

**Appendix 2 Response to Recommendations – CASSC report ‘Closer to Home Project: Out of County Placements for Adults with a Learning Disability’.**

Number	Recommendation	Action Agreed/Partially Agreed/ Disagreed	Comment
RI	<p>Due to the Additional Learning Needs and Educational Tribunal (Wales) Act introducing clear direction for the Individual Development Plans of the most severe and complex cases becoming the direct responsibility of local authorities, Social Services should look to produce guidance which will provide all involved professionals with clear definition and distinction between complex and lower level needs and the necessary requirements to best support and develop such needs. This work could be developed by the newly formulated Business Analyst post who, within their role, should also look to take into account the projected demand of adults with a learning disability across the locality. Within their responsibilities it must be a priority of the Business Analyst to ensure and verify that all options offered to an individual with complex needs, in particular local options, are fully effective in providing said individual with an environment and opportunities that will encourage, develop and maintain their skills. The remit of the Business Analyst post should also include monitoring the service areas transition to an ‘An All Age Learning Disability Service’, providing the appropriate individual with their continued findings in order to ensure</p>	Agreed	<p>The recommendations to produce clear guidance around Individual Development Plans, to understand demand, to ensure we offer effective options and to monitor the service areas transition into an All Age Service are agreed. Implementation of the recommendations will continue to be taken forward through the services and projects below:</p> <p>The recommendation to develop guidance will be met through the multi-agency guidance ‘Planning for My Future, Transition 14 – 25; Multi-Agency Protocol for Children and Young People with Additional Learning Needs, Cardiff and The Vale of Glamorgan’. This protocol has been developed in Cardiff and the Vale following the ALNET (W) Act for children and young people with additional learning needs who require planning in order to successfully transition to further education, training and/or adult life. The aim of this protocol is to embed early prevention approaches through collaboration which identifies agreed roles, responsibilities, shared practice and processes in supporting young people into adulthood. The completion and launch of the protocol has been delayed by the pandemic. It is hoped the protocol will be finalised in autumn 2021. Training will be rolled out for multi-agency staff to understand their roles as the protocol is finalised.</p> <p>A regional education and social care project has been established to consider the improvements needed in local</p>

	<p>consistent monitoring. (KF1, 2, 3, 4, 5, 23, 25, 31, 32, 33, 34, 35, 36, 39, 43, 50, 62, 63, 64)</p>		<p>further education opportunities and to develop a clear local policy regarding access to specialist further education to replace the current Welsh Government guidance when the role is delegated to Local Authorities.</p> <p>The Business Analyst role has been introduced so Learning Disability Services can understand and plan for actual and projected demand across services. The focus is on data analysis and the role will support the service to gather and analyse data and review systems.</p> <p>Ensuring that opportunities are effective, is a key role for our social work teams. It is vital to assess each young person individually and consider outcomes and resources from an individual perspective. This is the social worker's role with the assistance of support planners and includes a focus on the effectiveness of planned interventions .. Where concerns about a provider are identified, this leads to a wider review of a service.</p> <p>Monitoring the effectiveness of the service areas transition to an All Age Disability ethos is vital, and work is ongoing to establish the key milestones that will demonstrate progress . The Business Analyst post will assist in the development of the monitoring regime.</p>
R2	<p>R2 The Business Analyst should also undertake a review of local lifelong learning provisions to ensure there is adequate local capacity to meet</p>	<p>Agreed</p>	<p>The need to take an intelligence based approach to ensure adequate local capacity for lifelong learning provisions is agreed.</p>

