

Adult Learning Disability Day Opportunity Strategy

▶ 2014 - 2017

'Promoting Independence and Changing Lives'



Foreword

The City of Cardiff and Vale of Glamorgan Councils are delighted to present this joint Day Opportunities Strategy 2014 - 2017 for adults with a learning disability.

We believe that people with a learning disability have the right to expect to live an ordinary life in the community as equal citizens. Well planned day provision will help people with a learning disability towards the ambition of living fulfilling lives. The publication of this strategy highlights our intentions to help people with a learning disability feel more valued, to be more independent and to maximise opportunities for choice and control for each individual.

With the implementation of the strategy we expect to:

- stimulate the market to develop sustainable day opportunities which meet the outcomes and aspirations for individuals with a learning disability accessing day provision.
- see the development of preventative opportunities, in line with the Social Services and Well-being (Wales) Act 2014, that may contribute towards preventing or delaying the development of an individual's need for care and support
- encourage the market place to begin to develop its provision and preventative services through different models such as co-operatives, joint ventures and community interest companies
- make use of provision which is available through access to universal services and opportunities; provision through voluntary organisations and groups within the communities and neighbourhoods
- create a new model of support planning and brokerage to empower individuals to use direct payments in order to take maximum control over their lives thereby enabling individuals to live their lives as independently as possible through access to quality day time opportunities
- to ensure that best value for money is achieved for each individual and the local authorities through ongoing review of service
- provide a comprehensive signposting, information, advice and assistance service about learning disability day opportunities which can be used by anyone in a manner that is accessible to each individual

The proposals presented in this strategy represent an exciting period of change in health and social care; one which we can expect to continue with the implementation of the Social Services and Well-being (Wales) Act 2014 . This change will require a well planned shift in how we commission provision to meet health and social care outcomes, including those for day opportunities, to meet the growing demand for provision and the aspirations for quality services for all. This Learning Disability Day Opportunities Strategy 2014 – 2017 is a positive step towards this new approach through planning for the future of a sustainable and quality day provision which has the ambitions of the individual people at its heart.

We would like to take this opportunity to thank all those partners who have shown great commitment in coming together to provide the vital information, differing perspectives and expertise which have been instrumental in the completion of this

strategy. Through co production we look forward to continuing to work with our partners during the next three years as we implement the strategy's proposals.

Acknowledgements

This Strategy has been developed over the past 12 months, co-produced with a dedicated group of partner organisation representatives. They have spent many hours reviewing and discussing information whilst providing different perspectives about the planning priorities included in this Strategy. City of Cardiff and the Vale of Glamorgan Councils would like to thank everyone involved in the development of this Strategy for their input, time and effort. Special thanks go to the people with a learning disability who participated in consultation.



City of Cardiff Council and Vale of Glamorgan Council

Adult Learning Disability Day Opportunity Strategy 2014 - 2017

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1. Introduction

This Joint Day Opportunity Strategy for adults with a Learning Disability has been developed collaboratively between City of Cardiff Council, the Vale of Glamorgan Council and partners in order to harness each other's strengths and build a more resilient and sustainable service in a time of change. It sets out the priorities across the two local authorities from 2014 – 2017 and will lead the commissioning intentions; directing the future development of directly delivered day opportunity provision including developing preventative provision for both Councils.

This strategy has been developed during a time when local authorities are facing unprecedented budgetary pressures alongside a rising demand for social care. Late 2013 when initially this strategy was being developed, draft budget announcements from the Welsh Government indicated that local authorities, including the City of Cardiff and the Vale of Glamorgan, will see a significant reduction in funding allocation over the next few years.

This is information that cannot be ignored when setting the priorities for day opportunities for the next three years across the two counties. It is vital that all proposals in this strategy meet the demand for individualised high quality care and support whilst securing best value for the available resources of both local authorities.

This strategy links directly to City of Cardiff Council's overarching Learning Disabilities Commissioning Strategy 2012 - 2017¹ and the Vale of Glamorgan's Learning Disability Commissioning Strategy 2014 - 2017². It cannot function in isolation, but exists through the strategic commissioning priorities identified in the overarching Commissioning Strategies^{1&2}. References to the Commissioning Strategies^{1&2} are made throughout this document and it is recommended that all three strategies are read together.

As the title 'Day Opportunity' suggests, this strategy is focused on the type of activities people with learning disabilities participate in during day time hours. We will explore the possibility of moving towards 'whole life support planning'. It aims to meet the care and support of adults with a learning disability requiring day opportunities. This includes people with a learning disability who may also have Autistic Spectrum Disorder, dementia, those who have complex behaviours, people with multiple and complex health needs and carers.

Additionally, day opportunities will be part of the whole system review of the transition pathway and we will work in partnership to ensure that person centred plans are delivered during and beyond the transition into adult life.

The focus for this strategy is day opportunities delivered directly by both Councils. However it must be noted that internal day provision is only part of the story of a

¹ Learning Disabilities Commissioning Strategy for Learning Disability Services 2012 – 2017 – City of Cardiff Council

² Learning Disabilities Commissioning Strategy for Learning Disability Services 2014 – 2017 – Vale of Glamorgan Council

wider scope of day opportunities across Cardiff and the Vale of Glamorgan. Providers from the Third and independent sector are commissioned, by the Councils, to work with people with a learning disability to support day opportunities. Further partnership working will continue to grow the number and range of day and preventative opportunities.

Integral to the change will be an anticipated increase in the number of people with a learning disability choosing to take a direct payment and arrange their own day provision. One of the vehicles to support people with a learning disability in identifying and planning their own day opportunities will be the development of a support planning and brokerage function (please refer to page 14 of this strategy). This will initially be developed in Cardiff and evaluated to ensure this is an effective model of service delivery before its implementation in the Vale. As such, there is a clear expectation from this strategy that all people with a learning disability will have an equitable, high quality day opportunity based upon a core set of values – regardless of whether this is delivered directly by the Council or commissioned from the independent or third sector marketplace. Please refer to the principles set out in Appendix 1.

What is Day Opportunity Provision?

Throughout this strategy we refer to 'Day Opportunity' instead of Day Services. This is because we wish to move away from the concept of a 'service' towards an understanding of people with learning disabilities participating in activities which reflect the lives of typical (non-disabled) people and in particular the ability to access universal services.

In Cardiff and the Vale of Glamorgan the journey has started towards person centred, outcomes-led, community based provision. However, we recognise that for some people and their families/carers who value familiar day centre based provision, the transition to community based provision has been difficult. Consequently, support will continue for people and their families to journey together to transform provision for the benefit of people with learning disabilities. This will be achieved by undertaking person centred planning and person centred reviews with people as well as by undertaking consultation and information events.

Values and principles

People can expect to receive support based upon the following:

1. Each person will participate in an individually designed, person centred and outcomes-lead day opportunity.
2. Each person and their families/carers will have access to specialist information and advice relating to care and support and assistance in accessing care and support.
3. People will be enabled to live their lives as independently as possible

4. Access to preventative services, as appropriate, which may contribute to preventing or delaying people's needs for care and support or reducing the needs for care and support of people who have such needs
5. Following assessment of need each person's weekly programme will include elements of the following;
 - a. the opportunity to work towards supported employment, volunteering or contributing towards the well-being of others;
 - b. activities which promote wellbeing through healthy living and exercise;
 - c. lifelong learning and the development of skills for independent living and employment.
 - d. appropriate opportunities that could include arts, cultural and leisure activities.
6. An equal right to access mainstream provision, activities, information and advice. Consequently, will we commission and deliver day opportunities, wherever possible in community locations using a variety of models and universal services which are also accessible by the general public.
7. Work towards individualised provision that will take into account the commissioning needs of the protected characteristic groups identified in the Equality Act 2010

Equality and Diversity

This strategy has been developed so that groups under the protected characteristics of age, disability, gender re-assignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief or non-belief, sex, sexual orientation and Welsh Language are neither directly nor indirectly discriminated against in the planning and delivery of learning disability day provision in compliance with the Equality Act 2010 and good practice. Appendix 2 shows the Equality Impact Assessment for the strategy.

