



# All Age Disability Review: Best Practice Findings

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## 1 Introduction

- 1.1 In January 2023, Facilitate Consultancy were commissioned to conduct a comprehensive review of disability services across Wirral. The review was commissioned by Jean Stephens, Assistant Director of Wirral Council's All Age Independence and Provider Services. The focus of the review is to gain a greater understanding of how individuals transition through the system.
- 1.2 On 6<sup>th</sup> April 2023, a Research Briefing titled 'Learning Disabilities: policies to reduce inpatient care' was published by the House of Commons Library<sup>1</sup>. The main themes of this briefing are varied, with most being less relevant to this review of transitions across learning disabilities and/or autism services. However, this paper is still useful reading to contextualise this review within wider policy changes relating to services for people with learning disabilities, particularly NHS England's 'Building the Right Support' plans, developed in partnership with the Local Government Association and the Directors of Adult Social Services (ADASS).
- 1.3 Similarly, in early April 2023 Social Work England published its new strategy for 2023 to 2026<sup>2</sup>. This strategy makes no explicit mention of services for those disabilities, however, again offers useful context for wider policy changes. Particularly noteworthy are the strategic themes, which are: Prevention and Impact, Regulation and Protection and Delivery and Improvement.
- 1.4 This report summarises the findings of a best practice review, highlighting examples of case studies from across the UK. The report also outlines existing work happening/has happened within Wirral, as well as refers to national guidance (from both government and non-government organisations).

## 2 Preparing for Adulthood

- 2.1 The National Strategy for Autistic Children, Young People and Adults (2021-26) sets out the need to support people through times of transitions, especially as individuals leave school and enter adulthood. These times are periods of high uncertainty for both individuals and their parents and/or carers, and programmes of 'Preparing for Adulthood' are designed to ease the transition and alleviate this uncertainty.

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<sup>1</sup> <https://researchbriefings.files.parliament.uk/documents/SN07058/SN07058.pdf>

<sup>2</sup> [https://www.socialworkengland.org.uk/media/4666/swe\\_strategy.pdf](https://www.socialworkengland.org.uk/media/4666/swe_strategy.pdf)

2.2 Four council cases studies relating to Preparing for Adulthood services have been reviewed. These included Plymouth, Hammersmith and Fulham, Durham and Darlington. These examples discuss the coproduction of strategies and the services that have been developed. However, these programmes have not released any significant evidence on outcomes, mostly due to the recent nature of implementation. This section instead discusses the National Development Team for Inclusion's (NDTi) Preparing for Adulthood Programme, and the plethora of recommendations, resources and tools available online. It also highlights Durham Council's excellent Preparing for Adulthood Toolkit that ought to be used as an example of good practice.

### **2.3 National Development Team for Inclusion (NDTi) Preparing for Adulthood Programme**

2.3.1 Sponsored by the Department for Education (DfE), a national 'Preparing for Adulthood' programme was developed with involvement from Mott Macdonald, the National Development Team for Inclusion (NDTi) and the Council for Disabled Children. The programme was designed to bring together expertise and experience of working with young people with special educational needs and disabilities (SEND) and their families, aiming to support young people into adulthood with four main areas of support:

- (i) paid employment,
- (ii) good health,
- (iii) independent living, and
- (iv) friends, relationships and community inclusion"<sup>3</sup>.

2.3.2 As part of this programme, working with regional SEND leads, the DfE and other partners, the NDTi identified 4 key messages to support the above four pathways to improving life chances:

- (i) Personalising approaches (person centred practices in all aspects of support)
- (ii) Developing a shared vision (between young people, families and all key partners)
- (iii) Improve post-16 options and support (leading to improvement across the 4 themes identified)
- (iv) Raise aspirations (for a fulfilling adult life though sharing clear information of what has already worked for others)

2.3.3 The programme ended in March 2022, with no changes to the information or helpline happening since then. However, a range of tools and guides remain accessible on the NDTi's website<sup>4</sup>. These online resources cover a plethora of themes, including person-centred planning, Education, Health and Care (EHC) planning, and Local Offers, and should be explored by the teams for each project associated with developing a Preparing for Adulthood service for Wirral.

