



MORAY LEARNING DISABILITY SERVICES

STRATEGY 2007 – 2010

Introduction

The lives of people with learning disabilities and those of their families have changed dramatically over the last 20 years.

In Scotland, there has been a concerted effort to move the focus of care for those with learning disabilities from long stay institutions to that of integration and independence in the community.

In 2003, Grampian's long stay hospitals were closed, creating a final and symbolic mark of this change. The 2004 – 2007 strategy took us through the first series of developments required to meet the changing needs of adults with learning disabilities (see Appendix?).

Our focus must now be on maintaining the positive changes that have taken place and meeting the challenges which face us in the future, namely:

- ***The growing number of people with learning disabilities (due to increased life expectancy and improved neo-natal care)***
- ***Financial restrictions***
- ***Increasing numbers of people with behaviour which challenges service, including forensic issues***
- ***Increasing numbers of people with Autism Spectrum Disorder***
- ***Increasing expectations of service users and their families/carers***

The 2007 – 2010 strategy is an overarching document which indicates where we hope services for adults with learning disabilities will be by 2010. This strategy will be implemented through an annual action plan and local service plans.

Vision

Having consulted with representatives of service users, families, carers and staff, it is our vision in Moray that:

“Adults with learning disabilities, their families/carers and staff from all services (Local Authority, NHS, voluntary and private organisations) will work in partnership with the aim of enabling the person with learning disabilities and their family to lead happy, healthy and fulfilling lives.”

We aim to do this by focusing on 3 main areas:

- 1. To champion the place of learning disabilities in the community giving people with learning disabilities their rightful place in society.**
- 2. To support public services to overcome prejudices and fears to enable them to support adults with learning disabilities where appropriate.**
- 3. To take account of the particular difficulties which exist for people with learning disabilities and their families, which require specialist services and support to overcome.**

All action which we take or plan to take, in order to reach our vision will be based on the following values, namely, that **all people have:**

- 1. the right to be treated with dignity and respect**
- 2. the right to have their views heard**
- 3. the right to have their privacy and property respected**
- 4. the right to make informed choices**
- 5. the right to be free from exploitation and abuse**
- 6. the right to a fulfilled life**
- 7. the right to be treated equally with account taken of their individual needs whether they be physical, social, emotional, religious, cultural, ethnic or educational.**

and on the principle that everything we do **must be of benefit to the individual with learning disabilities.**

Themes

The Moray 2007 – 2010 Strategy is based on 11 themes which have been agreed through the Joint Inspection of Learning Disabilities as being the key areas to focus on:

- ***Enabling and sustaining independence***
- ***Promoting inclusion***
- ***Meeting specialist healthcare needs***
- ***Safety and protection***
- ***Record keeping and communication***
- ***Meeting staff needs***
- ***Developing partnership working***
- ***Leadership and direction***
- ***Financial resources and information management***
- ***Meeting life-long learning needs***
- ***Capacity for improvement***

1. Enabling and Sustaining Independence

To enable adults with learning disabilities to be as independent as possible they must be able to access the appropriate support so that the service fits them and not the other way round.

At the moment, in Moray, we rely on a combination of national figures to predict the needs of our learning disabled population and very specific information about individuals. To better plan for the future and ensure the appropriate use of scarce resources, we must develop a better understanding of the specific needs of the people in Moray with learning disabilities, whilst also taking account of the needs of their families/carers.

Having the right service in the right place will enable people with learning disabilities to develop skills and plan for a future with more certainty, shifting the focus from dependency to independence.

By 2010, Learning Disability Services aim:

- 1.1 To have an accurate knowledge of the number of adults with learning disabilities in Moray, their needs and the likely needs of people with learning disabilities in the future.
- 1.2 To have a detailed, costed plan on how to meet those needs within available resources.
- 1.3 For individuals and their families/carers to be actively involved in planning their future, based on realistic expectations.
- 1.4 For individuals to be able to live as independently as possible based on acceptable risks.

AIM	HOW WE PLAN TO ACHIEVE IT	WHO WILL OVERSEE THIS	WHEN IT WILL BE DONE BY	HOW WE WILL KNOW WE'VE SUCCEEDED
1.1 To have accurate knowledge of the number of adults with learning disabilities in Moray, their needs and the likely needs of people with learning disabilities in the future.	1.1.1 Complete holistic needs assessment of the current population (including children) looking at health, social, learning and personal needs, including the needs of families/carers.	ILDMS	April 2008	Needs Assessment completed
1.2 To have a detailed, costed plan on how to meet those needs within available resources.	1.2.1 Detailed service plan of how needs can be met including the provision of day services, respite, accommodation, health, education and employment.	ILDMS	September 2008	Service Plan completed
	1.2.2 Confirm financial implication of plan and agree how to progress.	ILDMS, TMC & NHSG Accountancy Teams,	February 2009	Agreement of TMC and NHSG as to how service plan will be delivered.
1.3 For individuals and their families/carers to be actively involved in planning their future based on realistic expectations.	1.3.1 Develop parent groups at point of transition to adult services to ensure accurate and appropriate knowledge and support for parents.	CLDT	December 2007	Transitional parent groups in place.
	1.3.2 Continued production of information in appropriate formats for individuals and their parents to assist them to make informed choices.	All service providers including LA and NHS	April 2008	All services to have information regarding services (evidenced at annual contract meetings)
	1.3.3 Further development of self-advocacy for individuals through self-advocacy service (Enable) and service user groups.	Enable and all service providers	IMMEDIATE But ongoing in development	Increased participation of individuals in planning and reviewing services. (Evidenced through Care Commission reports, Quality Monitoring and annual contractual meetings)
1.4 For individuals to be able to live as independently as possible based on acceptable risks.	1.4.1 Robust Risk Assessment process which emphasises enabling individuals to become more independent including areas of self care, independent travel but also areas where services are challenged.	ILDMS with service providers	June 2007	Increased independence as evidenced through individual reviews. Reduction in reported incidents which challenge services.
	1.4.2 Develop skills and process of considering individual capacity with regard to decision making.	CLDT	October 2007	Agreed process in place to assess, record and review capacity of individuals.

