



Appendix 1

The Learning Disability Transformation Project Overview

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Contents

1.0	Report Purpose	3
2.0	The Past: Establishing the Learning Disability Transformation Project	3
2.1	The Progression Model	4
2.2	A Project Management Approach	5
2.3	Project Aim	6
2.4	Engaging with the Learning Disability Community	7
3.0	The Present: What we have Achieved So Far?	8
3.1	The Personal Outcomes Fulfilled	9
3.2	The Financial Impact	11
3.3	Internal Processes	14
3.4	Workforce Learning	14
3.5	Benefits Realisation: The Transformative Impact	15
4.0	The Future: Committing to Continuous Improvement	16
4.1	Implementing the Market Shaping Strategy 2018	17
4.2	The Learning Disability Housing Development Project & The Highland Yard (Buckie) Project	17
4.3	CareCubed Implementation	17
4.4	Overnight Responder Service	18
4.5	Establish a Learning Disability Forum	18
5.0	Conclusion	19

1.0 Report Purpose

The purpose of this report is to tell the story of the Learning Disability Transformation Project in Moray. It will cover the past, the present and our aspirations for the future.

The report starts in 2017 with the realisation by Health & Social Care Moray that we have an opportunity to improve the personal outcomes for people with a learning disability but that this can only be achieved by embarking on an ambitious transformation journey.

The next section of the report will move on to 2019 and will describe what the Learning Disability Transformation Project has achieved in the last two years. It will focus on the outcomes for people with a learning disability and will highlight case studies that tell how this project has impacted on their lives.

Finally, the report will look at our plans for the future. This will include continuing to develop a shared understanding with our providers on how we can best work together and offer accommodation that supports the aspirations of people with a learning disability living in Moray.

2.0 The Past: Establishing the Learning Disability Transformation Project

“The Journey of a 1000 miles starts with the first step.” Ancient Chinese proverb

In 2017, based on identifying emerging best practice from England and Wales, Health & Social Care Moray’s Integrated Learning Disability Service, with support from Alder Advice, saw that there were significant opportunities to improve how we deliver support for adults with a learning disability. Adopting new ways of working and delivering support in a different way could help people with a learning disability achieve greater levels of independence, whether in terms of their living arrangements or at work or at leisure.

At the same time, demographic changes across Scotland have meant that expenditure for all Health & Social Care Service Partnerships has increased in recent years while budgets have been constrained. The experience of the Integrated Learning Disability Service in Moray is no different. From 2005/06 to 2014/15 there has been a 15% increase in expenditure. Consequently, it was recognised that the way in which Health & Social Care Moray has provided integrated learning disability support to date would not be financially sustainable in the medium to long-term.

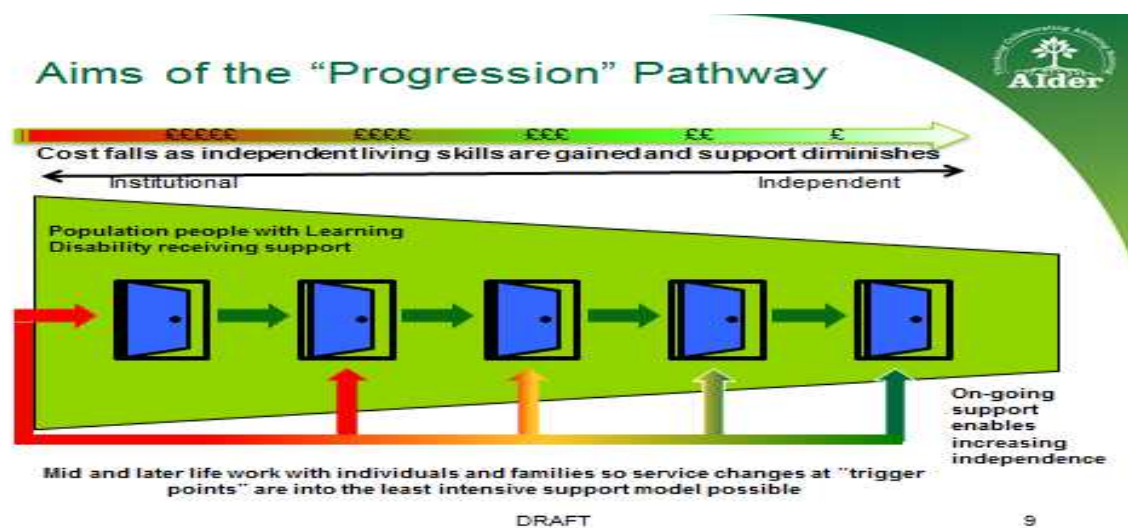
Grounded on an understanding of the challenges and the opportunities that were open to us, Health & Social Care Moray’s Integration Joint Board, agreed in August 2017 to support colleagues to undertake a transformation change programme that would aim to deliver greater levels of independence for people with a learning disability and, at the same time, would aim to achieve best value for money.

