

Learning Disability, Autism and SEND (1/6)

Vision

South East London Learning Disability and Autism Programme **vision** is for people with a Learning Disability, Autistic people and all children and young people with Special Educational Needs and Disability (SEND) to achieve **equality of life chances**, live as **independently** as possible as they **transition to adulthood** and to have the **right support** from health and care services through **early identification of needs**, improved **coordinated multi-agency working**, information sharing and **support to access the right care at the right time**.

Deliverables / Improvements since 2023/24

- Implementation of the SEL Core Offer for CYP Autism Assessment Pathway currently in development.
- Implementation of LDA pathway Strategy and panel in partnership with the mental health and Community Provider Collaborative.
- Development of FIND - Forensic Intellectual and Neurodevelopmental Disabilities service to meet needs in the community.
- Implementation of Local LDA Steering groups in all six boroughs
- Implementation of an SEL Autism Strategic Framework in support of the six (6) SEL Place-based Autism Strategies.
- Development of Autism Dashboard.
- Implemented pilots for the Partnership for Inclusion of Neurodiversity in Schools (PINS) programme and autism support via the Emotionally Based School Non-Attendance (EBSNA) project.
- Expansion of Keyworking Service to meet need and demand.
- Delivery of Oliver McGowan training across SEL
- Full implementation of Care Education Treatment Reviews (CETRs) and Dynamic Support Registers (DSR) guidance and support for staff.
- Establishment of a SEL SEND Network to support delivery of work plan.

Key Challenges / Opportunities Remaining

- Ensuring Core Offer for Autism Assessment and community support for both CYP and Adults is consistent across SEL
- Extension of PINS and EBSA pilots following evaluation of the models used to implement.
- Delivering effective housing, accommodation, care and support and crisis offers in the community as alternatives to admission to hospital for both CYP and Adults and to support the repatriation and step-down people from secure services.
- Realising the benefits of having digital DSRs in preventing admissions and providing the right care at the right time.
- Delays in implementing a SEL-wide SEND Data Dashboard to support all boroughs – i.e. a data repository where SEND Inspection information is accessible by each borough.
- Delays in recommissioning and development of new service specifications to replace historical arrangements.

Learning Disability, Autism and SEND (2/6)

What are our priority areas for 2025/26 (Max 4)

1

Implementation of the SEL LDA Strategic Response to Autism and Neurodiversity - includes reducing the waiting times and numbers of people on waiting lists for diagnostic assessment across all ages and development of post-diagnostic community support for people autism only diagnosis to prevent admission to hospital and death by fatal self-harm

2

Develop the SEL Care and Support offer in the community with ICS partners - local authorities, ICB and provider collaborative. Includes understanding the current costs within the ICS, developing the market, developing providers and workforce for inpatient secure, non-secure and community options, accommodation and housing

3

Reduce long term inpatient care by reducing the reliance on inpatient beds with focus on admission prevention and improve quality of life and /care by delivering co-ordinated care.

4

Development of the SEL SEND Network to support implementation of SEND priority actions and work plan at Place as described in the SEND ICS Work Plan

Why has this been identified as a priority areas?

There are historical long waits for Autism assessment and a lack of community services for autistic people, particularly autistic people with a mental illness without a learning disability. Over the years there has been a significant increase in autistic people being admitted to hospital due to a lack of support in the community.

There is a lack of good quality care and support to meet the needs of people currently admitted to hospital for over 5 years. The market is variable in terms of quality provision and costs that are not sustainable.

This directly related to operational planning targets around number of inpatients with a learning disability and or autistic people in hospital and the Annual Health Check (AHC) targets.

To support the ICB to meet statutory duties around SEND health requirements of Area SEND Inspections and functions around oversight of activities occurring at Place.

Learning Disability, Autism and SEND (3/6)

Priority Area:

Implementation of the SEL LDA Strategic Response to Autism and Neurodiversity

What are the actions we will deliver in 2025/26

- Continue implementation of Adult Autism pathway with a focus on reducing variation and improving equity for diagnostic assessments across all six (6) boroughs.
- Work with each borough to ensure provision of community services meets the needs of the Autistic population and can be evaluated. This includes delivery of co-produced community services for people with autism only diagnoses to support to prevent admissions to hospital.

Population Health and Inequalities Impact

- Ensuring autistic people have access to timely assessments, interventions to meet needs in local communities and support to meet needs in local communities.

System Sustainability Impact

- Reducing the reliance on non-contracted activity with Right to Choose provider

Priority Area:

Develop the SEL Care and Support offer in the community with ICS partners and development of workforce

What are the actions we will deliver in 2025/26

- Build on the analysis of inpatient and community provision costs to inform commissioning decisions and future requirements across health and care,
- With ICS partners – local authorities, ICB and SLP provider collaborative implement community housing and accommodation options for secure and non-secure patients, including bespoke options required, including recruitment and retention plans
- Delivery of Oliver Mc Gowan Mandatory Training (OMT) across SEL.
- Implement Care Education Treatment Reviews (CETRs) and Dynamic Support Registers (DSR) guidance and support for staff.

Population Health and Inequalities Impact

- Ensuring population can be repatriated by to South London as close to home as possible and in the least restrictive setting.

System Sustainability Impact

- Care and Support packages for people discharged from hospital come at a high cost and variable quality across SEL. Understanding the care and support market will allow better contract management and delivery of good quality services.