### **2.4 Durham Council's Preparing for Adulthood Outcomes Toolkit<sup>5</sup>**

2.4.1 In May 2021, Durham Council published a very comprehensive toolkit for Preparing for Adulthood that mirrors the recommendations for the NDTi programme above. The toolkit promotes consideration of the four pathways as part of education, health and care planning for ages 0-25.

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<sup>3</sup> <https://www.ndti.org.uk/projects/preparing-for-adulthood#:~:text=Focusing%20on%20four%20pathways%3A%20employment,and%20friends%2C%20family%20and%20community.>

<sup>4</sup> <https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>

<sup>5</sup> <https://www.durham.gov.uk/media/31190/PfA-Outcomes-across-the-age-range-0-25-for-children-and-young-people-with-SEND/pdf/PFAToolkitMay2021.pdf?m=637774287736730000>

2.4.2 The toolkit acts as a ‘checklist’ of what is to be considered as part of a young person’s education, health and care plan (EHCP) as they prepare to transition. It is formatted as lists of things a person should be able to do (if they are able/it is appropriate) by theme within the 4 pathways. These themes are summarised in Table 1.

2.4.3 Table 1

Health and Wellbeing	Friends, Relationships and Community
<ul style="list-style-type: none"> <li>• General health</li> <li>• Diet</li> <li>• Puberty, relationships, and sex education</li> <li>• Smoking, drugs and alcohol</li> <li>• Mental health</li> <li>• Physical and sensory processing</li> </ul>	<ul style="list-style-type: none"> <li>• Social interactions</li> <li>• Legal and criminal justice system</li> <li>• Accessing services</li> <li>• Keeping safe online</li> <li>• Keeping safe in the community</li> </ul>
Independent Living	Life and employment skills
<ul style="list-style-type: none"> <li>• Self-care</li> <li>• Managing money</li> <li>• In the home</li> <li>• Living arrangements, including budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Practical literacy</li> <li>• Practical numeracy</li> <li>• Learning skills</li> <li>• Practical communication</li> <li>• Managing transitions</li> <li>• Pathways to employment</li> </ul>

2.4.4 The majority of the themes in Table 1 would be covered through appropriate information, advice and guidance. However, developing provision for pathways to employment and housing options for independent living require greater amounts of work. The following two chapters are reviews of best practice and advice from the NDTi for the development of a supported employment programme, and assessment of housing options.

### 3 Supported Employment

3.1 The British Association for Supported Employment (BASE) describes supported employment as:

“a personalised model for supporting people with significant disabilities to secure and retain paid employment. The model uses a partnership strategy to enable people with disabilities to achieve sustainable long-term employment and businesses to employ valuable workers.”<sup>6</sup>

3.2 For context, in 2021, 3.1% of adults with a learning disability are in paid employment in Wirral. This compares to 5.1% across England<sup>7</sup>. There are many barriers faced by people with a learning disability and/or autism to accessing employment, as outlined by Mencap<sup>8</sup>:

- (i) A lack of the good quality support needed to get and obtain a job,

<sup>6</sup> <https://www.base-uk.org/what-supported-employment>

<sup>7</sup> <https://digital.nhs.uk/data-and-information/publications/statistical/adult-social-care-outcomes-framework-ascof/2021-22>

<sup>8</sup> <https://www.mencap.org.uk/about-us/what-we-think/employment-what-we-think>

- (ii) A lack of support to build skills and confidence,
- (iii) Employers' attitudes, including stigma,
- (iv) A lack of understanding as to what people with a learning disability can do when they have the right support.

### **3.3 Wirral Council's Appreciative Inquiry in Supported Employment**

3.3.1 An Appreciative Inquiry into Supported Employment for people with a learning disability and/or neurodiverse condition was completed by Wirral's Professional Standard's team (report published December 2022)<sup>9</sup>.