2.1 The Progression Model

Based on the best practice identified in England & Wales, the underpinning rationale for this new approach to delivering support for people with a learning disability in Moray is the progression model.

The Progression Model is a person-centred developmental approach that seeks to support each adult with a learning disability to achieve their aspirations for independence.

It is a relational change from traditional care management approaches by focussing on the individuals' hopes and choices, using these as the basis to co-develop support plans that enable each person to reach their potential.



As illustrated in the above diagram, based on this model and over an extended period of time, people can increase their independence and decrease their reliance on support for health and social care services. This means that better outcomes for people with a learning disability can be achieved with less health & social care intervention.

There is therefore a strong ethical and financial case for service transformation which in summary is:-

- A higher quality of life occurs when services deliver better outcomes for people with a learning disability.
- Better outcomes resulting in an eventual reduced demand for services.
- Need is a driver of services, and therefore cost.
- By focussing on improved outcomes, and so reducing need, we have the opportunity to reduce the level of expenditure and develop a more sustainable financial model.

The model therefore supports the dual goals of securing better outcomes for people in a way that is more financially sustainable. At the inception of this project it was also understood, that to achieve this transformational change would require changes to be made to:-

- The way in which assessments are carried out;
- Support plan are prepared;
- Risks are managed;
- Reviews are undertaken; and
- Service are provided.

The introduction of the progression model was linked to the opportunity created by moves to develop more effective integration working between NHS Grampian and Moray Council enabled by The Public Bodies (Joint Working) Scotland Act 2014 to integrate health and social care services across Scotland.

Learning from the English and Welsh experiences of adopting the “Progression” model, our ambition was to create a Scottish model of “Progression”.

To secure these changes would therefore require a systems wide change not only for Integrated Learning Disability Services but also for Commissioning, In-house support (Employment Support and Day Services) and on-going conversation with people who access learning disability services in Moray.

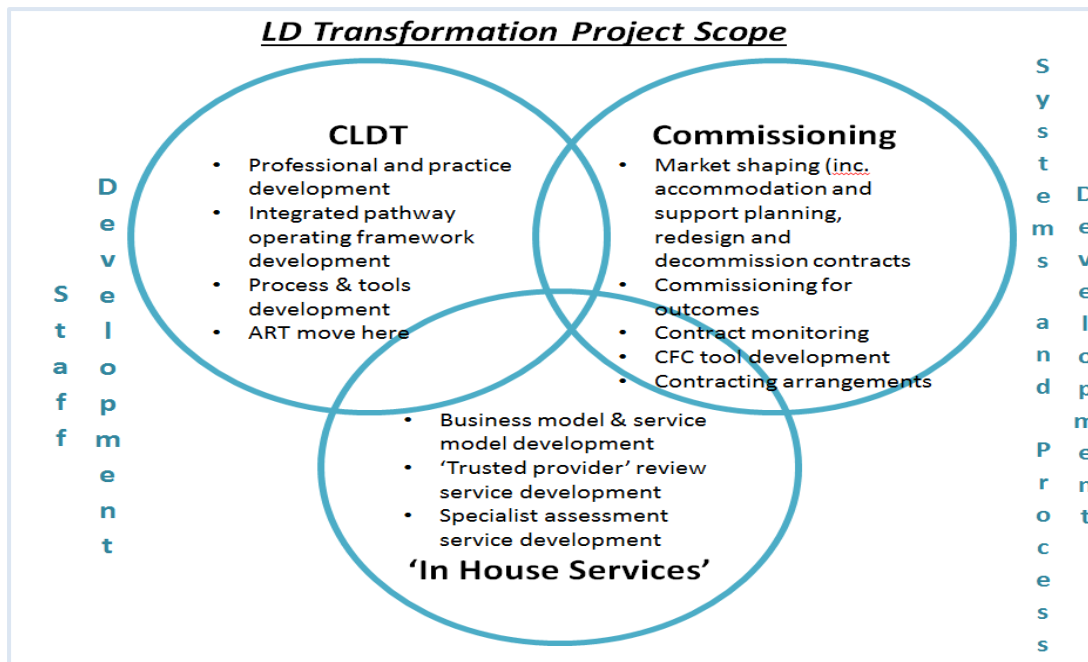
Furthermore, the above aspirations for transformational change would need to be aligned to and informed by new ways of working with people with a learning disability.

