

Foreword

Hon Howard Quayle, Chief Minister



The Department of Health and Social Care has written the third five year strategy for adults with a learning disability, which sets out the Department's view of how adults with a learning disability should be included and supported in the community in which they live.

Significant improvements have been made in services for people with a learning disability in recent years, with more people now leading full and rewarding lives. Over the lifetime of the first two Adult Learning Disability Strategies, notable progress was made in key areas of daily living, with increased opportunities for people to choose how and where they live and how they spend their days.

Our vision for the future is based on the values of rights and responsibilities, independence and inter-dependence and control. This strategy continues to focus on four key national themes of, housing, employment, health and inclusion.

The Department of Health and Social Care has taken into account the views and experiences of people supported by and involved in the provision of services for adults with a learning disability, and where possible, incorporated the learning from this into the strategy. The Department acknowledges the contribution of everyone involved in setting the agenda for the development of services over the next five years.

The latest five year strategy builds on the previous two strategies and sets out how people with a learning disability should continue to:

- Be included and supported in the community in which they live
- Have improved access to health care on the Island
- Be afforded more opportunities to gain meaningful employment
- Have more choice over where and with who they live

The Council of Ministers Programme for Government sets as one of its three strategic objectives the overarching aim of delivering *An Inclusive and Caring Society* whilst ensuring we provide a financially responsible government that promotes longer healthier lives, improved quality of life and which tackles the inequalities in our Island society.

This third Adult Learning Disability Strategy has been developed with these key underpinning objectives which we hope will see services grow and develop in accordance with the needs of those most vulnerable in our society.

Introduction

Hon David Ashford MHK,
Minister for Health and Social Care



As Minister for the Department of Health and Social Care I am delighted to be able to introduce this new refreshed Learning Disability Strategy. The previous strategies have laid out a direction of travel that has allowed us to provide significant improvements to services for people with learning disabilities over recent years; this strategy builds on this work and will further develop and refine the offerings and opportunities available to us to assist individuals in living life to the full.

Within this strategy we retain the four fundamental core values that have driven and underpinned the previous two strategies, namely:

- Rights
- Independence
- Choice/Control
- Inclusion

These principles form the cornerstone of what we will continue to seek to do over the next five years as we look to further develop person-centric services.

This strategy also feeds into the department's wider aims around integrated care and providing care and support within a community setting. It recognises the vital role that carers and wider families play in supporting individuals and seeks to engage with them to help develop and model our services.

The purpose of this strategy is to support some of those most vulnerable in our society and will allow for our services to develop based on the changing needs of those who use those services.



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1. Background

This is the third Adult Learning Disability Strategy for the Isle of Man.

The aim of this strategy is to build upon the work of the previous two strategies whilst setting out the vision and plans for the future; and by identifying the steps required over the next five years in order to support the vision to become reality.ⁱ

The core principles of this third strategy remain the same as those of the previous two:

- Rights
- Independence
- Choice/Control
- Inclusion

These principles were the cornerstones of the 2001 UK Government's White Paper '*Valuing People – A New Strategy for Learning Disability for the 21st Century*' and remain as pertinent today as they did then, as they are the foundation of person-centredness and the basis for the development of integrated care and support.ⁱⁱ

Adults with a learning disability have repeatedly told us, in both words and actions, what they do and do not need in order to live the lives they want and reach their full potential. We have therefore not formally consulted on this strategy but instead incorporated information from a variety of sources including previous consultations, person-centred plans, social groups and in-service meetings, formal and informal feedback from service users, family/carers and staff, and the views of partner organisations and professionals in a variety of forums.

What is a Learning Disability

*'Having a learning disability means that people find it harder to learn certain life skills. The problems experienced vary from person to person, but may include aspects such as learning new things, communication, managing money, reading, writing or personal care. Some people are born with a disability, whereas others may develop one as a result of an accident or illness in childhood'*ⁱⁱⁱ

The themes of the Strategic Plan for Adults with a Learning Disability in the Isle of Man are:

- Inclusion not isolation – this is a core thread that runs throughout the strategy
 - Person-centred
 - Promote equality
 - Fair access to social activities and support to develop social skills
 - Encourage integration
- Employment
 - Support fair access to employment
 - Encourage skill building
 - Offer support and advice to service users and employers
- Housing and accommodation
 - Encourage independent living
 - Work in partnership with key stakeholders
 - Develop a framework of accommodation options to allow growth and development of service users, including step up/step down models of accommodation and support
- Improving pathways through services
 - Ensure that there are clear pathways into and through the services based on changing needs, strengths and abilities of service users
 - Developing bridging/transition service to ensure seamless transition into and out of adult learning disability services
 - Identify a Transition Lead for young people and adults with a learning disability
 - Work collaboratively with other services and providers to safeguard adults with a learning disability by ensuring positive and purposeful sharing of information
- Equal access to healthcare
 - Build sustainable and robust working relationships with colleagues in health services in order to promote integration and reduce inequalities in access to health information, treatment and care by establishing clear links to all care pathways

Vision

An inclusive Island community that encourages and supports adults with a learning disability to live the life they want.

The Strategic Plan is about growth and development of sustainable and flexible services that support adults with a learning disability in a person-centred way, to realise their potential to live fulfilling lives.

