

STORY OF CHANGE TEMPLATE

Reporting Period	April 23 – March 24
Strategic Partnership	West Glamorgan RPB (Regional Partnership Board)
Programme Name	Wellbeing and Learning Disability
Programme Reference	

Programme Overview

The Wellbeing and Learning Disability Programme is one of six population boards sitting within the West Glamorgan Region and is underpinned by its recently launched five-year regional co-produced Learning Disability Strategy. The West Glamorgan Regional Partnership Board ratified the strategy on the 12th of December 2023.

The Strategy is broader than RIF, with RIF enabling system change alongside supporting changes in core service delivery. This is articulated through the Area Plan Action Plan which will be reviewed in light of the new strategic priorities. The strategy has been informed by citizen voice and stakeholder engagement.

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 were 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

The strategy for adults has been co-produced by people with a learning disability along with parent/carers and professionals. For the implementation of the strategy, a Learning Disability Liaison Forum is funded via RIF to ensure the work is coproduced and co-designed. Further joint working takes place win the Learning Disability Programme Board where scrutiny and assurance takes place by third sector organisations, parent/carers, and people with a

learning disability. The programme oversees the decision making and management of the strategy and includes strategic leads from all statutory partner organisations.

The following priority areas were identified and will be the focus of the programme over the next five years:

Priority 1 – Transport	People have told us they want transport to be safer, easier to use and more frequent
Priority 2 – 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
Priority 3 – My Community	People have told us they want to be part of their local community and feel safe
Priority 4 – Lifelong Learning	People have told us they want more opportunities and support in learning and training opportunities
Priority 5 – Jobs and Volunteering	People have told us they want more opportunities and support in finding employment and volunteering opportunities
Priority 6 – 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
Priority 7 – 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

Each priority will be worked on separately throughout the lifetime of the strategy, apart from priority 7 which will be an essential part of each of the priority areas where pieces of work to implement the strategy will be co-designed and co-produced.

Delivery Partners

To support the delivery and implementation of the strategy the delivery partners have been split into each priority area. There is currently a total of 10 RIF project (5 of which are regional, 5 are local) sitting under the Wellbeing and Learning Disability Programme through a mixture of embedding and acceleration funding. The programme aims to ensure we work at a more strategic level to understand and mitigate the barriers that people have told us are in place which prevent them reaching levels of independence, thereby reducing the need for specialist services later on.

Priority 1 – Transport

Awel Aman Tawe (third sector)

This regional 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.

Priority 3 – My Community

Interplay Independent Skills Residential (Interplay – Integrated Play and Leisure, third sector)

This regional project provides opportunities for young people aged 12-25 to access 48 hr residential 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 (Melin Advice Centre, third sector)

This local project in Neath Port Talbot 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 (BAME Mental Health Support, third sector)

This regional 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 can 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 (Swansea University, third sector)

This local 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 the feel and to check in with each other. Enabling peer emotional support and support from staff and volunteers.

Count Me In (Swansea Council; Your Voice Advocacy – third sector)

With RIF awarded to start in January 2024, this local project aims to test out a co-productive approach to enhanced community presence and participation for people with a learning disability in the Gorseinon area of Swansea. The aim of the project is to:

- Increase the visibility and awareness of people with a learning disability within the community of Gorseinon

- Engage with local businesses and services and work with them to better meet the needs of and understand what works well for people with a learning disability within Gorseinon, including GP practices, schools, public transport, universal council services etc.
- Bring people with shared needs together to reduce loneliness and isolation
- Promote the voice and control of people with a learning disability in relation to local services and businesses

In line with the RIF model, this is a pilot to see how the model works at a local level where an evaluation will then be carried out to see if it can be replicated in other local areas across the region.

Priority 6 – My Home

Enteral Feeding Framework (Swansea Bay UHB)

This regional project supports care providers to give the right care and support to individuals that require enteral feeding, reducing the need to move into specialist nursing care and reduces the risk that care packages cannot be delivered. Specialist nursing care is not always the best option for individuals as it can mean moving away from an individual's local area, away from family and friends and for those impacted, not having their own home. Many of the individuals are young and do not want to spend the rest of their lives in a nursing home. Providing training to day service staff also allows individuals to attend these day services, which they would not normally be able to do.

Fy Mywyd Transitional Support (Neath Port Talbot CBC)

This local project has been funded since January 2024, with the aim to provide early intervention and prevention support for adults coming through transition. Short term interventions over 6 to 12 weeks will be provide targeted support providing tailored independent living skills training, equipping people with the skills to look after themselves, gain confidence and make their own informed choices. The key aim of the project is to support improve and enhance individual learning through goal orientated, person centred plans. These can range from travel training, basic cooking skills, budget and money management, attendance at community sessions, conflict resolution, confidence building and decision making. This is a new project that is being tested and an evaluation will determine if it should be implemented across the region.

