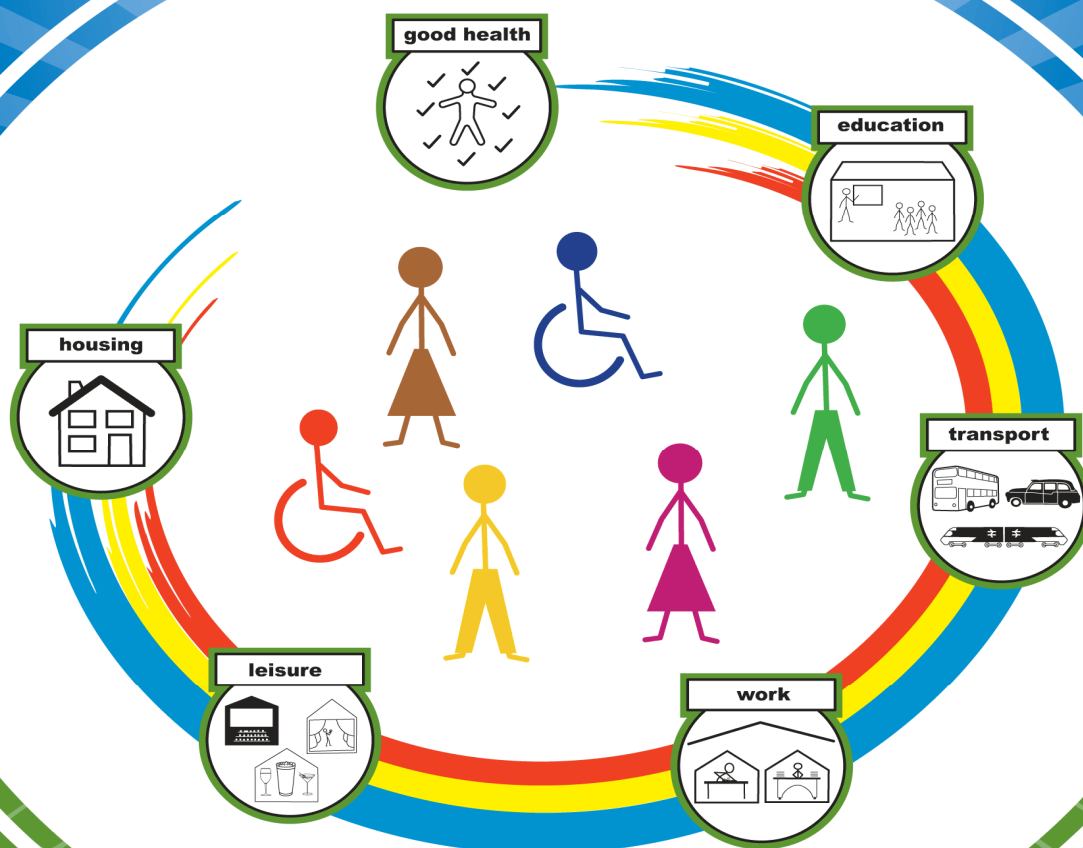


Leeds Learning Disability Strategy



Putting people at the centre

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Foreword

The Partnership Executive welcomes the production of this three year strategy which provides a clear framework for the commissioning and delivery of support and services to people with learning disabilities who are citizens of Leeds. The strategy sits within the context of the transformation agendas for health and social care and acts as a response to Valuing People Now (the Government's strategy for people with learning disabilities, January 2009).

The strategy creates challenges not only for the health and social care statutory partners but also for 'universal services'. Ensuring that the needs and wishes of people with learning disabilities are incorporated into the plans of organisations providing opportunities such as education, employment and leisure will be a necessity and a key activity in the years ahead.