2. Promoting Inclusion

Ensuring adults with learning disabilities are included in society can be very difficult as it requires changing the mindset of many people and breaking down barriers that have existed through past generations. Everyone can play a part in this area by taking personal responsibility to champion the cause of learning disabilities in our day-to-day lives in addition to the formal role staff have in ensuring practical difficulties are overcome and knowledge spread.

By 2010 Learning Disability Services aim:

- 2.1 To have developed a positive image of learning disability issues in the community.
- 2.2. For people with learning disabilities to be able to access learning disability services safely and independently, wherever possible and to have begun this process in all main LA and NHS services.
- 2.3 To have learning disability issues acknowledged by the wider community.
- 2.4 To ensure that all Health and Local Authority Services understand the basic needs of people with learning disabilities in order to better meet them.
- 2.5 To have enabled adults with learning disabilities to have, where possible, more informed choices about healthy lifestyles, including positive relationships.
- 2.6 For adults with learning disabilities to positively contribute to society.

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2.1 To have developed a positive image of learning disability issues in the community.	2.1.1 To encourage all staff to champion the cause of learning disabilities and share how they have done so through team meetings etc.	All service providers including LA and NHS	IMMEDIATE but ongoing	Evidenced at contractual meetings and routine provider meetings.
	2.1.2 To continue with the Learning Disability Friendly Award	ILDMS	Annual event	Award made annually but increased nominations from individuals
	2.1.3 To have a media campaign annually to promote the positive images of learning disabilities.	ILDMS	Annual event	Positive media coverage
2.2 For people with learning disabilities to be able to access learning disability services safely and independently, wherever possible and to have begun this process in all main LA and NHS services.	2.2.1 All Learning Disability, NHS and LA services to meet disability access requirements including specialist changing facilities.	LA and NHS estates/business manager	April 2008	All buildings meet set standards and additional identified requirements, e.g. changing facilities
	2.2.2 All learning disability services have appropriate signage with main LA and NHS buildings having learning disabled appropriate signage for main services, e.g., toilets	Service providers for LD Services. ILDSM for other LA and NHS services.	April 2008	Signs in place
	2.2.3 All Learning Disability services to have accessible information regarding their services and any related documents, e.g., health improvement information, exercise guides, care plans etc.	All service providers including LA and NHS.	October 2008	Information available on request
2.3 To have learning Disability issues acknowledged by the wider community.	2.3.1 To have learning disability issues in all relevant plans and strategies, for example, Homelessness, Equality, Health Improvement etc.	ILDMS in conjunction with all LA and NHS service leads.	April 2009	All appropriate documents to reference Learning Disabilities and make specific recommendations if required.
2.4 To ensure that all NHS and Local Authority services understand the basic needs of people with learning disabilities in order to better meet them.	2.4.1 Provide learning disability awareness training for all LA and NHS staff with access available on request for community groups, businesses etc.	CLDT	IMMEDIATE but ongoing	Availability of training with annual audit of numbers attending
	2.4.2 Develop the "Going to the Doctor" project.	CLDT	October 2008	Feedback via GPs and via Carers Consultation Group
2.5 To have enabled adults with learning disabilities to have, where possible, more informed choices about healthy lifestyles, including positive relationships.	2.5.1 To have appropriate healthy living advice available, e.g., healthy eating, healthy exercise etc.	All service providers including LA and NHS.	IMMEDIATE but ongoing development.	Reduction in obesity and obesity related conditions.
	2.5.2 Promotion of "Making Choices, Keeping Safe" Policy via staff training and parent/carer information.	CLDT	April 2007 but ongoing	Availability of training and information and audit of attendance/distribution.
	2.5.3 Appropriate individual/group training for adults with learning disabilities re positive healthy relationships.	CLDT	October 2007 and ongoing	Availability of training and audit of attendance.
2.6 For adults with learning disabilities to positively contribute to society.	2.6.1 Development of pre-employment assessment and training options to enable appropriate voluntary and paid employment.	Employment Support Service	October 2008	Increased number of individual in employment.
	2.6.2 All Learning Disability Services to be ecologically friendly through development of recycling, energy efficiency projects within services.	Learning Disability Services including LA and NHS	April 2009	Evidence of projects developed in team/service plans.

3. Meeting Specialist Healthcare Needs

All services should be able to meet the needs of people with learning disabilities but there are occasions when, due to the individual's very specialist requirements, generic services are unable to do so. In Moray, we need to find a balance between how to make the most of what is available and achievable locally and services which have to be delivered via specialists or centrally, for example, Aberdeen or Edinburgh .

By 2010 Learning Disability Services aim:

- 3.1 For all individuals and their families/carers to have confidence in the ability of generic services to met the health needs of adults with learning disabilities with, when appropriate, the support of specialist services such as the Community Learning Disability Team or Learning Disability Care Providers.
- 3.2 For all generic health services to be compliant with learning disability related Scottish Intercollegiate Guidelines Network (SIGN) guidelines.
- 3.3 For all individuals to be able to access health services locally or centrally without additional stress or anxiety.