Frampton Road Supported Living Scheme (Swansea Council, SBUHB (Swansea Bay University Health Board), First Choice Housing Association - RSL)

Integrated Care Capital funding was awarded back in 2019 for a supported living scheme for individuals with complex needs/learning disabilities. The brief included wheelchair accessible accommodation with the option to provide hoists when/if needed in the future. Due to the location being in Swansea, there are Swansea residents living in the home who are either jointly funded by the partners, or fully funded by the Health Board. The project has enabled the repatriation of individuals from out of area, supporting move on from home along with step down from residential care. The main outcomes has been supporting individuals to live in their own homes, closer to their family with the correct level of care and support.

Priority 7 – Making my own decisions and having my say

Learning Disability Liaison Forum (Swansea City Football Club Foundation & Interplay, third sector)

The Forum (Your Say) is split into two cohorts, one for adults and one for children and young people. The aim of the regional forum is to ensure the voices of individuals with a learning disability are fully involved in the implementation of the Regional Learning Disability Strategy. The implementation of the strategy is made up of several different workstreams, some of which will be co-designed workshops to be attended by people with lived experience.

Assessment of Delivery

OBJECTIVE	METHOD OF DELIVERY	COMMENTS ON CURRENT PROGRESS
Priority 1 – Transport	<p>A workshop is in the process of being co-designed by people with lived experience to find out how the issues raised as part of the strategy can be raised with transport companies and what the long-term outcomes will look like.</p> <p>One RIF project is funded to provide community transport to people with a Learning Disability and their parent/carers.</p>	<p>Workshop to be held in May 2024; sessions to co-design the workshop set for April and May; questionnaire being designed to gather views from people with lived experience.</p> <p>As the project continues, more people within the community hear about the community transport that is available to them on their doorstep. This has provided many opportunities for people to undertake activities that they would not normally be able to e.g. weekly dance sessions, therapy sessions, shopping, medical appointments etc. Regular users of the service have gone from being apprehensive to being confident to use the service, as it is reliable, and the staff get to know the individuals and their personalities.</p>
Priority 3 – My Community	<p>Several RIF community-based projects contribute to the delivery of this priority across the region. Further funding has recently been awarded to additional projects that will be supporting this priority area. The aspects of supporting people with a learning disability are more integrated and visible through local communities</p>	<p>The projects funded are delivering well on their objectives. There are four established projects and one new project; parent/unpaid carers are also supported where applicable</p>
Priority 6 – My Home	<p>This area of the strategy is in development and there are currently two RIF projects under this priority. ICF capital was used to build a new scheme in Swansea that was jointly commissioned between Swansea Council and SBUHB.</p>	<p>The supported living scheme was completed in May 2023 with everyone having moved in by December.</p> <p>Fy Mywyd started in January but has already began supporting people with a learning disability; whilst the Enteral Feeding Framework is being fully implemented and tested and has developed good collaborative working relationships across the region with partners including care providers.</p>
Priority 7 – Making my own decisions and having my say	<p>This is being delivered by a RIF project.</p> <p>Adults – two groups have been set up, one in NPT and one in Swansea that meet monthly to discuss the strategy implementation plan, ensuring it is co-designed.</p> <p>CYP (Children and Young People) – staff have been visiting schools across the region to gather evidence of what matters to children and young people</p>	<p>The project has been slow in increasing membership of the adult cohort. Meetings are held monthly but travel to the venues are difficult, and public transport is proving challenging. Attendees rely on parents/carers to support their attendance.</p> <p>Building a rapport with schools to enable access to carry out engagement events has been challenging as they are so busy.</p>

	with learning disabilities to provide a strategic direction for CYP across the region; this work is linking with the the CYP Programme		
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Update on Programme Delivery

