

## STORY OF CHANGE TEMPLATE

<b>Reporting Period</b>	End of Quarter 2 – Financial Year 2023-24
<b>Strategic Partnership</b>	West Glamorgan Regional Partnership
<b>Programme Name</b>	Wellbeing and Learning Disability
<b>Programme Reference</b>	

### Programme Overview

#### Vision Statement

**In the West Glamorgan Region, people with a learning disability have the right support to make their own choices to achieve a happy, healthy life that is meaningful to them. They have opportunities to learn, work and actively contribute to their communities.**

The Wellbeing and Learning Disability Programme aspires to build upon previous successes and make changes where needed to transform services, enabling people with learning disabilities to have fulfilling lives based on what matters to them.

We plan to continually learn from those with learning disabilities throughout the lifetime of the strategy. To achieve this, we will work together using co-production principles to work in partnership, listen, respect, and properly support the learning disability population and will include:

- A strategic approach to support people with learning disabilities driven by the needs of the population, including a person-centred approach to working with people
- Embedding the right principles across our organisations and services including how we address issues such as language, stigma and discrimination
- More engagement with and representation of people with lived experience, and other key stakeholders
- Better quality data including real life experiences and case studies/digital stories from across the population
- Better use of resources, assets and skilled workers to deliver better outcomes more efficiently
- Transforming how services are delivered through trialling new models of care and integration of service provision

A Regional Strategy 2024 – 2029 for adults will be available soon, which has been coproduced, and has identified the priorities for the region to focus on over the next five years. Due to the additional and complex needs of children and young people with a Learning Disability, a separate strategy will be developed for this cohort.

#### Priority Population Group

The priority population group supported by this programme are people with a learning disability, all ages, and those who care for them. Secondary beneficiaries include unpaid carers and Children and Young People with Complex Needs; also Neurodivergent/ASD diagnosis where there are separate regional programmes where some of this work may be delivered. People with a learning disability are at higher risk of developing dementia, which is being delivered as part of the Dementia Programme.

#### Learning Disability Liaison Forum

The Learning Disability Liaison Forum is delivered by the Swans Foundation, in partnership with Interplay via Regional Integrated Funding. The project establishes a regional process for adults, children and young people with a learning disability to:

- work in partnership with the Programme Board
- introduce more co productive opportunities to encourage voices in decision making on matters that affect the learning disability population in the region.

### **Priority - Home**

#### **Improving Lives, Specialist Services**

This project feeds into a regional response to the Welsh Government National Implementation Assurance Group for the Improving Lives Programme. The areas of work within the project include:

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

- ‘Home First’ for people with a Learning Disability
- Complex care closer to home
- Moving on well project (identification of young people coming through transition)
- Reduction in number of people in specialist LD hospital care

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

#### **Regional Accommodation Project**

The aim of this project is to increase the number of adults with complex care/challenging behaviour that can live in their local community by working in partnership with Registered Social Landlords to develop new supported living accommodation. It focuses on the development of community step down facilities to enable move on for people in NHS and independent beds. It also supports the repatriation of individuals back to their local community and avoiding a move out of the community in the first place. Included is an Enteral Feeding Framework project that provides training to social care workforce to deliver enteral feeding tasks through a structured competency assessed training programme. This will support individuals to live in their home of choice rather than be moved to a nursing care home.

### **Third Sector**

#### **Priority - Community**

#### **Interplay Independent Skills Residential**

The project provides opportunities for young people aged 12-25 to access 48 hr residentials that enable them to spend time away from family and learn about their own strengths, building their own understanding of how to care for themselves. This then enables them to gain the skills to improve their own wellbeing, know what makes them healthier and happy, both mentally and physically and have increased ability to navigate society in adult life.

#### **Crafty Potters**

The project runs 2 sessions a week for adults with learning disabilities and their carers, delivering arts and craft sessions, day trips and meals. The project allows the users to be creative and use their own initiatives to structure their sessions, they come up with the ideas of what they want to do or achieve. This helps build their confidence and helps them identify their strengths and weaknesses promoting independence.

### **BAME Children and Young People Learning Disability Support**

The project works with children, young people and adults with learning disabilities, neurodiverse and neurodevelopmental conditions including autism from a BAME cultural background.

The project:

- supports families to take ownership of their pathway by being better informed of all available options to them.
- normalizes disability conversations to empower families, young people and children are able to find their voices and have the confidence to access appropriate services.
- breaks down stigma associated with disabilities in the BAME communities.
- empowers through activities that build up social skills and confidence

### **Student Volunteering Services - Active 18, 5 Ways to Wellbeing**

The project provides community-based sessions to adults with a learning disability, online and at the Volunteering Hub at Singleton University Campus. The sessions are coproduced by the participants, staff and the student volunteers who provide support and deliver the sessions. The sessions focus on activities supporting the NHS 5 Ways to Wellbeing steps, as well as creating community connection. The project:

- explores ways to manage reflect on, improve and support participants own wellbeing, physical and mental health
- reflects on how each activity makes participants feel, giving them a personalised toolbox of things that help
- supports participants to talk about how they feel and to check in with each other. Enabling peer emotional support and support from staff and volunteers.