2.2 A Project Management Approach

To this end, introducing a whole system change that will profoundly affect the culture and delivery of learning disability services was identified as being required. It would need to include:-

- New ways of professional practice including the way in which professionals engage with people who have a learning disability and their families.
- Revision to the framework within which health and social services operates.
- Changes to the role and models of our in-house provider services.
- The introduction of improved systems for commissioning supporting a more effective operation of the commissioning cycle.

The following diagram illustrates the scope of the responsibilities of the Community Learning Disability Tream (CLDT-Integrated Learning Disability Team), Commissioning and In-House Services.



This model –with its 3 inter-connected workstreams- was adopted in the summer of 2017 as the basis of the first project plan and continues to provide the structure for the subsequent project plans.

The project plan is also underpinned with governance and support which includes benefits realisation, communication and engagement with the learning disability community

2.3 Project Aim

The aim of the project plan for the first 6 months was:-

- To be successfully operating within a progression focused framework, across learning disability services by spring 2018 and to achieving the benefits noted above.

In relation to securing this aim, the key activities that formed part of this first project plan (phase 1) include the adoption of a new operating model for integrated learning disability services and in-house services, a market shaping strategy for the commissioning of accommodation and the use of open space approaches to engage with people who have a learning disability in a meaningful way.

Through adopting a project management approach, the Learning Disability Transformation Project is overseen by a Project Board which initially met once every 6 weeks and which has the responsibility for overseeing the implementation of the project plan and for monitoring emerging project risks and issues.

2.4 Engaging with the Learning Disability Community

As noted above, an integral element of the project plan was to engage with people with a learning disability in a meaningful way.

In March 2018, the Health & Social Care Moray Communication & Engagement Officer, ran the first of a series of Open Space Events. For the first time, Health & Social Care Moray used Open Space Technology (OST).

OST is a highly participative method of organising and running an engagement event where participants focus on a specific question. For this first workshop the question asked was:-

“How can we make the community a better place to live for people with a learning disability?”



The participants who attended this workshop ranked the topic discussed in order of what was most important to them.

This feedback helped to inform an on-going programme of engagement activities for people with a learning disability. The OST workshops also re-affirmed the aspirations and rationale that underpinned the deployment of the progression model in Moray and the first iteration of the project plan.

From the first workshop, the topics most meaningful to people, in order of importance, was as follows:-

1	Raising awareness of disability / combating hate crime	20 votes
2=	Information and communication	15 votes
2=	More clubs / more opportunities for leisure activities	15 votes
3	Living on my own with support	14 votes
4=	Access to transport and shops for wheelchair users	12 votes
4=	More help from volunteers	12 votes
4=	Consistency in carers	12 votes
5=	Improving transition from children's to adult services	10 votes
6=	More volunteering opportunities	8 votes
6=	Transport to activities	8 votes
7	More job opportunities	4 votes

Following the implementation of Phase 1 of the project plan, The Learning Disability Transformation Project Board authorised for the project to 'go live' on 10 October 2017.

3.0 The Present: What Have We Achieved So Far?

"The emergence of an entirely new state prompted by a shift in what is considered to be possible and necessary which results in a profoundly different structure, culture or level of performance." The Kings Fund Definition of Transformation Change

In being able to measure the impact of this project, a Balanced Scorecard approach was adopted. This means viewing the impact of this initiative from 4 inter-related perspectives. These perspectives are:-

- The personal outcomes (lifestyle) achieved ;
- The Financial Impact of the Initiative;
- Internal Processes; and

- Workforce Learning

This approach is based on the premise that any initiative that strives for continuous improvement will need to achieve positive results in relation to each of these 4 perspectives.

Although the follow-on phases of the project plan continue to be implemented and the evaluation approach continues to be refined, in 2019 the transformation project can demonstrate the following achievements in relation to each of the perspectives.

The following case studies also demonstrate the transformative impact of the progression model on the lives of people who receive support.

3.1 The Personal Outcomes (Lifestyle) Fulfilled

In relation to this perspective, since June 2017 until June 2018, 32 people with learning disabilities have had a change in their living circumstances, either moving from residential accommodation to supported living, family care to support living or returned from out of area placements and into supported living. An outcome focussed, individual budget approach has been used to ensure that the care that has been commissioned, is designed to meet the person's aspirations and potential. The following is an example of how this project can increase an individual's independence and simultaneously reduce the size and value of the support package.

Case Study 1 'I'

'I' is a young man with a learning disability. He is part of a large family which was living a chaotic lifestyle in an overcrowded house. Following a number of incidents with neighbours, police advised he should be moved away from the immediate area for his own safety.

Following an assessment of his needs 'I' was assisted to move into supported living accommodation in another part of Moray. A large initial investment of 35 hours of staffing support was made with the aim of enabling him to recognise he could take more control of his own life by working to gain skills and build confidence to help him lead a more independent life in the future.

