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# HEAR OUR VOICE

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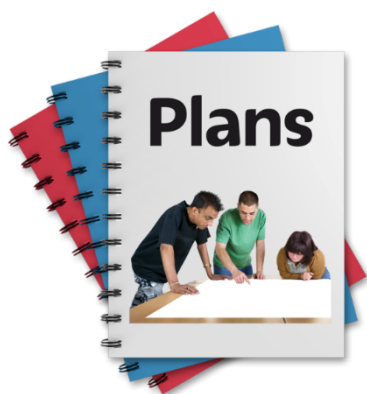
Sheffield's Learning Disabilities Strategy 2023-2030

All Come Together – Our 2023 Plan

## Introduction



This document is an add on to Hear Our Voice, Sheffield's Learning Disabilities Strategy 2023-2030.



This document will tell you more about the things we will do to help make the lives of people with a learning disability better. This will be updated every year.



Everything in our strategy came from people with learning disabilities, their families, and carers. You can find more information about this in another document - 'How our strategy was developed'.



The [Sheffield Learning Disabilities Partnership Board](#) will check the strategy every year to make sure we are doing what we said we would do. We'll work with our communities to figure out how we can share our progress in the best way. You can find out more about this in another document - 'How we'll check our plan's progress'.

<b>Theme 1 – Safe and Well. We want everyone to be safe and well.</b>				
<b>A. Good quality overnight short breaks (respite care) that keeps people safe.</b>				
<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>“Being able to have Respite in somewhere I feel safe is important, or it's not respite for me.”</p> <p>“Respite should be fun and feel like a holiday. It shouldn't be boring or make people feel trapped.”</p> <p>“Respite is impossible to get funding for.”</p>	<p>Started looking at other types of overnight short breaks (for example, Supported Holidays).</p> <p>Started working with providers to find out where we can have more overnight short breaks spaces.</p> <p>Created a <u>framework</u> for overnight short breaks providers to sign up to, which explains what is expected of them and encourages <u>innovation</u>.</p> <p>Created a single occupancy overnight short break option for individuals who experience behaviours of distress.</p>	<ul style="list-style-type: none"> <li>• Work with providers to make sure there are lots of options in overnight short breaks for diverse needs.</li> <li>• Explore the need for an emergency medium-term stay approach to overnight short breaks.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the information available on overnight short breaks and make it more useful. This should include what funding is available.</li> <li>• Work on plans to increase staff training for people with behaviours of distress and high needs in overnight short breaks.</li> </ul>	<ul style="list-style-type: none"> <li>• Review care plan handover process for overnight short breaks and make recommendations for improvement.</li> </ul>
<b>B. Disability awareness in public and when using services.</b>				
<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>People feel there is a lack of disability awareness in the public and spaces they visit while using services. They don't always feel safe because of this.</p> <p>“We want better trained staff who have tried to live the same life and understand disability and sensory challenges. Training through experience.”</p>	<p>The Safe Places scheme includes 53 key community venues across the city.</p> <p>The Adult with Disabilities framework says that providers should aim ‘to maintain a diverse workforce, which reflects the communities they operate within, and the individuals they support.’</p>		<ul style="list-style-type: none"> <li>• Support the promotion and development of Safe Places, helping everyone feel able to access them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways to provide learning disabilities awareness training to organisations and businesses through the Partnership Board.</li> <li>• Partner with Sheffield businesses to connect the community with businesses who meet learning disability support ‘quality marks’.</li> </ul>