### **Priority – Getting Around**

#### **Awel Aman Tawe**

The project provides a low-cost transport and befriending service for people with a learning disability using electric vehicles. The project:

- transports people with learning disabilities and their carers to access local services and groups that they would not necessarily have been able to previously.
- builds community spirit and ensure people with learning disabilities and their carers feel that they are a part of their local community,
- has drivers who are trained to signpost clients onto other support services based on normal day to day conversations they have with our clients in the vehicles.
- Ensures that no-one feels trapped by distance, location, or rural isolation

### **Delivery Partners**

Statutory partners included in the delivery of the programme are:

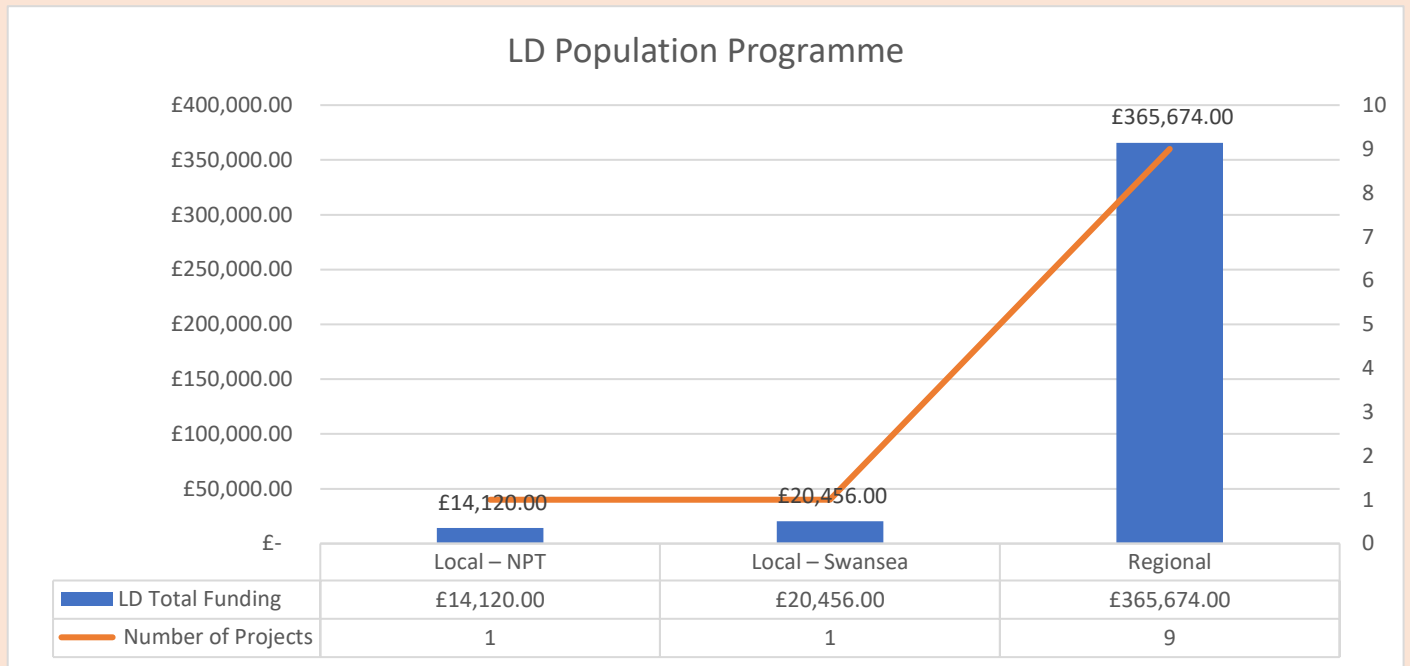
- Swansea Bay University Health Board
- Neath Port Talbot County Borough Council
- Swansea Council
- Along with third sector organisations, citizens and parents/unpaid carers

All partners work together through the West Glamorgan Regional Wellbeing and Learning Disability Programme Board and review delivery of projects across the region, what's working well and what opportunities are arising.