It is about recognising and promoting a universal understanding of equality that ensures adults with a learning disability have the same rights and responsibilities as every other Island resident and therefore should automatically be included in decisions that may impact upon their lives.

Whilst it is only right to acknowledge the positive changes and achievements in adult learning disability services over the last five years, it is important that we continue to focus on ensuring that services meet the constantly changing needs and expectations of the people we support.

2. Why do we need an Adult Learning Disability Plan

We want to support adults with a learning disability living in the Isle of Man to live longer, healthier, happier and fulfilling lives.

We recognise the benefits for all of the people of the Isle of Man of a fully integrated health and social care system, as referred to in the Final Report of the Independent Review by Sir Jonathan Michael (2019).^{iv} However; it is of particular interest when considering the healthcare needs of Island residents with a learning disability. One of the three central pillars in the DHSC Health and Social Care Vision document (2018) is *'All support and care services should be part of an integrated system in equal partnership with people and their carers.'*^v This resonates with Adult Learning Disability Services as it reflects the ethos of person-centredness on which the vision of this strategy, culture of providers and delivery of services are based.

In 2007 Mencap published *Death by indifference*, a report on the deaths of six people with a learning disability.^{vi} The report highlighted inequalities in healthcare experienced by people with a learning disability and suggested that people with learning disabilities and their families were facing institutional discrimination in healthcare services.

Death by indifference was followed by an independent enquiry led by Sir Jonathan Michael – the resultant report *Healthcare for All (2008)* recommended the establishment of a learning disabilities Public Health Observatory, and a time-limited Confidential Inquiry into premature deaths of people with a learning disability.^{vii}

The Confidential Inquiry into Premature Deaths of People with Learning Disabilities (CIPOLD) also found significant evidence of inequalities in access to good quality healthcare for people with a learning disability. The report from this inquiry published in 2013, made 18 key recommendations for improvements in healthcare and highlighted the importance of robust systems for the collection and analysis of learning disability mortality data.^{viii}

More recently, the Isle of Man Learning Disability Mortality Audit 2019 highlighted a number of similarities with UK reports, and illustrated clear gaps in provision and inequalities in access to appropriate healthcare for adults with a learning disability in our community.^{ix}

This report identifies a number of key themes and makes recommendations for change including a new model of care with increased input from generic and specialist health professionals. It is therefore imperative that the needs of adults with a learning disability are fully represented and considered in the development of an integrated health and care system in the Isle of Man to ensure equality of access in all areas.

However, an integrated approach extends beyond access to, and quality of, healthcare provision, as it is firmly based on seeing the person as a whole rather than a collection of varying needs, and therefore aimed at developing networks of both statutory and non-statutory care and support that recognise and reflect this.^x

It is essential that we work in partnership with other organisations, government departments, third sector partners, service users and their support networks to deliver flexible, innovative, responsive and sustainable services that support adults with a learning disability in all of the following key areas of life:

- Health – Ensure that the needs and wishes of adults with a learning disability are fully represented in the development of an integrated health and care system on the Island.
- Employment – Explore options to increase employment opportunities and effectively support adults with a learning disability to develop the knowledge and skills needed to access both voluntary and paid work.
- Inclusion – Recognise barriers to inclusion and identify ways to reduce social isolation by encouraging person-centred approaches and ways of working.
- Social activities – Identify what is available in the community and the support that may be needed to access this. Also consider options for increasing choice and promoting equality through partnership working and joint initiatives.
- Relationships – Support to develop and maintain meaningful, safe, respectful and positive relationships.
- Independence – Provide support that enables choice, control and positive risk taking and promotes an appreciation of the rights and responsibilities of individuals to make mistakes and learn from them.
- Support choices – Develop clear access criteria and pathways into, through and out of services with a focus on providing the right level of support in the right way.
- Housing – Work in partnership with social care colleagues, other Government departments and outside agencies to develop a range of appropriate housing and accommodation options to meet the diverse and changing needs of adults with a learning disability.
- Equality – Promote and encourage access to non-specialist services, activities and options wherever possible whilst recognising that there may be a need for reasonable adjustments to enable this to be a realistic choice.

3. What do we know about Adult Learning Disability on the Isle of Man

It is important firstly to make the distinction here between a learning disability and learning difficulties, as the two terms are often interchangeable when used in the context of health and social care for adults.

For a diagnosis of learning disability an adult must have an IQ below 70 with:

- a significantly reduced ability to understand new or complex information or learn new skills
- a reduced ability to cope independently
- an impairment that started before adulthood, with a lasting effect on development

In the Isle of Man, as in the UK, learning disabilities are categorized based on IQ test scores as follows:

50-70	- Mild
35-50	- Moderate
20-35	- Severe
Less than 20	- Profound

Whilst categorising people into groups on the basis of their disability does not fit with the ethos of person-centredness, it provides a useful and necessary basis for assessment of need in respect of access to services. However, this does not mean that there is a 'one size fits all' means of support based on the above categories, as each person's needs are assessed individually.

The umbrella term of learning difficulties covers a range of difficulties, including:

- Dyslexia – difficult with words
- Dysgraphia – writing difficulty
- Dyspraxia – motor difficulties
- Dyscalculia – difficulties performing mathematical calculations
- Attention Deficit Hyperactive Disorder (ADHD)

However, whilst these learning difficulties present their own particular challenges, and an adult with a learning disability may experience one or more of these additional challenges, the learning difficulty itself is not categorised as a disability.

