

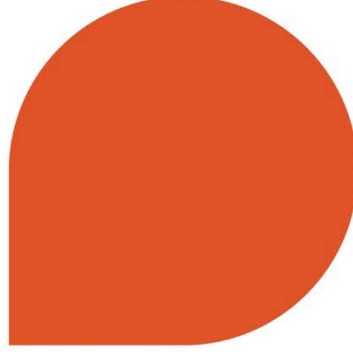
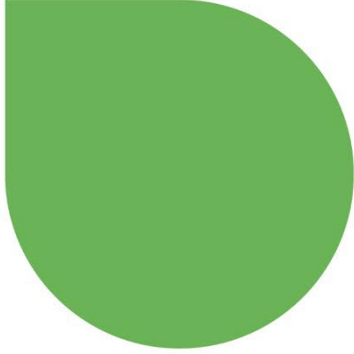
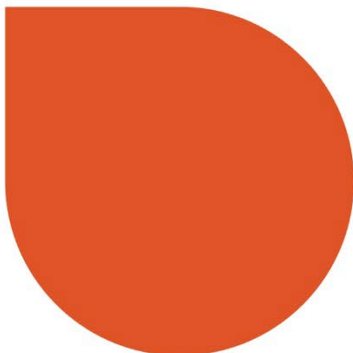
North Wales Learning Disability Strategy 2025-2035



Gogledd Cymru **Gyda'n Gilydd**
North Wales **Together**

Gwasanaethau ddi-dor i bobl ag Anableddau Dysgu
Seamless services for people with Learning Disabilities

Our plan to support people with learning disabilities across North Wales





Report	Author	Date	Version
Learning Disability Strategy Refresh	Ceryl Teleri Davies	May 2025	1

i An Easy-Read version is available through this link:



CYDWEITHREDFA GWELLA GWASANAETHAU
GOFAL A LLESIAANT **GOGLEDD CYMRU**
**NORTH WALES SOCIAL CARE AND WELL-BEING
SERVICES IMPROVEMENT COLLABORATIVE**



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Foreword

People with learning disabilities are an important part of our communities, and this strategy is about making sure they are heard, included, and supported to live the lives they choose.





1. Our Vision for North Wales

People with learning disabilities will be supported to reach their potential to enhance their wellbeing. People with learning disabilities are valued and supported to live happy, safe and fulfilled lives within their community in North Wales.

As with the original strategy launched in 2019, this new strategy will continue to align and focus on promoting the key principles of the Social Services and Well-being (Wales) Act 2014.

- **Voice and control:** putting the individual and their needs at the centre of their care and giving them a voice in and control overreaching the outcomes that help them achieve well-being.
- **Prevention and early intervention:** increasing preventative services within the community to minimise the escalation of critical need.
- **Well-being:** supporting people to achieve their own well-being and measuring the success of care and support.
- **Co-production:** encouraging individuals to become more involved in the design and delivery of services.

People with learning disabilities in North Wales were actively involved in co-producing this plan.

Co-production

Co-production lets people who provide services and people who receive them share power and work together in fair and caring way that works for everyone involved.

It is a mindset and a way of working, based on these 5 values:



Value people and build on their strengths



Develop networks that operate across silos



Focus on what matters for the people involved



Build relationships of trust & shared power



Enable people to be change makers

i Source: North Wales Co-production Network: [What is co-production? – Co-production Network for Wales](#)



This was very important for making sure that the plan's content and purpose are based on the real-life experiences of people who were getting support and the experiences of diverse practitioners who work in the learning disabilities sector across North Wales.

In the strategy we focus on how health, social care, the third sector and private providers can work better together to achieve positive wellbeing outcomes aligned to 'what matters' for people with learning disabilities and their families by:

- supporting holistic wellbeing needs
- delivering support and options that maximises the possibilities to achieve individual potential
- enhancing safety and inclusion in local communities
- building positive relationships with friends, family, support services and the wider community
- having voice, choice and control through positive self-advocacy and support
- being independent through the provision of positive support
- having constructive work and employment opportunities
- having access to options of constructive leisure and social activities
- having access to suitable transport to enhance freedom and independence.

To reach our goal of helping everyone with learning disabilities in North Wales reach their full potential, we have planned work packages that are informed by the extensive co-production across the learning disabilities communities. These work packages will be delivered as part of the ethos of multi-disciplinary and integrated support across the sector.

• **Community and culture change:** Work with the local community to make sure people with learning disabilities can access lots of different activities and meet new people if they want to. Help more people with learning disabilities to get paid jobs.

• **Assistive technology:** Find ways to use technology like alarms and mobile phones to support people to be more independent

This is a strategy has a life-span approach to supporting people across the learning disabilities communities of North Wales. That is, this strategy focusses on the early years stage, children, young people, adults, adults in later life, unpaid carers, family members and the whole learning disabilities workforce of North Wales.



Like the original strategy, we are committed to strengthening the provision of Welsh language services and providing an active offer of language choice through the Mwy na geiriau/More than just words framework.



2. Introduction

2.1 Context and Background

The Social Services and Well-being (Wales) Act 2014 includes a legal duty for Regional Partnership Boards to prioritise the integration of services in relation to people with learning disabilities (Welsh Government, 2015). This strategy aligns with other related North Wales strategies, for the example, the Together for Mental Health Strategy.

The main strategic drivers to this strategy are:

- The Human Rights Act 1998
- Social Services and Well-being (Wales) Act 2014
- Well-being of Future Generations (Wales) Act 2015
- A Healthier Wales: our Plan for Health and Social Care (Welsh Government, 2018)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- The Equality Act 2010
- Welsh Government Learning Disability Strategic Action Plan 2022-2026
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- The Social Model of Disability
- National Institute for Health and Care Excellence (NICE) guidelines
- The Mental Capacity Act 2005

2.2 Defining the Scope

The National Institute for Health and Care Excellence (NICE) advises that a learning disability is defined by three core criteria:

- ➔ **Onset in childhood.**
- ➔ **Lower intellectual ability (usually an IQ of less than 70).**
- ➔ **Significant impairment of social or adaptive functioning.**

Note: the term 'intellectual disability' is becoming increasingly used internationally.

A learning disability differs from a 'learning difficulty', which is [PHE, 2023]:

'A reduced intellectual ability for a specific form of learning and includes conditions such as dyslexia (reading), dyspraxia (affecting physical co-ordination) and attention deficit hyperactivity disorder (ADHD). A person with a learning disability may also have one or more learning difficulties.'

The International Classification of Diseases 11th Revision (ICD-11) classifies the severity of learning disabilities as [WHO, 2022]:

Mild — approximate IQ range of 50 to 69. Likely to result in some difficulties in the acquisition and comprehension of complex language concepts and academic skills. Most people can manage basic self-care, domestic, and practical activities, and can live and work relatively independently, but may require appropriate support.

Moderate — approximate IQ range of 35 to 49. Likely to have basic language and academic skills, but some will manage basic self-care, domestic, and practical activities. Most will need considerable and consistent support to live and work independently.



Severe — approximate IQ range of 20 to 34. Have very limited language and academic skills and may also have motor impairments. Typically need daily support in a supervised environment for adequate care but may acquire basic self-care skills with intensive training.

Profound — IQ under 20. Results in very limited communication skills and may have basic concrete skills. May have motor and sensory impairments and typically need daily support in a supervised environment for adequate care.

Extract from Source: NICE (2025) [Definition](#) | [Background information](#) | [Learning disabilities](#) | [CKS](#) | [NICE](#)

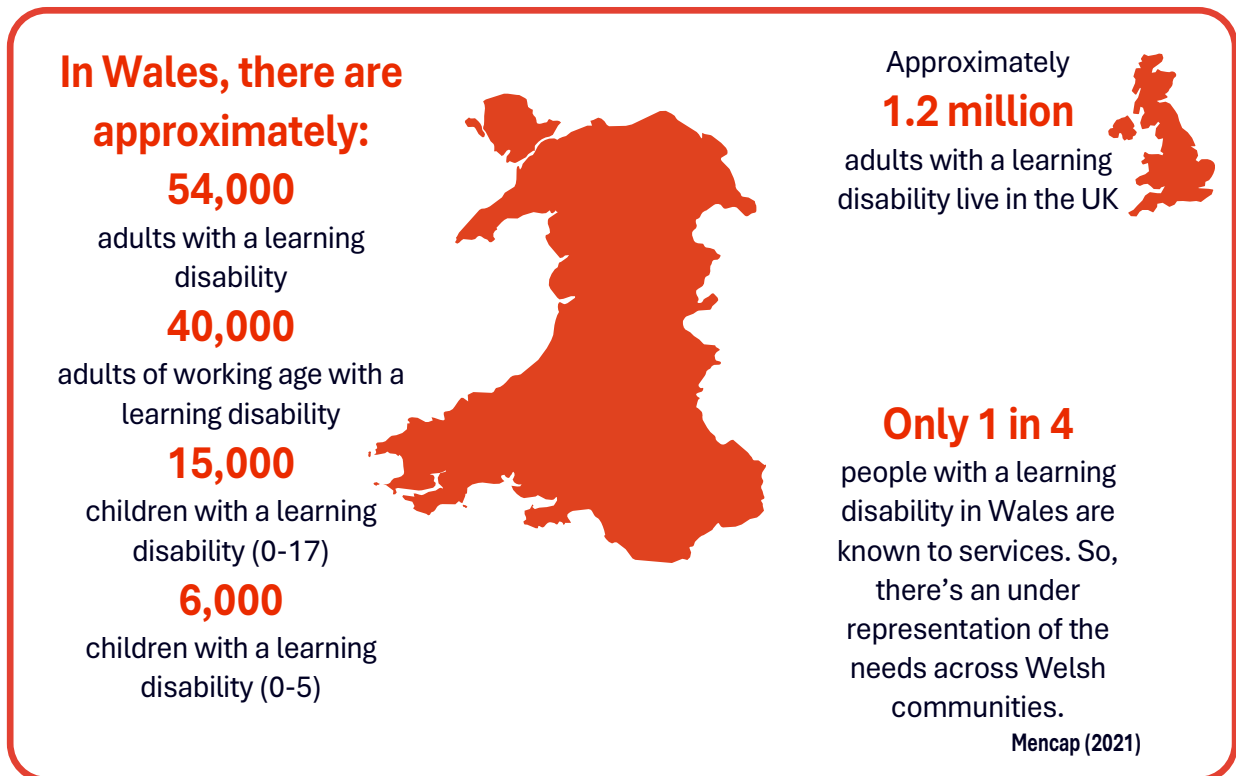
Note: The focus of this strategy is to support the needs of people with learning disabilities and their families, rather than people with learning difficulties.

Social Model of Disability

The Social Model of Disability was formally adopted by the Welsh Government in 2022. It recognises the distinction between ‘impairment’ and ‘disability’. This model focuses on the understanding that people with disabilities experience societal barriers that often result in social exclusion. These barriers include social norms that focus on ability, harmful or negative societal attitudes and physical or environmental barriers.

We continue to use the term learning disability/disabilities in this strategy as it is the preferred term of the people with learning disabilities, this is the terminology adopted by the Welsh Government and it is widely recognised and used. However, aligning with our position in the original strategy, we continue to acknowledge that this language may not reflect fully the principles of the social model, and that people have different opinions about the language they prefer to describe themselves that can change over time. These debates continue to be welcome across our discussions with people accessing services and their families