Staffing costs focused on skill development. His flat was equipped with a small kitchen. Staff used a progression approach to support 'I' in his wish to achieve greater independence by building his self-belief that he could achieve change and learn skills he had previously believed to be a "woman's role" such as cooking and cleaning. This was achieved by staff initially showing him what to do and gradually reducing their hands-on input as he did more for himself. As his position became sustainable 'I' felt ready to take the next step in independent living and he secured a move to a new home in another town.

During his social work review 'I' recognised his independence had increased to the point where he no longer required the same level of support. With his agreement his support was reduced from 35 to 17 hours. This is primarily focused on supporting 'I' to keep safe and manage his money as he remains vulnerable to pressure from others. He gets himself up to catch the bus twice a week to Lochpark which he regards as his "job". He has built new friendships among his fellow residents. He returns to the family home to see his mum but he no longer considers it his home, recognising he has moved on from his family to achieve a life of his own.

'I' has grown in confidence, is a more rounded person and has greater awareness of the consequences of his actions. He has not had any further involvement with the police. He has grasped the opportunity for progression.

The empowering nature of the progression model was also highlighted at the recent Scottish Learning Disability Awards 2019, where Kyle Garden won the Skills & Learning Award. Case 2 is an extract from the submission presented to the judges panel.

Case Study 2 Kyle Garden (Pic)

Kyle moved from his home in Buckie where he lived with his mum and sister to Wardend Place - a Housing Support, House of Multiple Occupancy (HMO) supported by Cornerstone staff. Kyle shares the house with 4 other adults with learning disabilities, all women I might add, an added challenge that Kyle has taken in his stride!

Like most adults of Kyle's age he had expressed a desire to move out of the family home. Although Kyle had relied on Mum for many of his day to day needs, it was identified that Kyle would benefit from a short term stay in a very supported environment. This would help him build up the skills he needed for this to happen. Wardend Place was introduced as a stepping stone for Kyle to progress his ultimate goal - living independently. It didn't take long for Kyle to show support staff that he was keen to learn the skills he will need to live independently.

Moving to Elgin - a substantially size town, was a challenge for Kyle, as all of his life he had lived in Buckie, a small close knit fishing town where he was familiar with the people, routes to and from shops, buses and Day Services. Kyle made it clear that his first goal was to get out and about on his own and get to know his new area. Staff negotiated with Kyle if he would take a taxi to his Day Services while they tried to organise independent travel training. Kyle repeatedly told staff it was a waste of money and he wanted to cycle. When the independent travel training was taking too long Kyle was quite vocal about simply wanting to travel on his own. Kyle and staff came up with a plan to cycle together the same route to and from services until he became familiar enough to do it on his own. Kyle now has a good knowledge of the local area, goes off for walks on his own, knows local bus routes and enjoys the independence of not having someone with him. Kyle is very clear whilst being very polite, that he does not need staff to accompany him everywhere he goes.

Kyle has taken on many of the tasks within Wardend. This has helped him build up his confidence and knowledge of the safety and cleaning aspects of running a house - he ensures all the doors are locked at night and the cooker is switched off. He does his own washing and ironing, makes up his lunch and keeps his bedroom and den (personal space sitting room) clean and tidy unsupported. Kyle is always particularly keen to help with any manual and outdoor tasks and in the summer was busy helping in the garden and painting the fence. As well as this Kyle has been keen to be involved in local events and played a starring role in Cornerstone Moray's 30th party. He took on the role of greeting guests on arrival and showing them to their seats evidencing that it's not just his practical skills which are growing but his confidence too.

Learning new skills has not come without its challenges for Kyle and I think he would agree that one of his biggest challenges has been learning to cook - this has not been Kyles favourite outcome!! However despite this Kyle has tried hard in this most challenging area, creating shopping lists, doing the house shop, learning new recipes and inviting Mum over for Dinner for his homemade macaroni cheese. It could be challenging for Kyle to keep up his motivation when his fellow residents in the house are much less able to be involved with meal preparation and have their meals prepared for them. This does not deter Kyle he continues to try hard and his skills continue to develop. As well as preparing and cooking food Kyle has become more experimental with trying new foods and using these within his recipes.

Case Study 2 (continued)

Kyle and his journey has been a huge inspiration to the staff team around him and Cornerstone Moray as a support provider. Most days he pushes us to think differently about the support we provide and has encouraged a positive risk taking environment for all at Wardend Place and the in the Moray Branch as a whole. As a social care provider of people living with a learning disability, we could be guilty in the past of over supporting people. Kyle has challenged us and changed how we view what support means to each individual person we support. Kyles journey has been a positive one, for everyone involved. Kyle is the one who is evidencing how the progression model really works, not the staff team and Aimee Borzoni often shares his story in her work as a local Authority Commissioner for our Cornerstone Moray Branch.