Theme	Quantitative Measures	Qualitative Indicators
<p>Priority 1 – Strategy Theme: Transport</p> <p>Model of Care - Promoting good emotional health and wellbeing</p>	<p>Currently there is 1 project sitting under this strategic priority and is a community transport scheme operating across Swansea and Neath Port Talbot.</p> <ul style="list-style-type: none"> • A total of 231 people have accessed the service • 33 new people have accessed the service • There is a total of 618 contacts • 58 carers have benefited <p>33 individuals have completed a survey asking difference made measures:</p> <ul style="list-style-type: none"> • 25 people reported feeling less isolated • 33 people reported that the service maintained or improved their emotional health and wellbeing • 18 people reported that the service helped them to achieve personal outcomes 	<p>Public transport has been reported as being expensive, unreliable and inflexible. People with a learning disability have reported that they are find navigating public transport difficult as it can take a few different buses to get to a required destination. It also means missing social events and activities.</p> <p>Transport came back as the top priority in the engagement for the Learning Disability Strategy. It affects many areas of life for people with learning disabilities and members of the Learning Disability Liaison Forum have fed back that they barriers when using public transport because:</p> <ul style="list-style-type: none"> • They feel like there is limited/inadequate support for them to use public transport • Transport staff have a lack of understanding/awareness of learning disabilities • Travel information is not accessible, for example timetables are not in an easy read format • Public transport is often busy and unreliable <p>Providing accessible transport using the correct vehicle to support needs, at the right time gives individuals access to social activities that supports mental health and wellbeing and reduces loneliness, medical appointments to ensure people have the right health care at the right time, attending college where other travel methods were not suitable due to needs.</p> <p><i>“You are not life savers; you are life givers. Without your transport service my two clients would still be isolated and</i></p>

		<p><i>lonely at home. You have given them their freedom, not just their life back and now they really look forward to going to the weekly adult learning disabilities disco, where they have made many new friends. I tell everyone about your service and how for £10 each my clients can have a little independence rather than pay a standard taxi which would cost £90 for the same journey and is unaffordable to many with disabilities. Keep up the fantastic work". M Jones - Service Manager Neath & Port Talbot.</i></p> <p>Through local knowledge making the links across the region for individuals has proved invaluable; drivers are able to recommend access to other support, events and activities when driving people around through general conversations that take place.</p>
	<p>Programme Contribution to Model of Care and exploration of what is different (so what)</p> <p>All the above provides increased independence, reduces social isolation and supports people with a learning disability to be part of their local community. This in turn promotes the individual's emotional health and wellbeing. Drivers are also trained to signpost users of the service onto other support services from day-to-day conversations they have with users when they are in the vehicles.</p>	<p>What have we learned about things that went well? What have we learned from any challenges that occurred?</p> <p>The lack of infrastructure available for charging electric cars across the region is proving challenging for the project. Transport is essential to individuals to enable them to live a full life, and not only impacts on people with a Learning Disability but across all population cohorts. Further work is required on how groups can link in with the various train, bus etc. companies across the region on what changes they can make to their services.</p>

Theme	Quantitative Measures	Qualitative Indicators
<p>Priority 3 – Strategy Theme: My Community</p> <p>Model of Care – Prevention and Community coordination</p>	<p>The Learning Disability Programme has five projects delivering this strategic priority under the model of care of Prevention and Community Coordination. The projects are:</p> <p>Interplay Residential Skills BAME CYP LD Support Crafty Potters Active 18, Five Ways to Wellbeing Count Me In</p> <ul style="list-style-type: none"> • Within all projects 336 individuals have accessed the services • 67 new people accessed the services • There has been a total of 1247 contacts and 237 activities provided • 213 carers have benefitted from people with a learning disability accessing the projects <p>In total, 277 people completed a survey and reported that</p> <ul style="list-style-type: none"> • 246 people felt satisfied with the service they received • 207 people learnt new skills • 257 people reported that they maintained or improved their emotional health and wellbeing • 229 people felt they achieved personal outcomes 	<p>There are a five third sector RIF organisations that support this model of care within the Wellbeing and Learning Disability programme. My Community is in the strategy as the engagement events have told us that changes were needed in giving opportunities for people with a learning disability to integrate into their local community; they want to feel valued and visible and to have more choice of activities and social events made available to them.</p> <p>The projects have facilitated the forming of friendships, increasing independence and confidence. Group activities provide opportunities to tackle challenges through skill building activities; by having tailored support offered participants are encouraged to engage and contribute.</p> <p>The strategy was launched in January this year, so the development of groups that meet what people have told us through the engagement is in its infancy. Whilst several groups have been funded to support with crafts and daytime social activities, there is also a weekend residential run by Interplay supports increasing levels of independence. A further project was awarded funding in January this year to support integration into a local community, this is a pilot project and if successful will be rolled out to additional communities.</p> <p>Through the development of groups and making connections, a WhatsApp group has been set up to facilitate the exchange of sensory toys beneficial to children and young people at no cost to the parent.</p> <p>Types of activities provided – social gatherings, workshops (Understanding Learning Difficulty and Learning Disability); group activities, visits to various settings including museums,</p>