	<p>known demographical pressures. (KF1, 2, 4, 50, 63) Context Page 33 of 109</p>		<p>The Council's Education department collate data to understand and plan for local educational needs. Due to the Additional Learning Needs and Educational Tribunal (Wales) Act, the department is now collating data regarding the needs of young people who may require more specialist further education provision. This is shared with local colleges to assist their planning.</p> <p>A multi-agency regional work stream has recently been restarted to consider this data and how best to meet the further educational needs of young people locally. There is a further project with Cardiff and Vale College to assess how the service can better meet the needs of young people with a range of disabilities. This has resulted in changes such as an improved college transition experience for those in their last year of school.</p> <p>Within Learning Disability Services, the new business analyst function will provide support; identifying demographic trends and likely levels of specialist need. This will inform the work of the wider teamteam to consider local opportunities.</p> <p>Our support planning team, work with local facilities and services to develop opportunities based on individual outcomes. The team works with providers to develop further capacity where required. For example, we have worked with multiple volunteering opportunities to develop bespoke and inclusive opportunities based on personal interests and also worked with Vision 21, a social enterprise, to develop an independence skills course to meet local need. Additionally, an options appraisal is being</p>
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			completed regarding local day service needs. This approach ensures the options are as inclusive as possible.
R3	R3 Look to establish a formal communication strategy surrounding the transitional process which confirms communication goals, target audience and communication plan and channels. Such a strategy will help identify the key stakeholders and key information to be communicated within a transition process, along with identifying how and when information should be communicated. This should ensure earlier communication and aid disagreement avoidance and dispute resolution. (KF6, 7, 12, 13, 15, 22, 24, 27, 30, 37, 38, 40, 41, 48, 49, 52, 54, 59, 65)	Agreed	<p>As noted above, this approach has been included in the local guidance 'Planning for My Future, Transition 14 – 25; Multi-Agency Protocol for Children and Young People with Additional Learning Needs, Cardiff and The Vale of Glamorgan.</p> <p>The completion and launch of the protocol has been delayed by the pandemic. It is hoped the protocol will be finalised in autumn 2021.</p> <p>The Learning Disability Service plans to develop a website with clear information for the individuals and families we work with.</p>
R4	As part of the communication strategy, formally engage with service user representative groups on a set, regular basis to help shape, improve planning and inform decision making. Such engagement could also be encouraged and better stimulated more informally through the use of social media (KF1, 2, 3, 4, 6, 7, 13, 17)	Agreed	<p>There has been significant engagement regarding the development of the Transition protocol noted above. Further engagement with young people is planned in response to their feedback before the guidance is finalised.</p> <p>Additionally, this recommendation covers one of the priorities in the regional Learning Disability Strategy 2018 - 2023 which was co-produced with stakeholders. Work on embedding consultation in services started prior to the pandemic.</p> <p>For example the Learning Disability Partnership Group is held with local stakeholders (including People First Groups and the Parents' Federation) quarterly and this group holds responsibility for directing the Commissioning Strategy</p>

			<p>work streams which include representatives of all stakeholder groups. These groups usually meet bi monthly but this has been impacted by Covid.</p> <p>There is a work stream on coproduction and partnership working which will explore this further.</p> <p>We agree that it is vital that the Learning Disability Service have an appropriate website detailing what support is available. This again is an action from our commissioning strategy and work on this will restart as normal services resume. Advice will be sought from Corporate Communication colleagues as to the most effective and appropriate use of social media channels.</p>
R5	<p>Additional work is required in ensuring that a young person with learning disabilities and their carers feel more actively involved in the care planning process. Officers must ensure that care plans, including provider reviews are continuously written in accessible, appropriate language in order to improve understanding. Individuals and their parents/other relatives with responsibility for them, should always be invited to attend Reviews and contribute to Care Plans (with strict adherence to data protection, the individual's capacity and regulations set out in the Social Services and Well-being (Wales) Act). Clear protocols and guidance should be drawn up regarding the resolution of disagreements concerning Care Plans and Review outcomes. All disagreements should be</p>	Partially Agreed	<p>The Learning Disability Service works hard to complete assessments and develop care plans in partnership with individuals and families/carers. However, we always want to improve our practice.. A review of wellbeing forms is underway to ensure they are strength based. This will be linked to additional staff training on outcome based care planning to assist with accessibility.</p> <p>We send a copy of wellbeing assessments and care plans to individuals and also to families and carers (with consent) . Staff record the views of those who take part in the assessment. It is normal practice to have further contact to see if concerns can be resolved; this would be escalated to include team managers where issues are complex. Where it is not possible to resolve conflicting concerns, there is clearly recorded.. It is vital that a professional assessment retains independence; as a result we may have situations where not all parties agree. Where a</p>

