

# Slough Adult Learning

## Disability Strategy

### 2023 – 2028

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## 1. Executive Summary

This strategy sets out our vision and priorities for adults with a learning disability in Slough from 2023 to 2028. Slough Borough Council working with partners will reduce health inequalities for adults with learning disabilities and adults with learning disabilities and autism<sup>1</sup>, so that more people can live well in the community and with the right support.

We believe all adults with learning disabilities in Slough should be able to reach their full potential, living as independent a life as possible within the community in which they live. This strategy aims to ensure that adults with a learning disability experience equal rights and have the same opportunities as those who do not have a learning disability.

This strategy is for people over the age of 18 who have a learning disability. A learning disability is defined by the Department of Health as a “significant reduced ability to understand new or complex information, to learn new skills (impaired intelligence), with a reduced ability to cope independently (impaired social functioning), which started before adulthood”. Many people with a learning disability will need support to live as independently as possible. This strategy focuses on all

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<sup>1</sup> For brevity we will use the term adults with a learning disability to cover both adults with a learning disability and adult with a learning disability and autism. A separate strategy for adults with autism is currently in development.

adults with a learning disability in Slough, considering the diversity of need from those adults with a mild learning disability to those with multiple complex needs.

Through partnership working in Slough, we are keen to continue working together with our health partners to identify solutions that improve lives with greater emphasis on crisis prevention, early intervention and crisis support to ensure people are supported before their situation becomes worse and requires medical intervention or hospital admission. We believe that the best way to achieve this is through greater integration between social care and health.

The strategy reasserts the principles of person centeredness, supporting people and their families to take control of living their lives in the way that suits them and in a setting, that is least restrictive to the person and which maximises independence, wellbeing, and healthy choices. This means refocussing on and building on peoples' strengths, existing networks and relationships. The strategy also stresses the social model of disability and human rights and aims to remove barriers to services and organisation. An outdated view is that learning disability is something to be 'treated' (medical model).

This strategy sets out a vision, strategic intentions, key priorities, and action plan for adults with learning disabilities in Slough, to secure the delivery of good support from both social care and health that enables people to live independent and healthy lives. We will encourage people to take positive risks and responsibilities for managing their lives that is appropriate to their age and need (working with the relevant legal frameworks). We will continue to protect adults with learning disabilities when they are vulnerable or where there are safeguarding risks.

This Strategy represents a starting point for progressing our aspirations for more integrated services between health and social care.

## **Vision and Priorities for Adult Social Care**

In September 2023, Cabinet and Council approved a new Corporate Plan for the town.

The Corporate Plan describes the purpose of the Council as:

- Closing the healthy life expectancy gap, by focussing on children

With three key strategic objectives, which are:

- Priority 1: A borough for children and young people to thrive.
- Priority 2: A town where residents can live healthier, safer and more independent lives.
- Priority 3: A cleaner, healthier and more prosperous Slough.

People (Adults) directorate supports Priority 2 and adopts a tiered preventative approach towards the delivery of adult social care.

Key elements of the approach are to:

- Enable people to manage their health and wellbeing

- Prevent the need for take up of adult social care
- Provide access to the right level of support at the right time
- Enable people to manage their own care and support needs
- Safeguard our vulnerable population
- Progress integration between health and social care
- Embed Co-production at the heart of care and support

The Adult Learning Disability Strategy aims to achieve the following outcomes as our refreshed priorities for 2023 – 2028. In response to legislative requirements, local strategy and knowledge and stakeholder engagement we have developed the following seven priorities:

1. Promote independence
2. Ensure access to good quality care and support
3. Progress the Integration of Health and Social Care
4. Ensure Effective transitions
5. Facilitate access to employment, training and skills
6. Embed an evidence based and data driven approach to commissioning
7. Keep people safe.

### **Feedback from Engagement**

An engagement event took place at Observatory House in September 2023. The event was attended by people with learning disabilities, their support workers, members of the co-production network, officers from the People (Adults) Directorate and professional stakeholders. A survey was also distributed and an on-line engagement event with providers was also undertaken.

The engagement event was positive and participants broadly agreed with the seven priorities. Suggestions on actions which should be taken under each of the priority areas were also gathered and these have been used to inform the Strategy and Action Plan. Further information can be found within the Consultation Appendix to the Strategy.

The strategy will be responsive to any future changing local and national priorities including changing legislation. People with learning disabilities and their families as expert partners will be involved in having oversight of the strategy.

## Further Feedback from Engagement

Engagement activity concerning this Strategy has identified the need to establish a partnership board to bring together people with learning disabilities and their families and carers with the key professional stakeholders and ensure that the service user voice is at the heart of service delivery.

The implementation of this Learning Disability Strategy will also be overseen through a smaller steering group comprising, officers from the People (Adults) directorate, the co-production network, people with learning disabilities and their family members and other professional stakeholders including Frimley ICB. The steering group will engage more broadly with the partnership board to ensure that they are fully updated on service developments.

Although Slough Borough Council is the lead for the Strategy, its success will undoubtedly lie in the effectiveness of the partnerships between all stakeholders.

## 2. Introduction

There are approximately 1.5 million people with a learning disability living in the UK with over 1.3 million in England (Mencap 2020).<sup>2</sup> According to the NHS Long Term Plan people with a learning disability face significant health inequality compared to the rest of the population and on average, die 16 years earlier than the general population – 13 years for men, 20 years for women. It is estimated that 20-30% of people with a learning disability also have autism<sup>3</sup>. Despite suffering greater ill-health, people with a learning disability and autism often experience poorer access to healthcare.<sup>4</sup>

The prevalence of learning disabilities in adults (aged 18 and over) in Slough is estimated to be 1.6% (2,561 adults), with a 0.35% prevalence (561 adults) of moderate or severe learning disabilities and a 0.1 % prevalence (137 adults) of severe learning disabilities.

The Projecting Adult Needs and Service Information System (PANSI) and Projecting Older People Population Information (POPPI) indicates the numbers and predicted numbers of adults aged 18+ who have learning disabilities in Slough is expected to increase in coming years. It is not expected that this increase will be significant and the projected number of people with a learning disability in Slough in 2040 is anticipated to be 2733. This means the number of adults with a learning disability that will require services from the council will also increase

Adults with moderate or severe learning disability are generally expected to be known to health and social care services. (Further information concerning population data can be found at Section 8).

For a number of years people with a learning disability have suffered inequalities, particularly those with complex needs and from diverse ethnic backgrounds. Valuing

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<sup>2</sup> [MENCAP \(2020\)](#)

<sup>3</sup> [Emerson, E. & Baines, S. \(2010\) The Estimated Prevalence of Autism among Adults with Learning Disabilities in England. Improving Health and Lives: Learning Disabilities Observatory](#)

<sup>4</sup> [The NHS Long Term Plan](#)

People and Valuing People Now set to redress some of those inequalities by highlighting the difficulties people with a learning disability experience in accessing personalised care and support that would allow them to exercise choice and control over their own lives. Although these documents were written some time ago now, these were landmark documents of national importance and much of what they highlight is still relevant.

The Six Lives Report and Death by Indifference<sup>5</sup> also highlighted the need for change, ensuring we work together to identify issues, and that staff are adequately trained to meet individual needs. A lot of changes have taken place since these reports were published, for example specialist learning disability nurses being available in most hospitals. Safeguarding procedures have been strengthened and LeDeR reviews (Learning Disability Mortality Review) are undertaken. Under the Transforming Care Programme (triggered by abuse at Winterbourne View) we now see fewer people going into specialist hospitals, or if they are admitted they have far shorter stays than previously. We have come far, but we know we can do more for our community. This strategy aims to set in motion those improvements and build upon the work already undertaken.

In 2020, the Learning Disabilities Mortality Review Programme (LeDeR)<sup>6</sup> found that people with learning disabilities continue to die prematurely – and although there are some early signs of improvements, there are still considerable differences compared to the general population with 63% of people with learning disabilities dying before reaching the age of 65, compared to 15% in the general population.

In Slough, early and sustained action is required to address the inequalities faced by adults with learning disabilities. We have developed seven priorities: Promoting independence; access to good quality care and support; integration of health and social care; effective transitions; employment, training and skills; evidence based and data driven approach towards commissioning; and keeping safe.

### 3. Our Vision

Adults with a learning disability in Slough will be empowered to have more choice and control and will live safe, good, healthy and fulfilled lives as part of their community. They will have the right support at the right time to achieve their full potential.

As part of this vision and service offer, we aim to ensure that all adults with a learning disability in Slough have:

- The right to the same opportunities as anyone else to live satisfying and valued lives
- The right to be treated with dignity and respect
- More choice and control in key decisions in their lives
- A suitable home within their community
- Good access to health services,

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<sup>5</sup> [Six Lives: Progress Report on Healthcare for People with Learning Disabilities](#)

<sup>6</sup> [Learning Disabilities Mortality Review Programme \(LeDeR\). 2020](#)

- Opportunity to develop and maintain relationships and get the support they need to live a healthy, safe and fulfilling life.

This strategy sets out how we will deliver better health and wellbeing outcomes for adults with a learning disability, and bridge the gaps in learning disability service provision in our local area.

## 4. Purpose of the Strategy

This strategy sets out Slough's five-year strategy for improving support and experience for adults living with a learning disability who access our local services, and how services needed by adults with a learning disability will be provided in the future.

A review of the Learning Disabilities Service was undertaken between January 2023 and September 2023 by an experienced learning disabilities consultant.

The review found that a number of areas are currently working well in respect of services provided by the health and social care teams. This includes multi-disciplinary work, joint assessments and screening and joint care planning in many instances. However, the review also found that lack of a clearly defined integrated offer detracts from the quality of service which can be delivered. For example, the lack of a single point of access means that people with learning disabilities and their families often have to try and contact different professionals from different teams, in different locations and different organisations – to access appropriate health and social care. This absence of clear joint pathways, common assessment and eligibility criteria and clearly defined core functions of key professionals, mean that there is duplication in the system with too many hand-offs taking place. For this reason, the scoping of an integrated service offer is contained within the action plan at Section 25.

