



Healthcare
Improvement
Scotland

ihub

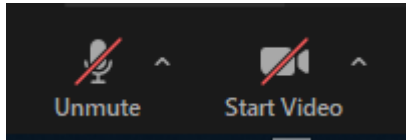
New Models for Learning Disability Day Support Collaborative Phase 2

National Learning Event

Enabling health and
social care improvement

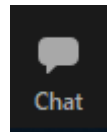
16 December 2021

Housekeeping



Mute your microphone and have your video off on entry and throughout the meeting. To give an update

- unmute your mic
 - turn your video on
- and then*
- mute your mic
 - turn your video off



Questions can be submitted from the audience via the Zoom chat which will be monitored by ihub staff.



A more detailed electronic follow up survey will be sent via email to help us plan for future sessions.



Technical support please contact:

his.peopleledcare@nhs.scot

Agenda

10.00	Introduction and welcome
10.10	New Models for Learning Disability Day Support Collaborative Phase 1 Learning
11.00	Comfort break
11.15	National Involvement Network – The Charter for Involvement and what this means during COVID-19
11.50	Comfort break
12.00	Round Table Discussion – Staff empowerment and Supporting families to take a break
13.00	Close

New Models for Learning Disability Day Support Collaborative

Phase 1 Learning Report

Ashleigh Spalding – Improvement Advisor

Improvement Hub

Enabling health and
social care improvement

slido

Joining Code:
#865250



New Models for Learning Disability Day Support Collaborative

Key Drivers

Ensuring a range of support options are available to enable adults with a learning disability to have choice and control as outlined in the values of Self-Directed Support (SDS), which underpins the reform of adult social care in Scotland.

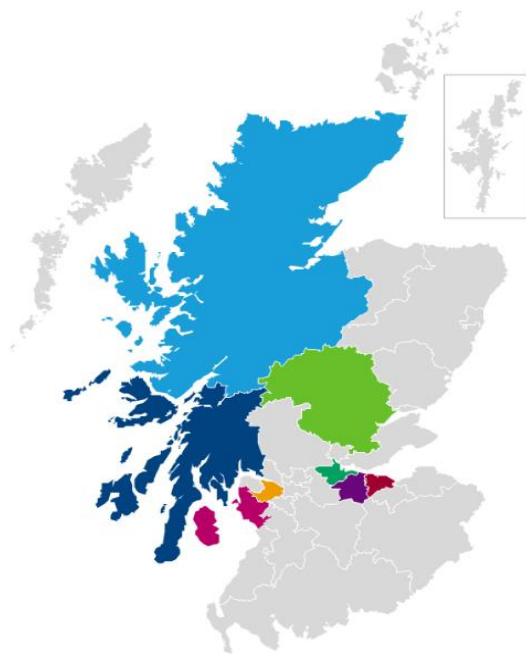
A request for support from HSCPs to enable a co-produced approach to the review and re-design of day support.

COVID-19 has seen the temporary closure of building-based day support with an opportunity to learn from the degree of replacement with more individualised alternative support.

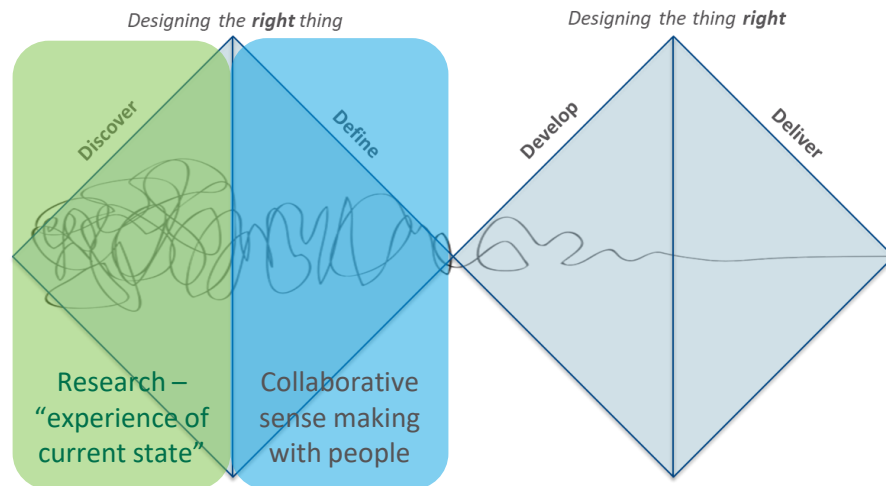
The needs of unpaid carers have been further highlighted during COVID-19, including the importance of building-based day support in the provision of short breaks/respite.