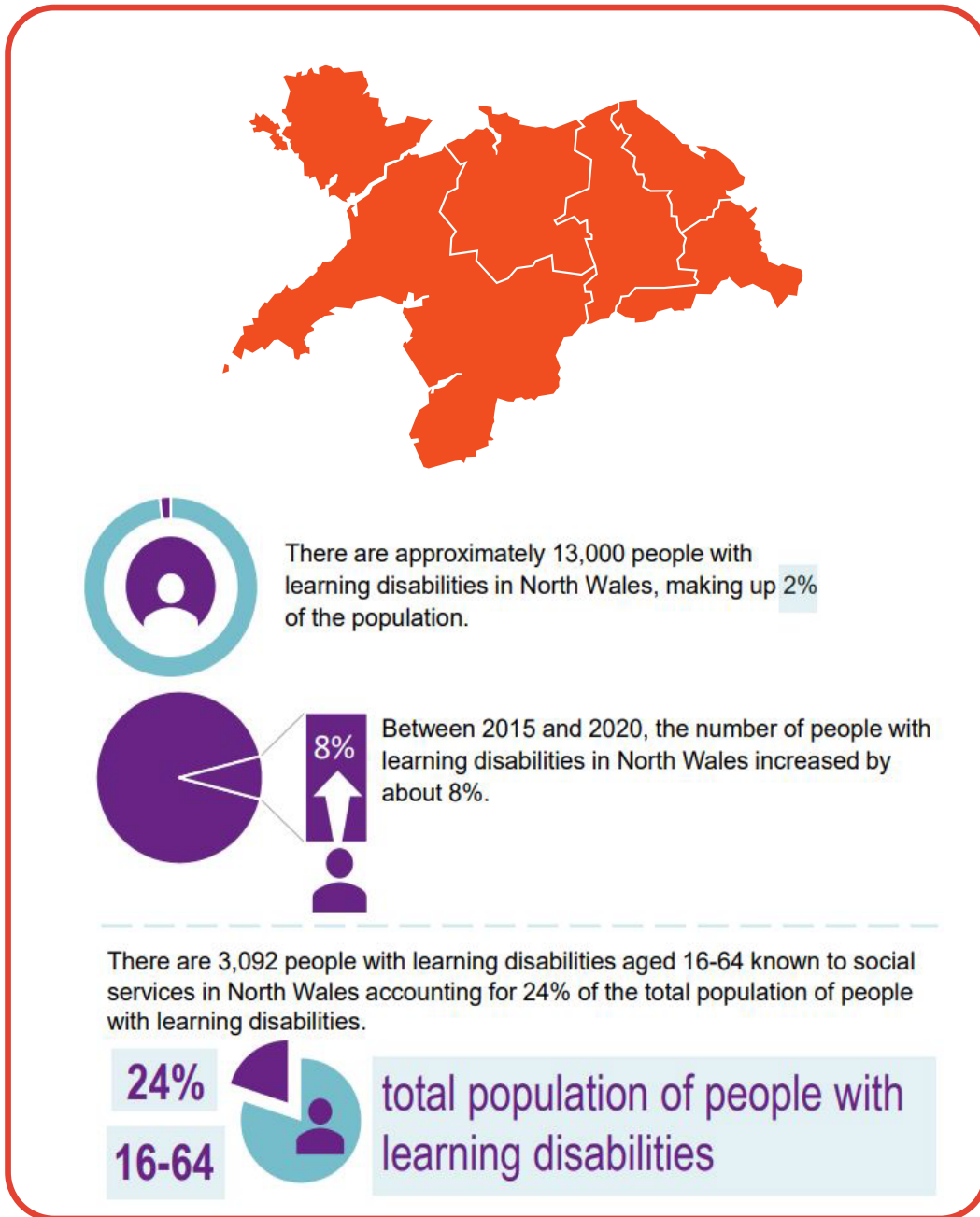
About North Wales



Source: [Population estimates for UK, England, Wales, Scotland, and Northern Ireland - ONS](#)



Link to: [North Wales Population Needs Assessment](#)



To summarise, the following data from the North Wales Population Needs Assessments (2022) outlines the known nature of the need for support and services across North Wales. Note: the actual numbers will be higher as this is based on data from 2019.

- a) Children and Young People
Outlined is the number and rate per 100,000 of children on the learning disability register in North Wales.



Local council	2014-15 number	2014-15 rate	2018-19 number	2018-19 rate	Change number
Anglesey	-	-	-	-	-
Gwynedd	130	627	80	388	20
Conwy	120	639	140	721	30
Denbighshire	80	467	110	654	70
Flintshire	280	978	350	1,218	20
Wrexham	70	251	90	328	-50
North Wales	680	546	770	618	90
Wales	2,840	512	2,340	416	-500

Numbers have been rounded so may not sum

The Wales and North Wales totals do not include Anglesey.

Source: Local authority register of persons with learning disabilities (SSDA901) data collection, Welsh Government, and Mid-year population estimates, Office for National Statistics

b) Adults

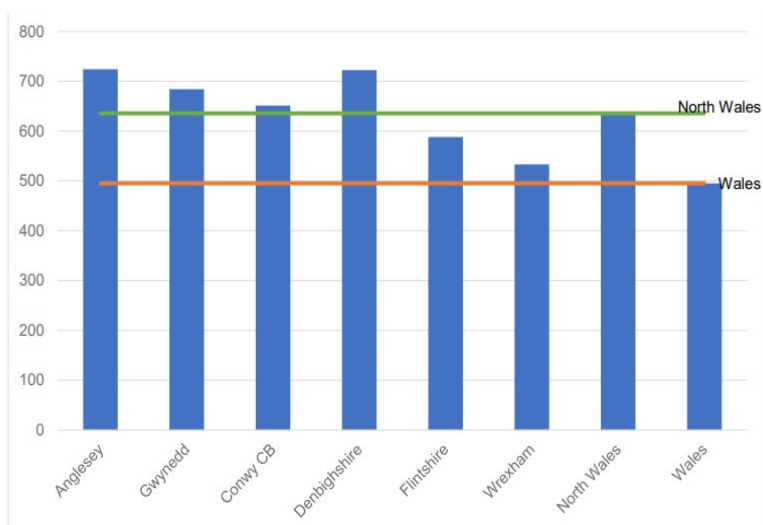
The number and rate per 100,000 with a learning disability on the GP register.

Local council	2015 number	2015 rate	2020 number	2020 rate	Change number
Anglesey	320	455	340	478	20
Gwynedd	630	511	720	577	100
Conwy	530	452	590	496	60
Denbighshire	710	749	730	756	20
Flintshire	580	378	610	390	30
Wrexham	600	445	640	470	40
North Wales	3,370	485	3,630	516	260
Wales	14,180	458	15,450	487	1,270

Numbers have been rounded so may not sum

Source: General Medical Services Quality and Outcomes Framework Statistics for Wales, Welsh Government, and Mid-year population estimates, Office for National Statistics

The Chart below the rate of adults with learning disabilities aged 16-64 receiving services per 100,000 population 2018-2019.



Source: Local authority register of persons with learning disabilities (SSDA901) data collection, Welsh Government, and Mid-year population estimates, Office for National Statistics



Source: Extract Tables from North Wales Population Needs Assessment (2022), p.157-158.

2.2 North Wales Learning Disability Strategy: 2018-2023

The North Wales Learning Disability Strategy was developed in 2017 and 2018 with support from the North Wales Regional Collaboration unit. It was approved by all six Local Authorities and Betsi Cadwaladr University Health Board in March 2019.

Over 300 people were involved in the events that fed into the development of the strategy and in 2018, the participation group, as it was known then, received a Mirror award from All Wales People First in recognition of their outstanding contribution to reflection and learning.

The strategy set out the 5 work packages required to take forward this work and “North Wales Together”, the North Wales Learning Disability Transformation team came into being to take forward aspects of the strategy that could benefit from being delivered regionally. The programme was initially funded for 18 months with funds provided by Welsh Government and aligned to the “Healthier Wales” initiative.

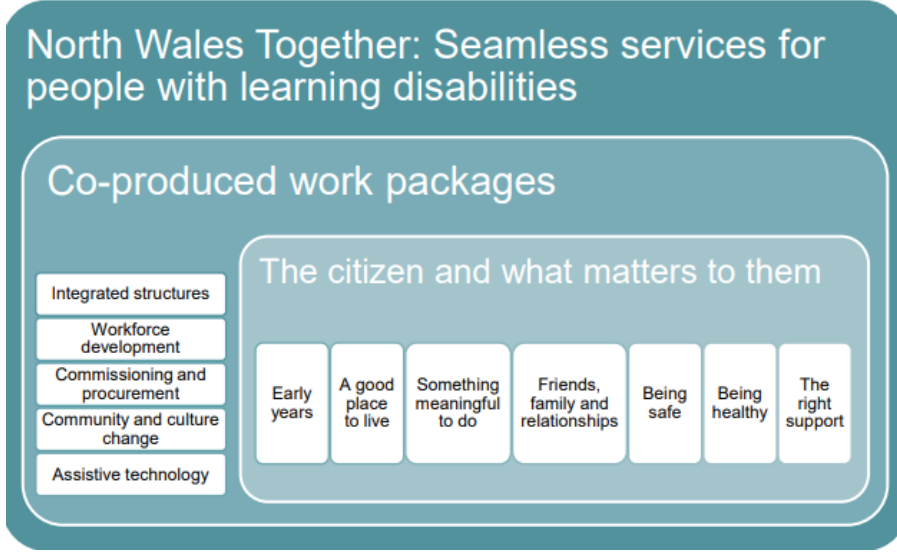
The work packages identified in the strategy were as follows:

- ➔ **Integrated structures:** Making sure health and social services work together better to support people with learning disabilities.
- ➔ **Workforce development:** Making sure staff know how to communicate well with people with learning disabilities and change services to make them easier to use. This will help people get the health care they need. Make sure people who want support in Welsh can get it without having to ask.
- ➔ **Commissioning and procurement:** Work with other organisations to make sure we have the types of housing and support people need.
- ➔ **Community and culture change:** Work with the local community to make sure people with learning disabilities can access lots of different activities and meet new people if they want to. Help more people with learning disabilities to get paid jobs.
- ➔ **Assistive technology:** Find ways to use technology like alarms and mobile phones to support people to be more independent.



2.3 Progress of the North Wales Learning Disability Strategy

The main areas of work to date have focused on:



➔ Accommodation/workforce/Step-up Step-down.

- Support to identify housing need.
- Working with partners (where required) to develop HCF business cases.
- Ongoing Programme of Positive Behaviour Support training.
- Development of step up/step down facilities. Aligned to the recommissioning of existing services to ensure reduction of admission and length of stay in specialist LD hospital settings.




➔ Technology.

- Technology training for individuals, families and the workforce.
- Signposting/provision of equipment.
- 1 to 1, hub and group support to develop skills.
- Development and promotion of Apps (e.g., Paincheck and PBAS app).





➔ Employment.

- Development of supported employment strategy.
- Research into work and day opportunities.
- Supported employment model.






➔ Communities and Culture Change.

	Commissioning of third sector activities. Member led and coproduced.
	Promotion of Person-Centred Practice.
	Promotion of Direct Payments.

➔ Health.

	Established and match fund the Health Check Champions. Focusing on improving the physical health needs of Adults with LD living in North Wales.
	Developing good practice pathways around Transition, PMLD, and Accommodation.
	Supporting the Pooled Budget.
	Ensuring robust learning disability community pathways with partner agencies.

➔ Children and Young People.

	Funding the Regional Family Transition Project.
	Coproduction of the Life after School resource and delivery of recommendations within that report.
	Scoping potential for short break developments for children and young people with Complex needs.
	Pulling together a Regional Transition protocol.
	Ongoing funding for activities for Children and young people including coproduction of areas where there may be gaps in provision.

2.4 What we achieved: Example successes of the original strategy

Children and Young People

In 2022 the children and young people’s priorities mapping exercise was completed to “*get it right*” for children and young people with learning disabilities. Although each workstream had an all-age focus, and did include work around children and young people, partners nonetheless felt a dedicated focus would achieve even greater results. In response, a new children and young people’s workstream was established in April 2022.

The workstream leads interviewed citizens and professionals, asking what they felt the priorities for children and young people with learning disabilities should be in North Wales. Interviews were conducted individually and in groups, by one or two interviewers. In total, 35 professionals, representing 15 partners across the six local authorities, education, health and the third sector, were interviewed individually and in groups. The number of citizen responses could not be quantified as most responded via the third sector providers they access. A scoring system was used to rank the priorities, and they were further grouped into thematic areas such as health, information, accommodation and activities.



The priorities to be taken forward by the North Wales Together programme, included:

- **Family Transition Service:** Connect's Family Transition project addresses the identified priority of regional learning disability youth groups and the 'cliff edge' facing young people after education.
- **Transition Protocol:** North Wales Together supported the co-production of a regional transition protocol. Protocols from local authorities, health and education were incorporated with the aim of developing a consistent and seamless approach to transition for young people with learning disabilities.
- **Life After School resource:** The "Life After School" film resource included a film about relationships. This was produced by TAPE, the young people attending their youth group, and the Sex Education Company.

Examples of support provided:

- **Life After School** - This project included a research report, good practice guide and short film series.
- **Family Transition Service** - The Family Transition Service facilitated by Conwy Connect was funded through this programme.
- **Accommodation Work** - Our accommodation workstream has worked to identify and, where required, support partners in planning for young people who will need future accommodation.
- **Positive Behaviour Support (PBS) work with schools and parents** - Funding of the PBS awareness training for parents, families, professionals, schools, and residential settings.
- **Funded activities** - The Learning Disability Transformation Programme has funded a variety of activities for children and young people.

Selected activities examples:

- **Little Seeds/ Hadau Bach (Denbighshire/Flintshire and Wrexham 2020 to 2023):** The Little Seeds project provided opportunities for young children with learning disabilities aged 3 – 7 years, and their families, to engage with dance and movement activities. Regular dance classes are held in Rhos on Sea, led by an experienced dance artist. They also work in collaboration with CR Dance Academy in Llandudno to support young children with additional needs to attend ballet classes, and with Theater Clwyd providing sessions with a musician and dance artist. They are also working with Hijinx to support a dancer with a learning disability to lead on this project.
- **Stand involving Ticky from "Making Sense" and Angharad from "Dance Collective" – Sensory backpacks** a project to bring families of young children with learning disabilities and profound and multiple learning disabilities (PMLD) together and reduce isolation. To equip families with ideas for low cost or free sensory activities that develop children's individual needs – for example sensory, language, fine and gross motor skills, communication and developmental needs through play and the arts and offer support in a safe environment. Sensory stories are popular stories which are accompanied by a range of sensory items to use alongside the content of the story to stimulate the senses.



