



Lancashire Teaching
Hospitals
NHS Foundation Trust



Learning Disability Plan 2023–2026

Together, we do extraordinary things



Always
Safety First

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Introduction

The aim of this document is to set out a 3-year plan (2023-2026) to support patients who have a learning disability throughout their journey of care in Lancashire Teaching Hospitals NHS Foundation Trust (LTHTR). The Learning Disability Plan considers care within the Emergency Departments, Inpatient and Outpatient areas.

At LTHTR we are committed to providing outstanding, patient-centred, and individualised care. It is crucial that our patients feel safe, listened to and have confidence in the knowledge and skills of our staff. The plan aims to ensure positive experiences and involvement of families and carers who play a pivotal role in their loved ones / patient's journey. This Learning Disability Plan builds on the work that has been completed over recent years. It provides a clear commitment for continuing this progress and aims to ensure continued development, drive to reduce health inequalities and co-production with people with a lived experience of a learning disability and experts by experience (families/carers).

This document has been named a 'plan' rather than a strategy following consultation with people with a learning disability and covers all ages (children, young people and adults). A separate Learning Disability Plan and Autism Strategy has been identified as important for our patients with a lived experience of either a Learning Disability or Autism. The Trust and consultation events have recognised the unique difference between a Learning Disability and Autism, and although action plans may overlap, the importance of separating the strategies was clearly voiced.

The Trust recognises and welcomes the opportunity to work in partnership with our multi-agency partners including health, social care, voluntary agencies, our Integrated Care Board/System colleagues (responsible for planning and ensuring provision of health services) and patient/user involvement groups. Through working in partnership, we will ensure our collaborative efforts contribute to improving the health and outcomes of those with a learning disability.

This plan is a document that can be added to following further local or national guidance (for example: further guidance is awaited for The Down Syndrome Act (2022)).

This plan will be made available in an Easy Read version.



Context to the Plan

The Learning Disability Plan is led by information collated for the NHS England and NHS Improvement (NHSEI) Learning Disability Benchmarking Standards which have been developed with patients and families to continuously assess and improve care. The standards for Lancashire Teaching Hospitals NHS Foundation Trust (LTHTR) includes:

Respecting and Protecting People's rights

Inclusion & Engagement

Workforce

The Learning Disability Plan is also led by patient, family, carer and staff feedback.

The document includes our commitment for continuous improvement within the agendas of Special Education Needs and/or Disabilities (SEND) and Learning from lives and deaths – people with a learning disability and autistic people (LeDeR).

The Equality Act (2010) ensures that all people accessing healthcare have equal opportunities to care and to treatment. Equality for people with disabilities may require the organisation to make reasonable adjustments to its service to accommodate specific or additional support needs of those with disabilities. As a Trust we are committed to ensure that all patients have equal rights, feel listened to, have the opportunity for involvement in improvement programmes with an aim of co-production.

The Learning Disability Plan ensures a shared vision in the implementation of reasonable adjustments, aims to reduce health inequality, and is committed to ensuring that patients with a learning disability and SEND have a positive experience from a skilled workforce.

Following a number of consultation events with people with a lived experience we have recognised that there are overlapping priorities in the action plan for services delivering care for people with either a Learning Disability or Autism (or both), including SEND, LeDeR and the NHSEI Benchmarking Standards. However, we also understand the unique difference between a Learning Disability and Autism and therefore a separate Learning Disability Plan and Autism Strategy has been developed.



There are approximately 1.5 million people in the UK who have a learning disability.

The Down Syndrome Act 2022 recognises that there are approximately 47,000 people living in the UK with Down Syndrome

A Learning Disability is different for everyone, and support needs will vary. It is important that we understand the strengths and needs of every individual person.

A Learning Disability is life long and should not be confused with Learning Difficulties (such as dyslexia and ADHD) which does not affect intellectual ability.

Learning Disability:

Mencap defines a learning disability as:

- A reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money which affects someone for their whole life.
- People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people.
- People with a learning disability may have more than one diagnosis and conditions that are unique to them. This may include physical and emotional needs

Special Education Needs and/or Disability (SEND)

Special Educational Needs and/or Disabilities (SEND) forms Part 3 of the Children and Families Act (2014) and covers the age range of 0–25 years.

Schools are funded to meet the majority of Special Educational Needs (SEN) and support and adjustments will be arranged to meet the child or young person's needs – set out in a SEND support plan.

At times an Education, Health, and Care Plan (EHCP) is needed to ensure health, social care and education work together to meet these needs. The Trust is committed into their statutory obligation for SEND, the EHCP process and ensuring our services are identified in the SEND Local Offer (which describes the services offered by agencies).

Learning from Lives and Deaths: People with a Learning Disability and Autistic People (LeDeR)

The LeDeR programme aims to improve health and social care for people with a learning disability and autistic people, to reduce health inequalities and to stop people from dying too soon by making care better.

A LeDeR review will look at a person's life as well as how the person died, this helps to identify good practice, improvements for care (health and social) and agencies work together to understand any lessons learned. We as a Trust are committed to learning and being part of the LeDeR process.