3.3.2 Building on The Wirral Plan (2020) and Wirral's Economic Strategy 2021-2026, the report suggest there is a need to develop a Supported Employment programme. It also explores best practice, drawing upon a number of case studies from across the UK, as well as summarises activity relating to supported employment that is already happening across the Wirral. The report also offers a small evidence-based cost-benefit argument and translates this into potential fiscal savings calculations for Wirral. Finally, the report makes 10 recommendations for Wirral, summarised below; however please refer to the report for the full detail of these recommendations.

3.3.3 Summarised recommendations from the Inquiry report:

- (i) Develop an Employers Forum to share knowledge.
- (ii) Consider commissioning needs for developing a Supported Employment Service and Job Coaching Programme.
- (iii) Lead on modelling good practice and innovate work placements.
- (iv) Continue the development of workshops to deliver in schools regarding employment.
- (v) Ensure availability of specialist training to practitioners within the Supported Employment service
- (vi) Identify a cohort of people currently accessing day services as good candidates for supported employment opportunities.
- (vii) Consider existing supply chains and encourage contracts to commit to develop for opportunities for employment.
- (viii) Create an information hub to share information and awareness of supported employment opportunities.
- (ix) Raise the profile of the Supported into Employment project within Wirral's Chamber of Commerce and Wirral councils Regeneration and Place services.
- (x) Ensure ongoing support for people once in a paid opportunity to ensure job retention.

3.4 It is proposed that this report forms the foundations of next steps moving forward across Wirral, and its recommendations endorsed. However, as part of this best practice review, Facilitate Consultancy have identified a number of additional case studies. The following case studies from Wolverhampton, Barts Health NHS Trust, and Blackpool offer a deepened fiscal argument, and lessons learned/examples of practice that should be considered alongside the findings of the Appreciative Inquiry when coproducing a Supported Employment Service.

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<sup>9</sup> Wirral Professional Standards Team (2022) Appreciative Inquiry: Support into Employment for people with a learning disability and or/neurodiverse condition. Published December 2022.

### **3.5 'Employment is Everyone's Business' in Wolverhampton<sup>10</sup>**

- 3.5.1 As part of Department for Education funded project, Wolverhampton developed a highly successful, coproduced employment pathway for young people (16-25) with SEND. The project increased the paid employment rate among those known to adult social care from 2% to 9.7% in its first 3 years, as well as evidence significant financial benefits and improved outcomes for the young people involved.
- 3.5.2 A range of core activity happened as part of the pathway development:
- (i) Workshops to raise the aspirations of what young people with SEND can bring to the workplace, for the individual, businesses and the Council
  - (ii) Workshops to embed vocation profiles and employment as an aspiration within in Education, Health and Care Plans
  - (iii) Developing a supported internship offer
  - (iv) Writing service specification for an adult social care commissioned supported employment service
  - (v) Developing partnership in education with the supported employment service
- 3.5.3 The case study – provided by the NDTI – outlines a strong financial argument through their achievements. Across six costed examples (see in full in Appendix 1), Wolverhampton evidenced a £47,522 annual saving from small initial employment support costs. For example, it cost £60 to support an individual into work, that reduced his care package from 12 hours of care a week, costing £9,160 annually, to receiving only a Direct Payment of £2,797 for a personal assistant. In another case, a care package costing £13,555 annually was reduced to £0 for social care by investing £660 in a job coach.
- 3.5.4 These potential for savings based on small investments mirror the case set out within Wirral's Appreciative Inquiry and further the argument for invest-to-save via development of a Supported Employment Service.

### **3.6 Barts Health NHS Trust and Embedded Job Coaches**

- 3.6.1 In 2019, Barts Health NHS Trust employed an embedded job coach to support young people who had previously completed supported internships, supporting them remain in an employed position. This job coach provided support to young people from time to time as they adapt to new managers, environments and skills, or needed help with personal issues that affected work. Barts Health found that young people were often contacting their previous internship support person, and to ensure to allow internship support staff to focus on supporting their existing cohort, capacity to support individuals past the period of their internship was necessary.
- 3.6.2 The role was funded by Access to Work and then outsourced to an external company who provided the job coaching.
- 3.6.3 Through the programme, 54 people with learning disabilities and/or autism were successfully supported to remain in employment, with emphasis placed on successful job retention past the short term. Please note the Trust do not specify over what time period this success was, however, the case study was published June 2021, so is likely over 1 to 2 years. This success is attributed to the flexible and varied nature of this role:
- (i) The role worked flexibly, not tied to nine-to-five hours, term times or fixed working days.

