

Living Well with a Learning Disability in Telford and Wrekin 2021-2025



A strategy for adults with a Learning Disability in Telford and Wrekin

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Scope and Purpose

This document sets out Telford and Wrekin’s strategy for adults with a learning disability, including young people who are approaching adulthood, from 2021 to 2025.

“A learning disability is a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money - which affects someone for their whole life. There are different types of learning disability, which can be mild, moderate, severe or profound”ⁱ.

It has been co-produced with the Telford & Wrekin Learning Disability Partnership, alongside people with lived experience, family carers, advocates, frontline practitioners, the voluntary and community sector and the Telford & Wrekin Integrated Place Partnership and Health and Wellbeing Board.

The document can also be found in easy read and can be downloaded at [Telford & Wrekin Council's Learning Disabilities webpage](#)

This document belongs to adults with a learning disability, their family, carers and those who commission and deliver services. This includes Telford & Wrekin Council, Shropshire and Telford and Wrekin Clinical Commissioning Group, Midlands Partnership Foundation Trust, Shropshire Community Health Trust, Shrewsbury and Telford Hospital Trust, alongside a wide range of voluntary and community organisations.



Foreword

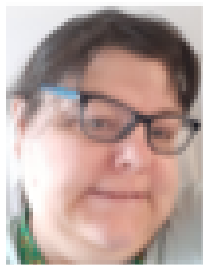
Welcome to the Learning Disability Strategy 2021-2025.

We, along with the Learning Disability Partnership and all the member organisations, are determined to do everything we can to make sure that all people with learning disability in Telford and Wrekin live well and enjoy a full life, with as much independence as possible.

We are proud that there is good support for people in Telford and Wrekin, but we know there are many things that could be better. We want to make these improvements over the next four years. We have limited resources and we cannot do everything at once but this strategy sets out the most important things and we will focus on these.

We want to make sure people with learning disability are treated equally and respected, that their rights are recognised and that they can access the support they need closer to home. We will all work together with people with learning disability and their families and carers to make the improvements happen. We know that when people have access to the right support, greater independence can be achieved.

We would encourage everyone in Telford and Wrekin to play their part and work together to make sure that adults with learning disabilities in Telford and Wrekin live well and as independently as possible.



**Stacey, Co-Chair
of Learning
Disability
Partnership Board**



**Cllr Andy Burford,
Cabinet Member for
Adult Social Care,
Telford & Wrekin
Council**



**Sarah Dillon,
Director of Adult
Social Care, Telford
& Wrekin Council**

Introduction

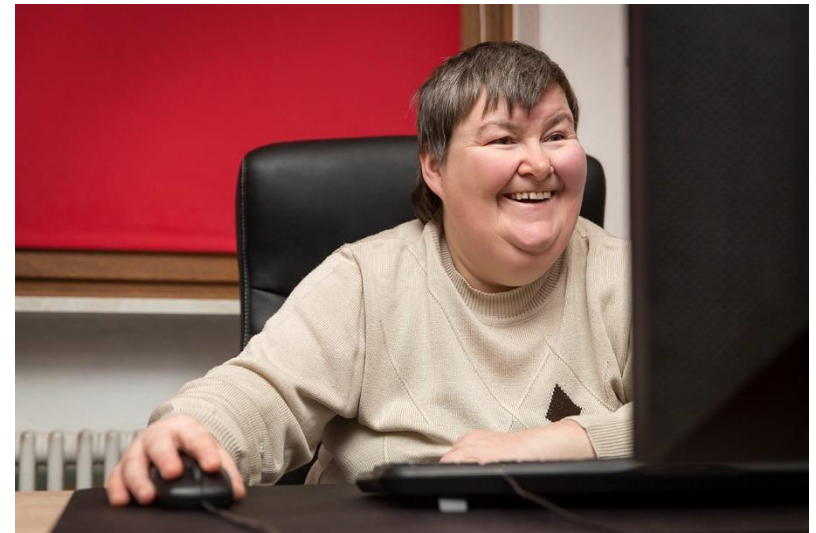
“A learning disability is a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money - which affects someone for their whole life. There are different types of learning disability, which can be mild, moderate, severe or profound”ⁱⁱ.

Across our communities in Telford and Wrekin we want to promote independence of people with learning disabilities to be aspirational and achieve what matters to them in their lives.

People with learning disabilities, and their families, in Telford and Wrekin should be able to access advice, information, care and support that is aspirational, modern and supports opportunities for more independent lives.