### Feedback from Engagement

A need for better partnerships working, improved access to information and advice and advocacy services were also highlighted as important during the engagement. Improvements in transitions planning were also considered necessary, along with better access to training, employment and independent living opportunities. Widespread adoption of easy read information among professionals was viewed as being necessary for better communication with people with learning disabilities.

These areas are addressed within the action plan at Section 25

This strategy and action plan have been developed to respond to the issues that have been highlighted locally and outline how everyone across the system can work together to improve the lives of adults with learning disabilities and strengthen existing services.

By improving and redesigning services where necessary, we will enable adults with a learning disability in Slough to enjoy independence, live as close to home as possible in communities where they feel valued, to enjoy and have purpose to how they spend their time and to contribute to the local neighbourhood.

Slough Borough Council is committed to improving services for adults with learning disabilities and the strategy sets out how we intend to do that. Further changes in government policy also means that it is necessary to reflect these changes and ensure our vision for supporting adults with learning disabilities is fit for the future. Our priorities will inform the design of future support and developments and set out what we will concentrate our resources on to ensure quality services and improved health and wellbeing of adults with learning disabilities.

We will monitor and measure the success of this strategy through the accompanying Action Plan.

## 5. Definition of a Learning disability

According to Eric Emerson and Pauline Heslop<sup>7</sup> in their paper: “A working definition of Learning Disabilities” (2010), learning disability includes the presence of:

- a significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence), with;
  - a reduced ability to cope independently (impaired social functioning);
  - which started before adulthood, with a lasting effect on development.

Examples of this would be difficulty with everyday activities – for example household tasks, socialising or managing money – which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people.<sup>8</sup> (Mencap). With the correct support most people with a learning disability can lead independent lives. The collective term of learning disability overshadows the person which may lead to their health needs both physical and mental not being identified and met fully.

## 6. Our Priorities

We have identified seven priority areas for adults with learning disabilities in Slough:

### 1. Promoting independence

Adults with a learning disability, and their parents and carers will be able to access good information and advice on what is available to them within the community along with access to advocacy services. We will provide life skills training for adults with a learning disability and look to work with our partners and the community to improve access to existing community resources and facilities to meet their needs. We will have a focus to ensure adults with a learning disability are safe in the community.

### 2. Access to good quality care and support

We will ensure that adults with learning disabilities can lead fulfilling and independent lives. Learning disabilities can have a significant impact on a person's ability to learn, communicate, and carry out daily activities. Therefore, appropriate support is

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<sup>7</sup> [A working definition of Learning Disabilities](#)

<sup>8</sup> [Learning disabilities: Our definition | Mencap](#)



necessary to help them overcome these barriers and reach their full potential whilst adopting a person-centred approach.

*Feedback from Engagement*

The engagement event at Observatory House highlighted that carers for people with learning disabilities are lifelong carers and they should be valued in their caring roles. The Council has recently adopted a new Adult Carers Strategy 2023- 26 which seeks to ensure that Carers in Slough are able to balance their caring responsibilities with maintaining their quality of life. Reference to the Carers Strategy is made within the action plan to this Strategy so that there is a clear read across between the two.

### **3. Integration of health and social care**

Working alongside health colleagues, our aspiration is to progress an integrated offer for people with learning disabilities. We will work together to reduce health inequalities for adults with a learning disability and autism in Slough. This includes increasing the number of adults with a learning disability who access their annual health checks, screening checks and other health checks.

### **4. Effective transitions**

The planning for young people with a learning disability and autism for adulthood will start at a much earlier stage. Their views will be listened to and acted upon, enabling young people to make choices about their future. There will be an embedded culture of the 'presumption of achievement' for all people with a learning disability and autism, where positive risk taking to build resilience is the norm.

*Feedback from Engagement*

The need for more effective transitions planning was confirmed during engagement on this Strategy. Better opportunities for networking for parents of young people and younger adults with a learning disability is something which would be welcomed, along with the opportunity to engage with key professionals from Children's and Adults Services and the Housing Department. The arrangement of this type of event is included in the action plan.

### **5. Employment, training and skills**

Working together, we will raise aspirations in terms of what can and should be achieved in relation to employment, training and skills for adults with a learning disability in Slough. We will promote the employment, skills and training opportunities available. We will work with local service providers and businesses to increase the range and nature of skills and training opportunities available across pathways, sector and qualifications, ensuring the support to individuals, their families and carers meets need and secures appropriate outcomes to access employment.

### *Feedback from Engagement*

Better access to training, employment and skills development for adults with learning disabilities was identified as an area requiring improvement during engagement. Developing an effective offer will require a cross-council approach with officers from areas such as the Commercial, Economic Development and Organisational Development to establish links with local businesses and other organisations in order to support this. Further information is contained within the action plan.

## **6. Evidence based and data driven approach towards commissioning**

We will make decisions about service provision based on sound evidence and reliable data. This will ensure that services are responsive to the needs of the local population and deliver positive outcomes for adults with learning disabilities.

## **7. Keeping safe**

Taking appropriate measures to keep adults with learning disabilities safe requires a comprehensive approach that takes into account their unique needs and challenges. We will provide them with the necessary education, support, and resources to help them stay safe and protected from harm.

### *Feedback from Engagement*

Engagement identified the need to widen awareness of safeguarding issues among family members and the general public as well as professionals working with people with learning disabilities. This is addressed through the action plan.

## **7. Policy Guidance: National and Local Context**

### **National context**

There have been several key documents and policies published nationally related to learning disability:

- The Equality Act (2010) is a legal framework to protect the rights of people with protected characteristics, including disability.
- Care Act (2014) outlined the requirements for adult social care provision
- Valuing People (2001) was the seminal policy document outlining the Government's approach to learning disability, followed by the publication of Valuing People Now in 2009. Both focus on the fact that "all people with a learning disability are people first with the right to lead their lives like any others, with the same opportunities and responsibilities, and to be treated with the same dignity and respect". Both policies place four principles – rights, independence, choice and inclusion – at the heart of action to improve the lives of people with a learning disability.
- In May 2011, the BBC's Panorama programme revealed the emotional and physical abuse of adults with a learning disability by staff working at the private Winterbourne View Hospital in South Gloucestershire, resulting in the

Department of Health publishing Transforming Care: A national response to Winterbourne View Hospital in December 2012<sup>9</sup>. The report focused on the need for community-based care for people with a learning disability and expectations for a “substantial reduction in reliance on inpatient care for these groups of people”, with a rapid reduction in the number of hospital placements and the closure of inpatient services. Nevertheless, multiple subsequent reports highlighted slow progress towards the Government’s goal of moving people with a learning disability out of hospitals and into the community.

- In 2015, a national plan Building the Right Support<sup>10</sup> set out a plan to improve health and care services so that more people can live in the community, with the right support, and close to home. It was developed to close inpatient facilities and develop community services for people with a learning disability, to be delivered through 49 Transforming Care Partnerships (TCPs). TCPs brought together local authorities, NHS Clinical Commissioning Groups (CCGs), NHS England, service providers, the voluntary sector and service users and their families to develop a three-year transformation plan for their local area. The Government’s mandate to NHS England 2018-2019 included the objective of improving out-of-hospital care for people with a learning disability, focusing on the need for better prevention, early intervention and access to integrated services, together with reducing inappropriate out-of-area placements and reliance on inpatient care.
- Sir Stephen Bubb “The Building Rights report”<sup>11</sup> May 2021, which is an independent review of services for autistic people and people with a learning disability in Bristol makes three key recommendations to help services and systems become more aware and have a better understanding of the challenges faced by autistic people and people with a learning disability. The report's recommendations are:
  - Establish a ‘Charter of Rights’
  - Ensure a ‘Right to Challenge’
  - Establish an independent commissioner for autistic people and people with a learning disability.
- The NHS Long Term Plan<sup>12</sup> was published in 2019, outlining the ambitions of the NHS over the next 10 years and including learning disability as one of its four clinical priorities. This includes improving community-based support, reducing the number of people with a learning disability in hospital settings and reducing health inequalities through a focus on increasing uptake of annual health checks and reducing overmedication of children and young people with a learning disability.
- Care Quality Commission (CQC) Right support, right care, right culture guidance (May 2022)<sup>13</sup> sets out how CQC regulates providers supporting autistic people and people with a learning disability.

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<sup>9</sup> [Transforming Care: A national response to Winterbourne View Hospital \(December 2012\)](#)

<sup>10</sup> [Building the Right Support \(2015\)](#)

<sup>11</sup> [Sir Stephen Bubb “The Building Rights report” \(May 2021\)](#)

<sup>12</sup> [The NHS Long Term Plan \(2019\)](#)

<sup>13</sup> [Care Quality Commission \(CQC\) Right support, right Care, right culture guidance \(May 2022\)](#)

- Transforming Support: The Health and Disability White Paper<sup>14</sup>, (published 15<sup>th</sup> March 2023), sets out the government's proposals to help more disabled people and people with health conditions to start, stay and succeed in work.
- The National Disability Strategy (July 2021)<sup>15</sup> sets out the actions the government will take to improve the everyday lives of all disabled people.
- The People at the Heart of Care White Paper (December 2021)<sup>16</sup>. The white paper sets out a 10-year vision for care and support in England and is based around three key objectives:
  1. People have choice, control and support to live independent lives
  2. People can access outstanding quality and tailored care and support
  3. People find adult social care fair and accessible
- In June 2018, NHS Improvement (NHSI) published its Improvement Standards for NHS Trusts<sup>17</sup>. The NHSI National Standards have been developed with a number of outcomes created by people with learning disabilities and their families. These clearly state what is expected from the NHS. By taking this approach to quality improvement, it places patient/service user and carer experience as the primary objective, as well as recognising the importance of how the NHS listens, learns and responds in order to improve care.
- The NHSI standards also reflect the strategic objectives described in national policies and programmes, in particular those arising from Transforming Care for People with Learning Disabilities Next Steps (2016)<sup>18</sup> and Learning Disabilities Mortality Review (LeDeR) Programme (2015)<sup>19</sup>.

## Local context

The Slough Learning Disability Strategy 2023 – 2028 is based upon collaboration, learning and developing a Slough shared approach to service provision and commissioning where this makes sense. This strategy links closely with a number of other programmes of work, and should be considered in context.