- **Antur Waunfawr - *Cycling and smiling for all*** project provides individuals in Gwynedd (and a reach to Anglesey and Conwy) with learning disabilities the opportunity to build their confidence and improve their health and wellbeing in a relaxed and fun environment and encourage their independence through a program of health and wellbeing activities including adaptive cycling. Ysgol Pendalar found the indoor cycling sessions very beneficial for some pupils and were happily surprised that two pupils learned to ride a two-wheel bike for the first time.

One of the gaps highlighted within Children's Services is the need to strengthen accommodation provision for Children and Young People at the key times they might need to access respite, short breaks and/or accommodation at times of crisis. The resulting workplan set the following priorities, Accommodation and Respite:

- Our accommodation workstream continues the work started to support partners in early identification and planning for young people in transition need of future accommodation through provision of resource to Local Authority and Health partners for accommodation planning and PBS.
- In addition to this, the Children and Young People's workstream will scope the current respite provision across North Wales, identify the gaps and share this information with partners.
- Following a scoping of the options available, the programme will work with partners to investigate what can be done to improve provision for Children and Young People with learning disabilities in North Wales

Accommodation

The Accommodation workplan is made up of four main elements. All four elements feed into the integrated systems approach laid out in the North Wales Learning Disabilities Strategy and were deemed necessary to transform supported accommodation provision for people with a learning disability across the region.

The programme has identified a shortage of specialist supported housing in North Wales for people with learning disabilities, particularly those with more complex needs. This has potentially led to unnecessary placements in residential care both within the region and further afield. There is a high cost to out of county placements. This is not just in terms of financial pressures, but more importantly includes isolation from family and community for the individual, and challenges monitoring quality and the welfare of the individual for commissioners.

There are approximately 300 people with learning disabilities on specialist supported housing needs lists in imminent need of accommodation. These numbers have been monitored over the past five years and have increased due to better recording of need. At the last point of census there were 144 supported living vacancies being planned across the region. This was an increase on the 60 noted in the previous collation of figures in 2022 but has recently reduced again due to delays in developing Housing with Care fund formal business cases. Even considering the 32 existing supported living vacancies, these figures show an ongoing projected shortage of supported accommodation. This does not include vacancies that will become available in coming years through natural tenancy turnover. Many of those vacancies will not be suitable for those with more complex needs.

The shortage of available supported living placements is caused by several factors:

- Lack of suitable housing.

- Lack of capacity within operational teams to project manage developments.
- Lack of skilled support capacity within agency providers.
- Unsuitable vacancies within existing supported living houses.
- Ordinary residence regulations that mean an individual cannot be placed by one Local Authority area or Health within Supported Living settings in another authority area without becoming OR in that area.

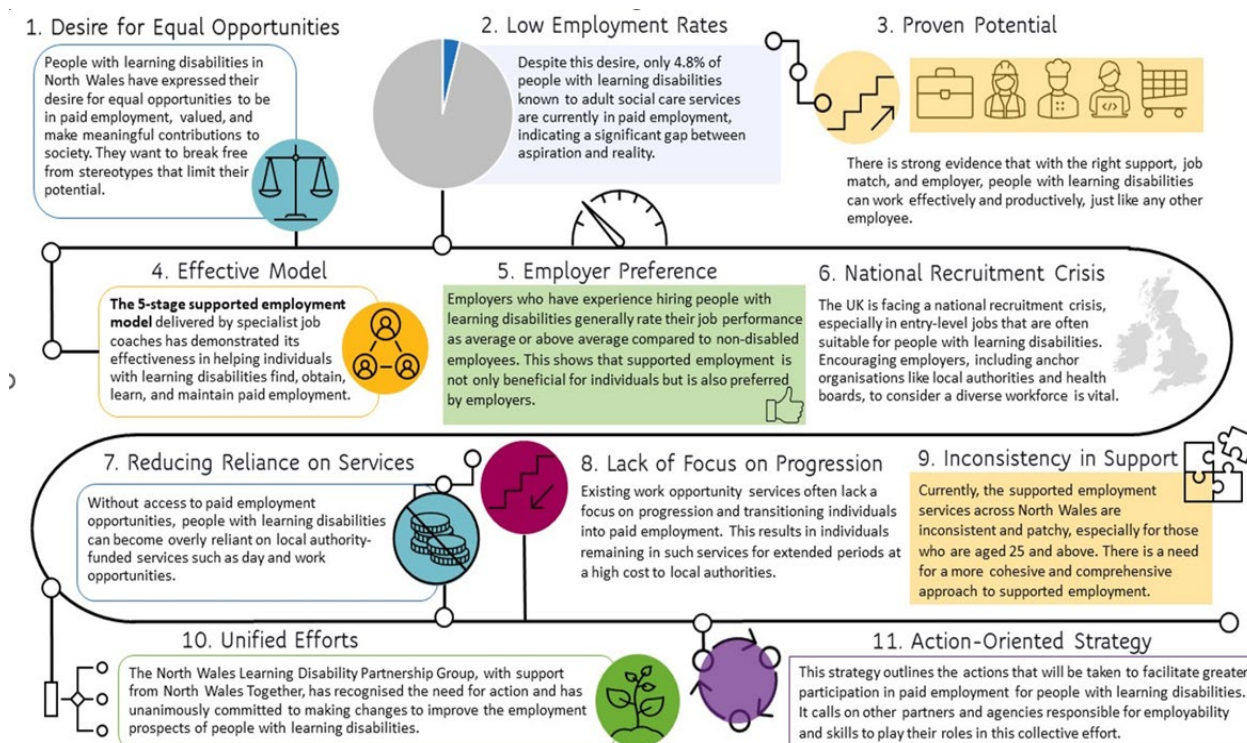
The responsible Planning and Development Officers have addressed this issue by:

- Working with each area to identify correct and up to date lists of those that require accommodation in the coming years.
- Identifying those out of area that wish to return to live in North Wales.
- Supporting Local Authority areas with the management, oversight, and development of new projects where and in whatever form that is required.
- Supporting access to Housing with Care Fund capital monies to enable developments to progress.
- Flagging capacity issues to the Regional Collaboration unit and others.

In terms of accommodation planning, all counties are now collating consistent figures and as a result, numbers have increased. All counties are now looking at access the HCF, with most applying to access project management funding aligned to the capital fund to ensure capacity issues are addressed.

Employment Opportunities

The North Wales Together Supported Employment Strategy for people with learning disabilities emphasizes the importance of providing employment opportunities for individuals with learning disabilities, with the goal of improving their quality of life and well-being: [North-Wales-Supported-Employment-Strategy-for-people-with-learning-disabilities-Eng-FINAL-VERSION.pdf](#). The rationale for the strategy is summarised in the illustration below:





The aim of the North Wales Supported Employment Strategy is to empower individuals with learning disabilities by promoting their access to paid employment while respecting their choices and fostering inclusive communities. It seeks to implement a new supported employment model within learning disability services for people with learning disabilities aligned to Supported Employment Quality Framework (SEQF) model fidelity standards. This model is visualised in the illustration below:





North Wales Supported Employment Model



The Regional Supported Employment project will focus on the roll out of the Supported Employment model to all 6-county council social work services for people with learning disabilities. It will target individuals with a formal diagnosis of a learning disability, aged 14 plus



who are known to local authority social work services and/or who are attending a specialist secondary school. The “model” addresses the findings of the North Wales Supported Employment Strategy for people with learning disabilities which has been produced for the North Wales Learning Disability Partnership Group by the North Wales Together Regional Team. This strategy is based on what people with learning disabilities told us needs to change to enable more people to have equal access to paid employment and outlines actionable steps and initiatives to address the identified barriers and support the inclusion of individuals with learning disabilities in paid employment. The model will be externally evaluated by the University of Strathclyde which will include an economic analysis and an evaluation of the impact of the model on the health and wellbeing of participants. We anticipate that in each sub-region of North Wales the supported employment service will support 10 to 15 individuals at a time with more individuals flowing onto caseloads as others move into paid employment and their supported has naturally been reduced. In the first year a target has been set of 20% of participants moving into paid employment with this increasing year on year increasing to 30% by the final year. A key piece of the model is to facilitate system and culture change to embed access to paid employment as an established care pathway and an alternative to traditional day and work opportunities. These aims will be achieved through the following actions:

- Rolling out the supported employment model to all 6-county council social work services for people with learning disabilities with the aim of integrating access to paid employment in these services as a sustainable care pathway.
- Undertaking a programme of culture change within these services and associated services such as day and work opportunities via the Employment Pathway Coordinators so that employment considerations are embedded within care planning processes and associated services support and promote progression to paid employment as an option.
- Commission specialist supported employment/ job coaching services for each sub-region aligned to national quality and occupational standards for the sector and through these services engage and support more local employers to employ people with learning disabilities.
- Establishing a community of practice for supported employment practitioners and employment pathway coordinators to facilitate sharing of good practice and continuous improvement of the service.
- Commission an independent evaluation and a citizen panel to evaluate the roll out of the model, its effectiveness, impact, and economic benefits. The citizen panel will ensure that people with learning disabilities have a strong voice in the evaluation and what success looks like.
- Establish local and regional governance structures to oversee the model and investigate opportunities for new investment working with the independent evaluator.
- Provide intelligence on progress with rolling out the model in real time.
- Progress recommendations in the strategy that are longer term and aimed at tackling structural barriers to employment for example local authority recruitment systems and practices and the modernisation of day and work opportunity services including scoping opportunities for re-investment in models that more effectively support progression and community inclusion.

By increasing the number of people with learning disabilities who make an informed choice and have access to the right model of support to achieve paid employment, there are a range of evidence-based outcomes that can be achieved. These include:



- Employment is a key determinant of health and economic inactivity is widely recognised to have negative effect on health and wellbeing. By contrast there is strong evidence that good work has both a protective and rehabilitative effect on health and wellbeing.
- Joblessness is one of key indicators of social exclusion. Getting a job must be seen as a central feature in helping individuals to achieve their aspirations and to supporting individuals to be full and active members of their community both socially and economically.
- This has the potential to reduce reliance on specialist services and, divert young people from specialist services towards more inclusive community-based options and opportunities.
- Increased financial independence for the individual which alleviates poverty and promotes social inclusion.
- Direct cost savings to the local authority through increased access to supported employment provision and reduction in the need/demand for more costly care management and day and work opportunity services. The cost of supported employment reduces over time whereas the cost of services is constant and may increase over time.
- Social role valorisation – recognising that employment is a valued social role and becoming employed can help reverse societal devaluation, with wider positive consequences for the person.

Technology

This workstream is shaped by the Technology Strategy [LD-Tech-Strategy-High-Level-v0.2.pdf](#). The technology workstream found its niche during the Covid-19 global pandemic and the urgent need to support people with learning disabilities, their carers and support staff members to acquire the equipment, knowledge, confidence and skills to 'get online'. This led to a culture shift in how people accessed activities, services and support through an established hybrid model of online/ in-person provision. People with learning disabilities have been central in the co-production of this workstream, through the development of hubs and the general direction of the workplan. For example, one group in Denbighshire applied for a funding grant to develop and cascade technology skills, embedded is a set of slides presented to ADSS 2023 showcasing how a particular individual is supported to be more independent using technology.

Stakeholders have also fed into the training modules being piloted in Gwynedd and Wrexham, with content being altered to ensure the specifications of equipment and apps being suggested was at the right level and accessible for citizens and the workforce. Through their referrals to the service, the local authority and health colleagues have highlighted the need for online harms training that will enable approaches to be used whilst keeping the individual and others safe within the online world.

This workstream will continue to focus on upskilling citizens, families and carers, providing them with access to the resources and practical equipment they need to be digitally included. This workstream also plays a key enabling role across the other workstreams and will focus on supporting the Person-centred Practice (PCP) through the digitalisation of PCP processes. A further area of support is around the avoidance of online harms through education of the workforce and citizens around vulnerability, online abuse and potential for radicalisation. The focus of this workstream is on maximising access to, and knowledge of a wide range of technological devices, including phones, tablets, voice recognition systems, apps, existing accessibility features, etc both with people with learning disabilities and those that support



them. This support is offered through one-to-one referrals, group training, the provision or loan of equipment, development and promotion of apps and support for the development of champions and drop-in sessions.

In summary, supporting delivery on the North Wales Together Technology Strategy to meet the following areas: promoting good emotional health and wellbeing.

- Upskill the social care workforce in technology options for people with Learning Disabilities through a regional training programme.
- Increase confidence of citizens, parents, carers and staff when using IT in a daily basis through one-to-one support or hubs and drop ins regionally
- Support with PCP processes and improve accessibility for people with learning disability by supporting all paperwork to transfer digitally and encourage easy access to the system
- Improve citizens skills in IT use who gain employment with the North Wales together Programme
- Promote the availability of technology equipment to support individuals, parents and carers in everyday life through website, drop-ins and conferences.
- Promote and enable the roll out of support Apps for example to improve staff support for individuals with a learning disability.