National and Local Drivers for Change

This plan sets out the Trust's commitment in line with the national strategy – The NHS Long Term Plan and the NHSI Learning Disability Improvement standards (2018).

The Long-Term Plan sets out a number of ambitions to support improvement of care and better services for people living with Learning Disability including:

- Ensuring that NHS commissioned services are providing good quality health care and treatment to people with a learning disability and autistic people and their families.
- In doing so, NHS staff need to be supported in making the changes needed (reasonable adjustments) to make sure people with a learning disability, autism or both get equal access to, experience of and outcomes from care and treatment.
- Also, to make sure that the NHS as a whole has an awareness of the needs of people with a learning disability, autism or both and by working together improves the way it cares, supports, listens to, works with and improves the health and wellbeing of individuals and their families.

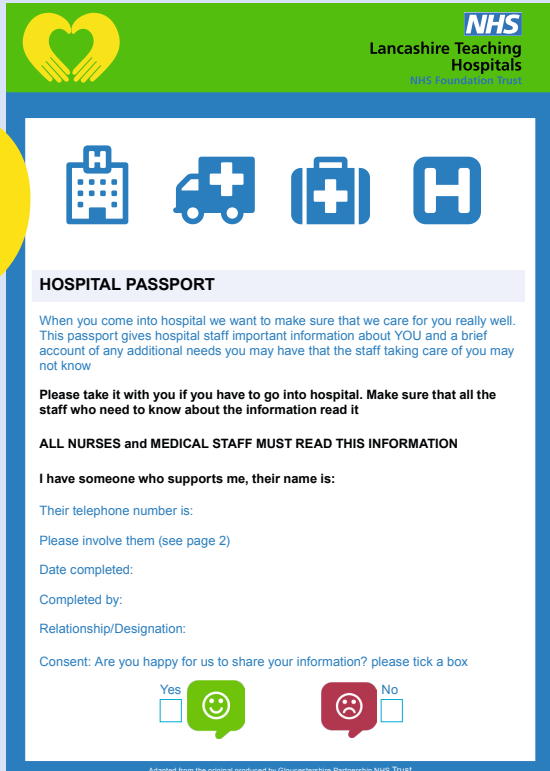
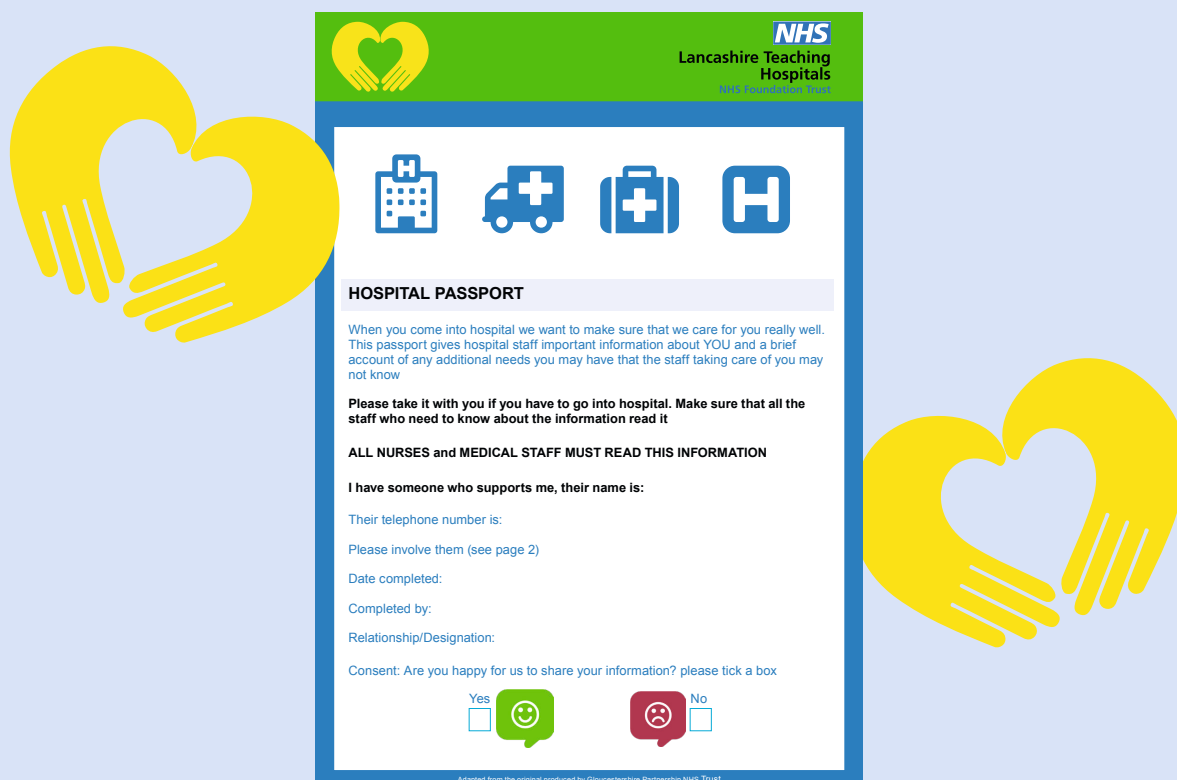
This plan has also been led by:

- Valuing People – A New Strategy for Learning Disability for the 21st Century (2001).
- The Learning from lives and deaths – People with a learning disability and autistic people (LeDeR) policy (2021).
- Lancashire SEND Plan 2021–2025.
- Safeguarding statutory requirements and Mental Capacity Act (2005).
- The Lancashire & South Cumbria Strategy (2022) All-Age System Strategy for Learning Disability.