This strategy is written with regard to the following local strategies:

- Slough Corporate Plan 2023-26<sup>20</sup>
- Slough Joint Wellbeing Strategy 2020-25 <sup>21</sup> (currently being refreshed)
- Slough Health and Care Plan<sup>22</sup>

It is also written with regard to the following national guidance:

- Integrated Commissioning for Better Outcomes <sup>23</sup>

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<sup>14</sup> [Transforming Support: The Health and Disability White Paper \(March 2023\)](#)

<sup>15</sup> [The National Disability Strategy \(July 2021\)](#)

<sup>16</sup> [People at the Heart of Care White Paper \(December 2021\)](#)

<sup>17</sup> [The learning disability improvement standards for NHS trusts \(June 2018\)](#)

<sup>18</sup> [Transforming Care for People with Learning Disabilities – Next Steps. 2016](#)

<sup>19</sup> [Learning Disabilities Mortality Review \(LeDeR\) Programme](#)

<sup>20</sup> [Appendix A - Doing right by Slough - Corporate Plan 2022-2025.pdf](#)

<sup>21</sup> [Slough Wellbeing Strategy, 2020 – 2025](#)

<sup>22</sup> Slough Health and Care Plan<sup>22</sup> [PowerPoint Presentation \(slough.gov.uk\)](#)

<sup>23</sup> [Integrated Commissioning for Better Outcomes - a commissioning framework | Local Government Association](#)

- Strategic and Collaborative Planning and Commissioning<sup>24</sup>
- Shifting the Centre of Gravity, making place based, person centred health and care a reality.<sup>25</sup>
- The Better Care Fund Framework 2022-23<sup>26</sup>

## 8. Population Data

The prevalence of learning disabilities in adults (aged 18 and over) in Slough is estimated to be 1.6% (2,561 adults), with a 0.35% prevalence (561 adults) of moderate or severe learning disabilities and a 0.1 % prevalence (137 adults) of severe learning disabilities.

The following table, from the Projecting Adult Needs and Service Information System (PANSI) and Projecting Older People Population Information (POPPI) indicates the numbers and predicted numbers of adults aged 18+ who have learning disabilities in Slough. The data indicates an expected increase in numbers of adults with learning disabilities in coming years.

Adults with moderate or severe learning disability are generally expected to be known to health and social care services.

**Table 1: Slough LD population data (2020)**

Age range (years)	All learning disability	Moderate or severe learning disability	Severe learning disability
18-24	289	67	22
25-34	510	110	31
35-44	660	166	45
45-54	455	103	23
55-64	321	70	16
65-74	192	31	No data
74-84	95	10	No data
85+	39	4	No data
<b>Total</b>	<b>2561</b>	<b>561</b>	<b>137</b>

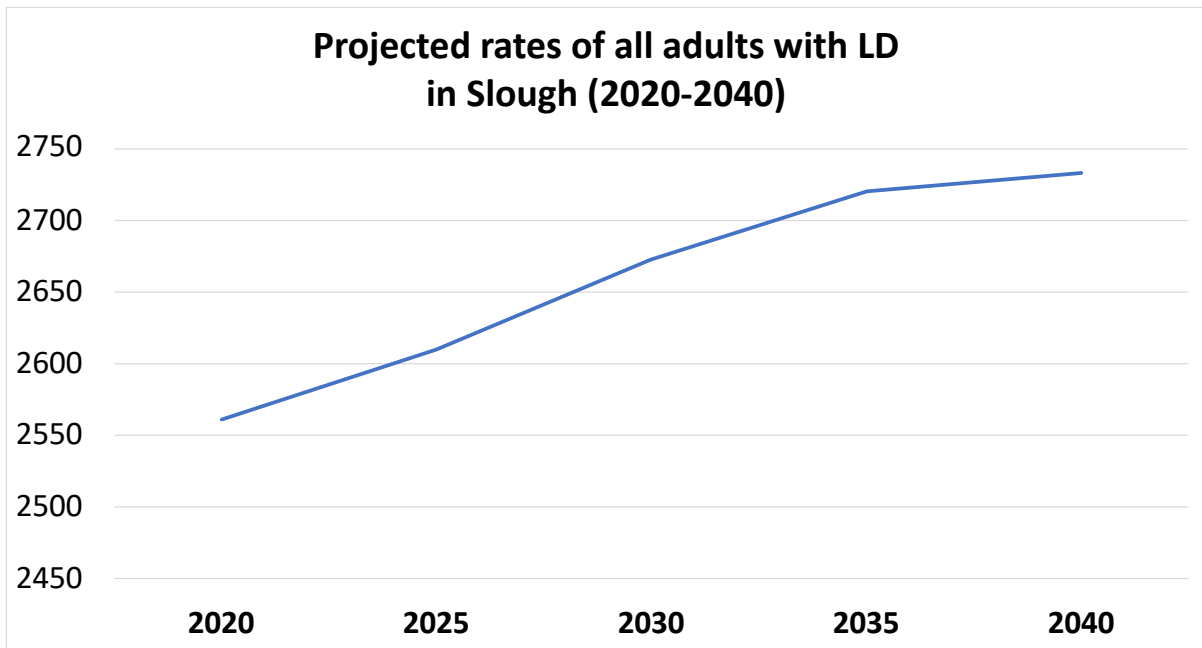
Source: PANSI / POPPI. 18 years and above estimated to have a learning disability in Slough in 2020, by age

<sup>24</sup> [Strategic Collaborative Planning and Commissioning](#)

<sup>25</sup> [Shifting the Centre of Gravity, making place based, person centred health and care a reality.](#)

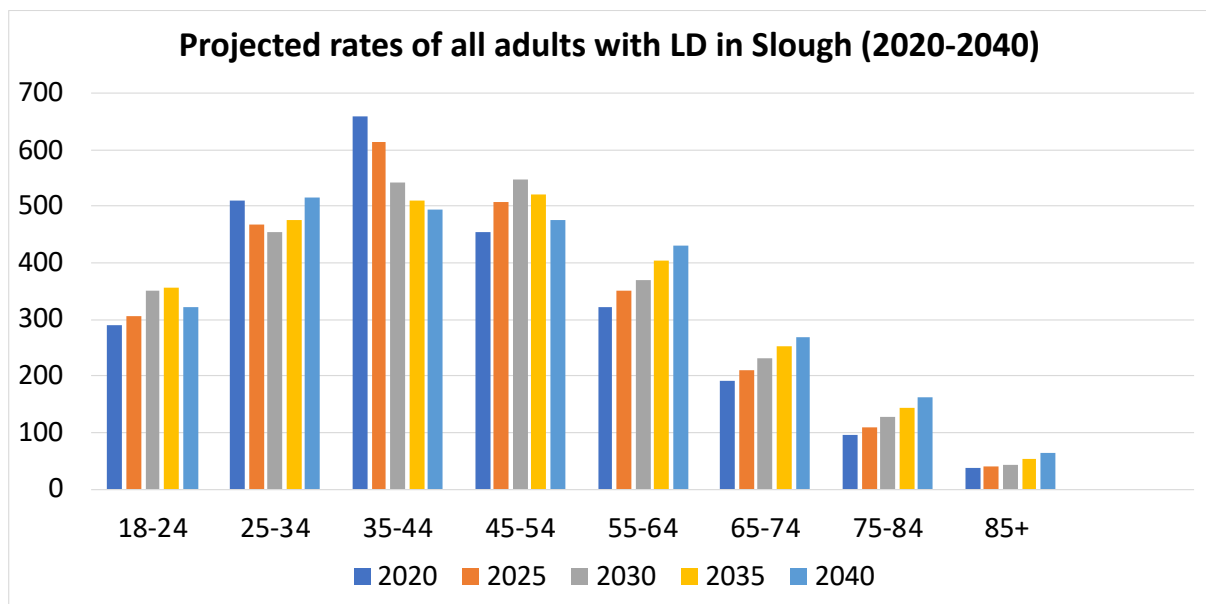
<sup>26</sup> [Better Care Fund Framework 2022-23](#)

**Figure 1: Projected rates of all adults with LD (2020-2040)**



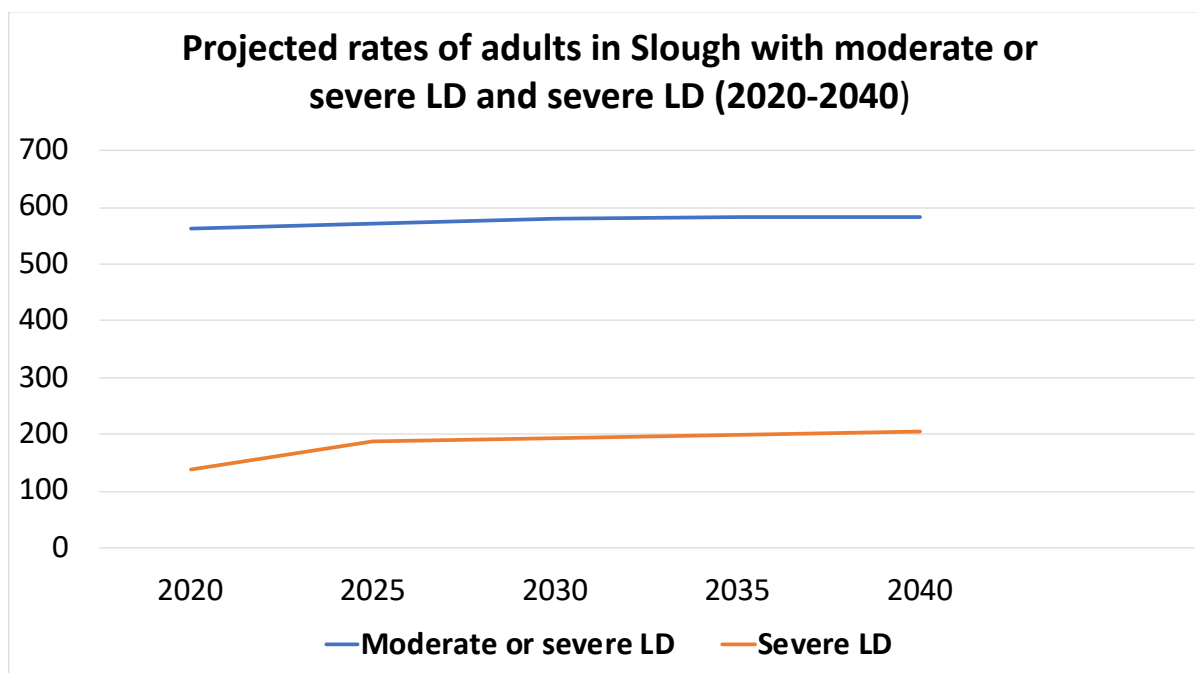
Data source: PANSI and POPPI. Accessed in March 2023

