



Challenging Behaviour – National Strategy Group (CB-NSG)

Thursday 24th November 2022 via Zoom

Workshop 2:

Workforce: Providers

Workshop Facilitator: Clive Parry and Isabelle Garnett

Time: 11.00am-12.45pm

The aim of the workshop is:

- To discuss what best practice looks like for providers providing support and services for people with learning disabilities whose behaviour challenges, and to identify what barriers there currently are and what support is needed to enable providers to do this

The objectives are:

- To discuss & understand the experiences of people with learning disabilities, and what support providers can provide to enable positive outcomes
- To identify examples of good practice
- To identify actions to include in a co-produced Transforming Care action plan for people with learning disabilities

Background

Providers have a key role to play in ensuring that people with learning disabilities have access to the support that they need to live a good life. Providers, including those who provide residential care, supported living, and education, are crucial in making sure that support is tailored to an individual's needs.

Barriers

- Many people with learning disabilities whose behaviour challenges have complex needs which require significantly tailored, bespoke packages, which can be difficult to arrange

- Commissioners are not always proactive – it is easier to commission services that are already available, even if they do not fit the person’s needs, than it is to design and build new services that will be tailored to the individual
- It can be difficult to get up-front funding to provide these projects
- Because providers provide services that span a range of areas (care, education, etc), these services are not always integrated

Opportunities

The BTRS Action Plan has a number of commitments relating to providers (see appendix) - while we believe these need to be strengthened, they provide a basis to build upon.

Workshop agenda (Timings TBC)

- 1. Welcome and introductions**
- 2. Presentation to give the background and context for this work**
- 3. Group discussion**
- 4. Actions**

Actions: (To be completed during workshop)

Action: What is needed	How it will be done	Who will do it	When it will be done
1.			
2.			
3.			
4.			
5.			

Appendix A – BTRS Action Plan and Providers

Campaign Families comments in green

Commitment	Content	Measure of Success	Key Concerns	What Else is Needed?
<p>1g - Supporting employers to embed the learning disability and autism core capability frameworks across all aspects of the social care and health workforces that support people with a learning disability and/or autistic people</p>	<p>Set specialist diploma routes linked to Skills for Care (SfC) and Health Education England (HEE) core skills frameworks, and work with the Institute for Apprenticeships to influence specialist apprenticeship routes</p> <p>Expand programme of quality checked Positive Behavioural Support (PBS) training providers and develop PBS community of practice</p> <p>Review the Level 4 adult social care diploma and use the findings to influence changes to the associated apprenticeship standard and provide evidence of practice leadership</p>	<p>Specialist pathways linked to the frameworks included in social care diplomas, and changes influenced to pathways in apprenticeships, which will provide evidence of practice leadership that delivers high quality support</p> <p>All SfC endorsed PBS training providers to have been peer quality checked, and access provided to small providers</p> <p>Workforce Development Fund for practice leadership qualifications for services supporting people at risk of admission or recently discharged</p> <p>CQC expect qualified practice leaders in all services which support people in and recently discharged from ATUs</p>	<p>Not new and targeted for BTRS</p>	

<p>1h - Implementing a programme of personalised workforce development for the workforce who support people with a learning disability and autistic people who may be at risk of admission or are ready to be discharged</p>	<p>Set up programme and confirm funding arrangements where appropriate</p> <p>Deliver personalised workforce development programme to first cohort</p> <p>Commence evaluation of programme and share existing learning</p> <p>Support employers and commissioners to trial the approach using their own resources</p>	<p>Provide update to the Delivery Board on progress and impact</p>	<p>Not a SMART target</p>	
<p>1i - Health and Care Act 2022 introduces a new requirement for registered providers to ensure their staff receive specific training on learning disability and autism, which is appropriate to their role</p>		<p>Roll out of Oliver McGowan Mandatory Training programme</p>	<p>Not new and targeted for Building the Right Support</p>	
<p>1j - Providing community learning disability teams and intensive support teams with the opportunity to commence advanced and consultant level practice training by April 2023</p>	<p>Develop and deliver multi-professional learning disability and autism credentials mapped to the learning disability and autism core capabilities frameworks</p> <p>Offer advance practice MSc development to staff working in specialist teams</p>	<p>40 clinicians from multi-professional backgrounds will be studying a credential</p> <p>Supported MSc Advanced Practice places will be available to staff working in specialist teams</p>	<p>Not a SMART target, not new for BTRS</p>	<p>Publish commitments about funding and implementing service model element on community teams to prevent and manage crisis</p>

