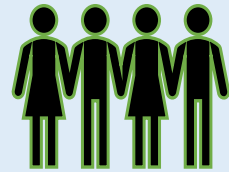




Learning Disabilities Implementation Plan

**A Vision & Action Plan for
Young People & Adults with a Learning Disability
in Lewisham
2024-2029**

Who is The Learning Disabilities Implementation Plan For?



**Young People & Adults with a
Learning Disability**



Who is The Learning Disabilities Implementation Plan For?

The Learning Disabilities Implementation Plan has been developed to reflect the goals and aspirations of adults and young people with a learning disability and their families, living in Lewisham or who are supported outside of the borough by Lewisham Council.

People with a Learning Disability are those people who experience:

- *'A significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence), with a reduced ability to cope independently (impaired social functioning), which started before adulthood'*
- *IQ of less than 70.*⁴

The Plan includes actions designed for people with a learning disability who are 18+. However the plan also includes some actions designed for:

- People with a learning disability aged 14+ who are in Transition from Children's services to Adult services.
- People with a learning disability who also have Autism (ASD) and/or a learning difficulty.

People with a '**Learning Difficulty**' are not the focus of this plan. A '**learning difficulty**' is different from a learning disability. People with a learning difficulty experience:

- *'A reduced intellectual ability for a specific form of learning and includes conditions such as dyslexia (reading), dyspraxia (affecting physical co-ordination) and attention deficit hyperactivity disorder (ADHD).*
- *A person with a learning disability may also have one or more learning difficulties.*⁵

People with **Autistic Spectrum Disorder (ASD)** or **Autism**, are not the focus of this plan. Autism is different from a learning disability. It is a lifelong condition which:

- *Affects how a person communicates with, and relates to, other people and how they experience the world around them.*
- *Autistic spectrum conditions **are not classed as a learning disability** however, in 2020-21, 28.6% of people with a learning disability also had an autism diagnosis.*⁶



How Many People with a Learning Disability Live in Lewisham?

There are 1,674 patients, aged 14 years and over with a learning disability registered with a Lewisham GP practice ⁷.

More than 700 young people and adults aged 18+ currently receive care and support with their daily lives in Lewisham.

147 young people with a learning disability (aged 14 to 17) are in Transition (moving from Children's Services to Adult Services) and may need support in the future.

There is also a group of people who have a learning disability who don't receive support from social care. They will use health services and general community services funded by the council and the voluntary sector. This group will also likely receive support from their families or they may be living independently in the community.

We know that the number of people with a learning disability who will need our support in the future will increase as the population grows. However, the amount of money available to provide this support is reducing.

By working together with people with a learning disability and their families we will be able to plan the most effective way to use these resources to meet need.

The Learning Disabilities Implementation Plan describes how we will do this.

Number of People Predicted to have a Learning Disability in Lewisham by 2030

Age & Support Needs	Year	% Increase	Year	% Increase	Year
	2020	→	2025	→	2030
18 +	5763	3.9%	5988	3.8%	6214
18-24	665	0.9%	671	10.7%	743
65 +	612	13.89%	697	17.65%	820
18-64 displaying behaviour that challenges	95	2.1%	97	2.1%	99
18-64 moderate or severe learning disability.	1182	3.13%	1219	1.97%	1243

Estimates based on population data ⁸ show that there will be big increases in:

- The number of people with a learning disability aged 65 and over.
- The number of people with a learning disability aged 18-24.

How To Use This Document

There have been many strategies written about improving the lives of people with a learning disability. Often after something has gone seriously wrong.

You can find all of these strategies referenced at the end of this document. [Appendix 1&2](#)

People want to know what it is that The Council and its partners are going to do to improve people lives. They want action not just words.

This will be a living document that will change every year and can be measured. These changes will be agreed by continuing to talk to people who use and work in services.

At the end of this document we have set out how we will enable that ongoing discussion to happen.

In developing The Lewisham Learning Disabilities Implementation Plan we recognise that different people like to see different types of information. Some people like facts and figures, other people like detailed documents with lots of references.

The Plan is based on the facts and figures that are available and it also acknowledges the good practice, policies and research that have happened before. However, The Implementation Plan is mainly focused on what people have told us is important and what is going to happen to make changes.

How To Use This Document - 2

Throughout The Plan references have been included. These references provide links to the supporting documents and information described in The Plan.

- Where you see a small blue number e.g. “ 1 ” at the top of a word. This number corresponds to the same number listed in the references.
- All References can be found on Pages 35 & 35 of The Plan. They include a brief description, details of the source of the information and where available, a web link to this information.
- “Appendix” followed by a number, refers to any supporting documents or information attached to the Plan after the references. All appendices are numbered and can be found on Pages 36 & 37.
- Some words used in The Implementation Plan are underlined. These words are included in The Glossary. The Glossary tries to explain the meaning and context of some of the words or phrases used.
- The Glossary can be found on Pages 38 to 42.
- Think Local Act Personal also maintain an online “Care & Support Jargon Buster”. This can also help explain some of the words or phrases used. [TLAP Care and Support Jargon Buster \(thinklocalactpersonal.org.uk\)](http://thinklocalactpersonal.org.uk)

The aim of the Learning Disabilities Implementation Plan is to:

Recognise that people with a learning disability face **inequalities** in health, housing, employment, education, their social lives and relationships which **impact** their **wellbeing** and lead to poorer life **outcomes**.

Address the fact that these inequalities have an even **greater impact** on Black, Asian & Minority Ethnic (BAME) **communities** and those with other **protected characteristics**.

Learn from the policies and guidance developed over the last 20 years to **reduce these inequalities and improve opportunity**. (Appendix 1 & 2).

Listen to people with a learning disability and their families when they tell us that they want **clear actions** that improve their lives

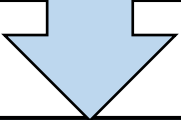
Work started before the pandemic and despite the impact of COVID-19, progress has been made.



The Implementation Plan is the next step.



It presents a “*Vision*” of how people want their support to look now and in the future.



It identifies local priorities and actions.

The Vision

Young people and adults with a learning disability living in Lewisham will have access to information and support that recognises their individual choices, creates opportunities, supports their independence and maximises their wellbeing.

The Principles of 'The Vision'

People should be supported to live their lives to their full potential as valued members of their local community.

Each person's journey to reach their potential will be different and for some people it may take longer.

People will experience life changes and changes in need. Their support should be flexible enough to adapt to these changes and enable them to maintain their independence as much as possible.

Greater independence is possible for all people with a learning disability including those with complex needs or behaviour that challenges.

People will be at the centre of co-designing the support that best meets their needs and aspirations.

People will be involved in developing and quality assuring this support. This will ensure that it continues to achieve the agreed outcomes.

The Vision recognises that systems and processes can be disabling.

With the right support and information the impact of these barriers can be reduced and people can live better lives.

The Vision is based on the creation of a pathway to independence and control.

This pathway promotes independence through developing skills. It also recognises the importance of choice and participation and that the balance between independence and participation will be different for each person.

The Vision is what we want to achieve

The Implementation Plan explains how we will try to achieve it.

The Lewisham Learning Disabilities Implementation Plan

This plan has been co-produced with young people and adults with a learning disability, their families, advocates and self-advocates, health and social care professionals and support providers.

These are the areas that people have told us are important to concentrate on to improve their lives:

Greater choice & control through co-production, co-designing the support they need to achieve their life goals.

Person centred, flexible support, delivered by a well trained workforce.

Clear & accessible support pathways developed through the co-ordination and collaboration of all partners.

Accessible and proactive health support that prioritises early intervention and responds quickly to changes.

A choice about where I live and support to stay as independent as possible.

The chance to try new experiences and feel safe, supported and welcomed by local communities.

The chance to travel, make friends & take part in community activities that meet personal, religious & cultural needs.

The opportunity to get a good education, learn new skills, access employment and to get and keep a job.

Support to safely use digital and other technologies to enhance their lives.

Delivering The Implementation Plan:

To make these improvements to people's lives each area of the plan will consider 4 things:

1. CURRENT SITUATION

A snapshot of where we are now

2. WHAT THE PLAN WILL DO

The aims of the plan

3. COMMITMENTS

That will deliver these improvements

4. ACTIONS

That will make real changes

How The Implementation Plan Will Improve Lives

People have told us that if we want to improve their lives that the 'Commitments & Actions' need to focus on the things that are most important to them and that will make a difference.