This strategy sets out our approach to enabling people throughout their life to achieve greater independence contribute to and make and connections with people in their local communities. It is informed by what people have told us is important to them. It sets out a vision of how we will support adults with learning disabilities across Telford and Wrekin over the next four years, what the key areas of focus are, what we will do and how we will measure the impact of our work.

The strategy will support Telford & Wrekin Council, and the NHS supported by the community and voluntary sector to commission and provide quality services that promote the independence of adults with learning disabilities, within the resources we have available.



Context

National context

Using learning disability prevalence rates from Public Health England (2016) and population data from the Office for National Statistics (2019) MENCAPⁱⁱⁱ have calculated that there are 1.5 million people with a learning disability in the UK. This equates to 2.2% of all adults in the UK and 2.5% of all children in the UK.

Looking specifically at the prevalence within England it is estimated that there are 951,000 adults with a learning disability, of which 731,000 are of working age (18-64). Images taken from MENCAP, Nov 2020.



In January 2020, Public Health England^{iv} provided more detailed data in relation to adults with learning disabilities. They reported that *“in total, the number of adults with learning disabilities getting some form of long-term social care increased from 139,555 people in the period 2014 to 2015 to 147,915 people in 2017 to 2018”*. This increasing number of people receiving long term social care continues to be seen nationally and locally and is important to recognise the impact the increasing population has on the provision of services, including statutory ones.

People with a learning disability live on average 16-20 years less than the rest of the population^v. The Learning Disability Mortality Review (LeDeR) report^{vi} from 2019 reported the median age of death for different levels of impairment:

- 62 for people with a mild learning disability,
- 63 for people with a moderate learning disability,
- 57 for people with a severe learning disability, and
- 40 for people with profound and multiple learning disabilities.

The strategy is set in the context of the national legislation and quality developments relating to the care and support of people with a learning disability. This includes:

- The Care Act 2014
- Children and Families Act 2014

- Human Rights Act, 2000
- Mental Capacity Act 2005
- Mental Health Act 2007
- Disability Discrimination Act 1995
- Autism Act 2009
- Transforming Care Programme (TCP)
- Think Local Act Personal
- British Association of Social Workers Professional Capability Framework

For more information on the above legislation and guidance please refer to the [National Policies and Guidance](#) section of this strategy.

Local Context

This strategy has come out of a pre-engagement consultation undertaken by Telford & Wrekin Council Adult Social Care on behalf of the Telford and Wrekin Learning Disability Partnership Board. The overarching context of which sits within the Integrated Care System (ICS). The ICS seeks to address the key aims of the NHS Long Term Plan^{vii} to “*give everyone the best start in life, deliver world-class care for major health problems, and help people age well*”.

The ICS’s key areas of work over the next four years is to reduce the health inequalities for people with learning disabilities. This includes:

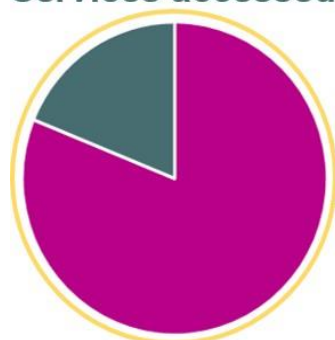
- Implementing the national programme for Learning Disabilities and Autism Spectrum Disorder;
- Continue to undertake LeDeRs to review the deaths of people who have a learning disability and implement any learning;
- Increasing the number of annual health checks (with a target of 80%);
- Stopping over medication of people with a learning disability and supporting treatment and appropriate medication in paediatrics; and
- Upskilling the workforce and improving recruitment and retention in all services.

There was an estimated total of 4100 people over 15 years of age with a learning disability in Telford and Wrekin in 2017. This is 2.3% of the total population of Telford and Wrekin. Over the next 12 years it is estimated that the number of people with a learning disability will increase by 6%. This equates to 200 more people over 15 years of age with a learning disability.

Locally Quality and Outcomes Framework (QoF) data for 2019-2020^{viii} states that the prevalence of learning disability on GP practice registers is 0.46% which accounts for 696 of the population in Telford and Wrekin. Nationally the QoF data prevalence of learning disability is higher at 0.54% of the population (255,866 people).