**Figure 2: Projected rates of all adults with LD by age range (2020-2040)**



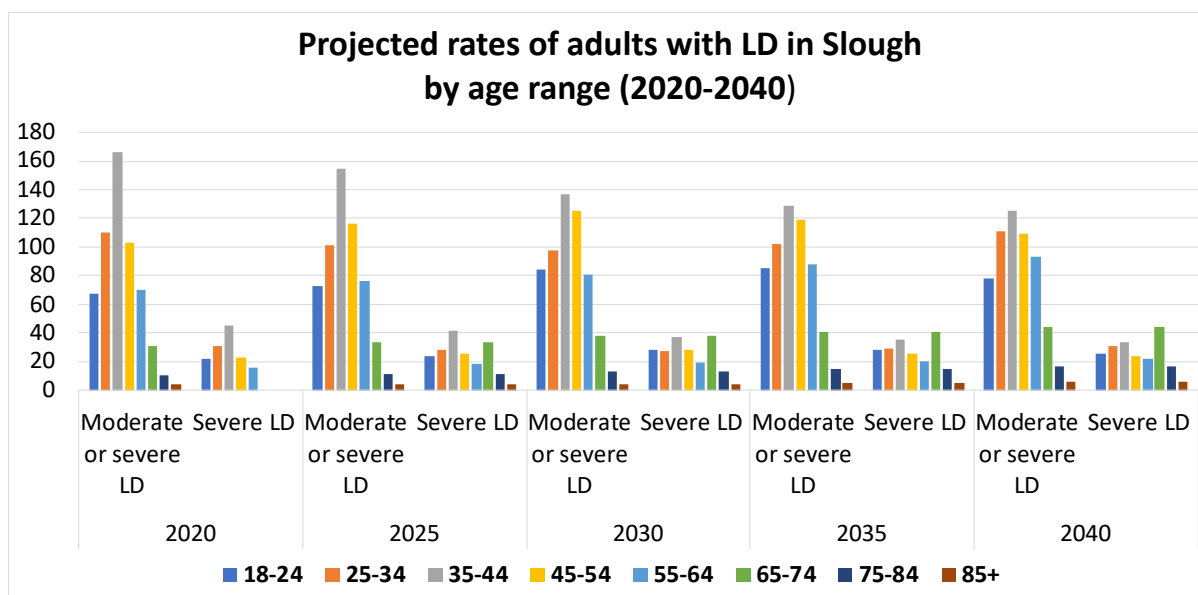
Data source: PANSI and POPPI. Accessed in March 2023

**Figure 3: Total projected rates of adults by type of LD**



Data source: PANSI/POPPI. Accessed in March 2023

**Figure 4: Projected rates of adults with moderate or severe LD and severe LD by age range**



Data source: PANSI/POPPI. Accessed in March 2023

As the general population of Slough increases, it is likely that the number of people with a learning disability requiring services from the council will also increase although this is not expected to be significant. Among adults the number of service users in 2040 is anticipated to be 2733. This means the number of adults with a learning disability that will require services from the council will also increase.

**Table 2: Number of service users receiving long-term support from Slough Borough Council (as of 23 March 2023)**

Long-term support received	No. of open CPLs	No. of Sus
Accommodation Based Support	1	1
Additional Support	6	6
Adult Placement	2	2
CHC	1	1
Day Care	46	38
Direct Payments	135	125
Home Care	58	49
Live In Care	3	3
Nursing LT	7	7
Other	6	6
PB	13	13
Professional Support	27	26
Replacement Care	1	1
Residential Health Funded	1	1
Residential LT	54	53
Residential Respite	6	6
Residential ST	1	1
Supported Living	178	104
Telecare	1	1
<b>Grand Total</b>	<b>547</b>	<b>364</b>

Comparing the figures within Table 1 – the projected need, and Table 2 the number service users receiving long-term support from the Council, it is very likely that there is much higher need within the community than that which is being met with through adult social care.

## 9. Transforming Care – Mental Health Inpatient Admissions

### Reducing inpatient admissions and length of stay

Adults with a learning disability and autism are up to five times more likely to be admitted to hospital than the general population and will spend longer as an inpatient than other groups – including those with severe mental illness but without an autism or a learning disability<sup>27</sup>.

Inpatient admissions for individuals with learning disabilities and autism in Slough can occur for a variety of reasons, including behaviours that challenge, medical conditions, and a need for specialist care and support. Inpatient admissions can have a significant impact on an individual's life, as well as the lives of their families and carers, and it is important to ensure that these admissions are necessary,

<sup>27</sup> [People with a learning disability, autism or both Liaison and Diversion Managers and Practitioner resources \(2019\)](#)



appropriate, and in the best interests of the individual. Our plan is to stop people ending up in hospitals and assessment and treatment units in the first place.

Slough has low rates of inpatient hospital admissions when compared to the national average. Given the specific data on inpatient admissions may vary depending on the time period and the source of information, as of March 2023, there are 4 adults with learning disabilities and autism in an inpatient hospital. Three (3) of these patients are funded by the NHS Frimley Integrated Care Board (ICB) and one (1) patient is funded by NHS England.

Our strategy sets out how we will reduce the number of inpatient admissions for individuals with learning disabilities and autism in Slough, focus on strengthening community-based support and services and the provision of adequate housing and support for independent living, as well as access to specialist healthcare, education, and employment opportunities. We will continue working with healthcare providers to ensure that individuals with learning disabilities and autism receive appropriate and effective treatment for any underlying medical conditions proactively.

We will continue sharing of up-to-date, accurate and timely information on inpatient admissions between NHS Frimley ICB and Slough Council.

## 10. Dynamic Support Register (DSR)

The Dynamic Support Register (DSR) is a register of people with learning disabilities and autism who may need higher input from services and who may be at risk of being admitted to a specialist or mental health hospital. The Register helps local support teams to identify those who would benefit from a Care (Education) and Treatment Review (C(E)TR). Each local borough holds a register for adults and one for children's and young people.

We will work closely with our health partners to ensure individuals with learning disabilities and autism should be added to the register if they meet one or more of the criteria that can put them at a higher risk of being admitted.

We are aware of the new Dynamic Support Register (DSR) policy<sup>28</sup> published by NHS England on 25<sup>th</sup> of January 2023, which aims to prevent unnecessary hospital admissions for people with a learning disability and/or autism. The policy includes new guidance on the implementation of dynamic support registers and updates to the Care (Education) and treatment reviews. The new guidance will support local health and social care services to better understand the needs of people with a learning disability and/or autism, so that can services make sure people receive the right support in the local area. By understanding people's needs and recognising early signs that might lead to a crisis it means that extra support can be put in place quickly, so the person doesn't end up going into hospital (or to other out of area placement) unnecessarily.

In Slough, we will strengthen our understanding of the needs of people with learning disabilities and autism and work together to improve their health and wellbeing. We are therefore preparing for the changes for full implementation of the new DSR policy

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<sup>28</sup> [Dynamic support register and Care \(Education\) and Treatment Review policy and guide](#)

by 1<sup>st</sup> of May 2023 and, we will ensure systems are in place with our health partners for regular DSR meetings in line with the new policy, which will be led by NHS Frimley ICB.

## 11. Crisis Support in the Community

It is relatively common for people with a learning disability to develop behaviour that challenges, and more common for people with more severe disability. Prevalence rates are around 5–15% in educational, health or social care services for people with a learning disability. Some adults with learning disabilities are at risk of admission to inpatient care due to the presence of such behaviours if they are not successfully managed in the community. There are ongoing concerns that these individuals are subject to increased rates of hospitalisation, unnecessary long-term use of psychotropic medication, poorer health, abuse, and exclusion.

Good practice guidance around the commissioning of services for people with a learning disability and autism who display behaviour that challenges, including the 1993 and 2007 Mansell reports<sup>29</sup>, describe the need to develop high quality local services that understand and support people, and reduce the reliance on out-of-area placements. **Intensive Support Teams (IST)** are recommended to provide high quality proactive and responsive care aimed at avoiding unnecessary admissions or reducing inpatient length of stay and supporting people in the community.

### What we offer in Slough

Development of robust support for people with a learning disability and autism in times of crisis has been a requirement since the publication of Building the Right Support in 2015, and is a key part of the NHS Long Term Plan. It is expected that Integrated Health and Social Care Partners have systems in place to ensure:

- That people with a learning disability and autism people have access to specialist support out of hours when experiencing a mental health crisis, or other circumstances that may place them at risk of admission to a mental health hospital; and
- That people with a learning disability and autism have access to support with behaviours that challenge the service.

For our Slough population, Berkshire Healthcare NHS Foundation Trust provides an Intensive Support Team (IST) for people with a learning Disability and autism who may also present with challenging behaviour. This is service operates during working hours from Monday to Friday and, provides out of hours telephone support.