Section 1: Introduction and context

1.1 The purpose of the strategy

The Partnership Executive of the Leeds Learning Disability Partnership Board commissioned this three-year overarching strategy for adults with learning disabilities (Appendix 2). It has been drawn up following consultation with a range of stakeholders. This document will provide a clear strategic direction for the support and services for people with learning disabilities in Leeds. It identifies clear objectives and actions for the next three years for how to make this strategy a reality. The strategy reflects local needs within a national framework. It is based on a clear vision and guiding principles:

Vision

We will seek to ensure that people with learning disabilities are supported to:

- live, learn and participate as equal members of the community
- determine for themselves what support they receive and how they spend their day
- have a lifestyle which offers the same opportunities as any other adult in the local community

Guiding principles

The vision is underpinned by the following principles that people with learning disabilities will:

- Be treated as individuals
- Use mainstream services wherever possible
- Be offered more choice and greater control and influence

- Play an active role in their community
- Be involved in planning and purchasing their care and support service
- Not be forgotten, lost or stuck in the system
- Receive services which offer value for money
- Be helped to develop and progress in life
- Have the right to feel safe and be free from abuse

These values and principles are further underpinned by the Human Rights Act 1998 particularly article 2: The right to life; article 3: Freedom from torture or inhumane or degrading treatment; article 8: Private life and family; and article 14: Freedom from discrimination. The report of the Joint Committee on Human Rights 'A Life Like Any Other' highlighted concerns that adults with learning disabilities are particularly vulnerable to breaches of their human rights.

For the vision of the strategy to be achieved there will need to be a joined up approach from all council departments and health bodies. It will be a working document and a tool to assist making change happen. New information will be incorporated into the strategy as it arises, for example any newly published relevant national policy. As our framework develops and we have more accurate information on local need this will also be reflected in additions to this document. The strategy builds on existing positive and innovative work within learning disability services in Leeds across all sectors.

1.2 Involvement and information

In all of the work relating to this strategy it is crucial that the views of people with learning disabilities and their carers are listened to. There are some examples of best practice, for example the Learning Disabilities Reference Group, which supports the work of the Partnership Board; we will build on this so that there are opportunities for real involvement for all.

We are committed to improving information so that it is accessible by making documents as clear as possible, providing different formats where needed, and making them widely available. This strategy, for example, will be available in hard copy, easy read, audio CD, and on the internet.

1.3 Advocacy and person centred approaches

Central to this strategy is the need for good advocacy services to support people to speak up and have their say. It is also essential that everybody works in a person centred way, so that support and services address the needs of individuals. It should be assumed that advocacy and person centred approaches are integral to the success of all of the ten outcomes, even where they are not mentioned explicitly.

1.4 Monitoring

The Partnership Board and Partnership Executive will have a key role in monitoring the progress of the strategy through the actions identified. The Partnership Executive are ultimately responsible for the implementation of this strategy. Both boards will receive regular updates on progress and annual reports will be produced. Valuing People Now (January 2009) lists a number of initiatives to support the monitoring of local and regional performance. These include the development of a national self assessment tool (June 2009) and the establishment of Regional Learning Disability Programme Boards (April 2009) to whom local Learning Disability Partnership Boards will regularly report on performance.

1.5 Objectives

The strategy is organised into ten key overarching objectives. These objectives are based on national and local priorities and what people have told us is important to them. While we have structured the document in this way we recognize that many of the objectives are intrinsically linked. The objectives cover the following areas: Choice and Control; What People Do During the Day, Evenings and Weekends; Better Health and Wellbeing; Safeguarding; Access to Housing; Transition to Adult Services; Support for Carers; Needs of seldom heard groups; Workforce Development; Information.

1.6 Funding the strategy.

A considerable investment is already made in funding activities designed to support this strategy, in particular the statutory agencies, Leeds City Council and NHS Leeds, separately commission more than £20M worth of care and support services for people with a learning disability and their carers. Jointly they commission more than £43M via the pooled budget which has been in existence for several years now. Add to this further significant funding provided through the 'Supporting People' programme to address housing support needs and it is clear that the scale of investment is significant. The resources required to support the implementation of this strategy will come from the alignment of current resources as services are modernized and from new investment.

The Social Care Reform Grant has been accessed to strengthen the assessment and care management process and transform adult social care in-house provider services.