Technology Story Example:

This story is focused on a citizen led technology session delivered by the Wrexham Standards in Services (SWS) group and supported by the North Wales Together technology lead. It was delivered by means of a 'drop in' hub in Wrexham city centre. The sessions were facilitated by people with learning disabilities with the purpose of supporting other people with learning disabilities to be aware of equipment and apps that will assist with independence and other daily living skills. The hub specifically concentrates on supporting people to use generically available consumer technology. It aims to address these barriers through loaning or provision of equipment, assistance in getting on-line or using that equipment, advice and support with internet safety and other issues of concerns and training for family and carers in the use of phones, tablets, apps, etc. The following film was made by the SWS members to describe the service being offered and is available on the SWS Youtube channel:

https://www.youtube.com/watch?v=3_VCNJ-hgVU

The 'Chilltastic' app is also an example of a freely available app, co-produced with citizens accessing support and services, to enhance the use of mindfulness across the learning disabilities community: chilltasticapp.wales

Workforce Development

It has been recognised that the region's Social Care and Health workforce are not always sufficiently skilled and supported to care for individuals with complex behavioural and psychological needs within a community setting. The drive towards care closer to home, the reducing restrictive practice agenda, the social care staffing crisis, the shortage of health staff, funding disagreements and other factors all feed into this complex and difficult to resolve situation, creating barriers to achieving suitable housing for people with learning disabilities. The Learning Disability Partnership agreed that promoting shared value bases and developing core training around the management of behaviours of concern would help to address this issue in part. To that end, this programme is supporting partners to develop awareness, practice and



commitment to Active and Positive Behaviour Support. These being recognised as the most effective models of care to support people with Learning Disabilities, with behaviours of concern.

The programme has developed a regional Positive Behaviour Support (PBS) implementation plan. Alongside this plan, the programme has funded over 100 individuals to complete levels there, four and five PBS qualifications. The aim of this investment is to develop a structure of practice leadership across the region. This framework allows a “Train the Trainer” approach to cascading knowledge and skills across Health, Social Care and some residential education settings. The approach is supported through the development of a North Wales PBS Network to enable members to inform, develop and support the prevalence and quality of PBS in the region. This is underpinned by the establishment of a biannual regional Community of Practice to support these aims and to serve as a platform to promote and share good practice.

Two surveys have been completed during the time of the programme (one in 2021 jointly commissioned with PHW and the other is currently open for completion) to identify the prevalence and quality of PBS across the region. They have been open to all but mostly completed by practitioners and providers.

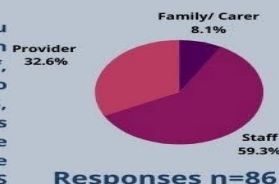




POSITIVE BEHAVIOUR SUPPORT: A NORTH WALES PERSPECTIVE

THE SURVEY

The Complex Needs Service was commissioned by Improvement Cymru and North Wales Together to conduct a survey regarding PBS in North Wales. The survey targeted provider organisations, support staff, parents and carers. The survey asked a number of questions relating to aspects of PBS, such as training received, understanding of PBS, confidence in working with people who use behaviour that challenges and the barriers encountered in its implementation. The findings of the survey will be used to inform the forward work plan of the Positive Behaviour Support Co-ordinators and to further develop the use of PBS as the approach of choice across North Wales.

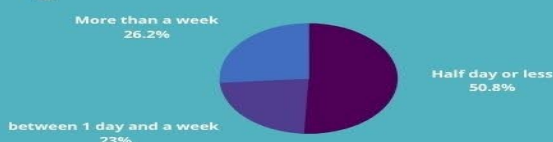


THE RESULTS

- 86% staff said they had heard of PBS and wanted to know more
- 85% staff said they felt confident most or all of the time when working with people who use behaviour that challenges



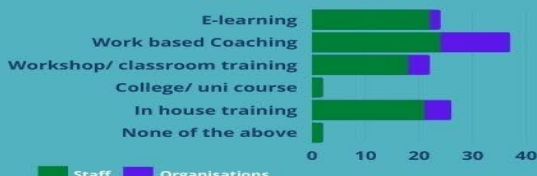
How much training in PBS have you received?



What prevents PBS from being used effectively in your setting?
Choose all that apply



What training would be most helpful?
Choose all that apply



"Different levels (of training) depending on Staff. Some working in much more complex settings etc. Some would need basic knowledge, others would need advanced knowledge."

"PBS plans can vary widely - consistency is critical. Many plans are out of date and need updating - implementation of verbal competency meetings to ensure people understand plans"

"Making sure all new staff have access to PBS training as part of their initial training program and provide yearly updates"



FUTURE ROLE OF THE PBS CO-ORDINATORS

- To look into alternative ways to find the opinions of families and unpaid carers
- Share findings to inform PBS development strategies in North Wales

March 2021

Authors - Jonathan McCarthy, Zoe Dolman & Jaki Bell, Complex Needs Service BCUBH

The PBS implementation has been wholeheartedly embraced by the workforce but will be a long-term approach due to the time it takes to complete qualifications and therefore cascade the approach to the workforce. In the past, behaviour has been seen as a health led area, but this project has shown the appetite for providers to take these approaches on board. The commitment to the implementation of a value based approach such as Positive Behaviour Support has gained momentum and traction over the five years of the project. The best evidence for this are the amount of requests to join the North Wales PBS Network (over 200) and to attend the Community of Practice (over 150), also the number of ongoing requests for



funding for staff to undertake training. This evidence of increased motivation is also evident through the establishment of two county based PBS support groups which has served as precedent and inspiration for this to be likely replicated by the other four counties. PBS is thus a crucial cornerstone in the overall transformation of how the region more effectively meets the wellbeing outcomes of this diverse group of individuals in line with the principles of the Social Services and Wellbeing (Wales) Act (2014). A comprehensive supported living service specification was also devised, building on establishing a consistent programme of support across the region.

PBS Story Example:

In this situation, PBS was used with a young woman during her transition from school to adult life. The approach was used as the basis for her support, ensuring her needs were fully communicated by her, understood by and met by staff and respected by all those around her. The success of the approach meant key staff within the local authority were committed to spreading and embedding the approach in future services with other individuals. This has led to the embracing of the approach in services due to be delivered over coming months and years. Staff within this specific children's home setting will all undertake the funded PBS coaching and practitioner courses through the British Institute of Learning Disabilities. This will enable consistent person-centred approaches to be implemented across, meaning all staff at all levels of the organisation are aware of the need for effective communication and understanding of the individual. In turn, this minimises the need for behaviours to be utilised as a way of communicating discomfort and unhappiness.

The use of PBS with this individual achieved a reduction in behaviours that caused concern for family members and staff. It increased her ability to communicate distress and upset and to have choice and control over her life in a way that meant she was able to both communicate her needs when able to do so and to have her needs pre-empted when she was not able to articulate choice and control.

The individual involved in this example continues to be supported by staff who are qualified and experienced in the delivery of PBS. She is increasing in independence and no longer requires some of the restrictive approaches used when she was a child, at school, etc. For example, she no longer requires a harness to prevent her from running away from staff in public places. This makes this young woman feel more in control when she is out with staff. Fundamentally though, the use of PBS means she is sufficiently in control of her own activities that she does not feel the need to express unhappiness through trying to "run away" from staff.

This young woman has a learning disability and could be perceived by some to not be able to make choices over her environment. The above story illustrates the importance of person-centred support for individuals with behaviours of concern. It also shows that with skill and understanding, it is possible to identify triggers within a person's environment that cause upset and distress. Where an individual and their circle of support can identify the functions of a behaviour, it is then possible to adapt the environment to ensure the individual does not need to present with that behaviour in order to be heard and have control over their environment. Several key documents have also been co-produced as outputs of this innovative project, including the About You Booklet and North Wales Positive Behaviour Support Planning together to make things better.

[PBS-Booklet-English-final-19.03.24.pdf](#)



Health Checks

The over-riding objectives of this workstream is to improve the health of people with learning disabilities, reduce the known health inequalities and reduce avoidable and premature deaths. The priorities are to:

- Increase access to good quality health checks in primary care.
- Improve how mainstream NHS services identify and respond to the health needs of people with a learning disability.
- Strengthen the role and function of community learning disability services and extending their reach into primary care clusters.
- Improve specialist learning disability in-patient provision. This includes taking forward the recommendations of the comprehensive review of adult in-patient learning disability services undertaken by National CCU. Specifically, reducing reliance on medication to manage behaviours that challenge, improving access to community based early intervention and crisis prevention and increasing community-based provision.

As part of this work, the Lab in the Bag programme has been pioneered through our community Learning Disabilities Teams with a nurse practitioner leading on the programme to engage with citizens across the community to enhance their access to the Annual Health Checks. The Lab in the Bag Project is being rolled out across the North Wales Learning Disabilities Teams with work being undertaken to measure the increase in uptake (Alongside our Primary Health Liaison Services). In addition, we have developed the role of a Health Check Champion peer mentor. We continue to see the benefits of this innovative project across North Wales, with 13 peer mentors employed to focus on raising awareness and uptake of Annual health Checks of their peers.



3. How we developed the Strategy

3.1 Background

Firstly, this strategy is based on the development and lessons learnt from the original strategy, which was grounded on the findings from the population needs assessment and regional plan produced by the Regional Partnership Board which both involved consultation with a wide range of people. Secondly, we worked closely with several key partnership groups across North Wales:

- a) **North Wales Together:** North Wales Together is a transformation programme that serves the Learning Disability community in North Wales. The partnership is made up of the six local authority service managers for learning disabilities, senior managers in the BCUHB, parent carers and citizens with learning disabilities. The North Wales Together Team includes:
- Programme Manager
 - Lead Planning and Development officer (with a focus on the employment project).
 - Four full-time Planning and Development Officer posts covering technology, community and culture change, Children and young people and accommodation-based solutions.
 - Monitoring Officer covering the employment project.
 - Learning Disabilities Champion.
 - Part-time Business Support Officer.

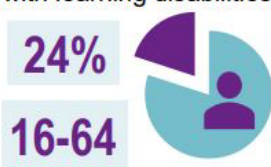


There are approximately 13,000 people with learning disabilities in North Wales, making up 2% of the population.



Between 2015 and 2020, the number of people with learning disabilities in North Wales increased by about 8%.

There are 3,092 people with learning disabilities aged 16-64 known to social services in North Wales accounting for 24% of the total population of people with learning disabilities.



total population of people with learning disabilities

- b) **North Wales Learning Disability Partnership Board:** The Programme Board plays a crucial role in supporting all six North Wales Local Authority areas and Betsi Cadwaladr University Health Board. Our mission is to deliver the aims of the North Wales Learning Disability Strategy. The Board is responsible for planning and monitoring the activities of the programme team on behalf of the North Wales Learning Disability Partnership Group



and the Regional Partnership Board. To achieve our goals effectively, the Programme Board ensures that there is a:

- Clear and Consistent Strategic Direction: We stay focused on our long-term objectives.
- Strong Leadership and Accountability: We maintain robust leadership and clear lines of responsibility.
- Commitment to Quality: We continuously strive to improve the quality of our work.
- Teamwork and Collaboration: We foster a spirit of teamwork, collaboration, and partnership.
- Risk Management: We actively identify and manage risks.
- Informed Decision-Making: Our decisions are based on solid information and evidence.

North Wales Together reports directly to the Programme Board. The Board monitors our project plans, ensuring we set and meet the right targets as part of the Project Board's Terms of Reference:<https://northwalesotogether.org/wp-content/uploads/2020/03/Project-Board-Terms-of-Reference.pdf>

The Programme Board members are:

- Alwyn Jones. Chief Officer Wrexham. Project Sponsor and Co-chair.
- Michelle Williams. Citizen Representative and Co-chair.
- Nichaela Jones. Interim Head of Operations. Learning Disability. BCUHB. Project Sponsor.
- Gethin Morgan. Head of Regional Collaboration.
- Kathryn Whitfield. Programme Manager, North Wales Together.
- Janet Bellis. Senior Manager. Flintshire.
- Jennie Lewis. Parent Carer Representative.
- Jacqui Caldwell. Parent Carer Representative.
- James Lewis, Citizen Representative.
- Housing Associations Representative. Vacant seat.
- Alison Cowell. BCUHB Child and Adolescent Health.
- Jonathan Davies. Accountant.
- Lisa Smith. Finance Support Officer.
- Nicola Stubbins, Director. Denbighshire.
- Michael Reay. Service Manager, Denbighshire.
- Catrin Perry. Head of Adult Service, Conwy County Council.
- Ramona Murray/ Ffion Edwards Roberts. Service Manager. Conwy County Council.
- Aled Davies. Head of Service. Gwynedd
- Mari Wynne Jones. Senior Manager. Gwynedd.
- Arwel Owen. Head of Service. Ynys Mon
- Fon Owen. Director. Ynys Mon.
- Ceri H Jones. Service Manager, Ynys Mon.
- Tracy Jones. Head of Service. Wrexham.
- Claire Higgins, Anheddau.

c) North Wales Flyers

Thirdly, extensive engagement, consultation and co-production was facilitated with people accessing services and services across North Wales, with the approach and steps to gather perspectives, experiences and views summarised here.