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3.1 For all individuals and their families/carers to have confidence in the ability of generic services to meet the health needs of adults with learning disabilities, with, when appropriate, the support of specialist services such as the CLDT or Learning Disability Care Providers.	3.1.1 The CLDT will offer specialist support to local health services during office hours to enable them to meet the needs of adults with learning disabilities, with the aim of educating non-learning disability professionals in the needs of individuals with learning disabilities through this joint working process.	CLDT	IMMEDIATE	Feedback from health services, individuals and families.
	3.1.2 Solidify policies and procedures which ensure special care providers are available to support adults with learning disabilities in hospital when necessary.	CLDT/Service providers	July 2007	As above
3.2 For all generic health services to be compliant with learning Disability related SIGN guidelines.	3.2.1 All health Services to meet SIGN guidelines.	CLDT/Clinical Governance Co-ordinator.	October 2008	Clinical Governance Audit.
3.3 For all individuals to be able to access health services locally or centrally without additional stress or anxiety.	3.3.1 Develop systems which enable people with learning disabilities to access health services in a way which does not exacerbate their difficulties, e.g., flexible appointment systems, local appointments where possible, hospital care plans, transport etc.	CLDT	October 2007	Evidence of systems in place and awareness of individual/families/carers to systems.

4. Safety and Protection

People with learning disabilities and their families/carers should feel confident that the individual with learning disabilities can live a life free from abuse and exploitation while still being enabled to develop their skills and interests.

We are fortunate that we have a cross-Grampian, multi-agency, agreed policy, "Supporting and Protecting Adults from Abuse". The focus now has to be on solidifying this work as new legislation is introduced, including the development of continuity plans to ensure essential services are maintained.

By 2010 Learning Disability Services aim:

- 4.1 To have systems in place which ensure the consistent implementation of the Supporting and Protecting Adults from Abuse Policy.
- 4.2 To ensure the appropriate management of identified risks to service users, their carers/families and the public.
- 4.3 To ensure the continuity of essential services to safeguard the wellbeing of vulnerable adults.

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4.1 To have systems in place which ensure the consistent implementation of the Supporting and Protecting Adults from Abuse Policy.	4.1.1 Develop a Grampian-wide Adult Protection Committee to oversee the implementation, review and training of the Supporting and Protecting Adults from Abuse Policy.	ILDSM (Rep. For Moray)	July 2008	Grampian Adult Protection Committee fully constituted inline with the Adult Support & Protection Act.
	4.1.2 Develop a Moray Adult protection Committee to oversee local implementation, auditing and training, reporting to wider committee as appropriate.	Director of Community Services	July 2008	Moray Committee constituted in line with the Adult Support & Protection Act..
4.2 To ensure the appropriate management of identified risks to service users, their carers/families and the public.	4.2.1. Robust Risk Assessment process (see 1.4.1) Robust Risk Assessment process which emphasises enabling individuals to become more independent including areas of self care, independent travel but also areas where services are challenged.	ILDSM with service providers	June 2007	Increased independence as evidenced through individual reviews. Reduction in reported incidents which challenge services.
	4.2.2 Develop policies and procedures to ensure appropriate management of identified risk areas such as Challenging Behaviour.	ILDSM/Service Providers in LA and NHS	Ongoing as required	Policies and procedures in place. Reduction in number of reported incidents which challenge services.
4.3 To ensure the continuity of essential services to safeguard the wellbeing of vulnerable adults.	4.3.1. Robust Business Continuity Plan in place to ensure continued support to vulnerable adults.	ILDSM/Service Providers	September 2007	Plan in place

5. Record Keeping and Communication

All staff working within Learning Disability Services must have a commitment to the maintenance of accurate, appropriate records which reflect the needs of individuals, the support they require and how these needs will be met. In addition, there must be agreement regarding the appropriate gathering and sharing of information which safeguards the welfare of the individual and is compliant with legislation. This is particularly important in light of the Borders Enquiry which uncovered decades of abuse of adults with learning disabilities, which was enabled to continue due to poor record keeping and communication.

By 2010 Learning Disability Services aim:

- 5.1 To ensure that all information relating to individuals with learning disabilities is accurately recorded.
- 5.2 To ensure the appropriate sharing of information in relation to an individual to ensure their safety and wellbeing.
- 5.3 To have agreed the broad types of planning tools to be used with individuals in Moray to reduce confusion for individuals, their families and carers.

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5.1 To ensure that all information relating to individuals with learning disabilities is accurately recorded.	5.1.1 Service managers to audit 10% of individual files on a 3-monthly basis to ensure compliance with employers and professional bodies' recording standards.	Service managers (including LA, NHS and all providers)	Implementation by August 2007 and 3 monthly thereafter.	ILDSM /Professional Leads to audit 10% of individual files within LA and NHS services on an annual basis. External service providers to evidence at contractual meetings.
	5.1.2 The CLDT to have one central file for individuals which will contain assessments and a summary Care Plan as minimum. (This file may be in addition to professional files if necessary)	CLDT	April 2009	One central file in place for individuals.
	5.1.3 All service providers and professionals to have detailed Care Plans to reflect the specific needs of the individual and how they are to be met.	Service providers (including LA, NHS and CLDT)	May 2007	Detailed Care Plans to be audited as part of 5.1.1
5.2 To ensure the appropriate sharing of information in relation to an individual to ensure their safety and wellbeing.	5.2.1. The Learning Disability specific Information Sharing Policy must be finalised to allow sharing of relevant information between Health and LA Services.	ILDSM and Legal Service (LA and NHS)	June 2007	Policy in place and fully approved by LA and NHS
	5.2.2. A Learning Disability protocol must be developed to ensure appropriate and legal information sharing between services to ensure individuals' health and wellbeing.	ILDSM	August 2007	Protocol in place
	5.2.3 To develop existing Transitional Policies and Procedures to ensure relevant and timely exchange of information, enabling a smooth transition from child to adult services (Education, Social Work and Health)	CLDT	April 2008	Care Plans in place 6 months prior to planned school leaving date
	5.2.4 To develop existing Transitional Policies and procedures to enable identification of others who require support from Adult Services but do not have a learning disability, with the aim of identifying an appropriate service as early as possible.	CLDT in conjunction with other LA and NHS services	October 2008	Reduction in number of people who require support unallocated to an adult care team.
5.3 To have agreed the broad types of planning tools to be usedwith individuals in MOray to reduce confusion for individuals, their families and carers.	To agree with service providers, individuals, families and carers a range of tools which can be used to help individuals plan for the future to reduce confusion for all.	Service providers.	April 2008	Agreement reached and individuals/families/carers aware of what is available.