People said that there are 5 main areas that they would like to see a change.

These are the **GREEN** cogs

To make these changes happen we also have to focus on two other areas that will help us improve the types of support available and who provides this support.

These are the **ORANGE** cogs.



A Good Place To Live

Adults and young people with a learning disability have told us many times that being able to choose their home, who they live with and feeling secure in that home is key to improving their wellbeing.

People also experience changes in their life which affect where they want and need to live.

Current Picture

38 People live in CQC registered residential care homes in Lewisham.

103 People live in CQC registered residential care homes outside of Lewisham.

40 The number of people with a learning disability who are now supported to live more independently compared with 10 years ago.

184 People have their own tenancy in supported living in Lewisham.

5 People live in supported living outside of Lewisham.

217 People aged 18+ receive direct payments in their family home.

People have told us that it is difficult for them to access accommodation through the housing register.

People who have complex needs or behaviour that challenges face even greater challenges in finding a good place to live.

What The Implementation Plan Will Do

1. Create a pathway that provides people with a range of housing, flexible enough to accommodate any life changes or which provides a new home that meets their new needs.
2. Recognise that younger adults in transition, people who have broken the law, those with behaviour that challenges and people with complex physical needs also require good quality, local accommodation designed to meet their needs.
3. Support people who are living out of borough including younger adults attending residential schools and colleges, to have the opportunity to return to Lewisham if they choose.
4. Support people to think about the types of housing they might need in the future. Use this information to work with housing partners to make this accommodation available in Lewisham.

Creating A Good Place to Live:

COMMITMENTS

That will help deliver these improvements

- Help more people to choose where they live.
- Build a picture of where adults and young people in transition want to live *now*, in *one years' time* and in *5 years' time*.
- Work with Lewisham Homes, social housing providers and private landlords to make suitable accommodation available for those people ready to move to a more independent setting.
- Plan with these partners how to develop the accommodation required to meet future needs.
- Work with partners to maximise the accessibility of any new accommodation developed.
- Develop support and resources that enable people to learn the skills needed to live more independently.
- Ensure that people with a learning disability have access to the same range of housing options and building based services as the general population.
- Identify new capital or funding sources and how this could be used to increase people's housing options.

ACTIONS

That will make real changes

1. Create Housing Forums to encourage collaboration and partnership working with local housing providers.
2. Review all supported accommodation.
3. Work with housing providers to upgrade or adapt properties, exchanging those that no longer meet needs.
4. Repurpose three residential properties surplus to current requirements, into new services, designed to meet the needs of young people in transition.
5. Open the Mayow Road supported living service in 2023.
6. Create a supported environment where people can develop and practice their independent living skills, by 2024.
7. Develop housing designed to support people as they get older including people with dementia.
8. Develop a clear pathway into extra care housing for older adults with a learning disability.
9. Develop a local nursing home offer designed to meet the needs of people with a learning disability, particularly those affected by dementia.
10. Identify a partner to support people's access to shared ownership.

Health & Wellbeing

COVID-19 has again highlighted that young people and adults with a learning disability generally have poorer health outcomes than other Lewisham residents. This is supported by the recent Panorama programme⁹ which shows that people with learning disabilities are more than twice as likely to die from avoidable causes than the rest of the population.

Learning Disability Mortality Reviews (LEDER) also indicate that People of Black, Black British, African or Caribbean, mixed ethnic group and Asian or Asian British ethnicity (BAME Communities) died at a younger age in comparison to people of White background.¹⁰

Current Picture

The median age of death in 2018/2020 for the general population was 82.7 years. For people with a learning disability in 2021, it was 62 years¹⁰

People are more likely to experience long term health conditions. Estimated prevalence rates for some of these health conditions are:¹⁰

Epilepsy	22.8%
Cardiovascular Disease	22.4%
Dysphagia	15.7%

985 People with a learning disability living in Lewisham, attended their Annual Health Check in 2022/23.

In 2021/22 Lewisham Speaking Up were part of the SEL Health Ambassadors programme, working to increase the number of people with a learning disability who have an Annual Health Check.

In 2023 resources have been invested in Lewisham Primary Care Networks aimed at improving the number of Health Checks carried out.

Evidence gathered in 2021/22 for South East London shows that people have higher rates of illness and a lower rate of preventative checks.⁷

Health Issue	Learning Disability	General Population	Prevention Screening	Learning Disability	General Population
Obesity	25.3%	6.9%	Colorectal Cancer	46.4%	60.5%
Dementia	1.1%	0.5%	Breast Cancer	43.4%	52.6%
Diabetes Type 2	7.5%	4.1%	Cervical Cancer	33.7%	64.4%
Depression	13%	10.3%			

What The Implementation Plan Will Do

1. Recognise where work has begun to improve health outcomes and build on this progress. Identify where further improvements are needed to reduce health inequalities.
2. Work to improve people's access to the services and support that can improve their health and wellbeing.
3. Work to reduce the health inequalities experienced by BAME communities.
4. Support the work of *The Learning Disability Health Stakeholder Group* and ensure that this group continues to address local priorities, health Inequalities and improve health outcomes
5. Support the delivery of the South East London Disability & Autism Strategy.¹²
6. Address the health inequalities highlighted by COVID-19 and play an active part in Lewisham's recovery.

Improving Health & Wellbeing:

COMMITMENTS

That will help deliver these improvements

- **Collaborate** as a South East London Integrated Care System to improve health opportunities for young people and adults with a learning disability.
- Review the accessibility of current health pathways including those pathways not normally considered for people with a learning disability e.g. sexual health
- Explore how new technology and digital support options can improve or enhance accessibility and the management of health needs.
- Recognise the disproportionate impact of health inequalities on BAME Communities.
- Work with BAME communities & health partners to develop health interventions that promote awareness, early intervention and which recognise evidence-based ethnic differences in health measures.
- Recognise the disproportionate impact COVID-19 has had on people with a learning disability.
- Work with local health partners to deliver the actions agreed in the “Our Healthier South East London Recovery Plan”¹³.
- Implement learning from the LEDER programme.

ACTIONS

That will make real changes

1. Promote annual health checks, improve their quality and review their impact on improving health outcomes.
2. Co-produce accessible health information and health promotion tools. Agree a local strategy to promote these.
3. Support the use of the DNACPR Tool¹⁴ to improve conversations and decision-making around capacity and advance decisions about treatment.
4. Promote the use of the Restore 2 Mini Assessment Tool¹⁵ with local support providers.
5. Work in partnership with Public Health to review the local support available for young people and adults with a learning disability around their reproductive and sexual health needs.
6. Continue STOMP & STAMP¹⁶ reviews to measure the ongoing reduction in the use of psychotropic medications.
7. Ensure that health staff in acute settings have access to the advice and support they need to achieve effective health interventions with young people and adults with a learning disability.
8. Continue to work with primary care partners to provide support preventative measures e.g. vaccinations.
9. Develop an enhanced health awareness campaign to support the needs of people with a learning disability from BAME communities and their family members.

A Life With Opportunities

Adults and young people with a learning disability have said that in order to enjoy their lives and experience a sense of wellbeing they need to be able to access opportunities that build their confidence and promote their independence. These opportunities include:

- ✓ Taking reasonable risks and trying new things.
- ✓ Learning and developing new skills.
- ✓ Meeting people and forming meaningful relationships and friendships.
- ✓ Taking an active role in the wider community including accessing peer support, cultural networks and religious groups that are important to them.
- ✓ Taking part in education and training.
- ✓ Finding employment that matches their interests and/or helps support financial independence.
- ✓ Embracing and utilising new technology, wherever this is an effective and appropriate tool to support them.

Current Picture

130 People access daytime support.

214 People purchase support to live their daily lives via a direct payment.

230 People receive individual hours of care to support their day activities in the community.

Lewisham Speaking Up¹⁷ are commissioned and receive grant funding to provide advocacy and self-advocacy to people with a learning disability. In 2022, they provided advocacy support to 66 people.

Key areas they provided support with include: *Housing, Health, Care & Support, Family & Relationships, Crime, Mental Health, Finances, Day Activities* and *dealing with bureaucracy*.

