



Derby City Council

**ADULTS AND PUBLIC HEALTH O&S BOARD**  
**10 November 2014**

**ITEM 6**

Report of the Strategic Director of Adults, Health & Housing

**Modernisation of Learning Disability Day Opportunities**

**SUMMARY**

- 1.1 Following a decision by Council Cabinet in December 2012, the Wetherby Centre closed in May 2013. Customers were given a personal budget to arrange their own daytime care and support. The change delivered financial savings totalling £436,000, and was also intended to deliver improved social care outcomes for adults with a learning disability.
- 1.2 A year on, a review of the care and support that customers now purchase from new and existing providers has been carried out. The providers have engaged well with the process by undertaking a self-assessment. They have also had peer review visits by independent young adults with a learning disability.
- 1.3 The analysis of the self-assessments and the peer challenge visits appear to demonstrate improvements in social inclusion and areas for further improvement.
- 1.4 The process is not yet complete. Meetings are underway with each provider to support them in producing their own improvement action plan.

**RECOMMENDATION**

- 2.1 To note the progress made in improving outcomes for customers with a learning disability as a result of the modernisation of day opportunities.
- 2.2 To note the action planning taking place with current day opportunity providers to deliver even greater social inclusion for people with a learning disability.
- 2.3 To consider how the lessons learned from the personalisation of day opportunities for customers with a learning disability might be transferred to other customer groups.

**REASONS FOR RECOMMENDATION**

- 3.1 Changes to day opportunities for customers with a learning disability have been made to deliver financial savings and better social care outcomes. The financial savings have already been reported and it is now possible to report on the progress made in delivering better outcomes following the closure of the main part of the Wetherby Centre.
- 3.2 It is almost eighteen months since the majority of customers left the Wetherby Centre

and used their personal budget to organise their own day daytime care and support. Significant progress has been made by most new providers, but there is scope for further improvement. Action plans are being developed with providers to deliver even more personalised outcomes.

- 3.3 The transformation of day opportunities for customers with a learning disability was a significant challenge for the Council. Managing the shift from a Council run service to more socially inclusive, personalised care and support – funded by personal budgets – had not been previously been tried. Many stakeholders were anxious about the nature and the scale of the change and there was significant opposition from many family carers – though people with a learning disability were very clear that they wanted change. The success of the change process provides a platform to consider how the implementation of personalised outcomes might be used to transform other traditional services.

## **SUPPORTING INFORMATION**

- 4.1 At its meeting on 5 December 2012, Council Cabinet agreed to the closure of the Wetherby Centre (with the exception of the Inspire Unit, for people with complex needs). The aim was to deliver financial savings and deliver better social care outcomes for people with a learning disability, focused on social inclusion.
- 4.2 All 132 customers who were using Wetherby had a re-assessment and the 85 who were remained eligible for community care support were given a personal budget. Apart from the Inspire Unit, the centre closed in May 2013.
- 4.3 A few independent day care providers already existed in the city, mostly providing a very traditional service in a ‘day centre.’ However, a number of staff who previously worked at Wetherby set up their own business to provide day opportunities. Six new providers secured business from 81 customers with a personal budget. Eighteen customers chose to have their daytime support provided by four existing providers.
- 4.3 In May 2014 a process began to engage all ten day opportunity providers to review how successfully the change was delivering better social care outcomes, as agreed by Council Cabinet.
- 4.5 In line with the overall approach to sector led improvement that has been adopted within adult social care in England since 2010, the methodology that was developed consisted of two elements. Firstly, a self-assessment to be completed by providers themselves and secondly, a peer review visit to each provider by people with a learning disability.
- 4.6 All ten providers who offered care and support engaged with the review process and completed the self-assessment form and provided some evidence to support their conclusions. Most of the providers viewed the approach very positively and saw it a constructive challenge, with the potential to improve the service that they provide. All ten returned their self-assessment. These were then read and analysed, with areas for further development or improvement identified.

- 4.7 At the time of writing, five of the providers have also been visited by learners from Transition2. Transition2 is a specialised further education college for young adults with more complex needs and / or autism that is sited at Whitaker Road in Derby. The Transition2 learners have been and continue to speak to people using the service and to the providers, asking probing questions based on the evaluation of the provider's self-assessment.
- 4.8 The next step in the process will be individual meetings with each provider, to give them feedback, agree areas for improvement and to support them in creating their own improvement action plan.
- 4.9 A number of conclusions may be drawn from the review process:
1. Opportunities for social inclusion have improved:
    - There is greater engagement with communities and this is improving
    - Customers report greater choice and control over their life
    - Many people have increased their independence
  2. The areas for further development are:
    - Increasing opportunities for community engagement
    - Continued increase in customers' choice and control
    - Improving knowledge and understanding of dignity and safeguarding
    - Increasing the independence skills of individuals
    - Increase the opportunities for work and employment activity
- 4.10 A detailed report of the review process and its findings are attached in Appendix 2, The Review and Appendix 3, SAQ Scoring Summary.

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| <b>OTHER OPTIONS CONSIDERED</b> |
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- 5.1 To complete the review using an 'inspection' approach, with Council staff visiting each provider to ask questions and form their own view. This may produce a more objective assessment, but is also likely to be received less positively and possibly causing providers to be defensive. It is unlikely that an inspection approach would engage providers as enthusiastically as they have been in the process of reflection and developing their own action plans.
- 5.2 To not undertake a review. However, the Council would have no way to evaluate the impact of the changes to day opportunities.

**This report has been approved by the following officers:**

|                                 |  |
|---------------------------------|--|
| <b>Legal officer</b>            | N/A  |
| <b>Financial officer</b>        | Toni Nash  |
| <b>Human Resources officer</b>  | N/A  |
| <b>Estates/Property officer</b> | N/A  |
| <b>Service Director(s)</b>      | Brian Frisby, Perveez Sadiq                      |
| <b>Other(s)</b>                 | Kirsty Everson, Head of Integrated Commissioning |

|                                      |  |
|--------------------------------------|--|
| <b>For more information contact:</b> | Sarah Stuart 01332 641883 sarah.stuart@derby.gov.uk  |
| <b>Background papers:</b>            | Council Cabinet Minutes, 5 December 2012             |
| <b>List of appendices:</b>           | Appendix 1 – Implications<br>Appendix 2 – The Review |



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| <b>IMPLICATIONS</b> |
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**Financial and Value for Money**

- 1.1 The reported savings for Wetherby were £132,000 in 2012/2013 and £304,000 in 2013/2014 totalling £436,000. Initially these savings were not fully realised in year but they have now been achieved.

**Legal**

- 2.1 None.

**Personnel**

- 3.1 None.

**IT**

- 4.1 None.

**Equalities Impact**

- 5.1 None.

**Health and Safety**

- 6.1 None.

**Environmental Sustainability**

- 7.1 None.

**Property and Asset Management**

- 8.1 None.

**Risk Management**

- 9.1 None.

**Corporate objectives and priorities for change**

- 10.1 None.

### LEARNING DISABILITIES DAY SERVICE MODERNISATION REVIEW

#### 1. **Wetherby Day Centre Closure**

1.1 In December 2012, Council Cabinet considered the: 'Daytime Support for Adults with a Learning Disability' report. This report provided a summary of the consultation responses to the proposed changes in how the Council provided daytime support, at Wetherby Day Centre, to adults with a Learning Disability at that time.

1.2 Council cabinet approved the recommendation that daytime support needed to be provided in more socially inclusive ways, offering greater choice and individualised support through personal budgets. The result of this was the closure of Wetherby Day Centre.

#### 2 **What happened as a result**

2.1 At that time there were 132 customers attending Wetherby.

2.2 Between January and June 2013 all of these individuals had their Outcome Based Support Assessment (OBSA) reviewed, and a Support Plan produced, which indicated individual's personal outcomes and how these would be achieved.

2.3 When Wetherby closed, in July 2013, the outcome of the customer reviews and support planning resulted in:

- 85 customers moving to existing or new day time provision;
- 47 customers not moving to new day time provision for reasons including non-eligible for services, required nursing care etc;
- 12 customers were no longer supported by DCC following the review due to:
  - Non eligibility
  - Chose not to continue with support
  - Deceased
  - Illness led to 100% health funding in nursing care

2.4 At the time that Wetherby Day Centre closed, five providers set up new day time provision in the City, these included:

- Community Links / Manor Farm (These are now 2 separate organisations)
- Active Support
- Opportunity Knocks
- No Limits
- Beechtree

These organisations were established by ex-Wetherby staff.