Strategy Format

This strategy comprises:

- A strategic vision for day opportunities across both Councils
- A summary of the guidance and research that has been applied to create the strategic vision
- An overview of day opportunity supply, trends for future demand and gaps in provision from data and research work that includes listening to people with a learning disability
- A commitment to ensure that the plans being implemented are being monitored and reviewed against the aims of this strategy

- A time linked implementation plan (Appendix 3) setting out overarching actions that will need to take place to implement the aspirations of this strategy
- Additional information in the appendices

It is important to note that this strategy has been produced as an active document. It will be subject to change throughout its existence in order to reflect local and national developments relevant to learning disability day opportunities alongside any changes identified during the annual review of implementation of the plan in Appendix 3.

2. National Guidance and Research

Chapter 2 of the commissioning strategies^{1&2} provides an overview of the guidance and research that underpins learning disability provision including day opportunities. This has been taken into account with the development of this strategy. The additional guidance with particular relevance to day provision is summarised below.

“How we can help people to have a good day”³ has been the central reference point for the discussions and planning in this strategy. It considers what can be put into place to ensure that people with a learning disability “Have a good day.” Its key themes include:

- building community opportunities and support so that people can have ordinary daily lives
- day provision modernisation
- community-based provision
- employment, lifelong learning, leisure, relationships

According to this document ‘Having a good day’ means:

- doing things that have a purpose and are meaningful for the person
- doing things in ordinary places, that members of the community would be doing
- doing things that are uniquely right for them with support that meets individual and specific requirements
- Meeting local people. Developing friendships and connections and building a sense of belonging

“Sustainable Social Services for Wales: A Framework For Action Welsh Assembly Government 2011”⁴ emphasises the need for Councils to determine the priorities for the market of care providers and ensure that a public service ethos is at the heart of values for delivering services. We recognise that private and independent providers play a crucial role in social care, but do not believe that the market should determine priorities. Social Care must be delivered within a public service ethos and we will expect those who wish to be service providers to embrace this value base. There

³ How we can help people to have a good day – SCIE 2007

⁴ Welsh Assembly Government Policy Document “Sustainable Social Services for Wales: A Framework For Action Welsh Assembly Government 2011”

should be a stronger voice and involvement of adults and their carers who use services.

The Social Services and Well-being (Wales) Act 2014 became law on 1st May 2014. It provides the legal framework for improving the well-being of people who need care and support, carers who need support, and for transforming social services in Wales.

The Act⁵ will transform the way social services are delivered, promoting people's independence to give them stronger voice and control. Integration and simplification of the law will also provide greater consistency and clarity to:

- people who use social services
- their carers
- local authority staff and their partner organisations
- the courts and the judiciary.

The Act⁵ will promote equality, improve the quality of services and enhance access to the provision of information people receive. It will also encourage a renewed focus on prevention and early intervention. These requirements have been central to the writing of this strategy.

The National Dementia Vision for Wales⁶ recognises the rising numbers of people with dementia in Wales is a trend seen nationally. It sets out its ambition to:

“ensure that people at whatever stage of the condition are given the best chance to live well and to be as active a part of family and community life as they can.

The identification of the increasing demographic of people with dementia is in line with the pattern that is reflected in the number of people with a learning disability on the dementia pathway and those with early onset dementia. Some of these people will already be receiving day opportunities in Cardiff and/or the Vale of Glamorgan.

The Autistic Spectrum Disorder (ASD) Strategic Action Plan for Wales⁷ outlines a number of actions which local organisations are required to implement including the establishment of a multi-agency ASD co-ordinating group in each area which is responsible for informing and supporting *“agreed cross-agency approaches to strategic planning for and commissioning of services for people with ASD”*. The Welsh Government has stated an intention that an updated Autistic Spectrum Disorder Strategic Action Plan is in place for 2014-15.

Throughout the development of this strategy it has not been the intention to plan to establish a separate directly delivered learning disability, dementia or ASD pathway. Both Councils are developing its staff skill set and training to meet the specific day opportunity needs of these peoples within the scope of the internal provision available. A number of commissioned external provider organisations are also available to offer day provision to peoples on the dementia pathway and or with ASD.

⁵ Social Services and Well-being Act (Wales) 2014

⁶ National Dementia Vision for Wales – Supportive Communities Welsh Government February 2011

⁷ The Autistic Spectrum Disorder (ASD) Strategic Action Plan for Wales , Welsh Government April 2008

3. Supply, Demand, Gap Analysis and Future Model

A scoping exercise was undertaken by the 'Day Time Activities Steering Group' (see also Communication Plan in Appendix 4). This exercise identified a wide range of activities and opportunities being undertaken by people with a learning disability, some were very community focussed and supporting people to access generic, universally available opportunities alongside other citizens. There is evidence that being present within the community leads to an increase in networks and social relationships for people with a learning disability.

The information requested as part of this assessment included:

- Numbers of days provided overall
- Number of sessions focussing on a range of areas such as health, education, leisure, employment, health maintenance and respite
- Numbers for day provision through spot contracts and/or direct payments have not been included in this analysis. External provider block contracted day provision information has been included as an opportunity to consider the wider numbers outside direct provision.

Appendix 5 sets out the data collated for Cardiff and Vale of Glamorgan in respect of this information request.

A profile of people eligible for City of Cardiff Learning Disability services and the Vale Of Glamorgan services is included in Chapter 3 of the commissioning strategies^{1&2}. This includes future anticipated trends which will have an impact on the planning and delivery of learning disability provision.

Gap identification work undertaken with partners in the production of this strategy identifies the following unmet needs in day provision while allowing the citizen to have maximum control over their lives:

- **People with complex support requirements** – more needs to be done to ensure access to high quality, local, person centred day time opportunities for people who have a learning disability with complex health needs and behaviours, on the dementia pathway or with ASD.
- **Transition** – a coherent transition model is being developed led by Children's Services in Cardiff to ensure young people and their families are well supported at times of change including transitioning from school to adult life. Earlier interventions using person centred approaches and effective key working principles should aim to support the young person and their family through and beyond the transition process.^{8&9}

Additional themes were identified during the development of this strategy through the consultation with partners. These themes exist outside the remit and authority of this document and therefore are not included in the implementation plans. However, it is recognised that these are closely aligned to the successful provision of quality day

⁸ Children and Young People's Services – Commissioning Strategy and Action Plan 2013 - 2018 – Vale of Glamorgan

⁹ Cardiff Strategy for Disabled Children and Young People – City of Cardiff Council

opportunities, this strategy and its wider aims and values. Throughout implementation of the strategy work will be undertaken to address the themes listed below:

Employment pathway– more work on developing a coherent model of supporting people into employment needs to be developed in collaboration with generic and specialist employment providers

Signposting – the Act⁵ sets out the requirement for local authorities to ensure there is an accessible information, advice and assistance in place for individuals and carers. This strategy sets out how its brokerage and planning function could fulfil this requirement for provision.

It is recognised that day time opportunities will need to be individualised for each person with a learning disability. This aspiration ties into the commissioning strategy^{1&2} gap analysis. This states that people with a learning disability should experience provision that is planned with support, flexible in order to respond to each person's needs and aspirational.

