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## CB-NSG Actions – June 2023

Here you can see a write-up of the actions that were identified during the Challenging Behaviour National Strategy Group meeting held on Monday 26<sup>th</sup> June 2023. These actions build on previous work, including the actions identified as part of the November 2022 CB-NSG, which you can read on the CBF website here: [CB-NSG Meeting November 2022](#)

On this document you can see the actions and what progress has been made on these so far. These actions are broken down into short, medium, and long-term actions, with short-term actions being those that can be completed within a few months to a year, medium-term those within two-to-three years, and long-term actions being ones that are likely to take longer than three years to complete. These actions also generally have multiple steps, some of which may be quicker to complete/easier to achieve than the overall action.

Our next steps are:

- to divide these into actions that CB-NSG members can take, and actions that we need government/the NHS/other organisations to take
- for the actions that can't be undertaken by the CB-NSG, to identify what actions CB-NSG members can take to move them forward, and to assign responsibility for doing this
- for actions that are currently 'broad ideas' rather than SMART (specific, measurable, achievable, realistic, timebound) targets, to break these down into smaller steps and follow the above process for identifying responsibility

**We will be updating this document as further progress is made.**

Note: if an action is highlighted in orange, that means that it has been identified as an action that cannot be undertaken by CB-NSG members, and either has or will be broken down into different actions that CB-NSG members can take to try to influence those who are responsible for it to make it happen.

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### Early Intervention Short Term Actions

#### **Action 1: Ensure commissioners have access to training and guidance on commissioning support/services for children and adults with a learning disability**

What will be done?	Who will do it?	Progress
Check whether there is a route for children's commissioners to access <a href="#">Level 5 training</a>	Sue North	Temporarily delayed
Clarify how many people working in commissioning, including commissioners of children's services, have undertaken the Level 5 training	Catherine Keay and the CBF	

#### **Action 2: Keyworkers for people with a learning disability and autistic people**

What will be done?	Who will do it?	Progress
Distribute information and links to currently existing resources to CB-NSG members	Sue North	Temporarily delayed

#### **Action 3: Increase awareness of evidence-base for early intervention**

What will be done?	Who will do it?	Progress
Produce a short summary of evidence-based early intervention programmes which can be distributed to a) CB-NSG members and b) others	Richard Hastings and Nick Gore	

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Early Intervention Medium Term Actions

**Action 1: Provide evidence for effectiveness of keyworker scheme**

What will be done?	Who will do it?	Progress
Find out whether there has been a formal national evaluation of keyworker scheme, and if so, identify how to access this	CBF + TBC – meeting being set up to discuss	Initial searching suggests that there has not been a published, publicly-available national evaluation
If there has not been a national evaluation of the keyworker scheme, identify why – e.g., is there one planned that has not been completed  If there is no planned national evaluation, identify how to call for one	TBC – meeting being set up to discuss	
Find out whether there are local evaluations of the keyworker scheme that provide evidence for whether scheme is effective	TBC – meeting being set up to discuss	

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Early Intervention Long Term Actions

**Action 1: Ensure people with a learning disability have access to a keyworker**

What will be done?	Who will do it?	Progress
Find out if there are any current timescales for extending keyworker scheme a) for children and young people who are at risk of admission/have been discharged nationally, and b) for all other children and young people with a learning disability/who are autistic	TBC – meeting being set up to discuss	
Extend keyworker scheme to a) all areas, and b) all children and young people 0-25, not just children and young people who are at risk of admission/have been admitted/have been discharged from an inpatient unit	ICSSs/ICBs, NHSE	

Housing and Community Support Short Term Actions

**Action 1: Increase availability of capital funding for housing**

What will be done?	Who will do it?	Progress
Campaign for an increase in capital funding for housing, drawing on examples of good practice and data/cost benefit analysis	CB-NSG members and their networks	Work to identify examples of good practice/data that can be used to inform campaigning has begun

**Action 2: Share and replicate existing good practice**

What will be done?	Who will do it?	Progress
Explore examples of innovative working and assess a) whether these provide good outcomes for people with a learning disability and b) whether these can be replicated  Examples include the development of modular housing for people with a learning disability	TBC – meeting being set up to discuss	
Share information about bespoke supported living and examples of how this has successfully been implemented	CBF to share on CB-NSG networks when information has been collated  TBC how information/examples to be collated	

Housing and Community Support Medium Term Actions

**Action 1: Future-proofing housing**

What will be done?	Who will do it?	Progress
Design housing that can be tailored/adapted if needs change in future, including to address needs of people with learning disabilities as they age if they want to stay in the same home		