Learning Disability, Autism and SEND (4/6)

Priority Area:

Reduce long term inpatient care by reducing the reliance on inpatient beds with focus on admission prevention and improve quality of life and /care by delivering co-ordinated care.

What are the actions we will deliver in 2025/26

- Ensure business as usual for Dynamic Support Registers, place based steering groups, inpatient surgery reviews and undertake RCAs (Root Cause Analyses) that lead to admission prevention and discharges from hospital.
- Fully embed good quality effective AHCs and improve the capacity needed in primary care networks (PCNs).
- Implement learning from initial and focused LeDeR reviews across SEL within place and in primary care.
- Undertake quality oversight of inpatient hospital setting by placing commissioners.

Population Health and Inequalities Impact

- Preventing admissions to hospital and by supporting discharge from hospital and reducing the length of stays in hospital.

System Sustainability Impact

- Specialist learning disability and autism inpatient bed costs are high. By reducing the number of people in inpatient settings, this will release funds to the system to enable improved community offers,(may not always be cheaper).

Priority Area:

Development of the SEL SEND Network to support implementation of SEND priority actions and work plan at Place as described in the SEND ICS Work Plan.

What are the actions we will deliver in 2025/26

- Strengthen ICB Governance, Relationship to Place Partnership Groups for SEND and Risk Escalation.
- Sharing learning to support improvement of health outcomes
- Strategic commissioning in collaboration with Place
- Workforce capability and capacity.
- Data and intelligence – Development of a SEL SEND Dashboard

Population Health and Inequalities Impact

- Ensuring a reduction in the variation of and improving access to SEND Local Offers across SEL and delivery of good quality, education, health and care pathways.

System Sustainability Impact

- Creating opportunities to commission differently across the ICS to secure value for money and quality outcomes

Learning Disability, Autism and SEND (5/6)

Priority Area	What are the outcomes we are aiming to achieve?	How are we measuring impact?
Strategic response to Autism and Neurodiversity	<ol style="list-style-type: none"> 1. Waiting times for Autism Assessment and Diagnosis will be 12 weeks in all SEL boroughs for adults and children and young people. 2. Improved needs led Autism support services in each SEL borough including improved offer in boroughs to support neurodiverse children and young people 3. Fully functioning Autism Dashboard to understand need and trends in SEL. 4. Improved training opportunities focused on the needs of people with a Learning Disability and Autistic people are better understood and met within mainstream provisions. 	<p>Learning Disability and Autism Dashboards</p> <p>Reported waiting times for all boroughs.</p>
Develop the SEL Care and Support offer in the community with ICS partners and development of workforce	<ol style="list-style-type: none"> 1. Adequate and timely community accommodation and support for people admitted to secure and non-secure settings. 2. Reduction in the number of Adults and Children and Young People in hospital over five (5) years to 30 and 15 per million respectively. 3. Fully developed Keyworking service for children and young people up to 25 with 100% of inpatients (blue rated) with and allocated keyworker and 90% of CYP rated red and amber on Dynamic Support Registers (DSRs) allocated within service. 4. Fully operational and effective Learning Disability and Autism services staffed at appropriate agreed level. 	<p>Affordable community placements and accommodation within budget and value for money.</p> <p>Reduction/No readmissions to hospital</p>
Reduce long term inpatient care by reducing the reliance on inpatient beds with focus on admission prevention and improve quality of life and /care by delivering co-ordinated care.	<ol style="list-style-type: none"> 1. Reduction in the number of adults and children and young people in hospital over five(5) years to 30 and 15 per million respectively. 2. Achieve over 75% of people with a learning disability and autistic people having annual health checks. 3. Reduction in avoidable deaths for people with a Learning Disability and Autistic people to 20% (currently 49% nationally) 4. Increased understanding of reasons for deaths of: • People from Black, Asian and Minority Ethnic communities. • The wider autistic community. 	<p>NHSE Assuring Transformation (AT) data</p> <p>NHS Digital AHC reporting</p>
Development of the SEL SEND Network to support implementation of SEND priority actions and work plan at Place	<ol style="list-style-type: none"> 1. Clear governance structure at ICB and Place level 2. Areas for commissioning at scale to be identified and more consistent offer across Places / overcoming the postcode lottery by utilising a SEL SEND Data Dashboard. 3. Reduced waiting times and additional support to CYP and parents/carers while on the waiting list 4. Universal and targeted workforce have the right competencies to support CYP with SEND 	<p>SEND Inspection Outcomes</p>

Learning Disability, Autism and SEND (6/6)

What do we need from enablers and partners to deliver?

- Access to acute and primary care systems for implementation National Reasonable Adjustment Digital Flag in support of Guy's and St. Thomas (GSTT) "Fast Follower" pilot work
- Operationalise Learning Disability and Autism Dashboards that were developed during 2022/23.
- Access to advice from Estates Team to support the development of community options and bespoke developments.

How will we work in collaboration with our system?

- Anchor institutions to actively facilitate and encourage the employment of local people with a learning disability and autistic people.
- Collaborative working across ICS partners, as required to capture workforce needs into SEL Workforce transformation plans.

How will we engage with our population?

- By active co-production of service developments e.g for Keyworking and Community Autism only support.
- Regular engagement with Parent, Carer, Forum (PCF) and LDA Programme Co-production role.

How will we monitor and share progress?

- Review of Learning Disability and Autism Workforce Baseline Data Collection information