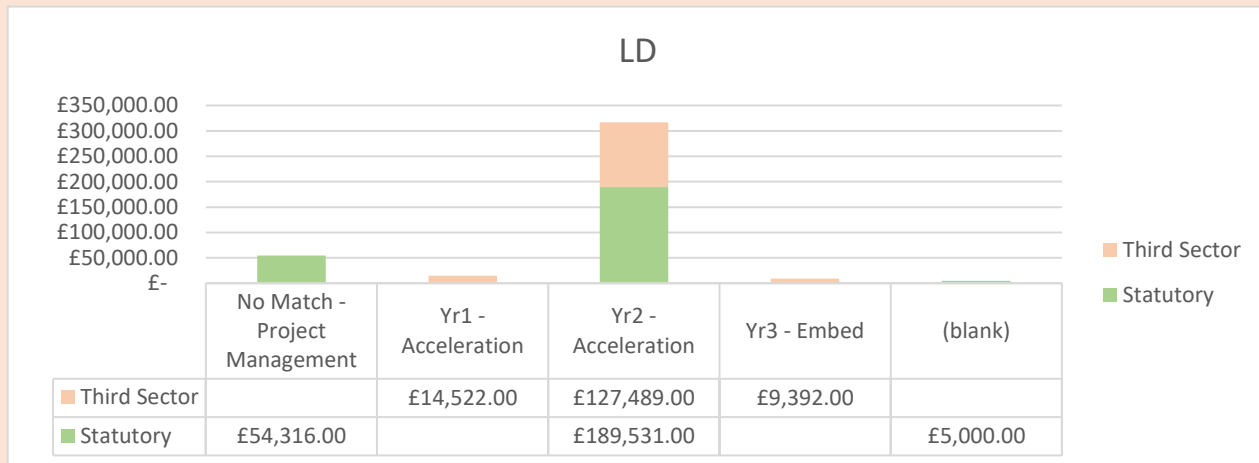
### **Funding Utilisation**

Over Quarters 1 and 2 for 2023-24 period, the Wellbeing and Learning Disability programme has utilised £143,655 of the £197,625 funding allocation.

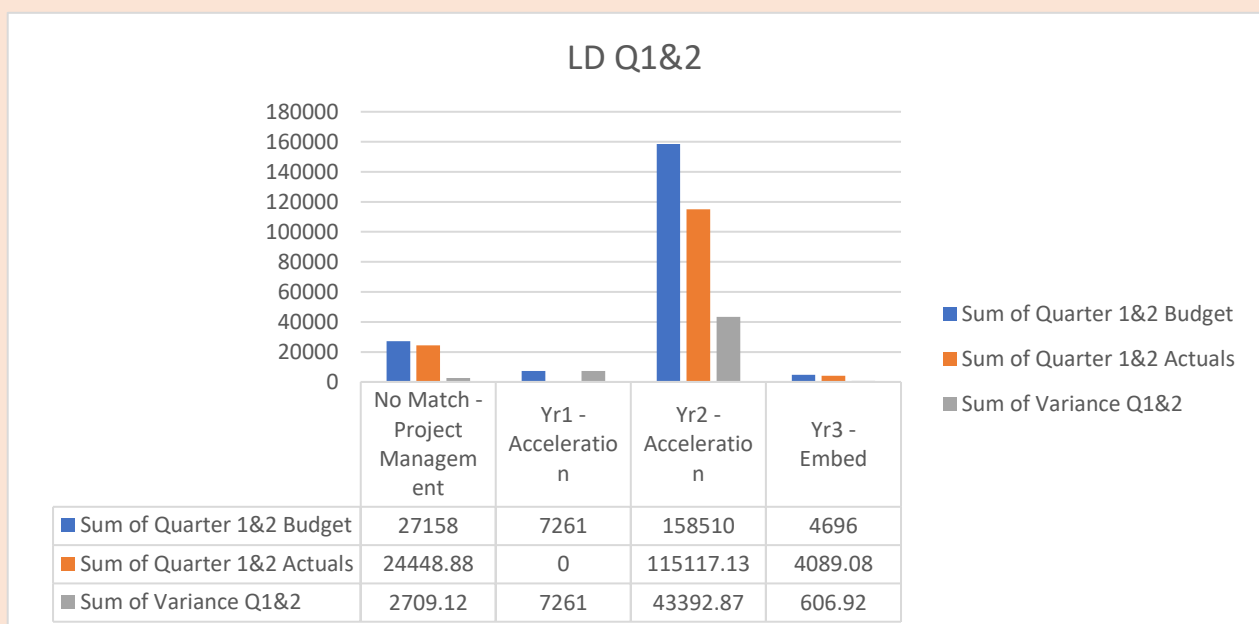
The following table shows the number of local and regional projects and the allocations for 23-24:



### RIF Allocations for Learning Disabilities 2023-24



### RIF Finance Figures for Quarters 1 & 2



Please note, slippage plans are under development to manage any reported underspend.

## Assessment of Delivery

With the development of a regional strategy for people with Learning Disabilities, progress towards the delivery of the objectives will now be better established and clearly identified. It is anticipated that progress will increase including with the implementation of the Welsh Government National Implementation Assurance Group work.

Priority	Status (RAG)	Comments on Progress
My Community	Green	All projects delivering under this priority area are successfully supporting people with a learning disability, along with their parent/carers where applicable.
Getting Around	Green	The project is on track to meet targets and is recruiting an additional driver to meet demand.
My Home	Yellow	Due to teething problems with one of the units, there has been a delay in progressing the move in for all individuals. All snagging issues have now been resolved and transition plans are in place.

### Key Enablers

#### Integrated planning and commissioning

The supporting programme, Commissioning Processes for Complex Care ensures partners work together to take forward jointly agreed priorities. This commitment is informed by the findings in the Regional Market Stability Report for 2022.