Where are we now?

- The Trust has invested in a Matron for Mental Health, Learning Disabilities, Autism, Dementia and Learning Disability Specialist Practitioner/Nurse who support patients, families and specialist teams to consider reasonable adjustments, to deliver person centred care and to work closely with multi-agency partners including the Local Authority, Community Learning Disability services, other Acute Trusts, local community Trusts and the Integrated Care Board.
- Has ensured the completion of the annual NHSE/NHSI Learning Disability Benchmarking Standards for 4 years and submission for the 5th year – providing data analysis to the standards, patient feedback and staff feedback.
- Developed and implemented 'The Care of Patients with a Learning Disability and/or Autism within Lancashire Teaching Hospitals' policy to support the needs of patients with a Learning Disability – ensuring capacity or best interest process is followed, resources are available to staff supporting in the patient's journey (for example, Hospital Passports).
- A Reasonable Adjustment flag on electronic patient records which identifies Learning Disability (along with other needs for example autism or physical disability) which allows us to ensure staff are aware of the changes (adjustments) that are needed to support care – for example, adjusted times and length of appointments, changes to support sensory needs or communication aids. This flag (or LTHTR picture for Learning Disability) has been developed with patients with a learning disability.
- The develop of a staff Intranet with various resources (for example Communication books and 'Now and Next' cards.
- The development of Easy Read information specific to individual care plans or information leaflets (for example, PALS leaflet).
- The development of personalised Social Stories (booklets or videos) to help understanding of the planned appointment, medical intervention, or pictures of multidisciplinary team to reduce anxiety about accessing healthcare.
- The development and implementation of LTHTR Hospital Passports, and education around their use and improvements for patient care.



NHS
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HOSPITAL PASSPORT

When you come into hospital we want to make sure that we care for you really well. This passport gives hospital staff important information about YOU and a brief account of any additional needs you may have that the staff taking care of you may not know

Please take it with you if you have to go into hospital. Make sure that all the staff who need to know about the information read it

ALL NURSES and MEDICAL STAFF MUST READ THIS INFORMATION

I have someone who supports me, their name is:

Their telephone number is:



Please involve them (see page 2)

Date completed:

Completed by:

Relationship/Designation:

Consent: Are you happy for us to share your information? please tick a box

Yes  No 

Adapted from the original produced by Gloucestershire Partnership NHS Trust.

- Bespoke training sessions with our Learning Disability and Autism Champions and specialist teams often co-delivered with people with lived experience. An e-learning module on Learning Disabilities, and recent co-working with the Trust Neurodiversity Lead to develop a Core Module which has been mandated.
- Have established Learning Disability and Autism Champions who provide the ward with increased knowledge, receive training including by people with a learning disability and are the link to positive patient experience on the wards and departments.



- Prior to COVID-19 we held 'Our Health Day' annual events which was an event co-produced with people with a learning disability to inform the community about different health needs, screening in relation to health and aimed to ensure access and reduce health inequality.
- Involvement in the Integrated Care Board (ICB) task and finish groups including Managing Deteriorating Health and Health Inequalities group - Ensuring learning into action for service development.
- Engagement with the LeDeR (Learning from lives and deaths, people with a learning disability and autistic people) Steering Group. Active involvement, and implementation of lessons learned and learning from patient experiences, and internal processes to ensure LeDeR notifications are submitted.
- Involvement in Lancashire & South Cumbria SEND Partnership - including a SEND clinical lead and SEND Champion, working with the SEND Designated Clinical Officer into the completion of Educational Care Health Care Plans (EHCP).
- Established a SEND Improvement group share the message of SEND, ensure service improvements are aligned to the SEND priorities and the Trust are driving forward SEND (for example Transition, data capturing and Neurodevelopmental pathways).

- Improved systems to understand patient experience and incidents – changes made to the Trust incident reporting system to include Learning Disability and Autism (as per NHSE/NHSI Standards) which can capture compliments, concerns and complaints of patients, families and carers. Close working with the patient experience team.
- Continued attendance and close working with members of the Lancashire Learning Disability Partnership Board active planning/involvement into the Live Healthier, Live Longer group.
- A Special Care Dentistry service which is focused on ensuring our patients with a Learning Disability, autism or mental health difficulty are supported to access dental care, have reasonable adjustments ensured, close working with families and carers and a dedication to reducing anxiety by using different methods (for example: written or video social stories).
- Special Care Dentistry working on transition clinics, so children with complex needs have a transition plan is developed from starting High School/age 11 years.

It is recognised that although we have had a journey of improvement, our progress has been significantly stalled as a result of Covid-19 and much of the work commenced is to be re-started or continued. The Learning Disability Plan 2023-2026 aims to focus the next three years improvement.



Consultation: Who have we listened to in developing this strategy

Consultation with people with lived experience (a learning disability), experts by experience (families and carers) and multi-agency consultation has been key for the development of this Learning Disability Plan.

Key people have included:

- Two consultation events including people with a learning disability, families and carers.
- The Learning Disability Partnership Board including people with a learning disability, providers, 3rd sector agencies and multi-agency partners.
- Local advocacy groups.
- Lancashire Teaching Hospitals NHS Foundation Trust Patient Experience and Involvement Group
- Lancashire Teaching Hospitals NHS Foundation Trust Learning Disability Champions
- Lancashire Teaching Hospitals NHS Foundation Trust Specialist Teams and staff across the Emergency Departments, Outpatient, and Inpatient areas.
- Lancashire Teaching Hospitals NHS Foundation Trust Patient Experience and Patient Advisory Liaison Service (PALS) teams.
- Lancashire Teaching Hospitals NHS Foundation Trust Governors.
- Multi-agency partners across the Integrated Care Board including leads/members from SEND and LeDeR groups.
- Lancashire Teaching Hospitals NHS Foundation Trust SEND Improvement Group.

You said in the consultation:

What should our first 3 priorities be for the Learning Disability plan?



Ideas for Co:production

Our Alignment to Trust Values, Objectives and Strategies

Our Values

This strategy aligns with the Trust mission, ambitions, and values. Our values were designed by our staff and patients and are embedded in the way we work on a day to day basis, are at the core of everything we do and are embedded to guide high quality, patient-centered care:



Being caring and compassionate

Being caring and compassionate is at the heart of everything we do, we will understand what each person needs and strive to make a positive difference in whatever way we can.



Recognising individuality

We appreciate differences, making staff and patients feel respected and valued.



Seeking to involve

We will actively get involved and encourage others to contribute and share their ideas, information, knowledge and skills in order to provide a joined up service.



Building team spirit

We will work together as one team with shared goals doing what it takes to provide the best possible service.



Taking personal responsibility

We are each accountable for achieving improvements to obtain the highest standards of care in the most professional way, resulting in a service we can all be proud of.

Alignment to Trust Objectives

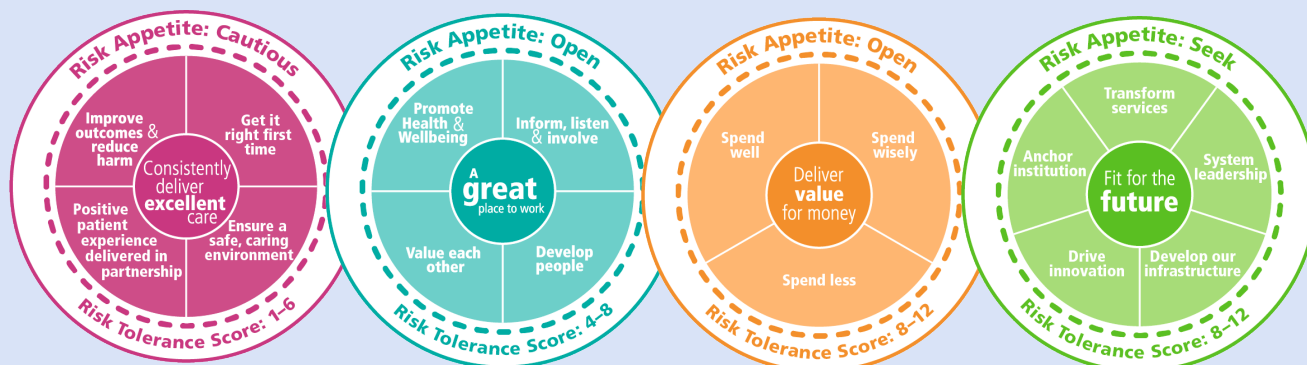
The objectives defined in this plan are framed on the Trust's core objectives which are:

To provide sustainable and outstanding healthcare to our local communities

To offer a range of high-quality services to patients in Lancashire and South Cumbria

To drive health innovation through world class education, training, and research

These objectives are translated into key deliverables founded on four ambitions:



How our patients will see and feel our values in action

At Lancashire Teaching Hospitals our values set out the behaviours we expect our staff to show to one another when caring for you as one of our patients. Our values are at the very centre of what we all do and define who we are both as individuals and as an organisation.

Our values are more than just words, they are the bedrock of our organisation and should remain constant in every situation. We seek to live by our values so we can create a positive, trusting, supportive atmosphere enabling us to always deliver an exceptional quality of care. We have high standards for our staff, we believe

that we should always act with professionalism, integrity, compassion, empathy, understanding, showing dignity and respect to staff, patients and families from all groups or backgrounds.