- 2.5 The 85 individuals that chose to be supported by new or existing day time provision chose the following providers (some accessing more than one provider):
- Community Links / Manor Farm – 20 customers
  - Active Support – 15 customers
  - Opportunity Knocks – 15 customers
  - No Limits – 11 customers
  - Beechtree – 20 customers
  - Alternatives - 3 customers
  - Enabled Centre - 5 customers
  - Padley - 4 customers
  - Shared Lives - 6 customers
- 2.6 Additionally, as well as or instead of day time provision, some customers chose to be supported by:
- Supported Living – 9 customers
  - Residential Care – 13 customers
  - Personal Assistants - 5 customers

### **3 Review of daytime opportunities for adults with a learning disability**

- 3.1 In May 2014, nearly a year on from the closure of Wetherby, the Council decided to assess how the review of 'Day Time Support for Adults with a Learning Disability' has improved the daytime opportunities for adults with a learning disability within Derby.
- 3.2 Outcomes of the initial review, identified several outcomes, with the following being specific to the current review:
- 3.2.1 Daytime support provided in more socially inclusive ways, offering greater choice and individualised support through personal budgets.
- 3.2.2 Support individuals to develop plans and choose the activities they wish to pursue that achieve outcomes around work and community engagement.
- 3.2.3 Work in partnership with a diverse range of providers including micro-enterprises to provide socially inclusive opportunities to people and to raise awareness of these and other opportunities to people.
- 3.2.4 Local and national strategy regarding daytime support for adults with a learning disability stresses the importance of people being able to pursue meaningful activities geared around individual skills and interests with a focus on community inclusion, paid and voluntary work and other socially valued pursuits.
- 3.2.5 Offering Personal Budgets gives everyone the opportunity to pursue meaningful activities with a much greater emphasis on social integration and work related activities.

- 3.2.6 Research states that local authorities should ensure that they continue to provide somewhere which can be used as a base from which adults with profound learning and multiple disabilities can go for different activities during the day, ideally in a place used by a wider range of people providing more opportunities for social interaction.
- 3.2.7 There is a strong desire on the part of people with learning disability to be supported in the community with friends and to pursue activities of their choice, including paid and voluntary work.
- 3.3 For this review, it was also agreed to consider how well the review of daytime opportunities has supported the achievement of the following ASCOF measures:
- 1B:** % of service users who have control over their daily lives.
  - 1I:** Proportion of people who use services and their carers who reported that they had as much social contact as they would like.
  - 1C (1):** Proportion of people using social care who receive self-directed support (SDS)
  - 1C (2):** Proportion of people using social care who receive direct payments
  - 1E:** Proportion of adults with learning disabilities in paid employment
  - 3A:** Overall satisfaction of people who use services with their care and support
  - 3D:** The proportion of people who use services and carers who find it easy to find information about services
  - 4A:** The proportion of people who use services who feel safe
  - 4B:** The proportion of people who use services who say that those services have made them feel safe and secure.

## 4 **Methodology**

- 4.1 The project team were engaged, and included:
- Brian Frisby, Service Director – Prevention, Personalisation and Professional Standards
  - Sarah Stuart, Market Development Manager
  - Kirsty Everson, Head of Integrated Commissioning
  - Vickie Minion, Head of Transitions & Ordinary Lives
  - Andrew Wheawall, Head of Community Support
  - Neil Woodhead, Social Capital Development Manager
  - Janine Cherrington, Head of Service, Transition 2 (a College in Derby for young adults aged 18 to 25 with learning difficulties and/or Autism).
- 4.2 The methodology used was:
- 4.2.1 The original outcomes of the Day Service changes, as documented in the Cabinet Review, were reviewed.
- 4.2.2 These outcomes were considered alongside the ASCOF measures.
- 4.2.3 During June and July, Sarah Stuart visited and/or spoke to all providers, to whom ex-Wetherby customers had moved onto, to introduce and explain this review. Providers engaged enthusiastically.

- 4.2.4 A self-assessment questionnaire (SAQ) was devised, in line with the intended outcomes and ASCOF measures.
- 4.2.5 SAQ was sent to providers at the beginning of August, allowing them 6 weeks to complete and return by 12<sup>th</sup> September.
- 4.2.6 All completed SAQs were reviewed by a team of 6 ASC staff and a summary report produced.
- 4.2.7 Peer review visits were carried out with each provider, by an adult with a learning disability, led and supported by Transition 2, and a summary report produced.

## 5 Self-Assessment Questionnaires (SAQs) Review

- 5.1 The review of the SAQs included the collation of the 'marks' given by each provider, and an assessment of the content by the following group:
- Sarah Stuart, Market Development Manager
  - Kirsty Everson, Head of Integrated Commissioning
  - Janine Cherrington, Head of Service, Transition 2
  - Karen Ratcliffe, Local Area Coordinator
  - Debbie Wheatley, Social Worker
  - Trevor Wright, Strategic Commissioning Manager

## 6 SAQ Review Analysis (see Appendix 3)

The analysis of findings of the SAQs, by section, is as follows:

- 6.1.1 72% of responses indicated that providers felt they did 'very well' in **engaging with the community and supporting their customers to be socially included**; only 3% of responses indicated a 'need to improve this'.
- 6.1.2 However, provider examples of engaging with the community were very limited.
- 6.1.3 Some good examples of working with other providers, but not enough of working with a range of providers, including non-LD specific providers.
- 6.1.4 Responses indicated that providers would benefit from developing their support of customers using social media.
- 6.2.1 Although there were 78% of 'yes' responses in the '**Dignity & Safeguarding**' section, some providers showed a lack of understanding regarding dignity & safeguarding. There was a lack of examples from most providers to confirm that customers would understand what to do in a safeguarding situation.
- 6.2.2 Some providers indicated a lack of understanding in dealing with challenging behaviour.
- 6.2.3 There is a lack of knowledge and understanding of the 'Safe Places' scheme.
- 6.2.4 However, one provider is currently actively working with the Police and City Centre shops to review this scheme.

- 6.3.1 In the '**Choice & Control**' section, 80% of provider responses were positive with regard to ensuring their customers have choice and control.
- 6.3.2 Many providers indicated customers now have more choice over their activities and support, moving on from the 'traditional day centre'.
- 6.3.3 Informal and formal feedback, from customers and their carers, is used to inform future planning, though to differing levels across providers.
- 6.3.4 Several providers involve their customers in taking ownership of and pride in their daily environment, however others involve customers very little.
  
- 6.4.1 Opportunities to build customer skills and support them to engage in '**work and employment**' (including voluntary) activity is limited, with only 48% of positive responses in this section, and 33% negative responses
- 6.4.2 Positive examples in this section include a provider who supports their customers to work voluntarily in their own charity shop, some customers supported to engage in voluntary work, and many providers stating that they 'encourage the support and development of work-related potential in individual customers'
  
- 6.5.1 In encouraging customer '**Independence**' there was little feedback from providers that they utilise the information gathered about customers in the Council assessment (OBSA) and Support Plan.
- 6.5.2 The ways in which information regarding customers is gathered when they join the organisations is varied and a little unclear.
- 6.5.3 There are some good examples of customers increasing their independence skills, including using public transport alone, and looking after their own money.
- 6.5.4 Providers rate themselves positively at 82% in this section.
  
- 6.6.1 In the '**Leadership & Management**' section, there is evidence of committed and enthusiastic staff, with 80% of positive answers.
- 6.6.2 Some providers have identified areas for ongoing development
- 6.6.3 However, the SAQs indicate that managers and team members have some key areas for development, as outlined throughout other sections above.

- 6.7. Some overall feedback includes:
  - 6.7.1 Difficult to 'assess' whether 'scores' that providers gave themselves were appropriate due to lack of examples
  - 6.7.2 The SAQ asked for 'supporting comments and examples' from providers for each question, however these were very limited and, in some cases, non-existent.
  - 6.7.3 Case studies were suggested as an effective piece of evidence to back up many of the SAQ answers, however only two providers submitted case studies, and these were very brief.
  - 6.7.4 Some providers that we were aware of doing some excellent work did not 'sell themselves'.