#### Technology and Digital Solutions

This work sits under the Digital and Data Programme. One of the aims will be to consider technological developments to enable people to live within their own homes with increased independence.

#### Promoting the Social Value Sector

A number of RIF projects are from third sector organisations; including the Learning Disability Liaison Forum which has been formed to ensure people with a learning disability has a say on the issues that affect them. People with learning disabilities were involved in the development of the regional strategy and will continue to shape the priorities of the Wellbeing and Learning Disability Programme.

#### Integrated Community Hub

The development of Hub's is being led by the Regional Strategic Capital Group.

#### Workforce Development and Integration

Work is ongoing in this area

### Successes and Progress

The following successes and progress have occurred within the Learning Disability Programme in Q1 and Q2:

- The regional strategy has now been finalised and has been fully coproduced by people with learning disabilities and their parent/carers; this will give the programme a defined way forward
- RIF has provided more opportunities for individuals and their parent/carers to access community activities that improves mental wellbeing by providing opportunities to gain independence and make friends

- Opening of two units with 4 beds each (total 8 beds) for individuals with challenging behaviour and physical disabilities

### **Challenges**

The following challenges and barriers to progress have been identified:

**Data** – there is limited data available on the number of people that live in the West Glamorgan region that has a learning disability. It is not going to be possible to measure success if there is no baseline data available. Partners have some elements of data but nobody has the full picture. It has also been challenging in finding who has which data being held where, and then seeking authorisation to access the data.

**Funding** –There is lack of knowledge on how the tapering of funding will work combined with pressures statutory organisations are currently under with their own budgets.

**Capacity** – Partners involved in the programme are doing the work alongside their 'day jobs'. It is proving challenging to ensure projects can move at pace when other priorities conflict on time available.



## Quantitative Measures



There are 7 projects delivered by Third Sector organisations across the region with 252 people having been supported up to end of Quarter 2. These have been grouped into the priority areas as identified in the new strategy and support the Models of Care ‘Prevention and Community Co-ordination’, ‘Emotional Health and Wellbeing’ and ‘Accommodation Based Solutions’.

1. **Community** - People have told us they want to be part of their local community and feel safe
2. **Getting around** - People have told us they want transport to be safer, easier to use and more frequent
3. **My Home** – People have told us they want more choice on where they live, allowing them to be more independent, safe and close to their support networks

Total investment of Learning Disability Projects up to end of Quarter 2 is £143,655

### Community

A key priority for the region is to support people with a Learning Disability to increase independence through access to activities and to be supported to live a full life.

How much	<ul style="list-style-type: none"> <li>Number of people supported – 154</li> <li>Number of people accessing the service for the first time – 42</li> <li>Number of individuals accessing the service – 121</li> <li>Number of contacts – 500</li> <li>Number of activities provided – 85</li> <li>Number of carers benefiting from the project – 97</li> <li>Number of volunteers recruited and trained - 8</li> </ul>
How well	Number of people satisfied with the Early Help and Support provided – 72

Difference made	Number of people who have learnt a new skill - 48 Number of people reporting they feel less isolated – 75 Number of individuals maintaining and improving emotional and mental health – 89 Number of individuals who feel they have influenced decisions that affect them - 78 Number of people achieving personal outcomes – 82
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### Getting Around

A funded RIF project has supported 63 individuals with a learning disability in the last 6 months by providing an affordable and flexible transport option to attend appointments including medical, job interviews, visit friends and family, attend social activities, return to education etc.

How much	Number of people supported – 98 Number of people accessing the service for the first time – 16 Number of individuals accessing the service – 63 Number of contacts – 196 Number of activities provided – 60 Number of carers benefiting from the project – 20
How well	Number of people satisfied with the Early Help and Support provided – 100%
Difference made	Number of people satisfied – 100% Number of people reporting they feel less isolated – 87.5% Number of individuals maintaining and improving emotional and mental health – 100% Number of people achieving personal outcomes – 66%

### My Home

Two statutory delivered projects have been involved in the delivery of the following:

2 x 4 bed units in Swansea – one unit for people with challenging behaviour/complex needs; one unit for people with Learning Disability and physical disabilities.

The Enteral Feeding Framework has trained 65 care workers across 8 settings. This has resulted in 8 individuals getting the right support. 31 of the 65 care staff have been assessed as competent. Each individual may have access to a range of care settings including respite, day service and their care at home.

How much	65 staff have been trained in enteral feeding 8 settings 16 individuals receiving the required support in a suitable setting
How well	31 staff assessed as competent in enteral feeding
Difference made	100% staff trained reported that they feel very confident or confident

Links to digital stories for a selection of the above projects can be found later on in the document.



## Qualitative Indicators

### *What we did and why (Input and Outputs in the last 6 months)*

The Learning Disability Programme currently have 6 acceleration projects within the programme. The main focus of the projects in place currently is to reduce social isolation and loneliness through the development of social groups, activities and alternative transport options.