<b>C. Understanding across healthcare – including with continuity in clinicians at doctor’s surgeries and in hospital.</b>				
<b>D. Support to prevent people needing to stay in hospital when they don’t feel mentally well.</b>				
<b>What we heard</b>	<b>What we’ve done so far</b>	<b>What we’ve started doing</b>	<b>What we’ll do</b>	<b>What we could work on next</b>
<p>Most people said that their GP knew they had a learning disability but not that many workers in hospitals had taken time to find out.</p> <p>People said there are a lack of reasonable adjustments in hospitals and doctor’s surgeries such as easy read, extra time for appointments, quiet spaces, for example. They worry that people won’t understand them and think badly of them because of their learning disability or other disabilities. They don’t want to be made worse by inappropriate care.</p> <p>“Not having to tell the receptionist what the problem is, more privacy in doctor’s surgery.”</p> <p>People agreed there needs to be more work done to prevent people from reaching a point where they need to go to hospital. People said that there needs to be a single point of access when they feel unwell.</p> <p>People want immediate support in a hospital setting to be in Sheffield, not anywhere else. They said that sending people away is not right, and denies them access</p>	<p>Specialist learning disability nurse leadership is now in place in Sheffield Teaching Hospital, and the organisation is an active member of the Physical Health Implementation Group.</p> <p>The Oliver McGowan Mandatory Training on Learning Disability and Autism has started.</p> <p>100s of health and care staff have had training to help them understand the needs of people with learning disabilities (including spotting health problems more quickly, national screening, and reasonable adjustments).</p> <p>Improved access for people with a learning disability to annual health checks, vaccinations, and national screening programmes.</p> <p>The Integrated Care Board have worked with people with lived experience to make web pages and videos to help people understand more about their own health, as well as help staff be more aware of how they can best help</p>	<ul style="list-style-type: none"> <li>• Check advocacy training to professionals as part of the new advocacy contract starting April 2024.</li> <li>• Continue to support GP surgeries to deliver Annual Health Checks, vaccinations, and national screening.</li> <li>• Close working with the LEDER programme, including to support STOMP (stopping over medication of people with a learning disability, autism, or both, with psychotropic medicines).</li> <li>• Looking at new ways of running the Sheffield Health and Social Care Trust’s Learning Disability Service <ul style="list-style-type: none"> <li>• preventing people from needing to stay in hospital when they don’t feel mentally well.</li> <li>• helping people to live in their community with the right support and close to home.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Support training for health workers in learning disability awareness and communication skills including: <ul style="list-style-type: none"> <li>• using the accessible information standard</li> <li>• how to improve referrals for people with a learning disability</li> <li>• promoting the Oliver McGowan training.</li> </ul> </li> <li>• Promote the use of Health Passports and the Red Bag scheme.</li> <li>• Explore how we could make sure that everyone with a learning disability have better continuity in clinicians at doctor’s surgeries.</li> </ul>	<ul style="list-style-type: none"> <li>• Check on how lessons learned from LEDER reviews are put into practice.</li> <li>• Continue to improve the accuracy of GP surgery learning disability registers including making sure that people who are ‘missing’ from registers are included.</li> </ul>

to their friends, families, and support networks.				
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**Theme 2 – Active and Independent. We want people to have choices about their support and how they live.**

**A. Skills to support people to be active and independent, including phones, technology, and social media**

What we heard	What we've done so far	What we've started doing	What we'll do	What we could work on next
<p>People report frustration when staff don't listen or take the time to find out what they want to do.</p> <p>People want access to technology/phones so they can be more independent and contact people when needed. They want staff to be trained on how to support them to use tech in their care plans and the job specifications.</p>	<p>The new Adult Future Options framework says that providers should make sure that the staff members they employ have <u>person-centred</u> values.</p> <p>It also says that providers should make the 'best use' of Assistive Technology so that people can be as independent as possible.</p>		<ul style="list-style-type: none"> <li>Increase staff awareness of what's available in the community, where to look and who to ask.</li> </ul>	<ul style="list-style-type: none"> <li>Develop technology training for staff, carers, and family support.</li> <li>Develop social media and keeping safe on Social Media tools.</li> <li>Develop ways to share good practice where staff have been flexible and creative – helping staff to do this more.</li> <li>Support people to develop the skills and tools to manage their own health conditions, such as health coaching.</li> </ul>