There is an established eligibility criteria and referral pathway into the service. Referrals made to the IST are triaged and are mostly assessed within 24-48 hours using a Risk Matrix (People who Behaviour Challenges Risk Matrix) in accordance with the operational policy. The IST gets involved with people who presents with

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<sup>29</sup> [J. Mansell, Services for People with Learning Disabilities and Challenging Behaviour of Mental Health Needs \(1993\), and revised edition \(2007\)](#)

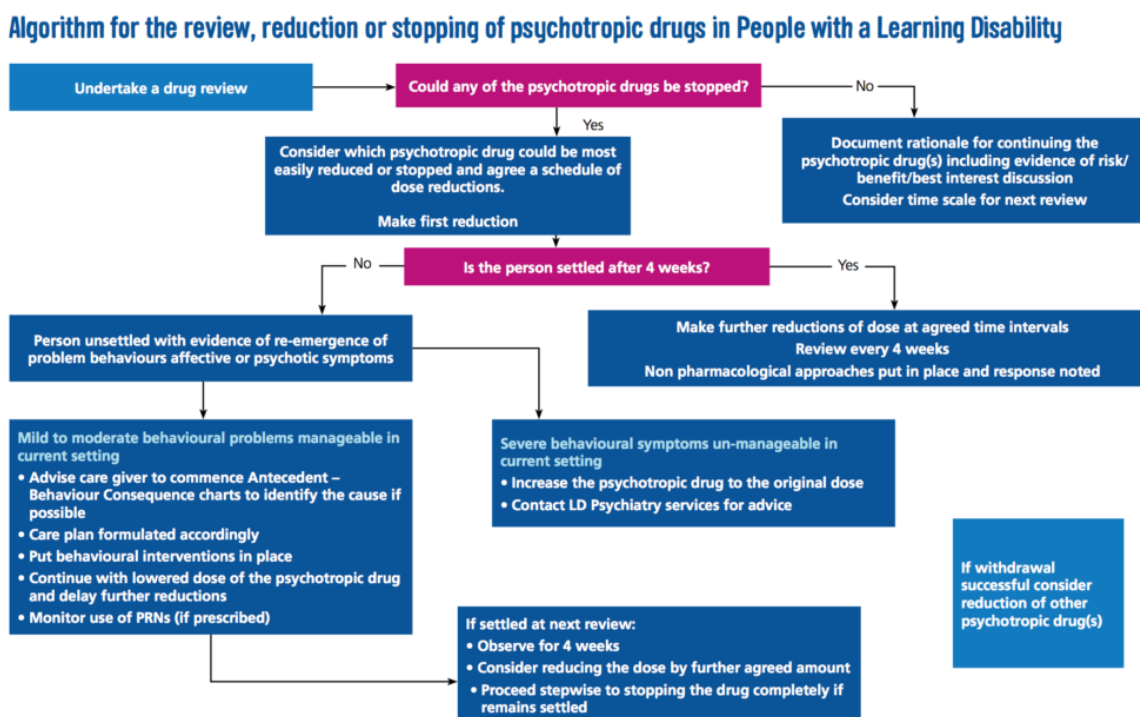
risks pre and post-discharge from hospital, when hospital admissions had been unavoidable.

In April 2018 NHS England (NHSE) launched the STOMP (Stop the Over Medication of People with a learning disability, autism or both)<sup>30</sup> drive urging doctors and other professionals to sign up to a national pledge to STOMP. The goal is to improve quality of life by reducing the potential harm of inappropriate psychotropic medication, this includes being used wholly inappropriately as a ‘chemical restraint’ to control challenging behaviour, or in place of other more appropriate treatment options. NHSE have urged all GPs to lead a medication review of all people with a learning disability, autism or both, with a view to implementing a planned supervised dose reduction and stopping of inappropriate psychotropic drugs.

We are committed to STOMP. Staff supporting adults with learning disability and autism in Slough have attended STOMP training and are fully aware of STOMP. The CTPLD is working with GPs on this initiative and we will monitor evidence in the reduction of use of psychotropic medications via psychiatry outpatient reviews.

NHS England has issued guidance specifically aimed at reducing inappropriate psychotropic drugs in people with a learning disability in general practice and hospitals. The summary algorithm is represented below and provides a succinct summary of how to proceed.

Figure 5: NHS England Algorithm for reducing and stopping psychotropics



Source: NHSE

<sup>30</sup> [Stopping over medication of people with a learning disability, autism or both \(STOMP\) | NHS England](#)

*Table 3: Community Learning Disabilities Team (CTPLD) Workforce*

Current CTPLD Staffing

- Team manager
- Clinical psychologists x 3
- (working across Berkshire)
- Occupational Therapist x 1
- Learning Disability Nurses x 2
- (Slough only)
- Physiotherapist x 1
- (Slough only)
- Social workers x 6
- Social Work assistants x 2
- Speech and Language Therapist x 1
- Learning Disability Nurses x 2
- (Slough only)
- Health support worker x 1
- Lead practitioner x 1
- Consultant psychiatrist x 1
- Admin / Business Support
- (sits with Health not Slough Council)

Gaps

- Behaviour Support Specialists  
Behaviour specialist functions are currently undertaken within the team by clinical psychologists and Learning Disability nurses trained in positive behavioural support (PBS)
- Art Therapists

*Intensive Behaviour Support*

A number of interventions are in place to support with behaviours that challenge the service, however gaps in the IST offer do remain. Adults who meet the criteria for the CTPLD do not have access to full time behavioural specialists who are able to carry out a functional behaviour analysis and develop a positive behaviour support plan for our service users in Slough. This offer is not currently available and it is being covered by clinical psychologist and learning disability nurses within the team. This current 'resource' has limited capacity to provide intensive support conducting behavioural assessments and hands on support for staff implementing the positive behaviour support plan (PBS) There is also no resource available to train families and professionals in positive behaviour support. The need for development of the Behaviour Support Offer is addressed within the Action Plan.

## **Identified areas for investment**

*Behaviour Support Specialists and Behaviour Support Assistants*

In order to meet the requirements of Building the Right Support and the NHS Long Term, Slough Borough Council alongside our integrated health partners, will be investing in a small intensive behaviour support resource to provide practical, 'hands on' support for adults with a learning disability and autism and the people who support them.

We will work with our health partners to develop the intensive behaviour support offer and recruit behaviour specialists and behaviour support assistants, to focus on community based support, early intervention and providing support that will follow service users / patients.

The focus of the intensive behaviour support offer will be placed on early intervention and community support. Identified need is greatest for adults with a learning disability and autism in the 'amber' category of dynamic support registers, who would benefit from support before reaching crisis point. The ability to follow the patient and provide support during crisis, in an inpatient setting, and support upon discharge is critical; this means that if admission cannot be avoided the individual will have consistent and familiar support throughout the process.

We will ensure the intensive behaviour support offer reflects feedback from families and providers supporting people in the community who display behaviours that challenge and, ensure 'hands on' support and modelling is provided in the service users' own home. The behaviour support will also reduce the unnecessary use of physical intervention.

It is expected that the new posts will receive dedicated specialist training sourced from a reputable resource. We will recommend to our health partners that the training offer be extended to the rest of the Crisis Resolution and Home Treatment Team (CRHTT), to encourage upskilling and further development of the mainstream offer where possible.

### *Crash Pad*

As part of our ongoing partnership working, we will seek investment and realignment of resources toward additional community solutions such 'crash pad' facilities. These are emergency crisis beds to give people with a learning disability and autism somewhere to go when they need extra support. This means that they don't have to go into hospital. This option also includes access to a reduced number of hospital beds when absolutely necessary and when all other least restrictive arrangements have been exhausted.

'Crash pad' facilities would accommodate and support individuals in crisis where previously hospital admission may have been an option. The 'crash pad' will be designed for when a person's existing placement breaks down, accommodate and support individuals during crisis and can take referrals at very short notice.

The establishment of a 'crash pad' facility in support of crisis in the community would complement the investment in Positive Behavioural Support training to upskill the workforce to better meet need and acuity in the community.

Providers will need to demonstrate innovative ways of supporting people that may challenge in community settings including alternative to admission responses ie 'crash pad' facilities.

## **12. Our Provider Workforce**

To deliver Slough aspirations for people with a learning disability, the health and care

sector will need to be resilient and demonstrate the skills required to deliver appropriate services. We will therefore work with local providers to help them plan for a future workforce including necessary training for care and support staff. We will build these requirements into service specifications for the commissioning of new services and offer any additional support with training where this is financially available.

The workforce key competencies are likely to include:

- Learning disability awareness; and the requirement to implement reasonable adjustments to services.
- Recognising that people with a learning disability and autism may require additional support communicating and distress from not being able to communicate will result in behaviours that can challenge services.
- Understanding and recognition that autism and having a learning disability are disabilities and not mental health conditions.
- Skills in positive behaviour support (PBS)
- Ability to apply the Mental Capacity Act and Best Interest Decisions.

Adoption of these workforce key competencies will help reduce placement breakdown and emergency crisis hospital admission.

Engagement with the provider sector is considered as part of the action plan.

## 13. Physical Health Inequalities and Annual Health Checks

### Health inequalities

People with a learning disability and autism experience significant health care related inequalities; die younger, are more likely to be admitted to hospital than the rest of the population, and more likely than other groups to experience delays in receiving a diagnosis.<sup>31</sup>

The causes of inequalities in healthcare are well recorded<sup>32</sup> and include:

- Diagnostic overshadowing, where all ill health physical or mental, is attributed to their disability – leading to delayed or misdiagnosis.
- Poor access to screening, early intervention, and treatment services, because reasonable adjustments are not put in place.
- Poor co-ordination of care planning for individuals with complex physical and mental health needs.
- Lack of robust transition planning for young people moving into adult services.
- Absence of annual health checks
- Poor understanding of the Mental Capacity Act and Best Interest Decisions.

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<sup>31</sup> [Better health and care for all Health and care services for people with learning disabilities | February 2020](#)

<sup>32</sup> [LeDeR Programme at University of Bristol - Findings and Annual Reports - 2015-2021](#)

## Annual Health Checks

The NHS Long Term Plan set an ambition that by 2023/24, at least 75% of people aged 14 or over with a learning disability will have had an annual health check. Performance in 2020-21 has been impacted by multiple factors, particularly COVID-19 and it is important to consider other novel ways of improving both uptake and quality.

The trajectory for 2022/23 completed health checks in Slough is 59.88% as of December 2022. People with learning disability in Slough get support with reasonable adjustments to complete their health checks and vaccinations as appropriate. Health action plans (HAPs) are produced to support good care coordination. 87% of individuals in Slough have health action plans. The GP QOF Register is reviewed and updated regularly which is led by our health partners. There are further discussions around integration to strengthen our relationships with our health partners.

Increasing health checks is built into the action plan.

## 14. Learning Disability Mortality (LeDeR) Reviews

LeDeR is an important piece of work for the Community Team for People with a Learning Disability (CTPLD), Local Authority and indeed the Safeguarding Adults Partnership. It's acknowledged that there is a great deal of learning to be gained from the reviews both in relation to areas requiring some work and the promotion of exemplary practice.