**Action 2: Increase availability of capital funding for housing**

What will be done?	Who will do it?	Progress
Ensure local areas have access to funding pots that enable them to put money into suitable housing for people with a learning disability		
Develop information sheets setting out how a) families and b) commissioners can access this funding	TBC once further work to identify/influence the creation of funding pots has been done	

**Action 3: Ensuring that support and housing is retained if someone with a learning disability is admitted to an inpatient unit**

What will be done?	Who will do it?	Progress
Ensure that there is funding available to retain the support and housing that is in place if someone with a learning disability is admitted to an inpatient unit – currently, if this is paid for via benefits, these are stopped after someone has been in an inpatient unit for x amount of time		

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<p>This should also have the benefit of incentivising people to be discharged quicker – if double-running costs are being covered while they are in an inpatient unit, this provides an incentive to ensure that they are supported to move back into a community setting</p>		
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**Action 4: Coordinating support**

What will be done?	Who will do it?	Progress
<p>Ensure that there is a named person who is responsible for coordinating support – this person should be knowledgeable about what is needed and able to coordinate and work with other people and organisations, including those responsible for strategic-level decision-making, to achieve this</p>		

**Action 5: Raise awareness of good practice and bring together people working in the field**

What will be done?	Who will do it?	Progress
<p>Coordinate an event/working group that focuses on sharing good practice re: housing and community support for people with a learning disability</p> <p>This should involve external people such as MPs so that they can become informed of the issues/what good practice is in this area</p>	<p>CBF – to coordinate</p> <p>John Verge, Liz Howard, (Sue North?), Madeline Cooper, CBF, Skills for Care, LGA, RCN lead, ADASS etc to participate and share good practice/knowledge</p>	

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**Action 6: Share and replicate existing good practice**

What will be done?	Who will do it?	Progress
Extend the Small Supports scheme – share examples of how this has been done and how other areas can replicate this in ways that meet the needs of their local population		



Housing and Community Support Long Term Actions

**Action 1: Strategic plans for housing**

What will be done?	Who will do it?	Progress
<p>Local authorities need to develop a clear understanding of their a) current and b) future housing needs, by conducting research and analysis of their local population, and then put in place actions that will provide the needed housing</p> <p>This needs to be done in conjunction with assessments of health and care needs, so that housing can work with these rather than being an afterthought</p>		
<p>Increase a) local authority, b) ICS, and c) national-level understanding that support and housing need to be linked and thought of together, rather than separately</p> <p>This should include evidence, best practice examples, and draw on rights-based approaches</p>	<p>CB-NSG members to work together to raise awareness of this issue, including via campaigning – this should be done in association with e.g., RCOT, BASW</p>	
<p>Develop a housing needs assessment toolkit, taking into account what is already out there and what needs to be included</p>	<p>CB-NSG members</p> <p>Link to Good Lives Framework</p>	

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Ensure housing (for people with a learning disability) is represented on ICBs		
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**Action 2: Ensuring that there is suitable support for people with a learning disability to prevent admission to an inpatient unit**

What will be done?	Who will do it?	Progress
Ensure every area has a specialist support team who can step in to support people with a learning disability on a dynamic support register should they require additional support	Local authorities, ICSs, NHSE	
Ensure that there is appropriate accommodation available to people with a learning disability in their local area that can be used to provide accommodation in case of emergency		

**Action 3: Access to short breaks**

What will be done?	Who will do it?	Progress
Ensure that all local areas are able to provide access to short breaks for people with a learning disability and/or their families when it is needed – these short breaks should be available as and when needed, should be local, and should be able to support the person with a learning disability		

Integration and Collaboration Short Term Actions

**Action 1: Increase awareness and understanding of Dynamic Support Registers (DSRs)**

What will be done?	Who will do it?	Progress
FOIs to ICBs to gain data on a) how many people are on their DSR, and b) whether they have separate DSRs for children and adults, or whether there is a joint DSR	CB-NSG members	FOI being drafted – additional points to include: <ol style="list-style-type: none"> <li>1. How many people in their area are on the DSR</li> <li>2. How many of them are red, how many are amber (can ask for percentages if we think that they might be more likely to respond to that?)</li> <li>3. What additional funding is made available to people who are on the DSR to prevent them from reaching crisis</li> <li>4. The guidance states that people who are ‘green’ on the DSR should be signposted to appropriate community support. Is any additional support made available to people who are green on the DSR that would not be available to them if they were not on the DSR?</li> </ol>
Tackle reluctance to be added to DSRs due to past adverse experiences by a) raising awareness of what a DSR should be via a joint statement and b) explaining the benefits of being on a DSR	Members of Integration and Collaboration workshop to draft joint statement, other CB-NSG members to feed in/endorse/share	