	resolved in a timely manner. (KF6, 7, 11, 49, 58)		dispute continues, we have a complaints procedure which offers individuals and families a chance to have concerns reconsidered with clear timescales. This may result in an assessment being reviewed and if the complaint is upheld then the learning from the case would be incorporated into team practice briefings and/or individual training plans We acknowledge that it would be beneficial to give clear information and to issue the protocol and guidance in relation to disputes would be good practice, this will be completed within 3 months.
R6	R6 Develop and/or support an informal parents' network specific to those parents who have a child currently placed out of county (including further education provision) and those who have transitioned back. This network would play a vital role in the dissemination of information. Provide parents with emotional support from peers and also provide a formal avenue for the service area to gain feedback on issues relating to services and accommodation. In order to stimulate relations and ensure effectiveness, the Cabinet Member, Director of Adults, Housing and Communities; and local providers Communication Page 34 of 109 should look to engage with the network directly (KF3, 4, 6, 7, 8, 9, 12, 22, 27, 42, 47, 48, 49, 50, 52, 53, 65)	Agreed	We recognise that it can be extremely valuable for individuals and families/carers to have peer support. This is already in place locally through organisations such as Cardiff People First and Cardiff and Vale Parents' Federation. These services run special interest groups also and will look at linking individuals where appropriate. Both organisations are stakeholders in the Learning Disability Partnership Group which reports up to the Learning Disability Partnership Board. The Learning Disability Service will review how we can do more to encourage individuals and parents/carers to join these networks. The needs assessment for adults with physical disabilities will explore the potential for such a service for other groups.
R7	Through the parents' network, facilitate a conference once a year for parents of those who are due to transition or have transitioned from out of county provision. This conference	Partially Agreed	The need for a conference is agreed but , based on experience, it is proposed to extend the offer to make it available for all families who want to learn about transition and local services .

	<p>would again aid in the dissemination of information and could also be utilised as an arena to provide parents with workshops such as crisis management, dealing with complex behaviour and so on. The Cabinet Member, Director of Adults, Housing and Communities and local providers should again look to engage in the conference, providing the parents with information on local provisions such as staff competencies, information and case studies on where alternative living provisions have improved and developed a young person's skills and outcomes. Such valuable assurance will significantly assist an individual and their support network both in preparation for and during a transitioning period. (KF6, 7, 8, 12, 13, 17, 22, 27, 30, 47, 48, 49, 50, 51, 52, 53, 65)</p>		<p>The Service held a very positive regional transition event for individuals and parents which included Supported Living options in 2019. Local providers were able to give presentations and information on services. This included some individuals sharing their stories. Feedback was very positive and we were able to gather valuable comments from attendees. It was intended this would be an annual event. However, this was prevented by Covid during 2020. We intend to arrange an event either in person or virtually this year and annually thereafter. .</p>
R8	<p>Due to the proposal under the Additional Learning Needs and Educational Tribunal (Wales) Act for the responsibility of determining education provision (including funding) to come from local authorities, the Social Services directorate should look to review the working arrangements between themselves and the Education directorate to ensure robust collaboration workings are in place.</p>	Agreed	<p>There has already been significant collaboration between the Adults, Housing and Communities and Education directorates regarding the changes directed in the ALNET(W) Act including joint work on the multi-agency guidance 'Planning for My Future, Transition 14 – 25; Multi-Agency Protocol for Children and Young People with Additional Learning Needs, Cardiff and The Vale of Glamorgan'.</p> <p>A regional education and social care project has been set up to consider improvements needed in local further education opportunities and to develop a clear policy regarding access to specialist further education to replace the current Welsh Government guidance when this role is delegated to Local Authorities.</p>

R9	Ahead of the fundamental change in responsibility detailed in R8, and the current concerns surrounding how such funding will be subsidised by the Welsh Government, the local authority should continue to lobby the Welsh Government for an adequate funding formula citing the known demographical pressures. (KF1, 2, 18, 19)	Agreed	There is a need to continue to outline to Welsh government the need to ensure that a sufficient level of funding is provided to local authorities. Whilst discussions continue to be held with local authority education representatives on how funding will be distributed the main concern is the total level of funding being allocated.
R10	R10 In line with the upcoming Additional Learning Needs and Educational Tribunal (Wales) Act and the Welsh Government's Prosperity for All Strategy, all involved professionals must ensure all provisions are discussed during the initial assessment Strategies and Legislation Page 35 of 109 process with both the young person and relevant guardian for their transition into adulthood. Although it is recognised that Welsh Government regulations state local options must be considered first in the assessment process, it is paramount that the benefits of all provisions, including intentional communities must be recognised and therefore shared with individuals during the process in order to avoid ideological bias. This will also ensure that in line with the concerns of providers captured within this inquiry, the offer of specialist further education is not diminished and will ensure that the benefits of all provisions are recognised whilst mitigating the risk of the Council potentially being perceived as compromised in	Disagreed	<p>Welsh Government guidance regarding further education both in current legislation and under the changes in the ALNET(W) act, is clear that the statutory duty is to explore local specialist further education options first. If the local options cannot meet an individual's needs, then work is completed with the young person and their family regarding what other options are available to meet educational outcomes.</p> <p>A regional education and social care project has been set up to consider improvements needed in local further education opportunities and to develop a clear policy regarding access to specialist further education to replace the current Welsh Government guidance when this role is delegated to Local Authorities.</p> <p>Welsh Government will continue to administer the list of approved independent specialist colleges. However, Cardiff's Education department will be taking on the role of identifying where a young person's educational outcomes can be met locally or if not, what options may be available. They will work with young people and families to develop recommendations based on this.</p>