NHS Leeds has identified resources in its five year operational plan to improve the health and well being of people with learning disabilities and implement the actions detailed in this strategy.

Section 2: Objectives

Objective 1: People with learning disabilities will have more choice and control in their lives

Overview

People with learning disabilities often do not get the opportunity to make important decisions about their lives. In order to meet the needs of individuals based on the principles of personalisation there will need to be significant change. In social care this means every person across the spectrum of need having choice and control over the shape of his or her support. To achieve this sort of transformation will mean working beyond the traditional boundaries of social care such as housing, benefits, leisure and transport, and health, and moving the emphasis from services to support. It will be necessary to work across the sector with partners from private voluntary, community and faith organisations to ensure a strategic balance of investment in local services. It will also mean ensuring that individuals have adequate support to be able to take control of their lives and feel confident and able to make decisions that affect them. This will include having access to advocacy and person centred planning if they want it.

Parents with learning disabilities are particularly vulnerable to discrimination. It is often assumed that they are unable to care for their own children, instead of recognising the need to provide financial, practical and social support. The parenting responsibilities and role of learning disabled parents is recognised through Good Practice Guidance on Working with Parents with a Learning Disability (2007) Defra / Department of Health. However, services locally need to be shaped so that families are supported to stay together in their own homes.

New ways of providing support and services will need to be developed in order that people with learning disabilities can benefit from new opportunities. There are examples of innovative work taking place in the voluntary and statutory sectors. Organisations will work in a person centred way using person centred approaches (such as person centred planning and support planning).

Self-directed support (SDS)

Self directed support means that people should be able to choose how they get support, who it is provided by and what it looks like. They can only do this if they know how much money they are entitled to spend on their support. For personalisation to become a reality in Leeds we will need to move away from traditional service provision and commissioning practices.

“Improving the Life Chances of Disabled People” emphasises the importance of self directed support and recommends that by 2010 each locality should have a

user-led organisation modeled on existing Centres for Independent Living – local organisations run and controlled by disabled people.

The Government is making Social Care Reform Grant available to local authorities to support them in the transformation to self directed support. The grant is specifically to fund the change processes and the capacity and capability building activities necessary to design the new system. This includes work to:

- Change the social care system away from the traditional service provision, towards a more flexible approach that delivers the outcomes people want and need and promotes their independence
- Create a strategic shift in resources and culture
- Ensure people are much more involved in the design, commissioning and evaluation of services
- Re-model systems and processes
- Join up services
- Raise the skills of the workforce
- Develop leadership

Self-directed support in Leeds

The City Council has established a Project Board to prepare for and introduce self directed support. The Board has set up 10 work streams to take this work forward covering communications, finance, care management, support planning, brokerage, assistive technology, commissioning and contracts, Electronic Social Care Record, workforce development and transition. Leeds City Council is a member of In Control, an independent national organisation that have developed their own model of self directed support, and has signed up to become a total transformation site.

What we are going to do

People will have much more choice and control in the services and supports that they use and the lives that they lead. They will be enabled to do this by directing their own support and having access to individual budgets and Direct Payments.

- Commissioners and providers to agree a strategic approach to ensure that all staff use person centred approaches and that all people with a learning disability who want one, have a person centred plan which is reviewed on a regular basis as agreed with the person with a learning disability
- People with learning disabilities have access to advocacy support when they need and want it
- People with learning disabilities and their carers will have equal priority within the transformation of Social Care
- There will be a joined up approach to achieving real choice and control for people with learning disabilities with a greater focus on universal services and the use of community resources
- Inter-agency parenting support initiatives should be inclusive of parents with a learning disability

Objective 2: People with learning disabilities will have choice about what they do during the day, evenings and weekends

Overview

Day Services

The traditional approach to “what people do during the day” has been to provide large day centres and for people often to attend these five days a week. Adult Social Care currently provides 8 larger centres and 3 other connected buildings in Leeds.