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<p>Write to NHSE asking if they have a statement of what the benefits of being on a Dynamic Support Register are</p> <ol style="list-style-type: none"><li>1. If yes, share it</li><li>2. If no, suggest that they should develop a statement and make sure it is available in accessible formats, e.g., easy read</li></ol> <p>Also ask how they are evaluating the effectiveness of DSRs</p>		
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Integration and Collaboration Medium Term Actions

**Action 1: Increase awareness of what can be done to support people with a learning disability to be successfully discharged from an inpatient unit**

What will be done?	Who will do it?	Progress
Produce a short infographic/information sheet for ICSs and ICBs on what steps can be taken, including: <ul style="list-style-type: none"> <li>• Pooling budgets</li> <li>• Sharing risk</li> <li>• What good looks like/best practice examples</li> </ul>	Viv Cooper, Debbie Austin, Dave Nuttall, Giles Glover, Louise Gladwin + CBF/CB-NSG support	
Produce a complementary infographic/information sheet for family carers and people with a learning disability to provide them with knowledge to challenge decisions being made	CB-NSG members	

**Action 2: Promote good practice by ensuring that NICE guidance relating to children and adults with a learning disability, including those whose behaviour challenges, is a) promoted widely and b) embedded in practice**

What will be done?	Who will do it?	Progress
Include relevant NICE guidance in toolkit/guide for commissioners		
Create Microsoft Form for family carers to share their experiences of the extent to which NICE guidance is embedded within services  Possible things to ask about:  1. In your experience, are services following NICE guidance		

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<p>2. Were you familiar with NICE guidance before this survey</p> <p>3. Have you ever discussed NICE guidance with services</p> <p>4. If you have, were they aware of/following the guidance when you raised it</p>		
<p>Create 'did you know?' information sheets for family carers that simplify and explain NICE guidance relating to people with a learning disability, including people with a learning disability whose behaviour can challenge, and distribute</p>		
<p>Write to all ICB transformation leads and ask them:</p> <p>1. Are they monitoring compliance with NICE guidelines</p> <p>2. If so, how are they doing this</p> <p>3. Are there any consequences for non-compliance with NICE guidelines</p> <p>To share the 'did you know?' information sheets with family carers within their area</p>		
<p>Create poster (based on the 'did you know?' information sheets) that can be shared with PCNs for them to share</p> <p>Should include QR code(s) to the guidance itself</p>		

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**Action 3: Ensure access to high-quality training**

What will be done?	Who will do it?	Progress
Review LGA commissioning training and provide commentary on a) what is included and b) what (if anything) is missing	CBF to discuss with commissioners who are part of the CB-NSG, LGA	

Integration and Collaboration Long Term Actions

**Action 1: Increase regulatory powers to ensure good practice is upheld**

What will be done?	Who will do it?	Progress
Explore options for further regulatory powers for CQC	CBF to meet with DHSC and CQC to discuss	
<p>Write to CQC and ask:</p> <ol style="list-style-type: none"> <li>1. What is their current learning disability strategy</li> <li>2. When they inspect ICBs, what key things are they looking for in terms of whether ICBs are meeting their responsibilities towards people with a learning disability</li> <li>3. How do they assess ICB compliance/effectiveness</li> <li>4. Is there a specific checklist that they use for evaluating ICB services for people with a (severe) learning disability</li> <li>5. Are they going to/do they ask ICBs if they have regard to the Dynamic Support Register guidance when inspecting them</li> </ol>		



Workforce Short Term Actions

**Action 1: Ensure access to specialised training and continuing professional development (CPD)**

What will be done?	Who will do it?	Progress
Engage with organisations and senior managers to understand training needs and outcomes, and how best to embed training	TBC – meeting being set up to discuss further	
Produce toolkit for commissioners to increase knowledge of this field, provide examples of good practice/what can be done, and share relevant resources and research	CB-NSG members, led by CBF and members of the Workforce group  Jason Crabtree to develop survey, CBF to distribute, CB-NSG members to fill out and share more widely	Survey has been developed and sent out to CB-NSG members to identify: <ol style="list-style-type: none"> <li>a. What commissioners need to know</li> <li>b. What commissioners need to know to avoid</li> <li>c. Key resources/examples to include</li> </ol> Analysis of survey responses has begun  Meeting organised for 11/10/23 to progress further  Links have been made with NHSE team working on resources for commissioners
Produce videos to demonstrate impact of training	TBC – dependent on identifying suitable training, capacity to produce videos, etc	

