

DERBYSHIRE COUNTY COUNCIL

CABINET

14 September 2017

Report of the Strategic Director for Adult Care

Learning Disability Representation and Engagement

ADULT CARE

1. Purpose of the Report

To seek approval for a new model to support Learning Disability Representatives on the Learning Disability Partnership County and local Boards (Reps). This is following a report agreed by Cabinet Member on the 16 March 2017 to enable additional funding until March 2018 for the MacIntyre Project which currently supports Reps on Board.

2. Information and Analysis

MacIntyre a national charity providing specialist support services for children, young people and adults with Learning Disabilities has previously been awarded a grant to support engagement with people with learning disabilities. This was in response to the National Initiative in Valuing People in 2007. The aim was to support and train 20 individuals to be effective members of the local and county Learning Disability Boards. The Boards provide a mechanism to share information and to consult on service developments. The change to this arrangement has come about because MacIntyre have informed the Council that they are unable to fund the 50% they currently provide to support the project.

The proposal is that from April 2018 Learning Disability Reps on the Learning Disability Local and County Partnership Boards will be supported in the role by the Adult Care Stakeholder Engagement Team. The grant that has previously been provided to MacIntyre will be used to fund three part-time employees. The employees will be seconded for a two year period from the existing group of Day centre staff who support Learning Disability Reps and will be managed by the Stakeholder Engagement Team in Adult Care.

The cost of this is approximately £20,316 (this is based at 25% on cost which will cover worker tax NI and travel)

The Group Manager for the Stakeholder Engagement & Consultation Team supports the development and agrees that it will be more cost effective to bring learning disability engagement under the management of the Stakeholder Engagement & Consultation Team. This will enable all the support to Learning Disability Reps to be provided by one organisation and delivered by one team; this will make things clearer for people with learning disabilities.

This proposal has been produced by working in partnership with learning disability and Carer Reps. Several workshops were held which identified that Reps value their role and feel that it is important for them to be the voice for other people with learning disabilities. They expressed that communication needs to take place at the pace of the individual representative and that it is important for them to receive practical support and help with communication for them to be fully active in their role. This proposal should not have a detrimental effect on the learning disability representative as it will enhance the time they have with support workers.

The Reps recognised the importance of the support they received from the current support workers in enabling them to carry out their role. The findings from the workshops will be used to inform ongoing work with the Reps.

The group presented their work to the Learning Disability Partnership Board on 20 April 2017 and recommended to the Board that support to Reps continues through the revised model managed by The Stakeholder Engagement team and delivered by three Engagement support workers. The group also identified that there was a need for representation at other meetings with partner organisations. It was recognised that consultation with people with learning disabilities would benefit from being more outward focused. The Equalities Impact Assessment identified that the proposal would facilitate individuals who do not attend day centres having the opportunity to become Reps.

The three employees seconded to the Stakeholder Engagement team will each be linked to one of the three county Boards and will all provide practical and communication support at the local and county boards. They will also focus on enabling engagement between the reps and the wider learning disability community. There will also be time available to offer the Reps workshops on specific areas of interest. This will enable Reps to have a greater understanding of organisations in the community, thus being able to contribute to the development of services effectively.

The new model has undergone a comprehensive Equalities Impact Assessment which highlights that the proposal will provide the opportunity for people who do not attend day centres to be supported as Reps.

If this future model for engagement is agreed then the grant given to MacIntyre will end in March 2018.

MacIntyre have offered to provide transition support until October 2018. This will allow time to hand over and explain previous training models and time to support and communicate the changes to Reps and other partners. This transition period will help Reps to gain trust and confidence in the new way of working.

3. Financial Considerations

Adult Care's budget for learning disability engagement is currently **£51,195**. **£23,195** currently covers the cost of 50% of the MacIntyre grant, **£28,000** is the budget held by the Group Manager for Commissioning which includes reps expenses, travel and room hire. The actual spend on this budget 2015/16 was **£20,332** There is also a budget held by the group manager for commissioning.