- There are 880 service users on the books and on average around 670 people attend daily
- 200 staff are employed in the day centres
- The day centres are running at about 80% of capacity currently
- Special Care Units in day centres are oversubscribed because of a lack of alternatives

Leeds Partnerships Foundation Trust provides some support on a sessional basis for people with severe and profound learning disabilities. There are also a number of specialist day services provided by the independent sector.

Employment

There are a number of employment related services in Leeds for people with learning disabilities including: supported employment, job clubs, volunteering schemes, and social enterprise. Despite these support measures, unemployment for people with learning disabilities remain double that of people without learning disabilities. There is no comprehensive mapping of employment services for people with learning disabilities and no up to date directory of employment services.

Education and training

There are five area-based **Specialist Inclusive Learning Centres** (SILCs) in Leeds who provide education post-16. Those with severe or profound and multiple learning disabilities almost always stay at school until they are 19. The four F.E. colleges in Leeds (Park Lane, Thomas Danby, Leeds College of Technology and Joseph Priestley) also provide education and training opportunities for people with learning disabilities. There is limited provision for people with profound needs. Concerns have been expressed recently about there being more limited opportunities to access the colleges because of the need for colleges to link their courses to vocational outcomes. Learning and Skills Council currently fund further education provision but will no longer do this from 2010. When the funding of further education will be transferred back to the local authority.

Evenings and weekends

There are a range of initiatives to support people with social activities, predominantly provided by the voluntary sector, these include: walking groups, evening clubs, friendship agencies, and art projects. But people with learning disabilities still remain socially excluded and this can lead to poor mental and physical health. As yet, we have no clear overview of all the support available.

What we are going to do

People are supported to spend more time doing the things they choose, including working, training, education and leisure rather than receiving traditional day services. To help people to be socially included in their local communities.

- Day services in Leeds for people with learning disabilities will be transformed to offer meaningful activities based on individual choice
- People with learning disabilities will have access to person centred planning and advocacy to support them to make meaningful choices about their lives
- People with learning disabilities have increased opportunities to access employment and meaningful education
- People with learning disabilities will have increased opportunities to enjoy a range of social activities and networks
- People with learning disabilities will have more choices as new capacity is developed through a range of providers

Objective 3: People with learning disabilities will have better health and wellbeing

Overview

Health issues for people with learning disabilities

Most people with learning disabilities have poorer health than the rest of the population and are more likely to die at a younger age. They are also more likely to have certain cancers, have heart problems, have respiratory diseases, be deaf or blind, have dementia, have mental health issues, be overweight, have epilepsy. People with learning disability are less likely to: have a health check, be screened for cancer, use hospital services, have their sight or hearing tested, get appropriate health promotion advice.

Primary care services

People with learning disabilities are registered with GPs and receive care and treatment, however, it is not clear that all people with learning disabilities are recognized as being registered. Individuals' experiences have not always been positive when visiting primary care services. National guidance has been produced with an expectation that every person with a learning disability will receive a health check. Having received a health check individuals are entitled to

a health action plan if they want one. Currently there is no specific information on how many people in Leeds have a health action plan. As mentioned earlier, it is recognized nationally that there is a low uptake rate of health screening, particularly breast and cervical, by people with learning disabilities.

Acute hospitals

Training in learning disabilities issues has been provided by the Leeds Partnerships Foundation Trust for staff of the Leeds Teaching Hospitals Trust over a number of years. However, difficulties are posed by the numbers of staff who need to be included in such training. There are particular issues to address in relation to the experiences of people with learning disabilities whilst they are in acute care. This includes issues relating to admission, assessment, discharge and the availability of information in appropriate formats.

Specialist learning disability healthcare services

Specialist health services for people with learning disabilities are commissioned by NHS Leeds predominantly from Leeds NHS Partnership Foundation Trust but also includes some very specialist services for a small number of people outside of Leeds. Leeds NHS Partnership Foundation Trust, in partnership with other agencies, provides direct care treatment and support on an individual needs basis. In addition there are in-patient services including: assessment and treatment, continuing treatment and respite.

What we are going to do

Mainstream NHS will provide people with learning disabilities with full and equal access to good quality healthcare and that specialist healthcare services provide specialist health interventions that reflect the needs identified by person centred planning.