Some people supported within social care settings, have possibly not had the opportunity to develop and progress their strengths. Kyle has shown us that in the right environment where we focus on ability and test those skills that need support and development , progression is within HIS power to achieve.

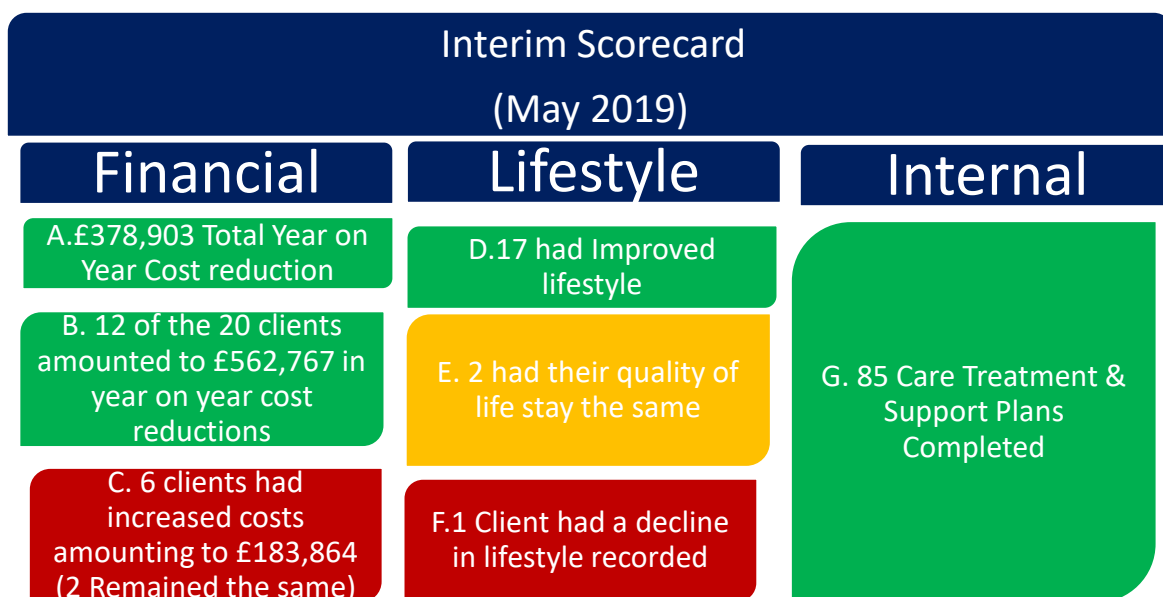
For me, as a Manager at Cornerstone I would absolutely go as far as to say Kyle has changed my whole mindset of how we deliver support. This has challenged me to look at how we can further encourage people to set meaningful achievable outcomes, reach potential and promote positive risk taking.

Both case study examples highlight that a focus on increasing independence through developing the skills and confidence of activities of daily living can have a profound and a transformative effect on the lives of people with a learning disability. However, as previously noted, a key premise of the progression model is that increase independence would reduce the size of the support package and thereby decrease the associated cost. The financial impact of The Transformation Project will now be outlined in the next section.

3.2 The Financial Impact

For the purposes of determining the financial impact of this project, the figures on the first 20 clients who went through progression and how their costs changed from 2017/18 to 2018/19 is illustrated in the table below.

The people chosen were those individuals who went from Residential Care to Supported Accommodation as they had a quantifiable cost prior to the new way of delivering support was adopted. Those new to the service or who do not have a quantifiable actual cost prior to the deployment of the Transformation Project have not been included.



Box A identifies the total reduction in cost that can be attributed to applying the progression model approach. In particular this reduction, indicates that the work underway to move from the extensive use of “block funded” contracts for care and support to one of individual budgets for people to live in their own tenancies is delivering a significant financial impact. An individual budget approach is entirely supported by the Social Care (Self-directed Support) (Scotland) Act 2013.

The following case study illustrates the financial benefits of this change from block budgets to an approach based on enhancing independence and reflecting an individual’s desire to live life the way they want to (Box D).

Case Study 3: Move from Slioch-to add (pic)

In one Moray village, Health & Social Care Moray had previously commissioned a residential unit for seven people and a supported living unit for six people, on a “block funded” basis. However, more recently only nine people in total were accommodated in these two properties. This meant that the council were providing funding for thirteen places, though it was only possible for nine people to be accommodated in the two houses. Through assessment, it was clear that whilst people really enjoyed living in this village, they would not have chosen to live with the people they were living with. This was evident from what they were telling the Integrated Learning Disability Team and also from how they expressed themselves through their behaviour.