		<p>walks along the coast etc. giving an opportunity for organic conversations to happen that can be an important part of someone's day.</p> <p><i>"I've seen significant challenges progress in my ability to face challenges independently and confidently, leading to a newfound sense of empowerment and mastery over my well-being, which I once believed was beyond reach" BAME</i></p>
	<p>Programme Contribution to Model of Care and exploration of what is different</p>	<p>What have we learned about things that went well? What have we learned from any challenges that occurred?</p>
	<p>The projects aim to provide support to adults and young people with a learning disability to be integrated within their communities and to work alongside local services and amenities to raise awareness of their needs within local populations to better integrate and feel part of a more supporting and informed community. As part of a pilot project, a resource directory is being developed at a community level that will support access to appropriate services at the earliest opportunity and identifies gaps in provision.</p> <p>Through providing support people with learning disabilities are enabled in doing their own planning and organising of activities, including planning their own travel using public transport. Empowering people will increase confidence and contribute to their own wellbeing. It's also important to realise the power of creativity that flourishes through arts and crafts and how it can promote wellbeing, preventing escalation into statutory services. Stabilising mental health for people who have previously needed more intensive support.</p> <p>There are opportunities to discuss issues and concerns with volunteers, peer support giving a distinct perspective than professionals; volunteers also learn from discussions with</p>	<p>Challenges</p> <p>As these are primarily local community groups, whilst attending activities and socialising is good for people and can support emotional health and mental wellbeing, when more intensive support is required, there is a lack of LD specialised support easily available. The cost-of-living crisis is affecting mental health coupled with lack of social care support.</p> <p>Obtaining correct data for people with a Learning Disability that have no contact with services is very challenging. This limits the reach of the projects; projects tend to advertise through social media platforms and the local CVC's, most have noted that word of mouth, or going through other existing groups is also successful.</p> <p>With the cohort that is being worked with in the BAME project there is a challenge to recruit enough volunteers who speak different languages to connect with users</p> <p>Went Well</p> <p>Female only groups (culturally important) have been set up to give support when it would not otherwise be requested</p> <p>Having residential in various locations increases confidence</p>

	<p>people with learning disabilities who then go on and apply the learning to different areas of their lives.</p> <p>The groups give opportunities to be seen in their local communities and not hide indoors, making them visible and accepted.</p>	<p>and gives opportunities for the young people to experience places they wouldn't otherwise visit – rural and city locations. Volunteers working with people with a learning disability gain additional skills and are more inclusive of people with a learning disability within the wider community.</p> <p>Using dog therapy in sessions has proved successful; and has brought a sense of calm to users feeling anxious as they sit on the floor stroking the dog.</p>
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Theme	Quantitative Measures	Qualitative Indicators
<p>Priority 6 – Strategy Theme: My Home</p> <p>Model of Care – Accommodation based solutions</p> <p>Complex Care Closer to Home</p>	<p>There are three different projects delivering under the model of care Accommodation Based Solutions, with a cross over to Complex Care Closer to Home</p> <p>68 people have accessed the service via a mix of services received and training</p> <p>10 new people have accessed the service</p> <p>There have been a total of 146 contacts</p> <p>And 7 carers have benefitted</p> <p>A survey was held with 10 people, all of which have reported feeling satisfied with the service they received and all reported they learnt new skills</p>	<p>The priority area My Home was identified as part of the Regional Learning Disability Strategy. Through the engagement events held in developing the strategy, we were told that there needs to be more choice, voice and control in where individuals with a learning disability live, including better transition planning so that accommodation is not identified due to a crisis where options will be limited.</p> <p>Homes should be linked to local communities and not hidden away and commissioning activities should include a choice of housing. There also needs to be more options for people to remain in their own home for longer.</p> <p>Work on this has started to be implemented through the development of a supported living scheme that was jointly developed by Swansea Council, Swansea Bay UHB and First Choice Housing Association. Regional project management support was also provided:</p> <p><i>“I think the proposal for the joint LA and Health development is a good proposal to be able to develop community-based living options for learning disability service users”</i></p> <p><i>“The identification and locality of the site has proven to be favourable in that it is semi-rural and connects well into the community setting; while offering a peaceful and green outlook. There have been positive design outcomes, the buildings have achieved an EPC A rating, with self-contained provision of accommodation with an abundance of communal space. The design has resulted in a light and spacious feel that has successfully avoided a clinical or institutional feel, making the most of the setting. The introduction of a regional project lead has positively impacted on the scheme”</i></p>

		<p>The learning from the project has given confidence that if it is to be replicated, it will be a smoother process</p> <p>The Enteral Feeding training is for care staff working in supported living settings who provide care for people who have complex needs. The training is provided by a nurse employed by the SBUHB who ensures a level of competency is reached by the staff providing the required support:</p> <p><i>“Overall the training was helpful and insightful and has provided a valuable addition to my professional skill set”</i></p> <p>Training is also provided to staff working in day services where individuals attend, so that their attendance can continue otherwise they would not be able to leave their accommodation.</p>
	<p>Programme Contribution to Model of Care and exploration of what is different</p> <p>Fy Mywyd is using a preventative model of support to provide tailored independent living skills to enable people to live as independently as possible, supporting them to be active citizens in their local community.</p> <p>Enhancing skills for independent living boosts an individual's self-confidence, self-esteem, and overall well-being. It not only improves their integration into the community but also ensures personal safety and reduces dependence on family, friends, and others. Cultivating a sense of independence empowers individuals, providing them with confidence and purpose, thus enabling them to navigate life and have more control/choice.</p>	<p>What have we learned about things that went well? What have we learned from any challenges that occurred?</p> <p>The Fy Mywyd project is part of a wider move towards a preventative model of support – it is still in its infancy with funding only awarded from quarter 4 last financial year, but it has already pulling lessons learnt that can be considered.</p> <p>Challenges include expectations of families in what the support is there to provide, as working on an enabling/progression model of support rather than ‘caring’ has been a challenge for some.</p> <p>The importance of working collaboratively has come through from the Enteral Feeding Framework and the Frampton Road project.</p> <p>There were a number of lessons learnt from the joint supported living build including ensuring that transition planning was</p>

	<p>Providing the required training for staff ensures people have the correct support enabling them in living in their chosen accommodation rather than moving to a specialist nursing home. It also facilitates attending day service where trained staff are available to support if required.</p>	<p>sufficient and assessments fully considered by the care provider; identification of a lead for the build and nominated individuals with the partners to take the lead in all aspects of the process and plus the development of a roles and responsibilities document to be drawn up at the beginning of the process, identifying each person by name and role.</p> <p>7 individuals have moved into the two properties, all of whom have complex needs, and would otherwise have had to live further away from home or in residential care.</p>
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Theme	Quantitative Measures	Qualitative Indicators
<p>Priority 7 – Strategy Theme: Making my own decisions and having my say</p> <p>Model of Care – Promoting good emotional health and wellbeing</p>	<p>There is one project within this strategic them and it meets the model of care of promoting good emotional health and wellbeing.</p> <ul style="list-style-type: none"> • A total of 302 people have accessed the service and this is split between 179 adults and 123 children and young people. • 125 new people have accessed the service • There has been a total of 415 contacts split between 292 adults and 123 children and young people • There have been 23 activities provided – 14 for adults and 9 for children and young people <p>From those that have taken part, 32 have completed a survey where all reported feeling less isolated, all reported that they maintained or improved their emotional health and wellbeing and all felt they achieved personal outcomes</p>	<p>The ethos behind the coproduction element of the programme is to ensure the voice of those with lived experience is front and centre in the implementation of the strategy. Having a group of people with a learning disability from across the region will ensure any changes are suitable for their needs. The forum is split into two cohorts – children and young people; and adults. There are different methods to ensure their involvement is meaningful.</p> <p>There is also an advisory group made up from adults across learning disability organisations/groups along with parent/carers to support the work of the forum and provide advice when any queries or issues arise.</p> <p>The adult's forum have decided on a name for the group 'Your Say' and have developed a flyer to increase membership. Members from the group are asked which parts of the strategy implementation planning work they wish to be part of. Not all members need to be involved in everything. The learning from how the forum is working will be taken across to the other population programmes to ensure co-production and co-design is at the heart of the work being done.</p> <p><i>Participant one (Adam): "Throughout my whole childhood I was always told my opinion doesn't matter because I'm disabled but coming here I feel like what I'm saying is being heard."</i></p> <p><i>Participant two (Kate): "I think it's so important to have our voices heard. We're still human beings, we're not aliens, so as part of this forum we're trying to prove to people we want change and to not be doubted." "I feel important when I'm here to be able to have my voice heard along with other people and I hope sometime in the future things we've talked about will be actioned."</i></p>