Work on consultation has taken place and details of this are included in Appendix 6. The key messages collated from the engagement work include:

- Activities that are available need to be enjoyable and/or allow the opportunity to develop skills
- A variety of activities are needed to suit different interests
- The location of activities can be a deciding factor on attendance/accessibility
- The activities allow the chance to socialise in existing groups and to meet new people
- People have many suggestions on activities that could be available in the local areas/communities

Partner consultation identified the same themes as those raised in the engagement events. In addition, partners raised further themes for consideration in the development of this strategy. Person centred and well planned day opportunities will:

- Contribute to maintenance of good health
- Offer employment/employment related opportunities such as volunteering
- Recognise a person's gifts and talents and enable the person to use these to create or expand valued social roles
- Enhance skills in daily living
- Enable and empower users of the service
- Connect people to their communities
- Be community based and encourage integration in a range of socially valued opportunities
- All activity will be meaningful, purposeful and valued
- Focus on outcomes
- Focus on maximising opportunities for valued contribution within community
- Encourage positive risk taking

- Planning will be creative, innovative and will always look to community first

Alongside these themes additional information is available through the consultation work that took place during the completion of the commissioning strategies^{1&2}. Please see Appendix 6.

Therefore, when reviewing all the consultation information it can be reflected that all day opportunities will compose of elements of:

- Work, volunteering or contributing towards the wellbeing of others;
- Leisure, sports and healthy living including arts and cultural activities
- Education, training and developing skills for independent living or employment.

“Real Choices, Real Voices: The qualities people expect from care services”¹⁰ indicates what matters most to people requiring care is:

- Choice
- Flexibility
- Information
- Being like other people and taking risks
- Respect and being heard
- Fairness and non-discrimination
- Cost and value
- Safety

Future Model for Day Opportunities across Cardiff and the Vale of Glamorgan

People with complex support requirements

We recognise that there continues to be a need for provision for people with complex support requirements. Due to the specialist level of knowledge and skills within internal provision, this provision type would initially be delivered in-house and be outcome focused. This will mean that the internal day provision would be directly focused on providing day opportunities for people with more complex and challenging needs and will continue to use person centred approaches to meet the needs and aspirations of people with a learning disability. Appropriate training and development will continue be provided to this workforce and evaluation of this model of service delivery will be completed over the next year, to determine if this is the most effective way to deliver provision.

This model will start in Cardiff and, subject to evaluation, will be adapted to meet the delivery needs of the demographic in the Vale of Glamorgan. The action plan included in Appendix 3 details the sequence of tasks to achieve this vision.

¹⁰ Real Choices, Real Voices: The qualities people expect from care services (Commissioner for Social Care Inspection, 2006)

It is also our intention to work with the social care market and day services throughout the period of this strategy to incentivise the development of day opportunities to be delivered via through a variety of models including social enterprise, co-operatives and the third sector. People with needs that no longer can be best met by the internal day provision will continue to be supported to look at alternative opportunities in their local community to meet their needs.

Transitions

Day opportunities will be part of the whole systems review of the transition pathway. The team will work alongside and in partnership with transition workers within Learning Disability Assessment and Care Management Teams to ensure the move into Adult Health & Social Care is as smooth as possible and people access community opportunities that enable them to remain as independent as possible. This will include engaging people with meaningful work and educational opportunities.

Support planning and brokerage model

We will establish a support planning and brokerage function within the Learning Disability Assessment and Care Management Teams in Cardiff, initially to provide high quality, person-centred planning focused on daytime provision. This will be created through existing support staff and will facilitate all day opportunities including employment. In the future this may include all levels of support planning with the individual included supported living. The priorities will be to engage people in all community services and sign-post people to universal services including voluntary organisations or other support as appropriate.

Appendix 7 shows how the support planning and brokerage model will work for its pilot in Cardiff. It recognises that each person may not yet be skilled or confident at identifying how they wish to spend their time, which can act as a barrier when accessing direct payments. Support Planners will work with a person to see how they could use their direct payment, putting together an individual support plan that will encourage uptake of direct payments in order to empower people to live the life they want to live.

The team will arrange with provider agencies/third sector/universal services, putting together a person centred plan with the person, a service specification for the agency/third sector to work to, identifying aims and objectives and pathways of progression. The team will use a variety of person centred tools to measure the quality of the service. It will also take an active role in monitoring outcomes and performance. This will ensure there is a seamless process for the individual from initial contact and assessment of eligible need, to provision through to review.

The brokering of services by the support planner will include selecting options that may best meet the Individual Support Plan outcomes from a wide range of provision vehicles for example provider agencies, co-operatives, community interest companies, voluntary organisations, community groups and universal local authority services. Appendix 8 provides additional information about the different provision vehicles.

This model will be evaluated within Cardiff after the first year to ensure it is delivering the best outcomes for individuals whilst delivering value for money for the Council. The speed of the modernisation agenda may vary between authorities and will depend of the outcome of the evaluation and the Council's priorities. Both Cardiff and Vale of Glamorgan Councils believe that day opportunities should be personalised and community-based, with a move away from "one-size fits all" building based model. A workforce development programme will help support the changes necessary for the service.

4. Monitoring and Review

The progress of this Strategy will be reviewed annually by both Councils. This will ensure that the key actions identified in the implementation plan are being met and that delivery of the strategy is on target.

It will be responsibility of the project manager and project groups established to implement the plan to monitor and review progress towards targeted actions and develop systems to escalate risks and issues to the Operational Manager. This approach should be within the local authority project management best practice guidelines.

The strategy and its commissioning intentions will retain flexibility to adapt and change, so that the needs of people with a learning disability are at the forefront of its commissioning, planning and development even if this results in amendments to this strategy and re-prioritisation of commissioning intentions. This approach also enables the service area to seize any new opportunities and innovations that would be beneficial for commissioning and development of opportunities in Cardiff and the Vale of Glamorgan.

Regular review and update reports will be given both authorities for review at Departmental/ directorate level. In addition, it is the intention to maintain regular updates to partners who have been involved in co-producing this strategy including local learning disability groups. This update will include details of progress made, barriers to success and any changes to commissioning intentions and priorities since the development of this strategy. Elected Cabinet Members and scrutiny committees for both Councils will be informed and updated via periodic monitoring reports.

A full review of the strategy and implementation plan will take place to reflect any amendments to the commissioning strategies.^{1&2}

Plans will be put into place to ensure that engagement takes place with people with a learning disability when changes are proposed to the strategy following reviews. This strategy has been developed within the practice of 'Having Your Say' in which citizens take an active part in decisions concerning themselves and their communities. It is the intention to continue the culture of citizen involvement in monitoring, provision and planning of services.

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Glossary

Autistic Spectrum Disorder (ASD) - This is the term now used to describe people who are identified as being autistic. It describes people who have the three impairments which together make up the autistic spectrum disorder. The three impairments are, problems with social functioning, problems with communication and problems with imagination

Carer - Carers are often unpaid family members or friends who look after family members, partners or friends in need of help because they are ill, frail or have a disability.

Commissioners - These are the people who 'commission' services. This means that they decide which services are to be provided, and how much will be paid for them.

Commissioning - In its simplest form, this is planning with money. What services do we need in the future, and have we got the money to pay for them?

Commissioning Strategy^{1&2} - This is the document that sets out how the learning disability service is going to deliver the services needed, and how those services will be funded.