	its role as assessor, commissioner and funder. (K6, 7, 8, 11, 13, 16, 17, 31, 32, 33, 34, 35, 36, 43, 49, 50)		
R 11	Under the upcoming arrangements of the Additional Learning Needs and Educational Tribunal (Wales) Act, officers, when relevant, should give due consideration to the possibility of an individual's educational college course being extended to three years if determined that the individual has not met their educational outcome and would benefit from an additional year. (KF20, 23, 25, 35, 44)	Agreed	Within current Welsh Government guidance on specialist further education, there are clear indicators which evidence where a student may require a further year of study. The regional social care and education project group will ensure that clear processes around this are included in local policy.
R12	R12 There must be clear recognition that those who attend a specialist further education provision, in addition to receiving educational outcomes can also acquire additional skills such as social skills and increased autonomy; this must be more greatly portrayed by local authority staff. Such recognition could be reaffirmed within the possible handbook (R14). (KF31, 32, 33, 34, 35, 36, 43, 50)	Agreed	We agree that specialist further education can provide a wide range of outcomes for young people. We consider outcomes such as increased autonomy, social and communication skills, independent living, community engagement, building resilience, health and wellbeing etc. to be a core part of any further education curriculum. When council takes on consideration of post 16 specialist placements, we will review what information the education service is providing for young people and their families to ensure the full curriculum is portrayed.
R13	R13 As part of the Joint Commissioning Strategy for Adults with a Learning Disability (2019-2024) look to ensure, and/or support, the establishment of a clear formal framework arrangement between the local authority and health board. Such a framework will provide clear roles and responsibilities for the bodies	Partially Agreed	Cardiff and the Vale University Health Board are our statutory partners. We have an agreed regional commissioning strategy with shared priorities. We also have regular multi agency meetings and have established very good working relationships. Social Services statutory duties are set out in law and guidance and there is also guidance and case law regarding continuing health care

	<p>and potentially assist in the establishment of pooled budgets, avoidance of lengthy disputes and further strengthen collaborative working. (KF6, 7, 24) Finance Page 36 of 109</p>		<p>eligibility. The role of the Deprivation of Liberty (DOL's) and Continuing health Care coordinator post has assisted in the process to ensure disputes are dealt with in a timely manner. In addition, the teams meet with Swansea Bay UHB colleagues on a six weekly basis to consider cases and practice. Currently there is no evidence of lengthy disputes regarding individual's needs.</p> <p>There is much positive work currently with Swansea Bay University Health Board who run the local specialist health team. There is significant and effective multi-disciplinary case work although TCardiff and Vale UHB are working to develop a clearer commissioning relationship with Swansea Bay. Additionally we are working towards co-location. Both these factors will improve working relationships further.</p>
R14	<p>R14 Look to develop a handbook which covers the full spectrum of a transition process which can then be utilised as a tool for disseminating information to those with learning disabilities and their family, setting clear guidelines and expectations and dispelling any confusion. It is essential that the handbook provides an individual with the full scope of the 'next steps' following secondary education and all available options. The handbook should also look to provide clarity on the assessment process for further education provision, including contributing factors, how decisions are made, the evidence which will be required during an</p>	Partially Agreed	<p>We agree that it is important that we improve the information given to individuals and families regarding council services and processes and make appropriate links to policy, guidance and legislation. We will meet this recommendation through our planned development of a Learning Disability Services Website. Local citizens are increasingly using digital formats to access information. Such formats also allow rapid updating and links to other relevant resources. .</p> <p>The individuals we work with require easy read versions and can find short films very helpful to demonstrate processes and options.</p>

