

DUNDEE CITY COUNCIL

REPORT TO: SOCIAL WORK AND HEALTH COMMITTEE- 25TH NOVEMBER 2013
REPORT ON: NATIONAL LEARNING DISABILITY STRATEGY – THE KEYS TO LIFE
REPORT BY: DIRECTOR OF SOCIAL WORK
REPORT NO: 477 - 2013

1.0 PURPOSE OF REPORT

The purpose of this report is to inform the Social Work and Health Committee of the publication of a new National Strategy for Learning Disability - The keys to life.

2.0 RECOMMENDATIONS

It is recommended that the Social Work and Health Committee:

- notes the content of the 'The keys to life - Improving Quality of Life for People with Learning Disabilities' issued by the Scottish Government, on Thursday, 13 June 2013; and
- instructs the Director of Social of Work to prepare a Joint Dundee Autism and Learning Disability Strategic and Commissioning Statement in partnership with NHS Tayside.

3.0 FINANCIAL IMPLICATIONS

Any financial implications arising from local implementation of the new strategy will be set out within the joint Dundee Autism and Learning Disability Strategic and Commissioning Statement and brought back to Committee for consideration at a later date.

4.0 MAIN TEXT

4.1 Background

4.1.1 Scotland's first national Learning Disability Strategy 'The same as you?' was published in 2000 and formed the original 10 year programme designed to meet the needs of people with learning disabilities. The strategy provided a range of recommendations to improve the lives of people with learning disabilities in terms of where and how they live and how they become more involved and included in their communities as neighbours, colleagues and social contacts. It was highly successful in shifting the balance of care to support more people to live in the community. It also led to the closure of over 1000 long-stay beds, improved day opportunities, created employment and meaningful day activity and better protection from harm.

4.1.2 In 2010, a two-year evaluation, involving the detailed participation from people with learning disabilities and their carers, began to assess what progress had been made and what needed to be achieved. From these findings, key themes were decided and debated by a national Learning Disability Strategy group who discussed key themes and agreed broader responses which have formed the keys to life.

- 4.1.3 The first Scottish Strategy for Autism was published by the Scottish Government in late 2011. The strategy set out a 'vision that individuals on the autism spectrum are respected, accepted and valued by their communities and have confidence in services to treat them fairly so that they are able to have meaningful and satisfying lives'. The six values which underpin the strategy are: Dignity; Privacy; Choice; Safety; Realising potential; and Equality and Diversity. The expectation is that the strategy will achieve meaningful partnership between central and local government and the independent sector, creative and collaborative use of service budgets to meet individual need; access to appropriate assessment of needs throughout life; and access to consistent levels of appropriate support across the lifespan including into older age.
- 4.1.4 As part of the Scottish Government Autism Development Fund, which was introduced to support the national strategy, Dundee City Council Education department received funding in partnership with Social work, NHS Tayside, Dundee College, Parent to Parent, Enable and Barnardos. The funding plans to achieve the following aims: to support individuals through the transition from child to adult services, support to lead to employment, to provide appropriate training and education, to address the needs of all autism client groups, including carers, through a local partnership approach, consultation to provide evidence on what is working for people with autism and their families, to develop a range of services in conjunction with the relevant local authorities and to build capacity of autism services and support. Dundee City Council are in the process of conducting a research project to identify areas of strength and improvement within Dundee city regarding the provision of support for children and young people with social communication difficulties and autism, with particular focus on the transition from secondary to post school supports. The first stage of a scoping research is now complete. The monies received have also been used to increase Care Management and Recreation and Leisure supports for young people with autism.
- 4.1.5 In Dundee Community Care Services for people with a Learning Disability are principally delivered within the framework provided by services for people with Learning Disability and Autism. Previous plans for developing services to support people were made by this service in partnership with other agencies and colleagues through the Partnership in Practice agreement (or PiP). This was an agreement made between Dundee City Council, NHS Tayside, Dundee Community Health Partnership and other partners. It set out plans for care and health services, but it also had plans for improving the support available to people with learning disabilities and their families and carers in other areas, which are important to them. These other areas include housing, education, employment, leisure and transport.
- 4.1.6 Partnership-in-Practice Agreements were a requirement of 'The same as you?' introduced by the Scottish Government in 2000. 'The same as you?' looked at services for people with learning disabilities and people on the autism spectrum and made a number of recommendations. One of these recommendations was that over the next 10 years 'local authorities, health boards and primary care trusts should prepare PiP agreements for learning disability services in their areas by June 2001 and that these should cover services for children and adults for a three-year period.
- 4.1.7 The last PiP agreement expired in 2010 and since that time consultation has been undertaken to determine desirable outcomes for individuals with learning disabilities and/or autism. A draft strategic and commissioning statement has been prepared and will be circulated for further consultation during November 2013.
- 4.2 The keys to life - Improving Quality of Life for People with Learning Disabilities, was published on Thursday, 13 June 2013. This new ten year learning disability strategy acknowledges that progress in implementing 'The Same as You?' has resulted in people with learning disabilities reporting they are generally more accepted and valued in their communities. The ministerial forward within the strategy highlights the need for people with learning disabilities to be treated equally and fairly and having a health service which "recognises and addresses the stark fact that people with learning disabilities still die twenty years earlier than the general population".