Box B includes people who are returning to Moray from out of area placements. These are often placements that are made as education placement requests that are then extended into young adulthood. Because they are usually residential facilities, people will often require significant additional support initially. The following case study is however an example of an out of area placement resulting from the bereavement of a parent.

Case Study 5 'J'

J, who is in his late 50s, had always lived at home, supported by his mum. They moved to a coastal village where they lived together for 18 years. He did not feel accepted and was regarded negatively by some residents due to his learning disability. His quality of life was poor as he had few opportunities to connect with others and take part as an equal and active member of his community.

When his mum's physical and mental health began to decline he took on more caring responsibilities as there were no other relatives living in Moray. Neighbours made assumptions, however, that he would be unable to cope and voiced concerns for his welfare. When his mum was admitted to a care home J went into respite provision. Following her death his brother took him to live with him in England but within a short time approached his local council and NHS requesting they provide care for J. The Moray CLDT was alerted and supported J in his aspiration to return to Moray.

As his capabilities were unknown J initially moved to Jubilee Cottages to allow his level of independent living skills to be accessed and any gaps/difficulties identified. He was empowered by the team to consider his personal outcomes and goal set. He wanted to stay in Elgin rather than return to the village and was supported to secure the tenancy of a flat in a supported living complex. He had never lived on his own before and as he was used to his mum providing structure for his day one of his biggest challenges was filling in his time. Empowerment has resulted in J taking charge of his own life. He actively seeks out opportunities to help residents in the complex, calling in on them to check on their welfare. The practical jobs he carries out like gritting paths are greatly valued and he is highly regarded by his neighbours and the staff. He has taken on responsibility as a volunteer three days a week at Elgin Town Hall, often being called in at short notice to provide cover. He is a trusted member of the team and colleagues said they would be "lost without him".

J has built new friendships with mixed groups of people. He takes part in social activities and is keen on sport and fitness. He travels independently around the town, does his own shopping and wants to progress to getting the bus to Inverness. He feels he is challenging people's perceptions by demonstrating what he is capable of. He aspires to have a gardening job.

He receives 10 hours of community support a week which is focused on offering reassurance, ways to manage risks associated with independent living and support with financial matters. Now in receipt of the welfare benefits he is entitled to, J has chosen how he wants to furnish his home. He donated his old sofa to Jubilee Cottages as he felt it was more comfortable than the one that had been there and he wanted to express his gratitude at having the opportunity to stay there. He also decided to donate a pool table from the family home to the social area in the complex so others could enjoy using it. He has a huge collection of DVDs and is a big fan of the 'Rocky' and 'Star Wars' films. His goal is to travel to Philadelphia and Tunisia which were locations in the films and he is being supported to plan for his dream trips*. J feels he has control over his own life, something he didn't have before. He is better able to deal with challenges and the opportunities he creates for himself has enhanced his quality of life.

*Since this case study was written, J has been supported to arrange his holiday to America.

Box C focusses on the group of people who have previously lived with their families, and have been very well supported by them and accessing day activities with support. Due to changes in circumstances, often because of carer health, the person needs to move from their family home, and the level of support they then require is significantly more than the previously required. In terms of budget, this is essentially unfunded growth for new service requirements. Taking a progression approach, it is anticipated that these costs will decrease in the longer term. Case study 4 is an example of this situation.

3.3 Internal Processes

Box G refers to the 85 progression based care support and treatment plans that have been completed by the Integrated Learning Disability Team. Of which, 46 have been identified as having significant potential to benefit from a progression focused approach.

3.4 Workforce Learning

Workforce learning is embedded across all workstreams through outcomes focused supervision and team meetings. These meetings include identifying the strengths and areas for improvement in terms of the overarching approach to be applied to the progression model in Moray. This is a change in terms of team practice and has been facilitated through the implementation of a Workforce Training and Development Plan.

Moreover, based on good project management practice, a learning review event involving representatives from all workstreams was undertaken in November 2018.

Based on a facilitated focus group approach, the workshop collectively agreed on the strengths and future areas for development in terms of this transformation approach.

Some of the key actions from this learning review were:-

Conversation Theme	Developing an underpinning rationale
Agreed action point	The philosophy, assumptions and rationale for this project should remain unchanged as we move forward with phase 4 of the project plan
Conversation Theme	The Project Plan (objectives, activities and timescales)
Agreed action point	As part of the phase 4 project plan, the Benefits Realisation Workstream will continue to further develop and refine the Balanced Scorecard evaluation project
Conversation Theme	Project Governance
Agreed action point	For the Learning Disability Project Management Board to review membership of this Group. Consideration should be given to ICT being represented
Conversation	Supporting Staff

Theme	
Agreed action point	Progress the extension of the outcomes focused mentoring and coaching approach to colleagues involved in the other workstreams
Conversation Theme	Risks and Issues
Agreed action point	Reaffirmed the importance of maintaining a risk log that identifies the initial risk before mitigating actions are taken into account

The insights gained were then used to inform phase 4 of the project plan which covered the period from December 2018 to May 2019. Furthermore, the Learning Review workshop has been used to help inform the future development of The Learning Disability Transformation Project beyond 2019. These activities will be outline in section 4 of this report.