In much the same way, some adults may have a dual diagnosis of learning disability and Autism - a lifelong, developmental disability that affects how a person communicates and relates to other people and how they experience the world they live in. However Autism itself is not categorised as a learning disability.

This strategy focuses on the needs of adults with a diagnosed learning disability and the support they want and need in order to live fulfilling lives.

The Isle of Man has an estimated population of 300 adults with a learning disability, although it is accepted that there may be a number of adults who we simply do not know about as they have never been diagnosed, sought support or accessed services:

- 33% of adults with a learning disability live in a residential care setting
- Approximately 15% are supported to live in their own home
- Almost 25% of adults live at home with family/carers and access respite services.
- The majority of the remaining 25 - 30% of adults with a learning disability regularly access day service provision, either directly provided by the Department of Health and Social Care or via a commissioned service.
- It is estimated that between 5-10% of adults with a learning disability are not currently accessing any services at all. This group can be further broken down into the following categories of:
 - People who have previously received services but feel they do not require them at present
 - People who are in the process of applying or being assessed for eligibility for service provision
 - People who are supported informally in the community.
- The estimated number of adults with a learning disability, known to services, in employment is 85; with half of this number being in paid employment and the remainder in voluntary roles. Access to employment is important to everyone as it provides economic benefits, opportunities for social inclusion, development of new skills and active participation in the community – all of which are essential for self-worth, dignity and fulfilment
- Inequality has a significant impact on the lives of people with a learning disability – this can be seen in all areas of life including housing and accommodation, employment, physical and emotional well-being, access to healthcare, relationships and financial security.
- Significant inequality in access to healthcare which is illustrated in key reports such as the Mencap report *Death by indifference* 2007, *Healthcare for All* report in the UK 2008 and the Isle of Man Learning Disability Mortality Audit 2019.
- The current regulatory framework does not reflect the variation of service provision that is required to meet the needs of adults with a learning disability in the Isle of Man.
- There is an absence of supported housing provision on the Island for adults with a learning disability which leaves a significant gap between the two predominant models of support – community homes/residential care and supported living which are at opposite ends of the spectrum in regards to levels and intensity of support.

4. Where are we now?

Throughout the last five years the Adult Learning Disability Service has worked closely with other government departments, commissioned services and third sector organisations to realise plans and achieve the goals that were set out in the last strategy.

Key achievements include:

- The opening of two new community homes in Braddan for adults with a learning disability and complex needs to replace two de-commissioned homes on Glencrutchery Road that were no longer fit for purpose and did not meet the changing needs of service users.
- The Greenfield Park development in Braddan – a modern purpose-built resource hub for adults with a learning disability to replace existing day service facilities which were previously spread over a number of locations. The new development incorporates workshops, where service users are supported to develop a range of work skills, a supported employment team, garden centre, shop and café.
- The transition of day service provision from Eastcliffe Day Centre in Douglas to the specifically designed and purpose built Tall Trees Resource Centre in Braddan which offers an expanded choice of activities and social opportunities for service users with more complex needs.
- Planning and ongoing development of community based day service opportunities with a focus on inclusion and increased community participation.
- The commissioning of an independent review of respite services for adults with a learning disability on the Island and resultant report which includes key recommendations for both the operational aspects of respite provision and the design of a new, purpose built residential respite centre.
- The commissioning of Shared Lives, an adult placement service, to provide alternatives to traditional residential respite services and thereby more individualised and flexible support to families and carers.
- The commissioning of a day service provision for older adults with a learning disability in order to ensure continued access to purposeful and enjoyable activities and meaningful relationships.
- Expansion of the Supported Living Service providing individualised packages of support for adults with a learning disability in order enable them to live as independently as possible in their own home.

Whilst there has been noticeable progress in many other areas over this time, and importantly a number of individual success stories to celebrate, there is undoubtedly still a considerable amount of work to be done in order to realise the vision and build the pathways, frameworks and support systems needed to enable adults with a learning disability to realise their full potential and live a fulfilling life.

A key achievement during the lifetime of the last strategy has been the establishment of the Learning Disability Partnership Board (LDPB) and four associated sub-groups; each with a remit to focus on one of the key priorities from the strategy:

- Employment
- Health
- Housing/Accommodation
- Inclusion

The sub-groups have experienced varying degrees of success and achievement against agreed outcomes. Positive developments include but are not restricted to:

- The appointment of a Community Learning Disability Liaison Nurse with a remit that includes the management of an active caseload of service users with complex health needs, the development of Health Passports and Action Plans and provision of training, support and guidance to individuals with a learning disability, families/carers, service providers and healthcare professionals.
- The development of admission to/discharge from hospital checklists and guidance for adults with a learning disability.
- The production of easy read health information/guidance documents for adults with a learning disability.
- The development of Pathways to Accommodation guidance, aimed at providing adults with a learning disability and their families/carers with information of the various housing/accommodation options on the Island and how to access them.
- The production of Pathways to Employment guidance on employment, learning and development opportunities in the Isle of Man for adults with a learning disability.
- The development of an employer database providing information on employers on the Island who currently provide employment opportunities for adults with a learning disability.
- Development of an Autism specific service specification resulting in a successful tendering exercise and subsequent commissioning of services.