7.5% Of adults with a learning disability in Lewisham are employed.¹⁸ This is higher than the London and national average but more needs to be done to help people get and keep their jobs.

An employment pathway has been developed that promotes a range of employment opportunities including small businesses and supported internships.

Due to a lack of facilities designed to meet personal care needs, not everyone is able to take part in community activities

What The Implementation Plan Will Do

1. Recognise that people currently access day activities in a variety of settings using different funding options.
2. Understand that for some people and their families, when this support is available is their priority.
3. Recognise and strengthen local self-advocacy and citizen advocacy.
4. Provide day activities and support that is focused on improving people's personal, social, cultural and learning outcomes.
5. Enable people to develop the skills and confidence they need to access all of life's opportunities.
6. Ensure that younger adults in transition, people with complex needs and those with behaviour that challenges, are also included.
7. Strengthen the existing employment pathway.
8. Support resources that provide information about available activities.
9. Enable people with personal care needs to take an active part in their communities.

Enabling People To Have A Life With Opportunities:

COMMITMENTS

That will help deliver these improvements

- Make better use of our buildings by developing them into community hubs.
- Develop and promote the tools and resources people need to enable them to have full access to activities in their local communities.
- Improve access to and the availability of hygiene rooms and disabled facilities locally.
- Strengthen the Employment Pathway by promoting access for all, including young people in transition so that in 5 years Lewisham is in the top quartile for Inner London (10.5%).
- Support people to develop the skills, confidence and experience they need to achieve and sustain employment.
- Grow local employment by recognising the potential opportunities offered by smaller community-based employers and creative start-ups.
- Provide information, advice and support to help sustain these resources.
- Recognise travel training as a key skill that enables people to access their local community and the activities that interest them.
- Maintain The Councils' online community-based activity resource "The Kitbag". ¹⁹
- Recognise the importance of citizen advocacy in enabling people to feel heard, valued and a part of something bigger than themselves.

ACTIONS

That will make real changes

1. Co-create outward facing community hubs.
2. Reshape support to focus on skills development, independence and community access.
3. Improve opportunities to access evening and weekend activities.
4. Highlight the location of disabled toilet facilities in Lewisham, including how people can access hygiene rooms located in day services and community hubs.
5. Support the bid for two more local Changing Places²⁰ toilets.
6. Co-create a peer-based befriending and activities scheme.
7. Work with local employers to increase the number of apprenticeships and other employment opportunities including access to job support, role specific training and peer support.
8. Assess all young people in transition for travel training and extend the existing travel training scheme to include people in supported living.
9. Work with providers to develop and embed "The Kitbag" as a resource that highlights local activities and events that are accessible. Promote this resource to people and their families.
10. Commission Lewisham Speaking Up (LSU) to provide local advocacy and actively work with them to identify additional funding streams.
11. Fund any additional consultation work we commission from LSU.

Support For Family Carers

Families of young people and adults with a learning disability provide care, connection and help their loved ones stay healthy.

During COVID-19, The Council kept in touch with family carers via welfare calls. These mainly focused on the cared for person with a learning disability. As part of the post covid recovery plan, we recognise we need to more actively engage with family carers and understand their support needs. This includes those carers belonging to BAME and other communities and the family carers of people who may live outside of Lewisham.

Current Picture

452 People have identified themselves to the Council as family carers of young people and adults people with a learning disability.

The Council's overall approach to family carers is underdeveloped. For example we know that there are people living at home with older carers who have their own health and care needs.

Covid-19 has left family carers more isolated than ever.

Most in borough providers have their own carer's groups but there is no specific group to support families whose relatives live out of borough.

The Carer Information, Advice and Support Service²¹ is underpromoted to the family carers of people with a learning disability.

There are some short break and respite offers but they need to be improved. Current offers include:

- Short breaks provided in the family home.
- Short breaks provided via the Shared Lives scheme.
- A direct payment to design a bespoke short break arrangement.
- Two emergency residential beds.
- A specialist accessible resource in a neighbouring borough, for people with complex needs.

What The Implementation Plan Will Do

1. Recognise the vital role of family carers and the value of their contributions including those from BAME and other communities.
2. Improve the pathways designed to support the wellbeing of family carers.
3. Mirror and promote the three key aims of The Carers Implementation Plan (2023)²² and ensure that family carers are; *Visible, Valued and Supported*.
4. Build a comprehensive picture of the family carers providing support to people with a learning disability in Lewisham and understand their support needs, particularly family carers who are older.
5. Utilise the experience and insight of family carers to identify where improvements are needed or where there are gaps in current support.
6. Engage family carers in the co-design and co-production of new support models and in the evaluation of existing services.

Developing Support For Family Carers:

COMMITMENTS

That will help deliver these improvements

- Improve the wellbeing of family carers by improving the support available to them.
- Refocus on family carers and their individual needs.
- Work with family carers in Lewisham to identify the support they need to continue in their caring role. Support older family carers to plan for the future.
- Improve the range of current short break offers to meet the identified needs of more family carers.
- Provide family carers in Lewisham with access to information and advice that can support them in their caring role.
- Develop effective ways for family carers to be involved in the co-production and the co-design of the support they need.
- Recognise the value of lived experience by involving family carers in improving how support is provided.
- Develop resources which empower and support family carers.

ACTIONS

That will make real changes

1. Carry out a Carers Survey in 2024.
2. Identify all older carers and develop and agree a plan for the long term future of their relative.
3. Offer all carers a Carers Assessment and use the information provided to develop the support people have told us they need.
4. Co-develop a Learning Disabilities Carers Focus Group to look at priorities highlighted in the Carers Survey and identify funding streams.
5. Scope and develop additional short break offers in discussion with the family carers of people who have behaviour that challenges and those with complex physical health needs.
6. Co-develop two annual social events for family carers. Consider how carers can be supported to attend, given their caring responsibilities.
7. Support carers & information groups to be more accessible and to tailor their advice and information to the family carers of people with a learning disability.
8. Work with family carers to identify the support they need to be equal partners in co-production.
9. Facilitate and support the meaningful involvement of carers in tender evaluations, as part of procurement processes.
10. Promote carer involvement in the quality assurance of support providers.
11. Organise an annual event designed to support family carers with what to look for, when choosing a support provider.

Managing Risks & Staying Safe

Supporting young people and adults with a learning disability to live a more independent life can increase their vulnerability. People often require additional support and guidance to understand the potential risks and their responsibilities. Without this support people are more vulnerable to exploitative behaviours from others and risk involvement with the Criminal Justice System due to their actions being misunderstood.

Current Picture

11.9% of Lewisham's concluded safeguarding enquiries involve people with a learning disability, slightly higher than the national figure of 11.1%.

The number of people with all disabilities reporting disability hate crimes has been increasing since 2017. In 2022 there was a 10.3% increase in recorded disability hate crime offences in Lewisham.²³

Lewisham Speaking Up¹⁷ :

- Employ people with lived experience to provide support to those who have experienced all types of hate crime.
- Trained 482 people in 2020/21, including Community Safety Unit staff and police constables about people's rights and how best to support them.
- Published accessible resources that help people with a learning disability understand the risks linked to their social networks and friendships.
- This includes the 'Tricky Friends' video developed with Lewisham Safeguarding Adults Board & Norfolk Safeguarding Adults Board.²⁴

Lewisham currently has no young people or adults with a learning disability serving prison sentences.

9 People live specialist hospitals where they receive support with behaviours that put themselves and others at risk.

6 People live in a secure setting. 3 Live in a non-secure setting.

South London & Maudsley Trust²⁵ & Guys & St Thomas' Trust²⁶ provide clinical advice and support for families and providers around risk identification and management.

What The Implementation Plan Will Do

1. Enable people to become active citizens, build relationships and participate in their chosen communities safely by empowering them to better recognise, potentially harmful situations.
2. Support collaborative working with families and providers to provide better and more cost-effective outcomes.
3. Support local providers to develop a culture of being risk aware rather than risk averse.
4. Co-develop preventative strategies and support systems with young people and adults with a learning disability, their carer's and families, support providers and statutory services.
5. Promote an understanding of the impact of all types of crime including hate crime, mate crime and exploitation on people with a learning disability.
6. Support people affected by abuse or crime to say what has happened to them and ensure that they are listened to and taken seriously.
7. Ensure that all people with a learning disability including those who live independently, know where to go to get help and advice.