Indications from HSCP Strategic Plans that a review of learning disability day support will be included in commissioning strategies going forward.

The Collaborative Approach



- | | |
|------------------------|--------------------------|
| ■ Argyll and Bute HSCP | ■ North Ayrshire HSCP |
| ■ Edinburgh HSCP | ■ Perth and Kinross HSCP |
| ■ Falkirk HSCP | ■ Renfrewshire HSCP |
| ■ Highland HSCP | ■ West Lothian HSCP |



Scottish Approach to Service Design, [Scottish Government](https://www.scottishgovernment.scot/service-design)
The Process of Design Squiggle by Damien Newman, thedesignsquiggle.com

Q1. Have any of you tried a re-design or improvement approach in your service? If so, what?

- Included day opportunities support at/from home
- Yes. Set up community based activities instead of using traditional building based services
- Providing online wellbeing support sessions
- No
- Community support
- Care stories, patient journeys
- PDSA
- Yes, PDSA
- Introduce more community based support and outreach support
- No
- Redesign to include outreach service as a response to Covid-19
- We've used PDSA approach and test of changes.
- No
- No

What we did – Collaborative Learning

Discovery Stage of SAtSD

- Most project team members acknowledged that they still have to do discovery work
- Some teams felt they were at the development or deliver stage – feeling very confident in engagement work done pre, and during the pandemic

ISM Behavior Model

- This exercise was useful in highlighting what teams already new and identifying gaps in their knowledge
- Teams really struggled with providing evidence for the knowledge they had.

Ladder of Co-production

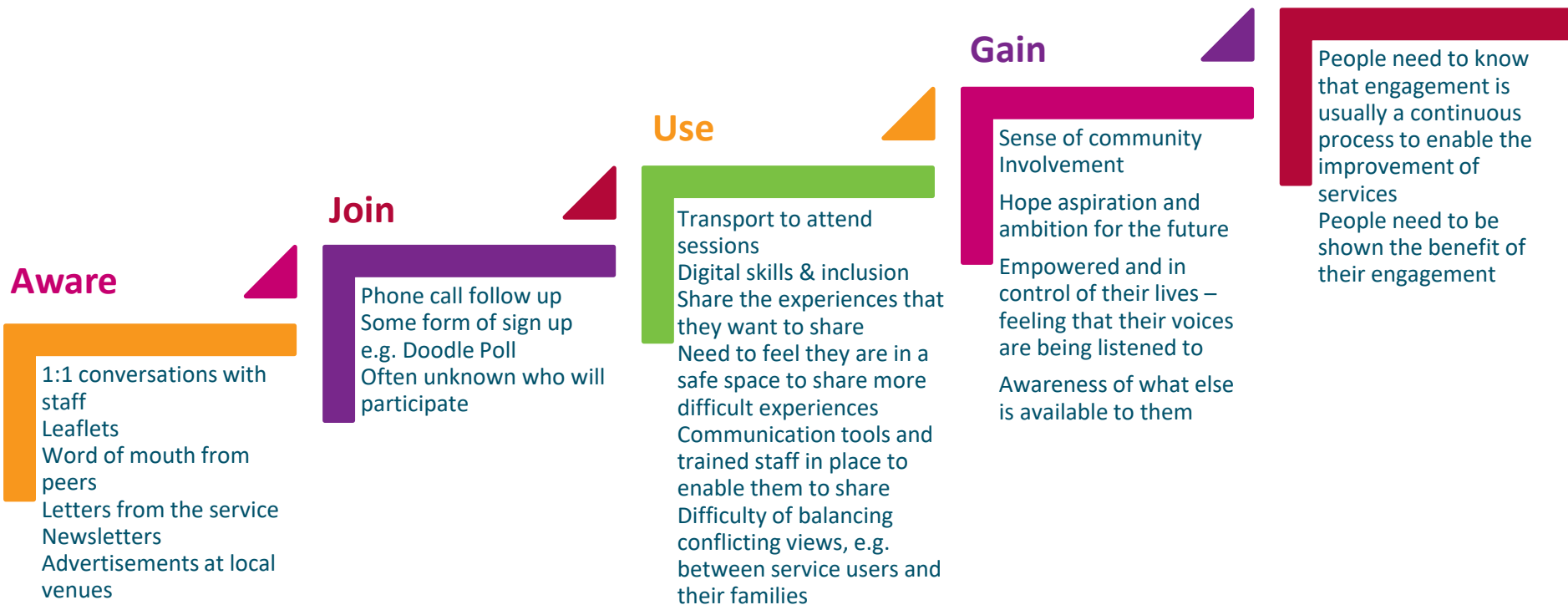
- Teams identified their key stakeholders and they mapped them against the ladder of co-production
- Teams realized that people who use services, their families, and their own staff sat much lower on the ladder than they would like

Red Rules/Blue Rules

- From the ladder of co-production team's had realised that their engagement with users and their families so far had not been as successful as they would have liked
- Teams recognized that current organizational processes and structures were not set up to support the level of engagement needed for users and their families to move further up the co-production ladder

What we did – Coaching Sessions

What does the engagement process look like for a Service User?



What we did – Equalities Impact Assessment

Findings

- Evidence gaps include demographics of people who access day services and their carers, including information around protected characteristics.
- Equalities monitoring for re-design purposes is limited
- Equalities monitoring in general varies

Recommendations

- Including a question on equalities in application for Phase 2
- Working with other national organisations to provide perspective and advise on equality matters for the Collaborative
- Put in place an Equality and Inclusion Working Group for Phase 2



Progress towards equality

Progress:

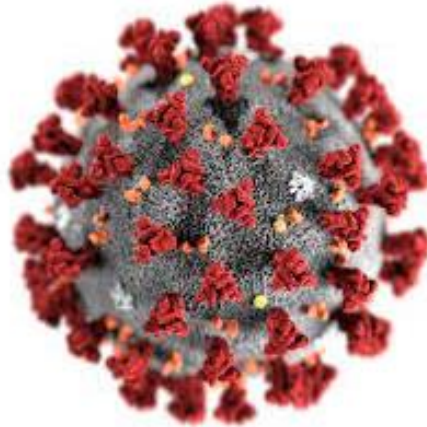
- Most people with learning disabilities now live in the community, the majority in mainstream accommodation (62%). An additional 14% live in supported accommodation.
- The aims of person-centred care and SDS are seen as positive developments, although there is a need for further resource and support to realise the aspirations fully
- Research suggests that aspirations have been raised, particularly among young people

More work needed:

- Rates of employment have not improved, and are consistently lower than the average for disabled people overall
- Access to health services and reduction of health inequalities
- Access to quality housing
- Support for parents and carers
- Realisation of ambitions in areas such as parenting and long-term relationships
- Sustained budget pressure, and the benefits of health and social care integration yet to be realised

Impact of Covid

Exacerbating every inequality issue people with a learning disability and their families were already experiencing.



What we did – Lived Experience Focus Group

“Workers from my centre helped me get the zoom app over the phone. That was at the very start of the pandemic and now I do not hear from them.”

“I wish the lockdown will finish so I can meet with all my friends and hug my family.”

“I had a phone call from the centre when it first closed but nothing since.”

“Some of us can be stuck in our homes, not doing anything and probably feeling lonely and bored.”

“Before lockdown, I used to work. Now I miss my work and my friends.”

“I used to go to day centre 4 days a week – then it closed for the pandemic and I was not happy.”

Understanding the context of Learning Disability Day Support in Scotland

Enablers	Individuals	Barriers
<ul style="list-style-type: none"> Shared values and ambitions amongst the workforce for the service they provide. Digital skills and access have enabled users to remain connected with friends and activities during the pandemic Knowledge of how to creatively use SDS as an enabler personal choice and control. Awareness of options available in communities for the workforce, people using services and their families. 		<ul style="list-style-type: none"> Perceptions of engagement/consultation around change being about taking something away. Digital Inclusion still problematic – often people are dependent on support to access/gain necessary skills. Catalogues and timetables of options are not the same as personal choice and control. Shared anxiety across service providers, users, and their families around risks involved in the redesign of support.
Enablers	Groups	Barriers
<ul style="list-style-type: none"> Friendship and peer support is an important support for people accessing new support and having the confidence to do so. Building on natural community networks empowers people through the generation of peer support. Communication between different organisations involved in supporting a person is an essential part of creating flexibility in services. 		<ul style="list-style-type: none"> COVID-19 restrictions limited social experiences for service users and their families. Organisations supporting the person can be very different in terms of processes, data recording and sharing, and internal cultures. There can be expectations that people with a learning disability do not have the same aspirations as their peers. Differences in perspectives of what support is between older and younger families.
Enablers	Systems	Barriers
<ul style="list-style-type: none"> Legislation/policy is an enabler for organisations planning new ways of working. Person-centred planning is an effective tool for enabling choice and control for people who use service but can suffer from the pressures of workforce demand and capacity. Social media and other digital communication methods have been an enabler for maintaining relationships with users and their families during the pandemic. 		<ul style="list-style-type: none"> COVID-19 has impacted on service provision and availability Eligibility criteria and internal processes such as commissioning can be a barrier to flexible support. Risk management culture can hinder people who use services and their families trying something new. Current staffing structures, for example 9-3 weekday, can limit the flexibility and control available to people who use services and their families.

Q.2. How does the experience of the teams resonate with your own experiences of service re-design or improvement?

- More focus on Covid survival at the expense of service improvement
- Short term funding doesn't support sustainability
- Challenge around staffing
- Some providers are more engaged with change whilst others are stuck in the old ways. Leadership is key to bring the whole team on
- Small tests of change holds up the learning as funding to progress gets in the way
- Challenges around meaningful engagement is similar
- trying hard to work in a person centred manner but information of resign is slow to get to grass root level
- This has created opportunity for change. Connected Scotland have been instrumental to obtain iPads to support online activity.
- Issues with buildings and with resistance to change
- Often influenced by carer needs and

Q.2. How does the experience of the teams resonate with your own experiences of service re-design or improvement?

wants rather than service users

- Very high issues around accessing funding for services over the past 2 years. Many service users lost respite budgets at not used during lockdown and or budgets where not renewed and or re approved
- Sometimes redesign is very much lead by having to reduce budget
- Been very similar challenges
- Very similar themes
- Similar
- Similar

The logo for Slido, featuring the word "slido" in a bold, green, sans-serif font. The letters are lowercase, and the 'i' has a dot. The logo is centered on the right side of the slide.

Key Learning

Person-centered

- Making services **truly centred on the person** by changing the focus from support needs to life aspirations and people living with learning disabilities being able to have equal opportunities to live life to its fullest potential.

Partnerships

- Encouraging **partnership working across all organisations** who in some way provide support for people with a learning disability - including the promotion of collaborative working between staff in these services.

Empowered staff

- **Staff empowerment**, finding ways to build on best practice and make this the norm. Giving permission for staff to think creatively about how support is provided to a person and to advocate for the person's needs.

Communities

- **Changing the hearts and minds of communities** to better support and promote opportunities for people with a learning disability within their local area and wider society.

Families

- **Supporting families to take a break** and have the confidence that the person receiving support is happy and safe.


Over-arching and essential to all of these areas for development is the **involvement of users, their families, and communities in the re-design process**. No one size will fit all but by listening to the people who access these services and building the necessary skills and capacity in the workforce, organisations can move towards creating a system which is led by the needs and experiences of the people who use it.

Key Learning


Through the analysis of the contextual ISM data and outcome measures for this collaborative, the National team identified a number of key learning points for the re-design of learning disability day support in Scotland:




Project teams need to have the capacity to undertake re-design work, multi-disciplinary input to address numerous areas of process, and the opportunity to build relationships to work together effectively.




Discovery is not a quick process even where project teams do meet the above criteria. Current user engagement and involvement strategies need to be understood and improved for an effective discovery phase.



Learning disability is a complex area where no one solution will meet the needs of everyone, nor address every part of the system which needs to change. The key areas for development give a high level overview of where change is needed, but each is underpinned by numerous individual aspects of services which need to be re-designed or improved.



The key area for development of changing the hearts and minds of communities has additional complications as it requires change in public perceptions and activity. While there is an element of this around re-designing or improving HSCP support for communities to engage in the topic of learning disability, there is also need for something more widely influential, perhaps similar to the Dementia Friendly campaign.



Inequalities have a huge impact on people with a learning disability, particularly people with profound and multiple learning disabilities. However, there is a lack of data around this at both a local and national level. In turn, this impacts on local team's understanding of inequalities in their area and makes accessing and using relevant data to inform their service planning difficult.

Where we are now

New Models for
Learning Disability Day
Support Collaborative:
Phase 2



Update on phase 2

- The collaborative approach and opportunity to collaborate is valued
 - Impact beyond learning disability services
 - Flexing the programme to meet local capacity
- Service Design as an approach has provoked and challenged thinking and approaches
 - Moving away from ‘big bang consultation’
 - Testing assumptions

Phase 2 Deliverables

- 3 Collaborative Sessions
- 14 Project Team coaching sessions
- 4 Data Collection Plans
- 2 Learning Sessions
 - Introduction to Quality Improvement
 - Commissioning Differently
- 2 Inclusion Group Meetings
- 2 Leadership Group Meetings
- 2 National Connections Sessions
- 2 National Learning Events
- Learning System
- Phase 2 Evidence Report
- Design personas

Feedback and discussion



Q.3 Are there any questions or insights you would like to share?

- Its a bit of a cliché but it is a journey. It has lots of barriers along the way, especially with Covid but you need to keep on the road with it
- how do we design a model that works all over Scotland when communities have different third party services available to them
- Really useful and helpful presentation, I am not directly involved in improvement at the moment but sad to see that some of these barriers continue to exist
- I feel that the points raised mirror support needs accross the whole community with Covid raising the need for collaborative work and community based opportunities
- Community responses to Covid have created more opportunities for community solutions rather than traditional building based services eg more outdoor activities delivered by third sector for all abilities no matter what their ability is.
- There is a lot there to take in



Charter for Involvement

National Involvement Network



Started in 2007

**Meet 5-6 times
per year**

**Share ideas and
experiences of
involvement**



NIN

National Involvement Network



We wrote the Charter

- To show how we wanted to be supported
- To be more involved in decisions

Why a tiger on the front?



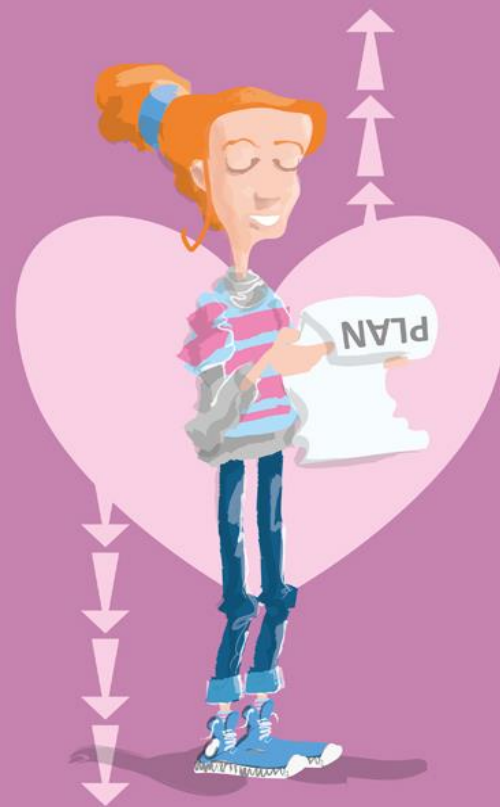


Charter for Involvement shows how people who get support want to be involved:

- In the support we get
- In the organisations that provide our services
- In our wider communities



“ We must be at the
heart of any plans
about **our** lives ”



“ We have the **right**
to live our lives
independently ”



“

We must be **Involved** in our **communities**

”

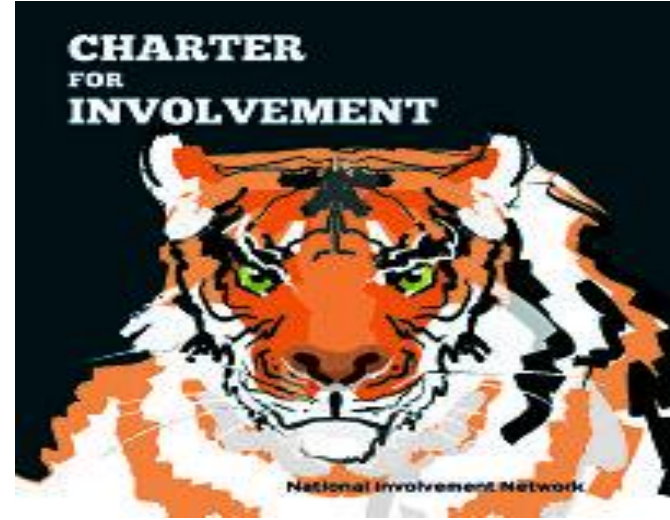


“ We want to be **involved**
in **decisions** made by
the organisations that
plan and run our support



Signing up to the Charter

- 85 organisations
- Lots of different types of support providers
- 6 x H&SCPs





- **Better and more fulfilling lives**

What Involvement Means



Michael Connolly



HIS event – 10 December 2021

The Charter shows how
people can be involved

What to do next?

