEND Transformation Review.	From Year 1	Improve transition from Children's Services to Adult Social Care; providing a seamless pathway for customers and those who care for them. Improved journey for residents with Learning Disabilities who are not Care Act eligible.
5.10 Improve the offer for residents with a Learning Disability who experience substance misuse issues.	From Year 1	Improve the access to and accessibility of Substance Misuse Services.
5.11 Improve the Social Work offer via the Learning Disabilities and Autism Team.	From Year 1	Improved support for vulnerable adults. Fit-for-purpose workforce in place to better understand and support the Care Act eligible - vulnerable adult cohort. Full recruitment to the Learning Disabilities and Autism Social Work Team.
5.12 Review the pathway / support for parents with Learning Disabilities	Year 1	Support to parents with Learning Disabilities to continue in their roles as parents. Improve support services for children and young people whose parent/s have Learning Disabilities. Improved support to those who are known to Safeguarding Children.
5.13 Review transition for Adults with Learning Disabilities to Older Adults.	Year 1	Improved support for older adults with Learning Disabilities.
5.14 Review joint funding arrangements between Health and Social Care. Including review of Continuing Health Care budgets and the Joint Funding arrangements.	Year 1	Streamlined pathway and access to Health funding for residents with Learning Disabilities with eligible Health needs. Better case, review and funding management of S117, S7, S17, S37/41, S47 and S75 arrangements.
5.15 Map commissioned services / Providers used by Children and Young People's Services and Adults Services.	From Year 1	Duplication, gaps and opportunities identified and work programme developed. A better experience for residents in receipt of social care services, as they transition from CYP services to Adults Social Care.
5.16 Develop a Learning Disabilities Market Position Statement to inform Providers of the needs of residents with Learning Disabilities and services required. Link with Newham's Infrastructure Development Plan ¹ from Planning, to ensure appropriate and fit for purpose accommodation.	Year 1	Better informed providers of learning disability services and better outcomes for residents. Include enablement / specialist short term interventions - community based intensive support / behaviour support (e.g. Positive Behaviour Support, respite, specialist supported living, etc.).
5.17 Re-commission an Independence to an Ordinary Life Service to increase independence and future quality of life.	Year 1	Complete and review pilot project to increase independence and wellbeing outcomes. Now expanded to include all-age

TASKS	DUE	SUCCESS MEASURE / OUTCOME
<p>5.18 Streamline the Direct Payments pathway and / offer to increase the number of Care Act eligible residents with Learning Disabilities with a Direct Payment.</p>	<p>Year 1</p>	<p>Simplified Direct Payment pathway. Increase in number of Care Act eligible residents with Learning Disabilities with a Direct Payment.</p>
<p>5.19 Accelerate the roll out of Personal Health Budgets for people with Learning Disabilities.</p>	<p>Year 2</p>	<p>Increase in number of residents with Learning Disabilities with a Personal Health Budget.</p>
<p>5.20 Procure and implement Positive Behaviour Support Training for Health and Social Care professionals and Carers to improve the quality of support and interventions for people who exhibit behaviours that challenge.</p>	<p>From Year 1</p>	<p>Improved quality of life outcomes. Reduction in unplanned / avoidable hospital attendance and admission. Reduction in placement breakdowns. Tizard* to complete an evaluation of the 1stYears training Programme.</p>
<p>5.21 Promote the support provided by the Peripatetic Nurses to commissioned services and residents with Learning Disabilities and their families living in the community.</p>	<p>From Year 1</p>	<p>Reduction in unplanned / avoidable hospital attendance and admission. Reduction in placement breakdowns.</p>
<p>5.22 Develop specific understanding and plans regarding epilepsy, mental health and suicide.</p>	<p>Year 2</p>	<p>Improved access to relevant services and treatment. Build on capacity of healthcare staff and providers; align services to best practice.</p>
<p>5.23 Review the specialist support for bereaved residents with Learning Disabilities delivered with the Community Bereavement Service</p>	<p>Year 2</p>	<p>Resident with Learning Disabilities have access to specialist bereavement support and are supported appropriately through the grieving process.</p>
<p>5.24 Improved End of Life planning, including awareness and use of Advanced Planning documents.</p>	<p>Year 2</p>	<p>Residents with a Learning Disability and their family are aware of the main Advance Planning documents and their purpose. Increase in the number of residents with a Learning Disability with a Will, Lasting Power of Attorney / Deputyship, Advance Statement and Advance Decision. Reduction in the prevalence of 'Do Not Attempt Resuscitation' applied to residents with a Learning Disability's medical notes without their or their families' (where appropriate) consent or knowledge. Increase in the number of 'End of Life Care' residents with a Learning Disability who die in their preferred place of care and death.</p>
<p>5.25 Review the requirements of the Learning Disabilities Mortality Review Programme (LeDeR*) alongside existing End of Life Care pathways for residents with Learning Disabilities.</p>	<p>From Year 1</p>	<p>Reduce health inequalities for people with learning disabilities and take preventative steps regarding early/preventable mortality. Build on capacity of healthcare staff and providers; align services to best practice. Newham LeDeR* Steering Group established.</p>