	<p>assessment, a summary of the funding process, the timeline for which decisions are made and the appeal process which includes clear signposting to relevant regulators. The handbook should also provide a summary of relevant legislation and how it may directly impact on an individual along with information about benefits and entitlements the individual may be eligible for. The Handbook should also look to ensure clarity on average length of placement for an individual undertaking a further education course and also provide generic reasoning for potential discrepancies in course lengths. This handbook must be provided to each individual transitioning from children to adult services and must also be available in schools and any other relevant avenues deemed appropriate. Local providers should also consider contributing to the handbook to ensure their services are fully reflected. The Handbook should also be available electronically on Cardiff Council website and should also be available in alternative languages on request. (KF5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 22, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 38, 40, 41, 42, 43, 47, 48, 49, 50, 51, 52, 53, 59, 60, 65)</p>		<p>Guidance regarding the child to adult transition process will be put on the council, schools and multi-agency websites. This will include the local transition protocol. Easy read and film versions are being developed to assist understanding. Leaflets will also be developed with key points and information.</p> <p>The Learning Disability Team has already developed films on transition and supported living and plans to expand this to cover other areas. Currently individuals and families access this via a private You Tube channel but this will form part of the Learning Disability Service Website.</p> <p>The Transition process will be discussed in Individual Development Planning meetings at school. Options are individualised and are the result of education and (where required) social care/multi agency assessments. Transition social work staff are also able to talk families through transition processes and answer questions.</p>
R15	R15 There must be a specific, separate pathway and subsequent published guidance for further education leavers. The service area must ensure that the pathway addresses the full range of an individual's requirements, including	Partially Agreed	The pathway to access advice, information and services from the Learning Disability Team needs to be made clearer for all young people. There is one pathway from referral, assessment and discussion of available options for support dependant on the needs, outcomes and

	<p>but not limited to, accommodation provision, employment, life-long learning provision, long term health, friendships and relationships (remaining mindful to both current and future needs). (KF6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 27, 28, 30, 37, 38, 40, 41, 42, 43, 47, 48, 49, 50, 51, 52, 53) The Transitioning Pathway Page 37 of 109</p>		<p>aspirations of the person. Attending a college may be part of this pathway for young people leaving school.</p> <p>As noted above, the Learning Disability Service plans to develop a website with appropriate information on local services. This will have links to information on services such social work team information, advice and assessment, accommodation, employment, local activity opportunities and our support planning function. We will also have links to other key services such as the website for Swansea Bay University Health Board. This work has been delayed by the pandemic but is hoped to progress this year.</p> <p>We will look to supplement this with leaflets.</p>
R16	<p>R16 A rigid schedule for the decision making process for transition between provisions should be formed which includes a set timetable of when all stakeholders must be informed of a decision outcome. Within all published guidance, and verbal discussions, all local authority officers must ensure clarity is provided to individuals and involved family members on the duration of placement length. If a placement is provided temporarily or it is known it will cease (e.g. educational course) clear guidelines on when a transitioning phase will begin must be provided to the individual and any relevant family members prior to a placement commencing. In order to ensure no undue stress for the individual with learning disabilities, subsequent provision must be confirmed prior to</p>	Agreed	<p>All college courses are currently agreed by Welsh Government for the duration of the curriculum of 2 or 3 years and this is noted at the outset. This information is currently put in writing by Welsh Government. Under the ALNET(W) Act, this role will be delegated to the education department and policy is being developed to ensure clear processes are in place.</p> <p>The policy and processes will be developed and implemented shortly.</p> <p>The social work team will also write to the individual and family to set out our roles during the period they are in college. This will be clarified at social care and college reviews. Each young person's needs are different, some individuals return home to live with families, others into supported accommodation and a minority require</p>

	<p>a placement ending. If provision is unable to be confirmed prior to a placement ending, where current providers are able to extend their provision for an agreed period of time, due consideration should be giving to facilitating such possibilities whilst permanent provision is sourced. This possibility should be considered early in the transition process. Greater structure around the decision making process will facilitate more enhanced communication between all involved stakeholders, avoiding potential disputes and ensuring more effective outcomes for all involved (KF9, 10, 11, 13, 14, 23, 25, 37, 38, 40, 41, 44, 48, 49, 50)</p>		<p>residential or nursing care. We work hard to identify and source appropriate services.</p> <p>It will be helpful to clarify further the social work role and tasks with families and our expectation regarding the need to work together to ensure the right information is shared. When we have not been able to find appropriate long term services for a young person at the right time and they cannot return to the family home, we always consider whether we need to explore extending their current provision until local options become available or there are better alternatives. We agree enhanced communication is imperative between all stakeholders so individual and families know all the options available to them.</p>
R17	<p>R17 Being mindful to known demographic pressures, undertake a review in order to consider if four transition social workers who cover the full transition spectrum from Children to Adult services is enough to adequately provide individuals, who may also undergo a transition in accommodation provision, with the required consistency to ensure their needs are best met, minimising any potential disruption and distress, and maximising a smooth transition. (KF1, 2, 5, 26, 28, 29, 40, 41, 49)</p>	Agreed	<p>This issue will be considered by our business analyst as part of a review of transition services This review will identify any gaps in the transition process and we will implement actions to ensure a smooth transition for the young person.</p>
R18	<p>R18 Agreement amongst all stakeholders within a transition process must be a fundamental priority. This could be achieved by providing continued assurance that compatibility factors such as age group, sex, type of learning disability, complexity of support needs,</p>	Partially Agreed	<p>We always seek agreement amongst all stakeholders in a transition process and this is much more likley when all the relevant information is shared in a timely way. . Our priority is always to meet the individual's needs and outcomes safely.</p>

