

# **Learning Difficulty Partnership Board, Enfield.**

## **Terms of Reference**

**12/10/01**

### **Overview**

To establish a shared vision for Learning Difficulty services within Enfield. To establish a shared and jointly owned agenda, including the Learning Difficulties modernisation agenda. To plan future services using the Joint Investment Plan and to manage the implementation of the agreed vision for services.

### **Legal Framework**

The White Paper "Valuing People" identifies Partnership Boards as the key partnership forum responsible for promotion of holistic services for services for adults with learning disabilities. (Services for disabled children will continue to be addressed through children services planning structures). In Enfield, we use the term "learning difficulties" rather than "learning disabilities", but still refers to the same group of people, and the term "learning difficulty" here does not have the same meaning as this term used Education. Partnership Boards will have lead responsibility for ensuring implementation of the White Paper and must appoint a senior officer to take lead responsibility for taking this forward.

The Partnership Board is responsible for developing close links with the Local Strategic Partnership.

### **Membership**

The White Paper sets out clear expectations on composition of Partnership Boards. "It is the responsibility of the Chief Executive of the local council to ensure that the Partnership Board is in place. Membership should include senior representatives from Social Services, health bodies (Health Authorities, Primary Care Trusts), education, housing, community development, leisure, independent providers and the employment service. Representatives of people with learning disabilities and carers must be enabled to take part as full members. Minority ethnic representation will be important in view of the Government's commitment that their needs should not be overlooked." (Valuing People Paragraph 9.9)

The role of the Board will be to oversee and advise on the implementation of the adult aspects of "Valuing People". They will also promote seamless transition for young people with learning difficulties between adult and children's services.

## **Accountability**

To report regularly to the Health and Social Care Board. Implementation of the section 7 guidance will be monitored by the Social services Inspectorate. Documents produced by the Board will be submitted to the relevant statutory body with a Recommendation for action within the timetable contained within Annex C of HSC 2001/016;LAC (2001) 23

## **Priorities**

To agree, co ordinate and lead on the Learning Difficulties agenda for Enfield.

## **Draft Terms of Reference**

1. To oversee, advise and ensure the development and implementation of the Joint Investment Plan.
2. To oversee and advise on the development and implementation of the adult aspects of the White Paper *Valuing People - A New Strategy for Learning Disability in the 21<sup>st</sup> Century*
3. To develop partnership proposals for the use of Health Act flexibilities, specifically, the development of pooled budgets, lead commissioning and integrated provision.
4. Recommend the level of resource required to implement "Valuing People", either to the constituent funding agencies separately or to the formal Health Act partnership arrangements, and having regard to
  - The likely increase in demand arising from demographic and other factors.
  - Ensuring that people with learning difficulties derive fair benefit from other mainstream and policy initiatives
  - The need to maintain levels of NHS investment upon the death of former long stay hospital residents so that adequate levels of funding transfer the new partnership arrangements for future generations of people with learning difficulties
5. To oversee the inter-agency planning and commissioning of comprehensive, integrated and inclusive services that provide genuine choice of service options to people in their local community
6. To make recommendations to ensure that people are not denied their right to a local service because of a lack of competence or capacity amongst service providers
7. To recommend effective arrangements to ensure that young people with learning difficulties move smoothly from children's to adults' services
8. To ensure services are culturally competent, able to meet the different cultural needs of all communities in the area and complying with the duty to promote race equality under the Race Relations (Amendment Act) 2000.
9. To ensure that services fulfil their duties under the Disability Discrimination Act (1995). The Special Educational Needs and Disability Act 2001 removes the exemption of education from disability rights legislation.

10. To advise on supporting primary and general health care services to work with people with learning difficulties. To support parents and carers including parents with a learning difficulty. To develop effective links with other agencies and partnerships including Connexions Partnerships, Local Learning Partnerships, Supporting People and the Benefits Agency
11. Foster improvements in advocacy services
12. Foster direct payments
13. To develop effective links with relevant plans and frameworks, including plans for children and young people, Quality Protects, Special Educational Needs Programme of Action, Welfare to Work, Employment Strategy, the Health Improvement Programme, Housing Action Plan, National Strategic Framework for Older People, and the National Strategic Framework for Mental Health

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