We needed to explain why
involvement is so important



Training is needed for:

People who provide support to explain why involvement matters.

People with support needs to help them think about getting more involved



We shared our stories of involvement about:



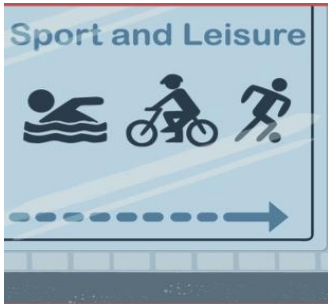
Family



Friends



Community



Sport



Leisure



Work

How did the things we were involved in make us feel?

Happy

Helpful

Healthy

Trusted

Rewarded

Proud

Making friends

Fun

Part of things

Excited

Valued
(and lots more)

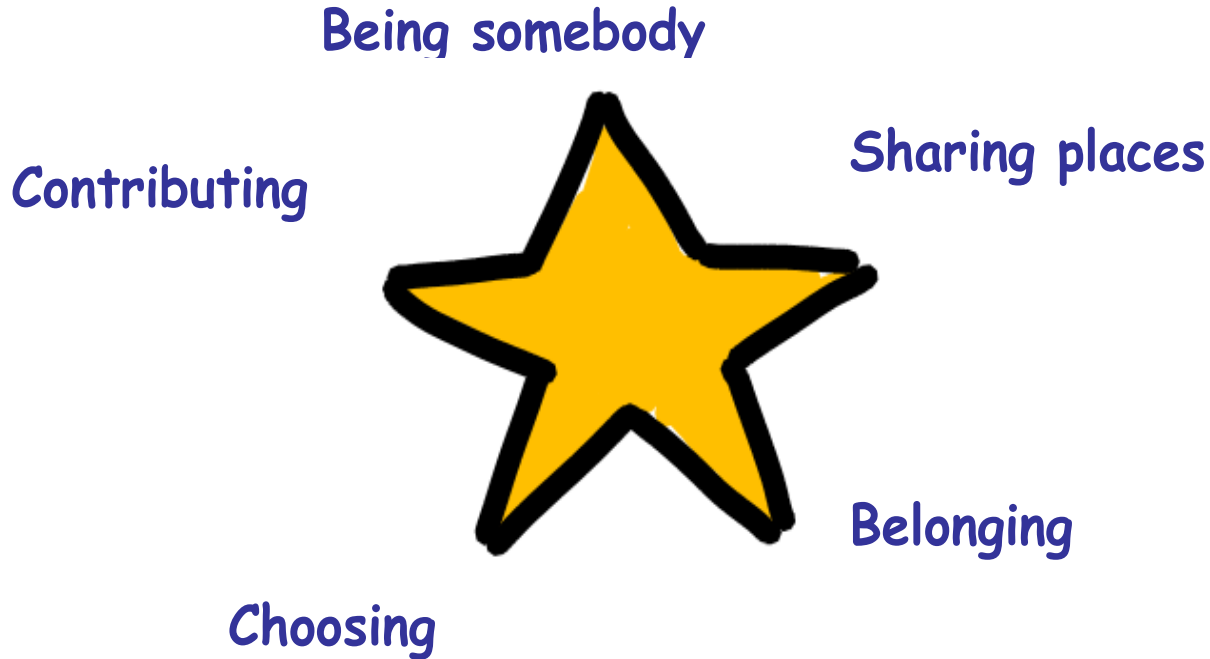
Connected



**BEING INVOLVED – training on
involvement**

Welcome to the pilot course

5 Valued Experiences



From work by Beth Mount
and Connie Lyle O'Brien

5 levels of involvement

Empowering
Collaborating
Involving
Consulting
Informing



Read the situation card

Discuss it

Put it on the ladder

Say why you put it there
and how it could go higher

Importance of choice



Brian's Story

<https://www.youtube.com/watch?v=TjCDBGryHmM&t=2s>

BEING INVOLVED

- Learn from the experts – people who use care and support services

Half day training from members of the National Involvement Network (NIN)



Without being involved.....?