**B. Good quality supported living**

What we heard	What we've done so far	What we've started doing	What we'll do	What we could work on next
<p>"Not sufficient support with self-care and keeping a stable house tidy."</p> <p>People want to have a say in how staff who support them are recruited, because it's their home.</p> <p>When it doesn't work, they feel unsupported, unsafe, and unable to talk to staff and change things. Lots of people want to be able to do things spontaneously. They</p>	<p>Outlined in the <u>specification</u> that we expect providers to involve the people they support in their recruitment practices.</p> <p>Explained that we expect providers to be as flexible and responsive as they can be to requests for support.</p> <p>Started a project testing out Individual Service Funds (ISFs)</p>	<ul style="list-style-type: none"> <li>Support the Individual Service Funds pilot and expand opportunities for co-production wherever possible.</li> </ul>	<ul style="list-style-type: none"> <li>Check if individuals can join in recruiting their staff team.</li> </ul>	<ul style="list-style-type: none"> <li>Promote Skills for Care's guidance on managing risk and work with quality checking teams to support providers to see how this is done in practice.</li> <li>Review communication about supported living processes, how to visit, and apply for places.</li> <li>Work with providers to provide them support with</li> </ul>

report feeling very downhearted that they need a risk assessment to see family or friends when other people don't have to.	with the Adult Future Options Framework.			recruitment and develop their practices.
<b>C. A variety of exciting day opportunities</b>				
<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>"Day opportunities can feel like being stuck doing the same thing day in/day out."</p> <p>People who cannot always speak for themselves feel overlooked in their choices.</p> <p>More activities and support at weekends are wanted. A lot of people report feeling lonely and bored on weekends.</p>	<p>Created a framework for the first time, which will include quality checking of day services.</p> <p>Told providers that we will expect them to work with the Council to develop later evening and weekend activities.</p> <p>Encouraged different providers to join the framework to make sure there's more variety in services (such as other than traditional building-based services).</p>	<ul style="list-style-type: none"> <li>Use checking tools to make sure that Day Services are doing what they have agreed to do.</li> <li>Make sure that activities are meaningful, and as part of individuals' support plans.</li> <li>Encouraging different providers to join the framework and understanding barriers to joining.</li> </ul>	<ul style="list-style-type: none"> <li>People with lived experience working together with services as quality checkers.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting social workers to understand and grow their understanding of the framework to use the variety of services available.</li> </ul>
<b>D. Choice, especially when people have higher needs</b>				
<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>Family and carers say that people with higher needs do not have enough support, and don't get the same choices. If they communicate differently this is heightened even further.</p> <p>"We want choice. We don't want to live in care homes or hospitals."</p>	<p>Created a separate framework for 'Enhanced' supported living, where staff are expected to have specialist training.</p> <p>Started a separate piece of work to look at how we can increase the number of supported living placements.</p>	<ul style="list-style-type: none"> <li>Continue to work on the Learning Disabilities Accommodation strategy, working with people with a learning disability to create a plan.</li> <li>Review of separate framework for 'Enhanced' supported living &amp; checking of outcomes, involving people in this.</li> </ul>		
<b>E. Being able to travel around the city</b>				
<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>Many people and staff find it difficult to go out in the community due to a lack of</p>	<p>Shared information about accessible facilities and 'mapping'</p>		<ul style="list-style-type: none"> <li>Support providers to share their facilities and remove</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote use of 'toilet finder' apps/websites, including</li> </ul>

accessible toilets and changing rooms, as well as not knowing where they are. “Changing places toilets to make sure accessibility to all.”	tools with day opportunity and supported living providers.		barriers to this where possible.	encouraging providers to register their own facilities. <ul style="list-style-type: none"> <li>• Check where there are accessible facilities gaps across the city and plan to reduce these.</li> <li>• Work with organisations that may be able to fund improvements.</li> </ul>
<b>F. Accessible spaces in the community</b>				
<b>What we heard</b>	<b>What we’ve done so far</b>	<b>What we’ve started doing</b>	<b>What we’ll do</b>	<b>What we could work on next</b>
Some people stop going to services altogether when their buses are removed or the times are changed, and they don’t have money for a taxi, or their service doesn’t have a minibus.  A carer told us her son has a +1- bus pass to access trams and buses which he loves. However, staff choose to book taxis out of his own son’s money. They do it for ease or don't have the time to travel with him.			<ul style="list-style-type: none"> <li>• Help to get disability bus passes.</li> </ul>	<ul style="list-style-type: none"> <li>• Better support around travel training.</li> </ul>