- Develop capacity in primary and secondary care to ensure learning disabled people receive person centred health services, including health checks and treatment
- Develop inclusive mechanisms, including advocacy, to influence the provision and delivery of health services
- To provide local specialist health services that meet the complex health needs of learning disabled people

Objective 4: People with learning disabilities are safe and free from abuse

Overview

Empowering people with learning disabilities to keep safe is as important a part of the strategy for Leeds as promoting independence, choice and personalised services. The term used to describe this is Adult Safeguarding. Adult Social Care

services is the lead organisation, but clearly safeguarding is everyone's responsibility. As we move towards people taking more control of their own services and who delivers them, there are new challenges as to how we support people with learning disabilities in protecting themselves from becoming victims of abuse.

Nationally, it is recognized that people with learning disabilities are victims of hate crime. A disability hate crime is any criminal offence motivated by a person's disability. In Leeds we work to ensure that people with a learning disability and their carers are supported to report hate crime.

What we are going to do

We will make sure that people with a learning disability in Leeds are supported to have a life that is safe and free from abuse.

- Leeds will have an integrated and coordinated approach to reporting and responding to safeguarding issues
- Each organisation will ensure that staff have ongoing awareness raising and training in all aspects of safeguarding
- Information is available to carers and learning disabled people about keeping safe and how to access support when necessary

Objective 5: People with learning disabilities will have better access to good quality housing of their choice

Overview

There are approximately 700 people with moderate to severe learning disabilities in Leeds supported to live in their own tenancies. A further 390 people live in residential accommodation. A significant number of these people live in specialist provision outside the Leeds area. There remains a significant number of people who continue to live in the family home. Of these, approximately 280 people live with carers who are over 65.

Independent Living Project

Leeds City Council has established The Independent Living Project (ILP). This is a comprehensive modernisation programme, which aims to significantly improve the accommodation, housing related support and care services for adults with a learning disability in Leeds. The ILP aims to remodel existing local authority provision to provide the maximum opportunity for people to live as independently as possible with increased choice and control over the way they live. The project

is working with 250 people with learning disabilities who have been identified as having priority housing and support needs.

Support to move into mainstream housing

There are a range of opportunities for people to access mainstream housing and Keyring have several housing support networks around Leeds. However, people with learning disabilities are not adequately represented in mainstream housing. The availability of appropriate housing support is a crucial part of improving access to accommodation. Housing support is available and is funded by Supporting People, which is managed locally by Leeds City Council's Environment and Neighbourhoods Department. There is a lack of information about the housing needs of people with learning disabilities in Leeds.

What we are going to do

Accurate information about the housing need of people with learning disabilities will be gathered and there will be improved access to a range of good quality housing and support that promotes people's independence; including supported living, private tenancies and home ownership.

- More people with learning disabilities will live in good quality housing
- People with learning disabilities can choose the type of accommodation they live in including supported living, private rental and home ownership
- People with learning disabilities are supported to make decisions about where they live through access to clear and relevant advice and personal support

Objective 6: The transition from children's to adult services is smooth and effective

Overview

Transition from children's to adult services is often a difficult time in people's lives. In 2005 there were 35 young people with moderate to severe learning disabilities who left school and required support and this figure is estimated to rise to 89 by 2009. In Leeds the Transitions team is located in the Children's Disabilities Team and there are liaison arrangements with adult services. The transitions service ends at the age of 18 when young people have to move to adult services and change workers. This has not led to a smooth and effective transition. A project to create a joint transitions team between Adult Social Care and Children and Young People Social Care is being developed.