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<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/attachments/Case%20Study%20Wolverhampton.pdf>

- (ii) The individual offered a vast range of support not just for young people, but also employers, including workplace assessments for new settings that young people will move into; teaching and refreshing skills; mentoring as required; and assistance with applying for Access to Work funding.

3.6.4 These lessons on flexibility and the wide range of support offered by the Job Coach should be considered when developing a Job Coaching programme, which was a recommendation from the Appreciative Inquiry.

### **3.7 Blackpool's Care Leaver Employment Adviser (CLEA) Project<sup>11</sup>**

3.7.1 This project, starting January 2020, provides a dedicated worker for up to 30 young people (16-25) at any one time, who have been looked after by the Council, including, but not exclusively, those with learning disabilities and/or autism. Support is provided to the young person beyond matching them to an opportunity to ensure their role is sustainable and confidence is built. Referrals were made from within Children's services.

3.7.2 The role was initially funded via the HR department raising monies by outsourcing HR services, before the Council secured permanent status for the post after 1 year.

3.7.3 The project has had good results in terms of outcomes: the CLEA exceeded targets for services uptake, with 42 young people starting work. This translated to a 6% increase in the percentage of care experience young people who were in Education, Employment and Training (EET) between December 2020 (47%) and December 2021 (53%).

3.7.4 Several lessons learnt were set out by Blackpool that should form considerations for Wirral as part of the Job Coaching programme that was recommended by the Appreciative Inquiry. The lessons learned are as follows:

- (i) Don't over specify qualification requirements to allow for a 'way in'
- (ii) The strength of the relationships between the Employment Adviser and the young person is key to success: being able to offer consider time to build trust, including help address multiple challenges faced by the young person (e.g., housing).
- (iii) It often takes 18 months for positive outcomes to be achieved to help accommodate phased integration and transition into timekeeping routines.

### **3.8 Building awareness amongst employers**

3.8.1 According to the National Strategy for Autistic Children, Young People and Adults for 2021 to 2026<sup>12</sup>, 31% of employers stated autistic employees would require too much support. This presents a significant barrier to finding employment opportunities for young people with learning disabilities and/or autism. A systematic review of 193 studies by Mencap explores the benefits for employers of employing people with learning disabilities and evidence that lack of awareness is a significant barrier to employers attitudes<sup>13</sup>

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<sup>11</sup> <https://www.local.gov.uk/case-studies/blackpool-council-care-leaver-employment-adviser-project>

<sup>12</sup> <https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026>

<sup>13</sup> <https://www.mencap.org.uk/sites/default/files/2017-06/2017.061%20Benefits%20of%20employing%20PWLd%255b1%255d%20%281%29.pdf>

- 3.8.2 A press release from the Department of Work and Pensions on 2<sup>nd</sup> April 2023<sup>14</sup> announced a new review to be launched by the Government that looks to boost employment prospects of autistic people. This review will focus on supporting employers to recruit and retain autistic people, and, amongst other issues, will consider working practices/initiatives to reduce stigma.
- 3.8.3 Wirral Council's Appreciative Inquiry briefly discusses the support that ought to be provided to employers, however, does not explicitly discuss raising awareness of the benefits to employers as part of the wider package of support. Following a review of best practice in 2011, the Department of Health recommended promoting a business case to employers these benefits of a diverse workforce<sup>15</sup>, which Wirral could achieve through drawing upon the findings of Mencap, and the DWP review, once these findings become available. As part of this, employers can be encouraged to participate in the Government's Disability Confident Employer Scheme, which is accessible even to smaller businesses, and helps employers to think differently about disability and take action<sup>16</sup>.