TASKS	DUE	SUCCESS MEASURE / OUTCOME
5.26 Link in with national STOMP* and STAMP* programme to prevent over-medication of residents with Learning Disabilities.	Year 1	Reduction in over-medication of residents with Learning Disabilities. Audit completed by Community Liaison Pharmacist; and actions added to this Plan.
5.27 Continue to strengthen the Learning Disability and Autism Provider Forum to share residents' views and experiences, highlight good practice and identify and address areas of improvement	From Year 1	Terms of Reference refreshed and implemented. Effective Forum in place that seeks to drive quality improvement within the market.
5.28 Create a Support Workers peer support group to share good practice, develop skills, reflect and drive innovation.	Year 2	Better supported workforce



6. CARERS

TASKS	DUE	SUCCESS MEASURE / OUTCOME
 6. CARERS (These actions relate specifically to Carers of those with Learning Disabilities; and are in addition to those in the Newham Carers Strategy) “I am supported to have a life alongside and outside of my caring role.”		
6.1 Planned Respite - develop a range of appropriate, high-quality in-borough respite services that meet the needs of Carers and the cared for person.	Year 2	Range of appropriate high-quality respite services in place. Reduction in Carer breakdown.
6.2 Emergency Care and Support - develop a range of appropriate, high-quality emergency care and support services that meet the needs of Carers and the cared for person.	From Year 1	Range of appropriate high-quality emergency services available, including respite.
6.3 Identify Carers who are delivering 35+ hours of care and support per week; and those supporting people with PMLD* who are not accessing planned respite.	From Year 1	Reduction in Carer breakdown.
6.4 Long-Term Planning - identify Carers aged 50+ and work in partnership with them and the cared for person to agree the cared for person’s long-term care and support needs.	From Year 1	Carers aged 50+ are aware of the importance of long-term planning and engaged in communication with the cared for person and Health and Social Care. Appropriate Support Plans in place for cared for people who’s Carers are aged 50+. Range of appropriate high-quality emergency respite services in place. Reduction in Carer breakdown.

APPENDIX A

NEWHAM RESIDENTS WITH A LEARNING DISABILITY KNOWN TO PRIMARY CARE AND/OR ADULT SOCIAL CARE

Known protected characteristics

We have presented data on male and female groups. There is currently no reliable routine data in Newham for other gender identities.

Age group	Number of people
18-25	247
26 – 35	349
36 – 45	379
46 – 55	284
56 – 65	191
66 – 75	81
75+	35
TOTAL	1,566

Gender	Number of people
Female	767
Male	799
TOTAL	1,566

Ethnicity	Number of people
Asian/Asian British	530
White	517
Black /African/ Caribbean/Black British	351
Unknown	90
Mixed/multiple ethnic groups	43
Other Ethnic group	35
TOTAL	1,566

Neighbourhood Area (Ward)	Number of people
Beckton	85
Boleyn	78
Canning Town North	101
Canning Town South	91
Custom House	87
East Ham Central	69
East Ham North	54
East Ham South	75
Forest Gate North	49
Forest Gate South	85
Green Street East	46
Green Street West	52
Little Ilford	91
Manor Park	58
Plaistow North	82
Plaistow South	80
Royal Docks	57
Stratford and New Town	126
Unknown	49
Wall End	55
West Ham	96
TOTAL	1,566

Residents with Learning Disabilities known to Primary Care	Number of people
Number of residents	1,742
TOTAL	1,742

Source: CEG

Adult Social Care Service¹

Service Type	Number of people
Day Opportunity	192
Independent Living Support Service	474
Residential Care	111
Shared Lives	26
Supported Living	161
Community Access	124
Transport	29
Extra Care Block Contract	13
Covid increase	8
Direct Payment	347
TOTAL	1,485

*Note: these figures are for those who have Learning Disability as their Primary Support Need; some residents with a learning disability may have additional needs that are assessed as their Primary Support Need (e.g. Mobility Needs, Sensory Impairment or Mental Health Needs).

