



Learning Disability and Autism Action Plan 2024-29

There are 4 actions that the members of the Learning Disability Partnership Board commit to that cut across everything. These will be led by the Learning Disability and Autism Programme Manager, working with board members.

Action	
1.1	<p>Develop and run regular training for staff on learning disability and autism that is delivered by people with a learning disability and autistic people. The training should be targeted at GP surgery staff, community pharmacists, dentists, opticians, and other health services including mental health, sexual health and drug and alcohol services. It should also be targeted at housing officers, police and staff working in the criminal justice system.</p> <p>The content should include communication, ensuring reasonable adjustments are made, 'masking', understanding and celebrating difference, cultural competency, and supporting carers.</p>
1.2	<p>To commit to co-producing information that is clear, useful and easy to understand. This includes commitments to easyread information through an 'Easyread Charter' and the development of a new webpage that brings together information related to learning disability and autism.</p>
1.3	<p>To establish a regular 'learning disability and autism hub' from which to provide in-person information, advice, activities and workshops: This could be for adults with a learning disability and autism and carers as part of a universal, preventative offer that promotes independence and helps avoid crisis. It should be well-advertised and welcoming.</p>
1.4	<p>To commit to co-producing plans, services and support with people who have a learning disability and autistic people in the borough. This includes co-production through partnership boards.</p>

Feeling safe and accepted – action plan

These actions will be led by Learning Disability and Autism Partnership Board members from community safety, the police and other services.

	Action
2.1	Celebrate each Autism Awareness Week and Learning Disability Week to raise awareness of learning disability and autism and celebrate difference.
2.2	Raise awareness of sunflower lanyards for autistic people, the Met Police 'Autism Alert Card' and other forms of identification - and what they mean. This could be part of the campaign in (2.1)
2.3	Raise awareness of learning disability and autism among school children, mapping and sharing what already exists.
2.4	Work with faith and community leaders to raise awareness of learning disability and autism, including through the Faith Forum.
2.5	Work with partners to run regular crime prevention and safeguarding workshops for autistic adults and adults with a learning disability on staying safe online, staying safe when out and about, and on exploitation.
2.6	Link up with the 'Safe Haven' scheme that is re-starting so that autistic people and people with a learning disability know where to go if they feel unsafe.
2.7	Produce information on where autistic people can find quiet spaces around the borough.
2.8	Develop links between police hate crime specialists and people with a learning disability, autistic people and carers, and review data on disability hate crime and trends.
2.9	Work with Transport for London to improve feeling and being safe on public transport.
2.10	Work with council colleagues to make safety improvements to public spaces, e.g. lighting
2.11	Build links with the Community Safety Partnership Board and community safety initiatives, including tackling adult abuse, hate crimes, violence against women and girls, serious violence and the Prevent programme.





Good health – action plan

These actions will be led by Learning Disability and Autism Partnership Board members who represent health services – in partnership with others.

Action	
Staff training	
3.1	Monitor and report on Oliver McGowan training completion rates.
3.2	Map out existing and planned health staff training to raise awareness on autism and LD.
Learning disability annual health checks and cancer screenings	
3.3	Improve how data is recorded and reported on annual health checks.
3.4	Agree how to promote health checks to 14–17-year-olds.
3.5	Review the delivery model for health checks, using insights from Learning Disability Mortality Review and people with lived experience.
3.6	Contact people who do not attend scheduled health checks to understand barriers.
3.7	Carry out a deep dive on health action plans to identify improvements to the process.
3.8	Improve cancer screenings, including through better pre-screening information and advice.
3.9	Work with social care providers to support people attending health checks.
Communication	
3.10	Improve health literacy through the Health Literacy sub-group of the Adults Delivery Group.
3.11	Gather, share and publish current resources on easyread and good practice on communication.
3.12	Produce new easyread information if there are gaps – including on health appointment booking, waiting times and visiting a dentist.
Waiting well	
3.13	Monitor and report on waiting times for autism diagnoses.
3.14	Consider expanding support to autistic adults to include face-to-face workshops, open to those with a pre-existing diagnosis.

Hospital passports	
3.15	Promote use of the hospital passport – including via social care and primary care.
3.16	Develop the Universal Care Plan to digitally share health needs for people with LD and autism.
Equal access	
3.17	Monitor and improve equity of access and experience of healthcare. This includes women and people of a Black or Asian ethnic background in autism diagnoses and people of an Asian ethnic background in LD and autism health services overall.
3.18	Monitor the access to and experiences of dentists, sexual health, drug and alcohol and mental health services for autistic adults and those with a learning disability.
3.19	Encourage use within primary care of the template developed by the Clinical Effectiveness Group, to identify reasonable adjustments.



The right support – action plan

These actions will be led by Learning Disability and Autism Partnership Board members who represent children’s and adult social care – in partnership with others.