We hope as a patient or relative you will be able to see us live the values in how we communicate, behave, work and care, we would want them to be apparent in every interaction we have with you.

The five core values we live by are;



Being Caring and Compassionate

To demonstrate we are working in line with this value we will:

- Use every opportunity to show care and compassion
- Have 'I'm here to help' frame of mind
- Try to understand what it is like to be in your shoes
- Be honest
- Give you the time and opportunity to express how you feel
- Take action to help make things better
- Provide you with information as a way of reducing the fear of the unknown
- Provide feedback to explain what has happened if things go wrong
- Be welcoming and friendly at all times



Recognising Individuality

To demonstrate we are working in line with this value we will:

- Listen to you in order to understand your views
- Ask you how you feel about your treatment
- Seek to understand your needs so we can provide you with the most appropriate care or service
- Check that you understand what we have said and provide you with a more simple explanation if need be
- Be self aware, understanding the impact our behaviour has on you and your relatives
- Try to understand your feelings and identify what we can do to assist you
- Give feedback in a sensitive yet constructive manner
- Be respectful of all



Seeking to Involve

To demonstrate we are working in line with this value we will:

- Ask you for your opinion, making you feel equal in any conversation
- Address you and not talk in front of you as though you are not there
- Use a communication style that emphasises listening over lecturing
- Seek to involve other colleagues, in order to provide you with the right level of expertise and determine what approach would be the best for you
- Give thanks and value all contributions regardless of who makes it
- Offer to get involved rather than waiting to be asked
- Explain why, so you can understand the reasons for the decision and what it means for you
- Offer guidance when complex choices have to be made



Building Team Spirit

To demonstrate we are working in line with this value we will:

- Work as one joined up team towards a common goal – providing you with high quality care
- Do what it takes to provide a high quality service by stepping outside of our 'normal' job roles if necessary to smooth out problem areas
- Take a shared approach to your care by effectively communicating across the team, ensuring colleagues have the information they need to understand your situation and to prevent you from having to repeat information
- Make use of each others' strengths, using colleagues' skills and knowledge to provide the best possible service
- All work to the same standards providing a seamless service regardless of the situation, time of day and who is involved
- Be courteous and polite
- Challenge colleagues in an appropriate manner if standards are not being met or values are not being 'lived'
- Use tact and tolerance when dealing with others



Taking Personal Responsibility

To demonstrate we are working in line with this value we will:

- Welcome constructive feedback then take steps to make changes in line with the feedback received
- Reflect on our own behaviour/performance identifying what could be improved
- Take a problem solving approach to challenges, issues or difficulties
- Propose solutions to resolve problems or processes that are not working
- Take issues on as they arise, rather than pretending we haven't noticed them in the hope someone else will sort it out
- Recognise that each of us is responsible for our own deeds, actions and language used
- Apologise for mistakes made and seek to put things right
- Be concerned when things are 'not right'

The Learning Disability Plan is also closely aligned to other Lancashire Teaching Hospital (LHTR) strategies including:

The Autism Strategy 2023-2026

The Patient Experience and Involvement Strategy 2022-2025

The Equality, Diversity, and Inclusion Strategy 2022-2025

There are several key commitments in the LHTR Learning Disability action plan that overlap the LHTR Autism Strategy including: SEND, LeDeR, the use of Hospital passports, the consideration and implementation of reasonable adjustments and social stories to prepare for health interventions. The National Strategy for autistic children, young people, and adults 2021-2016 recognises that Autism is not a Learning Disability but around 4 in 10 autistic people have a Learning Disability. The NHSE/NHSI Learning Disability Benchmarking Standards also now include autism.

It has also been key to align this strategy with 'The Patient Experience and Involvement strategy,' and the 'Equality, Diversity and Inclusion strategy'. These strategies similarly provide a clear plan to improve patient experience at LHTR through the Trust ambition to 'Consistently deliver excellent care' and the aim for co-production with a more meaningful level of involvement and equal footing for decision-making.

Delivering the Plan

The delivery and success of this Learning Disability Plan will be governed through a number of established groups within Lancashire Teaching Hospitals including:

- The SEND Improvement Group for the SEND specific focused improvement and action planning.
- The Patient Experience and Involvement Group, a sub-committee of the Safety and Quality Committee with specific focus on patient experience and quality.
- The LHTR Safeguarding Board within which the mental health, learning disabilities, autism and dementia team report into. The action plan will be reviewed on a quarterly basis by the learning disability and autism workforce to ensure it remains on track.
- The Trust Mortality Committee where LHTR LeDeR annual feedback will be ensured and an annual report benchmarking against the national annual report in context of learning will be completed.

The Learning Disability Plan recognises the need for patient involvement and a drive to achieve co-production. Further opportunities for a Learning Disability Plan group with people with a lived experience and experts by experience will form part of the Trust vision.