In light of the learning from the reviews, we will ensure that the process is as seamless as it can be. We have agreed we would create the following:

- Devise and circulate information gathering pathway in Slough which includes an escalation point to avoid delays.
- Information gathering pathway to acknowledge requests made to providers and respective escalation points.
- Create an awareness raising opportunity at a multi-disciplinary CTPLD level, perhaps via a session from a LeDeR reviewer.
- Use this as an opportunity to recruit reviews (consider a "how we can support you in your role" note, i.e. buddying, joint review, peer support session , protected time to complete, etc.). This will be required following the broadening of the LeDeR remit to include people with autism.

We are confident that the above will greatly assist in complimenting what arrangements are already in place for governance and information sharing, whilst also engaging front facing staff in Slough. Developmental work concernin LeDeR is contained within the action plan.

## 15. Assessment and Diagnosis

The importance of accurate and timely assessment and diagnosis of individuals with learning disabilities and autism cannot be overemphasised. This strategy includes an overview of the current process for assessment and diagnosis, and

recommendations for how to improve the system, such as streamlining the process, increasing access to specialised services, and providing training for healthcare professionals.

In Slough, there is an established system for assessing and diagnosing individuals with learning disabilities but not for autism diagnosis, given that some people have both a learning disability and autism diagnosis as stated in the evidenced-based literature. Our Strategy for Adults with Autism 2023-2028 addresses our resource provision for autism diagnosis.

## **16. Reasonable adjustments and accessible environments**

Reasonable adjustments for people with learning disabilities can vary depending on the individual's needs. Some common adjustments include:

- Structured and predictable routines
- Clear and concise communication
- Use of visual aids, such as diagrams or pictures
- Allowing for extra time to process information
- Providing a quiet and low-stimulation environment
- Breaking down tasks into smaller, manageable steps
- Using technology, such as assistive software, to support learning

We are working to ensure these reasonable adjustments are happening in Slough and improve in areas identified where this is not evident.

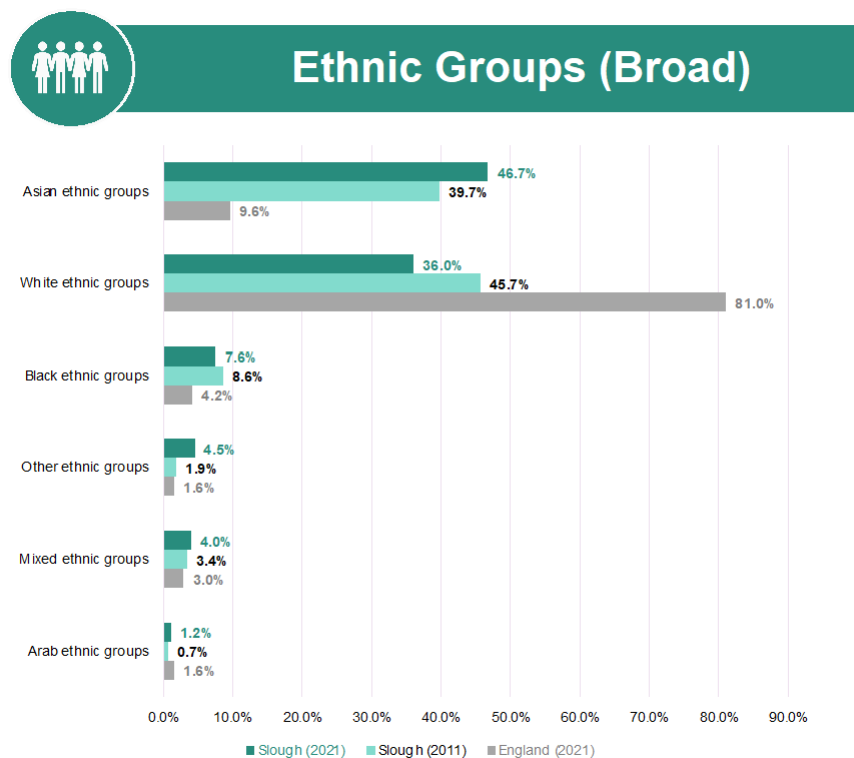
People with learning disabilities are not currently able to come into the Slough Council's Observatory House building causing a barrier between health and social care. The Council wishes to make its buildings more accessible and we will work with the relevant service areas to ensure that the needs and accessibility requirements of people with learning disabilities are understood.

## **17. Support for Black Asian and Minority Ethnic (BAME) Groups**

Support for individuals with a learning disability from Black, Asian, and Minority Ethnic (BAME) backgrounds and other ethnically and culturally diverse backgrounds may face additional challenges, including language barriers, cultural differences, and a lack of cultural competence among support staff.



**Figure 6: Ethnic Groups in Slough**



Broad Ethnic Groups	Number of Slough Residents 2021	Number of Slough Residents 2011	Percentage change
Asian ethnic groups	74,093	55,697	+33%
White ethnic groups	57,134	64,053	-11%
Black ethnic groups	11,992	12,115	-1%
Other ethnic groups	7,144	2,628	+172%
Mixed ethnic groups	6,311	4,758	+33%
Arab ethnic groups	1,826	954	+91%

Source: 2021 Census

The Fenton Report, PHE Beyond the Data: “It is clear that COVID-19 did not create health inequalities, but rather exposed and exacerbated longstanding inequalities affecting BAME groups”<sup>33</sup>

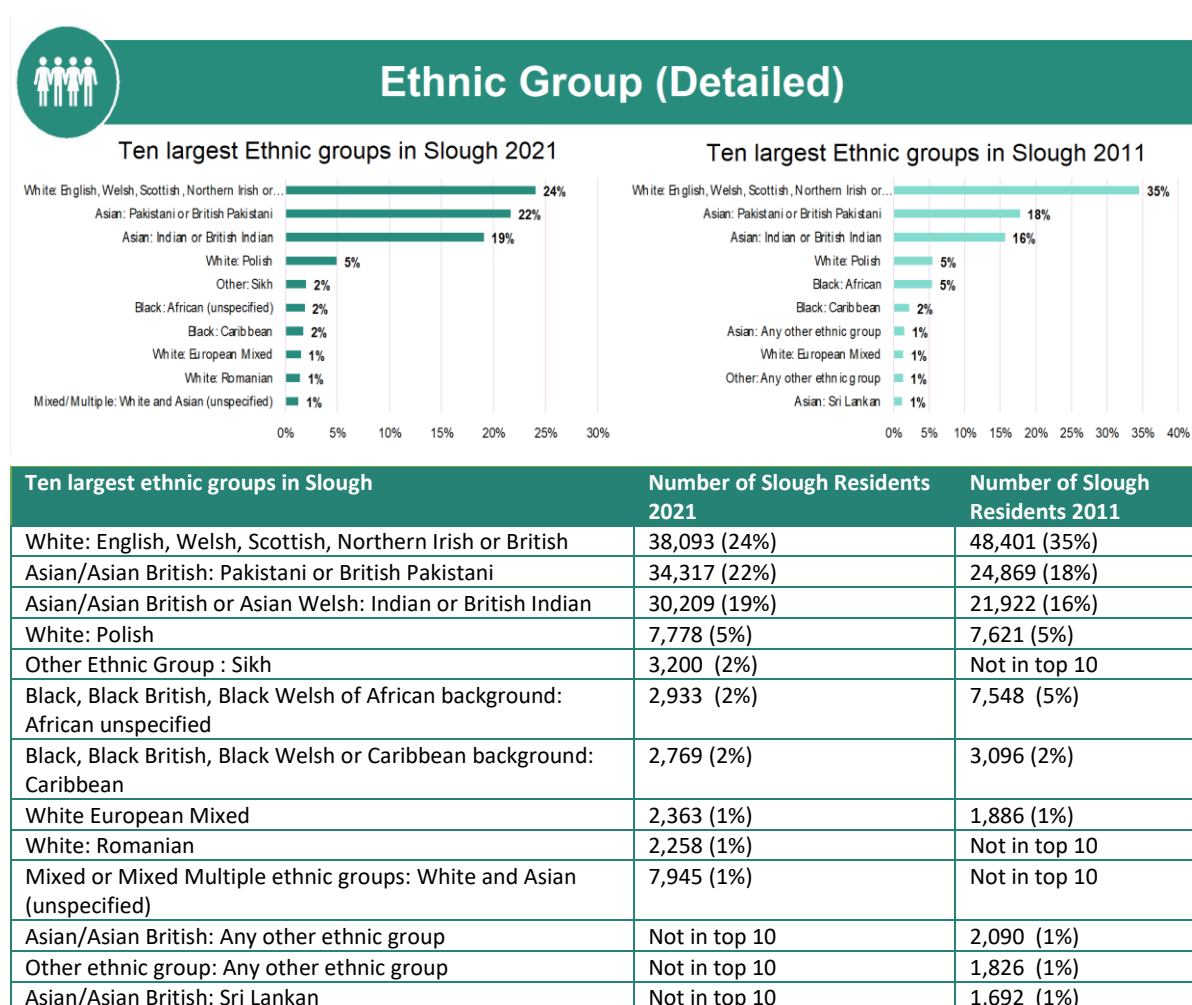
To address these challenges, we will ensure the provision of culturally and linguistically responsive services and support wherever possible to adults with learning disabilities.

1. Cultural Brokering: we will work with individuals and their families to navigate cultural differences and overcome barriers to accessing support services.
2. Bilingual Support Staff: where possible, we will provide support staff who are fluent in the individual's native language to improve communication and understanding. Translation services are also available.

<sup>33</sup> [Fenton K, Pawson E, de Souza-Thomas L. \(2020\) Beyond the data: Understanding the impact of COVID-19 on BAME groups. Public Health England.](#)

3. Cultural Sensitivity Training: we will provide training for support staff on cultural competence, diversity, and inclusion can help ensure culturally responsive support.
4. Community Outreach and Engagement: where there gaps, we will build partnerships with community organisations and leaders who can help to build trust and improve access to services for individuals from diverse backgrounds.
5. Direct payments can also be used to recruit personal assistants from their community who understand their cultural and spiritual needs.

