

This note summarises the action planning that took place at a small Early Intervention project workshop in 2014. Other service leads or commissioners may find it helpful to go through this process – the questions in bold beside the arrows are to help guide that process.

- **How well can your local area enable children with learning disabilities whose behaviour challenges to access the right support, at the right time, and in the right place?**

Consider:

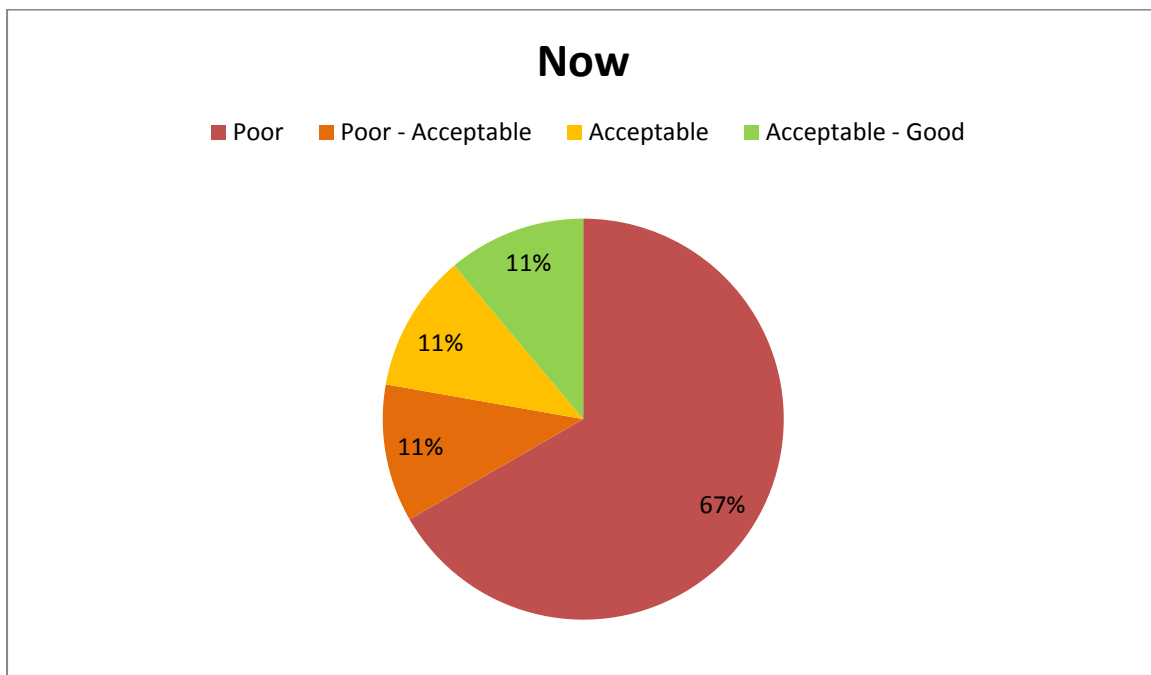
- outcomes,
- quality of life
- cost effectiveness.

See: 'Ensuring quality services: core principles for the commissioning of services for children, young people, adults and older people with learning disabilities and/or autism who display or are at risk of displaying behaviour that challenges' Local Government Association/NHS England (2014) for more detail.

We asked commissioners and providers at our workshop:

'How well does your local area **currently** enable children with learning disabilities whose behaviour challenges to access the right support, at the right time, and at the right place? Considering cost, quality of life and cost effectiveness'.

- **Where does your area fit?**



We asked “*what do you want local services to look like in 2019?*”

Characteristics of services:

- Local multi-disciplinary team for children whose behaviour challenges
- Functional assessment for all children with learning disabilities whose behaviours challenge
- Increased involvement of family/children
- Training in Positive Behavioural Support (PBS) across all settings
- A cohesive approach from all agencies (education, health, social care, VCS)
- Every family / young person receives “good” service well managed and planned
- Wider thinking re support e.g. siblings
- Multiagency, joint pathway driven with accountable lead provider,
- Skilled workforce who understand needs of CYP with challenging behaviour,
- Timely access,
- Clear pathways between services & clear eligibility criteria,

Success measures:

- More young people supported to stay with families, very few children moving to out of borough placements due to behavioural issues
- Increased use of “Quality of Life” indicators
- Savings in out of area placements used to meet current & forecast needs,
- Value for money demonstrated & linked to outcomes.

➤ **What would your answer be?**

We asked workshop attendees to plan the steps needed to achieve this goal by 2019, including how to overcome barriers. A summary of their responses is overleaf.

➤ **You may want to take similar steps?**

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| <p>What needs to happen?</p> <ul style="list-style-type: none"> • Early Identification • Joint training & shared understanding of PBS (across families, schools and short break services) • Functional assessments • Strategic leadership • Market development • True commissioner collaboration & engagement with market and service users, carers, families, • Change of mind set to focus on delivering a service and not discussing who is responsible • Access to CAMHS for those with learning disabilities and a mental health problem • Co-ordinated commissioning across health, education & social care • Continued links with CBF, Tizard, CDC, & service users and families, • A clear pathway, | <p>Barriers</p> <ul style="list-style-type: none"> • Silo working • Lack of evidence around early Intervention • Culture of workforce (unequipped to meet needs of CYP with LD), • People's expectations for children. • Resoures • Negative narratives / stigma re ASD and behaviour that challenges. • Health V Education • Access to clinical psychologists/ psychiatrists • Access to training • Uncertain employment future, • Motivation culture. • Who to talk to? • Do people realise the impact of the issue? • Huge structural changes people leaving, not replaced, • Willingness, • Culture change. • Capacity - lack of • Working at crisis levels only, • Provider - skills - confidence - funding, lack of knowledge, • Services not present or able to improve with current or less funding. • Attitudes, • Knowledge, • Budgets, • Targets, • Assumptions. | <p>What needs to happen?</p> <p>What are the barriers?</p> <p>How can the barriers be overcome?</p> <ul style="list-style-type: none"> • The will to succeed (i.e. strong leadership). • Invest to save - reinvest savings, • Challenge the concept that residential is inevitable / best service for CYP with LD and behaviour that challenges. • Encourage increased participation by parents to help make decisions re service planning. • Joint planning and commissioning • Requirements on providers to work jointly & have shared outcome expectations, • Increased training and consultation • Review of evidence based literature, • Development of LD strategy in CAMHS, • More proactive multiagency involvement and liaison with commissioners, • Multi disciplinary team working • Robust key working arrangements, • Education & evidence, • A clear pathway, • pilot to provide evidence, • Present cases / ideas from other boroughs (benefits), • Culture change driven by all, particularly schools & collages. • Structural change - organisational change, • Better management / commissioning, • Focus on key areas to improve, • Build added value into contracts, • Collaboration, • Co-Production, • Education. |
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