Strategic Priorities

Commitment: Respecting and Protecting Rights

Aim:

1. We will demonstrate the ability to isolate and disaggregate specific outcome data for patients with a Learning Disability as per NHSEI Learning Disability Standards
2. We will demonstrate reasonable adjustments to care pathways to ensure patients can access highly personalised care and achieve equality of outcomes.
3. Patient feedback and experience will indicate a culture of reasonable adjustments and positive, high quality care.
4. Children, Young People and Adults with a Learning Disability will have their rights protected in line with the mental capacity act and least restrictive practice

Year 1	Year 2	Year 3	Consistently deliver excellent care	A great place to work	Deliver value for money	Fit for the future	NHS
Outcome	Outcome	Outcome	✓	✓	✓	✓	✓
We will work alongside the Patient Experience team to increase the knowledge, use and understanding of the Reasonable Adjustments tab on electronic patient records (Harris). There will be evidence of 30% of patients captures on the Reasonable Adjustments tab if appropriate.	The Reasonable Adjustment tab will have the function to 'be pulled' from electronic patient records onto Outpatient whiteboards, Emergency Department whiteboard and Inpatient Safety Surveillance Boards to guide individualised care. There will be evidence of 60% of patients captures on the Reasonable Adjustments tab if appropriate.	There will be evidence of above 90% population of people with a Learning Disability with a Reasonable Adjustments tab/flag. The flag will be added with consent or in best interest.	✓			✓	✓
We will routinely capture the number of patients with a Reasonable Adjustment tab through Business Intelligence evidencing improvement of Trust knowledge and implementation.	The Reasonable Adjustments outpatient's department pilot will be analysed and extended to additional outpatient areas.	All outpatient clinics will use the Reasonable Adjustment tab to inform adaptations for people with a learning disability accessing outpatient clinics.	✓			✓	✓
We will be able to 'run reports' for forthcoming outpatient clinics and be able to identify patients with reasonable adjustment needs prior to the appointment so the appropriate support and adjustments can be planned. A pilot will be established for identified clinics.	We will capture patients with a Learning Disability and be able to disaggregate waiting times and re-emergency admissions for children, young people, and adults with a Learning Disability.	We will analyse the data for waiting times, re-emergency rates for people with a Learning Disability and evidence.	✓			✓	✓
We will audit whether any outpatient areas intermittently contact children, young people, or adults on waiting lists to see if presentation has changed.	As a reasonable adjustment we will have processes in place to intermittently contact children, young people and adults who have a learning disability on waiting times to see if their presentation has changed and if existing timeframes require reviewing. Pilot areas for outpatient clinics will be identified.	We will have analysed the pilot for contacting our children, young people and adults on waiting lists and implemented process for contacting.	✓			✓	✓

Year 1	Year 2	Year 3					
Outcome	Outcome	Outcome	✓	✓	✓	✓	✓
We will ensure that this Learning Disability Strategy is in line with the Patient Experience and Involvement Strategy and ensure STAR results in relation to the Reasonable Adjustment is analysed for the impact and efficacy for people with a Learning Disability.	The monthly STAR audit into the use of the hospital passport will be reviewed and analysed to consider improvement opportunities.	The monthly STAR audit and analyse in the analyse of compliments, complaints and concerns evidencing 'You said, we did'.	✓			✓	✓
The use of the Hospital Passport will continue to be pivotal as a tool to inform staff about Reasonable Adjustments and individual needs - the Hospital Passport will be emphasised at the re-established 'Health Day'.	NHSE /NHSI Benchmarking Standards Year 6 will be completed to include organisational data, patient and staff feedback which will allow analyse of positive patient experience.	NHSE /NHSI Benchmarking Standards Year 7 will be completed to include organisational data, patient and staff feedback which will allow for analysis of positive patient experience.	✓			✓	✓
The Internet will be updated with a page on the Learning Disability Team and key documents such as the Hospital Passport and information on the Reasonable Adjustment flag.	We will continue to work alongside multi-agency partners and the Integrated Care Board groups to embed Hospital Passports in the community, primary care and within families, carers, and providers.	Audit will indicate increased use of Hospital Passports across LTHTR.	✓			✓	✓
An new annual report will be completed to benchmark the national LeDeR finding to LTHTR lessons learned and show evidence of learning into action.	The annual LeDeR benchmarking report against national findings will be completed to provide assurance and action planning.	The annual LeDeR benchmarking report against national findings will be completed to provide assurance and action planning.	✓			✓	✓
We will continue to ensure the principles of Mental Capacity Assessment (MCA) and Best Interest decision making is followed. We will ensure a referral to an Independent Mental Capacity Advocate (IMCA) where indicated for any patient known to the LTHTR Learning Disability Nurse/Matron.	Learning from internal MCA audit or outcomes from LeDeR in relation to MCA will be actioned for our patients with a Learning Disability.	We will continue to action any learning from internal MCA audit or outcomes from LeDeR in relation to MCA will be actioned for our patients with a Learning Disability.	✓			✓	✓













Strategic Priorities

Commitment: Inclusion and Engagement

Aim:

1. To ensure inclusion and engagement with children, young people and adults with a Learning Disability, their families, and carers
2. To aim to a partnership of co-production
3. To ensure accessibility to healthcare and a positive patient experience

Year 1	Year 2	Year 3					
Outcome	Outcome	Outcome	✓	✓	✓	✓	✓
We will re-establish a 'Health Day' in June 2023 which aids to increase knowledge of specialist teams and interventions, reduce anxieties, increase access to healthcare and reduce health inequalities. Plan the Health Day with people with a learning disability, family, and carers	Our Health Day to be planned with people with a lived experience for 2024 – feedback from attendee's to be reviewed to improve or learn from the event.	Our Health Day will be planned with people with a lived experience for 2025 and will ensure that any learning from LeDeR, national strategies and feedback from previous events will be considered.	✓			✓	✓
The LTHTR Learning Disability team will work alongside partners for the Learning Disability Partnership board 'Live Healthier, Live Longer' to ensure improvement will influence patient experience in LTHTR and reduce health inequality.	We will collate and audit the information provided for Learning Disability patients, their families, and carers in waiting areas to ensure resources are highlighted including Hospital Passports, Learning Disability Champions, activities, the LTHTR Learning Disability Team and the Reasonable Adjustments.	We will have a catalogue of social stories and videos accessible on the Internet and Intranet for families and teams to support the patient journey. A standardised format for Easy read will be developed for specialist teams to use and will be ratified by the Trust Learning Disability Nurse and Patient Experience and Involvement Group.	✓			✓	✓
We will seek interest for the establishment of a new forum for people with a learning disability which will lead and monitor the Learning Disability Plan. We will work to co-produce and co-chair the forum and Learning Disability Plan.	We will develop a Learning Disability forum (to include family and carers) and ensure close working with our Patient Experience lead/team. The Learning Disability Forum will have evidence of embedding and driving forward the Learning Disability Plan.	The Learning Disability Forum will monitor the achievement of the Plan, consider ongoing or outstanding work and we will highlight opportunities to showcase the achievements.	✓	✓		✓	✓
We will work alongside colleagues in the New Hospitals Programme to ensure feedback from our patients with a Learning Disability, their families and carers are heard to influence the environment (for example quieter waiting areas).	We will continue to work with colleagues for the New Hospitals Programme and environmental issues/ improvements for our people with a learning disability will be considered.	Leads within the New Hospitals Programme will have engaged with the Learning Disability Forum and we will receive feedback of any developments in relation to suggestions.	✓	✓		✓	✓

Year 1	Year 2	Year 3					
Outcome	Outcome	Outcome	✓	✓	✓	✓	✓
Completed or draft versions of Easy Read information will be reviewed and ratified through the Patient Experience and Involvement Group.	We will work with our Facility Department to develop Easy Read menus so that patients with a Learning Disability are able to independently choose their food and understand options.	Audit of the Easy Read menus will evidence improved patient experience and independence.	✓			✓	✓
We will look at opportunities for people with a learning disability to be employed by the Trust in paid and meaningful roles.	There will be job description/identified roles identified within the Facilities and Estates Department for people with a Learning Disability.	We will have provided an opportunity to recruit into roles, and appropriate support within work be ensured.		✓		✓	













Strategic Priorities

Commitment: Workforce

Aim:

1. To increase and maintain the knowledge and skills of our workforce in delivering high quality care for patients with a learning disability
2. To ensure or families and carers caring for loved ones/patients with a learning disability are supported, involved in decisions where appropriate and resilience of the family / carer is recognised as key.

Year 1	Year 2	Year 3					
Outcome	Outcome	Outcome	✓	✓	✓	✓	✓
The Learning Disability and Neurodiversity- Core module E-learning module will be developed and mandated across the Trust (which references the Oliver McGowan training).	We will monitor compliance of the mandatory Learning Disability and Neurodiversity training through the Safeguarding Board and workforce.	Audit of compliments, complaints and concerns/ patient experience will consider the correlation of the mandated core module and if patient experience has been improved.	✓	✓		✓	✓
We will review our Learning Disability and Autism Champion events to ensure it includes a Patient Story from the LeDeR reviews as a standard agenda to consider learning, how to implement learning into action.	We will work to extend our co-delivery of training to include the experience of families and carers.	We will source external speakers and training for our Learning Disability and Autism Champions to ensure learning continues and positive patient experience is enhanced.	✓	✓			✓