Breakdown of the current budget held by the Group Manager for Commissioning

Self Advocate and Elected carer fees (8 per Derbyshire district) This includes fee for independent chair of County Board	£16,250
County Board budget for refreshments, transport, Task Force one off events and start up grants (this element to be a maximum of £2,000 per year)	£5,140
Local Boards budget for travel and other expenses (based on spend in 2014-15)	£6,610
Total	£28,000

Proposed budget breakdown

Self Advocate and Elected carer fees (8 per Derbyshire district) This includes fee for independent chair of County Board	£16,250
County Board budget for refreshments, transport, Task Force one off events and start up grants (this element to be a maximum of £2,000 per year)	£5,140
Local Boards budget for travel and other expenses (based on spend in 2014-15)	£6,610

Engagement support Officers	£20,316
It /Learning and Development Equipment	£2,879
Total	£51,195

The recommended new model would have one budget which would be managed by the Service Manager for Stakeholder Engagement. The budget would cover the cost of the three part time learning disability engagement support officers, and other costs such as room hire and transport. Funding for technical support for reps could also come out of the budget. This could be used to buy IT equipment such as lap tops and tablets that are fitted with speech and read aloud software such as Dragon and Read write Gold. This could be used to help Reps gain new skill and be less dependent on other people when trying to communicate or understand written materiel.

4. Legal Considerations

The 2014 Care Act stipulates that Local Authorities need to ensure that service users are involved or have appropriate representation so that they can fully engage in core aspects of their care pathway as part of the Council's general duty to promote the well-being of vulnerable service users under the Care Act 2014. Members are asked to note the conclusions reached in the equality impact assessment attached to the report that it is considered that the proposal will have a general beneficial effect in enabling the opportunity for people with Learning Disabilities from diverse communities to become Reps. The proposal will also aim to support Reps to be more aware of the Council's work around equality and inclusion.

5. Social Value Considerations

This proposal will enable the continuation of Engagement with people with learning disabilities through supporting Learning Disability Reps on the Partnership board. This is important because the boards ensure we are able to have a direct dialogue with users of the service about current provision and future developments.

6. Other Considerations

In preparing this report the relevance of the following factors has been considered: Legal and Human Rights, equality of opportunity, health, environmental, transport, property and crime and disorder considerations. Human resources consideration have been considered in the body of this report.

7. Background Papers

Cabinet Member Report 16-03-2017
Equalities Impact Assessment 7-7-2017 (attached)

8. Key Decision

No

9. Is it required that the Call-in period be waived in respect of the decisions being proposed within this report?

No

10. Officer's Recommendation

That Cabinet approve the new model to support learning disability representatives on the Learning Disability County and local Partnership Boards to be implemented from March 2018.

**Joy Hollister
Strategic Director – Adult Care
County Hall
MATLOCK**

Derbyshire County Council

Equality Analysis



Department	Adult Care
Service Area	Commissioning
Changes or proposals	
Chair of Analysis Team	Claire Raw
Date of Analysis	23.06.2017
Version	4

1 Prioritising what is being analysed

a. Description of current service arrangements

Current arrangements for engaging people with learning difficulties include a variety of different mechanisms. This project specifically considers the grant that is awarded to MacIntyre to support Learning Disability Reps on the Derbyshire Learning Disability County Partnership Board and local Boards. This Board is well established and has been the main forum for Adult Care and health to share information and discuss the development of services for people with learning disabilities. McIntyre currently provide support to Reps and helps them gain the skills, confidence and experience to represent others and participate in the Learning Disability Partnership Boards and other forums.