1k - Investing £1.5 million of funding into the development and trialling of autism training for staff working in adult inpatient mental health settings.	To be complete by March 2023	Progress will be reported to the Autism Strategy Executive Group, and the Delivery Board will receive an update as appropriate	Not related to learning disability	
1l - Developing autism training for staff working in mental health community and inpatient settings for all age groups	To be complete by April 2025			
2b - Helping to speed up discharges in England through the Community Discharge Grant, providing local authorities with additional funding	<p>The Community Discharge Grant provides £74 million (£62 million in England) to help speed up the discharge of people with a learning disability and/or who are autistic from hospitals into the community by covering 'double running' costs (putting in place a community package while also paying for inpatient bed)</p> <p>Specifically includes "funding accommodation"</p> <p>Introduce Community Discharge Grant data expenditure tool to help government understand how grant has been used and how effective it has been</p>	Local authorities have used the funding to support 'double running' costs, enabling discharges into the community	Not a SMART target While funding for the Community Discharge Grant has been allocated to local authorities, there is no available record of how this has been spent or how effective it has been	<p>Publish evaluation of CDG outcomes, including: how much of the total grant available was allocated, who received it, how many people were discharged due to the CDG, was it over /under subscribed?</p> <p>Publish analysis of whether the combination of CDG, senior intervenor and ICETR achieves better outcomes to determine the range of support that is most effective at delivering (and sustaining) discharge</p> <p>The push to discharge people from hospitals must not lead to people being found placements in unsuitable (residential care) settings</p>

				<ul style="list-style-type: none"> - Greater regulation and monitoring - Focus on suitable care packages and housing which promotes independence
3a - Embed strategic commitment in all local areas to connect housing with health and care, increase local expenditure on support services, and boost supply of supported housing	Department of Health and Social Care will ‘invest at least £300 million from financial years 2022 to 2023, to 2024 to 2025’	“local areas plan and deliver more housing with care and support to meet people’s needs”	<p>Not a SMART target</p> <p>Does not specify where money will be spent</p> <p>Does not specify actions that will be taken to ensure money is spent in ways that achieve the goal of connecting housing with health and care/boosting the supply of supported housing</p>	<p>Identify the exact amount of funding allocated to this client group</p> <p>Identify the route to access the funding, and share with professionals, individuals, families and advocates</p> <p>Monitor and report on the uptake and the outcomes for individuals</p>
3b - Capital funding programmes underway to incentivise new supply of specialist and supported housing	<p>Deliver new supported housing in the Affordable Homes Programme (2021-2026)</p> <p>Continued investment in the Care and Support Specialised Housing (CASSH) Fund from 2022 to 2023, to 2024 to 2025 to deliver specialist</p>	“increase the availability and choice of specialist and supported housing options for people with a learning disability and autistic people”	<p>Not a SMART target</p> <p>Affordable Homes Programme seeks to build ‘up to 180,000’ new homes, of which 10% will provide supported housing - there will therefore only be a maximum of 18,000 new supported living homes built</p>	<p>Evidence of how this funding can be used to deliver good housing outcomes for this client group, and a process to do so</p> <p>Clarify how much NHS capital funding is available and for how long</p> <p>Evidence of how it is made available for housing for people with LDA to <u>avoid admission to inpatient units</u></p>

	<p>housing, including for people with a learning disability and/or who are autistic</p> <p>‘Utilising NHS capital programme to encourage regions and local systems to prioritise funding for housing for people with a learning disability and autistic people’</p>		<p>under the Affordable Homes Programme (2021-2026), and not all of these will be for people with a learning disability – not known how many will be built for this specific purpose</p> <p>No details available on how the NHS capital programme will be used</p> <p>No evidence that the funding from CASSH will deliver or has delivered what is needed for this client group</p> <p>Current level of grant funding isn't high enough – Housing Associations are not able to utilise AHP and CASSH funding to provide accommodation for those coming through the BTRS programme</p>	<p>Evidence and published data on numbers of people in this client group who have accessed this funding, and amount allocated, to</p> <p>a) be discharged from hospital</p> <p>b) prevent admission</p>
<p>3f - NHSE, along with a range of partners, commit to continuing to roll out a programme across England that enables the development of small (supporting</p>	<p>12 ICSs have already gone through this process – Small Supports?</p>	<p>“expand the programme to an additional 8 Integrated Care Systems” by March 2023</p>		<p>Publish data on outcomes for people with learning disabilities within the 12 ICSs that have already gone through this process, detailing how this has</p>