Day Opportunities/Provision - This is the general term used to describe activities for people with a learning disability held during the day

Dementia - Dementia is a syndrome (a group of related symptoms) associated with an ongoing decline of the brain and its abilities. People with Downs Syndrome can develop dementia early in life

Direct Payments - These are cash payments made by Social Services directly to a people. The person can then buy services that meet his assessed needs with that money. The person can decide who provides those services

Eligible for services - The criteria used to decide if someone can receive a service or not

Mainstream/universal services - A service provided by the local authority which is available to all citizens, such as leisure centres, parks and libraries

Outcome - The impacts or end results on a person's life. Outcome-focused services therefore aim to achieve the aspirations, goals and priorities identified by the person with a learning disability - in contrast to services whose content and/or forms of delivery are standardised or are determined solely by those who deliver them. Outcomes are by definition, individualised, as they depend on the priorities and aspirations of individual people¹¹

¹¹ Glendinning et al 2006 *Outcomes-focused social care services for older people – progress and possibilities* SPRU York

Person/people - An adult in receipt of a service from the local authority, in this case, learning disability provision

Person-Centred Planning - This is a process that supports a person with a Learning Disability to have the services they want, and not what is available

Social Care - This is the service that is the duty of Social Services to provide.

Transition - A time of change. It applies to those moving from being a child at school to being an adult and going to work or college.

Appendix 1

What Matters Population Outcomes

In Cardiff, partner organisations have agreed to develop for the first time, a single strategy called **What Matters** to replace four existing Statutory Plans. These are the Community Strategy, the Children & Young People's Plan, the Health, Social Care & Well Being Strategy and the Community Safety Action Plan.

What Matters is the overarching strategy that will shape how Cardiff moves forward over the next 10 years. It has been developed over the last year by a range of public, private and third sector partners, focusing on outcomes for the city across organisational boundaries, delivering what matters most to people. **What Matters** has been shaped by a comprehensive needs assessment and a series of events, workshops and conferences.

What Matters is based around the delivery of 7 key strategic outcomes, which will improve the quality of life for all people. The outcomes are:

- People in Cardiff are healthy
- People in Cardiff have a clean, attractive and sustainable environment
- People in Cardiff are safe and feel safe
- Cardiff has a thriving and prosperous economy
- People in Cardiff achieve their full potential
- Cardiff is a great place to live, work and play
- Cardiff is a fair, just and inclusive society

The Vale of Glamorgan Corporate Plan 2013 – 2017 identifies the following core values for its citizens:

Delivering Good Services: We believe in providing high quality, value-for-money services and will always strive to do so while abiding by the other values. We will embrace innovative ideas so that services continue to deliver improved outcomes and meet the needs of our citizens

Transparency: Council decisions will be open and transparent, and we will make changes to the way the Council works to accomplish this.

Engagement: Before making significant decisions we will engage with the individuals, groups and communities who are affected by them.

Empowerment: We will strive to enable all sections of the community, including those whose voices have not been heard in the past, to take control over their lives.

The partners who developed this Strategy have presented the following values vision for day opportunities in Cardiff and the Vale of Glamorgan:

1. Helping me to be healthy and well

The World Health Organisation defines health as '*a state of complete physical, mental and social well being and not merely the absence of disease or infirmity*'.

Everybody has a right to be as healthy as possible, with respect to all of these.

Service providers have to work together to address the components of good health and ensure that *everybody* is as healthy as they can be.

2. Helping me to be safe and feel safe

Being safe and feeling safe are fundamental aspects of citizen well being, and these issues have consistently ranked as top priorities for citizens. This means people from all sections of the community being free from harm, injury, or risk and being secure in their surroundings. Feeling safe means feeling confident that none of these things will be compromised.

3. Helping me to achieve my full potential

It is important to recognise that potential is fulfilled in a variety of ways. Achieving 'full potential' means having the opportunity to lead a fulfilling life, whether that be through employment, education, volunteering, hobbies, leisure or lifestyle. Active participation in public life, leisure, sport and culture can all improve our lives and our well being. Furthermore, everybody should be able to enjoy these opportunities, irrespective of their background or characteristics.

4. Helping me to learn, volunteer or work

Educational and work life achievements are often the most recognisable means of realising potential; being both important for their own sake, as well as enabling people to access other enriching opportunities.

5. Helping me to be as independent as possible

Independence is considered one of the most important attributes a person can possess. Independence gives a sense of pride and achievement. Promoting independence means to encourage the person in your care to do as much as they can for themselves.

Appendix 2

CITY OF CARDIFF AND VALE OF GLAMORGAN

Equality Impact Assessment Assessment Template

Joint Day Opportunities Strategy
New

Who is responsible for developing and implementing the Policy?	
Name: Amanda Phillips	Job Title: Joint Operational Manager
Service Team: Health and Social Care	Service Area: Learning Disability
Assessment Date: 18 March 2014	

1. What are the objectives of the Strategy?

The Joint Day Opportunities Strategy for adults with a Learning Disability has been developed collaboratively between City of Cardiff Council, the Vale of Glamorgan Council and partners. It sets out the priorities across the two local authorities from 2014 – 2017 and will lead the commissioning intentions; directing the future development of directly delivered day opportunity provision for both Councils.

This Strategy links directly to City of Cardiff Council's overarching Learning Disabilities Commissioning Strategy 2012 – 2017 and Vale of Glamorgan Learning Disability Strategy 2014 - 2017. It cannot function in isolation, but exists through the strategic commissioning priorities identified in the overarching Commissioning Strategy. References to the Commissioning Strategy are made throughout this document and it is recommended that both strategies are read together.

The Strategy aims to meet the care and support for adults with a Learning Disability requiring day provision. This includes Learning Disability people with a learning disability with Autistic Spectrum Disorder, people with a learning disability on the dementia pathway, people with a learning disability with complex behaviours, and people with a learning disability with multiple impairments including complex health needs.

An integral part to the change in day provision will be that an increasing number of people with a learning disability choose to take a Direct Payment and arrange their own day opportunities. As such, there is a clear expectation from this Strategy that all people with a learning disability will have an equitable, high quality day opportunity provision based upon a core set of values – regardless of whether this is delivered directly by the Council or commissioned from the independent or third sector marketplace.

Additionally, day provision will be part of the whole system review of the transition pathway and would work in partnership with transition workers to

develop person centred plans during and beyond the transition into adult life.

2. Please provide background information on the Strategy and any research done [e.g. people with a learning disability data against demographic statistics, similar EIAs done etc.]

Learning Disability Commissioning Strategies^{1&2} contains demographic statistics relevant to the Day Opportunities Strategy

Learning Disability Commissioning Strategies^{1&2} EIA contains lots of information relevant to the Day Opportunities Strategy

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Strategy have a differential impact [positive/negative/] on younger/older people?

	Yes	No	N/A
Up to 18 years		✓	
18 - 65 years	✓		
Over 65 years	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Strategy aims to meet the care and support for adults with a Learning Disability requiring day provision. This includes Learning Disability people with a learning disability with Autistic Spectrum Disorder, people with a learning disability on the dementia pathway, people with a learning disability with complex behaviours, and people with a learning disability with multiple impairments including complex health needs.

The Strategy is developed to ensure that service delivery has a person centred focus which includes issues arising from ageing for example learning disability and dementia.

The support brokerage model would give people with a learning disability more choice and control in how they were supported

What action(s) can you take to address the differential impact?

Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups.

3.2 Disability

Will this Strategy have a differential impact [positive/negative] on disabled people?

	Yes	No	N/A
Hearing Impairment	✓		
Physical Impairment	✓		
Visual Impairment	✓		
Learning Disability	✓		
Long-Standing Illness or Health Condition	✓		
Mental Health	✓		
Substance Misuse		✓	
Other			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Strategy will have a positive impact on adults with a disability. The Strategy aims to meet the care and support for adults with a Learning Disability requiring day provision. This includes people with a learning disability with Autistic Spectrum Disorder, people with a learning disability on the dementia pathway, people with a learning disability with complex behaviours, and people with a learning disability with multiple and complex health needs. The support brokerage model would give people with a learning disability more choice and control in how they were supported

What action(s) can you take to address the differential impact?

Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups.