**Figure 7: Ethnic Groups in Slough (2011 and 2021 Census)**



Source: 2021 Census

We recognise and will address the unique needs of individuals with a learning disability from BAME backgrounds and other ethnically and culturally diverse backgrounds to ensure that they receive the right support and services they need to thrive.

## 18. Integrated Care

We are strengthening our specialist integrated multi-disciplinary health and social care support in the community for people with a learning disability and autism, and

we will continue to ensure inter-agency collaborative working, including between specialist and mainstream services.

## 19. Employment

The Adult Social Care Outcomes Framework (ASCOF) requires Local Authorities to report on the proportion of adults with a learning disability in paid employment. One of the priorities in our strategy for adults with learning disabilities in Slough is raising the aspirations in terms of what can and should be achieved in relation to employment, skills and training opportunities. We will work with local service providers and businesses to increase the range and nature of skills and training opportunities available across pathways, sector and qualifications, ensuring the support to individuals, their families and carers meets need and secures appropriate outcomes to access employment. This is considered as part of the action plan.

## 20. Transport

Good transport links are crucial for maintaining independence, enabling people to seek and sustain employment, access health services and socialise. Many adults with a learning disability cannot drive and therefore depend on public transport, or on family members, friends or carers. Slough Borough Council will ensure there is an increase in the number of adults with learning disabilities who have access to concessionary travelcards via promotion through the Learning Disabilities Team.

## 21. Accommodation and Placements

A key area of focus for the learning disability and autism NHS Long Term Plan is reducing the number of inappropriate out-of-area placements. Placing people with a learning disability in a local authority area away from their usual local authority of residence can be stressful for both the individual and their families, as well as incurring significant costs for the local authority of residence.

Data from the Adult Social Care Outcomes Framework (ASCOF) shows the number of adults with a learning disability who receive support from social services in Slough reported as living in settled accommodation in 2022/23.

The table below shows the Learning Disability Supported Living Home Placements in Slough and out of borough placements. This shows that there is insufficient capacity in Slough to meet local authority demand. There are currently 12 providers supporting LD clients in Supported Living services within the Borough, and 5 out of borough.

**Table 4: LD Supported Living Placement Provider**

Slough LD Supported Living Placement Provider	Placements
Ability Housing Association	45
Achieve Together- CMG & The Regard Partnership Ltd	8
Choice Excel Support Services	13
Collaborative Care Solutions	3
Comfort Care Services	19

Slough LD Supported Living Placement Provider	Placements
Creative Support Ltd	9
Dimensions (ADP)	8
Independent Supported Living And Disabilities (ISLAD)	8
Macadamia Support Limited	5
SEYMOUR HOUSE	1
Uniq Health Care LTD	2
Voyage 1 Limited	18
<b>Total Slough Placements</b>	<b>139</b>
<b>Out of borough placements</b>	<b>8</b>

Source: Slough Case Management System, June 2022

The table below shows the Learning Disability Residential Home Placements in Slough and the number of out of borough placements. This shows that there is insufficient capacity in Slough to meet local authority demand. There are currently 3 providers supporting LD clients in Residential service within the Borough, and 38 out of borough.

**Table 5: LD Residential Placement Provider**

Slough LD Residential Placement Provider	Placements
Optimum Specialised Homes Limited	3
Reach Limited	1
Seymour House	4
<b>Total Slough placements</b>	<b>8</b>
<b>Out of borough placements</b>	<b>38</b>

Source: Slough Case Management System, June 2022

The Council has developed an **Adult Social Care Market Position Statement**. This sets out the range current provision and how the Council wishes to develop the market going forward. This is currently in draft and will be presented to Cabinet in Autumn / Winter 2023/24. The need to further develop the market for accommodation and support for people with a learning disability is contained within the action plan.

## 22. Preparing for Adulthood/Transition

We want to support our young people and their families to be aspirational for their futures. We believe that all young people with a learning disability, including those with complex needs should have the opportunity to live as independently as possible, have access to good health and social care services, with employment and educational opportunities as appropriate and to be included in their local communities.

We recognise that transition from childhood to adulthood can be a worrying time for young people and their families. It is a time of significant change. Educational provision, support services and the way that decisions are made, will all change as a young person becomes an adult. Slough Borough Council will work with its partners

to ensure that young people and their families are supported to actively prepare for their future as adults.

Over the next five years we will take the follow actions:

- Improve the information available to young people and their families about the transition process and how Slough Borough Council and its partners will support young people to prepare for adulthood.
- Engage with young people and their families, ensuring their views are listened to and acted on.
- To ensure that young people are at the heart of the preparation for adulthood journey, supported to make choices and to be more in control of their future.
- We will start the transition process at an earlier stage, so that young people and their families are clear about what will happen when the young person reached adulthood.
- We will work with our colleagues in education, children's social care services, health, housing and local service providers to create a seamless pathway for young people, so that the young person's needs can be met locally, reducing the need to move out of the borough.

### **Feedback from Engagement**

Participants within the engagement event at Observatory House in September were keen to stress the importance of Networking and engagement between Children's Services, Adults Services, Housing and Parents / Carers of young people with learning disabilities. We acknowledge the importance of access to relevant information and the value which liaising directly with other parents and key professionals can bring. We have factored this into the action plan found within the strategy at section 25.

## **23. Safeguarding**

All our commissioning activities will be informed by a rigorous approach to safeguarding including implementation of the learning from the Learning Disability Mortality Review (LeDeR) programme. This will help people with a learning disability enjoy a range of life opportunities without constraint, to allow adults with learning disabilities in Slough lead safe and fulfilling lives.

We will continue to monitor safeguarding referrals for adults with a learning disability and use data from these referrals to inform, guide and shape service changes and future development. This plan sets out what we want to change, how we are going to do it and what will be different as a result.

### **Feedback from Engagement**

The need for training and awareness of risk and signs of abuse were considered important for the social care workforce and the general public. All Council staff are required to undertake mandatory on-line training concerning safeguarding. Greater

promotion of training available to general public has been factored into the action plan.

## 24. Accessible information and Easy Read

### Accessible Information

From 1 August 2016 onwards, all organisations that provide NHS care and/or publicly funded adult social care have been legally required to follow the Accessible Information Standard. The Standard sets out a specific, consistent approach to identifying, recording, flagging, sharing and meeting the information and communication support needs of patients, service users, carers and parents with a disability, impairment or sensory loss.<sup>34</sup> The Standard is ambitious and it is recognised that it may take organisations some time reach the requirements in terms of accessible information.

The Accessible Information Standard builds on the requirements of the Equality Act 2010, which is explicit about the provision of information in an accessible format. In addition, the Care Act 2014 details specific duties for local authorities with regards to the provision of advice and information, setting out that, “Information and advice provided under this section must be accessible to, and proportionate to the needs of, those for whom it is being provided.”

Information can be made accessible in a variety of formats including:

- For people with visual impairments – audio, audio description, Braille, Moon, telephone
- For people who are Deaf or have a hearing impairment – British Sign Language, subtitling, textphone, SMS
- For people with learning disabilities–easy read and Makaton

### Easy Read

The Community Team for People with Learning Disabilities produces some information in Easy Read format for people who use adults social care services. Easy read information is also available nationally from organisations such as Easy Health<sup>35</sup> and the UK Government who provide easy read versions of national policies and information on government service such as Universal Credit, Access to Work, Personal Independence Payments (PIP) etc.

#### Feedback from Engagement

Up to date information which was available in an easy read format was identified as being important to people with learning disabilities. The Action Plan seeks to ensure the widespread adoption of easy read across the Learning Disabilities service and that relevant web pages on the Council website are also available in an easy read format.

<sup>34</sup> [NHS England Report Template 1 - long length title](#)

<sup>35</sup> [Easy Health | Home](#)

Slough Adult Social Care recognises that we still have work to do to improve the accessibility of information for people with learning disabilities and have included this activity within the action plan.

## 25. Action Plan

Priority	Action	What we will work on to achieve these actions	Timeframes <sup>36</sup> / Lead Officer
<b>Priority 1</b> Promote Independence	Ensure that advocacy service works effectively with people with learning disabilities	Work with the provider to ensure they can access adequate data and provide an appropriate level of service.	December 2023 ASC Commissioner
<b>Priority 1</b> Promote Independence	Support people with learning disabilities to self-advocate.	Arrange through partnership board – see below.	December 2023 Contracts Manager
<b>Priority 1</b> Promote Independence	Develop life skills training for people with learning disabilities.	Build this requirement into all new service specifications and contract variation of existing specifications for supported living providers.  Review this requirement as part of the Quality Assurance programme.	March 2024 onwards.  Head Market Management
<b>Priority 1</b> Promote Independence	Develop life skills training for people with learning disabilities.	Developmental approach within the CTPLD team towards working with service users eg travel training.	March 2024 onwards.  Head of Learning Disabilities Service.  Measures: ASCOF and No of Direct Payments.
<b>Priority 2</b> Ensure access to good quality care and support	Maintain and increase contract management and quality assurance of care and support services.	Planned and responsive quality assurance visits with reporting as necessary into Care Governance Board.	Ongoing
<b>Priority 2</b> Ensure access to good quality care and support	Effective engagement with providers to share information and promote good practice, including key	Re-establishment of a programme of Provider Forums	January 2024 and ongoing.

<sup>36</sup> Timeframes subject to review once Steering Group has been established along with how sub-groups might be established and progressed.

Priority	Action	What we will work on to achieve these actions	Timeframes <sup>36</sup> / Lead Officer
	staff competencies and training requirements.		Head of Market Management  Measures: CQC – State of Market Reports. Provider ratings across the Borough.  Attendance at Provider Forums.
<b>Priority 2</b> Ensure access to good quality care and support	Understand and value the role of Carers.	An Adult Carers Strategy 2023 – 26 and Action Plan was agreed by Cabinet in September 2023. Delivery of action plan is being overseen by a Steering Group.	September 2023 and ongoing  Commissioner for Older People and Carers.
<b>Priority 2</b> Ensure access to good quality care and support	Improve contact with the Learning Disabilities Team	Publicise clear contact details and access information.  Widespread adoption of easy read across the Learning Disabilities Team and on the Council website.  Review information on the website and make web pages easy read.  Produce easy read leaflets about the service available.  Provide links to easy read information  Ensure all assessments and support plans are in the right format for the individual.  Explore and adopt use of different media such as videos.	April 2024  Director ASC Operations  Head of Learning Disabilities  Measures: Satisfaction Surveys. .
<b>Priority 2</b> Ensure access to good quality	Promote person centred approaches	Team managers to ensure that person-centred	March 2024 and periodic review.