Year 1	Year 2	Year 3					
Outcome	Outcome	Outcome	✓	✓	✓	✓	✓
A training package for SEND will be available as an e-learning module.	We will work to develop the SEND training package to make it bespoke for LTHTR to include case scenarios for children, young people and adults on the wards to ensure information and knowledge to transfer to practice.	We will have the numbers of the staff that have completed the SEND awareness module. THE SEND Improvement Group will indicate an increased awareness across the Trust.	✓	✓		✓	
<p>We will review our training (face to face and e-learning) and education opportunities to increase knowledge of</p> <ul style="list-style-type: none"> • Communication Aids • Communication Profiles that may be brought into hospital with patients. • Positive Behaviour Support Plans which may be brought into hospital. • Pain assessment PAINAD • Reasonable Adjustments <p>In raising the profile of the aids/tools we will work alongside specialist teams – for example the Pain team.</p>	We will continue to increase our workforce's engagement through activities to improve patient experience, reduce likelihood of boredom and anxiety. In addition to the Intranet resources, we will continue to increase activities for individual patients – i.e., Charitable bid for fidget toys, IPAD use with apps embedded by IT.	Patient experience will be sought in the use of activities and resources to consider impact and further developments.	✓	✓		✓	
We will work with our pharmacy team and Consultants to highlight STOMP/STAMP. A focus in the Community Neurodiversity Teams, Paediatrics, and medical teams. (Although STOMP/STAMP does not apply as LTHTR do not often prescribe psychotropic medication (antidepressants, anxiety medication and antipsychotic) we may have prescribing requests from specialist teams i.e., mental health or following admissions and liaison with Learning Disability teams).	STOMP/STAMP will be highlighted through a number of education opportunities – Champion meetings, the Intranet and will be considered within MDT individual meetings or joint working.	STOMP/STAMP will be noted within policy and understood by specialist teams.	✓	✓		✓	✓



Strategic Priorities

Commitment: Special Educational Needs and Disabilities (SEND)

Aim:

1. To improve the outcomes for children, young people and young adults with SEND
2. To improve communication for children, young people and young adults with SEND
3. To improve the SEND journey
4. To ensure preparation for adulthood and transition pathways
5. To improve access to services

Year 1	Year 2	Year 3	Consistently deliver excellent care	A great place to work	Deliver value for money	Fit for the future	NHS
Outcome	Outcome	Outcome	✓	✓	✓	✓	✓
We will develop a LTHTR SEND Action Plan which reflects and compliments the Lancashire SEND Plan (2021-2025), although specific to health. The LTHTR SEND Action plan will be based on a SEND self-assessment.	The LTHTR SEND Action Plan will be analysed for evidence of completed actions, further improvement opportunities and action planning.	The LTHTR SEND Action Plan will be reviewed in line with any new SEND Plan for Lancashire. The SEND Improvement Group will consider whether the LTHTR Action Plan requires new focus.	✓	✓		✓	
We will reach an understanding of the SEND data to be captured in line with the Integrated Care Board.	A SEND Data Dashboard will be established and used for review in Divisional Governance meetings and the SEND Improvement Group.	Work will continue on the SEND data dashboard in line with ability to capture number of children, young people and adults with a Learning Disability. We will analyse the data and consider opportunities to capture patients with SEND.	✓			✓	
We will identify areas of good practice for Transition.	We will raise the awareness of Transition across the Adult services and share areas of good practice.	We will be able to able to evidence impact and implementation of Transition – for example use of Transition tools and documented conversation.	✓	✓		✓	
We will work closely with the ICB Designated Clinical Officers (DCOs) to understand compliance with Education Health and Care Plan (EHCP) statutory processes/ returns of health advice. We will highlight Quality Assurance training for EHCPs across the Trust.	We will consider the process of EHCPs, monitoring in relation to a Trust hub for administration. We will understand any Quality Assurance challenges within the Trust and work with the DCOs if improvement is necessary.	A hub model for administration will be in place, and returns will be monitored through the SEND data dashboard.	✓			✓	

Indicators of Success

This Learning Disability Plan for Children, Young People and Adults provides a clear direction for continuous improvement for Lancashire Teaching Hospitals NHS Foundation Trust for the period of 2023 – 2026.

Our plan is aligned to NICE guidance and developments within the Lancashire and South Cumbria Integrated Care Board (ICB).

Lancashire Teaching Hospitals NHS Foundation Trust is committed to ensuring that as an organisation we make this reality through our own value system, strong leadership, the development of our workforce and seeking to involve experts by experience, families, carers and multi-agency partners in everything we do.

The progress of this plan will be driven and monitored through a newly established forum for people with a Learning Disability and their families and carers. This plan will also be delivered through our SEND Improvement Group and Patient Experience and Involvement Group. Assurance will be provided to the Trust Safeguarding Board, Mortality Committee and Safety and Quality Committee.

Indicators of success will include:

- Positive Patient, family, and carer Experience.
- The continued alignment to the ICB, multi-agency working and drive to ensure access to health care.
- Progress for co-production and co-delivery of the Learning Disability Plan.
- The evidence of increased Reasonable Adjustments recorded on electronic patient records.
- The re-establishment of our Health Day in June 2023.
- A workforce who feel confident and knowledgeable to use communication aids, ensure the use of Hospital Passports and are engaged in the Learning Disability and Autism Champion events.
- Quarterly and annual reports which highlight continuous improvement, established processes and outcomes of audit.
- The increased availability of a catalogue of Social Stories and Easy Read leaflets in relation to health and LTHTR Specialist Teams.