	Action
4.1	Produce new information for young people, parents and carers and adults on what to expect from adult social care, what support is out there and who can access it.
4.2	Produce new information for young people, parents and carers on what to think about when approaching adulthood, including if not eligible for social care.
4.3	Improve the council website as a source of information for information and advice for people with a learning disability and autistic people.
4.4	Continue to put a focus on early planning for adulthood with input from adult social care from aged 14 where needed, regularly monitoring this.
4.5	Look at having a single point-of-contact for people transitioning to adulthood wherever possible, and/or clearly explain who to contact about what.
4.6	Have a clear protocol and pathway for the transition into adult social care and for those who are unlikely to be eligible.
4.7	Look into the possibility of a peer support and/or mentor system for young people, parents and carers getting ready for adulthood.
4.8	Improve the data that is recorded and used to understand the number of people who may need support in future.
4.9	Look into having an allocated social worker for people getting support from adult social care
4.10	Articulate and develop the offer for people with support needs who are just below the threshold for social care to stay as independent as possible.
4.11	Offer carer assessments and provide training and support to unpaid carers.
4.12	Provide drop-in sessions for people to get information and advice related to social care.
4.13	Improve waiting times for social care assessments and reviews, and people’s experiences whilst they are waiting.
4.14	Monitor and improve equity of access and experience of social care.
4.15	Monitor and improve the use of agency staff and staff turnover in adult social care





A good home – action plan

These actions will be led by Learning Disability and Autism Partnership Board members who represent housing and commissioning – in partnership with others.

Action	
5.1	Produce new information explaining what the overall housing offer is for people with a learning disability and autistic people and the process of finding a home that is right for each individual.
5.2	Produce new information aimed at people with a learning disability and autism on what to do in the event of any housing problems.
5.3	Work with housing colleagues to develop a housing strategy that sets out what accommodation and support requirements are needed in future and how we will meet these. This includes care homes, supported housing, and shared lives; and how we will meet the needs of a growing, ageing population.
5.4	Work with Registered Social Landlords to provide training to housing staff on learning disability and autism.
5.5	Monitor and improve the experiences of people with a learning disability or autism have with landlords, working through existing housing networks.
5.6	Agree guidance for new homes that are more tailored to the needs of people with a learning disability, autism and carers. This includes looking at sensory and accessibility needs.
5.7	Run workshops – linking with the Homes and Money Hub - in relation to living independently, including paying bills, managing a budget, dealing with housing problems and safety
5.8	Carry out targeted work with adults with a learning disability and autism who are living with their parents, clarifying the process and options when it comes to planning for any housing changes when their parents pass away.
5.9	Review the use of the Disabled Facilities Grant to ensure it is being maximised to support people with a learning disability or autism.
5.10	Further develop local respite options for carers to enable people to take a break from caring.



More job opportunities – action plan

These actions will be led by all Learning Disability and Autism Partnership Board members, including some to be led by employment services.

	Action
6.1	Council to apply for accreditation with the National Autistic Society (NAS) Inclusive Employer Scheme
6.2	Review council recruitment procedures to ensure they are as inclusive as possible for people with a learning disability or autism. This includes more information on job roles (e.g. videos), addressing digital exclusion and reviewing how interviews are carried out.
6.3	Create more supported employment, work shadowing, volunteering, internship, apprenticeships and work placements within partners organisations and with local employers.
6.4	Encourage employers to be more inclusive through training, support and information – including on the Disability Confident scheme.
6.5	Convene a forum of employers to promote good practice and improve job opportunities for people.
6.6	Review the Supported Employment Forum that meets to improve job pathways and support for people.
6.7	Work with local schools and colleges to promote employment as an option to people in full-time education.
6.8	Ensure that employment is an early part of preparing for adulthood discussions with young people with a learning disability and autism.
6.9	Improve our understanding of the work status and goals of people who need social care with a learning disability and autism
6.10	Improve pre-employment support through giving people information on what support is out there, pre-employment workshops to explain the world of work and money management, vocational training and a jobs fair aimed at neurodiverse residents with a range of industries represented.
6.11	Explore the use of personal budgets and travel training to support people with employment.
6.12	Review the support available to people to stay in work.
6.13	Review benefits information and advice available to people with a learning disability and autistic people to ensure it is accessible.



Having friends, relationships and feeling connected to others – action plan

These actions will be led by all Learning Disability and Autism Partnership Board members, including some to be led by health and social care services.

	Action
7.1	Produce new information on social activities targeted at people with a learning disability or autism, including get togethers, dating sites and nightclub events.
7.2	Look at the events run by the council and partners that are open to everyone, so that they are more inclusive for people with a learning disability or autism.
7.3	Provide space and support for social activities and peer groups that are led by people with a learning disability or autism. This includes during evenings or weekends, activities targeted at underrepresented groups, and activities that promote health and wellbeing (e.g. walking groups).
7.4	Produce new information and run workshops on sex, consent, relationships, and friendships.
7.5	Review learning and development for health and care staff to help normalise conversations about sex and relationships.
7.6	Consider the needs of carers during carer assessments, in relation to friendships and feeling connected to others.