4.2.1 'The Keys to Life' contains 52 recommendations for local authorities, NHS Boards and the independent sector to progress in order to continue the promotion of equality of inclusion and access for people with learning disabilities across a range of community structures and systems.

4.2.2 **SUMMARY OF RECOMMENDATIONS – THE KEYS TO LIFE**

The recommendations are grouped under 9 distinctive headings as follows:

- (i) Human Rights – requiring public bodies to ensure equality impact assessments are completed where services are accessed by people with learning disabilities and including people with learning disabilities in service developments while ensuring accessible information is provided about their rights.
- (ii) Commissioning of Public Services – community planning partners require to develop joint commissioning plans by April 2015. In line with the implementation of the Social Care (Self-Directed Support) (Scotland) Act 2013 all stakeholders are advised to cooperate with the independent and voluntary sector to ensure there are varied options for people to access in order to meet personal outcomes.
- (iii) Health – In total there are 18 recommendations associated with improving the health outcomes for people with learning disabilities which will require to be progressed within individual organisations and jointly as health and social care integration develops. A number of the recommendations within this heading are concerned with the promotion of equal access to mainstream healthcare and screening for people with learning disabilities including improved primary care liaison, improved support to people with learning disabilities admitted to general hospitals and improved palliative care pathways are established.
- (iv) Independent Living – recommends that day opportunities for people with learning disabilities should be further developed and a review of Local Housing Strategies should be progressed to ensure the needs of people with learning disabilities are addressed.
- (v) Shift the Culture – Keeping Safe – includes recommendations with respect to the development of befriending services for people with learning disabilities, improved availability of short break services, enhanced anticipatory care planning for carers of people with learning disabilities.
- (vi) Break the Stereotypes – includes recommendations that transition pathways are improved for young people with learning disabilities, ensuring training and lifelong learning opportunities can be accessed. In addition, supported employment opportunities should be developed along with volunteering opportunities for people with learning disabilities.
- (vii) People with Profound and Multiple Learning Disabilities – contains a variety of recommendations including development of shared commitment to the implementation of a developing Scottish Quality Framework for the delivery of invasive procedures such as gastrostomies, ventilation and responding to seizures.
- (viii) Criminal Justice_ – it is well evidenced that there are significant numbers of people with learning disabilities in the criminal justice system and the recommendations require that accessible and easy to read versions of criminal justice related literature should be developed, along with the establishment of a National Criminal Justice Action Group to provide support for people with learning disabilities involved in the Criminal Justice system.
- (ix) Complex Care – joint discharge agreement protocols are to be developed to minimise delays in discharging people with learning disabilities from hospital. A national group will consider how capacity is built in Scotland to provide specialist services more locally with high cost support packages being considered nationally to enable exploration of alternative arrangements which would improve outcomes for the individuals.