What we are going to do

Arrangements and joint working are improved to make sure that young people can lead the lives they choose as adults

- Each person with a learning disability leaving children's services will have a person centred transition plan and access to advocacy support
- Commissioning of future services and supports will be informed by the outcomes of individual's person centred transition plans
- Children and Adult Services develop a joint approach to ensure a smooth transition

Objective 7: There is appropriate support available for carers

Overview

We recognize the vital role that carers play in the lives of people with learning disabilities. We also realize that increasingly people with learning disabilities are also carers for their parents and family members as they get older. A range of services are available to people with learning disabilities that provide support for their family carers, however the contribution made by carers is underestimated. Most carers services are commissioned by Adult Social Care. The Leeds Carers Service is jointly commissioned by Adult Social Care and NHS Leeds, NHS Leeds also commissions the Carers Health Project. There is an Older Carers Support Service which is funded through the Learning Disability Development Fund and carers grants.

A "New Deal for Carers" came into force in April 2008. This updates and extends the 1999 strategy for carers and includes:

- Establishing an information service / helpline for carers
- Establishing support to carers in crisis or emergency situations by providing short term, home based breaks
- Creating an expert carers programme which will provide training for carers to develop their skills

There are a range of short break/respice services available to people with learning disabilities and their carers. These include a family placement scheme and accommodation based services provided by Leeds Partnership NHS Foundation Trust, Adult Social Care and independent sector providers.

What we are going to do

Support for carers is improved and their voice is heard

- Carers of people with a learning disability will have their own needs acknowledged
- Carers have clear and accessible information about the range of support and services possible
- Carers are actively engaged in the development of support and services
- People with learning disabilities will have their role as carers and parents recognised

Objective 8: Support and services are appropriate and meet the needs of individuals, including seldom heard groups

Overview

Despite lives improving for many people, national information suggests that some groups of people are still at great risk of exclusion. These include: people with complex support needs; people from minority ethnic communities; people on the autistic spectrum; people in prison.

We need to support the national work in these areas by feeding into consultations and ensuring that the right people and agencies are responding to any outcomes of this work.

We recognize the potential double discrimination faced by many people with a learning disability from minority ethnic communities. Nationally there is recognition that people from these communities are less likely to access public services and this picture is reflected locally. We need to develop initiatives to introduce more person centred and culturally appropriate services and support in Leeds.

What we are going to do

We will ensure that the needs of seldom heard groups are understood and met in a way that achieves greater equality of opportunity.

- People with learning disabilities and their carers will have access to culturally appropriate services and support
- People with learning disabilities and their carers from seldom heard groups will be more involved in the development of services and support
- Support the national work of the Department of Health on improving health and social care services for people with learning disabilities subject to the criminal justice system
- Develop local clarity about responsibilities for services and supports to people on the autistic spectrum so people are not falling between services
- People with complex needs will be involved in the development of personalised services and not left behind in traditional services

Objective 9: People who are paid to provide support to people with learning disabilities are supported to work in a more flexible way to better meet the needs of individuals

Overview

The workforce as it is now is changing with the introduction of more personalised services and individuals being able to shape their own support. In future the workforce will extend beyond traditional services as individuals employ their own staff and access more mainstream community activities. There will be a change of culture as the support is built around the individual instead of individuals fitting into a service. The demands of more flexible ways of working will also need to be balanced with rights of the employee and their work/life balance.

What we are going to do

People working in learning disability services and support will have the necessary skills, support and training to be able to carry out their roles confidently using person centred approaches and that these people will feel valued and motivated in the work that they do.

- A strategic workforce plan will be developed to ensure effective planning and co-ordination of change
- Training programmes will be developed which focus on person-centred approaches, new ways of working and the needs of service users
- These programmes will be open to all working across the learning disabilities sector
- People with learning disabilities and family carers will have the opportunity to be part of the delivery of training

Objective 10: Information about people's needs is accurate, up to date and accessible

Overview

The planning and commissioning of services should be based on the identification of individuals' needs, currently there is insufficient information to support this work. There is a balance to be struck between having reliable relevant and up-to-date information and individuals' concerns about how the information will be used.

Joint Strategic Needs Assessment (JSNA)

The Local Government and Public Involvement in Health Act places a duty on upper-tier local authorities and NHS Leeds to undertake Joint Strategic Needs Assessment (JSNA). This is a process that will identify the current and future health and wellbeing needs of a local population, informing the priorities and targets set by Local Area Agreements and leading to agreed commissioning priorities that will improve outcomes and reduce health inequalities. In Leeds the

JSNA process will be led by the Directors of Public Health, Adult Social Care and Children's Services working in collaboration with Directors of Commissioning.