<b>Theme 3- Connected and Engaged. We want people to be a part of their community.</b>				
<b>A. Opportunities to socialise.</b>				
<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>A lot of people report feeling lonely and bored on weekends, especially if they only have provision for day opportunities and not one to one support.</p> <p>People want more opportunities to socialise with people and have opportunities to meet and date people.</p>	<p>Explained in the specification that we expect providers to offer or find opportunities and activities on weekends and evenings.</p>		<ul style="list-style-type: none"> <li>• Explore opportunities for funding and working with partners to set up more socialising activities (just) for adults with learning disabilities adults such as in spaces like nightclubs or bars.</li> <li>• Explore how groups of providers could join to deliver weekend or evening activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Find external grants and explore what support is available on bid writing.</li> </ul>
<b>B. Better transition to adults' services</b>				
<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>Having more group activities and clubs for young, disabled people. They think this would help them have fun and meet other people like them.</p>	<p>Encouraged providers to apply to framework offering transition support for young people. Worked together with Children's Service to develop plans to improve transitions.</p> <p>Joint befriending tender launched, and plan to jointly produce the club and befriending specification in the future.</p> <p>Specific group funded activities targeted at the transition cohort.</p>	<ul style="list-style-type: none"> <li>• Adults' and Childrens' teams joint commissioning services for younger people.</li> <li>• Continue to develop good transitions arrangements between Child and Adolescent Mental Health Services (CAMHS) and the Community Learning Disability Team (CLDT).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways to support people and unpaid carers when they move between children's and adults' services, for example a young people peer buddy - they could support them in work, groups and with going to places.</li> <li>• Explore a community volunteers plan to introduce 'what's on' in people's areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with social workers to understand the offer on the framework and what's out there in the community.</li> <li>• Work with Children's Services to develop an all-age approach.</li> </ul>
<b>C. More support and opportunity for <u>peer advocacy</u> and <u>self-advocacy</u> and Support to tackle issues that were important to them</b>				
<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>



<p>“We should be giving people lots of opportunities to tell the centres what they want.”</p> <p>“People are proud of the services they use, the friends they make, and the communities they build. Having opportunities for people to become involved in decision making, presentations and taking on responsibilities is beneficial for members and staff.”</p> <p>Some people want to work in hospital and healthcare, or to help run day opportunities for their peers. People are interested in roles talking to their peers and advocating for them.</p>	<p>Sheffield Voices young people self-advocacy group is being set up.</p> <p>New advocacy contract says that providers should set up groups and link in with existing groups.</p>	<ul style="list-style-type: none"> <li>• Review scope of 1:1 advocacy service and make any changes from April 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a peer advocacy and support network for people with a learning disability. Make sure there are the right networks that support all aspects of identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Share best practice on power sharing and <u>co-production</u>.</li> <li>• Work with Councillors to find ways they can better hear the voice of people with learning disabilities.</li> <li>• Find training and development opportunities that line up with helping the community support the community, including ethnically minoritized communities..</li> </ul>
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**Theme 4 – Aspire and Achieve. We want everyone to have a good life doing what they want to do, with the support they need to make their choices.**

**A. Meaningful work, including the right kinds of volunteering opportunities**

<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>People want to do jobs that aren't just retail, charity shops, for example.</p> <p>"I want to be paid or compensated for my work and contributions."</p> <p>Greater variety of volunteering opportunities needed. Businesses need to be supported to make the opportunities accessible.</p>	<p>Introduced payments for individuals who are involved in consultation work for the council, and for Partnership Board members.</p> <p>The day services specification focuses more on support to help individuals to gain paid meaningful employment, <u>apprenticeships</u>, and real volunteering opportunities.</p> <p>Part of the Local Supported Employment programme to support people with a learning disability and/or autism into employment.</p>	<ul style="list-style-type: none"> <li>Encourage the provider to incorporate volunteers in the future advocacy contract that is starting in April 2024.</li> <li>Explore apprenticeship scheme in Adults Future Options.</li> </ul>	<ul style="list-style-type: none"> <li>Engage with and support a wider variety of businesses to provide volunteering opportunities, ensuring they provide the right accessibility support.</li> <li>Check how well organisations that support people with a learning disability have staff that represents the community they support.</li> </ul>	<ul style="list-style-type: none"> <li>Work with colleges and employers to create work experience opportunities for people with a learning disability, so that they can try different types of jobs to see what they would like to do.</li> <li>Work with employers to promote the benefits of employing staff members with a learning disability.</li> <li>Develop a register of supported employment services available to individuals.</li> </ul>