5. Drivers for change

- Innovation, development and improvement of health care and medical interventions mean adults with a learning disability are now living longer and with more complex physical needs.
- The Confidential Inquiry into Premature Deaths of People with Learning Disabilities (CIPOLD) (2013) highlighted inequalities in access to healthcare and failures in health and social care systems experienced by adults with a learning disability.
- Government focus on, and commitment to, the development of an Island wide model of integrated health and social care provision.
- Integrated Care is a key theme that runs throughout the recent report of the Independent Review of the Isle of Man Health and Social Care System led by Sir Jonathan Michael.

The report recognised the work already undertaken by the DHSC Integrated Care Project Team in the west of the Island and emphasised the importance of integration remaining central to the transformation of health and social care in the Isle of Man. The report also identified the need to separate DHSC strategy and policy making from service delivery and recommended the development of an arm's length body, to be known as "Manx Care" to deliver or commission all required health and care services.

The Integrated Care Project Team submitted a position paper to the Department in December 2018 which included 42 recommendations for change, all of which were approved.^{xi} One of the overarching themes of this paper was the importance of developing care and support provision that focuses on the needs and wishes of the person; this theme of person-centredness is the foundation of adult learning disability services. However, whilst there are examples of good practice in regard to integration and partnership working there is a clear need for focus on the further development of integrated working practices between government departments and with third sector organisations.

- The importance of financial stability for the Island and the need to ensure that services directly provided and commissioned by Government are cost effective and provide value for money for the tax payers of the Isle of Man, whilst still being needs led.
- A wider recognition of societal inequalities in relation to adults with a learning disability and a local focus on equality and inclusion which is supported by appropriate legislation.
- Increased expectations of adults with a learning disability to have choice and control and to live a fulfilling life that meets their hopes and wishes, not just their needs.
- A recognition and appreciation of the needs and value of family and informal carers in the support network of adults with a learning disability and the development of integrated care.

- Isle of Man Programme for Government 2016 – 2021 which includes key outcomes for vulnerable adults.^{xii}
- Since the first Adult Learning Disability Strategy there have been several legislative changes that influence the provision of adult social care services including:
 - The Regulation of Care Act 2013 and establishment of Minimum Standards for providers of social care services to vulnerable people with the purpose of promoting and supporting improvements in the quality of care and support provided.
 - The Social Services Act 2011 which provides a clear framework for the delivery of social care services, clarity on service user eligibility and the duties and powers of the Department of Health and Social Care.
 - The Equality Act 2017 which seeks to protect people from discrimination in the workplace but also in the provision of goods and services.
 - Isle of Man Safeguarding Act 2018 which seeks to support and promote the safeguarding of children and vulnerable adults

It is important to acknowledge that there remains an absence of Capacity Legislation in the Isle of Man. Therefore, whilst it is widely recognised that the principles of best interest decision making are fundamental to the care and support of adults with a learning disability, the current situation of patchy understanding and application of this process, alongside a lack of relevant legislation, guidance and training is an issue that need to be addressed.

6. Where do we want to be? – the next 5 years

Over the next 5 years Adult Learning Disability Services will work towards the realisation of the vision. We will support adults with a learning disability to live longer, healthier and more fulfilling lives of their choosing by working with everyone in a person-centred way and in partnership with stakeholders in order to realise identified key outcomes.

We will ensure meaningful engagement and inclusion of service users, families and carers in the design of services and in the development of person-centred processes for recruitment, induction and training of support staff.

We will review and re-focus sub-groups to the Learning Disability Partnership Board to enable the development of integrated models of support and care.

We will promote integration and inclusion for adults with a learning disability by establishing working groups to concentrate on the following key areas:

- Communication
- Person-centredness
- Housing
- Employment
- Health
- Consultation and engagement

How are we going to get there?

Increased and improved engagement with all stakeholders with a clear focus on person-centred approaches, partnership working and integration.

The introduction of a tiered model of support to ensure that adults with a learning disability receive the right support, at the right time and in the most appropriate setting.

A review of staff training and resultant development of an overarching mandatory training policy and plans for staff working in all areas of Adult Learning Disability Services.

Identification and development of additional training plans specific to the needs of service users at each tier of the model of support.

A review of current Adult Learning Disability Service building stock and development of a plan to address identified gaps in provision by working in collaboration with other areas of Government and, where appropriate housing providers.

The continuation of the work of the Learning Disability Partnership Board including a review of existing sub-groups and establishment of new working groups based on identified priority objectives.

Active involvement in the development of pathways for access for adults with a learning disability to health, therapy and support services including recommendations for reasonable adjustments that should be considered.

Establishment of a Learning Disability Liaison Nurse for hospitals along with the creation of a network of link nurses for vulnerable adults within the hospital setting.

Increased meaningful and purposeful engagement with existing service users and also adults with a learning disability who may not currently access services but may wish/need to in the future.

A review and redesign of the specification for Adult Learning Disability Advocacy service provision to reflect the views and aspirations of a changing population and provide clarity around the purpose and remit of the advocacy service. Renewed focus on development of self/peer advocacy skills and involvement of individuals and groups of adults with a learning disability in consultation, training and recruitment matters in relation to future service development.