		<p>To gain the views of children and young people, visits have been made to schools and groups across the region using methods that ensure they are able to give their views on what matters to them. This information is being compiled into results that can be used to inform a Children and Young People's strategy for the region.</p>
	<p>Programme Contribution to Model of Care and exploration of what is different</p> <p>In ensuring that people with lived experience have an opportunity to feed into how to make changes to services and support that affect them, this will promote good emotional health and wellbeing through giving voice and control to those affected. In the long term, it will impact on all models of care as services are improved throughout the region.</p> <p>Taking part in coproduction activities increases people's sense of self-worth and confidence, as well as providing skills and experience. The individuals involved benefit from peer support networks and gain a sense of purpose.</p>	<p>What have we learned about things that went well? What have we learned from any challenges that occurred?</p> <p>Ensuring coproduction is at the core of the work being developed, include the challenge of the amount of time required to ensure people with lived experience are fully involved. This leads on to lessons learnt on different ways to involve people using a variety of methods. Using face to face methods can be challenging in the current financial climate as it is necessary to hire rooms and provide refreshments to people who are giving their time for free to help the development and implementation of the strategy.</p> <p>Coproduction and engagement however is essential, as without those lived experiences feeding into the development of new services, and review/improvement of current services, it is likely that choices will be made with outcomes that do not end up benefiting the end user. Or even making things worse.</p> <p>Further work is required for the Children and Young People cohort in ensuring they have the same support to be involved in the development of a CYP strategy and specialist trained staff from Interplay are supporting this process</p>

System Constraints

Data

There continues to be a lack of data on the number of people with a learning disability across the region. Instead, the programme is using approximate numbers working on the assumption that 2% of the population have a Learning Disability. Across the population of West Glamorgan this calculates to 7669 people with a learning disability. Not having data on the number of people with a learning disability will make it difficult to understand the impact of the work, and what % of the LD population are being impacted by the changes implemented.

Capacity

Project delivery is occurring alongside statutory functions for operational delivery staff, additional time required to develop and implement the new ways of working can be challenging.

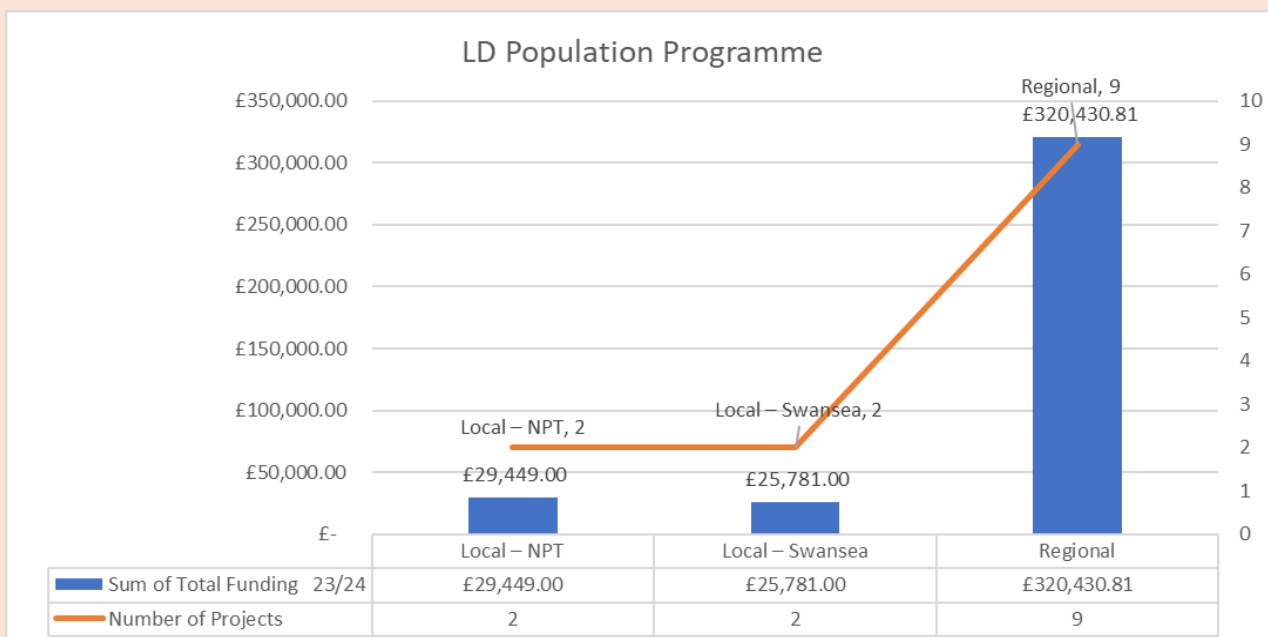
Lessons Learned

Development of a Strategy that has been coproduced ensures that the work being carried out benefits the people with a learning disability living within the region, along with their parent/carers. Spreading the work over a number of phases rather than trying to do everything at once, is proving beneficial as it gives time to implement pieces of work fully and learn lessons before moving on to the next phase.