**B. Support to job search and apply**

<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>"No disability support worker at the job centre"</p> <p>"People shouldn't just assume you can't do a job. Support and guidance and think outside the box to provide opportunities."</p>	<p>New volunteer and community opportunities and employer encounters created for learners.</p> <p>New Supported Internship programme at Sheaf Training in 22/23 and in development at The Sheffield College for 23/24. This will increase the total number of places to 36.</p> <p>Young people with SEND have undertaken traineeships and apprenticeships at the Council,</p>	<ul style="list-style-type: none"> <li>Work with planning for the pre-apprenticeship programme for young people with SEND within the Council's SEND Department, launching in September 2024.</li> <li>Work with the Supported Employment Forum in developing the 3-year action plan to increase supported internship places</li> </ul>	<ul style="list-style-type: none"> <li>Work with job centre to identify and promote job centre support.</li> </ul>	<ul style="list-style-type: none"> <li>Improve what we're doing locally and learn from best practice.</li> </ul>

	<p>with positive routes of progression.</p> <p>More employers are engaged in supported employment for young people with SEND, including through a new Supported Employment forum.</p> <p>Increased community opportunities through a new SEND young people's advisory group and increased attendance at youth clubs by young people with SEND.</p>	<p>and supported employment opportunities.</p>		
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<b>Theme 5 – Efficient and Effective. Our workers and the people we support can be creative, choosing the best way to arrange support.</b>				
<b>A. Getting the right staff with the right skills and the right number of staff</b>				
<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>People report being left out of decisions around staff. They want to know when and why their regular staff is changed, not just have to deal with it without being told in advance.</p> <p>People want a named social worker who has been trained in learning disabilities and Autism. Lots of people say that even if they have a social worker, they've not actually spoken to them, or they ring up and speak to someone new every time.</p>	<p>Reorganised the social work teams in Adult Social Care. Adult Future Options supports people with a learning disability. The team have experience and a special interest in working with people with a learning disability.</p>	<ul style="list-style-type: none"> <li>Review how well the new Adult Future Options team works and the impact of this change on people with a learning disability.</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways people with a learning disability work with organisations to write job specifications or sit on interview panels.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and develop plans to reduce staff shortages that stop people from coming to events and community hubs, including developing staffing contingency plans.</li> </ul> <p>Explore developing a citywide training standard for working with people with a learning disability.</p>
<b>B. Being involved in developing policy and processes</b>				
<b>What we heard</b>	<b>What we've done so far</b>	<b>What we've started doing</b>	<b>What we'll do</b>	<b>What we could work on next</b>
<p>People want to be able to change things in supported living in a timely manner, not having to jump through hoops and never hearing back.</p> <p>'There needs to be clearer communication needed around staff and company policies. For example, many people don't understand why they can't talk to their carers in public when they're with someone else. It is very distressing, and people say if they knew why, and had it explained to</p>	<p>Providers should make all policies and procedures available to the people they support, and that there must be a clear complaints and suggestions policy.</p>	<ul style="list-style-type: none"> <li>Develop the role of link reps from the Sheffield Learning Disabilities Partnership Board to gather feedback from the community and share progress on this plan.</li> <li>Develop accessible ways of sharing the progress of this plan with our community.</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways people with a learning disability can work with organisations to write processes/policies in supported living and day opportunities.</li> <li>Review how accessible complaints processes are for residents, their families, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage services and providers to work together to support individuals to achieve their outcomes as one joined-up team – in things like assessments, reviews, using skills.</li> </ul>