Priority	Action	What we will work on to achieve these actions	Timeframes <sup>36</sup> / Lead Officer
care and support		<p>approaches continue to be embedded in practice.</p> <p>Provide training and development for staff to ensure they have the skills and knowledge to deliver high-quality, person-centred services</p>	<p>Director ASC Operations</p> <p>Head of Learning Disabilities</p>
<p><b>Priority 2</b> Ensure access to good quality care and support</p>	<p>Transforming Care: Work with individuals and families in Slough to prevent crisis and to work with providers to enhance the quality of support for people whose behaviour challenges.</p>	<p>Develop positive behaviour support plans (PBS) with a person-centred approach that aim to understand and address the underlying causes of behaviour that challenges.</p> <p>Offer training and development for staff on positive behaviour support, communication strategies, and de-escalation techniques.</p> <p>Consider invest to save opportunities.</p> <p>Proactive engagement in Community Treatment Reviews (CTRs) and widespread understanding of Dynamic Support Registers.</p>	<p>To start: December 23.</p> <p>Head of Learning Disabilities</p> <p>Commissioner for LD</p> <p>Measures: No / % of Hospital Admissions.</p>
<p><b>Priority 2</b> Ensure access to good quality care and support</p>	<p>Seek to establish crash pad facilities to accommodate individuals in crisis and prevent hospital admissions.</p>	<p>We will work with partners and other Local Authorities through the Health and Social Care partnership board and other forums (eg E Berks Directors Group) board to assess need and if appropriate to seek to establish crash pad facilities / integrate into existing resource.</p>	<p>Start conversations immediately – March 2025</p> <p>Head of Learning Disabilities</p> <p>Commissioner for Learning Disabilities.</p>
<p><b>Priority 2</b> Ensure access to good quality</p>	<p>Support independence through the use of technology.</p>	<p>Progress opportunities for a funded pilot for assistive technology for people with</p>	<p>Commence early 2024</p>

Priority	Action	What we will work on to achieve these actions	Timeframes <sup>36</sup> / Lead Officer
care and support		learning disabilities in Slough as part of the ASC Transformation Programme.	Head of Commissioning  Measures: Established through pilot.
<b>Priority 3</b> Progress the Integration of Health and Social Care (and improve partnership working)	Facilitate better partnership working	Establish a partnerships board or forum to work together with the wider stakeholder community – involving family members as well as the person.  Establish a Steering Group (linked to the partnerships board or forum) to have oversight of the delivery of this Strategy.	January 2024
<b>Priority 3</b> Progress the Integration of Health and Social Care (and improve partnership working)	Scope opportunities with partners and with people with learning disabilities and the family members for integration of health and social care.	Develop a shared vision for the integration of health and social care and work together to meet the needs of adults with learning disabilities. This will include senior level conversations between the Slough Executive Director for Adult Social Care, the Frimley ICB Place Convenor for Slough and the Locality Director of Community Adult Health.  Areas for consideration include:  Opportunities for joint management and co-location of health and social care teams.  Single Point of Access.  Common eligibility and assessment criteria.	Commence January 2024– December 2025  Director of ASC Operations  Director of Commissioning

Priority	Action	What we will work on to achieve these actions	Timeframes <sup>36</sup> / Lead Officer
		<p>Development of joint pathways.</p> <p>Agreement of Core Tasks for Key Professionals.</p> <p>Enhanced contact between GPs and Adult Social Care Teams to improve waiting lists to GPs.</p> <p>Improve awareness and useage of health passports.</p> <p>Improve access to health related training (diabetes, dementia) for social care staff.</p> <p>Increased take up of annual health check, health screening and other health checks to reflect NHS targets.</p>	
<p><b>Priority 3</b> Progress the Integration of Health and Social Care (and improve partnership working)</p>	<p>Ensure adequate support for adults with learning disabilities within Wexham Hospital</p>	<p>Work with Frimley Healthcare colleagues to support and progress recruitment to LD liaison nurse post at Wexham Park Hospital for Slough.</p>	<p>March 2024</p> <p>Head of Learning Disabilities.</p> <p>Measure: Recruitment undertaken and liaison nurse in post.</p>
<p><b>Priority 3</b> Progress the Integration of Health and Social Care (and improve partnership working)</p>	<p>Reduction in adults with learning disabilities presenting in A&amp;E and crisis response teams</p>	<p>Undertake feasibility study for jointly commissioning a positive behaviour support resource.</p>	<p>December 2025</p> <p>Commissioner for Learning Disabilities</p> <p>Measures: Established through the commissioning project.</p>

Priority	Action	What we will work on to achieve these actions	Timeframes <sup>36</sup> / Lead Officer
<p><b>Priority 3</b> Progress the Integration of Health and Social Care (and improve partnership working)</p>	<p>Access to Council buildings</p>	<p>Work with other service areas to support better access to Council buildings such as Observatory House. Changes are dependent upon the Council's intended use and occupation of buildings currently in use.</p>	<p>Ongoing discussion at Executive Director level.</p>
<p><b>Priority 4</b> Ensure effective transitions</p>	<p>Work collaboratively with Slough Children First to understand the needs of children with learning disabilities and plan for their transition.</p>	<p>Continuing participation within the:</p> <p>SBC SEND Board chaired by the Director of Children's Services.</p> <p>SBC / SCF Strategic Transitions Group – Jointly Chaired by AD ASC Operations and the Director of Operations (SCF) .</p> <p>Tracking of young people from 14+</p> <p>ASC involvement in Year 9 and subsequent reviews as appropriate</p> <p>Early allocation to ASC staff 17+</p> <p>Draft CA care &amp; support plan by age 17 1/2</p> <p>Improved planning around PfA outcomes</p>	<p>Ongoing</p> <p>Director of ASC Operations</p> <p>Measures: contained within work programmes for SEND Board and SBC/SCF Strategic Transitions Group.</p>
<p><b>Priority 4</b> Ensure effective transitions</p>	<p>Establish networking opportunities for parents / carers.</p>	<p>Operate forums/ events for parents of young people with learning disabilities transitioning to adult social care.</p> <p>Developing better partnerships with schools and colleges (ongoing)</p>	<p>April 2024 and ongoing</p> <p>Partnerships Manager</p> <p>June 2024</p>

Priority	Action	What we will work on to achieve these actions	Timeframes <sup>36</sup> / Lead Officer
		<p>Ensure clear links with the SEND Plan and listening to the voice of the Young Person.</p> <p>Scope out opportunities for voluntary and community sector to develop further as part of annual grants programme.</p>	<p>Commissioner for Adult Social Care</p>
<p><b>Priority 5</b></p> <p>Facilitate access to employment training and skills.</p>	<p>Enhance the employment, training and skills offer.</p>	<p>We will:</p> <p>Develop partnerships with employers, training providers, and community organisations.</p> <p>Engage with employers to promote the benefits of employing adults with learning disabilities and dispel misconceptions or stereotypes.</p> <p>Provide training to employers to support inclusive practices.</p> <p>Offer specialised training and support to adults with learning disabilities to enhance their employability and retention in roles.</p> <p>Join with SCF on existing initiatives such support internships and work with NDTi.</p>	<p>November 2024 for scoping project.</p> <p>May 2025 for implementation</p> <p>This will be led by the LD Commissioner and the Head of Learning Disabilities but success will be dependent upon drawing upon resources within the Council and the local community.</p>
<p><b>Priority 6</b></p> <p>Embed an evidence based and data driven approach to commissioning</p>	<p>Ensure sufficient provision locally to enable individuals to live as independently as possible within the local community.</p>	<p>The Council’s Market Position Statement and Commissioning Intentions are currently in development and will provide information on how the Council wishes to develop the local market.</p> <p>This will include provision for young people coming though</p>	<p>Market Position Statement will be presented to Cabinet in Autumn / Winter 2023/24.</p> <p>Director of Commissioning</p>

Priority	Action	What we will work on to achieve these actions	Timeframes <sup>36</sup> / Lead Officer
		transitions, including services for young women only.	
<p><b>Priority 6</b></p> <p>Embed an evidence based and data driven approach to commissioning</p>	<p>Ensure sufficient provision locally to enable individuals to live as independently as possible within the local community.</p>	<p>Progress workstream to review accommodation and support in the borough and create opportunities based upon the needs of the individual</p>	<p>March 2024 and ongoing (ASC Transformation Programme)</p> <p>ASC Transformation Measures</p>
<p><b>Priority 7</b></p> <p>Keep people safe.</p>	<p>Strengthening LeDeR reviews and reporting arrangements</p>	<p>Draw upon learning from LeDeR reviews. Look at positive experiences, End of Life etc.</p> <p>Ensure that data on the mortality is collected accurately and consistently.</p> <p>Increase awareness and engagement with the LeDeR programme among health and social care providers in Slough. Raise awareness among families.</p> <p>Ensure that LeDeR reviews are conducted in a timely manner and that the findings are acted upon.</p> <p>Ensure that systemic issues that contribute to the mortality of adults with learning disabilities are identified and addressed. This will involve working with broader issues such as health inequalities, discrimination and social exclusion.</p>	<p>April 2024 and ongoing</p> <p>Head of Learning Disabilities.</p> <p>Commissioner for Learning disabilities.</p> <p>Safeguarding Partnerships Manager</p> <p>Measures: TBC</p>
<p><b>Priority 7</b></p>		<p>Work with Safeguarding Partnership Board to raise the profile of safeguarding issues</p>	<p>September 2024.</p>

Priority	Action	What we will work on to achieve these actions	Timeframes <sup>36</sup> / Lead Officer
Keep people safe.		<p>affecting people with learning disabilities and how these can be addressed through partnerships arrangements.</p> <p>Promote training which is available to parents, carers and members of the general public</p> <p>Promoting safe spaces – locally.</p>	<p>Head of Learning Disabilities.</p> <p>Safeguarding Partnerships Managers</p> <p>Measures: Conversion rates for safeguarding concerns.</p>