What we are going to do

To develop a comprehensive system for establishing and updating information about needs.

- Key learning disability issues will be identified as part of the JSNA
- Issues identified through the JSNA will be used to plan and commission services more effectively
- Consider what information we need to be collecting and how that information will be used and managed

Section 3: Appendix

Appendix 1: Key demographics

There is no clear database of the number of individuals with learning disabilities either nationally or locally. The information in this appendix relies heavily on CeDR Research report 2008:1 (Emerson and Hatton) which takes information from a variety of sources to derive the best possible estimates. Figures for Leeds have been derived from these on a population basis unless otherwise stated.

The most recent robust estimate is that 2% of the general population (children and adults) have some sort of learning disability, ranging from mild to profound. For Leeds, this would indicate about 14,000 people. Nationally about 0.47% of the population is in receipt of learning disability services; this would imply that they have moderate to severe learning disabilities. For Leeds, this would suggest over 3,300 adults with this level of need.

Demographic change is difficult to predict as we have no clear figures about current levels of learning disability. However, there are a number of known sources of information which can be used to predict change.

- Overall population change. This is predicted to rise nationally by approximately 5 million by 2027; this is a 10% rise weighted towards older age groups and may lead to a similar rise in numbers of people with learning disabilities
- More young people with severe and complex disabilities survive into adulthood with a lifelong need for care and support. In Leeds in 2005 35 people left school (at 19) with moderate to severe learning disabilities, 89 are predicted to leave in 2009. This rise appears to be part of a trend
- There is some evidence that there may be a 2 to 3 fold increase in the prevalence of severe and complex learning disabilities in young people from South Asian communities relative to the majority population. 4.5 % of the Leeds population is of a South Asian background (2001 Census)
- In the over 50 age group there is likely to be a marked increase in the number of people with learning disabilities as health care for this group has improved significantly. The estimate is for a 48% increase in the numbers in this age group over the two decades 2001-2021. Absolute numbers in this group are relatively small but levels of support needs may well be high

In addition to this information, there are a further group of people, at present unknown to services, who may at some stage require support, often at a time of crisis.

Using this general information to predict changes in demand for services is difficult as the information we have about present use is unclear but all the above trends are in the direction of increased need and many in the direction of increased need for more complex and expensive services.

Ref: "People with Learning disabilities in England" Eric Emerson and Chris Hatton CeDR Research report 2008:1 May 2008

Appendix 2: Leeds Learning Disability Partnership Board and Partnership Executive

- “Valuing People” said that Partnership Boards are “to take responsibility for local delivery of the White Paper, led by the local Council and with the active involvement of all key stakeholders.” “Partnership Boards are there to provide leadership so that change happens.” (Valuing People Support Team, “So What is a Partnership Board for?” Nov 2003)
- The Leeds Learning Disability **Partnership Board** was established as required by the “Valuing People White Paper”, through the Section 31 Agreement in 2001. It is an independent body with an independent chair and a co-chair who has a learning disability. The Board has a wide membership drawn from commissioners and providers and from people with learning disabilities and carers
- The Leeds Learning Disability **Partnership Executive** has formal responsibility for decision making with regard to learning disability services. Leeds is unusual in having a Partnership Executive. It was set up following recommendations from an external audit report about the need to improve governance, formalise relationships between organisations and improve performance. Its role and functions are detailed in a Section 31 Agreement (Section 75 Health Act Flexibilities Agreement) and it is a formal joint committee of Leeds City Council. The Executive is led by the Commissioners (NHS Leeds and Adult Social Care) and has a specific focus on commissioning issues. Service providers who attend the Executive provide information and guidance. The Partnership Board chair is a member of the Executive
- The Partnership Board and Partnership Executive have key roles in relation to making sure change happens. This includes monitoring progress in key areas of implementation of the strategy