### 3.9 Conclusions

- 3.9.1 In summary, there is a good, evidenced set of recommendations from the Appreciative Inquiry that ought to be endorsed and put into action. However, this review has revealed several additional case studies that strengthen argument for an employment for an employment support service. In support of this, it is therefore proposed that, in the first instance, Wirral develop a strategic framework for supported employment.

## 4 Housing Options

- 4.1 It has historically been that across England that Supported Living has become the most predominant provision for those with learning disabilities and/or autism. Like across England, Wirral currently relies on Supported Living care for most accommodation-based services for those with learning disabilities and autism, with small cohorts of people also placed within residential settings or with Shared Lives programmes.
- 4.2 The Social Care Institute for Excellence (SCIE) defines supported living as schemes that provide personal care to people as part of the support they need to live in their own homes, where the contractual arrangement for care is separate to that for the accommodation<sup>17</sup>. Supported Living is classified as a 'high level of support'<sup>16</sup>. Reliance on placements with higher levels of care has limiting effects on choice and control for the individuals involved and is also costly for councils, so alternative provision ought to be commissioned.
- 4.3 Mencap sets out a range of housing options for people with disabilities:

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<sup>14</sup> <https://www.gov.uk/government/news/new-review-to-boost-employment-prospects-of-autistic-people>

<sup>15</sup> <https://www.base-uk.org/sites/default/files/pdfs/best-practice-guidance-for-local-commissioners.pdf>

<sup>16</sup> <https://www.gov.uk/government/collections/disability-confident-campaign>

<sup>17</sup> <https://www.scie.org.uk/housing/role-of-housing/promising-practice/models/supported-living>



- (i) Shared ownership via HOLD scheme (an LGA and ADASS scheme where ownership is shared with a housing association)<sup>18</sup>
- (ii) Shared ownership with other people (either up to 4 in shared mortgage; or more than 4 via setting up a company)
- (iii) Shared Lives (matching with host family)
- (iv) Mainstream private rental market
- (v) Extra care and sheltered housing (that can either be bought or rented via above routes).
- (vi) Supported Living
- (vii) Residential

4.4 Four council strategies and/or schemes relating to housing were reviewed for best practice. During this review process, it became apparent that there is a lack of an evidence base for the outcomes for programmes relating to housing. This is likely due to the recent nature of most programmes, and the longevity associated with commissioning and implementing changes housing provision. The best earlier example would be Wigan's Learning Disability Housing Strategy 2009-14; however, it appears as though no outcomes or lessons learned have been published. Rotherham Council's strategic assessment of the accommodation with support needs for people with learning disability, autism and mental health conditions (2020-2030) is also listed as a case study on the Local Government Association's website, however no actual evidence base is offered so the case is not discussed within this report.

#### 4.5 **Campbell Tickell's Housing Needs Assessment for Cheshire and Merseyside<sup>19</sup>**

4.5.1 In late 2022, Campbell Tickell undertook a needs assessment of housing with support for people with learning disabilities and/or autism across Cheshire and Merseyside. According to this report, there are currently 347 commissioned supported living units within Wirral, and, based on population predictions, an extra 259 units will be required over the next 10 years. This demonstrates the need for Wirral to complete an analysis of its supported living provision, as to assess demand and alternatives as part of building a housing strategy. As part of this, analysis ought to explore the number of people who receive supported living care but could (for instance) own their own home, rather than rent.

#### 4.6 **Cheshire and Merseyside ADASS and the Housing Advisors Programme**

4.6.1 In addition to the Campbell Tickell Housing Needs Assessment, work has progressed on the development of a Cheshire and Merseyside strategy for housing for those with learning disabilities and/or autism. With funding secured via the Local Government Association's Housing Advisors Programme<sup>20</sup>, it is recommended that Wirral Council assist with the development of this strategy. Once this phase is complete, the Council should then develop a local delivery plan that meets the needs and outcomes for Wirral residents.