Support To Manage Risks & Stay Safe:

COMMITMENTS

That will help deliver these improvements

- Promote positive risk taking and stop risk identification processes preventing people from living their lives.
- Recognise and address that providers often feel unsupported when they enable people with behaviours that challenge to try new things, that involve risk.
- Improve the multi-disciplinary support provided when behaviours are identified that put a person with a learning disability at personal risk or at risk of committing a criminal offence.
- Recognise and address the imbalances experienced by people from BAME communities, those with behaviour that challenges and people with other protected characteristics.
- Better support for young people and adults with a learning disability who experience chaotic lifestyles.
- Understand that people with a learning disability are at greater risk due to their communication challenges and that telling people about any bad experiences, can be harder for them.
- Support victims of hate crime and discrimination and ensure that the police and others agencies take their experiences seriously.

ACTIONS

That will make real changes

1. Work with providers to map current workforce skills around positive risk taking and risk management. Co-create training and skills development strategies designed to improve outcomes in these areas.
2. Operationalise effective risk taking by developing a risk sharing process in partnership with support providers and health and social care professionals.
3. Co-develop local pathways to support those young people and adults at risk, as a result of their sexual choices (including from sexually transmitted diseases and infections) and/or drug and alcohol use.
4. Support local providers to identify and use assistive technology and other digital resources that support positive risk taking and risk management.
5. Work with young people with a learning disability, special education schools and mentor schemes to better understand the challenges and risks faced by these young people.
6. Collaborate with support providers who have a proven track record of supporting people with a learning disability who inadvertently break the law, to improve outcomes for this group of people.
7. Work collaboratively with Lewisham Safeguarding Adults Board to build confidence in how local police will respond to learning disability hate crime.
8. Promote education and awareness around “scams” including the development of a new easy read leaflet.

A Sustainable Workforce

Creating a sustainable local workforce requires the *right* people with the *right* attitudes, behaviours, values, skills and experience who can provide the *right* support within the available budget. Adult social care is facing funding challenges that will impact on all of its workforce and affect how support is delivered both now and in the future. Working together and planning ahead is essential to ensure that Lewisham has a social care workforce that is able to meet these challenges.

Current Picture

73% Of the current provider workforce in Lewisham are female.

27% Of the current workforce are male.

46% Of the current local workforce are aged 55 or older.

37% Are currently aged between 40 & 54 years.

17% Are currently aged 39 years or under.

16% Is the current estimated staff vacancy rate.

Providers generally use their own bank staff to cover vacancies. Providers have told us that some bank staff prefer to work zero hours contracts as this provides them with the flexibility to work when they want to.

Local providers have highlighted the difficulties they face recruiting staff.

Providers recognise the importance of supporting staff to learn core values and key skills and want to collaborate to develop agreed local standards.

Providers want to work with The Council and other providers to address their workforce challenges.

All commissioned services in Lewisham pay staff the London Living Wage.

We do not know the rates paid by non-commissioned services.

We have an incomplete knowledge of the terms and conditions local staff are employed under.

What The Implementation Plan Will Do

1. Provide opportunities for service providers to meet and share learning and good practice.
2. Agree and promote a set of shared values in Lewisham.
3. Understand the current local workforce and determine if it has the capacity to deliver the support that people have told us they want in the future.
4. Support providers with the recruitment and retention of new staff with the aim of reducing vacancy levels.
5. Ensure that all support staff have the skills and competence to deliver high quality support and services.
6. Identify any local workforce skills, development or training needs.
7. Support the creation of career pathways that attract and retain good quality staff.
8. Ensure staff Terms & Conditions are protected.

Developing A Sustainable Workforce:

COMMITMENTS

That will help deliver these improvements

- Map the skills and experience of the current local workforce against the new and developing learning disability population, identifying any gaps.
- Commit to ensuring that all staff working in Lewisham share our core values and vision.
- Support local providers to develop and sustain training and development programmes that meet local needs.
- Embed the principles of the Unison “Ethical Care Charter”²⁷ as the baseline for employment within all Lewisham learning disability support providers.
- Promote opportunities for career progression to refresh the current management workforce.
- Recognise workforce inequalities and co-develop local initiatives to address these.
- Help providers with an ageing workforce with succession planning.
- Provide opportunities for potential new staff to gain experience on work placements or as volunteers.
- Ensure that local providers have effective workforce plans which recognise local priorities.
- Enable staff from different providers to share their experiences, challenges and successes and use this learning to improve the outcomes for the people they support.

ACTIONS

That will make real changes

1. Co-create skills and training programmes in collaboration with local health partners, designed to address any gaps identified in the local workforce.
2. Agree a set of core local competencies for all support staff.
3. Identify and share possible sources of training grants and bursaries.
4. Establish a Learning Disabilities Provider Forum.
5. Survey the employment arrangements of all staff against the Unison Ethical Care Charter and make recommendations to individual providers.
6. Undertake a snapshot survey of staff employment patterns.
7. Co-ordinate a job recruitment fair twice a year and support providers to engage in the new Wellbeing Worker recruitment process.
8. Ensure that the social value plans of all support providers include volunteering and apprenticeship opportunities.
9. Ensure that Equality and Diversity training across all providers is mandatory and co-delivered by diverse individuals, with lived experience.
10. Work with providers to create job shadowing opportunities and a management development programme that enables existing support staff to build their skills and experience.
11. Develop a peer support network.

Developing The Local Market

Developing a sustainable local market requires an asset based approach that recognises the diversity of our local population and values the knowledge and expertise of people with lived experience in helping reshape local markets.

Due to the impact of Covid-19 we also recognise that we need to refresh and strengthen our commitment to co-production and that co-production principles should be at the core of all of our market development approaches and initiatives.

Current Picture

15 Care and support providers operating as members of the Learning Disabilities Framework.

11 Registered residential care homes for learning disabilities in Lewisham.

3 Of these homes are part of the Learning Disabilities Framework.

62 Supported Living services in the borough.

50 Of these services are part of the Learning Disabilities Framework.

7 Non-framework providers opened services in the borough in 21/22.

3 New supported living services in development with Framework providers for people with complex needs and people in transition.

17 Support providers working in the borough.

5 Are local to South East London.

8 Are London-wide service providers.

4 Are national providers.

56 Out of borough residential and supported living providers.

145 People are supported in out of borough services.

217 People purchasing all or some of their support using a direct payment.

3 Start-up initiatives developed and supported in borough to enable people to improve their employment skills.

What The Implementation Plan Will Do

1. Reshape local provision using co-production to ensure people have access to the types of support they have told us they need, now and in the future.
2. Work with existing local providers to promote and encourage innovation.
3. Encourage new providers who have unique approaches, ideas and skills to work in Lewisham.
4. Give clarity to current and future providers about the kinds of support we need to develop locally.
5. Establish a diverse and responsive local market by exploring creative ways of funding support.
6. Identify opportunities to combine other funding streams, develop cross-borough partnerships and support innovative start-ups.
7. Place people with lived experience at the centre of measuring quality and provider success.

Supporting The Development Of The Local Market:

COMMITMENTS

That will help deliver these improvements

- Revisit and strengthen local approaches to co-production, regularly measuring our progress against “The Ladder of Co-production”.²⁸
- Develop and maintain an evidence-based understanding of local need and demand, with a focus on young people in transition and older persons.
- Map needs identified against all current local provision, resources and skills.
- Recognise the impact of demographic changes in Lewisham and proactively engage with community groups that reflect these changes, to ensure that they have a voice in market development.
- Develop a better understanding of what these communities want from services and support.
- Establish a set of minimum quality standards for all support providers, including non-commissioned residential and supported living providers, that establish services in the borough.

ACTIONS

That will make real changes

1. Explore adopting the SCIE co-production charter²⁹ as the basis of a formal Lewisham commitment to commission and develop all learning disabilities support and services following co-production principles.
2. Establish a Partnership Board and Workstream Groups to deliver and evaluate the progress of The Implementation Plan’s Commitments and Actions.
3. Utilise knowledge and guidance from resources such as the Learning Disability & Autism programme³⁰ and the Association of Directors of Adult Social Services³¹ to identify innovative and creative approaches to providing support.
4. Complete a gap analysis based on feedback provided by diverse community groups. Co-develop strategies to address these gaps.
5. Facilitate and support Market Engagement events for new and existing providers that encourage innovation and explore potential new support models.
6. Co-create local procurement practices that encourage collaboration, partnership working and the maximisation of resources between providers.
7. Develop a new Lewisham Adult Learning Disability Market Position Statement that reflects the current and future needs identified through co-production.
8. Co-create systems that enable people with lived experience and family carers to take an active part in evaluating the performance of all support providers.