The main focus of the Learning Disability Programme for the past 18 months has been to develop the Regional Learning Disability Strategy. This is now near completion and was fully coproduced by people with a Learning Disability along with parent/carers, professionals and partners.

### **Community**

Activities under this priority is made up of third sector organisations; Interplay Independent Skills Residential, BAME Children and Young People with a Learning Disability Support; Crafty Potters; Learning Disability Liaison Forum. The aim of these groups have been to have opportunities for people with a Learning Disability to join groups and community activities that increase independence, fostering independence and self-determination. People with a Learning Disability have been evidenced as developing essential life skills, boosting self-confidence and making informed choices. The activities encourage a sense of belonging within their local communities. The activities also support carers by offering respite and access to a network of peers facing similar challenges.

The projects have facilitated the forming of friendships built on empathy and understanding. This creates a sense of wellbeing and a tight knit community. There is also evidence of increasing confidence as individuals feel that they can express themselves without fear of judgment. The group activities also provide opportunities to tackle challenges through skill building activities. Attendees have also reported feeling included, through the tailored support offered participants are encouraged to engage and contribute, and use their voice in the type of activities they want to take part in.

Feedback from people with a Learning Disability have identified that they feel isolated and want more opportunities for inclusion within their local communities. Developing different types of community activities provides opportunities to develop friendships and increase independence. Further work will be done on this area as part of the Regional Learning Disability Strategy.

*"The project's emphasis on education and mentorship has been a game-changer for me as a parent of a child living with disabilities. It has given me the knowledge and skills to navigate complex systems effectively, boosted my confidence in caregiving, and empowered me to advocate for my child more effectively."*

*"I come into Discovery every Thursday and we arrange events and activities. We try to come up with new ideas of what to do, try new things, figure out things we can do. I benefit from coming to the group because I get to say what's happening and have input. The group helps me make new friends, socialise and practise social skills. The group helps me have a routine and gives me something to go to. You get to see new people all the time so you feel less isolated."*

### **Getting Around**

A Community Transport service was awarded RIF to support individuals with a learning disability to access more opportunities. Public transport has been reported as being expensive, unreliable and inflexible. People with learning disabilities have reported that they find navigating public transport difficult as it can require a number of different buses to get to the required destination. It also means leaving social events early to ensure being able to get home on the last bus. Parts of the region are also very rural resulting in infrequent buses or expensive taxis.

An unintended consequence of the service is the befriending element the drivers are providing to those that use it.

Transport has been identified as a high priority affecting people with a Learning Disability as it has an impact on every aspect of their lives – attending medical appointments, attending school/college or volunteering opportunities. Social activities are limited especially being able to stay late at night. Further work will be carried out on how transport can be improved across the region as part of the new regional strategy.

*“You make it possible for me to see my son for extended time every week and you turn up when your supposed to. I’m very grateful to you and the other drivers”*

## **My Home**

Currently delivered by statutory partners this priority has seen the development of a new Supported Living scheme in Swansea for 8 individuals. Two units of four beds, one unit for people with challenging behaviour and one unit for people with physical disabilities and require wheelchair access. One unit is now fully complete and the other unit currently has individuals on a transition plan to move in. The development of the accommodation ensures that individuals can continue to live within their local community, close to family and friends. The project was jointly developed by Swansea Council, Swansea Bay UHB and First Choice Housing as the Registered Social Landlord.

Another project that supports individuals to live in the home of their choice is the Enteral Feeding Framework project. This provides the right training to care support workers which reduces the need of a move into specialist nursing care. All services around the individual is trained e.g. supported living provider staff, respite and day service provision. This results in individuals not having to change their routine, but can be supported in all of the activities they undertake.

Staff that have received the training have reported that they now feel confident in delivering the enteral feeding tasks:

*“I now feel confident in handling people that have enteral tubes in my setting”*

*“it has helped to support the individual better”*

Data from the West Glamorgan Regional Market Stability Report has identified a requirement for further development of capital builds to support individuals to have a choice in where they live. Building new types of accommodation will allow young people coming through transition to be supported in a home suitable for their needs, as well as supporting those out of area to move back closer to home.

## **What is being done differently?**

The work being carried out by the Wellbeing and Learning Disability Board has been identified as being required by people with lived experience. As the work develops people with a learning disability and their parent/carers will be involved throughout the process. The projects have not yet moved into embedding phase, so further work will be done on this in the next few months.

Core statutory services do not provide the type of support the third sector organisations provide; however it cannot be underestimated how important the wellbeing of individuals improving due to increasing their social connections and giving different opportunities, and access to those opportunities allows. Further RIF has been allocated to the Wellbeing and Learning Disability programme to further explore additional opportunities in line with the newly developed strategic priorities.

The initial plan for the Learning Disability Liaison Forum was to have one group representative of people with a Learning Disability from across the region. Through the development of the forum, it has been

identified that this isn't possible due to other commitments in people's lives such as education, work and hobbies. Currently there is one group in NPT and a separate group in Swansea. The organisers of the forum meetings has also been visiting a number of organisations to increase membership.