Appendix 3: Expenditure on learning disability services

- In Leeds services and support for adults with learning disabilities are funded by Adult Social Care, NHS Leeds and Supporting People
- Adult Social Care directly provide some services, (predominantly day care, care management and accommodation) at a cost of £18 million.
- NHS Leeds directly contract with Leeds Partnership Foundation Trust for specialist health services for adults with learning disabilities at a cost of £11 million. (This contract has also been for the specialist supported living scheme, the commissioning responsibility for which will transfer from 1st April 2009 to the local authority)
- Supporting People in 2008/09 spent £9,666 million on housing related support for adults with learning disabilities
- The Learning Disability Pooled Budget is made up on contributions by Leeds City Council and NHS Leeds. In 2008/09 these contributions totaled £43million. Payments from the Pooled fund are made to Providers in the independent sector who deliver a wide range of services and support to adults with learning disabilities

Appendix 4: People and groups consulted about the strategy

Leeds City Council - Adult Social Care

Dennis Holmes - Chief Officer Commissioning
Paul Broughton – Chief Officer Learning Disability Services
Janet Wright – Manager, Joint Commissioning Service
Louise Mills – Support Service Officer, Joint Commissioning Service
Khalid Arian – Finance Manager, Joint Commissioning Service
Ivan Barnett – Project Manager
Les France – Independent Living Project
Steve Bardsley – Service Delivery Manager, Joint Care Management Team
Dave Rosser – Head of Service, Learning Disability
Jemima Sparks – Programme Manager, Adult Social Care
Pete Vickers – Manager, Vine
Bridget Maguire – Services for Carers

Leeds City Council – Neighbourhoods and Environment

Rob McCartney – Housing Strategy and Commissioning Manager

Leeds Primary Care Trust

Carol Cochrane – Director of Development and Commissioning for Priority Groups
Norman Campbell – Improvement Manager Learning Disabilities
Tracy Grey – Health Improvement Specialist Advanced (Severe Mental Health, Learning Disabilities and Physical Disabilities)

Leeds Partnerships NHS Foundation Trust

Sheila Dunham – Associate Director, Learning Disability Services
Sheena Kelly – Clinical Services Manager (Community Teams)
James Houlton – Clinical Services Manager
John Burley – Service User Involvement

Leeds Learning Disabilities Service User Reference Group

Consultation meeting with the Group

Carers Voice in Action

Consultation meeting with the Group

Leeds Learning Disabilities Partnership Board

Discussion at several meetings
Ray Wilk – Chair
Michael Cass – Co Chair
Cllr Peter Harrand, Executive Board Member for Adult Health and Social Care
Andrew Walsh – Roots Project

Gina Gage, Learning Disability Reference Group
Susan Hanley, People First
Claire Reed, Learning Disability Reference Group
Christine Barker, Learning Disability Reference Group
Harold Wilson, Carer
Naseem Akram, Carer
Rebecca Rooke, Age Concern
Jackie Bolland, Age Concern
Jane Flaherty, Department of Work and Pensions
Gordon Kerr, Connexions
Kashif Ahmed – Diversity Director (based at People in Action)

Leeds Partnerships Board – Interim Executive

Discussion at Executive meetings
John England - Deputy Director Adult Social Care
Ian Cameron – Director of Public Health

Leeds Advocacy

Sue Lindsay – Manager, Asking You! Project

Mencap

Frank Plumbridge – General Manager

Mencap Pathways

Fran Jeffries – Manager

St Anne’s Community Services

Sharon Allen – Chief Executive
Mark Fennelly – Area Manager

People in Action

Bill Walton – Inclusion Manager

HFT

David Hanson - Manager

Connect in the North

Cathy Wintersgill - Manager

Valuing People Support Team

Jenny Anderton – Yorkshire and Humberside Regional Adviser

Leeds Learning Disabilities Forum

Scott Cunningham – (Co-ordinator up to April 08)
Lisa Keenan – (Co-ordinator from May 08)

Through the Maze
Amanda Dagnall – Manager

Pyramid Arts
Julia Piggott – Creative Director

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