

**Supporting Notes and Q&A Sheet for completing the
Learning Disability Programme Board
Self Assessment Annual Report
February 2010**

NB: It is recommended that this sheet be read in conjunction with the newly published guidance on supporting people with learning disabilities and family carers to sign off final reports (*Guidance on supporting people with Learning Disabilities and Family Carers to sign off Learning Disability Partnership Board Self Assessment Annual Reports*, DH 2010).

The deadline for sending completed reports:

- Q1. The Partnership Board guidance refers to a signing off process before the final version is sent to our regional programme lead, and yet the template asks for data up to 31st March 2010 - is 31st March 2010 still the deadline?
- A1: Yes the deadline for sending the completed and signed off version of your report is the 31st March 2010.

Q2. Doesn't this mean that the data will not be accurate if final reports are signed off before that date?

A2: The qualitative data for the report will need to be as accurate as possible at the time that the final report is compiled for final sign off. This may be as early as late January/early February in order to make sure that people with learning disabilities and family carers are fully involved in the process (see the new guidance). In this sense you are giving the best information you have at that time – a 'snapshot'.

For quantitative data you will mostly be using the published and verified data sets for 08/09 (see next section for further clarity).

Which data sets is the report referring to?

Q3. The beginning of the report template states that 'all information to be collated from April 2009 to March 2010 data' yet elsewhere the report refers to quantitative data from:

- existing data collections (including JSNAs)
- August 2009 figures and 'national returns' (for health and social care)
- 2008/2009 data (e.g. ASC-CAR returns shown in appendix E for PSA 16, NI 145 and NI146)

Which data is needed and where?

A3: As stated above, **all qualitative data** should be as accurate as possible at the time that the final report is pulled together for sharing with Board members and other stakeholders (see '*Guidance on supporting people with Learning Disabilities and Family Carers to sign off Learning Disability Partnership Board Self Assessment Annual Reports*'). This will mean that the qualitative data reflects how things are at the time the final report is pulled together and then signed off, which may be as early as January/February 2010.

Where appropriate and possible, **all quantitative data** (numbers and percentages) should be taken from existing data returns that have been validated, verified and published. For health and social care this includes the data sets for 2008/2009 that were submitted in May/June 2009 and then published as national data sets in August 2009 (e.g. the NI sets). For sections 6 and 8 (regarding Housing and Employment) please try and give additional data based on the 2008/9 figures (i.e. in sections 6.3; 8.2; 8.3 and 8.4)

In some cases the report may ask for numbers and percentages that are routinely collected as part of local planning or performance monitoring (e.g. for JSNAs or health self assessment framework) but are not necessarily part of formal data returns. In these cases you should refer to your latest sets of collected figures and, where possible, state where they were taken from, and the date of that collection.

Where the report asks for numerical data that is not yet collected routinely you should find out to the best of your ability the current state of play and give most recent figures. Where possible please state that these figures are recent and not from existing sources.

Finally, any question referring to spend this financial year (09/10) – see section 4: ‘Overall Budget’ - should show the figures for this year at the time the final report is pulled together.

NB: We have issued a revised version of the ‘sign off’ page of the self assessment report that gives space for comments. This is included as Annex A in the new guidance: *‘Guidance on supporting people with Learning Disabilities and Family Carers to sign off Learning Disability Partnership Board Self Assessment Annual Reports’* (DH, 2010).

The revised sign off pages are also available to download and/or print **as a separate document** alongside the new guidance and these supporting notes on the Valuing People Now website: www.valuingpeople.gov.uk

The revised sign off pages include a space for comments about which data sets were used in compiling your report. They can be appended to your final report.

Definitions

Q4. What definitions should we use to collect data in section 2.4 for the following groups:

- People with complex needs
- People who exhibit behaviour that challenges services
- People with learning disabilities who also have autism

A4: Valuing People Now uses '**complex needs**' as a term 'to describe a range of multiple and additional needs that people with learning disabilities may have', including people with profound and multiple learning disabilities and those defined as having behaviour that challenges services (DH, 2009, p. 38)

For the purpose of THIS report, however, we are asking you to separately categorise (and count) people who have been defined locally as having '**behaviour that challenges services**'. This is defined by the Challenging Behaviour Foundation as follows:

Some children and adults with severe learning disabilities typically display behaviour which may put themselves or others at risk, or which may prevent the use of ordinary community facilities or a normal home life. This behaviour may be in the form of aggression, self injury, stereotyped behaviour or disruptive and destructive behaviours. These behaviours are not under the control of the individual concerned and are largely due to the individual's lack of ability to communicate.

[www.thecbf.org.uk]

People with learning disabilities who also have autism will be those people who have been diagnosed as being on the Autistic spectrum (for example, as a child), who also have a learning disability (as defined in *Valuing People: A New Strategy for Learning Disability in the 21st Century*, DH 2001, page 14).

Categorisation for the purposes of this report should be aligned to how that individual's behaviours and needs have been defined based on evidence from person centred approaches and planning.

Next Year's Annual Report

Q5. Will the timescales and process be the same for next year's annual report?

A5: At this stage we expect the timescales and process to be much the same, but this initial data collection is seen as a learning experience and we will evaluate the process once the initial data sets are collated at all levels.

Locally and regionally, the year on year data sets will provide Boards with the opportunity to benchmark progress. This initial set of data will only provide a baseline but it will give local Boards something against which to compare the early data collated for 2010/11. It will also be useful information to support local planning and commissioning.