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[https://www.local.gov.uk/sites/default/files/documents/HOLD%20and%20shared%20ownership%20and%20step%20by%20step%20guide\\_FINAL.pdf](https://www.local.gov.uk/sites/default/files/documents/HOLD%20and%20shared%20ownership%20and%20step%20by%20step%20guide_FINAL.pdf)

<sup>19</sup> Campbell Tickell (2022) Housing with support needs assessment for people with learning disability and/or autism. Presentation by Shaun Bennett.

<sup>20</sup> <https://www.local.gov.uk/our-support/housing-advisers-programme-hap#:~:text=Our%20Housing%20Advisers%20Programme%20is,flexible%2C%20and%20locally%20Dled.>

#### **4.7 Lancashire County Council and Modernising Supported Housing<sup>21</sup>**

4.7.1 Lancashire County Council have conducted a similar housing needs assessment; however, this assessment was more focussed on the savings that can be brought through supported living, rather than through commissioning fewer intensive forms of care. Despite this, the case study offers a few statistics worthy of note here:

- (i) Like Wirral, Lancashire is historically a high spend authority on learning disabilities, with over 1500 adults with a learning disability and/or autism receiving care, mainly in shared households (averaging £928 weekly gross cost).
- (ii) The assessment concluded that 498 additional units of supported housing would be required by 2030/31
- (iii) Analysis of the cost of care and support in self-contained accommodation highlighted a cost difference of between 20-30% compared to average weekly cost of care in a shared household.
- (iv) Lancashire Council quote evidence from ‘another council that implemented an apartment scheme model’, stating average weekly savings of £295 (for those moving from shared housing) and £600 (for those moving from residential care) per person. However, it must be noted that Lancashire do not state which council they are referring to.

#### **4.8 Conclusions**

4.8.1 From this review, it is evident there are alternative housing options that Wirral ought to explore as part of developing a strategy for housing for people with learning disabilities and/or autism. Whilst there is a small evidence base for these schemes, the work of Campbell Tickell reiterates this need based upon the 259 extra units that will be required over the next 10 years if alternatives are not identified.

## **5 Conclusions**

5.1 This report has summarised the noteworthy evidence and strategies based upon an exploration of best practice relating to transitions for young people disabilities. It has explored Preparing for Adulthood broadly, before evaluating a supported employment service, and the options for alternative housing.

5.2 Following this review, and in consideration of Wirral Council’s All Age Disability Strategic Framework 2023-2028 (see Appendix 3) the following is recommended:

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<sup>21</sup> <https://www.local.gov.uk/case-studies/modernising-supported-housing-adults-disabilities-lancashire-development-county-wide>

## All Age Disability Review

- (i) Update the information, advice and guidance for young people, parents and carers on Preparing for Adulthood, ensuring co-design with people supported and their parents and/or carers. This should be done by drawing upon the resources provided on the NDTi's website and involve the codesign of a toolkit similar to Durham's to be utilised in the education, care and health planning processes.
- (ii) Develop a Supported Employment strategic framework and subsequent implementation plan that builds upon the findings of both this review and the December 2022 Appreciative Inquiry.
- (iii) Contribute to the development of a Cheshire and Merseyside learning disabilities and/or autism housing strategy. This programme will enable exploration of housing options beyond supported living and has already secured funding. A local delivery plan should then be developed aligning with this strategy.

5.3 The Local Government Association published several lessons learned on the enabling/limiting factors to achieving good outcomes via community services for people with learning disabilities and/or autism. These were developed from several peer reviews across 22 councils, Transforming Care Partnerships, individual SROs and Integrated Care Boards. These lessons learned, attached in Appendix 2, are helpful tools to that will enable Wirral can fulfil its aim to improve outcomes during the design and implementation of changes to services following the above recommendations.

## 6 Appendices

### 6.1 Appendix 1: Wolverhampton Fiscal Case

Person	Cost per year for social care before employment	Initial employment support costs	Post-employment costs per year for social care	Savings for social care annually	Savings for social care over 25 years
Ms W has a learning disability and received carer support. She now works 8 hours weekly and no longer requires social care support	£2,080	£570	£0	£2,080	£51,430
Mr S has a learning disability and received 12 hours of domiciliary care weekly. He now works 18.5 hours and had a direct payment for a personal assistant	£9,160	£60	£2,797	£6,363	£159,015
Mr C has cerebral palsy and a learning disability, and previously received 7-days-a-week care. He now works 15.5 hours and requires no social care support.	£13,555	£660	£0	£1,355	£322,375
Mr H has autism and received intensive 24-hr care. He now works 16 hours a week and received low level support	£30,758	£2,700	£26,026	£7,732	£115,600
Mr R has a learning disability and received supported living support. He now has job for 10 hours a week with Job Coach 50% of the time, paid for by Access to Work. Social care support reduced	£25,116	£1,980	£15,943	£9,173	£227,345
Mr M has autism and a learning disability and did require 7-days a week care, He now works 4 hours with reduced social care need.	£13,555	£1,260	£1,936	£11,619	£1,164,980
<b>Totals</b>	<b>£94,224</b>		<b>£46,702</b>	<b>£38,322</b>	<b>£1,164,980</b>

6.2 Appendix 2: Local Government Association: Lessons Learned from Building the Right Support Presentation (Sector Led Improvement for those with Autism and Learning Disabilities 2019-22)

**Areas achieving good outcomes\* in the community for autistic people and people with a learning disability**

- Leaders from all local agencies commit to ensuring that individuals can participate in their local community – including being in education or employment. Co-production is visible at all levels of planning and service development.
- NHS community services, NHS community mental health services, social care, SEND and education work together to support individuals to stay active and visible in their local community. This includes working together to help individuals stay in education or employment, joint work to help individuals keep their tenancies and intensive support is available when needed.
- The community service offer from NHS is well developed. Health and social care work together to diversify and extend local provision to meet the Building the Right Support specifications. Gaps in the local provision, workforce pressures and limits on the supply of housing are understood by all partners with joint plans in place to mitigate these.

**Areas achieving good outcomes\* in the community for autistic people and people with a learning disability**

- There is joint ownership of clinical and forensic risks in the community and a shared understanding of the different roles of NHS specialist community services, NHS Mental Health Services and social care provision in supporting high risk individuals. Co-production with individuals to establish bespoke strategies is embedded in practice.
- Pragmatic and creative approaches to making the money work –recognising that all partners are struggling to meet demand within existing resources.
- Practitioners and commissioners have a good understanding of the legal framework for their work supporting people with a learning disability and autistic people – and this includes balancing individual rights and risks. The thresholds for admission to a mental health inpatient bed reflect current clinical guidance.

\*Good outcomes include numbers receiving health checks/ health checks with action plans, employment rates, living with family or independently, mental health inpatient rates

**Areas that struggle to consistently secure good outcomes\* for autistic people and people with a learning disability.**

- Senior leaders do not have a clear shared vision for working with people with a learning disability and autistic people to develop new services and improve the existing ones.
- Early intervention and prevention resources – including access to intensive support services is patchy. Individuals can often become caught between different eligibility criteria and have to wait for a crisis before any services are provided.
- There has been limited development of integrated community services to meet the Building the Right Support specifications and, often, local partners have not worked together to understand gaps and prioritise service development.
- There is patchy and inconsistent understanding of the statutory framework within which the NHS and councils should support people with a learning disability and autistic people in the community and as inpatients.

**Areas that struggle to consistently secure good outcomes\* for autistic people and people with a learning disability.**

- Disputes about which agency funds what and why they should fund it are frequent. Joint discussions about using resources more effectively and taking a medium to longer term view on managing demand do not happen. There are long-standing misunderstandings within NHS commissioners and with councils/ NHS providers about funding sources and obligations.
- Forensic and clinical risks are not consistently translated into community risk management plans. Individuals are rarely involved in developing ways of managing risk. Social workers and AMHPs are not always involved in developing community plans.
- Approaches to implementing reasonable adaptations and adjustments to services are not consistent – with learning from Mortality Reviews and admissions deep dives not being used to drive changes in how services operate.

6.3 Appendix 3: Wirral All Age Disability Strategic Framework 2023-2028 draft