less than 30 people with a learning disability and autistic people) community driven organisations to deliver high quality, bespoke support, wrapped around an individual that promotes choice, control, human rights and citizenship				improved their lives Publish data on the same for the additional 8 ICSs
3h - Continue to roll out an accredited commissioning qualification for current and aspiring commissioners	Qualification has been developed to support the commissioning workforce to understand the types of services they should be developing for autistic people and people with a learning disability	Case example evidence to demonstrate how commissioners are changing their practice In the long term, a health and a social care commissioner per local area to have completed the qualification by April 2025	Optional – no agreed standards for commissioners, no governing professional body	
3i - Rolling out a training programme for senior leaders to increase their skills and knowledge to support local commissioners	2 cohorts of senior leaders to have commenced commissioning programme per annum		Not specific to this programme of work Not clear how much impact this will have	
3j - Developing commissioning guidance to build the capability and knowledge of the commissioning workforce, designed to complement qualifications and training	Publish guidance and information for commissioners Hold webinars with sector partners to promote the use of this guidance	Guidance for autistic people and people with learning disabilities has been published	Guidance is non-statutory and there is no governing professional body	
3k – Proposal to introduce new duties on commissioners to ensure that there are adequate community-based services in their	Part of Mental Health Act reform	“ensure that a lack of appropriate support does not justify inappropriate admission and support is	Not a SMART target Mental Health Act reform timescale extends to 2030	Medium term: Professional body (standards, qualifications and accountability) for commissioning as a profession

<p>area to support people with a learning disability and/or who are autistic</p>		<p>available close to a person's home"</p>		<p>Recruitment and training programme for professional commissioners</p> <p>Short term: targeted support programme to ensure commissioners commission support and services in line with the Service Model and in line with NICE guidance (not just purchasing what's available)</p> <p>Commissioners need to fund creative housing solutions/a range of models so that it supports the individual person</p>
<p>3l - Proposal to introduce a new duty for commissioners to hold a dynamic support register, including an 'at risk of admission' component, that would ensure that commissioners understand and monitor the risk of crisis at an individual level for children, young people and adults with a learning disability or autistic children, young people, and adults in their local population</p>		<p>This would "increase better planning for provision and more effective joint action being taken locally, leading to a reduction in inappropriate admissions to inpatient settings"</p>	<p>No set time frame – legislation to be introduced when Parliamentary time allows</p>	
<p>4e - £2.6 billion has been made available over the next three years to deliver new places and improve existing provision for pupils with Special Educational Needs and Disabilities who require alternative provision</p>	<p>Announcement of up to 40 new and special and Alternative Provision free schools, targeted at areas where need for new provision is greatest</p>	<p>Successful bids announced</p> <p>Just under £1.8 billion has been allocated to local authorities in England for period until 2024</p>	<p>Could not find details of remaining money/what it is due to be spent on</p>	

<p>4g - A new, £30 million fund to support local authorities in developing innovative approaches to the delivery of respite care and short breaks – Short Breaks Innovation Fund (formerly Respite Innovation Fund)</p>	<p>First year £5 million was made available Second year £10 million made available Third year £15 million will be made available</p>	<p>Projects in year 1 areas delivering Evaluation activity underway Early evidence of promising approaches</p>	<p>Vague and non-specific</p>	<p>Requires clarity regarding targets for this client group and reporting outcomes delivered for this client group</p>
<p>4h - A full ICS footprint roll out of designated keyworkers for children and young people with a learning disability and autistic children and young people</p>	<p>Each ICS will have a key worker programme for autistic children and young people and children and young people with a learning disability with complex needs</p>	<p>Operational keyworker programme in each ICS area (42 in total) by March 2023</p>	<p>Crisis intervention Unclear accessibility (A “programme in all areas“ can mean significant variation in the scope) ICS are large areas (approx. 4 social service areas, about 1 million people). How many full-time key workers are in each ICS area?</p>	
<p>4i - DfE are updating the National Minimum Standards (NMS) for Residential Special Schools and are engaging with Ofsted and other stakeholders on this update</p>	<p>See NMS (in force from September 2022)</p>	<p>New NMS rolled out and driving improvement in these settings, as reflected in Ofsted inspection evidence</p>	<p>These NMS link to DfE’s Behaviour in Schools guidance, which includes that “reasonable force” can be used “to maintain good order and discipline” - in practice this leads to harmful restrictive interventions</p>	<p>Clearly state in guidance that restrictive interventions should not be used on children and young people whose behaviour challenges</p>

<p>5c - Reviewing section 75 of the NHS Act 2006 (which allows partners such as NHS bodies and councils to pool and align budgets) to simplify and update the underlying regulations</p>		<p>Aligned financial arrangements and pooled budgets will become more widespread and grow to support more integrated models of service delivery, eventually covering much of funding for health and social care services at place level</p>		
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