3.3 Gender Reassignment

Will this Policy have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Strategy will have a positive impact on transgender people. The Strategy is developed to ensure that all provision has a person centred focus, which includes gender reassignment and any issues arising from it. The support brokerage model would give people with a learning disability more choice and control in how they were supported

What action(s) can you take to address the differential impact?

Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups.

3.4. Marriage and Civil Partnership

Will this Policy have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage	✓		
Civil Partnership	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Strategy will have a positive impact on marriage and civil partnership. The Strategy is developed to ensure that all provision has a person centred focus, which includes marriage and civil partnership and any issues arising from it. The support brokerage model would give people with a learning disability more choice and control in how they were supported

What action(s) can you take to address the differential impact?

Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups.

3.5 Pregnancy and Maternity

Will this Policy have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy	✓		
Maternity	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Strategy will have a positive impact on pregnancy and maternity. The Strategy is developed to ensure that all provision and support brokerage will have a person centred focus which includes women with a Learning Disability who are pregnant and needing maternity/pregnancy services and support. Whatever the nature or extent of the disability, they need individualised person centred support that they can have a positive experience of their

pregnancy and birth and make an effective transition to parenthood.
The support brokerage model would give people with a learning disability more choice and control in how they were supported

What action(s) can you take to address the differential impact?

Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups.

3.6 Race

Will this Policy have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White	✓		
Mixed / Multiple Ethnic Groups	✓		
Asian / Asian British	✓		
Black / African / Caribbean / Black British	✓		
Other Ethnic Groups	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Strategy will have a positive impact on people from different ethnic groups. The Strategy is developed to ensure that all provision and support brokerage will have a person centred focus which includes the identification of cultural needs and racially-appropriate services.

What action(s) can you take to address the differential impact?

Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups. The support brokerage model would give people with a learning disability more choice and control in how they were supported

3.7 Religion, Belief or Non-Belief

Will this Policy have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist	✓		
Christian	✓		
Hindu	✓		
Humanist	✓		
Jewish	✓		
Muslim	✓		
Sikh	✓		
Other	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Strategy will have a positive impact on people with different religions, Beliefs or non-beliefs. The Strategy is developed to ensure that delivery has a person centred focus which includes needs arising from religion, belief or non-belief. Providers need to be aware of religious needs to ensure that all people with a learning disability dietary and religious observance is fully taken into account. The Strategy does not contain any explicit actions around religion or belief. However, the focus on individualised, person centred approaches and outcomes should encourage the expression of religion, belief or non-belief.

What action(s) can you take to address the differential impact?

Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups. The support brokerage model would give people with a learning disability more choice and control in how they were supported

3.8 Sex

Will this Strategy have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men	✓		
Women	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Individualised and outcomes led approaches are embedded into the Strategy and can be expected to respect the individuals' identity, which can often be overlooked in people with learning disabilities. The Strategy is developed to ensure that delivery has a person centred focus, which includes issues arising

from a person's sex.

What action(s) can you take to address the differential impact?

Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups.
The support brokerage model would give people with a learning disability more choice and control in how they were supported

3.9 Sexual Orientation

Will this Strategy have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual	✓		
Gay Men	✓		
Gay Women/Lesbians	✓		
Heterosexual/Straight	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Strategy will have a positive impact on these groups. There is no data available on the number people with a learning disability who are Lesbian, Gay, or Bisexual. Therefore, it can be a challenge to measure use of services. There is a clear principle contained within the policy that s will be person centred and take into account the needs of all protected characteristic groups identified within the Equality Act 2010. It is widely acknowledged that the notion that people with learning disabilities are sexual beings is either denied or feared. It is important that people with learning disabilities know about their rights around sex and relationships, and that all staff know how to support them appropriately. Within this, it is implicit that people should be encouraged and supported to explore choices around their sexuality, something which is often denied to adults with learning disabilities.

What action(s) can you take to address the differential impact?

Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups. The support brokerage model would give people with a learning disability more choice and control in how they were supported

3.10 Welsh Language

Will this Policy have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language	✓		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Strategy is developed to ensure that all delivery has a person centred focus, which can respond to the Welsh Language needs of people with a learning disability.

What action(s) can you take to address the differential impact?

Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups. The support brokerage model would give people with a learning disability more choice and control in how they were supported

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The Strategy is developed to so that groups with the protected characteristics contained within the Equality Act 2010 are neither directly or indirectly discriminated against in the planning and delivery of day opportunities. It is the right of all people with a learning disability, families/partners/friends and carers to be involved in decisions that affect them. The Service Area will ensure that its involvement work enables individuals to have a voice, respects issues of equality and diversity, and values what people say. People with a learning disability, families/partners/friends and carers are invited to be involved as not just users of services and carers, but also as citizens with a legitimate role in the planning and delivery of services. People who use services, their families/partners/friends and carers have been involved in the development of this Strategy in a number of ways including:

- Consultation taster week of 24-28 June 2013
- Partnership engagement in the development of the Strategy via the Learning Disability Partnership Group, the Joint Operations Group and the setting up of a Day Opportunities Steering Group
- Person Centred Reviews held with people with a learning disability, their families/friends and networks

Information and feedback gathered from these events have been used to inform and make the decisions set out in the Strategy alongside consultation which

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups.
Disability	Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups.
Gender Reassignment	Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups. The support brokerage model would give people with a learning disability more choice and control in how they were supported
Marriage & Civil Partnership	Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups.
Pregnancy & Maternity	Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups.
Race	Undertake regular equalities monitoring of people with a learning disability, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups. The support brokerage model would give people with a learning disability more choice and control in how they were supported
Religion/Belief	Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and

	review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups. The support brokerage model would give people with a learning disability more choice and control in how they were supported
Sex	Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups. The support brokerage model would give people with a learning disability more choice and control in how they were supported
Sexual Orientation	Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups. The support brokerage model would give people with a learning disability more choice and control in how they were supported
Welsh Language	Undertake regular equalities monitoring of people with a learning disability, through agreed monitoring and review processes, to address any future adverse impacts identified. It can also help to identify gaps in the provision with regard to the protected characteristics groups. The support brokerage model would give people with a learning disability more choice and control in how they were supported
Generic Over-Arching [applicable to all the above groups]	

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By :	Date:
Designation:	
Approved By:	
Designation:	
Service Area:	

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

Adult Learning Disability Day Opportunity Strategy 2014 - 2017 - Appendix 3

Implementation Plan 1 - Vale of Glamorgan's Direct Day Provision People with complex support requirements including transitions (Apr 2014 – Dec 2016)

Implementation Plan 2 - Cardiff Direct Day Provision - People with complex support requirements including transitions (May 2014 – Dec 2016)

Implementation Plan 3 - Cardiff and the Vale of Glamorgan - Support Planning and Brokerage model (May 2014 – Jan 2017)

Plan	Key Actions	Yr 1 - 2014	Yr 2 - 2015	Yr 3 - 2016
1	Set up PQA project group, systems and documents	Start & finish		
1	Team structure mapping including training plan and skills matching	Start & finish		
1	Person centred planning and reviews in place for all people	Start	Finish	
1	Introduction of new systems, policies and procedures as identified through review of service to meet aims of this Strategy	Start		Finish
1	Agree access criteria to the day provision	Start & finish		
1	Buildings usage review including adaptations recommendations	Start	Finish	
1	Annual monitoring and review of the implementation plan	Start & finish	Start & finish	Start & finish
1	Consultation with teams, partners, stakeholders	Start		Finish
2	Set up PQA project group, systems and documents	Start & finish		
2	Agree access criteria to the day provision	Start & finish		
2	Team structure mapping including training plan and skills matching	Start & finish		
2	Introduction of new systems, policies and procedures as identified through review of service to meet aims of this Strategy	Start		Finish

2	Confirm numbers people with a learning disability and their support requirements design including core specialist team training & management	Start	Finish	
2	Continue planning using person centred approaches and develop day opportunity plans for each people with a learning disability	Start		Finish
2	Buildings usage review including adaptations recommendations	Start & finish		
2	Annual monitoring and review of the implementation plan	Start & finish	Start & finish	Start & finish
2	Consultation with teams, partners, stakeholders	Start		Finish
3	Set up PQA project group, systems and documents	Start & finish		
3	Support brokerage model, team roles, training and management that will be used and its interface with other teams including buildings See appendix 7	Start		Finish
3	Pilot day provision support brokerage in Cardiff		Start & finish	
3	Full implementation of day provision support brokerage in Cardiff – <u>subject to outcome of pilot and annual implementation plan reviews</u>		Start & finish	
3	Implementation of support brokerage in the Vale if it is successful in Cardiff			Start & finish
3	Annual monitoring and review of the implementation plan	Start & finish	Start & finish	Start & finish

> Please note all plans set out the overarching milestones, but will need to be developed into detailed project plans, by the project manager, for the implementation of this strategy.