## 7 **Peer Review Visits**

- 7.1 As part of their usual learning programme, Transition 2 learners visit provision in the City to see what is available, and perhaps to consider for themselves in the future. These learners were therefore considered best placed to carry out peer review visits to providers.
  - 7.2 Following the completion of the SAQs, Peer Review Visits were carried out. Learners used feedback from the group review of the SAQs to form the basis of questions to ask providers.

## 8 **Peer Review Feedback**

- 8.1 Providers told peer reviewers the following:
  - 8.1.1 "New customers who have the potential to travel independently are given the opportunity."
  - 8.1.2 "A customer who sat alone listening to his headphones at Wetherby now goes out with friends playing football."
  - 8.1.3 "We discuss everything with our customers....they make the decisions about what they want to do."
  - 8.1.4 "We focus on what clients can achieve."
  - 8.1.5 "It is great to see our customers develop a working mind-set....they tell their carers they are going to work."
  - 8.1.6 "Some ladies wanted to knit but they needed it to be purposeful...they now knit blankets to support the local kennels."
  - 8.1.7 "One of our customers runs a weekly exercise class for us all."
  - 8.1.8 "We don't pamper them! They are encouraged to do everything independently."

- 8.2 Peer review feedback regarding their visits included:
  - 8.2.1 “We like it because they have men who work there.”
  - 8.2.2 “They are building a bank of staff to provide 1-to-1 community support.”
  
- 8.3 The Transition 2 staff who supported the learners in the Peer Review Visits, made the following observations of different providers:
  - 8.3.1 Lots of activities that get customers out and about so they are rarely in the building.
  - 8.3.2 Staff described as ‘passionate and motivated’ and customers were able to describe and discuss their own outcomes since accessing the provision. Attempts made to establish mainstream connections within their locality and some activities have a vocational focus.
  - 8.3.3 Customers have things in common other than learning disabilities.
  
  - 8.3.4 Ethos and vision seems purposeful and current but building described as having a “day-centre feel”.
  - 8.3.5 Bank of staff being built to provide 1:1 community support and it appears they have the capacity to meet more complex needs than other providers.
  - 8.3.6 Positive feedback regarding responses made to customer requests/ideas. Staff and customers keen to make links within community through individuals and Organisations.
  - 8.3.7 Voluntary work-related opportunities available.
  - 8.3.8 Commitment from staff to customer-related training goals.
  - 8.3.9 Clear offer/remit and real-world, ‘grown-up’ working/vocational environment.
  - 8.3.10 Feeling of being very ‘ordinary’ (in a good way!).
  - 8.3.11 Level of care and support deemed to be excellent, with lots of attention to detail.
  - 8.3.12 Attempts made to provide personalised feedback and records of achievements through diaries/books.
  - 8.3.13 Very welcoming and ‘warm’.
  - 8.3.14 Appeared to be predominantly creative/craft activities available which seemed to be mainly building focused.
  - 8.3.15 It was felt the community came to provider rather the other way around.

- 8.4 Overall feedback from Transition 2 was:
- 8.4.1 All providers made us feel very welcome and were accommodating to our various support needs.
  - 8.4.2 Staff and customers made time to speak with us ... they welcomed and answered questions from learners and staff.
  - 8.4.3 We are not confident that all providers could safely support some of our more complex or challenging learners/customers.
  - 8.4.4 We are not confident that all providers could safely support some of our more complex or challenging learners/customers.
  - 8.4.5 We have not yet seen evidence of a strong commitment to learning and development in a 'personal challenge' / 'fulfilling potential' way.
  - 8.4.6 There is still some evidence of 'coffee and crayons' type activities.
  - 8.4.7 Huge age ranges at some providers ... un-natural?
  - 8.4.8 Is there genuine community/social inclusion?
  - 8.4.9 Does the support planning process offer enough flexibility to experience different providers via taster sessions and changing one's mind?

## 9 **Feedback to providers**

- 9.1 Providers involved in the review engaged keenly from the start. In completing the SAQ they feedback what a useful process they had found this, and how it had highlighted some development areas they had not considered.
- 9.2 One provider stated that the SAQ would "*give a base line for our business plan over the next 18 months*".
- 9.3 Following the review of the SAQs, and the Peer Review visits, feedback will be offered to providers in two ways:
  - Providers have been/will be given 1:1 feedback by Sarah.
  - Providers will be invited to attend a group feedback session on summary outcomes of the review, with the intention of some individual and group action planning.

## 10 **Development Plans**

- 10.1 Individual development will be considered by providers following 1:1 and group feedback, and is likely to include:
  - 10.1.1 Developing providers' knowledge of the OBSA and Support Plan and how this can be used to inform providers of new customers, update ongoing etc; Sharing of customer information through OBSA and Support Plan.
  - 10.1.2 Social media training.
  - 10.1.3 Provision of case studies to inform customers, carers, providers and Council staff.
  - 10.1.4 Providers working better with other providers, including universal providers.
  - 10.1.5 Providers engaging with and signing up to 'Think Local Act Personal's' 'Making It Real' markers (all providers have been invited to a Derby Making It Real event in November) (Making it Real sets out what people who use services and carers expect to see and experience if support services are truly personalised. The aim of Making it Real is for people to have more choice and control so they can live full and independent lives.)
  - 10.1.6
  
- 10.2 Areas that were highlighted to be considered by the Council for action are:
  - 10.2.1 Review Safe Places Scheme
  - 10.2.2 Concern over appropriate settings/providers for young people with challenging behaviour, moving on from settings such as Ivy House School and Transition 2 OBSAs and Support Plans – more effective use, including increasing understanding of customers and their families to share this information with providers.

## **11 Conclusions**

- 11.1 At the time of writing, there is more activity planned regarding this review. Further provider development will be required to positively progress the opportunities and outcomes for customers. So far the review has informed us that:
  - 11.1.1 Opportunities for inclusion for adults with a learning disability have improved in the last year.
  - 11.1.2 There is greater engagement within communities and this continues to improve.
  - 11.1.3 Customers have benefitted from greater choice and control over their daily lives.
  - 11.1.4 Many individuals have increased their independence skills.
  - 11.1.5 There is a lack of opportunities for individuals to engage in work and employment activity.

- 11.2 Overall the areas for further development appear to be:
  - 11.2.1 Increasing opportunities for community engagement.
  - 11.2.2 Continued increase in customers' choice and control.
  - 11.2.3 Improving knowledge and understanding of dignity and safeguarding.
  - 11.2.4 Increasing the independence skills of individuals.
  - 11.2.5 Increase the opportunities for work and employment activity.
- 11.3 Future plans include:
  - 11.3.1 1:1 and group feedback to providers
  - 11.3.2 Providers engaging in Making It Real Event
  - 11.3.4 Support of providers in developing action plans, from the Market Development Manager.

**Appendix 3**

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| <b>SELF-ASSESSMENT QUESTIONNAIRE SCORING SUMMARY</b> |
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(Please note: Not all providers have answered every question)

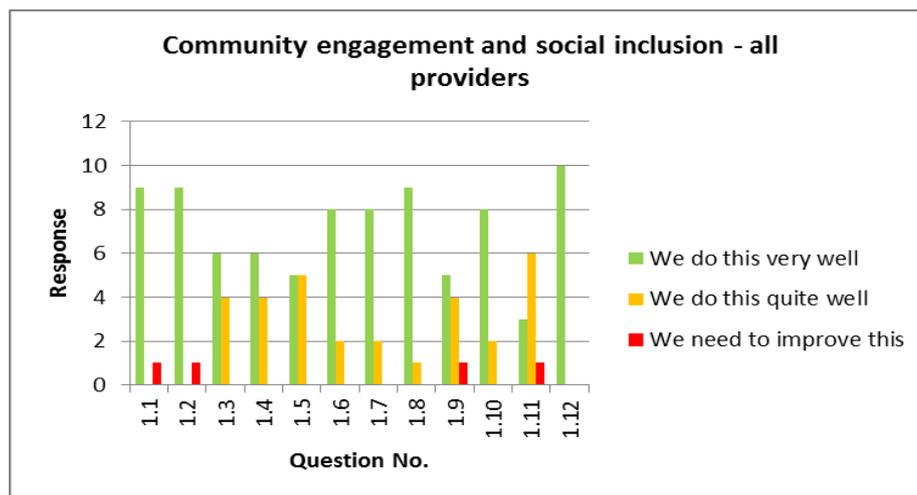
**COMMUNITY ENGAGEMENT AND SOCIAL INCLUSION**

Questions asked in this section:

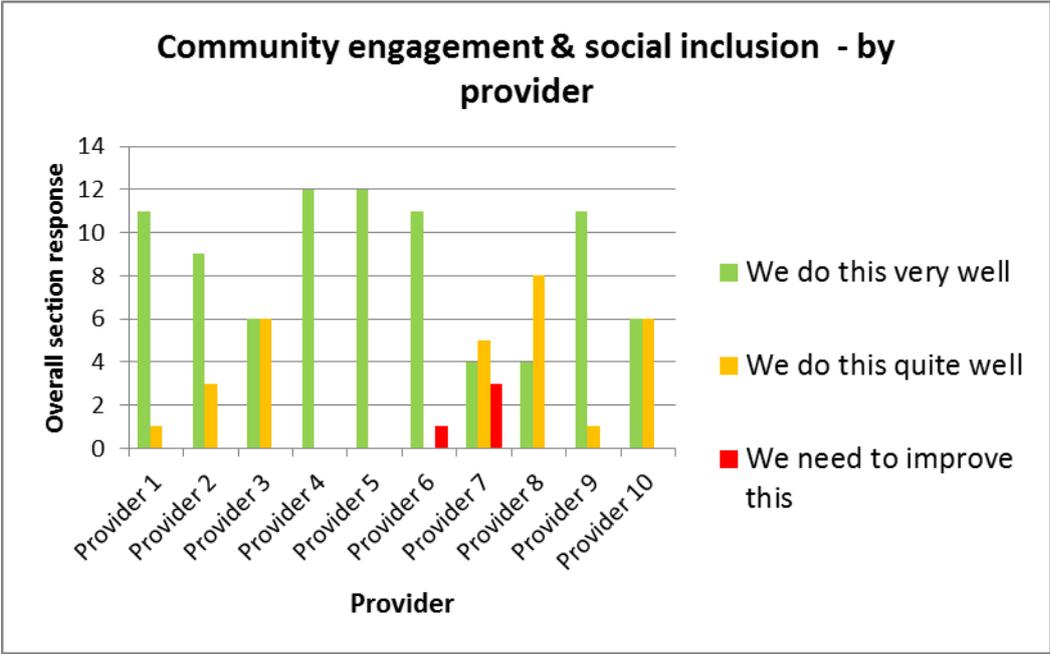
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| 1.1. | Our customers are given opportunities to engage with and make a positive contribution to the community |
| 1.2. | Our provision is based at the heart of the community   |
| 1.3. | Our customers are supported to raise awareness of their aspirations and needs within the community     |

|       |  |
|-------|--|
| 1.4.  | Our customers regularly use public transport   |
| 1.5.  | Our provision has good links with other providers and services across the city   |
| 1.6.  | The support we offer is culturally sensitive to ethnic origin, heritage, religion and race   |
| 1.7.  | The support that we offer ensures equal opportunities to all, regardless of age, gender, religion, race, sexual orientation and disability |
| 1.8.  | Our customers reflect a broad range of society across age, gender, religion, race, sexual orientation and disability                       |
| 1.9.  | Our customers are encouraged and supported to secure and access work-related activities (paid or voluntary)                                |
| 1.10. | Our customers are encouraged and supported to maintain friendships and relationships in the community                                      |
| 1.11. | Our customers are supported to develop their social networks, including use of social media  |
| 1.12. | We take pride in our environment as a community resource and customers take ownership of our space(s)                                      |

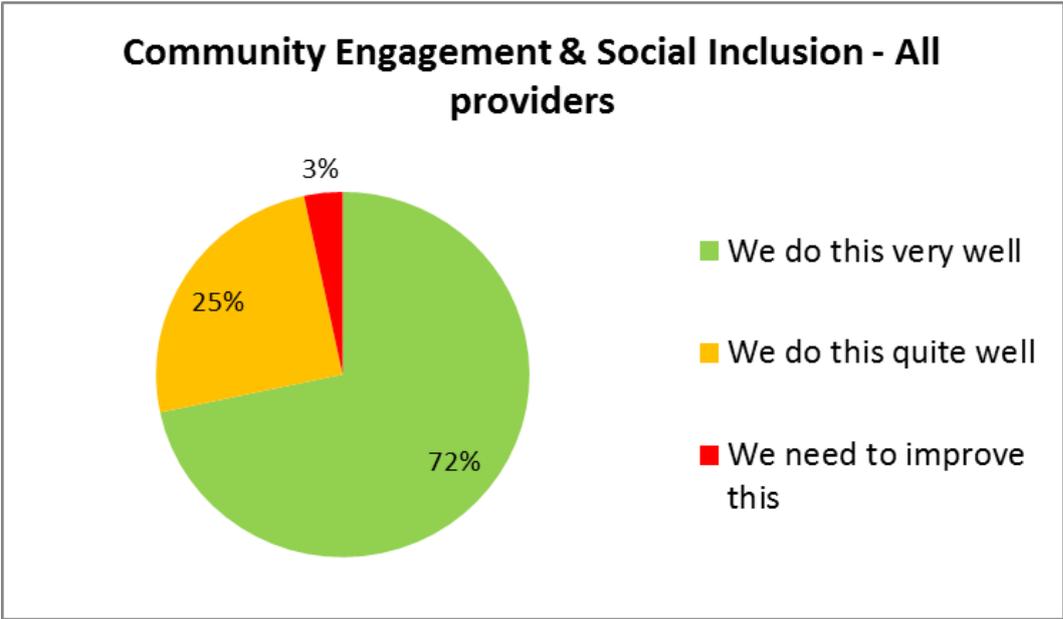
The following graph gives a summary of the responses to each question in this section, from all providers:



Summary by each provider, of all their answers in this section:



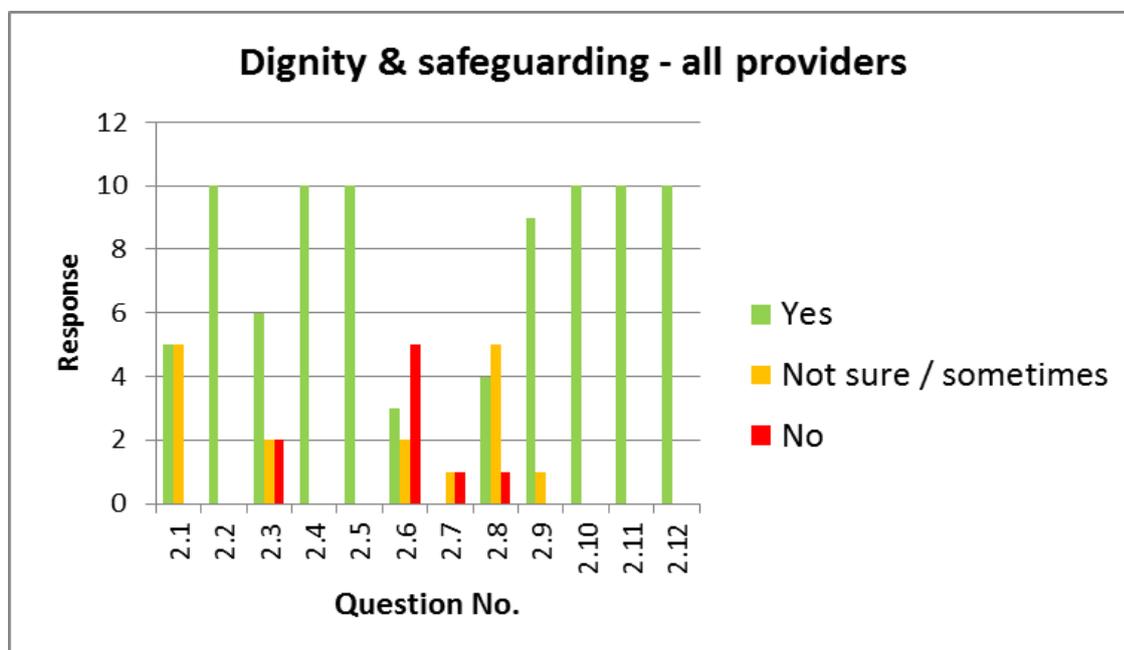
Overall summary of responses in this section, from all providers:



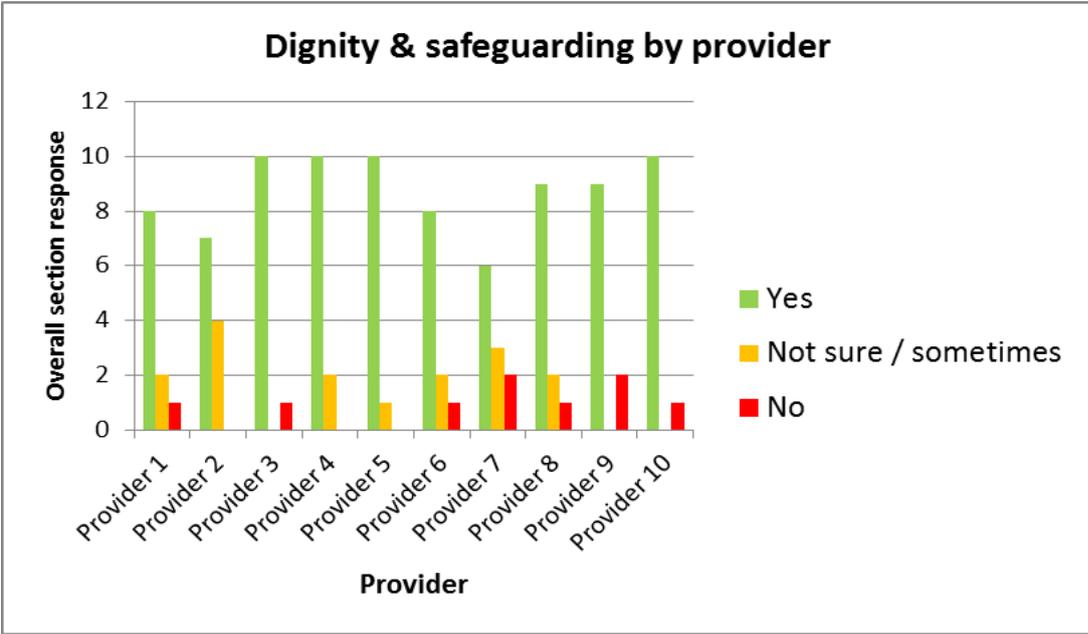
**DIGNITY & SAFEGUARDING**

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| 2.1. Our customers know how to raise a Safeguarding alert  |
| 2.2. Our staff know how to raise a Safeguarding alert  |
| 2.3. We have applied to be Dignity in Care Champions   |
| 2.4. We strive to ensure that our customers feel safe and secure when accessing our provision and/or receiving support from us |
| 2.5. Our customers are supported to remember the difference between appropriate/inappropriate and legal/illegal                |
| 2.6. We use physical interventions when it is appropriate to do so   |
| 2.7. If yes to answer above, we are up to date with our physical intervention training   |
| 2.8. Our customers know where the 'Safe Places' are in Derby   |
| 2.9. All staff have received appropriate training in Dignity and Safeguarding  |
| 2.10. Relevant policies and staff DBS checks are in place  |
| 2.11. Families/carers feel that our customers are safe and well supported  |
| 2.12. Continually promoting independence, whatever the level of current support, is important to our provision's ethos         |

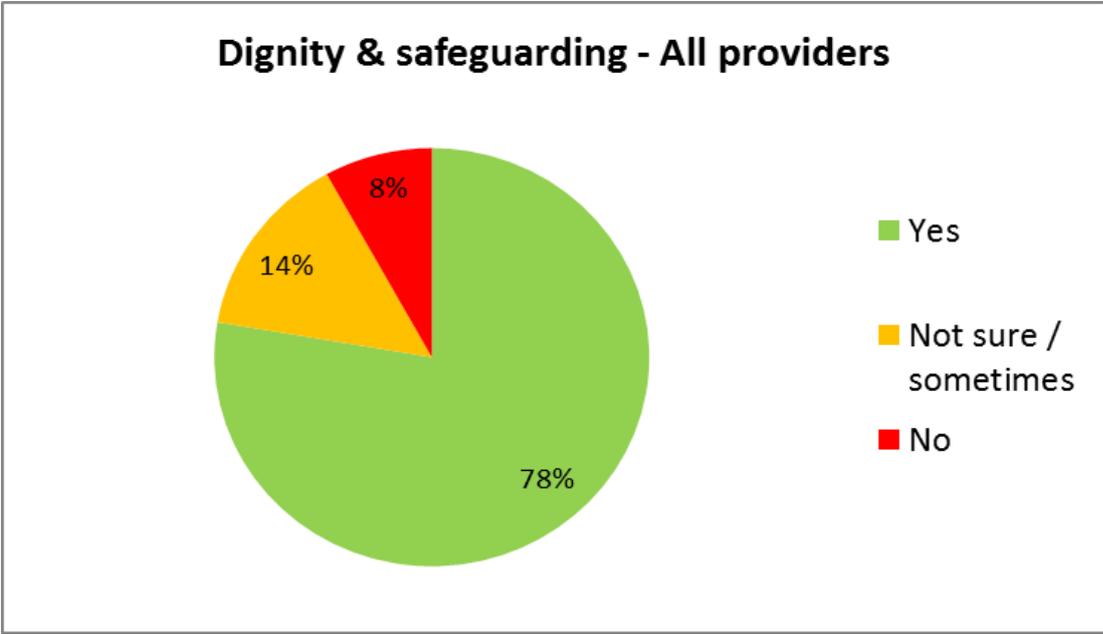
The following graph gives a summary of the responses to each question in this section, from all providers:



Summary of answers for section from all providers:



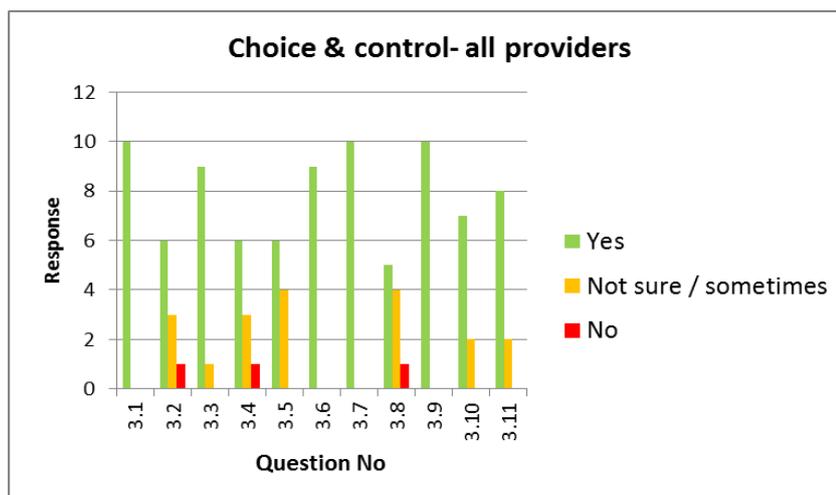
Overall summary of responses in this section, from all providers:



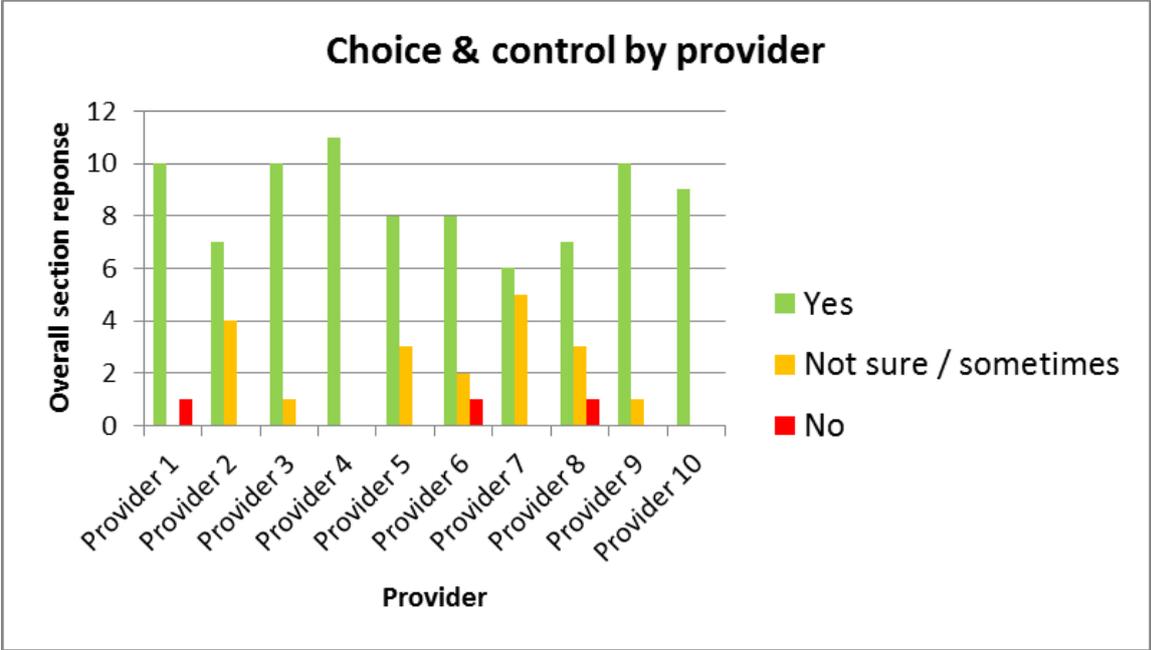
## CHOICE & CONTROL

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| 3.1. Our customers are given a range of choices about options and activities available to them through our organisation           |
| 3.2. Our Governance arrangements include learning disabled representatives and documentation is in easy-read formats              |
| 3.3. Our customers have the opportunity to share their views about ways to enhance or improve our provision                       |
| 3.4. We invite people from external organisations to share information about their services with us, e.g. Advocacy                |
| 3.5. Our customers understand how to make a complaint about the service and/or support they receive from us                       |
| 3.6. Our customers take ownership of and pride in their daily environment   |
| 3.7. Our staff take ownership of, pride in and responsibility for developing their daily environment                              |
| 3.8. Our customers are encouraged to explore and share their assets within their local community                                  |
| 3.9. Our staff encourage and support our customers to develop friendships and relationships                                       |
| 3.10. We offer a range of communication methods through which our customers can express their preferences/choices                 |
| 3.11. We value the use of technology in promoting choice and individual expression, e.g. mobile phones, tablets, laptops, cameras |

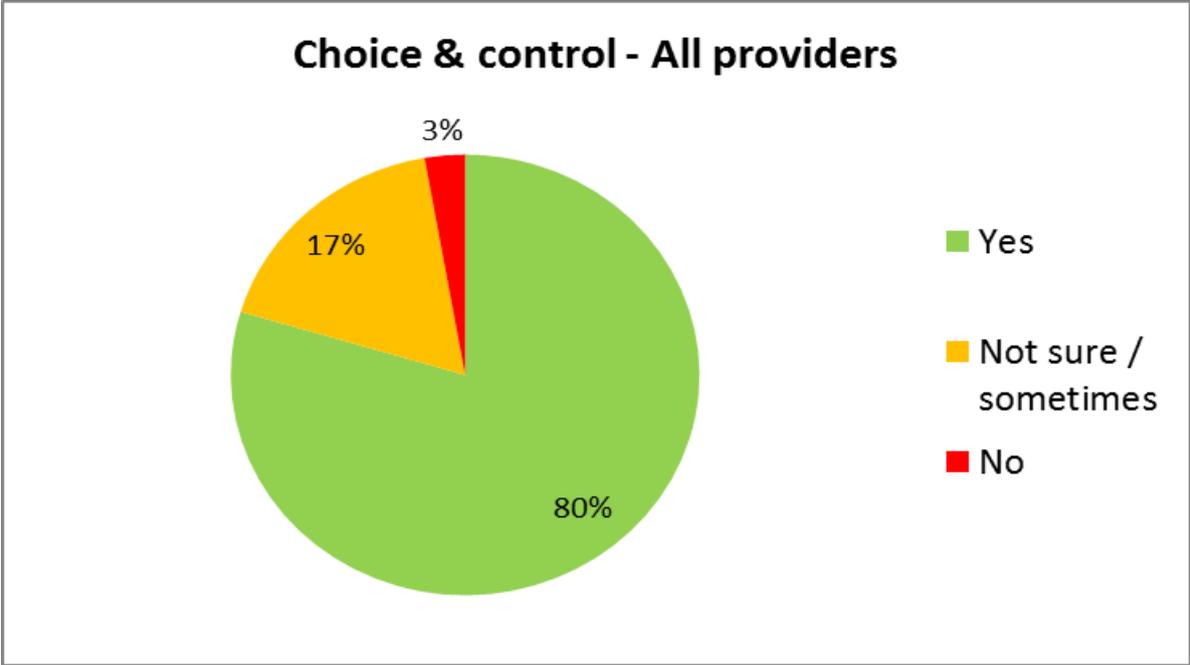
The following graph gives a summary of the responses to each question in this section, from all providers:



Summary of answers for section from all providers:



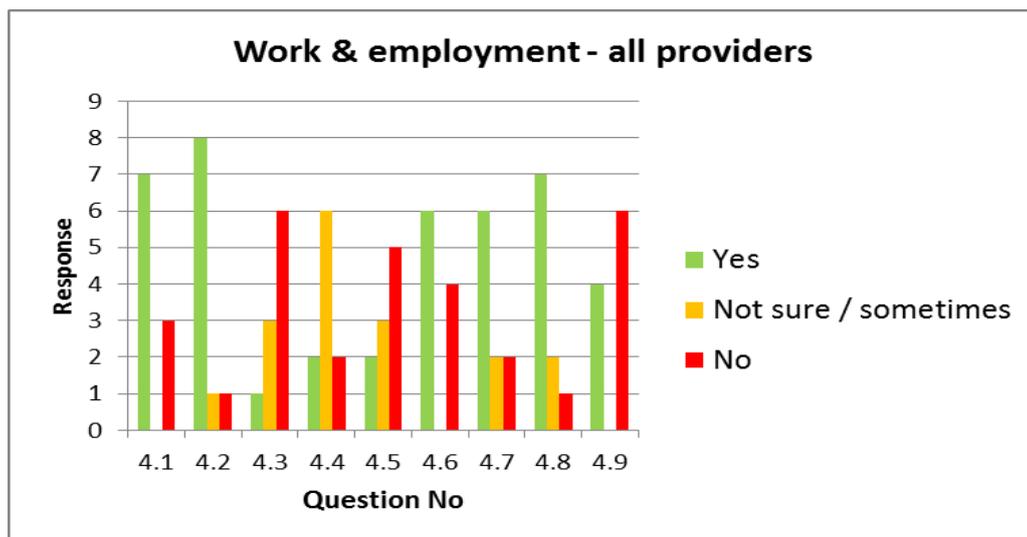
Overall summary of responses in this section, from all providers:



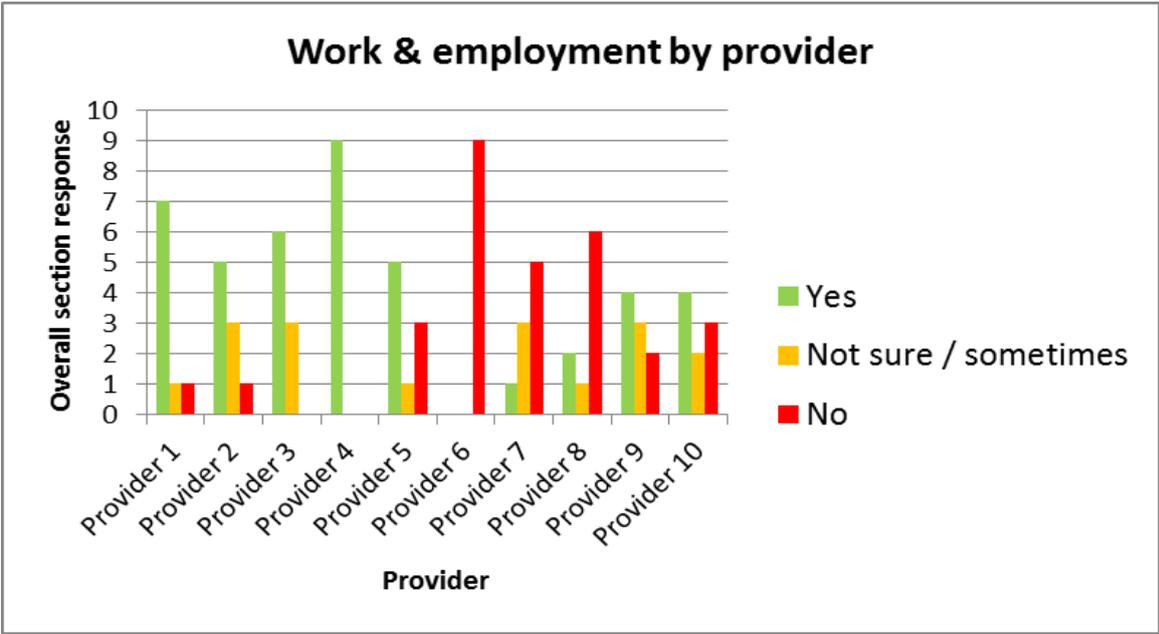
## WORK & EMPLOYMENT

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| 4.1. We offer supported employment opportunities as one of the options available to our customers                    |
| 4.2. Our staff encourage and support the development of work-related potential in our individual customers           |
| 4.3. We actively seek links with local employers and set up taster sessions for customers seeking work experience    |
| 4.4. Our customers understand how their individual assets, skills and qualities can enhance the local work-force     |
| 4.5. We create and run social enterprise projects to share our customers' skills with the local community            |
| 4.6. We offer our customers work experience placements within our organisation                                       |
| 4.7. We offer members of the wider community work experience placements within our organisation                      |
| 4.8. We encourage customers to take on responsibilities within our organisation to develop their work-related skills |
| 4.9. We can support people to secure work during the evenings and/or weekends if requested                           |