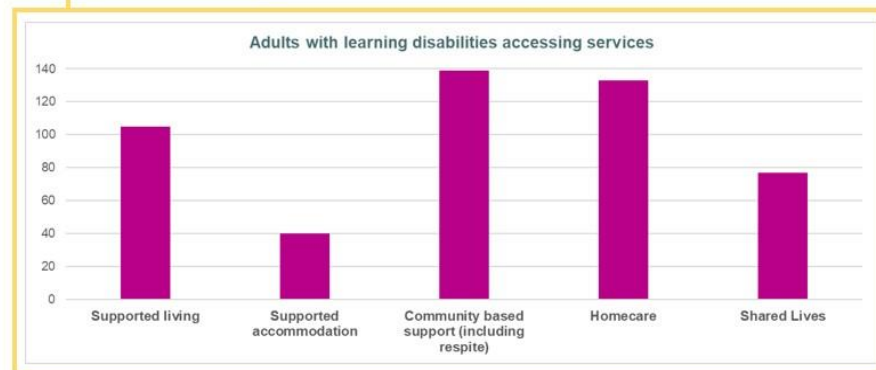
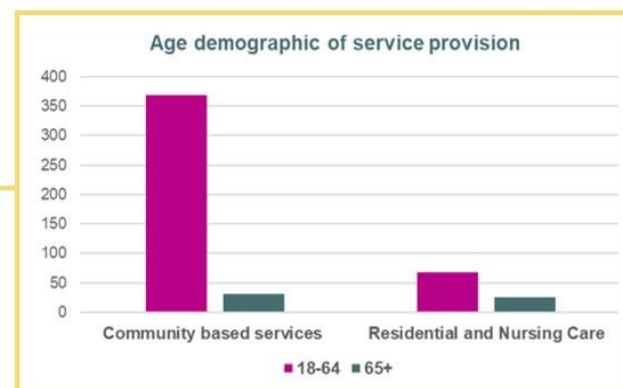
As at 30 November 2020 there were 493 adults with learning disabilities with care and support needs. This represents 27% of all the adults supported by adult social care.

Services accessed by adults with a learning disability as at 30 November 2020:



Adults with learning disability service provision (493 people in total)

- Community based services
- Residential and Nursing care



Vision and outcomes

There are 10 outcomes that this strategy aims to enable people throughout their life to achieve greater independence, contribute to and make and connections with people in their local communities, live well in Telford and Wrekin, which are expressed below as 'I' statements:

I have aspirations about my future, my contribution to my community and my independence so I'm going to make sure that:

- I feel valued, respected and listened to
- I make my own choices and am control of my daily life
- I have opportunities to meet friends and family
- I am involved with my local community
- I am actively involved with my care and future plans
- I choose my own home where possible
- I receive good quality care and support when I need it
- I feel safe at home and in the community
- I have access to education, training and employment opportunities

It is very important that the outcomes underpinning this strategy are upheld across Telford and Wrekin and in our local communities to promote independence of people with learning disabilities and enable them to achieve what matters to them.

Key Messages from the Engagement: You Said ... we will do

To ensure this strategy was informed by people with learning disabilities, families, carers and professionals a period of engagement was undertaken. This engagement activity ran from 30 September to 11 November 2020 and included:

- Virtual face to face sessions,
- Easy Read questionnaire,
- Online questionnaire,
- Stakeholder sessions through various partnerships, including the Making it Real Board and Learning Disability Partnership.

Due to the Covid Government restrictions the engagement was unable to hold face to face sessions with people with learning disabilities. To ensure their voice was heard if they were unable to engage directly, families, carers and staff were asked to support the person to tell us their views.

The engagement asked people what was important to them, or the person they support, around the following areas:

- Being healthy and independent
- Having friends and relationships
- Having choice
- Getting out and about
- Having a job
- Having the right support
- Accessing respite
- The impact of Covid.

During the engagement period we engaged with over 160 different people, including 32 people with learning disabilities¹ as well as families, carers and staff from various organisations supporting people with learning disabilities. The following section of this strategy outlines what people told us during this engagement and what we are going to do in response to it.