Delivering The Implementation Plan

To realise '*The Vision*', achieve the '*Commitments*' made and carry out the '*Actions*' agreed in *The Implementation Plan*, the Council will create a co-production and delivery pathway. This pathway will place young people and adults with a learning disability at the centre of any decisions made.

The co-production & delivery pathway will include:

LD Partnership Board

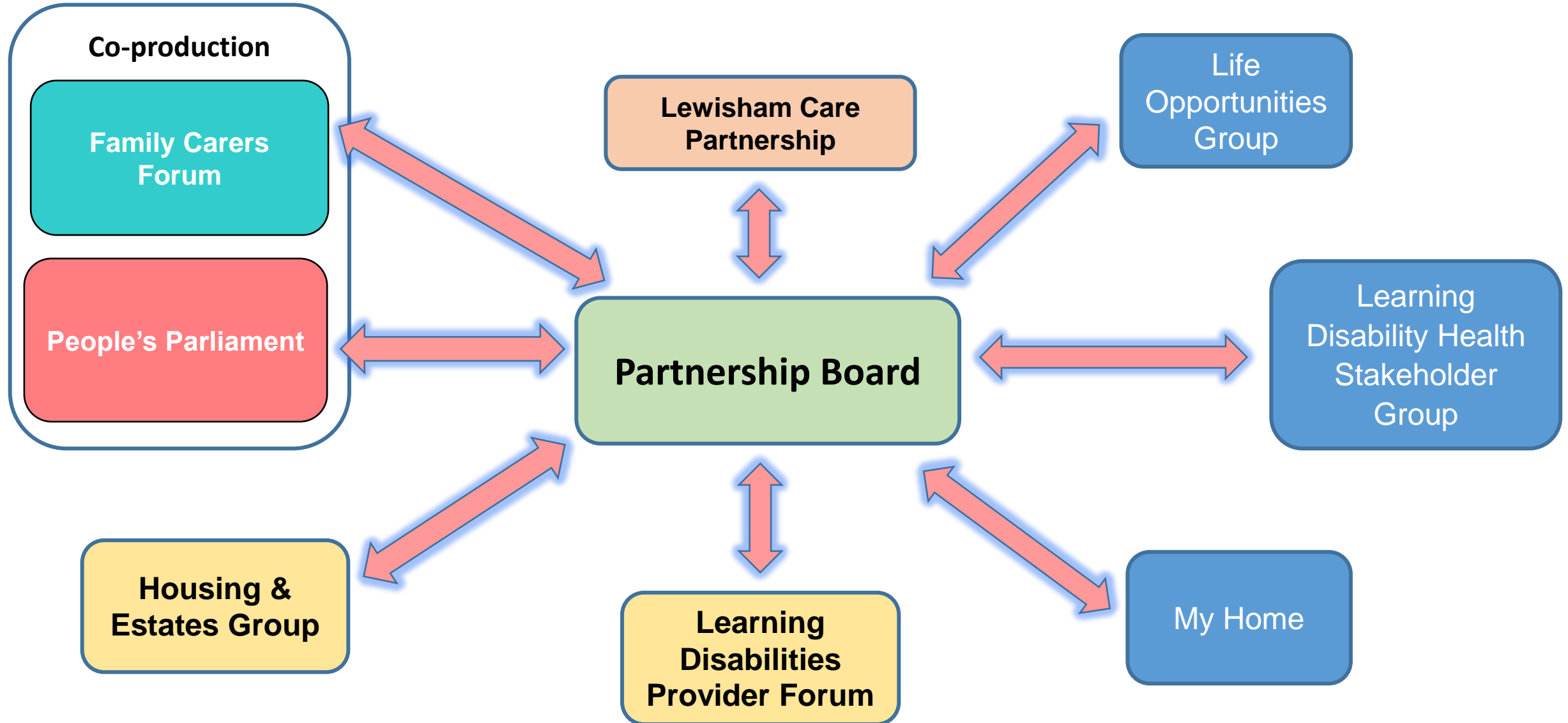
- ❖ Monitors the progress of the Implementation Plan.
 - ❖ Ensures that Commitments are followed.
 - ❖ Ensures that the Action Plan is delivered on time.
- ❖ Identifies how to make progress when there are difficulties.
 - ❖ Meets four times a year.
- ❖ People with lived experience will be key members and will Co-Chair the Board.
- ❖ Reports to the Learning Disabilities Care Partnership.

Workstream Delivery Groups

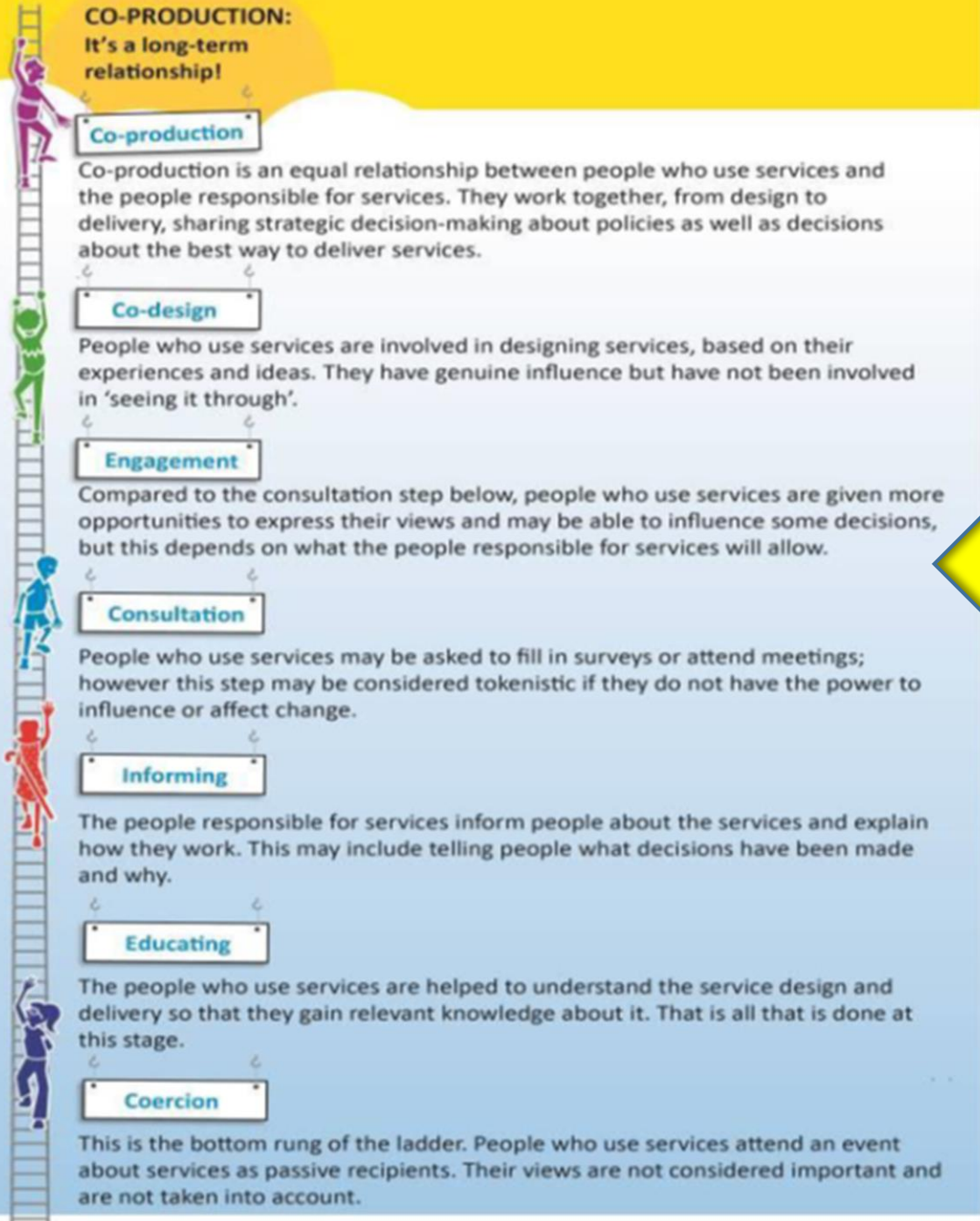
- ❖ Each part of the Implementation Plan will have a Workstream Delivery Group.
 - ❖ Each group will be task & outcome focused.
- ❖ Membership will include people with lived experience and the key stakeholders/partners needed to achieve the *Commitments* and *Actions* agreed for each area of the plan.
- ❖ The Workstream Groups will report to the Partnership Board regularly on their progress.
 - ❖ A Report will be produced every six months on what each group has achieved, highlighting any challenges and identifying any new priorities.