them politely if they forgot, they would not find it so confusing.’				
<b>C. Flexibility and doing things in new and better ways.</b>				
<b>What we heard</b>	<b>What we’ve done so far</b>	<b>What we’ve started doing</b>	<b>What we’ll do</b>	<b>What we could work on next</b>
<p>People want more flexible support packages - they want to increase or decrease their hours as needed.</p> <p>“Support should work around the person and not the other way round.”</p> <p>A good experience of a day opportunity offered a mix of one-to-one time with staff, small groups, and larger groups. This approach and how they rotated staff to be able to work with someone one to one and in a larger group helped connections to form.</p>	<p>Introduced a pilot project to trial Individual Service Funds, so that providers have people’s budgets. This means more flexibility on how the budget can be used and remove the need to check all changes with the social work team.</p> <p>Introduced a ‘flex’ policy so that Supported Living providers can increase or decrease hours for a short period of time – without need for Social Work involvement.</p>	<ul style="list-style-type: none"> <li>• Launch the Learning Disabilities Transformation programme.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore how the Council can support families and groups of people to set up cooperatives to assist people to manage their own care, to live together with friends and to run businesses under this model.</li> </ul>
<b>D. Hearing more from people who communicate differently</b>				
<b>What we heard</b>	<b>What we’ve done so far</b>	<b>What we’ve started doing</b>	<b>What we’ll do</b>	<b>What we could work on next</b>
<p>People in supported living accommodation want access to technology and phones so they can be more independent and contact people when needed.</p> <p>“Support staff need more training to help them understand how to communicate with non-verbal people. This could include training on using body language, sign language and communication boards.”</p>	<p>With help from Sheffield Voices, offered diverse ways to share feedback, using drama and music as a way to start the conversation.</p> <p>Redesigned and relaunched the Sheffield Learning Disabilities Partnership Board with equal community representation.</p> <p>Continuing to develop ways to make sure all community reps are supported to attend and engage,</p>	<ul style="list-style-type: none"> <li>• Develop a toolkit for professionals to better gather feedback from people who communicate differently.</li> <li>• Support the ‘We Speak, You Listen’ programme, making sure everyone in the community can be informed about the strategy, our plans, and can share their views.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Social Workers, the Technology Enabled Care (TEC) programme, providers, and people with lived experience to understand barriers to using technology in plans and support.</li> <li>• Continue to ensure that we engage better with the seldom heard ethnically minoritized communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore options about available technology that helps people know what to ask for and how they or their support can use it.</li> <li>• Develop plans and implement <b>technology</b> to help people, like <b>apps</b> that people type and talk through.</li> <li>• Explore ways to make sure more professionals have the skills to develop accessible information.</li> </ul>

<p>“Some people get overwhelmed by big groups and noisy meetings.”</p>	<p>including working with Disability Sheffield.</p>			
<p><b>E. Easy to access information, and in person</b></p>				
<p><b>What we heard</b></p>	<p><b>What we’ve done so far</b></p>	<p><b>What we’ve started doing</b></p>	<p><b>What we’ll do</b></p>	<p><b>What we could work on next</b></p>
<p>“Information should be accessible and there should be lots of options like easy read and newsletters.”</p> <p>“Information should be in print too, like letters, leaflets and posters.”</p> <p>“The council should host events for people to get information. This could be a day service library and a social event.”</p>	<p>Started to build an online platform to engage with younger people with a learning disability.</p>	<p>Review and improve how organisations that pay for services communicate with providers.</p>	<ul style="list-style-type: none"> <li>• Develop a Communications Plan that could include things like: <ul style="list-style-type: none"> <li>• Making sure things like the directory are correct and up to date.</li> <li>• Include individuals’ and residents’ reviews in marketplace type events for day services and supported living.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Further develop our Communications Plan that could include things like <ul style="list-style-type: none"> <li>• Explore local ‘hub’ model - <b>hubs</b> in the city where people can go to get <b>information</b> and <b>ask questions</b>. The information that is on websites should also be on <b>printed leaflets</b>.</li> <li>• Explore a ‘mystery shopper’ plan to check how accessible information is.</li> <li>• Develop tools and plans so people can go to day services for a week, like a mystery shopper, and they could write a review for other people to see.</li> </ul> </li> </ul>