6. Meeting Staff Needs

In order to meet the needs of adults with learning disabilities, services must have a consistent staff group with the appropriate skills and support. The focus is to develop these skills through the use of Moray based professionals wherever possible with the use of additional input from external trainers/training if required.

By 2010 Learning Disability Services aim:

6.1 To ensure staff are equipped to carry out the tasks expected of them.

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6.1 To ensure staff are equipped to carry out the tasks expected of them.	6.1.1 Provide a programme of training for staff working with adults with learning disabilities which will meet National Care Standards, individual registration requirements and legislated areas, e.g., first aid and manual handling.	TMC & NHSG Training Team/Service Providers	April 2009	50% of all LD staff in day services, respite and support services to have appropriate SVQ. Registered staff to have satisfied training requirements.
	6.1.2. Provide a rolling programme of training to enable people to work with adults with learning disabilities, including training required to meet agreed Policies and Procedures, e.g. Challenging Behaviour.	CLDT	April 2007 - Ongoing	Training programme in place and uptake audited.
	6.1.3 Provide specialist training to enable staff to meet the specific needs of individuals.	CLDT	As above	Training Courses in place and uptake audited.
	6.1.4 Develop a system to audit training needs and training provision linked with staff appraisal schemes.	ILDSM and TMC & NHSG Training Managers	April 2009	System in place
	6.1.5 Work with contracted providers to share training expertise which is available through their organisations.	ILDSM	April 2009	All service provider staff able to access training via any organisation.
	6.1.6 Ensure all staff are able to participate in regular supervision either individually or as a group.	Service Managers	October 2007	ILDSM to audit as part of supervision and contractual meetings.
	6.1.7 Ensure all staff are able to participate in an appraisal scheme.	As above	As above	As above
	6.1.8 Ensure the training needs of LA and NHS are included as part of wider LA and NHS staff learning and development plans.	ILDSM and LA and NHSG Training Managers	August 2009	Learning Disability Staff needs included in LA and NHS Learning and Development Plans.
	6.1.9 Develop a work force plan which takes account of the current staff profile, future needs of the service and how these can be met, including links to careers conferences and participation in discussions regarding the provision of specialist professional training programmes.	ILDSM	August 2007	Work force plan in place
	6.1.10 Encourage staff to be fit for work by choosing a healthy lifestyle through participation in the "Healthy Working Life" Programme.	NHSG Health Point & all Service Managers (including LA, NHS and all Providers)	IMMEDIATE and ongoing	All Learning Disability Services to have bronze award by 2010.

7. Developing Partnership Working

In order to meet the needs of adults with learning disabilities, all parties must work together in partnership. In Moray, we have a joint NHS and Local Authority Manager, responsible for the strategic and operational management of Learning Disability services. Further partnership working must be established locally, across Grampian and across the North East of Scotland to develop services both locally and regionally.

By 2010 Learning Disability Services aim:

- 7.1 To have significantly developed plans in place for services to meet the needs of adults with:
 - Severe Challenging Behaviour
 - Autism Spectrum Disorder
 - Forensic issues
- 7.2 For individuals with learning disabilities and their families/carers to feel consulted about Learning Disability issues which affect them.
- 7.3 To have a clear process in place to enable adults with learning disabilities to access appropriate accommodation to meet their needs.
- 7.4 To have strong relationships in place between learning disability services, health, education and other community care services and childcare social work to ensure people are provided with appropriate support.

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7.1 To have significantly developed plans in place for services to meet the needs of adults with: Challenging Behaviour Autism Spectrum Disorder Forensic issues	7.1.1 Consolidate and develop the cross-Grampian Common Issues sub-groups to develop a cross-Grampian Challenging Behaviour Service and consider Forensic issues.	Common Issues Group	2010	Cross-Grampian Severe Challenging Behaviour Service in place.
	7.1.2 Consolidate and develop North East, Highland and Tayside Network.	NEATH	October 2007	NEATH to exist as a formal network.
	7.1.3 Agree how best to use existing respite services to meet the needs of people with challenging behaviour and ASD.	CLDT	April 2008	Individuals with ASD and Challenging Behaviour are able to access existing respite services.
7.2 For individuals with learning disabilities and their families/carers to feel consulted about learning disability issues which affect them.	7.2.1 Continue to work with the Princess's Trust Carers Project to develop the carers consultation process.	ILD SM and Carers Project	IMMEDIATE and ongoing	A minimum of 6 consultation meetings to take place annually.
	7.2.2 Continue to work with existing service user groups re learning disability issues.	ILD SM	As above	A minimum of 6 consultation exercises to take place annually.
7.3 To have a clear process in place to enable adults with learning disabilities to access appropriate accommodation to meet their needs.	7.3.1 Establish a process with TMC Housing Services to ensure adults with learning disabilities who are able to manage and/or require single or shared tenancies are able to access them in a timely fashion (in line with the Learning Disability Eligibility Criteria)	ILD SM and Chief Housing Officer	October 2007	A transparent process in place.
	7.3.2 Establish a process via TMC Community Services Department and TMC Accountancy Team to enable capital programmes to be progressed.	ILD SM and Principal Accountant.	October 2007	Moray based Challenging Behaviour and PMLD residential services in place by 2010.
7.4 To have strong relationships in place between learning disability services, education, other community care services and childcare social work to ensure people are provided with appropriate support.	7.4.1 Establish strong links with education, health, childcare social work and other community care services to ensure individuals with support needs are not caught between services.	CLDT	October 2008	Reduction in the number of people who require support not allocated to a specific team.

8. Leadership and Direction

In order for Learning Disability Services to be successful in delivering robust support to individuals with learning disabilities there must be strong leadership and direction from within the service itself and from wider parent and related organisations.

By 2010 Learning Disability Services aim:

- 8.1 To have a strong Locality Group responsible for taking forward the strategic direction of Learning Disability Services in Moray.
- 8.2 To be an integral part of the Community Planning process.
- 8.3 To be a valued partner in the Moray Health and Social Care Partnership and NHS Learning Disability Directorate.

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8.1 To have a strong Locality Group responsible for taking forward the strategic direction of Learning Disability Services in Moray.	8.1.1 Ensure a representative membership of LA, NHS, providers and carers on the Locality Group with a strong service users' voice via existing service groups.	ILD SM	April 2007	Regular meetings with good administration processes and good attendance by members.
	8.1.2 Have the Strategic Plan and associated Action Plans as a standing item for the Locality Group, with members being responsible for ensuring their implementation.	Locality Group members/ ILD SM	IMMEDIATE and ongoing	Progression of the Strategic and Action Plans.
8.2 To be an integral part of the Community Planning process.	8.2.1 Ensure that a representative of Learning Disability Services is present at relevant Community Planning Groups.	ILD SM/Community Planning Lead	April 2008	Learning Disability issues included in Community Planning Agenda.
8.3 To be a valued partner in the Moray Health and Social Care Partnership and NHS Learning Disability Directorate.	8.3.1 Regular attendance at local and regional management meetings.	ILD SM	IMMEDIATE and ongoing	Moray learning disability issues included in Moray Partnership and NHSG's Agendas.

9. Financial Resources and Information Management

To continue to provide the high standard of Learning Disability Services in Moray it is essential to ensure services currently in place and new services are effective and efficient.

By 2010 Learning Disability Services aim:

- 9.1 To be able to evidence that all current and new services meet the needs of adults with learning disabilities in Moray, meet all relevant standards and operate efficiently.

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9.1 To continue to provide the high standard of Learning Disability Services in Moray it is essential to ensure services currently in place and new services are effective and efficient.	9.1.1 A new tendering process to be put in place to meet European Union Regulations.	TMC Contracts Officer	October 2007	Tendering process and Approved Provider List in place.
	9.1.2 All Learning Disability Services to be considered as to whether they should be remodelled or retendered, based on the risk to service users, possible benefits, resources available and demands on the service and, where appropriate, services retendered.	ILD SM and TMC Contracts Officer	October 2008	Service retendered or contracts continued as agreed.
	9.1.3 All Learning Disability Services to be subject to annual reviewing process, taking into account Best Value criteria, ability to meet service users needs and compliance with local and national standards.	ILD SM/TMC Accountancy Team/TMC Quality Monitoring Officer	Annual and ongoing	Minutes of annual contractual process.

10. Lifelong Learning

People with learning disabilities continue to learn throughout their lives. In order to assist them to develop their skills and abilities towards enabling them to lead a fulfilled life, they must be able to access learning opportunities at different intervals, focusing on their needs and interests.

By 2010 Learning Disability Services aim:

- 10.1 To ensure that children moving to adult services are as prepared as possible for the challenges they will face.
- 10.2 To have appropriate educational courses in place which are worthwhile.

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10.1 To ensure that children moving into adult services are as prepared as possible for the challenges they will face.	10.1.1 Risk Assessment process to be integrated into the transitional process to enable individual learning programmes to begin in order to address areas which may cause concern or limit future service opportunities, e.g., road safety, personal boundaries, accepting direction.	CLDT	2010	Process in place
10.2 To have appropriate educational courses in place which are worthwhile.	10.2.1. Enter into discussions with Moray College regarding the development of courses to provide worthwhile and achievable outcomes for students with learning disabilities.	ILD SM	October 2009	Students with learning disabilities successfully progressing through and completing courses.

11. Capacity for Improvement

All organisations, services and public bodies must be able to evidence their ability to achieve the targets they have been set and therefore meet the needs of their service users.

By 2010 Learning Disability Service aim:

- 11.1 To have performance measures in place to evidence how successful we have been in meeting the needs of the service users within available resources.
- 11.2 To have used performance information to remodel services if required, if needs are not being met or we are unable to remain within available resources.

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11.1 To have performance measures in place to evidence how successful we have been in meeting the needs of service users within available resources.	11.1.1 Agreement reached on the performance indicators which are required to evidence our ability to meet needs within resources.	ILD SM/RIO	April 2008	Performance Indicators in place being accurately gathered and interpreted.
11.2 To have used performance information to remodel services if required if needs are not being met or we are unable to remain within available resources.	11.1.2 A plan developed to remodel services if required based on the outcome of Performance Indicators. (ssee also 9.1.3)	ILD SM	2010	Plan in place

Definitions

Learning Disability:

If a person is said to have a learning disability, this means that they are likely to have significant difficulty in a number of areas of everyday life, for example, communication, awareness of risks, self-care and other activities to do with independent living, which began before their 16th birthday. The diagnosis of “learning disability” is given after assessing a person’s intellectual ability and how well they can look after themselves and engage in everyday life independently.

The term “learning disability” is not the same as “learning difficulty”. The person with a learning disability will have significant problems across a wide range of areas (as mentioned above), whereas someone with learning difficulties will have a **specific** difficulty, for example, dyslexia or dyspraxia.

Single Shared Assessment:

An initial assessment used by all professionals to record basic information about an individual and their needs. The aim is that the information will then be shared with other professionals to reduce the number of times an individual is asked to repeat the same information.

Specialist Assessment:

A detailed assessment undertaken by a professional which usually concentrates on an area of a person’s life, such as their mobility, health needs etc.

Community Care Officer:

Community Care Officers are employed by the Local Authority to assess the needs of individuals and how to support these needs. In Moray, the specialist Learning Disability Community Care Officers are also Local Area Co-ordinators in that they are based in localities and aim to help people access local community based services where possible.

Senior Community Care Officer:

Is responsible for the operational management of Community Care Officers.

Health Professional:

This includes GPs, Nurses, Psychologists, Psychiatrists, Speech and Language Therapists, Physiotherapists, Occupational therapists, Dieticians, Podiatrists etc.

Eligibility Criteria (Routes to Services):

This established who is able to access services which are provided by or financed by the Local Authority.

Registered Places:

Most Learning Disability Services are registered with the Care Commission who ensure that the service meets standards laid down by the Scottish Executive. When registering with the Care Commission, services have to agree the number of service users who can access the service at any one time. This is usually based on the size of the building. In addition, they will agree the staffing levels required, which will vary depending on the needs of the individuals who use the service. This may mean that, although a service is registered for 50 individuals (e.g. a day centre), it may only be able to take 25 individuals at present due to the number of staff currently employed to work there.

Best Value:

A concept aimed at ensuring continuous improvement in performance whilst maintaining a balance between quality and cost considerations and is achieved with regard to economy, efficiency, effectiveness and sustainable developments.

Financial Assessment:

A Financial Assessment is carried out before an individual receives support to establish what their financial contribution will be to their support package.

The Assessment is based on their income with allowances made for daily living expenses as set down by the Department of Work and Pensions.

The Assessment is carried out in accordance with the Moray Council's Charging Policy (available on the Internet on www.moray.gov.uk).

Challenging Behaviour:

Behaviour which puts the individual or others at risk or may prevent them accessing ordinary community facilities or having a normal home life. The behaviour may be in the form of aggression, self-injurious, disruptive or destructive.

ASD:

Autism Spectrum Disorder is a pervasive development disorder. Its symptoms include differences and disabilities in many areas, including communication skills, fine and gross motor skills and sometimes intellectual skills.

2004 – 2007 STRATEGY**SUMMARY OF OUTCOMES**

1. The Same as You (SAY) required the creation of a “Partnership in Practice” Agreement which detailed how the recommendations of the SAY would be taken forward. It was agreed that this would be incorporated in the Learning Disability Strategy.
2. Local Area Co-ordinators – 4.1 wte Local Area Co-ordinators are in post plus 1 wte Senior Local Area Co-ordinator. All these posts have a dual purpose with post holders expected to be Care Officers and Local Area Co-ordinators.
3. Personal Life Plans – All individuals to have a Life Plan if desired. Person Centred Planning training has taken place with Essential Lifestyle Planning facilitators available for those who would benefit. Person Centred Planning Training is also taking place for teachers. There is some confusion as to exactly what is meant by a Life Plan as opposed to Care Plans and Essential Lifestyle Plans and how this links to new Additional Support for Learning Plans.
4. Change Fund – Funding available to implement SAY. In Moray it is used on a recurring basis to:
 - Employ Local Area Co-ordinators
 - Create ASPIRE (see later)
 - Employ Employment Support Worker for people with ASD
 - Contribute to Advocacy and Self-advocacy services
 - Temporary funding for Take-a-Break
 - Provide training
 - Produce the Protecting and Supporting Adults from Abuse Policy and Sexual Wellbeing Policy
5. Direct Payments Scheme – in place.
6. Scottish Consortium for Learning Disabilities - established but unclear of direct benefits to Moray.
7. ASD Network – in place in Scotland.
 ASD Plan - in place in Moray with Steering Group and Training Consortium in place.
 ASPIRE Project – established November 2005 to provide assessment of adults who may have ASD.
 National Autism Society has produced information packs on ASD.
8. Accessible Information – working with local hospitals and services to improve signage.
 Working with local businesses to improve awareness.
 Access Guides available.
9. E-Say – Electronic Database poorly progressed. Attempting to develop own database.
10. Review of Speech and Language Therapy – National objective. Unclear on local impact.
11. Advocacy for adults with learning disabilities established.
 Self-advocacy for children in transition established.

- 12, 13, 14. Long stay Learning Disability Hospital closed. Need to develop more specialist community services for those with complex needs.
- 15, 16. Life-long Learning – Employment Support available. Links to college need to be further developed but support for personal care now available in college. Adult education is available.
17. Benefits – National Target – unable to progress locally.
18. Transport – review of transport has led to purchase of new buses, which meet Health and Safety standards. Transport is now shared with Elderly and Education Services. Independent Travel Trainer established. Free bus passes and “help” cards available.
- 19, 20. Respite/Short Breaks – Murray Street Training flat for independent living training developed. New respite facility developed in Buckie – open August 2005. Castlehill Response Flat opened 2004. Developing new assessments for respite.
21. Inclusion – Learning Disability Awareness Training provided to all hospital staff. Learning Disability Friendly Award given annually to raise awareness in local business community.
22. Care Commission requirements – All learning Disability services in Moray meet National Care Standards.
23. Vulnerable Adults – Protecting and Supporting Adults from Abuse Policy in place and training being rolled out. Care Programme Approach in use.
24. Transitions Adviser – not in place but transitional process agreed. Further details need to be in place.
25. Dementia – Training available to care staff. Links made with Old Age Psychiatry. Psychology department developing standards for assessment of people with Downs Syndrome.
26. Life Plans – See “3”. Have a link family scheme, i.e., linking families who have been through the process of someone with learning disabilities leaving home.
27. Challenging Behaviour – Specialist services being considered.
28. Forensic Services – Cross-Scotland Group considering issues. Grampian Group started by identifying numbers etc.
29. PMLD – New Day Service and respite to meet the needs of PMLD in Buckie.
30. Consultation – Parent Consultation Group in place but low membership along with annual Consultation day. Service user consultation takes place via existing services.
31. Forward Planning – New ways to forward plan being developed following changes to legislation.