3.5 Benefits Realisation: Transformative Impact

The underpinning premise of the progression model is that personal outcomes, and in particular the realisation of the individuals aspiration to live more independently, can be fulfilled and at the same time a medium to long-term reduction in the cost of the support package can be secured.

This section has identified that there are clear financial benefits emerging from the application of the progression model in Moray.

As summarised above, the Balance Scorecard approach demonstrates a positive impact in relation to each quadrant; personal outcomes achieved, financial impact, internal processes and workforce learning.

While The Learning Disability Transformation Project is still at early stage in its development, the above evidence would be consistent with the King's Fund definition of transformation change;

“The emergence of an entirely new state prompted by a shift in what is considered to be possible and necessary which results in a profoundly different structure, culture or level of performance.”

The further development of the Moray Learning Disability Transformation Project will be the subject of the next section.

4.0 The Future: Committing to Continuous Improvement

“An important element of the learning disability service transformation approach was increasing individuals’ choice and using an asset based approach in supporting people to achieve positive outcomes. The emphasis on an asset based approach and positive risk taking genuinely seemed to facilitate maximum choice and control for people with learning disabilities.” Care Inspectorate Thematic Review of Self Directed Support; Moray Local Partnership Report. March 2019

With the Learning Disability Transformation Project now having been established as providing the underpinning rationale for the delivery of support for people with a learning disability in Moray, there are now opportunities to adopt a continuous improvement approach to further enhance how we deliver support.

This final section of this report will outline 5 development areas which have been identified by the Project Board. These elements are elements of the current project plan. Each will be outlined in turn.

4.1 Implementing the Market Shaping Strategy 2018

As well as supporting people to develop their skills of daily living, providing the right type of accommodation, that helps people fulfil their aspirations, is a core element of the progression model.

With this in mind, the Project Board approved a Market Shaping Strategy in 2018. The purpose of this strategy is to provide an opportunity to have an ongoing conversation with local providers of accommodation so that we can ensure that we provide the right type of accommodation in relation to each stage of their personal development and their lives.

The Strategy was launched at a well-attended event with local providers in November 2018 and the key activity area moving forward will be for Commissioning colleagues to have a conversation with local providers in terms of supporting people realise their aspirations to live independent lives. Conversations between the Commissioning Team and Providers are now ongoing and the progression model provides the shared understanding of what we collectively want to achieve.

4.2 The Learning Disability Housing Development Project and The Highland Yard (Buckie) Project

One of the immediate outcomes of these Market Shaping Strategy based conversations is The Learning Disability Housing Development Project.

The growing experience of support people with a learning disability or whose behaviour is challenging to the service is reflected with the development of an ambitious 4 to 5 year project in collaboration with the Moray Council Property Services.

The key objectives of this project are as follows:-

- I. To provide appropriate bespoke and specialised accommodation that supports the progression focused aspirations of people who receive support from the Integrated Learning Disability Team;
- II. To ensure that all accommodation supports greater independence for the inhabitants and therefore achieves real choice and control; and
- III. To develop a workforce recruitment plan for supporting that is sustainable in the long-term;
- IV. To ensure that all accommodation and recruitment options are financially sustainable and represent best value.

The basis of this project reflects a refined understanding of the future housing needs of people with a learning disability in Moray. This has led to the identification of 3 main categories of people who will be in scope for this project. These groups are:-

- People with a learning disability/autism who exhibit challenging behaviour to be supported by our in-house provider services;
- People with a learning disability/autism who will be supported by our in-house provider services; and
- People with a learning disability who need gatekeeping and who will be supported by a commissioned provider

While the Learning Disability Housing Project will commission both internal and external provider support, it is the intention that in-house support services will be used for people who exhibit the most challenging behaviour.

Regardless of the future provider, one of the initial actions of the project plan is the completion of detailed Environmental Needs Assessment which will inform the type and location of the accommodation that each individual will require. As part of the Market Shaping Strategy, the ENA's will also inform the ongoing discussions with social landlords as a potential housing development partner.

This approach has been tested with a group of people living in Fochabers who have been successfully rehoused. Based on this approach, the immediate focus of activity of this part of the project is a social housing development in Buckie.

The Buckie Highland Yard Project aims to provide accommodation for 7 people with a learning disability who wish to live in Buckie.