Workstream Delivery Groups

- ❖ Three Workstream Groups will support the work of The Co-Production Board.
- ❖ Two provider groups will also support the strategic work needed to achieve the Commitments.
- ❖ The People's Parliament & the Family Carers Forum provide representation for people with lived experience.
- ❖ People with a learning disability and family carers are also members of the workstream groups.



CO-PRODUCTION:
It's a long-term relationship!



The Ladder of Co-Production²³

Describes the steps you take towards achieving co-production in health and social care. Co-production is meaningful when the skills and experience of people with lived experience are valued and they are equal partners in any decisions made.

The higher you climb on the ladder, the more equal the relationship is and the closer you move towards achieving real co-production.



Where We Are on the Ladder

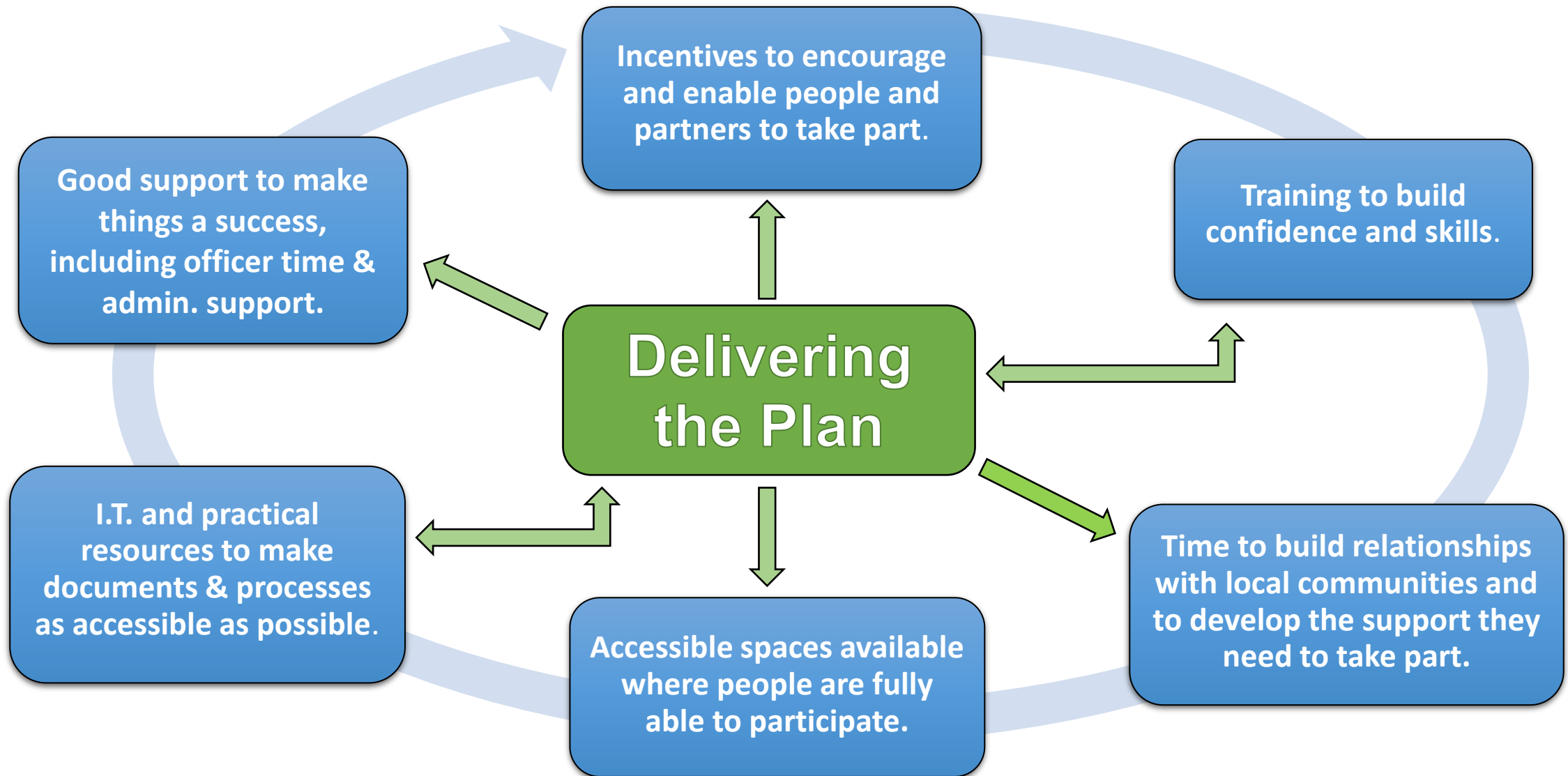


We have talked to adults and young people with a learning disability, their families and key stakeholders in Lewisham and have agreed we are between “Consultation” & “Engagement” on the Ladder.




The aim of the Implementation Plan, The Partnership Board and the Workstream Groups is to move us up the ladder and achieve “Co-production”.

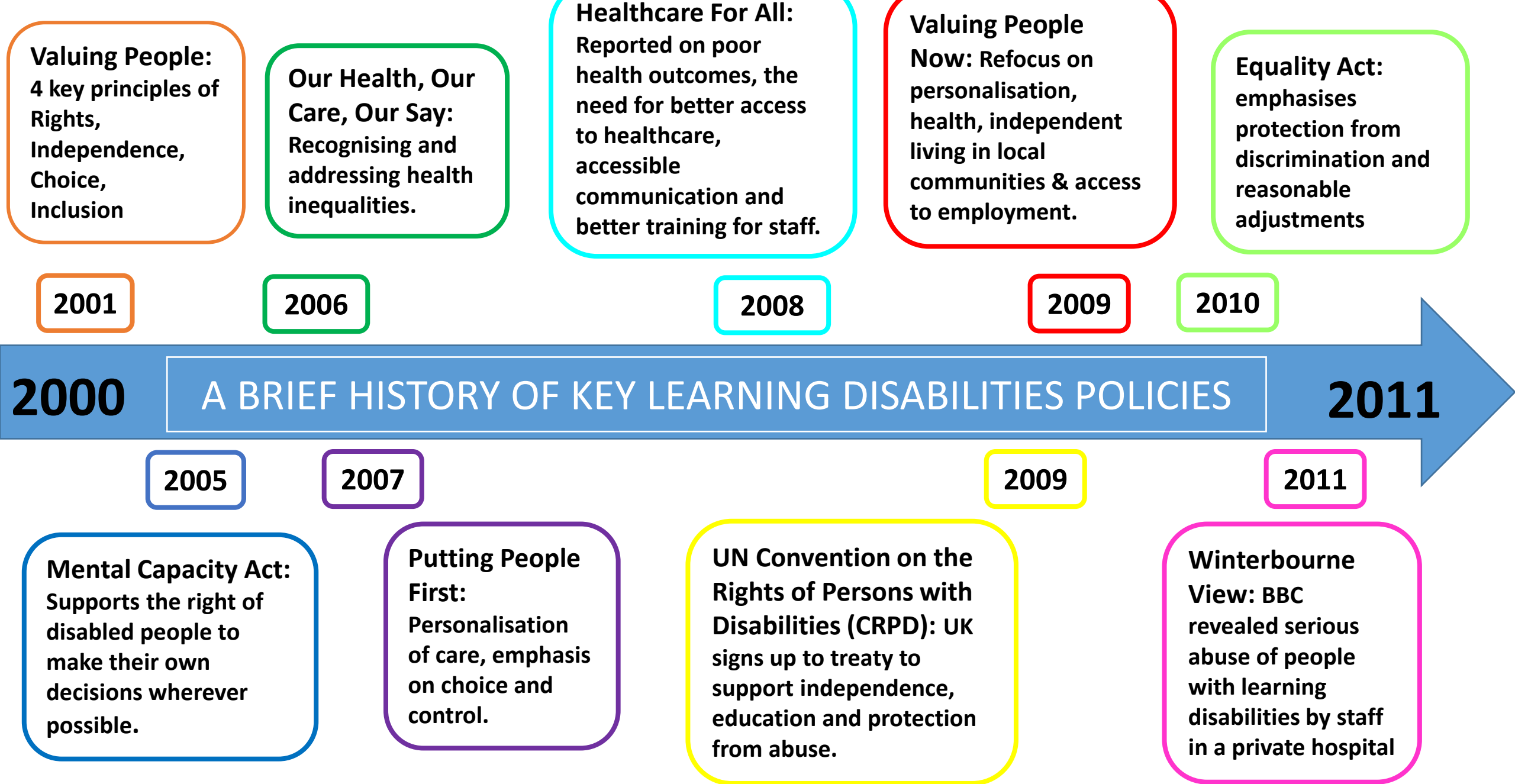
In order to successfully deliver the Learning Disabilities Implementation Plan in full, we recognise that we will need access to the following types of resources:



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- 1 : Lewisham Corporate Strategy 2022 -2026 - [Lewisham Council - Corporate strategy](#)
- 2 : Lewisham All-Age Autism Strategy 2023-2028 - <https://consultation.lewisham.gov.uk/joint-adults-commissioning/autism-strategy>
- 3 : Lewisham Council Transition Pathway - [Lewisham Council - Moving from child to adult social care](#)
- 4 : National Institute for Health & Care excellence (NICE), Definition of a Learning Disability - <https://cks.nice.org.uk/topics/learning-disabilities/background-information/definition/>
- 5 : National Institute for Health & Care excellence (NICE), The Difference between a Learning Disability and a Learning Difficulty - <https://cks.nice.org.uk/topics/learning-disabilities/background-information/definition/>
- 6 : NHS Digital, The number of people with a learning disability who also have autism – [Health and Care of People with Learning Disabilities Experimental Statistics 2020 to 2021 - NDRS \(digital.nhs.uk\)](#)
- 7 : NHS South East London Integrated Care Board - Learning Disability Patients 14 years and Over Registered with a Lewisham G.P. Practice (July 2022)
- 8 : Projection Adults needs and Service Information - <https://www.pansi.org.uk/>
& Projecting Older People Population Information – POPPI <https://www.poppi.org.uk/>
- 9 : [BBC iPlayer - Panorama - Will the NHS Care for Me?](#)
- 10 : LeDeR Take Home fact sheet: <https://www.kcl.ac.uk/ioppn/assets/fans-dept/latest-leder-take-home-facts-a4-document.pdf>
- 11 : NHS Digital, Health & Care of People with Learning Disabilities - [Microsoft Power BI](#)
- 12 : South East London Disability & Autism Strategy – https://www.selondonics.org/wp-content/uploads/JFP_Learning_Disability_Autism.pdf
- 13 : Our Healthier South East London Recovery Plan - [Our Healthier South East London Recovery Plan - Google Search](#)
- 14 : DNACPR (Do Not Resuscitate Cardiopulmonary Resuscitation Conversation Tool) Designed by Guy's and St Thomas' Community Adult Learning Disability Health Team.

- 15 : Restore 2 Mini Assessment Tool - to identify the early indicators of a deterioration in physical health – [RESTORE2™ official :: Hampshire and Isle of Wight ICS \(hantsiowhealthandcare.org.uk\)](https://www.hantsiowhealthandcare.org.uk)
- 16 : STOMP - Stopping The Over-Medication of children and young people with a learning disability, autism or both & STAMP - Supporting Treatment and Appropriate Medication in Paediatrics - [stomp and stamp uk - Google Search](#)
- 17 : Lewisham Speaking Up - [Lewisham Speaking Up - Home \(Isup.org.uk\)](https://www.isup.org.uk)
- 18 : NHS Digital – Adult Social Care Outcomes Framework 2021-22 (ASCOF) “Lewisham” - [Microsoft Power BI](#)
- 19 : Lewisham Council - The Kitbag - [Lewisham Council - What is Kitbag](#)
- 20 : Changing Places - [Changing Places Toilets \(changing-places.org\)](https://www.changing-places.org)
- 21 : Lewisham Adult Carers Information & Advice - [Support for adult carers - Carers Lewisham](#)
- 22: The Carers Implementation Plan (2023) -  [Adobe Acrobat Document](#)
- 23 : Monthly Crime Data New Cats by Metropolitan Police Service - [Monthly Crime Data New Cats | Tableau Public](#)
- 24 : Lewisham Speaking Up, Lewisham Safeguarding Adults Board & Norfolk Safeguarding Adults Board - [Tricky Friends - LEWISHAM SAB - YouTube](#)
- 25 : South London & Maudsley NHS Foundation Trust, Lewisham Mental health & learning Disabilities Service - [Service Detail - South London and Maudsley \(slam.nhs.uk\)](https://www.slam.nhs.uk)
- 26 : Guys And St Thomas NHS Foundation Trust – [Learning disability community health team - Overview | Guy's and St Thomas' NHS Foundation Trust \(guysandstthomas.nhs.uk\)](https://www.guysandstthomas.nhs.uk)
- 27 : Unison's Ethical Care Charter - [The Ethical Care Charter | Care workers: your rights | UNISON National](#)
- 28 : Ladder of Co-production - Think Local Act Personal (TLAP), & Sherry Arnstein (1969) - [Ladder of Coproduction | TLAP | social care \(thinklocalactpersonal.org.uk\)](https://www.thinklocalactpersonal.org.uk)
- 29 : Social Care Institute for Excellence, co-production charter - [SCIE co-production charter](#)
- 30 : Learning Disability & Autism programme - [NHS England » Learning disability and autism](#)
- 31 : Association of Directors of Adult Social Services in England. - [Adass](#)



Transforming Care: Response to Winterbourne
View set targets to review and move any inappropriately placed people in inpatient settings.

2012

Building The Right Support:
Plan to develop community services and close inpatient Facilities for PWLD.

2015

Learning Disabilities Mortality Review (LeDeR): Support local areas to review the deaths of people with a learning disability, learn from those deaths and put learning into practice.

2015

NHS Long Term Plan: Better support, joined-up care, prevention and reduction in health inequalities.

2019

2012 A BRIEF HISTORY OF KEY LEARNING DISABILITIES POLICIES **2022**

2012

Mencap's Death by Indifference: Follow-up to a 2007 report highlighted the deaths of 74 people with learning disabilities due to health inequalities.

2014

Care Act: Improve the wellbeing of people using services and their carers via personalisation, prevention and empowerment.

2015

Making it Real, Think Local Act Personal: framework that describes what good, personalised care and support looks like.

2016

Accessible Information Standard: NHS & adult social care legally required to meet the information and communication support needs of people using their services.

Glossary

WORD OR PHRASE	MEANING
Accessibility	Making information, activities, and/or environments sensible, meaningful and usable for as many people as possible including people with a learning disability who have physical disabilities, complex needs and behaviour that challenges.
Acute Settings	A place a patient receives active, short-term treatment for a health condition.
Advance Decisions	A statement/instruction you can make now about any medical and/or healthcare treatments that you do not want to receive in the future. This tells people what you want, if you should lose the capacity to make decisions about your healthcare.
Aspirations	A hope or an ambition that you want to achieve.
Asset Based Approach	Based on co-production, this approach is a shift away from looking at what is missing or going wrong. Instead it focuses on the strengths, skills and experience of local people and their communities and recognises how these be can used to improve the care and support available.
Assistive Technology	Promotes greater independence by providing equipment or technology designed to help people perform tasks that they are often unable or have difficulty in completing by themselves.
Behaviour That Challenges.	A way people express themselves that can affect their quality of life and/or the physical safety of the themselves or others. The challenge is to understand why the behaviour is happening and help people find other ways to express their feelings.
Bespoke	Designed for an individual to meet their specific needs.
Bursary/Bursaries	Money given to people or organisations so that they can improve their skills, training and learning.
Capacity	Capacity is the ability to make a decision for yourself and to understand why you are making this decision.
Capital Funding	Money made available to invest in developing new buildings or renovating/changing existing properties.
Chaotic Lifestyles	People whose home life, family and relationships change frequently and/or often involve conflict.
Citizen Advocacy	Fully-trained volunteer who supports a person with a learning disability to ensure that their voice is heard.
Co-design	Actively involving the people who use support and services in deciding how these are developed and will work.
Collaborate	Involving two or more people working together to achieve a jointly agreed purpose.