**Reach: Who we worked with (priority population groups – older people including people with dementia, children and young people with complex needs, people with learning difficulties and neurodevelopmental conditions, unpaid carers, people with emotional and mental health wellbeing needs).**

Finding data on the number of people with a learning disability across the West Glamorgan region has been challenging. Based on the Wales figures from Mencap it is estimated that:

Category	ONS Figures for Wales (2019)	Based on % Welsh population in the region (12.33%)
Adults with a Learning Disability	54,000	6,661
Working age adults with a Learning Disability	40,000	4,934
Children 0-17 with a Learning Disability	16,000	1,974

With 1,694 people with a Learning Disability being supported by the Swansea and Neath Port Talbot Local Authorities.

People with lived experience are highly involved with planning the work of the region and the priorities. The West Glamorgan Wellbeing and Learning Disability Programme Board is made up of people with a Learning Disability and services who support people with learning disabilities. This partnership is key to coproducing the partnership priorities for people with learning disabilities and their families and carers across the region.

To be able to develop a Learning Disability Strategy, the Wellbeing and Learning Disability Programme Board wanted the voice of people with learning disabilities to be the influence of the strategy. An engagement plan was created, to ensure that people who use learning disability services and those who support them were able to tell us what matters to them.

Your Voice Advocacy (a local learning disability charity covering the West Glamorgan region) were commissioned in January 2022, to carry out engagement work for the strategy.

Over a period of three months, Your Voice Advocacy conducted a series of engagement opportunities co-produced with their Learning Disability Advocacy Group.

The following engagement opportunities were set up for adults with learning disabilities, their carers and staff working in learning disability services:

- Online survey to gather information on the top areas that matter most to people with learning disabilities and their support networks
- Online and face to face workshops – workshops were held for professionals working in learning disability services
- Individual interviews were conducted with a selection of survey respondents, staff who could not attend the workshops and members of hard-to-reach groups, such as ethnic minorities and the LGBTQ+ community

The engagement events identified several priority areas for people with learning disabilities and their support networks. The Wellbeing and Learning Disability Programme Board then developed these priority areas into themes.

To explore the themes further, a regional learning disability event was held on May the 4<sup>th</sup> 2023 called May Your Voice Be With You. The event was attended by over 100 people and included people with a learning disability, carers/parents and professionals.

The aim of the event was to provide a further engagement opportunity to:

- present and develop the themes identified from the priority areas from the Your Voice Advocacy engagement events
- develop the delivery of the strategy, prioritising the themes, planning how and when each theme will be worked on.

The May Your Voice Be With You event launched the Regional Learning Disability Forum for adults and children and young people. The Learning Disability Liaison Forum has been developed to work in partnership with the Wellbeing and Learning Disability Programme Board.

The Learning Disability Liaison Forum also support the development of the Learning Disability Strategy and its action plan. We have worked with the adult cohort of Learning Disability Liaison Forum to create the strategy's vision and forum members have finalised the theme names, priorities and given examples of what good would look like for each theme.

Below is a selection of quotes from adults with learning disabilities, as well as parent carers. These quotes were given in the engagement events during the development of the strategy:

*"We are entitled to have what everyone else has access to"*

*"Social Care should be nothing to us without us"*

*"Everyone should have choice no matter what"*

*"I should be able to use my skills, but people see my disability first, so upsetting that I have given up trying now."*

*"It is very difficult to access social activities in the community."*

*"Keeping us in the loop about health issues, keeping us informed is so important."*

*"We worry that carers won't look after us"*

*"I would like my son to have a full life based on the things he enjoys and not what care can provide."*

*"I worry about moving and where to move"*

*"Covid has highlighted the gaps in services and lack of services needed to support people to return to some sort of normality."*

## **How have people felt about what has been delivered**

We are continually working to improve the life of people with a learning disability and their parents/unpaid carers across the region. The projects which currently receive RIF need to evidence that they deliver against the programme objectives. There are a number of digital stories available giving an account of how people with a learning disability are impacted by the projects they attend. Links to these stories can be found later on in the document.

The feedback through the digital stories demonstrates that the projects have been having an impact on those that use those projects.

## What have we learned about things that went well? What have we learned from any challenges that occurred?

### Challenges

The Wellbeing and Learning Disability Programme is still relatively new; it has only recently finalised the Learning Disability Strategy for the region. Ensuring the involvement of people with a learning disability is a challenge as the structure of board meetings is not always conducive to their involvement. Work is ongoing with the Learning Disability Liaison Forum to work out the best way to ensure their involvement is ongoing but not tokenistic.

A considerable challenge so far has been the competing priorities faced by the professionals involved in the work. Diaries are full months in advance which is impacting the pace at which work can be delivered.

