

# Story of Change for People and the System through the West Glamorgan Regional Partnership



**Partneriaeth**  
Ranbarthol  
Gorllewin  
Morgannwg

West  
Glamorgan  
Regional  
Partnership

Reporting Period: Quarter 4 Cumulative 2022-23 Financial Year

<b>Programme Overview</b>	<b>TITLE: West Glamorgan Wellbeing and Learning Disability Programme</b>
	<p><b>Vision</b></p> <p>Children, Young People and Adults with a Learning Disability in West Glamorgan have a sense of belonging and can participate fully within inclusive communities; they have access to additional support to imagine and reach their full potential and current barriers and inequalities experienced by people with a learning disability in West Glamorgan are replaced by an active assertion of their Human Rights.</p> <p><b>Purpose</b></p> <p>The Learning Disability Strategy Development Group provides a shared mechanism to develop and oversee strategic planning between statutory partners, citizens and carers that seeks to achieve the vision. This will be realised by:</p> <ul style="list-style-type: none"> <li>• Coproducing a 5-year regional all age Learning Disability Strategy and associated Action Plan with a particular focus on prevention and early intervention. This will be a living document which will be monitored and reviewed annually by the Learning Disability Strategy Group</li> <li>• Bring coherence to our approach in the RPB specifically for Learning Disabilities.</li> <li>• To reduce health inequalities for people with Learning Disabilities</li> </ul> <p>It will provide a complementary function to the purposes of the other programmes within West Glamorgan including Transforming Complex Care and Children and Young People</p>

<b>RBA Performance Accountability</b>	<p><b>SECTION GUIDANCE NOTE:</b></p> <p>This section of the report focusses on the performance accountability of the RBA methodology (delivery of programmes). It should demonstrate the activities enabled by RIF funding/programmes and demonstrate how person-centred outcomes are being achieved. You can copy and paste infographics, etc. from the excel tool to add to the reporting and include person/project case studies as supporting evidence/sharing of good practice.</p>
	<b>Quantitative Measures</b>
	<p>The Wellbeing and Learning Disability programme is very much in its infancy, only re-launching in West Glamorgan in April 2022. The predominant focus for this year has been to develop our co-productive arrangements with people with lived experience so that the region can develop its Strategy and Action Plan for developing sustainable services for the future.</p> <p>5 projects developed 90 activities that supported 347 people with learning disabilities over the last year. This support has been provided in several ways. One project supported people with Learning Disabilities to improve emotional literacy, awareness of self-care and self-help techniques to support overall wellbeing. Another project provided residential support for children and young people to support them developing at pace interdependent skills. A further project provided transport to individuals so that they were able to attend their activities.</p> <p>One of the projects Active 18 Five Ways to Wellbeing has recruited 16 volunteers to support their programme. These volunteers gave 180 hours in this period and a total of 300 hours across the year.</p>
	<b>Qualitative Indicators</b>
	<p>One of the projects Active 18 Five Ways to Wellbeing highlighted that all members reported that they have enjoyed taking part in the sessions. 90% of members have been able to identify activities they can carry out to improve their wellbeing at home and around 70% have shown increased understanding of the link between doing different activities and their subsequent emotions. 95% of</p>

participants have progressed in terms of their ability or willingness to identify and describe different emotions.

The residential support provided to children (to support developing their interdependent skills at pace), highlighted that all children and young people that attended undertook a new independence activity that they have not done before. Some of these were smaller scale activities such as stripping their own beds of making sandwiches. Others cooked meals for the first time and in the case of 2 of the young people evening activities were facilitated with the whole group, for example running quiz nights and discussion groups without input from the staff team, building their social skills, confidence, and self-esteem.

All the families who have relatives attending the residential sessions have said that they had a very positive impact on their young people. For many this was their first time away and had a great experience. Lots of the Children and Young people made new friends and hoped to keep up the friendship once they had returned home.

There are digital stories of the projects available.

*Links to Vimeo for digital stories:*

- [Awel Aman Tawe - Taith Co-op \(vimeo.com\)](#)
- [Interplay - Residential Slideshow \(vimeo.com\)](#)
- [A Conversation with BMHS on Vimeo](#)

## RBA Population Accountability

### SECTION GUIDANCE NOTE:

This section of the report focusses on the population accountability of the RBA methodology (delivery of system change and wider system performance enabled by the programme/regional Model of Care – demonstrating contribution and learning to inform national models).