To ensure co-production is carried out effectively, it has taken time and developing different methods which will continue as the strategy implementation continues.

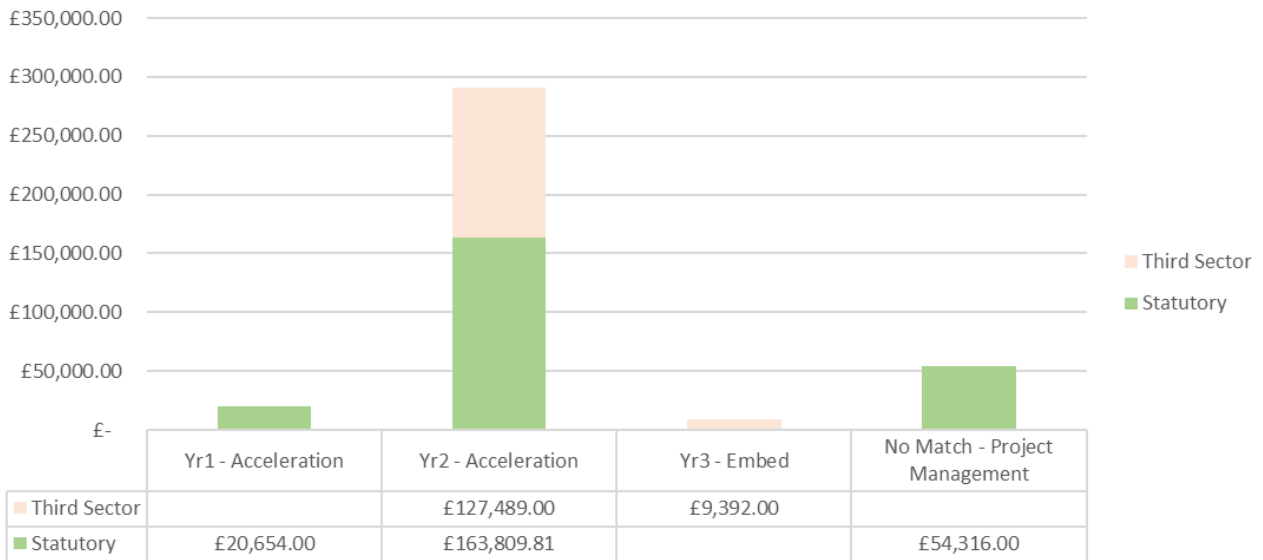
Funding Utilisation

The total allocation for the LD Programme for 23/24 is £375,660.81. 9 organisations were provided with RIF Funding in 2023-24. There are 7 statutory schemes and 6 third sector schemes. There are 9 regional schemes and 4 local schemes (2 in Neath Port Talbot and 2 in Swansea).