> The milestones will be implemented as indicated, but with an agreed element of flexibility in order to, for example, respond to changes in any relevant legislation or following annual review of the strategy.

Appendix 3 continued

Training Plan Day Service Activities Training Needs

Overview

In April 2013 a training task and finish group was established to review current training for staff working in day services, to identify gaps in training and to develop a training plan for staff to support the development of key skills, knowledge and attitudes relevant to the day service modernisation agenda. This information will feed into and form part of the Joint Cardiff and the Vale of Glamorgan Day Opportunity Activities Strategy.

Our findings

- It appears that day service teams in both authorities have good access to health and safety training and corporate training e.g. mandatory safeguarding, POVA and Mental Capacity Act training.
- It appears that some specialist training is readily available to day opportunities teams such as Inclusive Communication however provision of some specialist training appears 'patchy'.
- City of Cardiff day provision appears to have invested heavily in Person Centred Thinking training, Values training and Community Connecting Training as part of the day opportunity reconfiguration a number of years ago and this investment has continued to support the development of day time opportunities that are person centred and predominately community based.
- It appears that staff in some services are having difficulty in accessing the QCF award and that this may be due in part to a lack of assessors.
- Demographics suggest that the number of people with a learning disability who are aging is increasing and their support needs are changing; staff need access to training and development in order to support people with a learning disability who are on the dementia pathway well.
- Demographics suggest that the number of young people coming into adult provision with significant support requirements including those with PMLD is increasing, staff need access to training and development in order to support young people and people who currently access day opportunities with PMLD well.
- Staff need further training and support to develop the skills and knowledge to support people into employment opportunities.
- Staff need further training and support to develop the skills and knowledge to support people to be more independent when travelling.
- IT training and access for people

Our recommendations

- A training grid has been developed as an example of the training that should be available to all staff (see attached) This should be built on as the day

opportunity modernisation agenda moves forward, the training grid could be developed into a career development pathway for staff.

- A clear commitment that all day opportunities staff will have access to the QCF award. Agree a timescale e.g., staff to gain the award within two years of joining the provision.
- A clear commitment to and investment in training all day opportunities staff in Person Centred Thinking, Community Connecting, Values training. Ensuring that all staff at supervisor level and above receive training in Person Centred Reviews and Social Role Valorisation.
- Develop training partnerships across the social care sector at an operational level to support continued professional development within all agencies and to promote best practice.
- Develop staff who are then well trained and supported to develop their skills to support people with specific needs such as people with a learning disability with multiple impairments, dementia or at specific times such as when transitioning into adult life well.

Training Grid Example - Skills

Job Role Skills	Manual Handling	First aid	Health and Safety	Positive Behavioural Management	Systems	Inclusive Communication	Infection Control	Assisted eating and drinking	Engagement in activities	Community Connecting	Safeguarding	Mental Capacity Act principles	Child protection
Generic Support Worker													
Support Worker – PMLD													
Support Worker – Dementia													
Support Worker – transitions													
Day Opportunities Officer													
Team Leader/ Manager													

Training Grid Example – Knowledge

Job Role Knowledge	Autism	Epilepsy	POVA	Disability Awareness	LD and Dementia	Sensory Diet	Mental Health	Posture Management	Induction
Generic Support worker role									
Support Worker - PMLD									
Support Worker - Dementia									
Support Worker - transitions									
Day Opportunities Officer									
Team leader/Manager									

Training Grid Example – Attitude

Job Role Attitude	Social Role Valorisation	Values	Person Centred Thinking	Positive Risk Taking
Generic Support Worker role				
Support Worker - PMLD				
Support Worker - Dementia				
Support Worker – transitions				
Day Opportunities Officer				
Team leader/Manager				

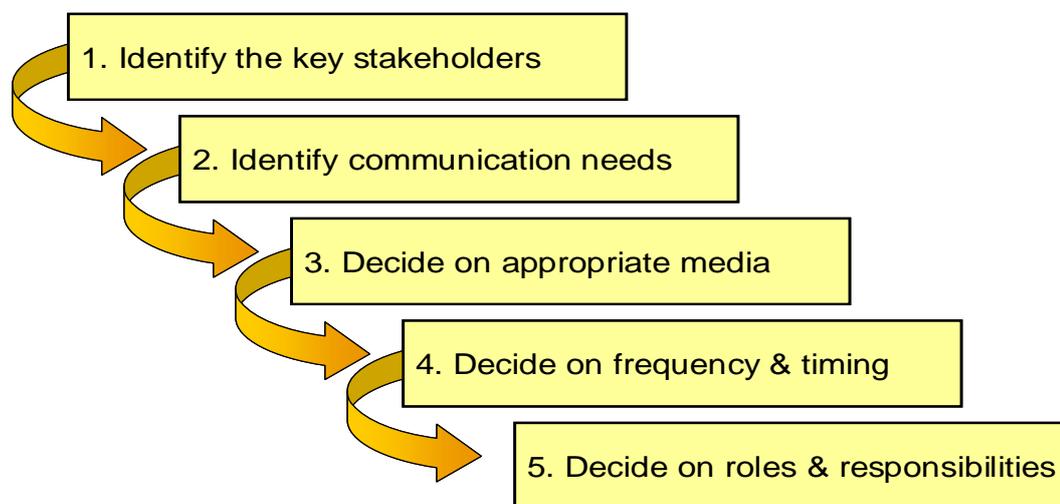
Appendix 4

Communication Plan

Effective communication will be a key factor for successful implementation of this strategy. This communication planning is critical to ensure identification of the most appropriate communications for both external and internal stakeholders. It is to be noted that separate communication plans will be developed for each specific strand of the implementation plan in Appendix 3. This has been identified as a key action to address by the project manager once the implementation project groups have been established.

All communications about this strategy will be available in easy read format to ensure accessibility for people with a learning disability

In terms of the communications needs of this strategy, a communications Plan will be developed with the corporate communications team through the following process:



Stakeholder analysis

Initial analysis indicates that communications will take place with:

- People with a learning disability and their representatives
- Families and their representatives
- Staff and their representatives
- Case managers
- Senior management team members
- Health colleagues
- Elected Members
- Existing and potential providers
- Strategic estates/facilities management
- Human Resources and People Services

Appendix 5

Day Provision in Cardiff and the Vale of Glamorgan taken from data supplied by internal opportunities and provider organisations in June 2013.