Step 1: Focus Group discussion with each local authority area and health services, the views of practitioners and services leaders were gathered.

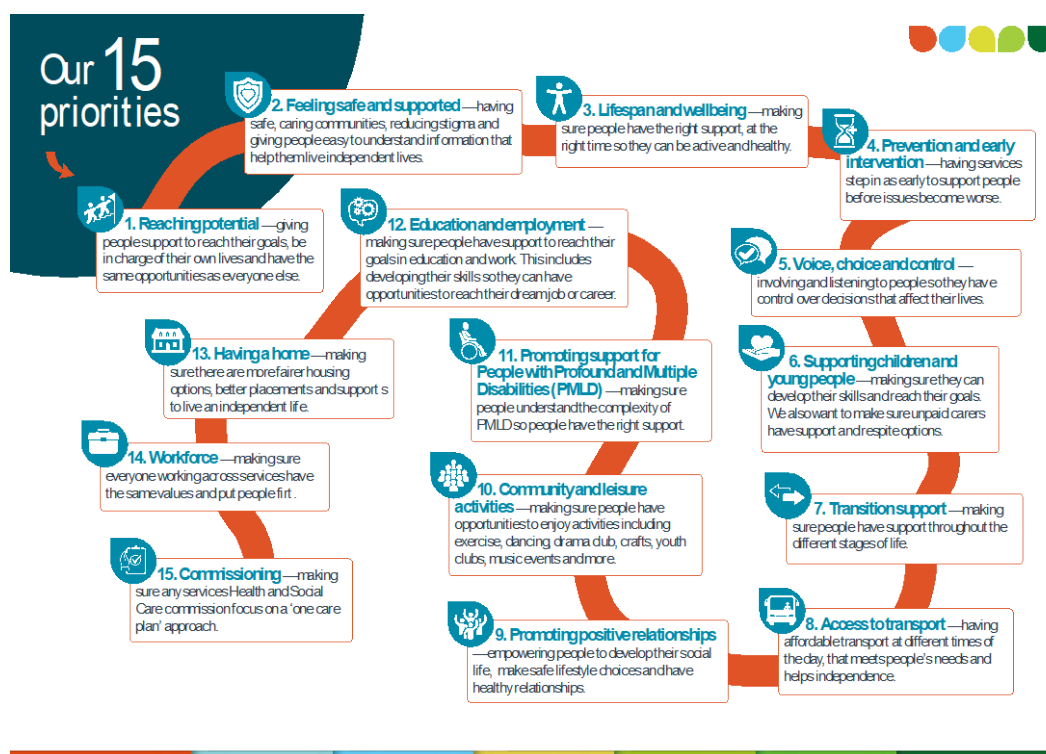
Step 2: Designing and disseminating a standard and easy read questionnaire to gather views across the North Wales learning disabilities community.

Step 3: The facilitation of three multi-disciplinary workshops across North Wales, held in Caernarfon, Colwyn Bay and Wrexham. People accessing support, family members, practitioners, service leaders working across social care, health, provider services and the third sector were invited to attend.

Step 4: Face-to-face visits completed to support settings, services, education setting, youth settings, work placements across North Wales. The settings visited are summarised below:

Across all steps to gather views and experiences, the perspectives of over 500 people across the North Wales learning disability community has been accessed. Throughout the strategy development, there has been regular engagement with the North Wales Flyers Group, which is the North Wales advocacy group supported by Conwy Connect.

The analysis from the five steps of engagement and co-production have informed the development of the priority themes discussed in sections 4-7 of this report (please also see the infographic: [link](#) for a visual summary of the strategy priority themes).

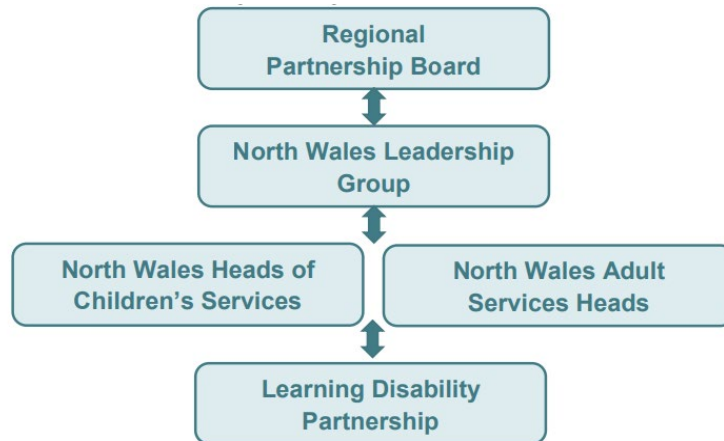


Step 5: A six-week consultation period was launched [in....](#) to ensure the English and Welsh draft strategy, the infographic summary and the easy-read version of the strategy were openly circulated to gather the views and feedback from the North Wales learning disability community to inform the development of the final versions of these documents.



3.2 Governance Arrangements

The North Wales Learning Disability Partnership will implement the strategy in partnership with people with learning disabilities, family members and organisations who provide care and support. Governance is being provided through the groups below and we will review and strengthen the governance as needed. As with the original strategy, governance will be provided through the groups below and supported by North Wales Together, the Transformation Team until 2027.



4. Discussion Results and Findings

4.1 Step 1: Focus Group discussion

The aim was to start collaborative conversations with the six local authorities and BCUHB, to begin to reflect openly around both progresses achieved and the key priority areas for the strategy refresh. To inform the discussion, the following conversations were facilitated as a starting point that can be developed on, with a focus on keeping the discussion fluid over the next few months to inform the strategy refresh.

The conversation points covered focused on the following key questions:

- Are the areas covered in the original strategy still relevant?
- Are there other areas that should be included in a refreshed strategy?
- What matters to people now?
- What is important to people for the future?

4.2 Key Themes Identified

Following analysis of the transcripts of the facilitated meetings, the following key themes were identified.

Progress of each theme of the strategy

Each theme highlighted in the first strategy was discussed consistently as relevant to the strategy refresh. There was a general sense that the original strategy was developed in a robust and thorough manner. As a result, the quality of the original strategy, the continued relevance of the identified priority areas remains contemporary due to the need for long-term planning for learning disability services development. The approach focused on shared values of the biopsychosocial model delivered through the partnership between health and social care services.



Reaching potential: Promoting progression, positive and active support

This theme was seen as a ‘golden thread’ throughout the development around attitudes towards, and the models of support provided for people with learning disabilities. There is firm support for promoting ‘reaching potential: progression’ as a distinct theme to focus on developing individual aspirations, which was repeated throughout the discussions. There is also a need to continue to promote Direct Payments as the first option for individuals accessing services.

Transport is seen as a continual challenge that requires further discussion and planning, across rural communities, as explained:



“One of the challenges is transport, because quite often they'll have a mobility car that belongs to the family. The family are using that in other ways, or they don't have that transport or anyone to take them to those different community events. We step back again and look at how we can provide transport skills and how we can encourage people to access transport independently or safely”.



Attitudes and values around promoting positive and active support is seen as a key driver to supporting people to reach their potential.



Accommodation

A key theme identified across the discussion is the need to continue progress with a focus on long-term 10-year accommodation development plan. This development should focus on key factors, including promoting equity in access to housing options for people with learning disabilities, promoting parity around the right to have your own home. Discussion focused on developing the accommodation strategy in a manner that links to the population needs assessment, including the future changes in demographic needs. Accommodation is seen as both a challenging and a ‘forever’ workstream, due to the current housing provision scarcity and continuous changing need.



“We can’t stop developing housing options, the needs are still there, will always be there”.

Another aspect of the discussion focused on developing clear and consistent guidelines across North Wales services around the balance between a person’s own home and the boundary around the required registration needs for supported living accommodation. For example, the environment becoming more focused as a ‘home’ rather than a workplace, which should follow the values and principles of positive risk taking, as discussed:



“The provider has to do so the things that ensures the safety of the staff and all the rest of it. I think sometimes they feel that there's a perception that the service almost owns the house, they can do what they like with the house without talking to the people living there”.



“People should have more say in their own home to take more risk. There needs to be a common approach across the region with the mindset around: It’s OK to try and take risks”.

Whilst there was acknowledgement that this is a complex issue, around registration and health and safety requirements, there was also a drive to develop North Wales guidelines to provide a consistent, value based and safe approach. The focus is promoted as being part of the needs of people accessing services rather than staff preferences. There is a shared vision to continue to promote ‘my own front door’ approach.

The issue around the concerns with community based DoLS was also raised as a contemporary concern focused on inappropriate restrictions, understanding diverse needs and giving voice as part of this process to people who are often unheard.



Step-up and step-down provision

The need to continue to drive forward with the development of step-up and step-down provision to ensure choice of support model to meet individual needs continues to be a key priority. There is acknowledgement that this is a long-term need that requires a minimum of a 10-year plan. The plan should focus on developing a pathway through services, focused on a model of enhanced care and support.



Education, employment and day opportunity development

There is strong support for continuing to develop this workstream as a key priority. The work in the employment strategy is seen as a positive step-forward around developing a robust and consistent approach to promote a model around supported employment.

There is a drive to continually review and develop the models of day opportunities across the region to ensure that employment opportunities and/or meaningful/outcomes focused interventions are delivered.

A plan of work to be developed to engage with specialist colleges around the value and ethos of a strength-based, progression drive and positive risk-taking approach to education support plans. This is the preferred model, which is needs-led rather than fitting the needs of a particular person to the systems/support plan of the college. The approach to supported employment is seen as a long-term vision to influence barriers and outcomes, as this is a multi-faceted issue.



PMLD Needs

It is seen as necessary to develop a workstream around focusing on provision and support for people with PMLD needs, who are often individuals who are unheard as part of service developments. The focus to be on developing services and provision aligned to co-produced good practice guidelines, which can be adopted consistently across North Wales services.

There was discussion around the need to develop PMLD educational provision for young people, with a current view that the provision is “*minimal*”. There needs to be the development of a more inclusive pathway to access educational provision.



Self-Advocacy

The promotion of self-advocacy is seen as a workstream that requires a greater degree of promotion across North Wales. There is also the belief that services should remain focused on children, young people and adults with learning disabilities rather than on citizens with neuro-development needs that do not have a learning disability. There was discussion that the needs of both citizen cohorts are distinct and have different pathways to access support.

There also needs to be a drive towards enhancing advocacy skills to support the diverse needs of people with PMLD. It is suggested that self-advocacy provision is developed with appropriate training and support, to ensure that issues are identified and addressed across the population. The aim is to promote diverse voices and disseminate support across the learning disabilities community.

There was a suggestion that unpaid carers should also have access to advocacy provision. Advocates should be trained and have robust knowledge of services to ensure the balance around promoting aspirations and managing realistic expectations to avoid “*crushing aspirations*”.




Children and Young People

A key issue discussed is the growing numbers of children with learning disabilities requiring local authority care, with a review of this change in need requiring further attention. This workstream could be informed by a piece of work around the analysis, and rationale around this trend. The initial discussion reflected that this requirement was due to an increased level of



behaviours of concerns, change in complexity of needs and a lack of preventative services to offer support in a timely and needs led manner. Patterns of behaviours of concern should be 'mapped out' across the region to understand complexities and trends. This may assist in promoting an MDT and preventative approach to avoid escalation in behaviours. The delay in accessing specialist support can be a challenge for families, often resulting in behaviours escalating and increased risk of family breakdown.

There was also discussion around the promotion of an MDT approach at an early stage to support the needs of children and young people at each transition point, to avoid:

 “We shouldn't need to be taking young people to MDT's and DST meetings at the age of 18 when actually their needs were the same when they were 17-years-old”.

Views were shared around developing the aspirations of children and young people with disabilities at a young age, asking about their wishes and goals. There is also the belief that despite the promotion of Direct Payments, families often struggle to recruit consistent and suitable PA support, which is an additional challenge for families with children/young people with a learning disability due to the limited providers across Wales who offers services for this age range.



Lifespan and wellbeing approach

The focus of the discussion around this key theme is focused on improving services at key transition stages across the lifespan for both people accessing services and unpaid carers. The focus is on addressing some of the key challenges as described here:



“We're coming across situations where we've got elderly carers now going into hospital or care and we've got elderly people with disabilities who have had a lifetime of being in that model of staying at home, going to day services and haven't got the skills that we're now working with people when they're leaving school and college to have. I think that has pushed a focus on moving practitioners to then open up discussions about accommodation and moving on too early because the reality is we can't accommodate every adult with a learning disability in their 20s and 30s”.