Involvement means better and more fulfilling lives



How COVID affected me and my day service

Tom Mitchell

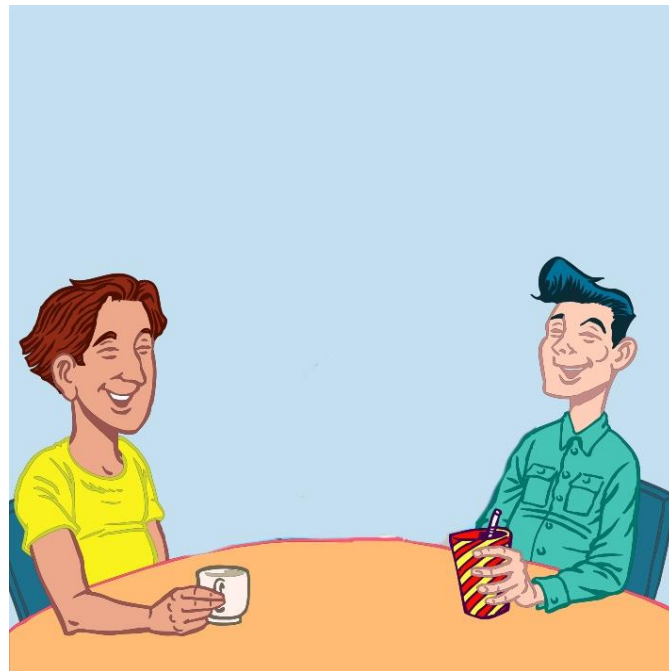
Before



During lockdown



Now



The future



This is what other NIN
members have told us
about their experiences
of day services during
lock down...



“If schools can open why can’t day centres? It doesn’t make sense and is unfair”

“they changed who does my respite support without asking us. That’s not right”

“they need to stop making decisions about our support without asking us first”

“I want support to do more things”

“I want support to get a job”

“I only have an hour of support. My family can’t support me”

“Everyone is retiring and I have no-one to turn to”

“Staff shortages mean the support isn’t always there when we need it”

“I had to pay for my support during lockdown when all I got was a phone-call. No face-to-face support, but I still paid the same”

“My respite support stopped because of COVID. I used to go out.”

“Having your support cut makes you upset”

“I want my day service to happen again. The Council aren’t paying for it anymore”

What we believe:

We have the right to do the things we want.

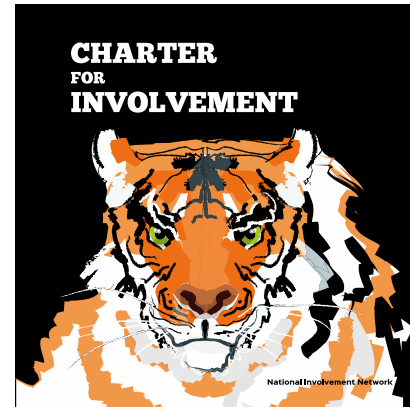
We should be treated equally.

We shouldn't be treated differently.

We should have our voices heard and respected.

What next?

- Charter statements can help make this difference.
- How could the Charter for Involvement work in your organisation?
- Sign up to the Charter!
- Tell the people about the NIN!





FURTHER INFORMATION:
PADDY CARSTAIRS – 07949 681269
paddy.carstairs@arcuk.org.uk

Round Table Discussion

Host

- **Chris Sutton**, People-Led Care Portfolio Lead, Healthcare Improvement Scotland

Members

- **Michael Connolly**, National Involvement Network Member
- **Arlene Johnstone**, Interim Head of Mental Health, Learning Disabilities and Drug & Alcohol Recovery Services, NHS Highland
- **Andrew MacDonald**, Models of Care Team Leader, Scottish Government
- **Katrina Merrilees**, National Involvement Network Member
- **Tom Mitchell**, National Involvement Network Member
- **Mark Mulhearn**, Manager, East Renfrewshire Carers Centre
- **Alan Stevenson**, Talking Points Coordinator, East Renfrewshire Health and Social Care Partnership
- **Rodger Watt**, Learning Disability Policy Manager, Scottish Government

Sharing learning and connections



For the full Phase 1 report and easy read version visit:

ihub.scot/learning-disability-day-support-collaborative



National Event: Tuesday 15th March 2022 10.00 - 13.00



His.peopleledcare@nhs.scot



@ihubscot