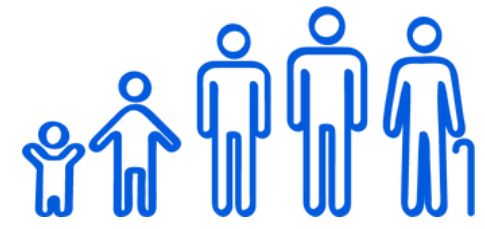


# OVERCOMING HOUSING BARRIERS



## Building on the Co-Produced, Lifelong Action Plan



### How should it work?

### Barriers – what actually happens?

### How do we fix it?

### Resources, Good Practice and Examples

#### Childhood

When a child is identified as having a learning disability, **children's services** should tell their **family** that they can get an assessment of their child's needs, and that they can use the **Disabled Facilities Grant** to adapt their home if it doesn't meet these needs

Both local authorities and families are often **unaware** that the Disabled Facilities Grant can be used to make adaptations to support children and adults with a learning disability

**Make sure that local authorities are aware of the Disabled Facilities Grant, including how it can be used to support children, young people and adults with a learning disability, and pass this information onto families**

**Foundations:** [Adaptations for Children and Young People with Behaviours that Challenge](#) (2021)

#### Young Adulthood

When **transition planning** begins in Year 9, the **local authority's housing team** should be part of these discussions along with the **person**, their **family**, **health**, **education** and **social care** – thinking about what kind of housing they will need when they are an adult, what the options are, and how these can be funded

- Although transition planning is supposed to begin in Year 9, **it can sometimes take much longer**
- Local authority housing teams are not always involved
- Although funding options exist, these are complicated and **can be different depending on where you live**

- **Make sure that transition planning is joined-up, involving housing, health, social care and education, and that it starts early**
- **Tackle the 'postcode lottery' around access to funding**

- **Learning Disability England:** [Housing Guide](#)
- **Learning Disability and Autism Housing Network and HousingLIN:** [Supported housing for people with a learning disability and autistic people in England](#)

#### Young Adulthood

**Local authority housing strategies** should use these transition planning meetings as a source of information – about the kind of housing that will be needed, the numbers of young people who will be needing housing in the next few years, and whether the housing that is needed is currently available (and if not, what needs to be done to develop it)

Local authorities do not always have a clear idea of the number of people with a learning disability in their area, or of the housing needs that someone may have

**Local authorities need to be supported to conduct research on how many people with a learning disability there are in their area, and what their needs around housing are, so that they can make sure that their housing strategies address this**

**Local Government Association:** [Housing for People with a Learning Disability or Autistic People](#)

#### Adulthood

When the **person** reaches adulthood and finishes in education (between the ages of 18–25), the right housing should be ready for them, based on their transition planning meetings, identified needs, and wishes

Issues with transition planning, developing the right housing, and accessing funding for this – alongside the fact that **people with a learning disability and their families can have their views and knowledge discounted** – mean that in many cases there are long delays in accessing suitable housing

**Work with people with a learning disability and their families, through transition planning, and embed this learning in local housing strategies so that the right housing is developed**

- **Cerebra:** [Transition to Adulthood – A Guide for Professionals](#)
- **Local Government Association:** [Preparing for Adulthood – Young People with a Learning Disability and Autistic Young People](#)

#### Adulthood and Older Life

The **person** and their **family**, along with the **local authority**, should **proactively plan for the future** to make sure that housing is secure and appropriate – for example, if someone lives with their family, the local authority should work with them to identify whether their family's tenancy could pass to them, and if not, what alternative housing would work

- Over **35%** of people with a learning disability and autistic people live with family and friends
- Local authorities are not always aware of this group until a crisis – for example, a family member passes away – and there is **no longer a strategy** that focuses on planning for the future and supporting this demographic

**Identify people with a learning disability who live with and/or are supported by family members, and have a policy for working with them to plan for the future, including around housing**

- **Mencap:** [Housing Timebomb](#)
- **Co-Produced, Lifelong Action Plan:** [Actions for Policy Makers – Growing Older](#)

#### Older Life

Housing can be adapted to suit any changing needs as they grow older, and if housing is no longer suitable, the **local authority** works with the **person** and their **family** to identify what they now need to meet their needs

Housing is often not built with future adaptations in mind – making it more difficult to adapt when needed – and there isn't a clear policy around working with people with a learning disability and their families around changing housing needs as they age

- **Make sure that when considering housing specifications and needs for someone with a learning disability, there is consideration of how the house can be adapted in future**
- **Bring in the commitment to make all new homes 'adaptable and accessible' – M4(2)**

- **HousingLIN:** [Accessibility and Adaptability](#)
- **HousingLIN:** [Design and Technology for People with a Learning Disability and Autistic People](#)

#### Whole Life

The **person** and their **family** have access to **short breaks, safe spaces** and **alternative and emergency accommodation**, and if they are admitted to hospital, planning around what housing they need to be discharged should begin as soon as they are admitted

- Long waiting lists for short breaks and alternative and emergency accommodation
- Although 'lack of suitable housing' is the main reason that people with a learning disability and autistic people experience delayed discharge, there are often delays in beginning planning

- **Make sure that each local area has enough short breaks and alternative accommodation for people with a learning disability**
- **Make sure that discharge planning, including around organising housing, begins as soon as possible**

**NHS England:** [Brick by Brick](#)

Everyone can live in the community with the right support – we must find the right housing in the right place for the individual

Things have to fail before you can get what you need

Scan this QR code to see the 'Housing – Actions for Policy-Makers' section of the Co-Produced, Lifelong Action Plan