There was a sense that part of this solution is around promoting aspirations, skills and working to promote this attitude and approach with unpaid carers. There is a drive to ensure that there is the 'right size' care and support consistently across the region for people accessing learning disability services.

Summary

A key theme across all the conversations was the quality and the impact of the support provided by North Wales Together to drive forward the transformation agenda, for example:



“We get a lot of support from the Transformation Team”.



“The level of long-term transformation would not be feasible without the support of the Transformation Team”.



“Trying to drive these bid projects would be impossible, having the Transformation Team resource is essential. Taking a step back and seeing what we have achieved together is really positive”.

This additional resource is seen as invaluable and required to achieve long-term meaningful transformation that frontline health and social care services could not achieve as part of the ‘day job’ without this support.

There was acknowledgement of the excellent work completed, for example, the Health Check Champion workstream. The work around developing technology is seen as a key workstream that requires continual development within this technological and online society. The focus on technology is seen essential to continually promote independence, for example, with assessing the actual need of overnight support and promoting positive risk taking.

The partnership is supportive of an approach that continually promotes and develops the strategy across services to ensure that there is a clear understanding of the priority areas for learning disabilities, for example, across adult social care, children services, health services, education and housing.

On a separate note, another issue raised as part of the discussion was the governance arrangements for the North Wales Together Board, the NWLD Partnership and other regional/strategic meetings, to ensure that information is disseminated across workstreams. This would allow and ensure that:



“There is a sense check of the impact of the smaller and larger scale projects, including how these projects could be replicated in other area”.

It was also suggested that as part of the governance development, it would be beneficial to explore the landscape post North Wales Together funding, as a form of exit strategy.

To summarise, the focus of the initial strategy continues to be relevant, with a recommendation that the strategy refresh should focus on the progression and development of the workstreams moving forward around future planning. The overall message was around the drive to promote people with learning disabilities to reach their potential through a focus on building aspirations.





5. Step 2: Questionnaire Results

5.1 Questionnaire Design

The questionnaire was designed in normal and easy read format to the views of people accessing support, family members, the workforce and providers about their key priority areas for the refresh of the North Wales Learning Disability Strategy. People were advised that completing the questionnaire was voluntary, that any question could be skipped, responses were anonymous and that completing the questionnaire would not impact in anyway either on their job role or on their access to services. The focus of the questionnaire was on exploring the following questions:

- Are the areas covered in the original strategy still relevant?
- Are there other areas that should be included in a refreshed strategy?
- What matters to people with learning disabilities now?
- What is important for people with a disability for the future?
- Anything else that you wish to add?
- Would you like to be part of any future events to discuss the learning disability strategy?

The easy read questionnaire asked respondents to rate the level of importance (from very important to unimportant, with symbols/emojis used for ease of response) for the following priority areas:

<p>Priority Areas</p>	<p>Employment: Support to learn about job skills</p> 
<p>Housing or your Home</p> 	<p>Your voice: self-advocacy</p> 
<p>Health</p> 	<p>Education</p> 

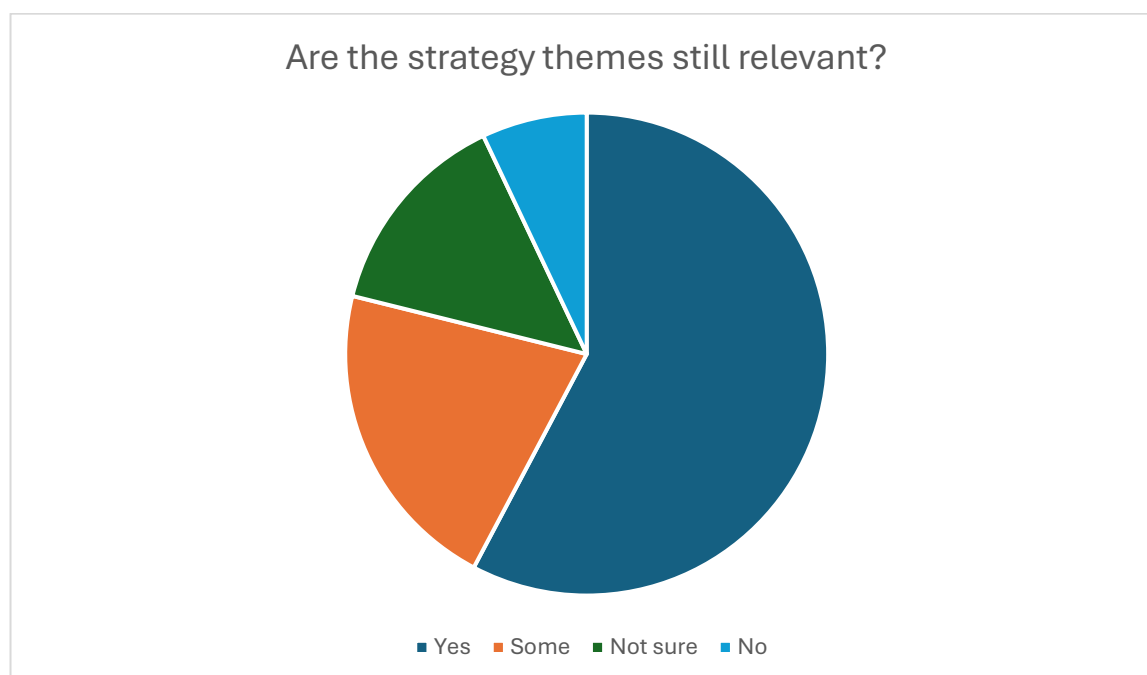


5.2 Questionnaire Response

The questionnaire was opened in September 2024 and closed in February 2025. Overall, 39 respondents completed the standard questionnaire, and 25 respondents completed the easy read questionnaire. Therefore, a total of 64 questionnaires responses were received. For the easy read questionnaire, 67% of the respondents completed the questionnaire without support, with 33% (eight respondents) accessing support to complete the questionnaire, five from parents/carers and three from professional services.

5.3 Questionnaire Analysis

The analysis of the standard questionnaire firstly indicated that most of the areas covered in the original strategy were still relevant. There were 35 responses to this question, with the results summarised in Pie Chart 1:



The additional comments from respondents suggested the following areas to develop:

There needs to be more help for people with challenging behaviour, especially those affected by Covid because of being at risk and so simply can't mix like they used too.

Broadly, but would like to focus all areas towards promoting independence/progression.

In looking at the early years section lots of the content is relevant to children over 5 years old. Some of the events also focus on when children are given a diagnosis of a learning disability which is most often 5+. I thought the 'short breaks for under 5s' and 'video aids' for parents to help understand their child's communication were most relevant for early years.

Health should have its own work plan alongside children and young people.

With regards to the question of whether other priority areas should be included in a refreshed strategy, there were nine responses that nothing further required adding, with the following comments around suggestions for areas to be included. There was a general response that the priority should be focused and achievable.



Respite support: More respite available for children and adults
Life span or lifelong support and exit strategies for support
Support long-term accommodation (at the moment there is just not enough).
Accessing healthcare/mental health services
Dementia friendly support
Preventative work in the community
Support for carers
Transport and transport benefits
For early years, I would like to see a focus on early-intervention for parents/caregivers to understand developmental delay, support with communication and interaction and behaviour management (for example rolling out ePats group for parents/caregivers, autism awareness/support to understand neurodiversity), emotional/psychological support for parents in early years (at time of uncertainty around child's delay, coming to terms with this and reasons for this and feelings of social isolation at this time)/ opportunities for bringing families together, parent-child mediated support e.g. building play skills, or video-aided parent mediated approaches such as PACT -support for breaks for parents/caregivers, navigating the school system/settings and IDPs, welfare rights/benefits support with links with family centres, including access to sensory equipment and toys, communication books for schools/ one page profiles, stay and play groups for children under 5 with additional needs.
Independent living skills based within the community, with a specific focus during 15-19 years of education.
Integration: Engaging the youths in care roles, engaging rural people, private sector purpose and broader employment/ training opportunities.
There needs more of a focus on Speech and Language Therapy for children and adults with a learning disability who are not only able to support individuals but also train staff teams and parents in things like Makaton and Intensive Interaction.
There also needs to be a North Wales wide support for parent/carers who are getting older (and are also often supporting their own aging parents/relatives) to prepare for their own end-of-life and the end-of-life of their son/daughter who has a learning disability, especially if their son/daughter cannot easily engage in their own end-of-life planning.
More homes, so there are more suitable choices for people and options rather than having to live somewhere because there is nowhere else available. Or being stuck in hospital because there is no placement available.

- What matters to people with learning disabilities now?

<ul style="list-style-type: none"> • Housing
<ul style="list-style-type: none"> • Comfortable and safe home
<ul style="list-style-type: none"> • Choice of a home
<ul style="list-style-type: none"> • Work
<ul style="list-style-type: none"> • Education



• Friendships
• Family
• Safety
• Acceptance
• Independence
• Socialisation
• Correct support
• Clubs that do not charge too much
• Community groups
• Being understood with their needs
• Individuality
• Health
• Voice is heard
• Equality Rights
• Control over decision
• Safe services, competent well trained support staff
• Opportunities to grow and develop
• Access to the community
• Finding paid work opportunities
• More robust placements for people with complex needs/
• Proper pathways for the future
• Right person-centred support
• Access to technology to improve independence
• Access to specialist health support
• Access to support with right values and without barriers being put in place
• Wellbeing and financial inclusion
• Meaningful opportunities in the community with appropriate support and adaptations to facilitate true inclusion.

- What is important for people with a disability for the future?

• Secure Housing
• Paid work
• Friendships Choice
• Acceptance
• Education
• Independence
• Feel safe
• Support workers who understand them and engage to ensure they are maximising their potential
• Providing the right healthcare especially mental health services
• Specialist health support
• Skills same as everyone else
• Long term provision of services
• Stability, routine and opportunities to employment
• Life opportunities



• Making a will is so important, having conversations about what they might like to happen if they pass away.
• Support for grief and loss
• Better pathways from school to adulthood to employment
• Integrated community attitudes
• The cost of living may impact and so reassurance on this
• Control of own money,
• Good communication and information in order that they know what is available.
• Communicated to people and their families so they are able to make a choice.
• Digital inclusion
• Relationships to be sociable
• Transport
• To be active and healthy, advice around healthy eating
• Better multi-disciplinary Teams to include Ots, SALT, Physios, Physiologist
• Being part of their community
• Having control around what to wear, go shopping, how they look this could be hair, make up etc
• Accessible and independent gym access
• To live safely without any fear.
• To have opportunity and their voices to be heard. Not to be forgotten.
• Not to have to fight for their rights to be upheld.



“I would like it to become normal that communities are a diverse and accepting place where people with learning disabilities and their families feel welcomed and included”.

The completion of the easy read questionnaire and the priority ranking themes, highlighted in the following order the key themes that should be included in the strategy refresh, with self-advocacy ranked as the first priority with the highest percentage of ‘very important:

Priority 1: Self-advocacy (91% very and fairly important)

Priority 2: Housing/Home (91% very and fairly important)

Priority 3: Employment (91% very and fairly important)

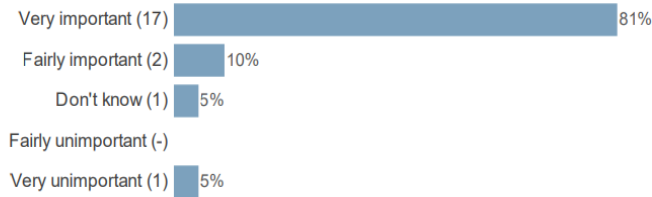
Priority 4: Health (90% very and fairly important)

Priority 5: Education (76% very and fairly important)

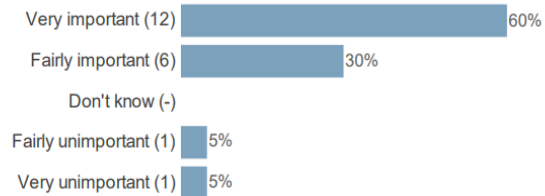
The graphs below summarise the findings, illustrating that these key themes remain a priority:



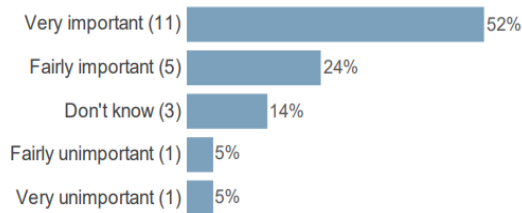
Are there other areas that should be included in a refreshed strategy? (Housing or your home)



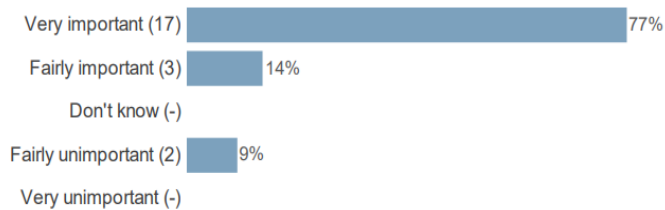
Are there other areas that should be included in a refreshed strategy? (Health)



Are there other areas that should be included in a refreshed strategy? (Education)



Are there other areas that should be included in a refreshed strategy? (Employment: support to find a paid job)



Are there other areas that should be included in a refreshed strategy? (Your voice: self advocacy)



Respondents were invited to add any other comments that were important to them, which are summarised here in order to give voice to those who completed the questionnaire:



Lack of transport to further education is now a barrier for young people. They can't drive or get the bus independently. They often live further away. No transport means parents/carers have to find things for them to do, otherwise they just sit home all day and get more and more isolated. This is massively stressful to parents/carers along with the young people.