(Source/Categories: Data Warehouse)

1. Some residents may be in receipt of more than one Service (e.g. a Day Opportunity and Independent Living Support Service).

APPENDIX B

NATIONAL AND LOCAL: POLICY AND GUIDANCE

Co-designing an Adults Learning Disabilities Action Plan is one of the actions in the Council’s corporate plan, Building A Fairer Newham; and supports the delivery of five of the eight priorities:

<p>A healthier Newham and ageing well</p> 	<p>An inclusive economy to support people in these hard times</p> 	<p>People-friendly neighbourhoods with green and clean streets</p> 
<p>Safer Newham where no-one feels at risk of harm</p> 	<p>Homes for residents</p> 	

As well as Building a Fairer Newham, the Strategy supports the delivery of five of the 12 Priorities in 50 Steps to A Healthier Newham¹

- Priority 3: Supporting people around the determinants of their health;
- Priority 4: Developing high quality inclusive services, ensuring equity and reducing variation;
- Priority 5: Meeting the needs of those most vulnerable to the worst health outcomes;
- Priority 9: Supporting a Newham of communities where people are better connected and supported.
- Priority 12: Building an inclusive economy and tackling poverty



1. www.newham.gov.uk/performance

APPENDIX B continued

In addition to these corporate documents, the Action Plan has been shaped by the following national, regional and local documents:

HEALTH AND / OR SOCIAL CARE	DISABILITY AND / OR MENTAL HEALTH	LEARNING DISABILITY-SPECIFIC (INC: AUTISM)
NATIONAL		
The Care Act (2014)	Mental Health Act (1983)	NICE: People With Learning Disabilities
The Children and Families Act (2014) (with focus on the SEND Code of Practice 0-25)	Equality Act (2010)	Transforming Care: Building the Right Support
NHS England's Long Term Plan (2019)	UN Convention on the Rights of Persons with Disabilities	No Voice Unheard, No Right Ignored (2015)
Think Local Act Personal	Mental Capacity Act (Amendment)(2019)	LeDeR Learning from Lives and Deaths Review
Social Care Reform White Paper (2022)	Right Support, Right Care, Right Culture - Care Quality Commission (2020)	Out of Sight: Who Cares?
	National Autism Strategy (2021)	Feeling Down: Foundation for People with Learning Disabilities (2014)
	National Disability Strategy (2021)	Stopping Over Medication of People with a Learning Disability, Autism or Both
	Police and Crime Three-Year Plan	Quality is up my street: Measuring and monitoring the quality of housing services for and with people with learning disabilities (2020)
Down Syndrome Act 2022		
REGIONAL		
North East London Integrated Care System	East London Foundation Trust Five-Year Strategy	North East London Clinical Commissioning Group Learning Disability and Autism Programme
		North East London Learning Disabilities and Autism Partnership - Annual Report

HEALTH AND / OR SOCIAL CARE	DISABILITY AND / OR MENTAL HEALTH	LEARNING DISABILITY-SPECIFIC (INC: AUTISM)
		ADASS - The impact of the COVID-19 pandemic on residents with learning disabilities and / or autism, their family carers and service provision: a rapid learning review
LOCAL		
Newham Carers Strategy	Special Education Needs and Disability Transformation	
Building a Fairer Newham	Newham Mental Wellbeing Impact Assessment (2020)	
Ageing Well Strategy		
FOR FUTURE CONSIDERATION		
Oliver McGowan Training		Newham Autism Strategy (in development)
Mental Health Act Reform		

APPENDIX C

Resident Engagement

In December 2021, a Citizen's Assembly was held for residents with a Learning Disability and their Carers to feedback to the Council and its partners their views and experiences of being a Newham resident with a Learning Disability¹.

Please follow this link to the feedback www.newham.gov.uk/learningdisabilitiesactionplan

APPENDIX D

Indicators and Baseline Data

Commissioners will lead an annual review of the data and add additional indicators as data becomes available.

Please follow this link to the indicators www.newham.gov.uk/learningdisabilitiesactionplan

1. Many of the Mentimetre questions let people choose more than one option. This means percentages are the number of people who chose the option within the questions (and answers add up to more than 100%).