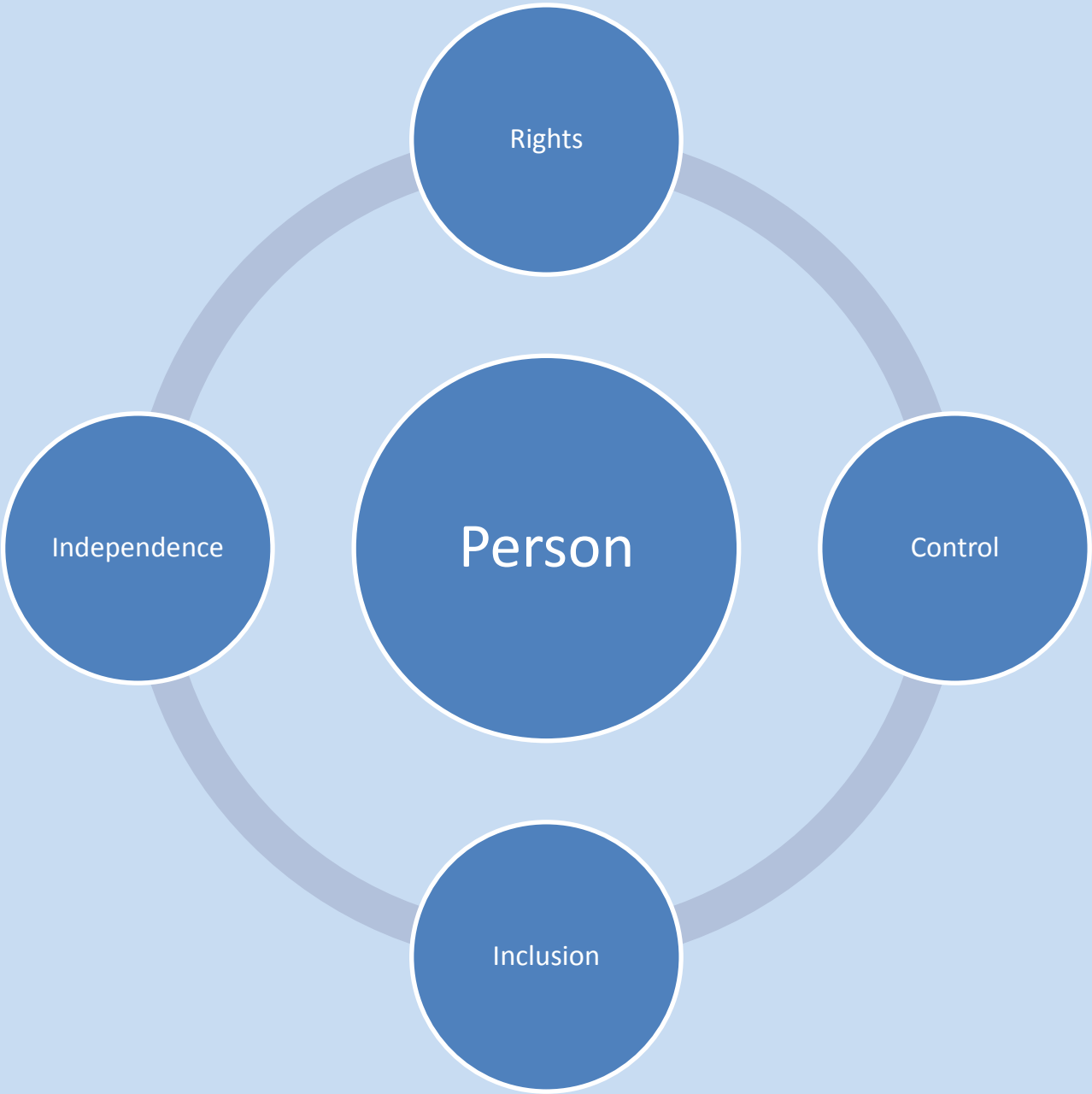
Five Key Areas

The Strategy is focused around five key areas and supported by an Implementation Plan. The plan sets out the actions required to make the vision a reality.

1. Improved integration with other departments, private and third sector organisations
2. Development and implementation of a tiered model of support
3. Clear and effective pathways in, out and through services
4. Expansion of community based support
5. Improved access to health care

Developing the five key areas

In developing the five key areas and outcomes we have used the following guiding principles contained in Valuing People Now Strategy^{xiii} and Valuing People Now The Delivery Plan 2010-2011^{xiv}



7. What needs to be done?

Inclusion is key to the realisation of the vision for the future of adults with a learning disability in the Isle of Man. This was recognised by the Learning Disability Partnership Board from its inception, and was included as one of the original partnership sub-groups.

However, the Inclusion sub-group made limited progress due to the all-encompassing nature of the term, which is a core theme of the vision, rather than a specific focus area.

It is important for adults with a learning disability, as it is for all of us, to have the opportunity to live healthy, safe, fulfilling lives; with individual views and choices respected and supported wherever possible. For adults with a learning disability this is best achieved by developing assessment, planning and support systems that are person-centred.

The establishment and continued development of the Learning Disability Partnership Board and sub-groups are central to the promotion and success of many of the identified outcomes in the plan. Whilst the Department of Health and Social Care has a significant part to play in leading and driving the changes required to realise the vision; the importance and value of shared knowledge, resources and effective partnership working, both across Government and externally, cannot be underestimated.

In order to form a truly inclusive society, there has to be a shared understanding of the need, appetite for and commitment to change.