McIntyre have giving notice that they intend to withdraw their financial contribution to the Reps on Board project from July 2017. They currently contribute £23,190 (50%) towards the £46,380 annual cost of the scheme. A report went to Cabinet members on the 16th March and additional funding for the MacIntyre Project until March 2018 was agreed. This will enable time for a new model to be developed and implemented. MacIntyre has also offered to provide resources to facilitate a six month transition period.

b. Details of proposals or changes

A co-production group was established to consider how Reps would be supported in the future. The recommendation from this work was that the funding that is currently given to MacIntyre will be used to fund the three engagement support officers one day a week. The proposal is that these workers will be seconded From direct care day centres for two years. This will ring fence the time that support workers spend doing developmental work with the reps. The new model will enable support workers to further develop the skills and opportunities for existing reps. It will also provide the workers the flexibility to work with the wider community, including providing support to people who do not go to day centres and are Reps.

The recommendation is that the Partnership Board continues with a revised model of support and development for the learning disability representatives who attend the Board. It has been identified that there is a need for representation at other meetings with partner organisations.

Analysis of the co-production work and the information coming out of it has been discussed with the stakeholder engagement team. The principles for a new model have been agreed with them and will be shared with the co-production group and the Learning Disability County Partnership Board.

Going forward it will be proposed to the co-production group that support to Reps attending the Partnership Boards is developed and for the learning disability engagement to be managed and delivered through the Stakeholder Engagement Team. This will help facilitate the opportunity for reps to be recruited from more diverse community groups.

It is recommended that the three new posts; (two 2 one day posts and one two day post) will be at grade 7. The two one day workers will have responsibility for one of the local boards. The two day work will have responsibility for a local board and will help with support and to other meeting and will help coordinate the support for the County Board T The rationale for this is based on the pay grade of existing engagement support officers. The cost of this is approximately ££19,670.

Adult Care's budget for learning disability engagement is currently **£51,190**. **£23,195** currently covers the cost of 50% of the MacIntyre grant, **£22,610** is the budget held by the Group Manager for Commissioning which includes reps expenses, travel, payment to carer reps and room hire.

The recommended new model would have one budget which would be managed by the Service Manager for Stakeholder Engagement. The budget would cover the cost of the three part time learning disability Engagement Support Officers, and other costs such as room hire and transport. It is also Investment in smart technical support for reps such as Dragon software. This will enable Reps to be more independent in preparing and understanding written material.

If this future model for engagement is agreed then the grant given to MacIntyre will end in March 2018. MacIntyre have agreed to support a six moth transition period from April 2018.

The proposed budget from April 2018

Self-Advocate and Elected carer fees (8 per Derbyshire district) This includes fee for independent chair of County Board	£16,250
County Board budget for refreshments, transport, Task Force one off events and start up grants (this element to be a maximum of £2,000 per year)	£5,140
Local Boards budget for travel and other expenses (based on spend in 2014-15)	£6,610
Engagement Support Officers (30 hours)	£19,670
IT /Learning and Development Equipment	£3,520
Total	£51,190

The Group Manager for Commissioning and the Group Manager for Stakeholder Engagement & Consultation Team supports the development and is in agreement with the cost effectiveness of bringing learning disability engagement under the management of the Stakeholder Engagement & Consultation Team.

c. Rationale for proposed changes

The co-production work group identified the rationale for the recommended changes. The group consists of five learning disability reps, two family carers and a Prevention & Personalisation Rep. Support workers from Direct Care have also attended and contributed to the meetings. The co-production workshops identified:

- What engagement is and why it's important.
- What people value about the current arrangements.
- Who people with learning disabilities and their family carers want to engage with and why.
- How well they feel partner agencies listen to them and how they are represented in the wider community.
- Good practice in engagement and representation including use of language, timings of meetings and do's and don'ts from professionals.
- What people value about being a Rep.

The co-production workshops identified the following factors which were considered in the development of the new model for supporting Reps ;

- The Reps value their role and feel that it is important for them to be the voice for other people with learning disabilities.
- The Reps spent a lot of time thinking and talking about the use of language. They also expressed that communication needs to take place at the pace of the individual Rep.
- The Reps felt that there were several stakeholders that didn't listen fully to their views or consider the learning disability community when developing services.
- There was also some concern that sometimes professionals lacked understanding of how to communicate with people with learning disabilities.
- The Reps felt that it was important that they got paid for the work they did.