	<p>personality etc. is considered throughout the transition process. Evidence gathered during this consideration should be Transitioning from an of out of county provision Page 38 of 109 shared with both the individual and relevant family member (where appropriate and in line with the adherence set out in R5). (KF38, 42, 45, 49)</p>		<p>Compatibility in supported accommodation is always considered carefully; there can be many factors involved. At times personality, interests and individual need can outweigh other considerations such as diagnosis or age etc. We use a range of information sources to assess needs. Alongside this we work hard with individuals and families to understand their views and wishes as this a key factor in finding the right service. We are always happy to share information regarding processes with individuals and families. We will also make sure this process is detailed on the website.</p>
R19	<p>R19 Look to develop an assessment centre which allows for onsite assessment which will subsequently ensure no individual is transitioned from any out of county # placement, including further education provision, without appropriate accommodation being sourced and confirmed. Such a facility will help to avoid potential regression in skills and/or place unnecessary strain and disruption on both the young person and any involved family members and act as a tool for contingency planning. (KF25, 44, 46, 54, 55)</p>	Partially Agreed	<p>We believe that such assessment needs to be considered on an individual basis – some individuals would benefit from such a stay and others would find it too difficult and would need to move directly into permanent accommodation. Assessment work can be completed via staff visits to a person at their family home and/or out of county placement and the use of overnight stays in local respite services where this is appropriate. We have started to explore this option. Unfortunately, overnight respite capacity within the Local Authority and private sector is currently reduced due to infection control measures but as these ease, we will develop a robust plan. Additionally, we are completing a capital bid to build a new respite service and will explore the option of building in an assessment offer within this provision.</p> <p>Regarding contingency planning tools. When we complete wellbeing assessments, we consider contingency planning with individuals and families. This will consider wider networks and also identify when more support is required.</p>

			<p>We have a local emergency accommodation service (EAS) that supports individuals in crisis with very good results. A recent example occurred when a young persons home situation broke down suddenly. The young person accessed our EAS where their needs were further assessed and they were then supported to move on to more permanent supported accommodation. The young person has become far more independent and is very happy with their new service.</p>
R20	<p>R20 It is felt by Members that the move to support young people with learning disabilities to progress into adult life within their home area, further emphasises the importance of early planning and need for greater multi-disciplinary team working around the young person which is vital if the individual wishes to progress into more independent living. Therefore, where possible (and required) multi-disciplinary approach must be applied to those leaving further education provision. (KF35, 39, 60)</p>	Agreed	<p>Where individuals have complex health needs, the social work team always refer to our health colleagues in Swansea Bay University Health Board and we are able to provide a multi-disciplinary service. We have many examples of MDT input where young people are transitioning from further education provision. We are reviewing the timeliness of the MDT response and any findings of concern will be fed back to both Swansea Bay and Cardiff and the Vale University Health Boards to flag up any required improvements. The code for ALNET(W) Act also guides services to identify where multi agency input is required and this is reviewed in IDP meetings or earlier if needed.</p>
R21	<p>R21 Look to gather feedback surrounding transition between provisions in a more strategic way by implementing a structured feedback process with all relevant stakeholders including the young person and family members who have undergone a transition from an out of county provision. The framework should look to determine service user satisfaction, performance monitoring and identify possible</p>	Agreed	<p>The Supported Living Team already review moves with tenants, providers and involved professionals and seeks to identify whether any service improvements are required. We will look to build formal family feedback into this wherever appropriate.</p> <p>Additionally there is a 3 month social work review following an individual's move which offers opportunities for</p>