4.3 Over the last decade there have been significant developments both locally and nationally which have changed the lives of many people with learning disabilities, their families and carers. The principles established by “The same as you?” continue to be valid. The ten year strategy ‘The keys to life’ reinforces these principles and has a strong emphasis on human rights, recognising that to be truly accepted in society means being treated fairly and equally in every way. ‘The keys to life’ sets out a vision for improved partnership working to deliver better outcomes for people with learning disabilities, their families and carers.

5.0 POLICY IMPLICATIONS

5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.

5.2 An Equality Impact Assessment is attached to this report.

6.0 CONSULTATIONS

The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in preparation of this report.

7.0 BACKGROUND PAPERS

The Scottish Strategy for Autism, The Scottish Government, Edinburgh 2011

Jennifer G Tocher
Director of Social Work

DATE: 13th November 2013

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is this a Full Equality Impact Assessment (EQIA)?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Date of Assessment:	6/11/13	Committee Report Number:	477-2013
Title of document being assessed:		NATIONAL LEARNING DISABILITY STRATEGY – THE KEYS TO LIFE	
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input checked="" type="checkbox"/>		This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input type="checkbox"/>	
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.		The report provides information on The Scottish Strategy for Autism and The Keys to Life (National Strategy) Improving Quality of Life for people with Learning Disabilities. These Strategies will be incorporated into the Dundee Joint Autism and Learning Disability Strategic Commissioning Statement (when developed).	
3. What is the intended outcome of this policy, procedure, strategy or practice?		These Strategies were put in place by the Scottish Government to improve to improve the lives of people with a Autism, their families and carers and to improve the lives of people with a Learning Disability, their families and carers.	
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.		The Scottish Strategy for Autism Document and The Keys to Life Document	
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.		This Scottish Autism Strategy was developed following consultation and involvement of people with autism and their families at Scottish Government level. There will be a local strategy developed which takes into consideration local consultation and ongoing involvement of local people, their families and other stakeholders. The National Keys to Life Strategy was developed following extensive consultation by the Scottish Government. There will be a local strategy developed which takes into consideration local consultation and ongoing involvement of people with a learning disability, their families, carers and other stakeholders.	
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc)		Arlene Mitchell Service Manager Joyce Barclay Senior Officer	
7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?		No. At this stage the report provides factual information on the content of 2 national strategies both of which have been consulted on by Scottish Government and subject to their Equality Impact considerations.	

Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Race (including Ethnic Minority Communities)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Impacts/Monitoring

<p>1. Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>It is anticipated that the recommendations in the report will (when implemented) have positive impacts for people with a Learning Disability and people with autism. This is expected to include positive impacts for those with a learning disability and people with autism who are part of other potentially disadvantaged groups in particular those who are disadvantaged in socio-economic terms.</p>
<p>2. Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>No</p>
<p>3. What action is proposed to overcome any negative impacts?</p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	<p>N/A</p>
<p>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>N/A</p>
<p>5. Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	<p>No</p>
<p>6. How will the policy be monitored?</p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>It will be monitored through structures proposed by Scottish Government to monitor the Scottish Autism Strategy and The Keys to Life policy (including a new Scottish National Observatory for Learning Disability.)</p>

Part 4: Contact Information

Name of Department or Partnership	Social Work
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Type of Document	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

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Signature of author of the policy:	Arlene Mitchell	Date: 13/11/2013
Signature of Director/Head of Service:	Jennifer G Tocher	Date: 13/11/2013
Name of Director/Head of Service:	Jennifer G Tocher	
Date of Next Policy Review:	N/a	