**Action 2: Trauma-informed training and practice**

What will be done?	Who will do it?	Progress
Produce a statement that clearly defines 'trauma-informed care' – currently there is no clear definition and the term is in danger of becoming a buzzword without evidence-based practice behind it	CB-NSG members, and any other relevant stakeholders who wish to be involved	

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### Action 3: Share good practice on recruiting and retaining staff

What will be done?	Who will do it?	Progress
<p>Produce 1-page resource – “How can I recruit and retain staff?”</p> <ul style="list-style-type: none"><li>• Include preceptorship/working with university as an example/case study</li></ul>	CBF and Dave Williams	

### Action 4: Increase evidence base for Community Discharge Grant

What will be done?	Who will do it?	Progress
<p>Create Microsoft Form and distribute to CB-NSG members on Community Discharge Grant asking:</p> <ul style="list-style-type: none"><li>• How useful did you find the Community Discharge Grant</li><li>• Would you want to see the Community Discharge Grant scheme reopened/extended</li><li>• If yes, what would you use this funding for</li><li>• Examples of what the previous funding was used for</li><li>• Did you use all of the CDG funding</li><li>• If not, did this funding have to be returned, is it being used for anything else, and (if it is being used for other purposes) is it being used to either enable people with a learning disability and autistic people to be</li></ul>	CBF	

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discharged from inpatient units or prevent them from being admitted in the first place		
<p>Submit FOI to ICSs/ICBs covering:</p> <ul style="list-style-type: none"> <li>• How (on what things) the Community Discharge Grant funding that they received was spent</li> <li>• How much of the CDG funding that they received was spent</li> <li>• If any of the CDG funding was not spent, where is this funding (did they have to return it, do they still have it, is it being used for anything else and if so do those purposes either enable people with a learning disability and autistic people to be discharged from inpatient units, or prevent them from being admitted to inpatient units)</li> </ul>		

**Action 5: Increase understanding of the role of ICBs for this group**

What will be done?	Who will do it?	Progress
Write to NHSE asking “if you are a family carer and your relative needs some support, what is the standard route (e.g., regardless of which local authority or integrated care system they are in) that everyone can expect to go along to ask for/receive this support?”	CBF	

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<p>Depending on response to above, submit FOI to ICSs/ICBs asking:</p> <ul style="list-style-type: none"> <li>• Who within the ICB is the correct person for the CB-NSG to be contacting about learning disability policy and practice, and contact details for this person</li> <li>• Who within the ICB should be the first point of contact for family carers who are seeking support for their relative</li> <li>• What is the process within the ICB for people with a learning disability to be assessed and provided with support</li> </ul>		
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**Action 6: Identify what impact the Transforming Care/Building the Right Support programme has had on local learning disability community teams**

What will be done?	Who will do it?	Progress
<p>Contact ICB leads (FOI?) and ask them to identify general local learning disability community team and provide contact details</p>	<p>CBF</p>	
<p>Write to the above and ask (FOI?):</p> <ul style="list-style-type: none"> <li>• How many permanent staff they had at each of the following times: [e.g.] 31<sup>st</sup> March 2015; 31<sup>st</sup> March 2019; 31<sup>st</sup> March 2023</li> </ul>		

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<ul style="list-style-type: none"><li>• How many vacancies for permanent staff they had at each of those times</li><li>• What increase in the total number of funded permanent positions there has been since 31<sup>st</sup> March 2015 (whether or not these positions have all been filled)</li></ul>		
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Workforce Medium Term Actions

**Action 1: Increase ICS/ICB knowledge of local population and needs**

What will be done?	Who will do it?	Progress
Collate tools and guidance	TBC – meeting being set up to discuss	

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Workforce Long Term Actions

**Action 1: Bespoke, person-centred commissioning**

What will be done?	Who will do it?	Progress
Ensure that commissioning involves building packages of care and support around the individual, rather than fitting the individual into existing provision that may not be suitable		
Active commissioning of new bespoke services rather than commissioning from a small selection of options		
Wrap-around teams		

**Action 2: Support for workforce**

What will be done?	Who will do it?	Progress
Breaks and social prescribing		