The main problem is getting employers onboard with for people with learning disabilities, seems we're still stuck in the same place pretty much where we were 30 years ago. Even getting employers to offer work placements is so hard these days.

I think the Strategy still remains relevant but requires updating. There have been lots of changes in the last five years such as 1. Update on the legislation Liberty and Safeguards and Protection and DoLS 2. Update on Positive Risk Taking, can we add least restrictive practices 3. Need to add in early help support around active support, Telecare and cook and eat session and progression 4. Under commissioning can we provide update surrounding the National Commissioning Framework Under commissioning also need to include RISCA surrounding regulating all registered Settings. 5. Needs to be stronger in the future on transitions and planning for the future. Also, under transitioning there needs to be a stronger focus on providing information for families on different legal frameworks when individuals turn 18 years old 6. Need to ask the Welsh Government around placements closer to home.

As a Team Leader I would like people with learning disabilities to be able to stay up late and be supported in this to attend social events without a time limit to be home.

Adopting a more flexible approach to the use of direct payments to support the needs of young people with learning disabilities.

I would like to see more opportunities for a young people with learning disabilities to attend local college courses, at the moment the choice is limited, and I do not feel that the colleges have developed in terms of offering courses that meet my son's aspirations. I feel that the colleges need to consult more with young people with learning disabilities to understand their needs and aspirations in terms of further education.

Independent living skills, independent travel training, 1 to 1 support in employment.

6. Step 3: Regional Workshops

6.1 Background and Process

To gather the views of a broad range of professional stakeholders and citizens accessing support, three sub-regional reflective workshops were facilitated in November 2024. The focus of the workshops was to enable discussions around the following conversation points:

- What do you want out of the regional LD Strategy?
- Is this important for professional services
- Is this important for people with learning disabilities?
- What matters to people with learning disabilities?

The attendance at the workshops included:

- **Gwynedd and Anglesey workshop:** 65 in attendance (38 practitioners, 20 providers and seven people accessing services).
- **Conwy and Denbighshire workshop:** 49 in attendance (29 practitioners, providers and 12 people accessing services)
- **Wrexham and Flintshire workshop:** 39 in attendance (39 practitioners)

The total regional attendance included:

- 106 practitioners from health and social care.
- 28 members from across provider services.
- 19 citizens accessing services.




6.2 Workshop Thematic Results

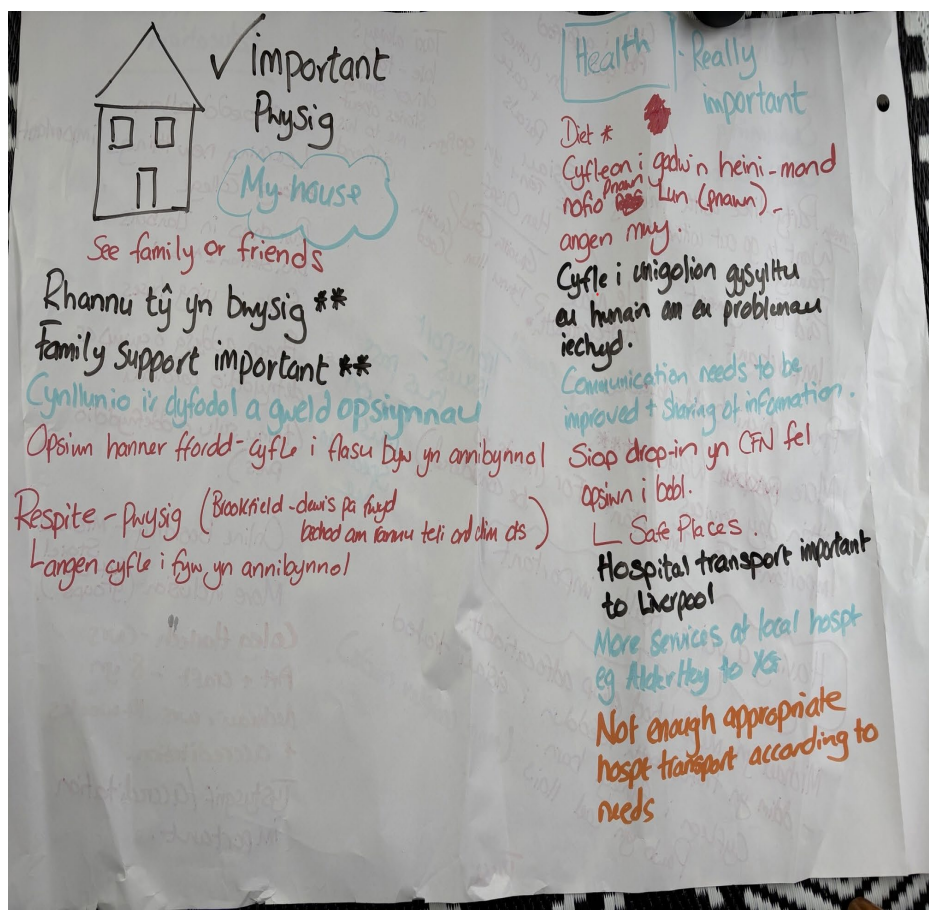
Throughout the discussion, there were several recurring discussion points, with the key strapline was focused on keeping people at the heart of services:

 “Pobl sy’n ganolog!”

 “People can become a statistic; budget constraints are currently making this worse”



 We should aim to: **“Raise aspirations and expectations and then deliver integrated health and social care support to meet these ambitions!”**.



Throughout all the discussion and workshops across the region, there were recurring themes, which have been summarised into key priorities below:

- ➔ **1. Reaching potential:** To ensure people are inspired to reach their potential, people with learning disabilities will be supported to be in charge of their own lives by having the same opportunities as everyone else. Promoting independence should be the ethos in all we do. Support should be provided in a value-based manner with a focus on supporting individuals to reach their potential. The aim of supporting people to reach their aspirations focus on will shaping community attitudes, around raising awareness and addressing stereotypes about people with learning disabilities. Citizens accessing support want their multi-disciplinary support team to promote their potential and be aspirational. To achieve this aim, current system barriers require addressing, for example, the challenges around accessing suitable transport to allow safe, accessible and independent travel. Promoting potential should be a shared aspiration between people with learning disabilities, unpaid carers and professionals working across the sector. The focus in on influencing public and professional perceptions of people with learning disabilities, to be more innovative and less risk averse. The focus of promoting progression is with the understanding that setbacks happen, which can offer the opportunity to learn.
- ➔ **2. Voice choice, control:** Citizens accessing support will be supported and empowered to make informed choices, including having a voice around their likes, dislikes and wellbeing. This will focus on:





- 1) Empowering individuals to be supported with their decision making.
- 2) Enhancing the capacity to shape decision making through the offer of active listening.
- 3) The person-centred promotion of independence and advocacy to increase choice and creativity in service delivery.

Offering voice, choice and control will be informed by changing the language norms, for example, changing the reference to 'clients', 'patients' or 'service users' rather than citizens or people accessing support. All citizens accessing learning disabilities support will be supported to have a voice, with a focus on giving voice to those who are often unheard. Giving voice to those who are often unheard will be a priority, for example, people with learning disabilities placed in-patient services or who are non-verbal. Easy read information, communication aids and sensory awareness will be offered to tailor communication to individual needs. People who live in geographically rural areas often feel isolated and need more consideration around the barriers they face, for example, due to challenges with transport and travel arrangements. Self-advocacy and independent advocacy for all citizens accessing support will be developed and promoted. Co-production will continue to be developed across all transformation workstreams.

➡ **3. Prevention and Early Intervention:** The ethos will be to develop holistic prevention and early intervention support across the lifespan for people with disabilities. Establish services based on local and regional needs and population data, to shape and enhance local and regional datasets to influence evidence-based planning. Prevention and early intervention will be aligned with promoting technological support to enhance the digital inclusion of people with learning disabilities. Promoting enablement, community services and support and offering a diverse range of activities will also be a priority.

➡ **4. Access to Transport:** Access to affordable transport to enhance independence is a priority raised across the regional discussions. Access to places and people in the community will be a priority, for example, supporting transport and socialisation in the evenings and weekends.

➡ **5. Wellbeing:** There will be a drive to improve the wellbeing outcomes for people with learning disabilities, to include a focus on promoting diet, exercise and healthy lifestyles. The focus will also be on promoting active support, positive behaviour support and the use of the least restrictive options. The promotion of positive physical and mental wellbeing will be measured through an outcomes measurement framework.

➡ **6. Children and Young People:** Respite for children and young people with complex needs to be developed across the region. To support the development needs of children and young people, and enhance the support for unpaid carers, a menu of choice of respite support to be developed across the lifespan, with a particular focus on developing respite options for children and young people. Further education options to be developed and promoted, to include a focus on enhancing practical skills, for example, budgeting skills.

➡ **7. Transition support:** The support during transitional stages will be informed by a regional blueprint focused on agreed innovative good practice standards, ensuring a value based and seamless service across the lifespan. The transition support to be robustly developed from the age of 14 years old, with a focus on promoting educational goals and ambitions, employment options and wellbeing outcomes to establish individual career



progression pathways. Transition support to be informed by choice, needs and a progression pathway supported by skills assessment that promotes person-centred independence.

➡ **8. Promoting positive relationships:** People with learning disabilities will be supported to have opportunities to socialise and develop friendships and intimate relationships. Enhancing the approach focused on empowering people to develop and influence their social interactions and lifestyle choices. Promoting positive relationships focuses on positive relationships, belonging, getting to new places, experiencing holidays, being listened to, going out after 5pm, having people stay over, and taking risks/making mistakes. We will promote a sense of feeling safe, being part of the community and having the opportunity to follow your choice of having a relationship and experiencing love in our own private space.

➡ **9. People with Profound and Multiple Disabilities:** Services and support to have a robust understanding of 'what matters' to people with profound and multiple disabilities (PMLD), to raise aspirations and enhance wellbeing outcomes. There is a focus on making positive decisions with the right support to enhance opportunities and wellbeing.

➡ **10. Employment:** We will develop the ethos that there is the expectation that people with learning disabilities will have the choice and opportunity to participate in employment. We have the ambition to enhance further education options to build a pathway and culture where 'dream jobs' can be accessed. Support will also be offered around maximising income on how to balance employment and benefits. We understand that employment will not be for everyone, and we will aim to have a balance between managing expectations and supporting people to have the career pathway that suits their wishes and needs.

➡ **11. Having a Home:** We are committed to shaping options around where people with learning disabilities will live in the future. There will be a focus on improving fairer housing options, to focus on flexibility, including extra care models and options that allow for more independence and having your own 'front door'. We will aim to provide support in a timely manner to prevent challenges that may result in placement breakdown, through the development of better supported living matching processes.

➡ **12. Workforce:** The workforce development across Health and Social Care will aim to work in partnership with a focus on values, asset and a person-centred approach. The ethos of all practice developments will be grounded in active and positive behaviour support grounded in agreed regional value-based principles.

➡ **13. Commissioning:** We will aim to strengthen commissioning arrangements across Health and Social Care with a focus on a 'one careplan' approach. The drive to focus on developing services with the vision and aims of the 'More than a Provider' approach.

➡ **14. Equity and Consistency across all services in North Wales:** Equitable service delivery across the region will be grounded in shared values, whilst also connecting to local priorities. The progression to independence should be automatic – community groups that are already established – NOT just for learning disability groups. We will promote a robust focus on ensuring reasonable adjustments to allow people with learning disabilities to have their needs met and wellbeing outcomes enhanced. This will be driven by the ambition to raise expectations through a focus on people's strengths and assets, rather than on vulnerabilities and risks. We will promote that people with learning disabilities should have

equitable access to their communities, to be include and integrated in a safe and fulfilled way. This focus will aim to enhance access to wider community activities so that people with learning disabilities are not limited to only accessing specialist or targeted activities. The key ethos will be on: “More robust monitoring and reviewing of needs – Spend time with people!! We don’t just read a file and hold a meeting. Everyone should have a space in our communities”.