City of Cardiff Council Area

Direct provision or external provider	Amount of Days of opportunities provided per week	Provision
Direct Provision	432 days	Generic day provider – education, employment, leisure, health maintenance, respite
External Provider	311 days	A range of education and employment skills training
External provider	58 days	A range of education and employment skills training
External provider	75 days	Generic day opportunity provider
External Provider	58 days	Specialist provision for ASD people with a learning disability
External provider	11 days	A range of education and employment skills training
External provider	4 days	Specialist provision for people with a learning disability with multiple impairments including health needs
External provider	5 days	Employment, skills, training
External provider	5 days	Employment, skills, training

Provider organisations (alphabetical order):

Cardiff Day Provisions
Innovate Trust
National Autistic Society
New Horizons
Positive Images
Sully Skills
Track 2000
Vale+
Vision 21

Vale of Glamorgan

Direct provision or external provider	Amount of Days of opportunities provided per week	Provision
Internal provider	233	A range of generic and specialist day time provision
External provider	93	A range of education and employment skills training
External provider	67	A range of education and employment skills training
External provider	24	A range of education and employment skills training
External provider	33	A range of education and employment skills training
External provider	20	Generic day opportunity provider

Provider organisations (alphabetical order):

Innovate Trust
Positive Images
Scope
Vale+
Vale Day Provisions
Vision 21

Appendix 6

Consultation

Consultation activities with people with a learning disability took place between Monday 24th June – Friday 28th June 2013.

Date/Session	Activity	Provision	Attendance	Feedback
24,26,28/06/13	Pottery	Sbectrwm		Discussion
24/06/13 am & 25/06/13 pm	Touch Therapy	Woodlands	10 places booked	Questionnaire
24/06/13 am	Indoor bowls	Hen Goleg	5 people attended - 7 places booked	Questionnaire
24/06/13 pm	Music and Movement	Hen Goleg	5 people attended - 10 places booked	Questionnaire
25/06/13 am	Joy in Movement	Sbectrwm	4 people attended – 5 places booked	Questionnaire
25/06/13 am	Boccia	Hen Goleg	5 people attended - 7 places booked	Questionnaire
25/06/13 am	Art	Sbectrwm	6 people attended - 8 places booked	Questionnaire
25/06/13 am	Geocaching		5 people attended - 9 places booked	Questionnaire
25/06/13 pm	Jewellery	Sbectrwm	4 people attended - 6 places booked	Questionnaire
26,27,28/06/13	The wonders of working with wood	Vision 21	Not available	Discussion
26,27,28/06/13	Work experience – Sorted	Hen Goleg	Not available	Discussion
26/06/13 am	Sailing	Cardiff Bay Water Activity Centre	Drop-in session	Discussion
26/06/13 am	Archery	Hen Goleg	6 people attended – 8 places booked	Questionnaire
26/06/13 pm	Archery	Hen Goleg	10 people attended – 13 places booked	Questionnaire
27,28/06/13	Work experience	Vale People First	Not available	Discussion
27/06/13 am	Indoor bowls	Hen Goleg	7 people attended – 10 places booked	Questionnaire
27/06/13 am	Fishing	Scope	3 people	Questionnaire

			attended	
27/06/13 am	Keep fit	Scope	4 people attended – 4 places booked	Questionnaire
27/06/13 pm	Canoeing		4 people attended – 10 places booked	Questionnaire
27/06/13 pm	Textiles	Sbectrwm	8 people attended – 6 places booked	Questionnaire
28/06/13 am	Dance	Hen Goleg	9 people attended – 15 places booked	Questionnaire
28/06/13 pm	Karate		5 people attended – 6 places booked	Questionnaire

Some sessions were very popular with more people wanting to attend than places available for booking these were:

- Canoeing at Cosmeston
- Geocaching
- Archery
- Jewellery Making
- Art
- Tennis (this event did not take place)

It was therefore disappointing when people with a learning disability who had booked places did not attend the activity or give notice of cancellation as they space could have been re-allocated.

Sessions that received less interest:

- Kayaking in Eastern Leisure Centre, did not go ahead as there was not enough interest although this may have been as a result of the location rather than lack of interest in the activity.
- Touch therapy had been offered for four days, but there were only sufficient bookings for two sessions.
- Joy in Movement had been offered for two days, but there were only sufficient bookings to run one day
- Vision 21 Seeing and Experiencing did not take place as only one booking was received out of a possible three days on offer.

Feedback from the people with a learning disability following the activities

All people with a learning disability who took part in the ‘Taster Week’ were asked to feedback on their experiences in order to support the development of this strategy. This feedback took the place of discussions during the activities themselves. This provided anecdotal evidence for the strategy. An accessible easy read feedback questionnaire was the second form of consultation used. The following questions were asked:

- What activity did you take part in?.....

- How much did you enjoy the activity?(1= not very good, 10= very good)

☹ 1 2 3 4 5 6 7 8 9 10 ☺

- What part of the activity did you enjoy the most?
- Were there any parts that you didn't enjoy?
- Were there any parts that you didn't enjoy?
- Would you like to try the activity again?
- Are there any other activities that you would like to try?

The information collated from the questionnaires is summarised below:

Touch Therapy:

7 of the 8 participants scored it 8 and above.

5 people said that they enjoyed the dance element the most

2 enjoyed the relaxing.

1 enjoyed using the instruments

Everyone said they would like to try it again.

Indoor Bowls:

12 of the 13 participants scored it 8 and above.

Everyone said they would like to try it again.

People gave a variety of reasons for enjoying it from, meeting new people, trying something new and winning.

Canoeing at Cosmeston:

4 out of the 4 participants scored this activity 10

Everyone said that they enjoyed being out on the lake.

Everyone would like to do it again.

Geocaching:

5 out of 5 participants scored this activity 8 and over

1 said that they would like to try it again

The favourite part was finding the treasure.

Archery:

17 out of 17 people participants rated it 8 and above.

Everyone would like to try it again.

Everyone enjoyed the experience of shooting the arrows.

Music and movement at Hen Goleg:

5 people joined an existing group of 8 for this session.

Feedback from the 5 participants booked onto the session was very positive.

5 out of 5 of the additional participants scored the activity scoring 10.

Feedback from the 8 core group members was a little more cautious expressing their concerns that this would become a regular occurrence and the perceived threat to their group identity.

They were extremely concerned regarding including people with different needs and abilities.

Dance:

7 of the 8 participants scored this 10.
Everyone would like the opportunity to try it again.

Art and Textiles:

All 6 participants scored this activity 10.
Everyone would like the opportunity to try it again.

Jewellery:

All 4 participants scored this 9 and over.
Everyone would like the opportunity to try it again.

Karate:

All 5 participants scored this 9 and over.
Everyone would like the opportunity to try it again.

Joy in Movement:

4 of the 5 participants gave positive feedback on the activity.