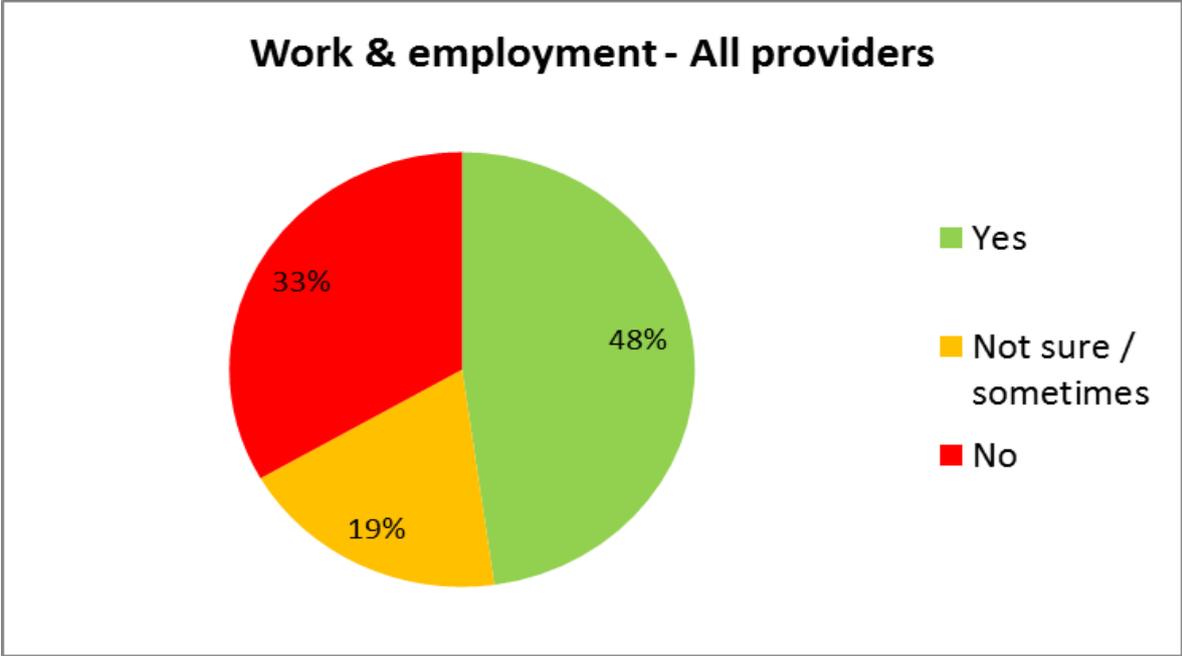
The following graph gives a summary of the responses to each question in this section, from all providers:



Summary of answers for section from all providers:



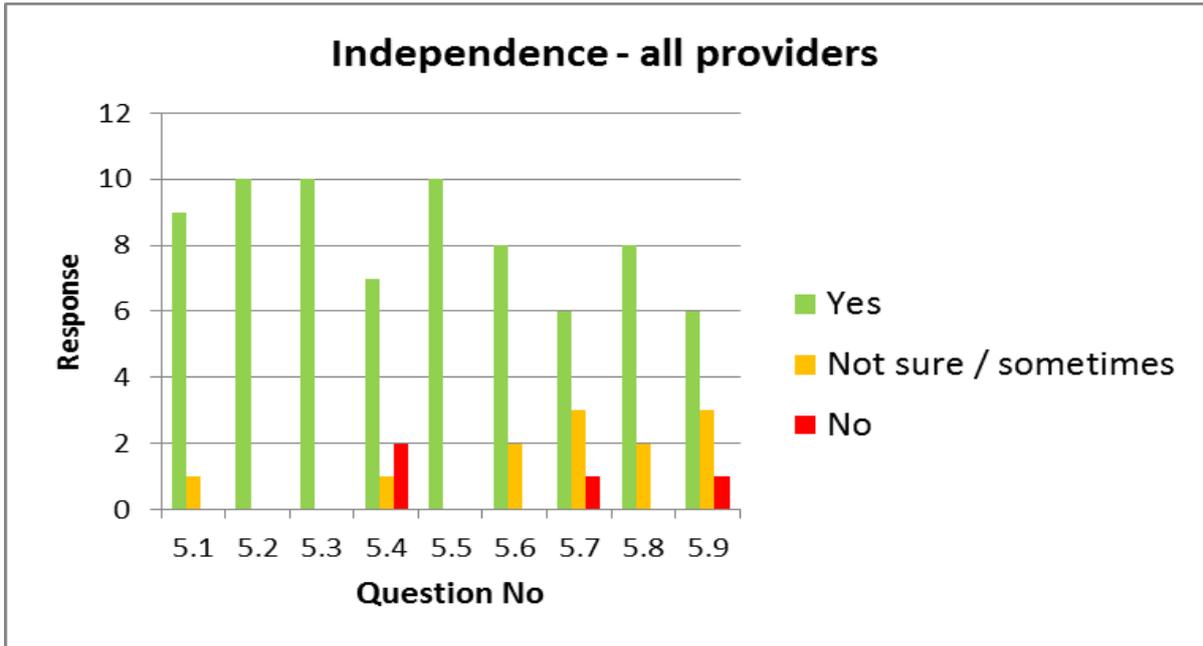
Overall summary of responses in this section, from all providers:



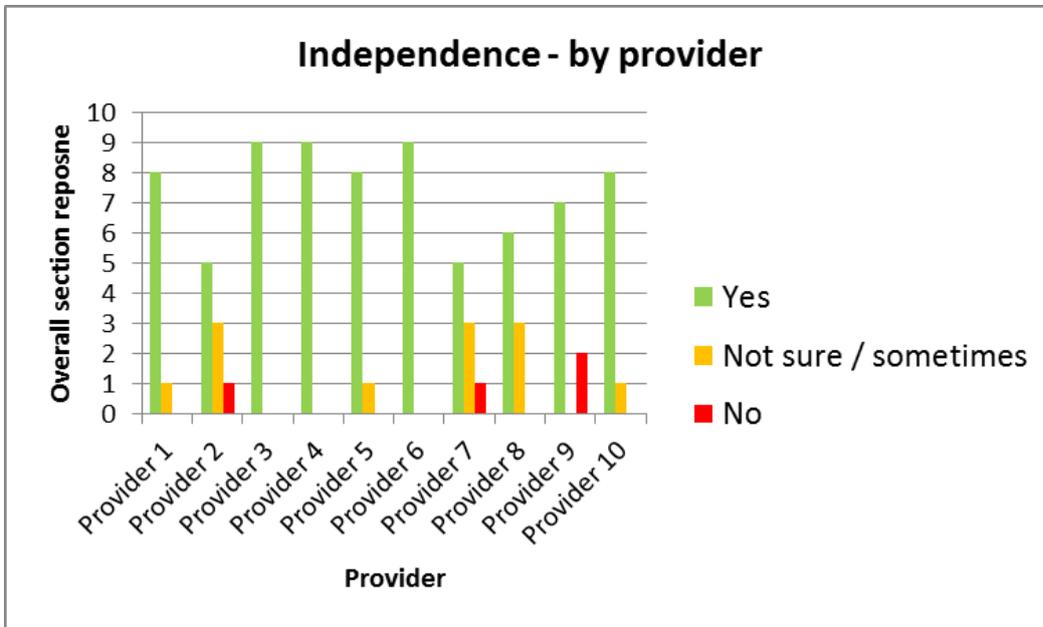
## INDEPENDENCE

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| 5.1. At the point of joining our organisation, we actively seek information about our customers' previous achievements       |
| 5.2. Our staff understand the lifelong learning priorities for our customers and provide opportunities for skill development |
| 5.3. Our customers are encouraged to look after their own belongings wherever possible to promote independence               |
| 5.4. We support our customers to gain the skills and experience to travel independently on public transport                  |
| 5.5. Our staff actively encourage our customers to aspire to and achieve increasing levels of independence                   |
| 5.6. We have comprehensive individual risk assessments to keep customers safe whilst promoting their independence            |
| 5.7. We understand the importance of assistive technology in supporting independence for our customers                       |
| 5.8. Our staff aim to support the development of our customers' decision-making and inference skills to stay safe            |
| 5.9. Our organisation promotes and encourages customers to consider opportunities for independent/supported living           |