This initiative is based on a 3 way partnership model between Health & Social Care Moray, Moray Council Property Services and Hanover Housing (Scotland) Ltd.

Subject to the approval of the Business Case, it is the expectation that the construction phase will start in late November 2019.

The progression of other elements of this project will depend on securing the support of a housing provider and, moving forward, project monitoring up-date reports will be provided to The Learning Disability Transformation Project Board.

4.3 CareCubed Implementation

Health and Social Care Moray wishes to maximise best value in the provision of services for people with a learning disability; including accommodation. The primary aim is to ensure that the accommodation, care and support for each person is proportionate, suitable and matched to their assessed, eligible needs/personal outcomes and secondly, offered at a market competitive rate.

Historically, there has been significant variance in the value attached to accommodation, care & support that is commissioned/purchased by Integrated Learning Disability Services in Moray and the value attributed to the provision of accommodation, care & support by provider agencies has not been consistent in terms of how it was calculated, what elements it consisted of and lacked transparency in general. This led to situations where the service had little or no control or influence over the value attributed to this support.

To date, the majority of the value of contracts/spot purchasing for learning disability services has been spent on block purchasing contracts that do not consistently deliver the outcomes sought for the service users, do not support appropriate outcomes-focussed purchasing or monitoring and can result in over purchasing of places/ hours of support that are not utilised (or in some cases could also lead to underfunding of some support packages due to lack of clarity/consistency). The CareCubed tool will support a move away from this block purchasing model in most cases to achieving the aims outlined above. This is important in supporting both personal outcomes for service users and supporting development of best value in providing accommodation, care & support for service users with learning disabilities (the adult social care client group that has the highest number of high value support packages).

As part of the project plan we have procured an online tool that can achieve both of these aims through generating information about someone's accommodation, care and support needs which will, in turn, help support a negotiation of a fair price for care. IESE offered a product that met our requirements.

A 2 year project plan has been established to test and then mainstream the use of this tool. Initially, CareCubed has been used to identify the support and care costs in relation to the 7 people in scope for the Highland Yard (Buckie) initiative.

Once again, reports concerning the implementation and adoption of this tool by colleagues will be provided to The Learning Disability Project Board.

4.4 Overnight Responder Service

Working in partnership with Cornerstone, Health & Social Care Moray are undertaking a 12 week test of change in relation to how we provide overnight care for a group of people with a learning disability living in the Elgin area. Based on the progression model principles, the test of change will explore the viability of using Technology Enabled Care (TEC) and other approaches in terms of enhancing an individual's independence. When the 6 month test of change is completed 2020, the findings will be used to inform how we commission and provide overnight support.

4.5 Establishing a Learning Disability Forum

Following the success of facilitating a series of learning disability workshops in 2017/18, the Learning Disability Transformation Project Board has confirmed that we want to build on the value created by these workshops to re-establish a Learning Disability Forum as a key means of engaging with people with a learning disability in Moray.

This objective is part of the current project plan (phase 5), and it is the intention to hold the first forum in the Spring of 2020.

The creation of this forum will then allow purposeful engagement and a means of working co-productivity with the Moray learning disability community.

5.0 Conclusion

"Learning Disability services in Moray are on a journey."

Charles McKerron, Integrated Service Manager for Learning Disability

Our journey is supported by the work being done by the Learning Disability Transformation project. In phase one of the Transformation Project we saw considerable work done with our workforce looking at how we can do things differently and how we can balance the pressures on the service with our vision and values.

We want people in Moray who have a learning disability to be provided with the right level of support that helps them to be as independent as possible. To this end we are focussing on the outcomes that are important to people and their lives. We have looked at how we carry out our assessments, how we prepare care and support plans, how we evaluate and manage risk, how we carry out reviews and how services are provided. We have worked in partnership with our colleagues who commission services from third party organisation and from the provider organisations themselves as well as with our internal service providers.

We have achieved some notable successes so far by helping several people move from residential care into their own homes where they are the tenant and where they can make real choices about how they live. We have supported our service providers to work in different and much more flexible ways with people and we have noticed that the amount and level of challenging behaviour has reduced as people feel more independent and more in control of their lives.

The next phase of the project will focus on getting the care and support right for the many people who are currently waiting for the right type of accommodation. We are working with our colleagues in the Moray Council Housing department and with Social Landlords. Our aspiration is to have houses and flats built to a high standard and which are adaptable for people with different needs. The new housing will be combined with the right level of on-site care and support which is flexible and adaptable to meet individual people's needs. Alongside this we are looking at how we can provide overnight support in a way that is safe and responsive.

This report contains many case studies, these are real people whose lives have been changed by the work of this project. By this time next year we will have more stories to tell of how people have been supported to be able to move into their own accommodation and live as independently as possible with the right level of care and support.