32. Access to generic Services – still needs to be addressed.
33. Joint Working – Single management of LA and NHS Services established November 2004.
34. Training – Rolling programme of training available to all paid carers.
35. Funding – review of funding for services to move away from “block” funding has not taken place.
36. Planning and Commissioning – now an integral part of service.

Services

There are currently 37 services in Moray providing specialist support and/or care to adults with a learning disability. The main hub of these services is the Community Learning Disability Team, a specialist Local Authority and NHS Team of professionals who carry out assessment of adults with learning disabilities provide support to these adults and their families and cares (both paid and unpaid).

The other services are located across Moray, provided by the Local Authority or by Voluntary or Private Organisations on behalf of the Local Authority.

SERVICE	PROVIDER ORGANISATION	REGISTERED PLACES
Burnie Day Centre	Moray Council	50 daily
Cedarwood Day Centre	Moray Council	50 daily
Keith Resource Centre	Moray Council	20 daily
Towerview Day Centre	Moray Council	8 daily
Harlequins Day Service	Moray Council	90 weekly
Music Project Day Service	Moray Council	
Coffee Bar Day Service	Moray Council	25 weekly
Greenfingers Day Service	Moray Council	70 weekly
Alucans Day Service	Moray Reach Out	40 weekly
Start I Day Service	Moray Reach Out	25 weekly
Start II Day Service	Moray Reach Out	25 weekly
Lochpark Day Service	Care UK	56 weekly
Tree Nursery Day Service	Care UK	16 weekly
Desk Top Publishing Day Service	Moray Desk Top Publishing	36 weekly
Moray Artisans Day Service	Moray Artisans	32 weekly
TEAM Day Service	TEAM	40 weekly
Quest Day Service	Enable	21 weekly
ODTC Day Service	Out of the Darkness Theatre Co	21
*Community Support Service	The Moray Council	90+
Supported Accommodation	Inspire	18
*Supported Accommodation	Cornerstone Community Care	28+
Residential Accommodation	Cornerstone Community Care	6
Respite Accommodation	Cornerstone Community Care	9
*Supported Accommodation	Ark Community Networks	20+
Supported Accommodation	The Beeches	3
*Supported Accommodation	The Richmond Fellowship Scotland	4+
*Supported Accommodation	Turning Point Scotland	12+
Residential Accommodation	C.I.C	6 +1 Assessment

*Minimum Number/Multiple Service

How to Access Services

All Learning Disability Services can be accessed via:

***The Community Learning Disability Team
Highfield House
Northfield Terrace
Elgin
IV30 1NE***

Telephone 01343 562111

A **Single Shared Assessment** will be completed initially to record basic information about the individual and their particular needs. This can be completed by the individual, their family or carer, a Community Care Officer or a health professional.

A **Specialist Assessment** may also be required depending on the needs of the individual.

A **Care Plan** will be created to meet the needs identified. If necessary this will then be costed and a request for the support identified in the Care Plan, made to the **Senior Community Care Officer**.

The **Senior Community Care Officer** is responsible for ensuring that the request is in line with the **Eligibility Criteria** and meets the **Best Value Principle**.

When the Care Plan has been approved a **Financial Assessment** will be carried out, if necessary, to confirm the individual's contribution to their support. This should be done before the support starts, unless there is reason for urgency.

If a child is transferring to adult services, the process is the same but contact will likely begin at an early stage. Community Care Officers begin gathering the information about children with learning disabilities from their 1st year in Secondary School. This information provided by the school helps plan for future service needs as well as the individual needs of a child.

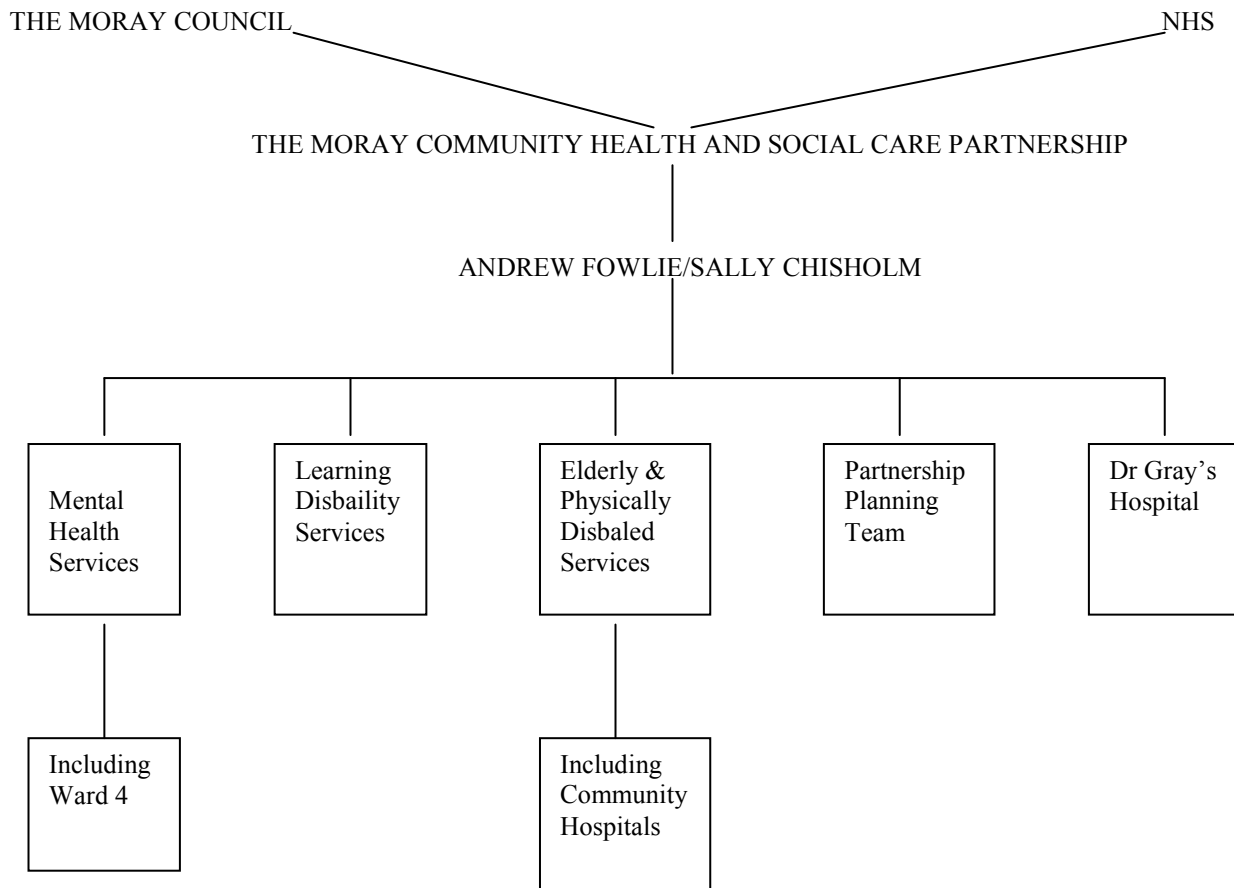
In the child's last year of school the Community Care Officer should be in contact with the family directly or through the school review process, in order to ensure the correct information is gathered and a Care Plan agreed. For children with more complex needs this may happen sooner. Difficulties can occur when it is unclear if the child has a **learning disability**. There is usually a clear need for support but additional information may be required to decide who is best able to provide it.

Transport

The Local Authority is responsible for ensuring that transportation is available to enable individuals with learning disabilities to access day services. This may be through the provision of training for independent travel, specialist transport or by ensuring the individual can access their own transport through the Motability Scheme. (See Eligibility Criteria)

Learning Disability Services Structure and Meetings

Learning Disability Services are part of 3 larger organisations (see Diagram), namely the Moray Council, NHS Grampian and the Moray Health and Social Care Partnership.



HOW LEARNING DISABILITY SERVICES WORK

Locality

The strategic development of Learning Disability Services in Moray is agreed at the Locality Group. The membership of this group includes the Integrated Learning Disability Service Manager, 2 carer representatives, 2 provider representatives, the Senior Community Care Officer (LD), the Senior Health Co-ordinator (LD), the Psychiatrist (LD) and the Public Health Lead for Moray plus other interested parties.

Other critical meetings include:

The Care Provider's Meeting where all Voluntary, Private and Local Authority providers contracted by the Local Authority to deliver services for adults with learning disabilities meet to discuss and agree operational issues. The Integrated Learning Disability Service Manager, Senior Health Co-ordinator and Senior Community Care Officer (LD) also attend.

The Accommodation Group Meeting where all Learning Disability Accommodation Providers, Local Authority Housing Department, Grampian Community Care Charitable Trust, Senior Community Care Officer (LD), Senior Health Co-ordinator (LD), Occupational therapist (LD) and Psychologist (LD) meet to discuss any accommodation vacancies and individuals in need of accommodation.

Grampian Common Issues Group where representatives from Moray, Aberdeen City and Aberdeenshire Councils, NHS Grampian and providers meet to discuss, agree and action cross-Grampian issues.

Policies, Reviews and Legislation

This Strategy takes account of many policies, reviews and legislation brought in by the Scottish Executive. Most will be accessible to members of the public through the Scottish Executive, the Moray Council and NHS websites, for example:

- **The Same as You : A Review of Learning Disability Services (2000)**
- **Adults with Incapacity (Scotland) Act 2000**
- **Mental Health (Care and Treatment) (Scotland) Act 2003**
- **Community Care (Direct Payments) Act 1996**
- **Data Protection Act 1998**
- **Freedom of Information Act 2000**
- **The Carers (Equal Opportunities) Act 2004**
- **The Moray Community Plan**
- **Promoting Health, Supporting Inclusion (2002)**
- **Health Needs Assessment**
- **Quality Improvement Scotland Standards**
- **National Care Standards**
- **Care 21 Report**
- **Human Rights Legislation**
- **Education (Additional Support for Learning) (Scotland) Act 2004**
- **Community Care Act 1990**
- **Disability Discrimination Act 1995**

Complaints

The Moray Council and NHS Grampian have separate Complaints Procedures. In all cases, if you have concerns about a Learning Disability Service, it is best to discuss it directly with the relevant manager. If the concern cannot be resolved locally, contact should be made with the Integrated Learning Disability Service Manager, Highfield House, Northfield Terrace, Elgin IV30 1NE (telephone 01343 562177).

If you are still unhappy with the service, contact can be made with:

Local Authority: Corporate Complaints Officer, Corporate Services Department, Moray Council Headquarters, High Street, Elgin IV30 1BX (Telephone 01343 563050)

NHS: NHS Complaints Team, Westholme, Woodend Hospital, Queens Road, Aberdeen AB15 6LS (Telephone 01224 556447)

Care Commission: Care Commission, Phoenix House, 1 Wards Road, Elgin IV30 1QL (Telephone 01343 541734)

Consultation

Consultation regarding the Strategy has taken place via the Carers Consultation Group, Carers Consultation Day, individual service user groups, the Locality Group (Moray strategic planning group), Voluntary and Private Sector providers, Local Authority and NHS staff.

Comments regarding the Strategy are welcomed and should be directed to:

Anne Slee
Integrated Learning Disability Service Manager
Community Learning Disability Team
Highfield House
Northfield Terrace
Elgin
IV30 1NE

e-mail: anne.slee@moray.gov.uk

Telephone 01343 562129