**For Q4 reporting system level indicators have not been agreed, therefore, please reference any data you consider appropriate to aid identification of population indicators/system measures as part of the intended reflection exercise, and for future testing at Q1.**

### **Transformation: Changes to System**

The Learning Disability programme is in its infancy and is currently in the process of developing a regional strategy that is being coproduced with people with a Learning Disability along with parents/carers and those with lived experience. So far, the work to develop the strategy has included engaging with over 200 people through a variety of methods and events including a regional event held on May the 4<sup>th</sup> at the Swansea.com stadium. We have been told that the following areas are where people with a Learning Disability would like to see change:

1. Transport
2. Education
3. Housing
4. Social Care
5. Jobs, volunteering and day opportunities.
6. Health

These priorities have been ranked in importance of where the work should start first. Alongside these priorities is the work required from Welsh Government on the Improving Lives Strategy. The region is working together to develop a work programme on the development of specialist services for individuals with challenging behaviour and complex needs to support them to live independently as possible, within their local communities close to family and friends. This includes development of appropriate accommodation linking in with capital funds.

The newly formed Learning Disability Liaison Forum (LDLF) will ensure the work of the Programme Board is co-produced. Feedback on the work done so far has been positive and membership is increasing. The members of the LDLF that are over 18's will meet monthly at the Swansea.com

stadium; groups of children and young people will be visited to gather their views to identify their priorities, which may be different to those that 18+ have given. Organisations have also been identified to support the work including Walsingham, Mixtup, Swansea Parent Carer Forum, Disability Sport Wales, Your Voice Advocacy and National Autism Society.

Supporting individuals to be part of groups and develop friendships and learn new skills. Providing transport has prevented isolation and increased independence, allowing individuals with a learning disability to be more active members of their local community, including accessing retail and other local services.

The transport journeys have provided support for individuals to attend appointments for art therapy sessions, counselling, appointments with job centre work coaches, as well as shopping and social activities.

The work of the Improving Lives, Specialist Services group includes:

Timely transition – to ensure people receiving specialist hospital care have access to community or the appropriate hospital care that best meets their needs.

High quality specialist care – to ensure people have access to care that is reflective of current best practice and values.

Early intervention and crisis response – to ensure people have access to prudent specialist learning disability healthcare close to home.

The BAME project has supported families through activities that build up social skills and confidence, through taking ownership of their pathway by being better informed.

Taking part in activities to improve wellbeing e.g., walking. Participants have reported reduction in symptoms of mental health conditions as a result of having a place to connect with and seek advice on issues they are experiencing. Individuals have reported feeling able to take control over their lives and wellbeing. Supporting friendships to be formed.

**GUIDANCE NOTE:**

There are two outcome *statements* aligned to the NMOC that have been included in the sections below. Provide an explanation as to how the project/programme activities are meeting the statements – to aid the test for Q4 please identify if any statements are measurable (please delete rows if not appropriate to your project/programme).

**Prevention & Community Co-ordination NMOC – outcome statements:**

1. People's well-being is improved through accessing co-ordinated community-based solutions
2. Local prevention and early intervention solutions support people to avoid escalation and crisis interventions

As text above

**Complex Care**

1. People are more involved in deciding where they live while receiving care and support
2. Complex care and support packages are better at meeting the needs of people and delivered at home or close to home

As text above

**Emotional Health and Wellbeing**

1. People are better supported to take control over their own lives and well-being
2. People have improved skills, knowledge, and confidence to be independent in recognising their own well-being needs

As text above

**Families to stay together**

1. Families get better support to help them stay together
2. Therapeutic support improves and enhances the well-being of care experienced children

<b>RIF Financial Accountability</b>	As text above
	<b>Home from Hospital</b> 1. People go home from hospital in a more timely manner with the necessary support in place at discharge 2. People have a better understanding of the discharge process and are more involved in pre and post discharge planning
	As text above
	<b>Accommodation</b> 1. People are more involved in the design of accommodation to meet their needs 2. People have more choice about where they live and with whom
	As text above

<b>RIF Financial Accountability</b>	<b>Financial and Economic Data</b>
	<ul style="list-style-type: none"> <li>• 7 different organisations were provided with RIF (2 of these 7 had additional Welsh Government funding to enable them to increase provision for Q4)</li> <li>• Total funding £125,560</li> </ul> <p>Approx. £361.84 per head per annum (£7 per head per week).</p> <p>Supporting individuals to maintain and increase their independence when living in their local community is a cost avoidance of paid carer support. This is being done via the transport project and the residential weekends where individuals have reported increasing their skills including making their own bed when at home and cooking bacon sandwiches, which they didn't do before attending the residential. Providing Mental Health and Wellbeing support in the community via third sector organisations also reduces the reliance on paid services and provides support from social isolation allowing access to activities that previously did not exist.</p>