- They recognised the importance of the support they received from the support workers in enabling them to carry out their role.
- The Reps also have a clear understanding of the political context of service development, and the hierarchies involved in decision-making.


The recommendation from this work is that the Partnership Board continues with a revised model of support and development for the learning disability representatives who attend the board. The work also identified that there was a need for representation at other meetings with partner organisations. It was recognised that consultation with people with learning disabilities would benefit from being more outward focused.

2 The team carrying out the analysis

<i>Name</i>	<i>Area of expertise/ role</i>
Claire Raw	Commissioning Manager
Helen Greateorex	Service Manager –Stakeholder Engagement
Jackie Willis	Chair LD County Partnership Board (Chief Executive North Derbyshire Voluntary Action)
Tanya Nolan	Chair Good Health Group Healthwatch

3. Existing information and consultation based feedback

Sources of data and reason for using

Source	Reason for using
<p>Learning Disability Leadership & Engagement</p>  <p>Co-production Team Work Book</p>	<p>Examples and some detail of the coproduction work completed with people with Learning disabilities</p>

4 Known impacts on different protected characteristic groups and any mitigation

Statutory

Protected Group	a. From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?
<p>Age including children and families, older people</p>	<p>There are 20 Learning Disability Reps that will be affected by this change. People with a learning disability who will aspire to be response the Learning Disability boards will be affected. The age range of the reps is 20 to 60.</p>

	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>The current reps may find it difficult to adapt to the changes. A six month transition period from April 2018 to October 2018 has been put in place. This will enable reps to have time to understand the changes and develop confidence in the new arrangements.</p> <p>The new support arrangements will facilitate the opportunity for people with learning disability who do not attend day centres to be supported as reps / The aim of the transition period will for Reps develop confidence in building new relationships. The new way of working will continue to ensure that Reps are encouraged to be open in their combination. Above all we want to ensure that Reps are Respected and safe in their role.</p>
	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist?</p> <p>as above</p>

<p><i>Protected Group</i></p> <p>Disabled people including mobility, sensory, learning, mental health, HIV, and also include carers and relatives</p>	<p>a. From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>Some of the budget will be used to consider smart communication including IT tools. The workers will undergo appropriate training to meet the physical, psychological and sensory needs of the Reps.</p>
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	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>There will be a benefit for reps who don't attend day centres.</p>
	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Work with statutory and non-statutory support services to ensure any care needs are supported and wellbeing of the Reps is promoted</p>

<p><i>Protected Group</i></p> <p>Gender (Sex) including men and women, boys and girls</p>	<p>a. From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>There are 12 female Reps and 8 male Reps</p>
	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>The impact is not gender specific</p>
	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>This factor is not relevant to the proposal</p>

<p>Protected Group</p> <p>Gender reassignment – including impact, if any, on transgender people</p>	<p>a. From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>The Reps will be supported in a person centred way. Staff training will be provided as and when required. There will be an expectation that the support workers understand and follow the councils equality principles and apply these in their practice</p>
	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>No one at the moment</p>
	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Staff supporting Rep will be expected to have a general awareness and understanding of Gender Reassignment.</p>
<p>Protected Group</p> <p>Race – including all racial groups, including impact, if any, on Gypsies and Travellers</p>	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>All current reps are from white British origin</p>

	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>It is hoped that the proposal will be beneficially to people from BME communities who have learning disabilities and do not use traditional services such as day care.</p>
	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>The project will consider how it can develop better links and partnerships with BME communities and will work to develop ways to encourage LD reps from BME communities.</p>
<p>Protected Group</p> <p>Religion and belief including non-belief, including religious minority communities, Humanists</p>	<p>a. From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>Reps do not currently link with faith groups</p>
	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>It might be possible for Reps to work with Faith Groups to assist them to develop better access for people with LD who wish to become involve</p>
	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>as above</p>