¹ 5 responses were annotated that they were completed by the carer using the individual's own words

Having Choice



People have told us they want to make choices about:

- Where they live
- Where they go
- What they wear
- What activities they do
- Spending money
- Their support

66% of people we spoke to said they are able to make choices themselves or get help

41% of people we spoke to said they want to make more choices

Parent, carers and professionals said it was important for people to:

- Continue to make choices about:
 - what they eat
 - what they wear
 - what leisure activities they do
 - where they go
 - their routine
 - being part of family plans
- Be supported to be confident;
- Be support to make choices;
- Have positive role models; and
- Make more choices about:
 - Activities
 - New things
 - What they eat

What we will do:

- Listen to people's views and enable people to understand the options available to them and their plan towards achieving independence.
- Information about people will be accessible to them.
- Enable people to make choices about their lives including spending money.
- Ensure our provider services to empower people to make choices.
- Promote people to access advocacy
- Ensure people have time and support to consider complex decisions, e.g. moving home
- Ensure information and advice is available in an accessible format
- Continue to work with all partners to deliver the Specialist Housing and Accommodation Policy

Having the right support



People told us they get support with:

- All areas of their lives
- Personal care and washing and dressing
- Preparing food, cooking and feeding
- Accessing the community, socialising and shopping

And would like future support:

- From the same people
- To stay the same
- With being able to get out more and more independence
- More communal areas
- Additional hours
- To have their own place and all the support they need there

88% of people we spoke to get support to do things for themselves.

People get support from:

- Parents, Siblings and Family
- Carers
- Support staff and Personal Assistants
- Health professionals and social workers
- Volunteers

Parent, carers and professionals said it was important for people to:

- Have support when needed;
- Have more support with:
 - All aspects of daily life
 - Life skills
 - Getting out and about and accessing the community
 - Support to live independently
 - Activities
 - Socialising
 - Cooking
 - Training and employment opportunities
- Have more support from personal assistants or on a one to one basis.

What we will do:

- Work with individuals, families, carers and communities to improve access.
- Review day time opportunities for people with a learning disability taking on board their aspirations, the feedback from people with care and support needs and the impact of Covid to include enhanced direct payment options.
- Work with people, families, carers and providers to promote the use of digital resources and support individuals to develop their digital skills to access these where appropriate.
- Support young people through transition into adulthood with employment, health and independence.
- Support families and carers to plan for the future
- Work with paid carers and staff to understand the needs of people with a learning disability (through joint training and development plans)
- Develop a provider framework to ensure good quality providers across Telford and Wrekin
- Work with all partners for people to get the right support at the right time to enable them to have choice and control

Having a job



People told us to support them to have a job they would like:

- Help with a job application and selecting a job
- Someone working with them
- Help with on the job training
- Work experience
- Time to learn and adjust to changes

Some people told us they get worried and anxious and that a job might be too hard for them

6% of people we spoke to said they had a paid job – catering, cleaning and shelf stacking

62% of people we spoke to said they did not want to have a job

Parent, carers and professionals said it was important for people to:

- Be supported to learn new skills and English and Maths
- Be supported to communicate in different ways
- Have help to complete job applications
- Have a range of job opportunities building on people's skills and talents including:
 - Self-employment opportunities
 - Supported voluntary work
 - Social enterprises
 - Supported internship opportunities
 - Working at home, or work where they live
- Have a routine of simple tasks with guidance
- Have slow changes in routine

What we will do:

- Work with people, and their family/carers, to develop their aspirations around employment.
- Work with partners to reduce barriers to employment
- Develop with people, families, carers and employers a range of programmes to support people with a learning disability getting into work including digital and peer programmes, work placements, volunteering and work experiences.
- Work with the local businesses to create more employment opportunities and links, including micro-providers.
- Work with providers to ensure that people are supported to access employment opportunities
- Ensure people have the right support to access learning and training opportunities for future employment
- Increase the number of people with learning disabilities who have paid employment.
- Continue to ensure all partners work together to support people transitioning into adulthood, including aspirations for individuals to get paid employment.

Having a break

People told us they would like the following respite options in the future:

- Overnights
- With family or friends
- Help to go on holiday
- Same as before
- Family environment, not institutions
- Shared lives
- To keep fit



38% of people we spoke to have accessed respite

Parent, carers and professionals said it was important for people to:

- Have reliable and stable respite they can be confident in
- Have respite that is activities focussed
- Have weekends and holidays away
- Have access to respite during the Covid pandemic; and
- Be communicated with about what respite is available, especially during the Covid pandemic.

What we will do:

- Work with providers to develop a wider choice of respite and short breaks support that further enables independence
- Develop a flexible offer whilst supporting independence to include enhanced Direct Payment options.
- Work with partners and communities that promote exercise as part of their respite offer.
- Continue to promote carers support available including a Well Being guide and ensure carers have all information regarding the respite offers.

Impact of Covid

People told us the reason why lockdown rules were not good:

- Not seeing friends and family
- Felt forgotten/isolated
- Felt lonely, depressed, fed up and sad
- Could not go out and had to stay at home
- Day services, clubs and support services were closed
- Couldn't do normal things – either unsafe or closed
- Missed my holiday
- No idea what it is all about and no clear explanations

People told us things could be done differently by providing:

- More practical support
- More contact
- Community services in a safe place
- Places to meet family safely in winter
- Meeting up in smaller groups – seeing friends and carers
- More respite
- Explaining what is possible

41% of people we spoke to said that the different services/activities were good for them.

72% of people we spoke to said that if Covid rules have to remain they would be happy to carry on with their current activities

81% of people we spoke to said the lockdown rules made them feel negative

50% of people we spoke to said they were worried about Covid today.

People were worried about:

- Catching Covid
- Being poorly or dying
- Not understanding it
- Losing parents and carers
- Others not obeying rules
- Going on public transport

Parent, carers and professionals said it was important for people to:

- Have good, clear communication about the rules and what is open/closed – accessible options needed including British Sign Language (BSL)
- Be able to get out and about
- Be able to see their family and friends and spend time with them
- In good weather, be able to go out in the countryside
- Have good mental health
- Have extra support to prevent crisis, especially if not on the shielding list
- Have sustainable support
- Continue to have activities they can engage in and build independence and be supported to think outside the box if needed
- Have different options in the future including:
 - More frequent and better communication
 - Reopening of day centres/groups with Covid safety procedures
 - Improve access to activities
 - Consideration for carers in priority shopping

Parent carers also reported that due to lockdown and the restrictions of Covid some people have regressed and are no longer able to do things independently that they could pre-Covid.

60% of people we spoke to said their experience of Covid was negative, with the most common reasons being:

- Impact on mental health
- Lack of support
- Lack of activities/entertainment
- Reduced socialisation
- Isolation

84% of people we spoke to said they were worried about Covid with more than a quarter of respondents being worried about being ill or the person they care for being ill

61% of people we spoke to said the changes in services and activities being delivered had impacted negatively on the person they cared for/work with

What we will do:

- Listen to people about their concerns and provide advice and information about Government rules
- Ensure that everyone who works with people with learning disabilities, and their families, recognise the impact of Covid on them and their wellbeing, and adapt their approach accordingly
- Provide and share accessible information to individuals around covid
- Develop contingency plans with people as part of their support plans.
- Understand the impact of covid (positives and negatives) on people with a learning disability
- Learn from covid by adapting support to meet individual needs and promote new ways of meeting needs long term

For Government Covid guidance please follow this link: <https://www.gov.uk/coronavirus>

Making it all happen (next steps)

How will we make it happen (governance and action plans)

The strategy action plan will detail the actions needed to implement this strategy. This will be co-produced by people with lived experience and family carers.

The Learning Disability (LD) Partnership will oversee the implementation of the strategy. The partnership is made up of people with lived experience, carers and staff from the Council, NHS, providers and voluntary organisations.

The LD Partnership will report to the Telford & Wrekin Integrated Place Partnership every six months (as a minimum) outlining progress made and what difference it has made. This update will also be presented to the Telford & Wrekin Health and Wellbeing Board. Please refer to [Appendix 3](#) for the governance structure.

How will we know it is working (success/impact measures)

Whilst there is much good work to build on, we recognise that this work is challenging in the context of limited resources across the health and care system in Telford and Wrekin and the community and system recovery from the Covid pandemic.

As the previous sections outline we have identified a series of actions ('We will...') to ensure that people with a learning disability live well in Telford and Wrekin. The decisions we take to implement this strategy need to be clear on whether it takes us closer to achieving this, or further away.

It is really important that we continually monitor the impact of our work to better support people with learning disabilities across Telford and Wrekin. We will review our progress in respect of the outcomes that we have developed with people with learning disabilities and their families/carers.

Telford & Wrekin Learning Disability (LD) Partnership

"We want to make sure that the lives of people who suffer with learning disabilities are made easier, as well as the people who support them."

Stacey, Co-Chair of the Learning Disability Partnership



The partnership is made up of people with lived experience, carers and staff from the Council, NHS, providers and voluntary organisations.

The partnership's aim is to make sure that adults with a learning disability who live in Telford and Wrekin have the same chances in life as everybody else.

The Learning Disability Partnership will play a key role in ensuring that organisations are on track to deliver the strategy. They will also engage with people with learning disabilities and their family/carers to ensure any developments are co-produced and meet the identified outcomes.

Alongside this, we will also consider the following:

- Increasing number of people with learning disabilities in employment. (ASCOF)
- Increasing the number of adults with learning disability who live in their own home or with their family (ASCOF)
- Increasing the proportion of adults with learning disabilities who are eligible under the care act with a Direct Payment (ASCOF) or Personal Health Budget.
- Increasing levels of satisfaction from the annual standardised client customer survey from the providers (linked to DPS Framework and CQC requirement)
- Reducing the number of people with learning disabilities in In-Patient settings. (CCG)
- Increasing the number of people with learning disabilities who have had an Annual Health Check (CCG)

Appendices

Appendix 1 – Engagement Summary (views of people with a learning disability)



Supported by



Section A: Being Healthy and Independent:

What is Important when you are at Home?

Top answers;-

Being with family

My care feeling safe



What is important when you are out and about?

Top answers;-

To feel safe

Being with friends



What is important when you are getting ready to go out?

Top answers;-

Dressed properly for the weather

Smart clean

clothes to wear



What is important for you to be healthy?

Top answers;-

Eating good foods, healthy regular meals

Exercise



Have you had a health check before?

Yes: 26



No: 4



Don't know 1

If yes, what was it like?

Most people say it was okay



Have you been to hospital or GP before?

Yes: 31



No: 0



If yes, what was it like?

Most people say it was okay

People had lots to say about being comfortable at home including wanting to feel warm and safe, about their dog and things like television and gaming.



Section B: Having Friends and Relationships:

If you see your family, what do you do and where do you go?

Top answers;-
Visiting family,
parents and siblings
at their home
Going for meals and walks



If you see your friends, what do you do and where do you go?

Top Answer;-
Seeing friends at day
centres and Club
2000 (but we
can't go now)



Is there anything else you would like to do with your family?

Top answers;-
Go on holiday
and out more



Is there anything else you would like to do with your friends?

Top answer;-
Want to see friends more often



Are you married?

Yes: 0
No: 30



Do you have a boyfriend/girlfriend?

Yes: 3
No: 24



In the answers to each section family and friends were often in the top answers, showing how important maintaining relationships are.



Section C: Having Choice: Section D: Getting Out and About:

Do you speak for yourself or get help to make your own choices?

Yes: 21

No: 7



Do you want to make more choices about what you do?

Yes: 13

No: 12



If yes, what do you want to make more choices about?

Top answer;-
Where I live



Do you feel safe to get out and about in your community?

Yes: 20

No: 9

I feel safe when I'm with family, friends or carer:



If yes, what do you do?

Top answers;-

Going for walks

Going shopping



Do you go out by yourself?

Yes: 8

No: 22

If no, would you like to go out in your community and what do you need to make this happen?

Top answer;-

I can only go out with support



The answers show just how much individuals rely on various people in their lives for choice making



Section E: Having the Right Support: Section F: Having a Job: Section G: Having Respite:

Do you get support to do things for yourself?
Yes: 28
No: 2
 Who supports you now?
 Top answers;-
Mum, Dad or family
My support staff

What do they support you with?
 Top answers;-
All areas of my life
Preparing food, cooking and feeding
My personal care/hygiene

What type of support do you want in the future?
To be able to get out more
No change – I want it to stay the same, I like it.

Do you have a paid job?
Yes: 2
No: 28
 If yes, what are you doing?
Cleaning catering
volunteering
 If no, do you want to have a job?
Yes: 4
No: 20
Probably: 1
Don't know: 1

What could support you to have a job?
 Top answer;-
I don't know!

Have you been on respite?
Yes: 12
No: 15
 What type of respite would you like in the future?
 Top answers;-
Possibly respite with friends
I don't know:

People had lots to say about support from wanting to be more independent to asking that care providers keep the promises they make.

Section H: What has Covid19 meant to you?:

How did the lockdown rules make you feel?
Thumbs Up: 3
Thumbs down: 26





Please tell us why?
 Top answers;-
Didn't like not seeing my friends:
Day Services, clubs and support services were closed/withdrawn




How worried are you today about Covid1?
Very worried: 9
A bit worried: 7
Not worried at all: 5
Don't know: 8



Please tell us what you are worried about?
I don't want to get Covid or be poorly:
I don't understand it:



Because of the Covid19 rules we have had to deliver services and activities very differently. Overall has this been good or bad for you?
Thumbs up: 13
Thumbs down: 15



How do you think things can be done differently?
 Top answer;-
I don't know!



What will it mean if the Covid rules have to stay? Are you happy to carry on with the activities you do now?
Yes: 23
No: 5
Not sure: 1




Or would you like to do something else?
 Top answers;-
Do more outside/community activities

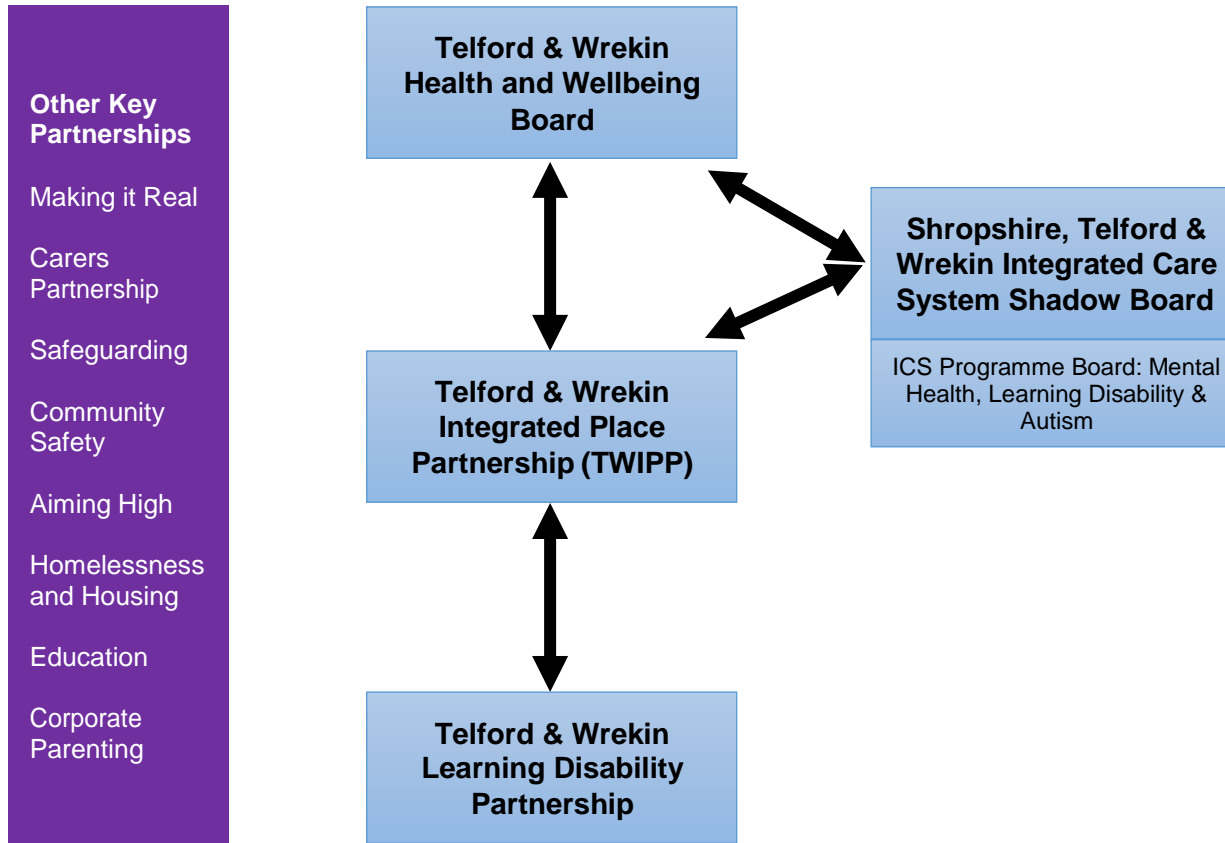



Appendix 2 – Engagement Summary (views of family, carers and people who work with/support people with learning disabilities)



Learning Disability
Engagement Survey

Appendix 3 - Learning Disability Partnership Governance



Appendix 4 – Linked partnerships, policies and guidance (National and Local)

National Policies and Guidance

General policies:

- The right to access public sector housing, consumer rights, welfare support, employment protection
- The Human Rights Act 1998; the Equality Act 2010 and UN Convention on the Rights of Persons with Disabilities (anti-discrimination legislation)
- Hate Crime legislation - disability hate incidents and disability hate crime (Criminal Justice Act 2003)
- Coronavirus legislation, 2020 and associated government guidance: <https://www.gov.uk/coronavirus>

Health, social care and education policies:

- People with learning disabilities are entitled to full access to mainstream healthcare, with reasonable adjustments being made as outlined in the NHS Long Term Plan, Improving Health and Lives; All Means All (NHS targets) supported by Clinical Commissioning Group Improvement and Assessment Framework (Nov 2018) introduced by NHS England.
- All social care policy underpins the delivery of learning disability support e.g. Children and Families Act; The Care Act (England); personalisation; Mental Capacity Act and Mental Health Act; and The Carers Action Plan 2018 – 2020, which builds on the National Carers Strategy.
- Adult Social Care: Quality Matters (April 2019)
- Your Data: Better Security, Better Choice, Better Care (July 2017)
- Shaping the Future – Care Quality Commission’s Strategy for 2016 to 2021
- The Preparation for Adulthood SEND Reforms (2014)
- The Care Act 2014 states that wellbeing is the core outcome local authorities should be working towards and they have the duty to promote:
 - Control by the individual over their life;
 - Participation in work;
 - Suitability of living accommodation;
 - The individual’s contribution to society;
 - The individual’s views, wishes, feelings and beliefs;
 - The interests and wellbeing of family carers.
- Personalisation (a whole system approach):
 - Mainstream and universal services, opportunities and activities;
 - Targeted support using self-directed approaches;
 - Choice and control, self-directed support;

- Social / community capital.
- Mental Capacity Act 2005 including the Deprivation of Liberty Safeguards:
- Mental Health Act 2007
- Support housing: national statement of expectations 2020

Learning Disability specific policies (England):

- NHS Long Term Plan (Jan 2019)
- NHS Improvement – The Learning Disability Improvement Standards for NHS Trusts (July 2018)
- Department of Health and Social Care: The Government’s Mandate to the NHS (2018-19)
- NHS England (2017) CCG improvement and assessment framework 2017/18; PQ HL443 [on Health Services: Learning Disability] 2015
- National Institute for Health and Care Excellence (NICE)
- The Learning Disability Core Skills Education and Training Framework (July 2016)
- National Learning Disability Mortality Review (LeDeR) Programme,
- NHS England (2015)/Department of Health (2013) Confidential Inquiry into the Premature Deaths of People with Learning Disabilities
- Transforming Care for People with Learning Disabilities (January 2015)
- Building the Right Support, NHS England (October 2015)
- No Voice unheard, no right ignored 2015
- Valuing People Now (2009)
- Improving lives: the future of work, health and disability 2017 / Disability Confident Campaign
- Special Educational Needs and Disability Code of Practice
- The Five Year Forward View for Mental Health (February 2016)
- Think Local, Act Personal
- British Association of Social Work: Professional Capability Framework
- Skills for Care and Skills for Health – Core Capabilities Framework for Supporting People with a Learning Disability
- COMING SOON – [National Strategy for Disabled People.](#)

Supporting Local Partnerships and Strategies

- [Shropshire, Telford & Wrekin Long Term Plan](#)
- Health and Wellbeing Strategy, 2020-2025
- Telford & Wrekin Integrated Place Partnership Strategic Plan, 2020-2022
- Telford & Wrekin’s Making it Real Board
- [Telford & Wrekin Council Plan](#)
- [Telford & Wrekin Community Safety Strategy, 2017-2019](#)
- [Telford & Wrekin Safeguarding multi-agency safeguarding arrangements](#)

- Specialist Housing and Accommodation policy
- Market Position Statement

Appendix 5 - Other resources

ⁱ [MENCAP](#), 2020

ⁱⁱ [MENCAP](#), 2020

ⁱⁱⁱ MENCAP, 2020 – [How common is learning disability?](#)

^{iv} Public Health England: People with learning disabilities – [Adult Social Care \(Chapter 5\)](#)

^v Shropshire and Telford and Wrekin Long Term Plan – Chapter 5.6 – Learning Disabilities and Autism: A Local Priority

^{vi} University of Bristol Norah Fry Centre for Disability Studies, 2019

^{vii} [NHS Long Term Plan, 2019](#)

^{viii} [Learning Disabilities Health Check Scheme – 2019-20 Quarter 4](#)