WORD OR PHRASE	MEANING
Community Hubs	A building or space that is open and accessible to the local community. For people with a learning disability they also provide opportunities and support that enable people to take part in wider community activities.
Complex Needs	Someone who has more than one chronic health condition and/or long term need and who often requires specialist support to manage their day to day activities.
Co-produced	People who use services, carers and organisations working together to develop and shape services and decide how they should work.
Core Local Competencies	An agreed set of values, skills and knowledge that all support staff in Lewisham must learn, understand and put into practice in their role.
Cultural Networks	Are places or shared spaces where people who share similar backgrounds or experiences can express their values, beliefs, needs, and priorities and receive recognition and support.
Demographic	Information about people who live in defined area. Examples include; age, race, ethnicity, gender, marital status, income, education, and employment.
Direct Payment	Allow you to receive cash payments from your local authority instead of care services. This can give you much more flexibility and greater control over how you receive your support.
Disproportionate	When the effects of something are greater on one group of people than on other groups.
DNACPR	Do not attempt cardiopulmonary resuscitation – this means if your heart or breathing stops that you have agreed that you do not want your healthcare team to try to restart them.
Equality And Diversity Training	Training that helps people understand that they must respect and provide equal opportunities to the people they support and other work colleagues, regardless of their background, abilities or lifestyles. It promotes an appreciation of people's beliefs, cultures and values and the experiences of their communities. Its aim is to reduce prejudice and discrimination, improve communication and promote shared understanding.
Extra Care Housing	Specialist housing designed for older people that offers help with personal care and household chores. It comes in many forms, from small communities of flats and bungalows to retirement villages.
Gap Analysis	A process of comparing where you currently are with where you would like to be. This process identifies the "gap" or what is missing.
Health Outcomes	How and to what extent health treatments and support have helped improve someone's life.
Health Pathways	The route or path a patient will take if they are referred for treatment by their GP (or other health professional).The pathway describes the steps the patient will follow to get the help and support they need.

WORD OR PHRASE	MEANING
Health Promotion	Enabling people to have control over the things that affect their health by making people aware of these and by providing treatment, advice and support about how to improve them.
Hygiene Rooms	Enable people with disabilities to live a full life as part of their communities by promoting independence, hygiene and dignity. Modelled on the Changing Places Toilet specification, they provide additional space for any extra equipment needed and allow for up to two carers to provide assistance.
Inequalities/Inequality	When one group of people have more opportunities, resources and support than another group of people.
Job Shadowing	Observing someone doing their job so you can understand the work they do. This can help you decide if you would like to do that job.
Learning Disabilities Framework	A group of support providers who have been assessed and have met an agreed set of agreed minimum standards. These providers have proven that they are able to provide effective housing and support to people with a learning disability.
Learning Disability Mortality Reviews (LEDER)	An investigation into the reason a person with a learning disability died. The review identifies if there is anything that could have been done differently and advises on how this information could be used to improve the quality of care for other people with a learning disability.
Lived Experience	The way someone understands and reacts to the world around them as a result of their experiences. The best people to advise and make decisions about the lives, wellbeing and opportunities for people with a learning disability are therefore people who are living and experiencing life with a learning disability.
Market Engagement Events	An opportunity for existing and new support providers to find out about the kind of support/support models that are needed locally and to think about how they might be able to provide these. These events give support providers the chance to ask questions and to explain what resources would be needed to effectively deliver different support models.
Mate Crime	When someone says they are your friend but then do things that exploit you e.g. financially, physically or sexually. They may also trick you into committing criminal acts on their behalf.
Maximisation	Getting the most you can, out of the resources you have.
Median	The number that falls in the middle of a range of number or values.
Mentor Schemes	A scheme where a more experienced person supports a less experienced person to develop the confidence, skills and knowledge they need to live the life they want.
More Independent Setting	Living somewhere that supports you to be less reliant on other people and to make more decisions for yourself.

WORD OR PHRASE	MEANING
Nursing Home	Nursing homes are registered care homes that provide personal care but also have one or more qualified nurses on duty to provide nursing care. They can support people who have more complex needs or who require specialist health input.
Operationalise	Turning ideas into practical actions.
Outcomes	Describe realistic goals that the person receiving support and those supporting them, can work towards to improve the persons life and wellbeing. They will vary from person to person because they are about what is important to each individual.
Pandemic	An infectious disease which has spread across a large region and affects a large number of people.
Peer Support Network	An in-person group and/or online space where people from different support providers can meet, share their experiences and learn new ways to improve the support they provide.
Preventative	Action taken to prevent something from happening.
Primary Care	The first point of contact for NHS services. Primary care includes general practices, community pharmacies, dental, and optometry (eye health) services.
Primary Care Networks	Primary care networks (PCNs) are groups of GP's that have chosen to work together in small groups to deliver better health and care services in a local area.
Priorities	When a lot of tasks need to be completed, these are the most important tasks that need to be completed first.
Proactive	Taking action to make a change instead of waiting for a change to happen and then acting.
Procurement	Procurement is the full range of activities that relate to the purchase of goods, services and works.
Protected Characteristics	These are: Age, Disability, Gender Reassignment, Marriage And Civil Partnership, Pregnancy And Maternity, Race Including Nationality And Ethnic Origin, Religion Or Belief, Sex, Sexual Orientation. It is against the law to discriminate against someone because of a protected characteristic.
Psychotropic Medication	Drugs that affect your behaviour, mood, thoughts, or perception. They include anti-depressive agents, hallucinogens and tranquilising agents (including antipsychotics and anti-anxiety agents).
Reproductive And Sexual Health Needs	A person's right to a healthy body and to have the education and healthcare they need to enable them to freely decide who to have sex with and how to avoid sexually transmitted infections or unintended pregnancy.
Respite Care	Providing support to a cared for person that enables their carer to take a break from their caring role.

WORD OR PHRASE	MEANING
Risk Averse	Restricting a learning disabled person's life and opportunities by choosing not to support them to be involved in activities or relationships which might present a risk to their safety or the safety of others. This often includes a fear of being held responsible if something goes wrong.
Scope	Decide what you want to achieve and understand the work, time and resources that you will need to successfully complete your goal.
Secure Setting	Services where people are not free to come or go as they choose. This is often to protect them from harming themselves or others.
Shared Lives Scheme	Offers people who require care and support the opportunity to live independently in the community. People are matched with an approved carer who shares their family and community life, as well as providing care and support. Some people live with their Shared Lives carer, while others have regular day-time visits with some also staying overnight.
Shared Ownership	Gives people who do not currently own a home the opportunity to purchase a share in a new build or resale property. The purchaser pays a mortgage on the share they own and pays a subsidised rent to a social housing provider on the remaining share.
Short Break	Short breaks enable people to have time away from their carers, explore new opportunities, have fun and broaden their social networks whilst promoting their independence. They provide families and carers with a break from their caring responsibilities and can last from a few hours to a few days, evenings, overnight and weekends.
Social Housing Providers	Housing provided by housing associations (not-for-profit organisations that own, let, and manage rented housing) or the local council.
Social Value Plans	A plan which describes how an organisation will improve the social, economic and environmental wellbeing of the communities they work with and are a part of.
Succession Planning	The process an organisation uses to ensure every critical position is occupied by an employee with the right skills and experience.
Supported Internships	A structured, work-based study programme that enables people to understand and develop the skills they need to find long term employment. The programme provides a work placement that is supported by a job coach.
Tender Evaluations	Measuring a bid that has been made for a contract or service against a number of requirements that are important in ensuring a good service is provided.
Wellbeing	The things you need to keep you happy and healthy.