There is still significant work to be done in respect of housing to ensure that there is a wider range of suitable accommodation to meet the changing needs and expectations of adults with a learning disability.

A noticeable gap in this area on the Island is the availability of supported housing provision which would encourage and support the development of daily living skills and confidence in a socially supportive way. This would provide a much needed ‘step up/step down’ option and could provide a safer and more flexible first step towards independent living or a short/medium term alternative to a community house placement for someone who may have previously been either independent or living at home but whose needs have now changed. Adult Learning Disability Services will work in partnership with other Government departments and housing providers, to identify options for the development of supported housing provision.

- It is essential that a review of current buildings and existing models of residential support is undertaken in order to plan for the introduction of a tiered model of support for adult learning disabilities.
- The tiered model will be used to organise resources and provision of services to best meet the needs and expectations of adults with a learning disability in a person-centred way; with emphasis on ‘just enough support.’ In order to enable choice and independence it is important that services do not disempower adults with a learning disability by creating unnecessary reliance on paid support due to inflexible models of provision.
- The introduction of a tiered model of care and support will present challenges on cultural, financial and resource fronts as people have become very familiar and comfortable with traditional support models, particularly in residential services. However with sound planning, good leadership, appropriate training, clear communication and collaborative working, the result should be a more person-centred, empowering and cost effective model that provides the right support, in the right way and in the most appropriate setting.

An effective respite service can be a key element in reducing early or unnecessary access to residential services. A recent review of adult learning disability respite provision made a number of recommendations for change, including:

- Review of admission and discharge processes
- Review and subsequent clarity of eligibility criteria
- Review of protocol for accessing crisis accommodation

- Development of service specific induction and training
- Commissioning of a new, purpose built and future proofed residential respite building
- Further exploration and expansion of alternatives to residential respite.

Some progress has been made against these recommendations and a working group has been established to identify and plan for actions against the recommendations of this review.

A renewed focus on identifying solutions to address current inequalities in access to appropriate healthcare services for adults with a learning disability is underway; led by the Health sub-group to the Learning Disability Partnership Board.

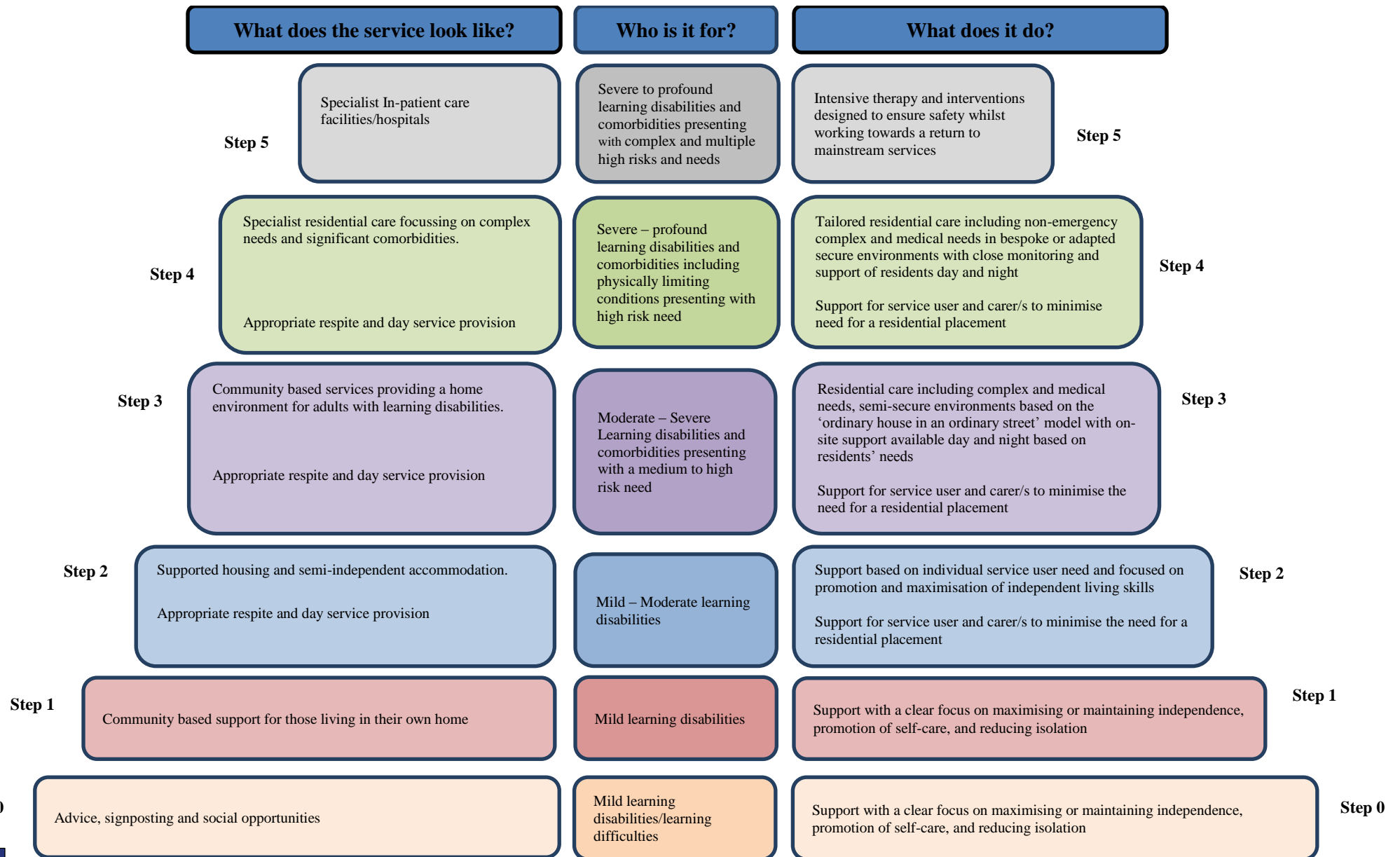
It is imperative that the views of adults with a learning disability and of those who support them are incorporated in the development of integrated care on the Island. Collaborative working practices and partnership working between colleagues in all areas of health and social care will ensure equality of access to, and continuity of healthcare, for adults with a learning disability.

The Community Learning Disability Liaison Nurse has made positive progress in supporting the development of Health Passports and Health Action Planning for adults with a learning disability, although to date this has predominantly been amongst service users living in adult learning disability community homes. There has also been an increased awareness of the importance of effective Annual Health Checks and regular reviews of medication, although this is not consistent and again more evident amongst those adults who live in community homes. A further positive development has been an increase in screening for and identification, diagnosis and resultant planning of support for adults with a learning disability with dementia type conditions.

There has been less progress in the understanding of the needs of adults with a learning disability and any reasonable adjustments that may be required to ensure equality of access and care, in acute healthcare settings. Positive experiences and good practice in respect of the care and support of patients with a learning disability in hospital are largely dependent on interested individuals, rather than embedded in the culture, policy and practices of the hospital.

Basic learning disability awareness training is provided by the Learning Disability Liaison Nurse but still does not play a significant part in the training of adult nursing and other medical professions. It is essential that the importance of learning disability awareness and training is recognised in order to improve practice and outcomes for adults with a learning disability.

8. The Tiered Care and Support Model for Adult Learning Disabilities



9. Outcomes and Key Actions

1) Improved integration with other Departments, private and third sector organisations

OUTCOMES	KEY ACTIONS
<ul style="list-style-type: none"> • Risks and challenges will be shared across the Department and beyond where appropriate • Improved pooling and mobilisation of existing resources to address challenges • Faster and improved sharing of relevant data with those who need it 	<ul style="list-style-type: none"> • Adult Learning Disability Services representation on the DHSC Care Quality and Safety Committee • Continuation of Learning Disability Partnership Board and focused sub-groups • Development of processes to ensure that decision making occurs at the appropriate level, and that lines of approval are simple and time sensitive • Establishment of funding mechanisms that incentivise services to operate in accordance with Department aims and objectives • Establishment of minimum data sets that are intelligible at both Department and interdepartmental levels • Creation of a culture of co-operation and mutual support across learning disability services and beyond - <i>“How can I help?”</i>

2) Development and implementation of a tiered model of support

OUTCOMES	KEY ACTIONS
<ul style="list-style-type: none"> • Deliver services appropriate to the needs of those accessing them • Deliver services that perform well; both for the individuals accessing them, and when considered against an appropriate regulatory framework • Deliver services that focus more upon the outcomes that are most important to the individuals we support 	<ul style="list-style-type: none"> • Review packages of support taking into consideration the needs of the person and what would be most appropriate • Work with regulators to establish and review appropriate standards for tier 1-4 services • Continue developing person-centred support and planning processes to ensure services users’ needs, wishes and aspirations are central to decisions about individual support provision • Review, redesign and develop services continuously to make sure they are flexible and respond to the changing needs of the people who use them

3) Ensure clear and effective pathways in, out and through services.

OUTCOMES	KEY ACTIONS
<ul style="list-style-type: none"> • Smoother transitions into, out of and between services • Clear transition pathways for individual service users to ensure there are no ‘cliff edges’ • Transitions that take place when they make sense for the individual, not just services • Improved information sharing between services involved in transition 	<ul style="list-style-type: none"> • Develop shared working with other services where appropriate • Develop a skill building pathway to prepare service users for employment • Redevelop transitions so that responsibility sits with those involved across multiple services i.e. bridging/transition service • Establish a Learning Disability Transition Lead to co-ordinate transition planning both into and out of services • Promote a shared understanding of, and commitment to making safeguarding <i>‘everybody’s business’</i>

4) Development of community based support

OUTCOMES	KEY ACTIONS
<ul style="list-style-type: none"> • Improved access to services which reduce or delay the need for residential care • More healthcare procedures completed in or close to one's own home, with hospital only used in case of genuine emergencies; thereby building services around the individual • Improved access to, and development of , services that address wider needs such as inclusion, employment, friendships and relationships • Improved accommodation choices including where to live, who with, and support needed and wanted. • Improved community presence and reduced inappropriate access to traditional, resource intensive day care settings • Active citizenship, improved feelings of self-worth and reduction in social isolation and loneliness 	<ul style="list-style-type: none"> • Develop a two tier outreach service from respite and supported living services, with the aim of reducing emergency admissions to residential respite • Integrate supported living and supported employment services to improve employment opportunities and enable more flexible, strengths based person-centred support planning • Further develop support to access community based activities and build upon informal networks in the community • Explore and develop alternative models of accommodation and support focused on maximising independence and creating greater choice • Develop step up and step down services that can respond to a crisis situation or sudden change in service user or carer circumstances by providing increased and targeted support • Support individuals to develop and maintain their own social and support networks, friendships and relationships

5) Improved access to Healthcare

OUTCOMES	KEY ACTIONS
<ul style="list-style-type: none"> • Improved quality of life for adults with a learning disability in the Isle of Man • Living longer and healthier lives • Equality of access to healthcare provision • Active review of the deaths of people with a learning disability on the Isle of Man as they occur 	<ul style="list-style-type: none"> • Active involvement in the development of care pathways to ensure the needs of adults with a learning disability are included • Development of reasonable adjustments in health care service provision to enable equality of access for adults with a learning disability • Creation of a hospitals equivalent to the Community Learning Disability Nurse and establishment of a team of link nurses for vulnerable adults • Establishment of a Consultant led service for adults with complex and multiple health needs • GP representation on the Learning Disability Partnership Board Health sub-group • System for ensuring Annual Health Checks take place and creation of a pathway with Health Action Plans • Establishment of a network of occupational , physio, speech and language therapists and positive behavioural support to ensure the right support, at the right time and in the right place – enabling people to live at home for longer with support that meets their needs • Work with the Isle of Man Public Health Directorate to establish a system for the review of deaths of people with a learning disability

10. Next Steps

The Way Forward

The vision of ‘**An inclusive Island community that encourages and supports adults with a learning disability to live the life they want**’ is based on successfully promoting a universal understanding of equality and inclusion. It is essential that person-centred, integrated, flexible and sustainable services for adults with a learning disability are developed in collaboration with the people they are designed to support, and reflect their needs, wishes and aspirations.

The key aim of this strategy is to support adults with a learning disability living in the Isle of Man to live longer, healthier, happier and fulfilling lives and that can be achieved by providing the right care, in the right place, at the right time and by the right person.

Evidence suggests that adults with a learning disability currently suffer inequalities in respect of access to appropriate health care services which has a direct impact on lifespan and quality of life.^{xv xvi} The Department of Health and Social Care is committed to developing an integrated health and care model with a focus on preventative support and services that are centred around the needs of the person. It is therefore essential that the needs and wishes of adults with a learning disability are represented and included in the development of integrated care on the Island, and we believe that improved engagement with adults with a learning disability and their networks of support are key to achieving this.

A happier and fulfilling life has many facets and can only be achieved by recognising the need to develop robust and responsive networks of care and support that promote independence, choice and well-being. Successful implementation of the tiered model is central to ensuring that support provided is at an appropriate level to meet the needs and aspirations of adults with a learning disability. However, the success of any model of care and support is dependent on having the infrastructure in place to support it and by working in partnership with others.

How will we deliver change and improvement?

We will deliver the aims of the strategy by developing a clear implementation plan and through collaborative working with all stakeholders including all Government departments, partner agencies, private and third sector organisations, community and faith groups.

There are five clear work streams associated with the implementation plan:

1. Improved integration with other Departments, private and third sector organisations
2. Development and implementation of a tiered model of care and support
3. Ensure clear and effective pathways in, out and through services
4. Development of community based support
5. Improved access to healthcare

11. Conclusion

An implementation plan will be developed and key work streams and working groups identified. The working groups will be agreed by the Learning Disability Partnership Board and will include representatives from all relevant areas including DHSC, other Government departments, private, third sector and partner organisations, adults with a learning disability and parent/carers.

Progress against the aims, objectives and outcomes of the implementation plan will be reported on by the identified leads of the various workstreams to the Learning Disability Partnership Board on a quarterly basis, with an annual report prepared by the chair of the Learning Disability Partnership Board for submission to the DHSC Executive Leadership Team and Board. This report will be made available to the Chief Officers Group, CoMin and relevant stakeholders in the public, private and third sectors.

It is anticipated that capital investment will be required following the review of existing building stock in order to ensure alignment with the Tiered Care and Support Model for Adult Learning Disabilities, especially in respect of supported housing as detailed on Step 2.

Additional investment will also be needed to further develop and expand service provision at Step 2 including respite and day service options. It is intended that investment at this level will reduce pressure on the more intensive and costly options detailed on Step 3 and above.

Funding will also be required for the required changes to staff recruitment, training and development to ensure that adults with a learning disability are supported in a person-centred way by staff who are appropriately skilled and trained to deliver support needed and wanted at each level. In order to deliver the vision of encouraging and supporting adults with a learning disability to live the life they want, a review of the skills required at each level, and subsequent investment in the development of those skills is essential.

Changing the culture of adult learning disability services and the wider community is essential to making the vision a reality. Adults with a learning disability want and need to be supported to take advantage of opportunities, break down barriers and take positive risks in order to live the lives they want and be equal citizens. However, we need to ensure that the appropriate systems, processes and support networks are there to enable this to happen. It is therefore important to ensure that we concentrate on equality rather than disability and actively work with the people we aim to support in designing an inclusive Island community.



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Other documents for reference

Greater Manchester Learning Disability Strategy

The DHSC Health Outcomes Framework 2019/20

A Strategy for the Future of Health Services in the Isle of Man - January 2011

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The information in this booklet can be provided in large print or in audio format on request



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