6.3 Next Stage

Following the completion of the regional workshop, to continue to access a broad range of voices, in particular voices that are often unheard, two key decisions were undertaken:

1. The production of a short video to raise awareness around the strategy development was filmed to promote the completion of the questionnaire and inform citizens across the region that we wanted to hear their views and experiences to inform the strategy development. (Link to video): <https://followfilms.smugmug.com/North-Wales-Together/Learning-Disability-Strategy-refresh>



2. That further work would be undertaken in early 2025 to visit services, provider settings and citizens across the region to gather as many voices as possible to inform the strategy (see discussion in section around Step 4 of the strategy development).



7. Step 4: Regional visits

Services and people visited and consulted as part of this stage of the strategy development. During this stage of the strategy development, over 300 people with learning disabilities, family members and support staff were spoken to around gathering their views and experiences to shape the strategy priorities.

Service visited	Location
Regional Flyers meetings	Face to face and online, North Wales members
Bryn Euryn	Conwy
Bron y Nant Respite and Day Services	Conwy
Canolfan y Marl	Conwy
Antur Waunfawr	Gwynedd
Ganolfan y Gwystl	Gwynedd
Menter Fachwen	Gwynedd
Tea At Three self-advocacy members	Gwynedd
Clocktower	Flintshire
HFT, Hwb Cyfle and Hwb Dyffryn	Flintshire
Gors Felen	Anglesey
Ysgol y Bont	Anglesey
Mencap Mon	Anglesey
Youth Club	Anglesey
Wrexham Wellbeing Hub: SWS Group	Wrexham

The issues raised and the feedback provided has been summarised thematically.

Self-advocacy: People highlighted the important of self-advocacy and having your views heard. Advocacy was described as the central to their wellbeing and independence: *“This is very important”*.

Transport: Accessing reliable, accessible and reasonable priced is import for people with learning disabilities and their families. Several issues were raised around accessing bus passes, concerns around the right to have a bus pass being potentially removed and the challenges that arise with unreliable transport.



Feeling safe and supported: People with learning disabilities shared that they value the support provided. The feedback about the nature of support across North Wales was consistently positive across diverse settings, which was shared in group and individual discussions. A continued drive around value-based recruitment can build on the positive feedback around the quality and nature of the support provided. Good quality support is both valued and appreciated and being “invaluable”. Excellent support experiences were shared as a key strength across health and social care. However, people requested that appointment letters and information be provided in accessible and easy read format. This will allow people to access their information independently and understand the process to book health appointments. It was commented that: *“Receiving written information with pictures and in an easy-to-understand way is something helpful and important”*.

People with learning disabilities want to feel safe in their local communities, with some describing incidents when they have experienced name calling and bullying. A call to address community attitudes, understanding and the stigma associated with learning disabilities was highlighted. Compassionate community connectedness could provide positive empowerment for people with learning disabilities. Building a sense of community is important for both the face-to-face and virtual/online worlds.

Community and constructive leisure activities: People consistently shared their enjoyment of different activities from accessing the natural resources in outside spaces across North Wales, to participating in social/community activities to enjoying online events. The diverse activities included exercise, dancing, signing, drama club, Makaton, arts and crafts, youth clubs, music/gig events etc There was a firm response around the benefit, importance and impact of activities: *“I love making friends”*, *“I like being out and having a good time”* and *“I don’t want to feel like I’m nothing”*. These discussions highlighted the wish from people with learning disabilities to be able to stay out late and safely mix in the night-time economy e.g. attend nightclubs. Access to transport and support could often function as a barrier to achieving this aim. There is also a theme around the balance required for a mixture of bespoke, specialist and universal/community activities.

Promoting the right to have relationships: Several individuals accessing support highlighted the importance of experiencing intimate relationships. Some people accessing support highlighted their positive experiences of having intimate relationships, highlighting how this enhanced their happiness. The understanding, privacy and space required be able to form healthy intimate relationships was highlighted as a barrier for some people with learning disabilities. It was consistently shared that people with learning disabilities want the opportunity to have a ‘love life’. Intimate relationships and peer support is seen as a positive aspect that requires further promotion across North Wales.



Education and employment: Pupils at Ysgol y Bont highlighted the importance of friendships, activities, hobbies and learning life/practical skills in school, within a safe space with their peers. A key issue raised was around educational and employment options post 18 years old, which can often cause concern and anxieties around planning for the future. The post 18 years old plan needs to be proactive rather than reactive, with a focus on developing skills to build confidence and aspirations. Options need to be diverse, contemporary, focused on life-long learning and aligned to the needs and ambitions of the citizens accessing services across the region. With a focus on employment, the importance of practical support to develop employability skills and confidence to potentially progress to paid employment is impactful. However, businesses and employers across the region require support to develop the approach focused disability confident employers. People raised concerns around payment and wages: *“If everyone else have a proper wage, we should have as well”*.

PMLD: The need to have a thorough and robust understanding around the complexity of supporting people with profound and multiple disabilities (PMLD) was highlighted. This included understanding the nature of support required to promote independence and choice for people with PMLD in our communities. Due to what was described as limited understanding, opportunities and transport, providing diverse community and activity opportunities is a challenge. This is seen as inequitable and was passionately raised as a workstream that people across the learning disabilities community would welcome, with a focus on undertaking a regional PMLD needs assessment. The vision shared was around promoting a need and person-centred approach to the development of PMLD services across North Wales.

Respite options: Carers and families highlighted the gap in the menu of choice of respite options for children and young people across North Wales.

Health Checks: The positive work around developing a focus on promoting regular and accessible health checks was highlighted. There is enthusiasm and a commitment to continue to develop this work across North Wales.



8. Putting the strategy into practice

Following the analysis of the data gathered, the ethos for the strategy refresh is focused on:

Ethos: Enhancing support and opportunities to allow everyone to reach their individual potential, through a collaborative whole systems and lifespan approach.

Following the analysis of the data, perspectives and experiences gathered across each step of designing this strategy, the **key priorities** of the next 10 years are:

 **1. Reaching potential: Promoting progression, positive and active support**

 **2. Feeling safe and supported**

 **3. Lifespan and wellbeing approach**

 **4. Prevention and Early Intervention**

 **5. Voice choice, control: Promoting Self-Advocacy**

 **6. Access to Transport**

 **7. Children and Young People**

 **8. Transition Support**

 **9. Promoting positive relationships**

 **10. Community and constructive leisure activities**

 **11. Promoting support for People with Profound and Multiple Disabilities**

 **12. Education and Employment**

 **13. Having a Home**

 **14. Workforce**

 **15. Commissioning**

 **1: Reaching Potential**

Objective:

- To promote attitudes and values on the ethos of positive and active support as a key driver to supporting people to reach their potential.
- To ensure people are inspired to reach their potential, people with learning disabilities will be supported to be in charge of their own lives by having the same opportunities as everyone else.
- Support will be provided in a value-based and positive risk-taking manner.



- We will work to shape community attitudes, around raising awareness and addressing stereotypes about people with learning disabilities.

Timescale:



2: Feeling safe and supported

Objective:

- A continued drive around value-based recruitment can build on the positive feedback around the quality and nature of the support provided.
- Health and social care appointment letters and information be provided in accessible and easy read format. This will allow people to access their information independently and understand the process to book health appointments.
- A call to address community attitudes, understanding and the stigma associated with learning disabilities was highlighted. Compassionate community connectedness could provide positive empowerment for people with learning disabilities. Building a sense of community is important for both the face-to-face and virtual/online worlds.

Timescale:



3: Lifespan and wellbeing approach

Objective:

- Driving a 'right size' care and support approach
- The objective of supporting holistic wellbeing needs for people accessing support.
- To improve the wellbeing outcomes for people with learning disabilities, to include a focus on promoting diet, exercise and healthy lifestyles.
- The focus will also be on promoting active support, positive behaviour support and the use of the least restrictive options.
- The positive work around developing a focus on promoting regular and accessible health checks to continue.
- The promotion of positive physical and mental wellbeing will be measured through an outcomes measurement framework.

Timescale:



4: Prevention and Early Intervention

Objective:

- Promoting a holistic prevention and early intervention support across the lifespan for people with disabilities.
- Establish services based on local and regional needs and population data, to shape and enhance local and regional datasets to influence evidence-based planning.
- Promote technological support to enhance the digital inclusion of people with learning disabilities.



- Promote enablement, community services and support and offering a diverse range of activities will also be a priority.

Timescale:



5: Voice choice, control: Promoting Self-Advocacy

Objective:

- Develop and promote self-advocacy across the region.
- Citizens accessing support will be supported and empowered to make informed choices, including having a voice around their likes, dislikes and wellbeing.
- Offering voice, choice and control will be informed by changing the language norms.
- Giving voice to those who are often unheard will be a priority, for example, people with learning disabilities placed in-patient services or who are non-verbal. Easy read information, communication aids and sensory awareness will be offered to tailor communication to individual needs.
- People who live in geographically rural areas often feel isolated and need more consideration around the barriers they face, for example, due to challenges with transport and travel arrangements.
- Self-advocacy and independent advocacy for all citizens accessing support will be developed and promoted.
- Co-production will continue to be developed across all transformation workstreams.

Timescale:



6: Access to Transport

Objective:

- Access to affordable transport to enhance independence is a priority raised across the regional discussions.
- Work to facilitate low-cost community transport provision for people with learning disabilities.
- Access to places and people in the community will be a priority, for example, supporting transport and socialisation in the evenings and weekends.

Timescale:



7: Children and Young People

Objective:

- Respite for children and young people with complex needs to be developed across the region. A menu of choice of respite support to be developed across the lifespan, with a particular focus on developing respite options for children and young people.
- Further education options to be developed and promoted, to include a focus on enhancing practical skills, for example, budgeting skills.



Timescale:



8: Transition Support

Objective:

- Establishing a transition pathway across the lifespan for both people accessing services and unpaid carers.
- The support during transitional stages to be informed by a regional blueprint focused on agreed innovative good practice standards, ensuring a value based and seamless service across the lifespan.
- The transition support to be robustly developed from the age of 14 years old, with a focus on promoting educational goals and ambitions, employment options and wellbeing outcomes to establish individual career progression pathways.
- Transition support to be informed by choice, needs and a progression pathway supported by skills assessment that promotes person-centred independence.

Timescale:



9: Promoting positive relationships

Objective:

- Enhancing the approach focused on empowering people to develop and influence their social interactions and lifestyle choices.
- Promoting positive relationships focuses on positive relationships, belonging, getting to new places, experiencing holidays, being listened to, going out after 5pm, having people stay over, and taking risks/making mistakes.
- We will promote a sense of feeling safe, being part of the community and having the opportunity to follow your choice of having a relationship and experiencing love in our own private space.

Timescale:



10: Community and constructive leisure activities

Objective:

- Promoting diverse community activities including exercise, dancing, signing, drama club, Makaton, arts and crafts, youth clubs, music/gig events etc
- Promoting flexible access to transport and support to enhance access to a mixture of bespoke, specialist and universal/community activities.

Timescale:





11: Promoting support for People with Profound and Multiple Disabilities

Objective:

- The need to have a thorough and robust understanding around the complexity of supporting people with profound and multiple disabilities (PMLD).
- Understanding the nature of support required to promote independence and choice for people with PMLD in our communities.
- Develop a regional PMLD needs assessment.
- Enhance advocacy support to give voice and understanding to the diverse needs of people with PMLD.
- Promote and develop PMLD educational provision for young people.

Timescale:



12: Education and Employment

Objective:

- Promoting educational goals and ambitions to establish individual career progression pathways.
- The post 18 years old educational plan will be proactive rather than reactive, with a focus on developing skills to build confidence and aspirations. Options will be diverse, contemporary, focused on life-long learning and aligned to the needs and ambitions of the citizens accessing services across the region.
- People with learning disabilities will have the choice and opportunity to participate in employment.
- Develop educational options to build a pathway and culture where 'dream jobs' can be accessed.
- Support around maximising income on how to balance employment and benefits.
- Balancing managing expectations and supporting people to have the career pathway that suits their wishes and needs.

Timescale:



13: Having a Home

Objective:

- A commitment to shape options around where people with learning disabilities will live in the future.
- Improving fairer housing options, with a focus on flexibility, including extra care models and options that allow for more independence and having your own 'front door'.
- Provide support in a timely manner to prevent challenges that may result in placement breakdown, through the development of better supported living matching processes.



Timescale:



14: Workforce

Objective:

- The workforce development across Health and Social Care to work in partnership with a focus on values, asset and a person-centred approach.
- The ethos of all practice developments will be grounded in active and positive behaviour support grounded in agreed regional value-based principles.

Timescale:



15: Commissioning

Objective:

- Strengthen commissioning arrangements across Health and Social Care with a focus on a 'one careplan' approach.
- The drive to focus on developing services with the vision and aims of the 'More than a Provider' approach.

Timescale:





9. Impact: Measuring change

For each key priority action plans, established baseline data and suitable sets of indicators will be co-produced with the North Wales learning disabilities community, to ensure that each priority has an aligned action plan with clear milestones and measurable outcomes. When the action plans for each priority area are finalised, we will continue to engage across our community in North Wales to operationalise the priority actions.