Another challenge is the lack of learning disability projects that currently exist across the region. Funding has been severely impacted over the years with priority given to statutory services only. This has resulted in previous third sector/voluntary groups closing down, making allocating RIF to suitable projects limited as they simply don't exist. Working across the region with groups that are not aware of the funding available has been ongoing in the hope that as opportunities arise, more third sector organisations will apply.

The initial plan for the regional strategy was to be all age. Through the development of the strategy, it became apparent that Children and Young People needed additional focus on the challenges they face. This has resulted in the decision to develop a separate strategy for CYP with a learning disability to ensure they have the focus on their needs fully represented.

### Successes

The completion of the fully co-produced Regional Strategy has now given the region priorities to focus on over the next five years.

Projects currently funded by RIF have been delivering and achieving their targets. Due to a lack of opportunities for people with learning disabilities across the region, the need is greater than the provision.

## Changes to System

### System Outcomes/Benefits

As a region a five year strategy (2024-2029) has been developed to define the following priorities and commitment to people with learning disabilities.

Making my own decisions and having my say	People have told us they want to be communicated with, kept informed, be involved in decisions and make choices about their lives
My Community	People have told us they want to be part of their local community and feel safe
Getting Around	People have told us they want transport to be safer, easier to use and more frequent
Getting the Right Care and Support	People have told us they want more flexible support and more say in the care they receive from health and social care services
My Home	People have told us they want more choice on where they live, allowing them to be independent, safe and close to their support networks
Lifelong Learning	People have told us they want more opportunities and support in learning and training opportunities
Jobs and Volunteering	People have told us they want more opportunities and support in finding suitable employment and volunteering opportunities

Projects funded by the Regional Integrated Fund will play a fundamental role in achieving these priorities. Each priority will have measures on progress identified to ensure a difference is being made. As this is a new strategy recently developed it has not been possible to measure programme progress yet. Measuring the impact of each priority will be developed within each workshop as they progress. This will ensure that priorities continue to be co-produced.

### Lessons Learned

#### Coproduction/engagement

Keeping people with a learning disability at the centre of service delivery is key. Enabling the involvement of people with learning disabilities into the programme board has been challenging. This is due to the fast pace of the meetings and the work required. We are in discussions with people with learning disabilities on how we can ensure they are continually involved. The development of the Learning Disability Liaison Forum is ensuring that their voice is being heard, but more work is needed to ensure true co-production is being implemented.

#### Reviewed the performance indicators

Performance outcomes for the work under the programme have been redefined. It was necessary to work with providers on how the data can be gathered in the most meaningful and systematic way. Previously the performance indicators were measuring different things, and in different ways making it difficult to pull together overarching programme themes and identifying how well the overall programme was delivering. The development of the strategy will further enhance the reporting as there are now identified themes

within the work being carried out where gaps in what we have been told is important to people with learning disabilities can be easily identified.

## **System Constraints**

### **Financial Climate**

The challenging financial climate is putting pressure on individual partners to deliver statutory services makes it difficult to have the time and space required to develop transformational pieces of work. It continues to be a priority to develop and deliver preventative support to address increasing demands on services and reducing the long-term financial impact that this poses, however space is required to enable this work to be undertaken.

Financial issues in relation to inflation and the cost-of-living crisis are impacting on those voluntary organisations that support the most vulnerable in society. Even if RIF funding is maintained, partners who need to make difficult decisions in order to balance the budgets, could result in local funding being cut which will impact on the overall service offer across the region. This will then impact on those service users who rely on these essential community services, which could result in escalating needs, which in turn impacts on the statutory services. At the same time some of these voluntary organisations are seeing record high service demand together with escalating complexity of service user needs.

### **Data and information sharing**

Work is required on how the region can increase data sharing opportunities and processes to allow for this to happen safely. Without being able to access all the data available it makes it difficult to measure impact of the work.



## National Models of Care (NMoC)

Depending on regional structure, include reporting NMoC relevant to the programme (maybe single NMoC Contribution or multiple) For each NMoC section you complete you must consider:

- How is the project meeting the outcomes of the Model of Care to which it is aligned?
- The activities you have delivered which you think could be important 'ingredients' (e.g., specific activities/components) of a national Model of Care, and explain why you think this is so
- What have been the gains / advantages for people brought about by those activities or components?
- If you were looking to help another team provide a service similar to yours, what would be the important things that you would want them to include?
- What advice would you give them about this? What might they avoid?

## NMOC: 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

## Programme Contribution

- How is the project meeting the outcomes of the Model of Care to which it is aligned?
- The following projects are meeting the MoC:
  - Awel Aman Tawe
  - BAME
  - Interplay
- The activities you have delivered which you think could be important 'ingredients' (e.g., specific activities/components) of a national Model of Care, and explain why you think this is so

The specific activities delivered to meet this model of care includes:

- Weekend residentials specifically for children and young people with learning disabilities
- Transport giving access to appointments, social activities, visiting friends and families
- Access to groups through a project specifically for BAME individuals

These activities have supported individuals through fostering independence, boosting self-confidence and giving support to make informed choices. This increases mental wellbeing and feel more in control of their own lives. The services also signpost to other services when there are concerns over wellbeing to allow for an earlier intervention before escalating into crisis. Examples include referring to a Local Area Coordinator service and safeguarding referrals.