People with a learning disability identified a range of opportunities that could have been included in the week:

- Sailing
- Pottery
- Gardening
- Woodwork
- Music and singing
- Bowls/bowling
- Football
- Table Tennis
- Golf
- Dance
- Surfing
- Sewing
- Snooker
- Darts
- Cookery

Commissioning Strategy^{1&2} consultation themes relevant to day opportunity provision:

Consultations took place during the development of the commissioning strategies. The outcome of this work was included in the full documents. Consultation outcome relevant to this strategy is as follows:

Day provision needs:

- Increase range of employment opportunities/pathways
- Opportunities to develop skills and learning
- Provision extended with availability throughout the year
- Specialist provision

ASD needs:

- Support for those not eligible for provision
- Joint working/planning/commissioning

LD dementia needs:

- Early dementia day opportunities
- Accommodation to meet needs through stages of dementia
- Develop informal support networks
- Joint working practices

Other needs:

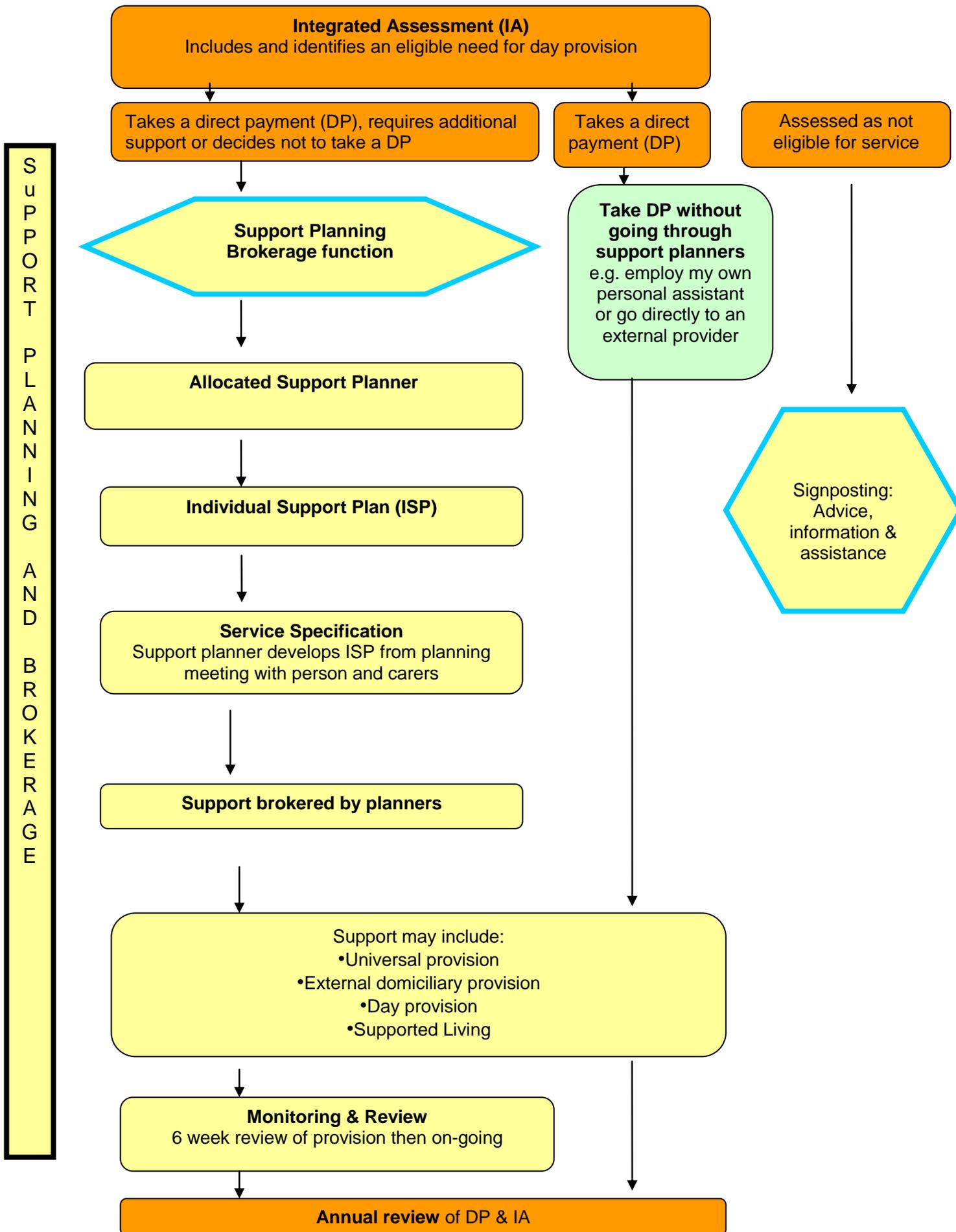
- Develop use of assistive technology
- Suitable transport
- Help for people not meeting eligibility threshold
- Support use of direct payments
- Social networks

Future provisions should:

- Be flexible
- Offer choice and variety
- Develop independence and control
- Be individualised
- Be communicated clearly
- Focus on outcomes
- Be available locally
- Have a clear vision
- Involve joint planning and working

Full details of the consultation information can be read in the learning disability commissioning strategy^{1&2}.

Appendix 7 - Support Planning & Brokerage Model



Appendix 8

Further information about vehicles to deliver day provision

Community Interest Company (CIC)

CIC is a social enterprise which is generally defined as a business trading for a social purpose. This means that it is trading (charging fees for products and services) and reinvesting a proportion of profits back into achieving their social mission.

“Asset Lock” is a general term used to cover all the provisions designed to ensure that the assets of the CIC (including any profits or other surpluses generated by its activities) are used for the benefit of the community. CICs are required to produce Annual Accounts and an Annual Report, to evidence that the CIC is still satisfying the Community Interest Test, and engaging properly with stakeholders. The Regulator’s main concern is to ensure that the CIC continues to serve the community it was set up to benefit and that it is not operating in breach of the asset lock.

Relationship between Local Authorities and CICs:

- CICs in which local authorities are involved will be subject to the same rules and restrictions as other companies with local authority participation.
- Local authorities will not be able to do things through CICs, which they could not do through “ordinary” companies.
- LAs and their staff can be involved in capacities including members, directors / appointers of director, creditors.

Co-operatives

Co-operatives are a form of social enterprise, a business with some special attributes, and can be formed for individuals, businesses or communities. All are defined by these attributes:

- owned and democratically controlled by its members - the people who use the co-operative’s service or buy its goods - not by investors
- returns surplus revenues (income over expenses and investment) to members proportionate to their use of the cooperative, not proportionate to their ownership share.
- it is motivated by service to their members, not by profit
- pay taxes on income kept within the co-op for investment and reserves. Surplus revenues are returned to individual members who pay taxes on that income.

Local Authority Trading Company including joint ventures

Under the Local Authorities (Goods & Services) Act 1970, Councils can trade with each other and with designated public bodies for the provision of goods, materials, and administrative, professional and technical services, for the use of vehicles, plant and apparatus and associated staff, and for the carrying out of maintenance.

The Local Government Act 2003 enables Councils to trade on a commercial basis with the private sector through a company and it empowers Councils to charge for discretionary services on a cost recovery basis.

The option of trading through a company is expressly about making a surplus. Profits go back to the Council in the form of dividends and service charges - that is, charges for goods, services, premises and so on provided to the company by the council.

The main effect is to enable Councils to trade with the private sector for a profit - that is commercially. Councils can only trade in services that they are able to provide in the first place for the purpose of carrying on any of their ordinary functions, which includes the wellbeing power - and would include any future 'general competence' power.

Local Trading Companies can take a variety of forms. This includes joint ventures with other public sectors and or private and civil society partners, including social enterprises, as long as the company comes within the Local Government and Housing Act 1989 (Part 5).

Private domiciliary care agencies

This vehicle is where the Council appoints a Provider to manage the supply of domiciliary care. The Company would be responsible for the direct provision of domiciliary care or the management of the provision of domiciliary care from other Providers in the market. The Provider would be appointed according to procurement rules. On behalf of the Council the appointed organisation would:

- Automate and streamline the placement and payment processes across the adult social care supply chain to ensure value for money and process efficiency for both the Council and its service providers.
- Provide advice and support in the development of existing and new markets and services to ensure the needs of service users are met.
- Provide timely and meaningful management information across the full supply chain for Adult Domiciliary Care.

Third Sector

Organisations which rely on occasional or regular volunteers for their operations, and may or may not have paid staff. A third sector organisation is characterized by its autonomy from the State, benefit for or service to non-members and not-for-profit orientation for example voluntary organisations, community groups, faith groups, sports organisations and residents' groups.

Universal Council provision

This is the type of provision that is available to all citizens of the local authority for example libraries, leisure and community centre activities, adult education and events programmes. Some of these opportunities may be at a cost to the citizens.