Protected Group Sexual orientation – including the impact, if any, on any lesbian, gay and bisexual people	<p>a. From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>The support provided to Reps will be person centred. Workers will have a good understanding of the Council's equalities policies and will work to ensure that no one is discriminated against on the grounds of sexual orientation.</p>
	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>The ethos of the Stakeholder Engagement team and the Learning Disability Partnership Board is inclusive. Support to reps will include helping them to understand the social context of the communities they live in and how they can support equality and inclusion.</p>
	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>as above</p>

Protected Group Pregnancy and maternity – including new mothers/ parents	<p>a. From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>This doesn't affect any of the Reps at the moment.</p>
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	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>Ensure we support Reps in a person centred way. Consideration of practical support to enable Reps to continue in their role if required.</p>
	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>as above</p>

<p>Protected Group</p> <p>Marriage and civil partnership – also include impacts on lone parents and unmarried couples</p>	<p>a. From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>This factor should not have an impact on the proposal</p>
	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>There is no impact</p>
	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>There is no adverse effect</p>

Non statutory

Poorer and disadvantaged communities and groups, including people who experience financial exclusion	<p>a. From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>The current group of Reps come from a diverse range of social background and are all treated the same</p>
	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>It is important to ensure that there are no costs incurred to the person in being a Rep.</p>
	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Reps are happy with the way their costs and expenses are covered. This will not change</p>

Rural communities	<p>a. From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>There are 3 reps from rural communities</p>
	<p>b. From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>The proposal offers support with transport which will involve reps in rural communities being able to fully participate.</p>

	<p>c. Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>as above</p>
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5. Are there any *other* groups of people who may experience an adverse impact because of the proposals?

<p>The Carers of LD Reps have been involved in the development of this project They agreed that this was positive a way forward that would allow Reps to develop new skills.</p>
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6. Impact on employees of Derbyshire County Council or prospective employees

<p>The proposal will provide the opportunity for some existing Day centre workers to develop new skills.</p>
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7. Gaps in data

What are your main gaps in information and understanding of the impact of your policy and services? Please indicate whether you have identified ways of filling these gaps.

<p><i>Gaps in data</i></p>	<p><i>Action to deal with this(if any)</i></p> <p><i>There have been no gaps in Data identified</i></p>
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8 Main Conclusions and Recommendations

Conclusions

The proposal will have a general beneficial effect in enabling the opportunity for people with Learning Disabilities from diverse communities to become Reps. The proposal will also aim to support Reps to be more aware of the Council's work around equality and inclusion.

Recommendations (if any)

It is recommended that the proposal outlined in the Cabinet Report on Learning Disability Engagement and Representation has considered the equality impact of the individuals and the groups affected.

9. Action planning in response to the completed analysis

<i>Objective</i>	<i>Planned action</i>	<i>Who</i>	<i>When</i>	<i>How will this be monitored?</i>
<i>What you want to achieve</i> Enable all individuals who aspire to be Learning Disability Reps to be supported in their role. This will enable statutory and non-statutory organisation to have a mechanism for effective engagement.	<i>What you intend to do</i> Implement the proposal outlined to enable Learning Disability Reps to be supported as part of the Stakeholder Engagement team	<i>Responsible person or department</i> <i>Helen Greatorex</i> <i>Commissioning team</i>	<i>Timing of action</i> <i>Implement changes April 2018</i> <i>Transition period</i> <i>April 2018-October 2018</i>	<i>Monitoring and review arrangements</i> <i>Through the Stakeholder Engagement Team and Learning Disability Partnership Board.</i>

10 Monitoring and review arrangements

Please outline what steps will be taken to monitor and review the implementation of proposals if they are agreed here:

Monitoring arrangements will be agreed with the Partnership Board and as part of the transition arrangements.