	areas for improvement within the process. (KF58, 60, 61)		monitoring progress and feedback. We will review how this links in with Supported Living Team processes.
R22	R22 Work with local providers to ensure all documentary evidence such as risk assessments, house reports, and an individual's activity timetable and food intake is shared with parents (where appropriate) in a more structured manner. Such a process would help encourage and stimulate parents' confidence that their child and their needs are being met and developed and provide parents with assurance that each aspect of their son or daughter's life such as diet choice is being overseen. (KF51, 52, 53, 59, 60)Page 39 of 109	Agreed	<p>This information should be available for parents where the individual gives consent. If the person lacks capacity a best interest decision can be explored. Each tenant has regular person centred reviews which families are given the opportunity to participate in. These cover what is important to and for the person and develops their timetable and personal plan which would consider all aspects of their life.</p> <p>The Supported Living Team will work with providers to explore how documentary feedback is currently given and see what improvements may be required.</p> <p>All our block contract providers look at how they demonstrate how outcomes are met. One of our providers has developed a very exciting App which offers tenants the opportunity to share a daily virtual diary with those important to them. It gives a very clear view of what they are doing and enjoying. We are interested to see how this develops and how it can be used further across services.</p>
R23	R23 Take an active role in encouraging providers to further develop their Positive Behavioural Support (PBS) approach through organisational strategies which focus on developing staff skills and enable PBS to become more widely embedded in routine practice. Encourage and facilitate providers to more greatly distribute this information to all relevant stakeholders. (KF51, 52, 53, 60)	Agreed	This is already in place. The practice of Positive Behavioural Support is embedded in the practice of our local supported living providers. All organisations have qualified PBS leads. Staff will receive PBS training to a level that is pertinent to the people they support. We feel this is embedded in routine practice. We will advise our providers of the need to publicise this further and ensure it is part of our transition information.

R24	R24 Encourage shared learning across providers. Such shared learning will not only provide an opportunity for individuals' with learning disabilities to meet other peers, but also provide a valuable assurance of the quality of care on offer within local providers. (KF51, 52, 53)	Agreed	<p>The Supported Living Team has developed systems to support our contracted supported living providers to share concerns and best practice. We have always had regular provider meetings and during the pandemic, regular virtual meetings have been in place. The currently frequency of meetings will be reviewed following the pandemic taking on the benefits of the virtual approach where appropriate..</p> <p>The quality of care and service of our block contract providers is monitored by our Supported Living team. Staff carry out monitoring visits to the schemes and seek feedback from tenants, families and others involved. There are clear processes for scheme review and flagging and addressing any concerns.</p> <p>The contracts include the need for providers to focus on inclusion in local communities and support tenants to develop networks. There is significant evidence of opportunities for individuals to engage with their peers and also to develop local networks.</p> <p>Regarding other local services: When social workers complete reviews with individuals, the quality of services are considered. We will review how we use this information and how it links with the support planning and commissioning teams to ensure developments or concerns are shared more formally. There are significant opportunities in the city for the people we work with to develop relationships with their peers.</p>
R25	R25 During the transition process, ensure the sharing of information between providers is	Agreed	A move on checklist is already used by the Learning Disability Team to ensure all details are considered and

	<p>facilitated as soon as new provision is confirmed and ensure this is continued as an ongoing process in preparation for the transition. Provide an active role in certifying that all relevant documents and information obtained on the individual during an out of county provision is transferred to the new provider prior to a placement commencing. Consider including this process of conveying information between providers within the Cardiff &amp; Vale Multi-Agency Protocol for Children and Young People with Additional Learning Needs' (currently in draft form). The information which is transferred between providers, should be available (where appropriate) on request. (KF17, 46, 56, 57, 60)</p>		<p>this . will be reviewed to see where improvements can be made. Additionally, whenever a social care placement is identified, the social work team work with the individual, family and provider/s to develop a transition plan based on individual needs.</p> <p>The multi-agency protocol is written for a wide range of young people most of whom do not require out of county provision or any type of accommodation. As a result, we feel that the checklist is better placed with the Learning Disability Service where it can be updated as required.</p>
R26	<p>R26 If not already in practice, encourage local providers to consider enlisting parents onto their Board of Trustees. Such engagement and collaboration would stimulate and encourage better relations and understanding between parents and local providers. (KF51, 52, 53)</p>	Agreed	<p>Local contracted supported living providers already have family members and people with learning disabilities and lived experience on their Boards of Trustees.</p>
R27	<p>R27 As stated in the National Commissioning Board's guidance document, Commissioning Accommodation and Support for a Good Life for People with a Learning Disability, the service area requires clear focus when developing the provider market, ensuring The Capturing of Data Gaps in Local Provision Page 40 of 109 that all provision developed adds social value and improves an individual's wellbeing. In line with the growing demographic pressures, the</p>	Agreed	<p>A key priority of our Joint Learning Disability Commissioning Strategy is to develop a range of accommodation to support local people to be able to live in Cardiff. There has been significant multi-agency work regarding what is needed for local citizens with more complex needs and there is a work stream under the Strategy to consider this. The Learning Disability Service has employed a business analysis to ensure we collect and collate the correct data to plan appropriate services locally. Work already completed regarding</p>