- What have been the gains / advantages for people brought about by those activities or components?
  - Increasing independence
  - Fostering self determination
  - Making informed choices
  - Boosting self confidence
  - Promoting self advocacy
  - Access to a network of peers that are impacted by the same issues and challenges
  - Access to low level support to discuss problems so individuals do not feel that they are alone

- *If you were looking to help another team provide a service similar to yours, what would be the important things that you would want them to include? What advice would you give them about this? What might they avoid?*

The work is being carried out by third sector organisations as part of a third sector grant exercise. Developing performance indicators and including them as part of the application process should be included. Mapping of Learning Disability specific projects currently in operation across the region would also be recommended, along with what is going on in other regions that could be replicated by national third sector organisations.

### **NMOC: 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

### **Programme Contribution**

- *How is the project meeting the outcomes of the Model of Care to which it is aligned?*
  - Enteral Feeding Framework
  - Two new supported living capital builds
- *The activities you have delivered which you think could be important ‘ingredients’ (e.g., specific activities/components) of a national Model of Care, and explain why you think this is so*

Both above funded projects work to support individuals with complex needs and/or challenging behaviour to live in accommodation that is suitable for their needs. The setting up of supported living accommodation within local communities allows the opportunity to live close to family/friends and allows them to continue to attend day services, groups etc. which have been set up for a considerable amount of time. Having specialised training available for care staff prevents individuals from moving into specialised nursing care home placements, which often cater for older individuals.

- *What have been the gains / advantages for people brought about by those activities or components?*

The main advantage is enabling individuals to live in suitable accommodation that is close to home

- *If you were looking to help another team provide a service similar to yours, what would be the important things that you would want them to include? What advice would you give them about this? What might they avoid?*

Before embarking on any capital build for supported living accommodation for people with challenging behaviour/complex needs to ensure roles and responsibilities between partners are clearly identified. Staff recruitment has also been a challenge which delayed the training being rolled out, consideration of additional time to allow for this.

### **NMOC: 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

### **Programme Contribution**

- *How is the project meeting the outcomes of the Model of Care to which it is aligned?*
  - Crafty Potters
  - Awel Aman Tawe
  - LDLF
  - BAME
  - Interplay
  - Student Volunteer Services – Active 18, 5 Ways to Wellbeing
- *The activities you have delivered which you think could be important ‘ingredients’ (e.g., specific activities/components) of a national Model of Care, and explain why you think this is so*

All of the projects have reported that the individuals that attend their groups/activities have improved their skills and knowledge, and have increased their self-confidence. This in turn allows them to feel they have more control over their own lives and wellbeing. Giving people the opportunity to meet with peers who are facing the same challenge as them results in feeling less isolated.

- *What have been the gains / advantages for people brought about by those activities or components?*

Increasing confidence, independence and communication skills

Developing social skills, making friends and promoting self-advocacy

- *If you were looking to help another team provide a service similar to yours, what would be the important things that you would want them to include? What advice would you give them about this? What might they avoid?*

Ensuring that there are enough third sector organisations across the region that are able to support people with a learning disability. Mapping of organisations before launching a third sector grant would increase opportunities when publicising the availability of RIF.

Ensuring consistency in performance measures when applications are made. Having consistency in types of measures and methods of reporting ensures it is easier to collate into one programme report at the 6 and 12 month period.

### **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

The projects in the Learning Disability programme do not directly contribute to this model of care

### **NMOC: Home from Hospital**

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

The projects in the Learning Disability programme do not directly contribute to this model of care

### **NMOC: Accommodation**

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

The projects in the Learning Disability programme do not directly contribute to this model of care

### Financial and Economic Data

#### Economic Data

The cost avoidance achieved for one of the new build supported living units – challenging behaviour has come to £8106 per week (£421,512 pa) when comparing supported living with residential care provision at the same level of support.

Demonstrating the Return on Investment on preventative work is more challenging. Further work is required in this area.

### Programme Case Studies

#### Crafty Potters

[CraftyPottersShort FINAL \(vimeo.com\)](#)

This film shows the activities provided by Crafty Potters to adults with learning disabilities and their carers and how the project has developed and the impact its making on the participants.

#### Awel Aman Tawe

[Awel Aman Tawe - Taith Co-op on Vimeo](#)

This film follows the project's Community Transport Co-ordinator on her weekly journey to a local disco for adults with learning disabilities.

#### BAME CYP LD Support

[A Conversation with BMHS on Vimeo](#)

This film explains how the project supports parent carers of children with learning disabilities from ethnic minority communities in Swansea.

#### Interplay

[Interplay - Residential Slideshow on Vimeo](#)

This film shows weekend residential trips that Interplay run for children and young people with learning disabilities or neurodevelopmental condition. The film explains how the residential provide opportunities to those who attend to develop life skills.