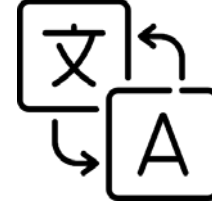
GLOSSARY

TERM OR ACRONYM	FULL NAME AND /OR MEANING
ASC	Adult Social Care
ASCOF	The Adult Social Care Outcomes Framework measures outcomes and sets priorities for care and support services.
AzeusCare	AzeusCare is a digital recording system used by Newham's Social Care Services to support delivery of services.
Barts NHS Trust	St Bartholomew's NHS Trust operates from four major hospitals: Newham University Hospital, Royal London Hospital, St. Bartholomew's Hospital, Whipps Cross University Hospital, and a number of community locations such as Mile End Hospital.
CCG	Clinical Commissioning Groups are health bodies that plan and commission most of the hospital and community NHS services in the local areas for which they are responsible. See NEL CCG for Newham.
C(E)TR	Care, (Education) and Treatment Reviews are for children or adults with a learning disability or autism admitted, or at risk of admission to a specialist mental health / learning disability hospital. They are CCG or NHS England leads meetings, which aim is to reduce or avoid hospital admissions through community interventions and planning.
CQC	Care Quality Commission is the independent regulator of health and social care in England. The purpose is to ensure health and social care services provide people with safe, effective, compassionate, high-quality care and encourage care services to improve.
CYPS	Children and Young People's Mental Health Service. CYPs team work together across settings and professions in the best interest of children, young people and families. CYPS health teams include GPs, Paediatricians, Psychiatrists and mental health workers, physical and mental health, health and social and education sectors.
DPV	Dynamic Purchasing Vehicle
ELFT	East London NHS Foundation Trust provides mental health, community health, and inpatient services to young people, working age adults, older adults and forensic services to Newham; it also provides a range of services outside of Newham.
EMIS Health	This is an electronic patient recording system used by the NHS (formerly Egton Medical Information System)
Fair Cost of Care	Also known as the Market Sustainability and Fair Cost of Care fund. This is funding the government will be providing funding to support local authorities in England to pay providers a fare rate for care.
Fingertips	Fingertips is a large collection of public health data.

TERM OR ACRONYM	FULL NAME AND /OR MEANING
Friendship Group	Newham's Community Neighbourhoods Team runs the Friendship Group. Adults who have a Learning Disability or Autism can take part in online and face-to-face activities.
FTA	Financial Transfer Agreement – these are funds from NHS England to be spent at a local (borough or ICS) level
IAG	Information, Advice and Governance
ICare	Imperial Clinical Analytics, Research and Evaluation is a team based within Imperial College Healthcare NHS Trust, supporting a number of digital health projects in Imperial, across the Northwest London population and the wider national healthcare system.
ICS	Integrated Commissioning System refers to when two or more agencies come together to commission services that are delivered across the system for residents with Health, Social Care and/or Educational needs. The Council and the Clinical Commissioning Group (CCG) are the main agencies leading and driving the ICS.
LDPAG	Learning Disability Partnership Advisory Group
LeDeR	Learning Disabilities Mortality Review - Established in 2017, founded by NHS England and NHS Improvement, LeDeR is a service improvement programme that improve care, reduce care inequalities, and prevent people with a learning disability and autistic people from early deaths
Learning Disability Forum	The forum runs quarterly in line with the Learning Disability Partnership Advisory Group (LDPAG). The forum is open to residents with a Learning Disability diagnosis who wish to support the work of the LDPAG, feed into the strategic work plans and support to raise issues regarding barriers to service for the Learning Disability community
Learning Disability and Autism Programme	Formerly known as NHSE Transformation Programme- this is a National programme to support people who have a learning disability, have autism or both to be healthier and more independent
NHS	National Health Service
NHSE	National Health Service England
PBS	Positive Behaviour Support
People Participation Group	ELFT People Participation within Learning Disability Services is in the process of bringing an ELFT People Participation 'group' together; the aim is working together with service users and carers to make sure people with a learning disability and/ or their carers can say what they think about the services, and how they can be improved.
PMLD	Profound and Multiple Learning Disabilities
Power BI	This is a Microsoft platform used to analyse data.
S117 / S7, S17, S37/41, S47	These are sections in the Mental Health Act related to financial arrangement between Health and Social Care.

TERM OR ACRONYM	FULL NAME AND /OR MEANING
S75	This is a financial arrangement between Health and Social Care for jointly funded care
SEND	Special Education Need and Disabilities
Social Prescribing	Social prescribing refers to when health professionals refer patients to non-clinical support services in the local community to help their health and wellbeing where appropriate.
STAMP	Supporting Treatment and Appropriate Medication in Paediatrics is a national programme that aims to make sure that children and families can access other treatment and support when children display behaviours that challenge (including accessing medication if they need it).
STOMP	Stopping over medication of people with learning disabilities, autism or both is a national programme aims to stop the overuse of psychotropic medications for children and young people with a learning disability, autism or both.
TBA	To be Agreed

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