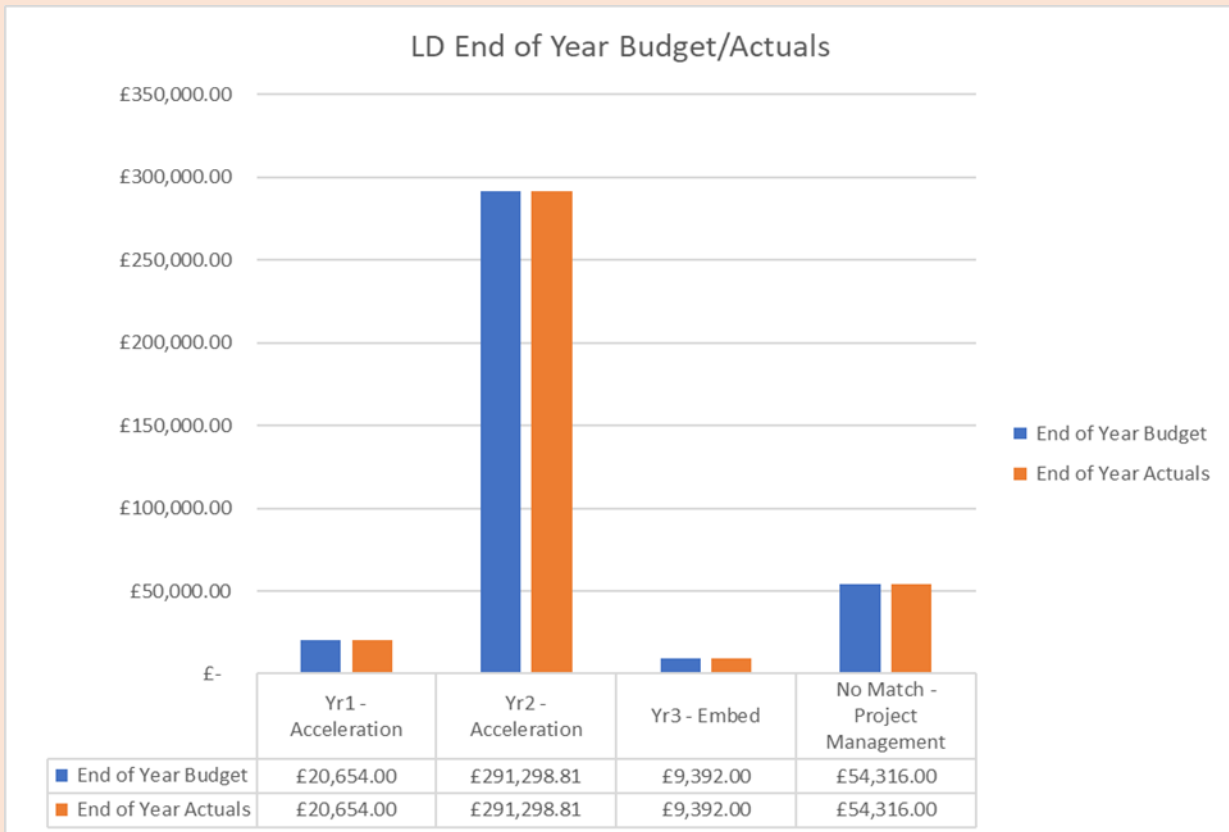


LD RIF Allocations 23-24

LD



RIF Budget/Spend Position at end of year



Financial and Economic Data

Out of 10 RIF projects, 6 are third sector, and one is being delivered jointly between a statutory partner and third sector organisation.

Measuring SROI can be challenging especially when a lot of the work can be categorised as preventative.

For the Community Transport project (Awel Aman Tawe) a study on the Rural Community Transport Partnership in Northern Ireland carried out a study on the impact on rural community transport and based on their analysis, every pound invested achieve a social return of £12 over a five-year period.

Community Transport also decreases people's loneliness as it gives them access to activities and groups, they would otherwise have not been able to attend. The World Health Organisation, November 2023, stated that 'loneliness is as bad to your health as smoking 15 cigarettes a day'. Loneliness can also impact on mental health, leading to feelings of sadness, anxiety and depression, it can have also have physical and cognitive impact and lead to substance abuse and risk of self-harm. The impact on loneliness during covid can was noted on in the engagement of the strategy:

"It has caused not only mental illnesses but has also caused people with disabilities to become reclusive compared to before Covid when they would be very social."

The community groups also support individuals in being active, making friends, developing new skills, increasing independence and building resilience. Volunteering opportunities gives a sense of purpose and another opportunity to develop skills. The groups bring an opportunity for peer support that enables discussions between carers and individuals.

For the supported living schemes, the cost avoidance achieved totals £8106 per week (£421,412 per annum) when comparing supported living with residential care provision at the same time. There is also cost avoidance in being able to support individuals move out of the Assessment and Treatment unit however a comparative to the amount of time it would have taken to find a suitable residential placement was not undertaken at the time. As well as cost savings, living in suitable accommodation close to family and friends supports wellbeing. The land that was developed has also improved the local community as previously it was an old disused garage site:

"It's absolutely transformed what was there and they have done an outstanding job on the build."

Local Councillor

Programme Case Studies

Crafty Potters



RIF%20Case%20Study%20Crafty%20Potter:

This case study provides an example of an activity provided by Crafty Potters and explains the impact the activity had on one particular carer and her sister who she cares for.

Count Me In



RIF Case Study
Template Count Me In

This case study provides an example of an individual's experience of being interviewed as part of the Count me in project and how the experience benefitted them.

Interplay Independent Skills Residentials



Case Study
residential Q4.docx

This case study provides an example of one young person's experience of attending one of Interplay's residential schemes and how it has helped the individual improve confidence and independence.

Frampton Road Project

[Frampton Road - New Specialist Accommodation Development on Vimeo](#)

This film shows the Frampton Road development which was a joint project between Swansea Bay University Health Board and Swansea Council. Two schemes were developed to support adults with complex health needs such as Learning Disabilities, complex physical issues, and challenging behaviours to live in suitable accommodation, within their communities and "closer to home," with the correct levels of care and support to meet individual needs.

Active 18, 5 Ways to Wellbeing

['Active 18' - Swansea University's Discovery Project - Regional Integration Fund on Vimeo](#)

This film shows the work of Student University's Active 16, 5 Ways to Wellbeing project. The project provides wellbeing sessions for people with learning disabilities, supported by student volunteers.