	<p>service area should look to locally develop a specialist provision specifically catering for those with complex needs. (KF1, 2, 3, 4, 23, 25, 33, 34, 36, 50, 62, 64, 65)</p>		<p>accommodation specifications for individuals with complex needs is informing our housing strategy. This has led to successful business plans for local core and cluster and housing schemes.</p> <p>A key role is also played by partner agencies who have to ensure appropriate specialist health support is available to support complex individuals living locally – this capacity directly links to what other services we can provide safely. This work is also considered a priority in our joint commissioning strategy.</p>
R28	<p>R28 When developing local options, formal evaluation should be drawn upon to ensure that the cost-benefit of different models are accurately assessed. The service area should consider commissioning an independent cost-benefit analysis and impact assessment on the immediate and longer term benefits of all out of county placements, which is to include health benefits and sustainability of the skills individuals may acquire when placed out of county, with a particular focus on those diagnosed with high, complex needs. Such work should also include benchmarking costs against other local authorities in order to determine the possibility of providing individuals with greater opportunities for alternative provision, including out of county placements where appropriate. Such formal evaluation will also greatly assist the development of local models. (KF3, 23, 25, 31, 33, 34, 35, 36, 50, 62, 64, 65)</p>	Agreed Partially	<p>When we develop local options, we base this on analysis of local need, cost benefits, value and quality. For example our local supported accommodation tender has a very detailed specification based on local need and is assessed on a 60/40 % quality and value for money basis. It is difficult to assess costs against other local authorities due to the capital costs in Cardiff. However, the commissioning team completed an analysis of models across Wales when developing our current supported living specification. The current specification follows a progression model and is very well thought of by providers; we are seeing interest in our model from other local authorities. The independent audit of services by Alder Advice felt the contract was an example of national good practice.</p> <p>We are able to offer Direct payments in lieu of supported accommodation and individuals can choose to use this.</p> <p>The immediate and longer term effects of any placements are assessed individually through a wellbeing assessment</p>

			<p>which identifies needs and outcomes. This is what leads to a decision regarding the individual's service options. We have recently had an independent analysis of learning disability services and need to embed the action plan following this (which has been delayed by Covid) before considering any further analysis.</p> <p>Since the report our business analyst has started. They will be supporting our planned the strategic overview of accommodation needs.</p>
R29	<p>R29 Within the work of the Accommodation Strategy which is currently being developed to identify, develop and improve local options, the service area should look to include buildings not currently in use, particularly those located in the suburbs of Cardiff with more grounds. (KF3, 34, 62, 64, 65)</p>	Agreed	<p>Currently the directorate is working in partnership with housing development and strategic estates to consider all opportunities across the city.</p>
R30	<p>R30 A robust review process of an individual's health, well-being and skill set must exist for all individuals who have transitioned from an out of county provision. This process should include specific assessment measures, which are captured both pre and post move in order to determine any potential 'impact' of a transition. Such monitoring will more greatly ensure that an individual's quality of life and skill set are both maintained and developed within provisions. This plan for specific assessment measures should be developed in line with the providers and subsequently shared with all concerned parties including the individual and</p>	Agreed	<p>We assess skills in a detailed wellbeing assessment and care plan developed with the person and involved others prior to a move. This is to be reviewed within 3 months of the move.</p> <p>The review paperwork is being updated currently to better capture progress and outcomes.</p> <p>Additionally, accommodation support Providers develop personal plans based on statutory care plans, available skills assessments and person centred planning meetings. These should have clear goals agreed with the person and relevant involved others which are reviewed 3 monthly and consider progress.</p>

	their family (where appropriate). (KF45, 50, 57, 60, 61)		
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