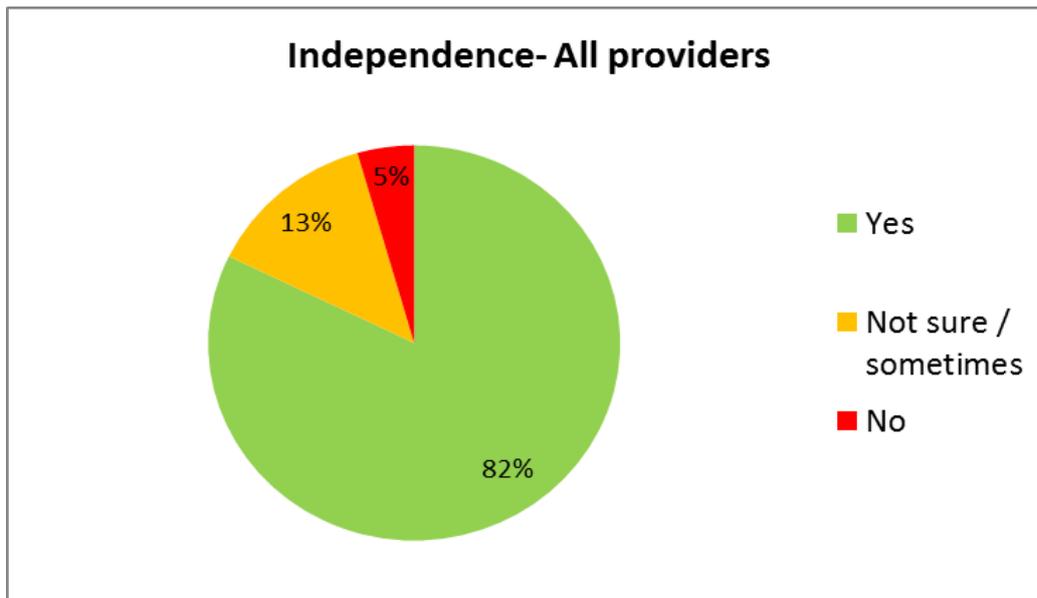
**The following graph gives a summary of the responses to each question in this section, from all providers:**



Summary of answers for section from all providers:



Overall summary of responses in this section, from all providers:

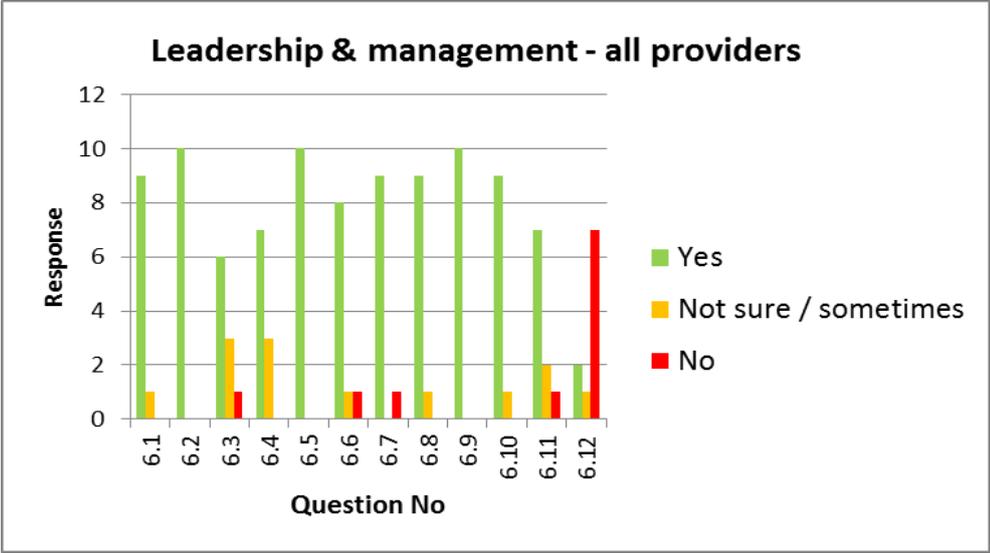


### LEADERSHIP & MANAGEMENT

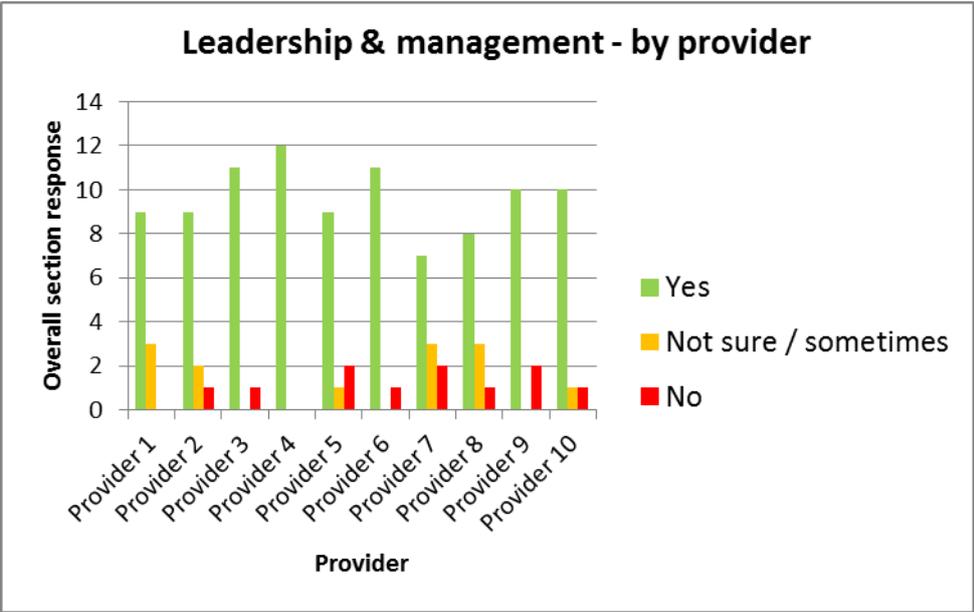
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| 6.1. Every member of our team understands the purpose and ethos of our organisation   |
| 6.2. Our staff understand our unique offer to the marketplace for personal budgets and self-funders in Derby                    |
| 6.3. Our organisation is committed to the values of Asset-Based Community Development and Local Area Coordination               |
| 6.4. All our staff are trained in and work towards implementing strategies for Person-Centred Planning and Support              |
| 6.5. Safety, quality of support and the promotion of independence are key priorities for our organisation                       |
| 6.6. We seek ways to support families/carers to continue in their caring roles for our customers, eg. signposting, carer forums |
| 6.7. Our organisation has recruitment and selection processes in place that promote equality and diversity                      |
| 6.8. We have a clear induction process for new staff that includes Safeguarding, Health & Safety and Dignity training           |
| 6.9. We have transparent systems for gathering information about customers, eg. prior achievements, support needs               |
| 6.10. Our staff are actively engaged in continued personal development to further enhance our offer to customers                |

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| 6.11. We understand and make considered use of quality benchmarking tools        |
| 6.12. We have signed up to the TLAP 'Making It Real' checklist of 'I Statements' |

The following graph gives a summary of the responses to each question in this section, from all providers:



Summary of answers for section from all providers:



Overall summary of responses in this section, from all providers:

