

EAST RIDING OF YORKSHIRE LEARNING DISABILITY BIG PLAN 2026 - 2031



FOREWORD

Our Learning Disability Partnership Board has worked hard with our members to create a strategy called the Learning Disability BIG PLAN.

We all agree that the topics we need to focus on over the next 5 years are:

- A Place to Live
- Community
- What I do during the day
- Being Healthy - Body and Mind
- Life Changes
- Being safe
- The right support for carers
- A voice - means that people with a learning disability are at the centre of all decisions about their lives and have support to ensure they are listened to.

Our goal is to make sure that people with a learning disability get support in these areas. We want our partners to understand how they can help us achieve this.

We know that these topics are big, and we cannot do everything in one year. But we can take steps and check how our partners e.g. the Integrated Care Board (ICB - Health) are helping us now and in the future.

We all have a voice, whether we have a learning disability or not, people need to listen to what we have to say and understand the way we say it.

Anna and Paul

Co-chairs of the Learning Disability Partnership Board.

INTRODUCTION

Welcome to the East Riding of Yorkshire Learning Disability BIG PLAN which has been co-produced with the Learning Disability Partnership Board and people with a learning disability.

We want the East Riding to be a great place to live, and the aim of this BIG PLAN is to focus on the things that matter most to people with a learning disability. Our BIG PLAN sets out how we want to make things better for people with learning disabilities in the East Riding.

PEOPLE WITH A LEARNING DISABILITY

Approximately 1.5 milion people in the United Kingdom are believed to have a learning disability

The table below gives the possible number of people with a learning disability living in the East Riding aged 18 and over from 2025 to 2030.

	2025	2030
Total population aged 18 to 64 predicted to have a learning disability	4, 496	4,420
Total population aged 65 and over predicted to have a learning disability	2,068	2,286
Total	6,564	6,706

OUR CORE VALUES

- Community resilience - fostering an inclusive environment where everyone feels valued and connected.
- System resilience - strengthening support systems to ensure resources are effective, responsive and accessible.

- Personal resilience - empowering people with learning disabilities to overcome challenges through appropriate support and opportunities.

OUR VISION

We want to create, with partners, an environment in which learning disabled people flourish and live a good life. We want this plan to inspire and to challenge with the aim of changing the lives of those people with a learning disability for the better.

We acknowledge and recognise the expertise of people with a learning disability, value their contribution and will make sure they are considered and represented in all things that matter to them.

OUR THEMES

We have spoken to people with a learning disability and organised our BIG PLAN into seven themes. The people we spoke with said these things are important to them their families and carers:



A Place to Live - A Home



Community which includes everyone



What I do during the day



Being Healthy - Body and Mind



Life Changes



Being Safe



The Right Support for Carers



Having a voice

For each theme we have set out our what we want to do and how we will do it. We would like organisations to use these aims and actions in their own plans so that together we are making the East Riding a great place to live for people with a learning disability their families and carers.

We have said which organisations and people we think need to be involved in the '**Who needs to make the change happen**' sections.

Words which need an explanation we have added an 'explainer' box. For example:



Explainer

What is a learning Disability?

A learning disability is a reduced ability and difficulty with everyday activities - for example household task, socialising or managing money - which affects someone for their whole life (Mencap)

ABOUT THIS BIG PLAN

This plan is for learning disabled adults and young people who are preparing for adulthood.

We want to support independence, choice and control. We want everyone with a learning disability in the East Riding:

- to live in a place, they call home.
- live in communities that care.
- have a voice and be listened to.
- do things that matter to them.
- celebrate who they are.
- receive care and support when they need it.

We know that everything cannot be done in one year and no one theme is more important than another. Progress on the delivery of the plan will be checked by the Learning Disability Partnership Board through reports from the working groups for each theme.

A review of the plan will be done each year to identify actions for the next year.

WORKING TOGETHER

We follow the 'Think Local Act Personal' (TLAP) approach, which is a national group of more than 50 organisations that want social care and health to be more personalised, and community based.

I Statements

- I can live the life I want and do things that are important to me as independently as possible.
- I am treated with respect and dignity.
- I feel safe and I am supported to understand and manage any risks.
- I am supported to manage my health in a way that makes sense to me.
- I have people in my life who care about me - family, friends and people in my community.
- I am valued for the contribution that I make to my community.
- I have a place I can call home, not just a 'bed' or somewhere that provides me with care.
- I live in a home which is accessible and designed so that I can be as independent as possible.

Source: <https://www.thinklocalactpersonal.org.uk/makingitreal/about/six-themes-of-making-it-real/wellbeing-and-independence/>

We recognise and acknowledge the importance of enabling people with a learning disability to be heard and feel valued. We will talk and listen to people with a learning disability their families and carers and focus on the things that are important to them and make a difference to their lives.

People with a learning disability will be at the centre of all that we do to meet their needs and aspirations. Through the delivery of this BIG PLAN, we want the voices of people with a learning disability to be heard.

CONSULTATION

We have talked to people with learning disabilities, families and carers as well as people working in support services across our communities to find out what is important to them. The things people told us are on Appendix1.

THEME 1 - A PLACE TO LIVE - A HOME

We want people to have good information about housing and support options.

We want people to have control over where they live, with who they live with and how they are supported to be independent.

Everyone should be able to live in a place they feel is their home, which meets their needs, and they feel safe.



What actions need to be taken to achieve this aim?

- Find out what housing is needed by working with people with a learning disability their families and carers.
- Make sure information about housing and support is available and easy to understand.
- An action plan to develop different types of supported housing.
- Make sure planners and developers of housing understand the needs of people with learning disabilities.



- People have the right equipment, aids and adaptations to support them to live independently in their own home, if they need them.
- Make sure support is available for people to develop independent living skills in a safe environment.

Who needs to make this change happen?

- People with learning disabilities.
- Families/carers of people with learning disabilities.
- East Riding of Yorkshire Council Housing Department.
- East Riding of Yorkshire Council Housing Strategy Team
- Care and Support providers.
- Housing providers e.g. Housing Associations.
- Advocates and representatives.
- Adult Social Care and Health Commissioners.



EXPLAINER

What are commissioners and providers?

Commissioners plan, buy and check the quality of services which are delivered by providers.

What will success look like?

- People will be able to choose to live in their local community, close to people and places they know.
- People will have the choice to live with who they want.
- Homes will have the equipment for people to live independently.

Ben moved into his own flat

"Moving into my own flat was freeing (freedom) means everything and an amazing thing."

K and I recently married and moved into a flat together. They had moved a few times but with support from their social worker and family they are now settled in their flat.

H moved into respite care as a teenager and was supported in building her life skills.

"Staff helped me build life skills like learning to do my own washing, buying my own food...now I live independently with my fiancé, and I have carers who support me during the week. They help me with my washing or go to appointments with me and when my pet budgie is poorly, they help me take it to see the vet".

" I decided to move out because I had grown up, I was a man, and I wanted to live in a house. I told my mum and dad and my social worker, and they found me a house. I lived with two friends, and we did things together. I did the cooking - I'm good at that, and they did the washing up and putting away. I cleaned the bathroom, and they hoovered...

We share the jobs"

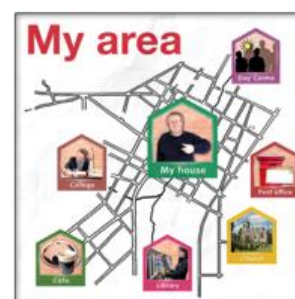
Conrad - person with a learning disability

Theme 2 – Community that includes everyone.

We want people with learning disabilities to be included in their local community and feel safe.

We want people to have better information about activities in their local community.

We want people to be confident and safe when travelling independently.



What actions need to be taken to achieve this aim?

- Information about community activities is easy to find and understand.
- People with learning disabilities are fully included and treated with respect.
- People with learning disabilities have the support they need to be part of their community, meet friends or make new friendships through community activities
- Venues and events, including transport, are welcoming and responsive to the needs of people with a learning disability.
- Promote the Safe Place Scheme to encourage shops, bus and train stations and other businesses to provide a safe place for people with a learning disability who may need help.

Who needs to make this change happen?

- East Riding of Yorkshire Council.
- Local shops and businesses.
- Transport companies e.g. buses, trains and taxi's.
- People with learning disabilities.
- Families and carers of people with a learning disability.
- Community organisations.
- Support providers.
- Humberside Police.

What will success look like?

- People with a learning disability are fully included in their community.
- People with a learning disability feel safe in the community.
- Reduction in hate and mate crime.
- An increase in organisations offering safe places.
- People with a learning disability can use public transport safely and confidently.

Case Study - Travel Training

D is a 19-year-old lady with a diagnosis of autism and experiences mental health difficulties who was home schooled. D did not want to leave the home or open the curtains.

An independence and well-being facilitator met with D and her Mum to discuss and explain the travel training program. Following the discussion D decided she would like to take part.

Over several weeks D learnt new skills in road safety, personal safety, route knowledge and transport awareness. As the training progressed D became less reliant on the facilitator.

Having completed the travel training D is now able to leave the house and feels confident when out and about. She no longer relies on her Mum to take her to places. D is more engaged in her schoolwork and during breaks can take a walk to clear her mind.

D has been able to show her Mum the skills she has learnt by taking her into town for a coffee showing her the route she has learned.

"It has made a difference to him being able to travel independently. He is so much more confident and thinks for himself before going out which can only help in other activities that he does."

Parent of adult with a learning disability

"J is still doing very well with her independent travel and is coping very well every day her trips."

Parent of adult with a learning disability

"I did my travel training, and it helped me to get buses and trains. I have got a green pass for trains, and I can go to Scarborough, Bridlington, Doncaster, Filey and York. I like going to the seaside and can go by myself. If I wanted to go to London, my pass won't work - I have to buy a ticket

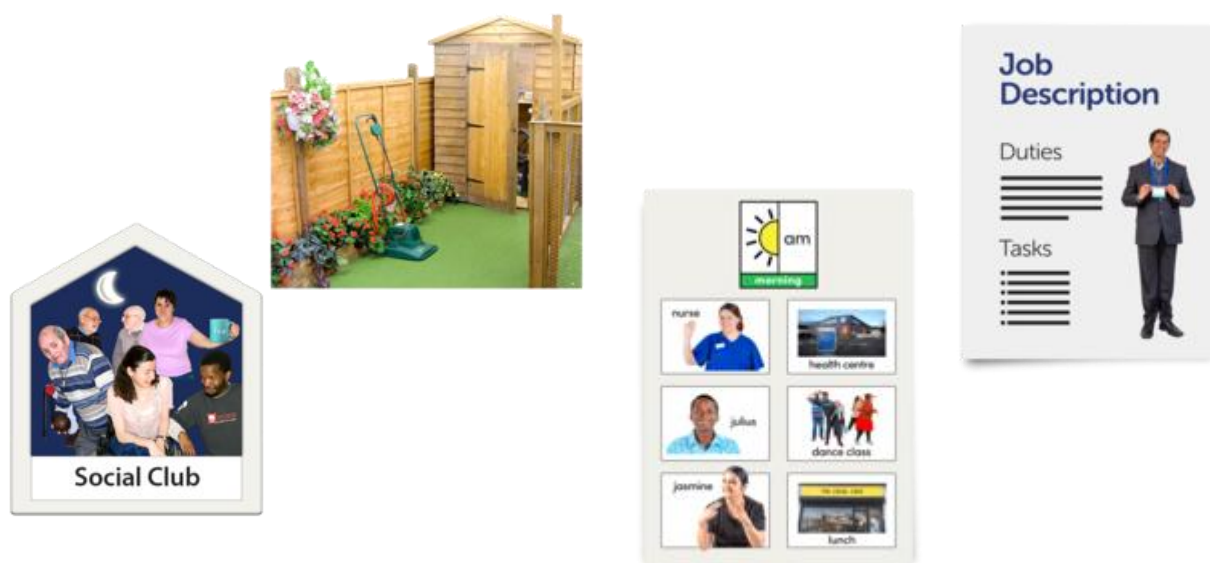
I have a bus pass too and staff can go on the bus with me if they want to on my pass. I can go by myself, and everyone says I am great about buses, I know which numbers go to where and I like to go to Beverley Bus Station. I know it so well I even told the Mayor how dirty it was and now it's been cleaned up, they just need to get rid of the chewing gum!"

Conrad - person with a learning disability

THEME 3 – WHAT I DO DURING THE DAY

People with a learning disability have the choice and opportunity to socialise have friendships and do activities they want to.

People with learning disabilities to have the opportunity to be in employment, training or volunteering.



What actions need to be taken to achieve this aim?

- Appropriate support to gain and keep paid employment.
- Volunteering opportunities and support for people with learning disabilities.
- Young people are supported to prepare for employment and training including Supported Internship schemes.
- Promote the benefits of employing people with learning disabilities to employers.
- Explore and develop access to a range of activities in the daytime, evenings and weekends.
- Support people to help them get to places or activities they want to go to.



Explainer

What is a supported internship?

A supported internship is a type of study programme aimed at young people aged 16 to 24 with an Education, Health and Care Plan, who wish to move into employment.

Supported internships can bridge the gap between education and working or volunteering. These courses can help you get ahead as you move into adulthood.

Why volunteer?

- Volunteering can connect you with other people.
- Volunteering builds self-confidence and self esteem.
- Volunteering can be important for physical and mental health.
- Volunteering helps others and gives back.
- Volunteering can give you a more positive outlook on your life.
- Volunteering can help you find a job and build skills.

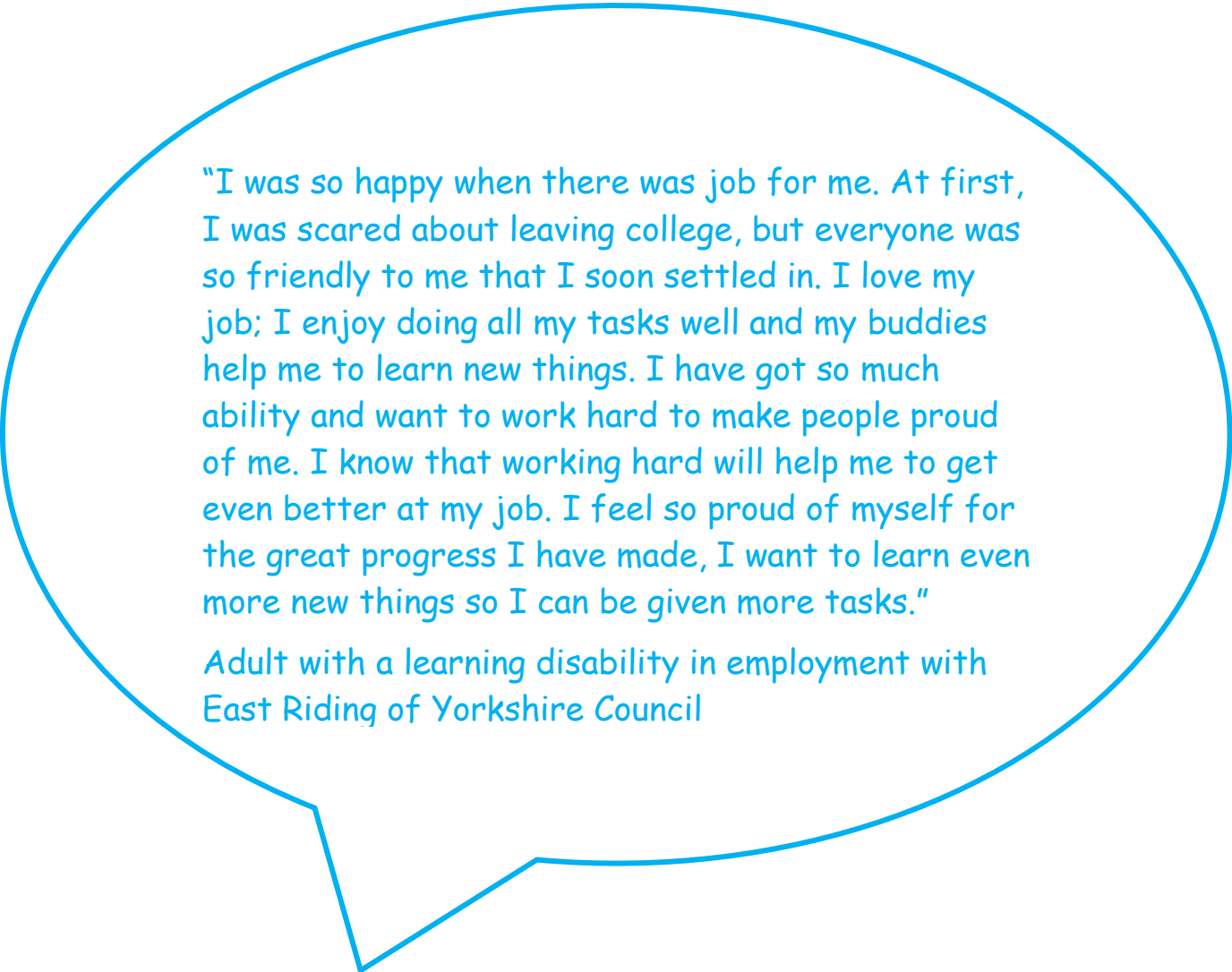
What will success look like?

- All existing and new services and activities are sustainable.
- People with a learning disability can make connections and build the support they require to maximise independence.
- People with learning disabilities have access to a wide range of activities in the daytime, evenings and weekends.

- Increased opportunities of paid employment, training and volunteering

Who needs to make the change happen?

- East Riding of Yorkshire Council Adult Social Care
- Humber and North Yorkshire Integrated Care Board (Health).
- Voluntary organisations.
- Businesses and employers.
- People with learning disabilities.
- Families/carers of people with learning disabilities.
- Supported Employment Services.
- Department of Work and Pensions.



"I was so happy when there was job for me. At first, I was scared about leaving college, but everyone was so friendly to me that I soon settled in. I love my job; I enjoy doing all my tasks well and my buddies help me to learn new things. I have got so much ability and want to work hard to make people proud of me. I know that working hard will help me to get even better at my job. I feel so proud of myself for the great progress I have made, I want to learn even more new things so I can be given more tasks."

Adult with a learning disability in employment with
East Riding of Yorkshire Council

"L brings a warmth to our team and has taught us so much; I would really encourage other public sector organisations to consider engaging with WorkFit and being part of what can be a life changing opportunity."

Manager of person with a learning disability in employment

" In the daytime I volunteer at the British Heart Foundation shop, I work in the back of the shop, sorting all the rags and I steam the clothes for selling in the shop. I like volunteering so much I went to the YMCA shop and now volunteer there in that shop. I work half a day and sometimes from 10 until 3 for the YMCA. I take stock off the shelves and change it with newer stock - it helps sell more. I like to learn more about the shops that I volunteer in so recently visited one of their shops in Goole and when I had finished there, I popped into a place called Castaway to see what they do to help people in the day".

Conrad - Person with a learning disability

Gig Buddies Hull and East Yorkshire

Gig Buddies is a great way for people with learning disabilities to make friends with people who like doing the same things as them.

Gig Buddies pairs a volunteer and a person with a learning disability and then each pair arrange to get out and about maybe to see bands, have a meal or go to the pub.

Sunflower Music

This is a band for people with a range of disabilities and abilities which has been playing for over 20 years

The band helps people with a learning disability to enjoy the 'band' experience and perform live. This has led to many friendships and improved people's self-esteem and confidence.

In the last 5 years the band have played at events and Hull Red Christmas event.

Case study - Supported Internship to Employment

Adam is a young person with a learning disability who lives in the East Riding of Yorkshire and successfully gained a job following completion of a Supported Internship at college, facilitated by DFN Project SEARCH Hull.

Adam's journey demonstrates how Supported Internships can provide valuable pathways to employment for young people with learning disabilities or autism who might otherwise face significant barriers in the job market

Adam had the opportunity to experience three different placements: two within City Health Care Partnership (CHCP) and the third with an external employer. Each placement provided unique learning experiences that allowed Adam to explore various roles, develop new skills, and better understand his strengths, preferences, and areas for growth.

Adam's hard work, determination, and the support from his coaches and mentors paid off when he was offered a traineeship in the CHCP finance department after completing his internship.

His work in the finance department has allowed him to continue to build on his skills and take on new responsibilities. Reflecting on this achievement, Adam said,

"I am finding it a good challenge. I am learning new jobs all the time and enjoying the increased difficulty."

This achievement was not just a win for Adam but also for the Supported Internship programme, demonstrating how targeted support and structured learning experiences can lead to sustainable employment outcomes for young people with learning disabilities.

"This has been the best education years of my life and a great way to end my education. It was the best thing I ever did, and I would 100% recommend this Supported Internship to anybody who has a learning disability or autism and is looking for a job."

Adam

THEME 4 – BEING HEALTHY – BODY AND MIND

We want people with a learning disability to live a long healthy life.

We want everyone with a learning disability to be able to get the health care they need when they need them.

We want people with a learning disability to stay healthy both physically and mentally.

We want people with a learning disability to have the same health care as everyone else no matter where they live in the East Riding.



What actions need to be taken to achieve this aim?

- All people with a learning disability have good quality and meaningful Annual Health Checks and a Health Action Plan in place.
- All partners working together to implement the actions identified through Learning from Lives and Deaths (LeDeR) programme.
- People with learning disabilities have access to good quality mental health services and support networks to keep mentally well.

- People with learning disabilities have their voices heard and are included in decisions about their own health and care.
- A well-trained skilled workforce who has a clear understanding of the transition between Children's and Adult's health services.
- Organisations have plans in place to maintain and improve the physical and mental health of people with a learning disability they support.
- People with a learning disability have health information which they can understand.
- Promote health lifestyles including activities and information to encourage healthy eating and physical activities.



EXPLAINER

What is Learning from lives and deaths (LeDeR)

LeDeR is a national health improvement programme. It is about learning from the lives and deaths of people with a learning disability and autistic people. It aims to:

- Improve health and social care for people with a learning disability and autistic people.
- Reduce health inequalities for people with a learning disability and autistic people. Health inequalities are unfair and preventable differences in health.
- Stop more people from dying too soon by making care better.

More information can be found at the national website: NHS - LeDeR

What will success look like?

- Reduction in health inequalities and reduction in the gap in life expectancy between people with learning disabilities and the general population.
- Improved health outcomes for people with learning disabilities.
- Co-produced accessible health information.
- All people with a learning disability have an annual health check and up to date health action plan.
- Organisations have trained staff who can support people to lead a healthy lifestyle both physically and mentally.
- Reduction in the early deaths of people with learning disabilities.
- More community health support available to avoid hospital admissions.
- All people with a learning disability will be on the Learning Disability Register.



EXPLAINER

What is the Learning Disability Register

The learning disability register is a list of all people with a learning disability in the East Riding



Explainer

What are Annual Health Checks and Health Action Plans

An annual health check is a check-up which is done by your doctor or nurse to check your health. It is offered to all people with a learning disability from the age of 14. These checks help to find and treat health conditions early and make sure you stay healthy

Some of the benefits of Annual Health Checks are:

- Getting to know your doctor or nurse better, which will help if you ever get ill.
- Getting easy-to-understand information to help you with any health problems
- Asking your doctor any questions you have about your health, including how you are feeling, your care, as well as any medicines you take.

After the health check, your doctor will work with you to do a Health Action Plan, which tells you about what to do to keep healthy.

Who needs to make the change happen?

- Humber and North Yorkshire Integrated Care Board (Health)
- Public Health
- Adult Social Care
- Care Providers
- Voluntary organisations
- People with learning disabilities
- Families and carers of people with learning disabilities

"I am healthy and went to see my doctor for my annual health check. Staff help me and go with me to the appointment. The Doctor talks to me about being healthy and I have 1 beer a day it's not good to have too many beers, not too much chocolate - just a couple of pieces and a healthy diet when I need to have blood tests it's not scary, so I go to those myself without staff"

Person with a learning disability.

Pilot Joint Reviews Project

A pilot project was completed between August 2023 and March 2024 to carry out joint Social Care and Support reviews and Annual Health Checks in the East Riding.

Nine people with a learning disability took part in the project and had their care and support plan reviewed at the same time as their Health Action Plan.

A worker from social care and health met with the person with a learning disability, some of the meetings included family members, personal assistants, where people had one-to-one support, and care providers.

Those taking part were asked for feedback and 78% said they had enjoyed their joint review meeting.

The pilot project demonstrated the positive benefits of working together to review the needs of people with learning disabilities across social care and health.

"It has been good to be able to work with other services to be able to best support the people who we are providing a service for, as this is the goal, to ensure that the person is able to get the right support that they need no matter the department it comes from.

It has been helpful if something medical has come up if needed and then the same applies to our side of things.

I have enjoyed been part of this working pilot I have been able to build professional relationships with others and I have a better understanding of their roles."

Care Coordinator - Adult Social Care



"It has helped make for a joined-up approach to reviews for our learning disability patients enabling them to have one appointment that covers everything making for a more wholesome experience.

I feel that in my role it has given me invaluable contacts in adult social care who I could contact going forward if I needed help and advice"

Care Coordinator - Health

East Riding of Yorkshire Council Inspire Programme - Active Communities

Active communities in the Bridlington and Goole areas give adults with learning disabilities the opportunity to take part in activities. Working with local sports clubs' sport sessions were provided suitable to people's needs, interests and abilities.

Activities provided included:

- Archery (in the summer months)
- Boxing
- Dance

The Inspire Active Communities has been successful in getting people with a learning disability involved in activities they enjoy.



J said, "I love coming to boxing every week at Bridlington CYP, it's something I really look forward to doing and I really like seeing A and J they are really fun to be around."



T said "My favourite things are doing dancing and all the different activities. I like to come here and see my friends every week."

I really liked how the group catered for all needs of the individuals attending, everyone is at different levels with their mobility and the team chose activities to do that everyone could be included in. I also liked how the learning around portions, food types and sugars etc was turned into an interactive activity for everyone to join in and learn together - all inclusive. I really hope the group continues!

Person with a learning disability

THEME 5 – LIFE CHANGES

We want people with learning disabilities to have a positive experience at all major life changes from childhood to older adulthood.



What actions need to be taken to achieve this aim?

- The voice of the person with learning disabilities is central to any planning for their future.
- Choice, control and person-centred practices.
- Young people and adults with learning disabilities receive timely, good quality support through their life changes.
- Good quality information about moving into adulthood.
- Opportunities for people with learning disabilities to make plans and achieve their ambitions throughout their life.
- Support for people with learning disabilities to develop loving relationships should they wish to do so.
- Support to express their sexual identity.
- Support to maintain independence through life changes for example moving into their own home or getting a job.

- Support for people with a learning disability to have an awareness about death and dying.

What will success look like?

- People with a learning disability have support and information throughout all stages of their life.
- People with learning disabilities have choice and control over their life.
- People with learning disabilities are supported to have loving relationships with partners.
- Care and support preferences for people with a learning disability at the end of life are discussed and recorded.

Who needs to make the change happen?

- Adult Social Care Commissioners
- Adult Social Care staff
- Children Services staff
- Humber and North Yorkshire Integrated Care Board (Health)
- Public Health
- People with learning disabilities
- Families of people with learning disabilities
- Advocates and representatives
- Care and support Providers
- Housing Providers
- Schools and colleges

"I lived at home with my parents and when they died, I moved into my brother's home. A few years later I decided that I wanted to live independently so I moved into a house with two other people. It was very important to me, and I have achieved it. I had great support from my family, friends and staff, if I didn't it would have been really hard on me. I know my mam and dad would be really proud, because I am" - Person with a learning disability.

THEME 6 – BEING SAFE

People with learning disabilities should feel safe in their day to day lives, both in their own home and the community.



What action needs to be taken to achieve this aim?

- Through Community Safety Awareness campaigns and 'the growth of Safe Places' to reduce the risk of exploitation, hate crime, mate crime and abuse.
- Providers of public transport, including taxis, are aware of the needs of people with learning disabilities.
- Work with public transport providers to create safer travel.
- Easy read information for people with learning disabilities, on how to keep safe within their home and community.
- Commissioners and providers have robust safeguarding policies ensuring the safety and well-being of people with learning disabilities protecting them from all types of abuse.



EXPLAINER

What is mate crime?

Mate crime is a form of hate crime where someone pretends to be your friend and then takes advantage of you, by maybe making you give them money or making you do something.



EXPLAINER

What is a hate crime?

Hate crime is a crime against a person because of their race, religious belief, sexual orientation, political opinion, gender identity or disability

What will success look like?

- People with a learning disability will be able to live safely in their home and community.
- Police understand the needs of people with a learning disability including behaviours when under stress.
- Organisations who operate safe places understand the needs of a person with a learning disability.

Who needs to make the change happen?

- Humberside Police
- East Riding Safeguarding Adults

- Adult social care commissioners and social care teams
- Transport providers
- Voluntary sector
- People with learning disabilities their family/carers

"Originally, I lived in a different area alone and made friends with people who were unkind, and I was sad, and I struggled, I wasn't safe. I was picked on and things went missing or were stolen. I realized I needed to move, I needed support, and I have now moved to a nicer area".

Paul - person with a learning disability



Explainer



What is a Safe Place?

A Safe Place offers help if someone is anxious, scared or at risk while they are out and about and need support.

All Safe Place venues display the Safe Place logo in a window or other prominent place. Staff will be ready to help anyone who goes to them. The venues could be shops, leisure centres and other public places.



Safe Spaces Howden

As part of his level 3 in leadership with Inclusion North JD completed a project that would enhance his community. He chose 'Safe Spaces'.

12 businesses in and around Howden have opted in to this scheme and will offer a space, a chair, a cuppa and a friendly face to anyone in distress or need. Howden Town Council collaborated with JD and supported him to make Safe Spaces happen.

Each of the businesses have now placed a sticker in the window of their business.

THEME 7 – RIGHT SUPPORT FOR CARERS

Carers play an important role in the lives of people with learning disabilities and it is essential they can access the right advice, information and support when they need it.



What action needs to be taken to achieve this aim?

- Advice, information and guidance to support carers.
- Support carers to access services within the community.
- Identify carers needs through a carers assessment.
- Carers are given the opportunity to communicate the needs of the person they care for.
- Carers are supported to stay physically and mentally well
- Make sure carers and the person cared for is receiving welfare benefits they are entitled to.



EXPLAINER

What is a carer?

A carer is someone who provides unpaid support and care to a child, young person or adult who is ill, frail, disabled or has mental ill-health. A carer may provide emotional support, medical care, personal care, physical care and domestic tasks.

What will success look like?

- Professionals understand the responsibilities and are respectful of the carers 'expert by experience' role.
- Carers feel supported to carry out their caring role by being able to:
 - take a break when needed.
 - start or continue in paid work and develop their career.
 - enjoy hobbies and leisure activities.
 - take care of their own health and wellbeing.
 - enjoy themselves, having a meaningful life outside of their caring responsibilities.
- Organisations involved in supporting carers facilitate and promote early and sensitive conversations about planning for the future needs of the cared-for person at all stages of their life, and the needs of their family.

Who needs to make the change happen?

- East Riding of Yorkshire Council Social Work Teams.
- Carers Support Service.
- People with a learning disability their family and carers.
- Humber and North Yorkshire Integrated Care Board (Health).
- Voluntary Services.
- Public Health.
- Care Providers.
- Advocates and representatives.
- Department of Work and Pensions.

THEME 8 – HAVING A VOICE

It is important people with a learning disability are empowered to speak up for themselves and given the opportunity to explain their needs or preferences either in person or through an independent advocate.



Independent advocacy can promote choice, access, justice and empowerment by helping people to have a stronger voice.

Independent advocacy has two main roles:

- Speaking on behalf of the person with learning disabilities helping them to express their views and make their own decisions and contributions.
- Safeguarding vulnerable individuals.

Advocacy helps people to express their views and wishes, to access information, make informed choices and have control over as many aspects of their lives as possible.



Explainer

What is safeguarding?

Safeguarding is the action that is taken to protect vulnerable people from harm.



Explainer

What is self-advocacy?

Self-advocacy is being able to communicate your needs, assert your rights and advocate for yourself. It means asking for what you need and making informed choices.

What action needs to be taken to achieve this aim?

- Empower people with a learning disability to make choices and have control of their lives.
- Make sure people with a learning disability are supported to build their skills and can self-advocate whenever possible.
- Ensure relevant information is available to support people with them to make the decisions.
- Coproduce with people with learning disabilities, their family and carers.
- People with learning disabilities are represented and supported to express their views, needs, rights, preferences and decisions
- Providers of advocacy services follow the principles based on Action for Advocacy Quality Standards.
- People with a learning disability are encouraged to speak out and comment on their care and support and to challenge a professional's view.

What will success look like?

- People with learning disabilities feel empowered to speak up for what they would like.
- Coproduction is at the heart of all organisations developing and delivering support and care services.
- People with learning disabilities are well informed to make choices and decisions.

Who needs to make the change happen?

- Adult Social Care and Health Care Commissioners
- East Riding of Yorkshire Safeguarding Adults team
- Humber and North Yorkshire Integrated Care Board (Health)
- People with a learning disability, their families/carers
- Advocacy organisations
- Care and support providers



I lived at home with mum and dad, when I grew up to be a man, I told them I was going to live in a house. I became independent. I wasn't scared I did it myself, some people think they can't do it, but they can. I know how to shower and put on clean clothes every day.

Person with a learning Disability

LEARNING DISABILITY BIG PLAN



We, members of the Learning Disability Partnership Board, recognise and embrace the fact that this Big Plan is ambitious and aspirational, and that it will take some time to achieve all our aims and ambitions.

Working with all our partners, we will identify some specific actions which we want to focus on for the first year of our Big Plan.



We believe that these actions will all contribute to getting the plan's aims well underway and will identify which themes the actions support.

As well as the Year 1 Action Plan, we will also be working on all the wider actions identified in each of the Big Plan themes. We will use our regular Partnership Board meetings to plan and monitor progress.



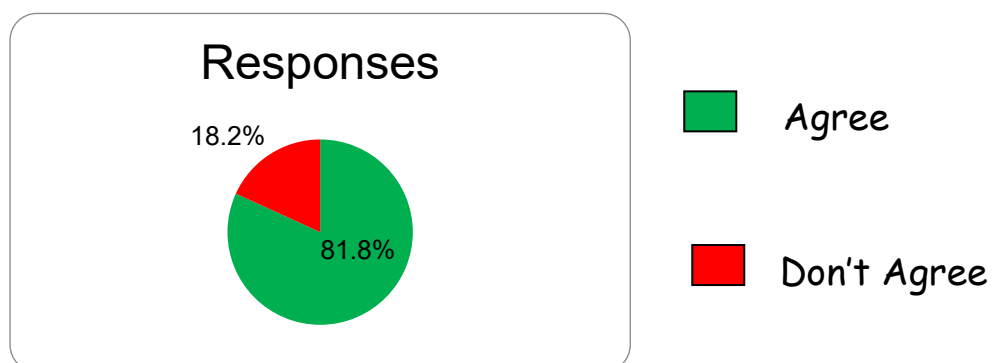
We will review the whole Big Plan and update the action plan every year. We will celebrate our successes and identify areas where more needs to be done. Our first annual review will take place in September 2026.

Appendix 1

We asked people to fill in a questionnaire and this is what people told us:

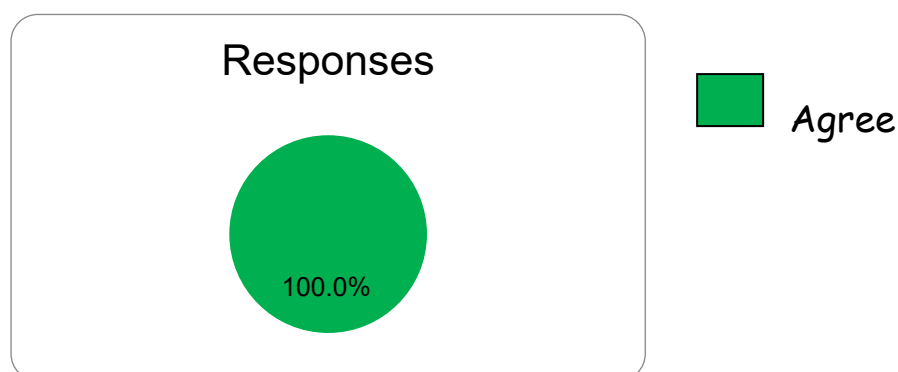
A Place to Live – a Home

Do you think you need to be supported to choose where to live and who you live with?



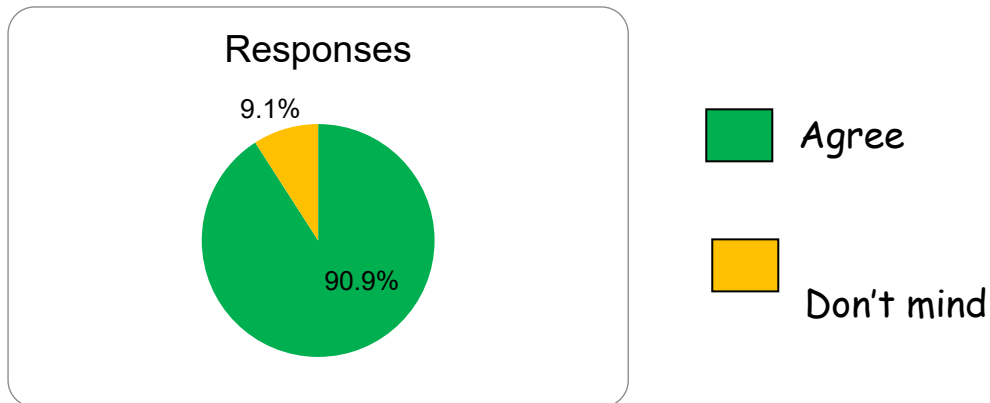
Community which includes everyone

Do you think you need to be supported to be able to be part of your local community?



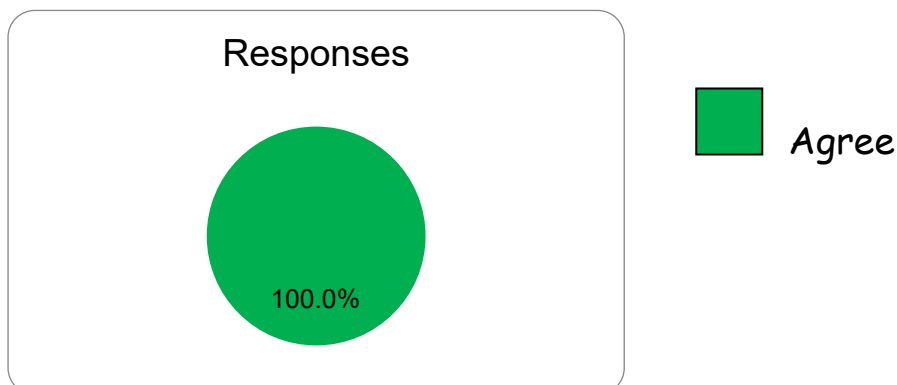
What I do during the day

Do you think you and your friends who like doing the same things should be able to do them together locally?



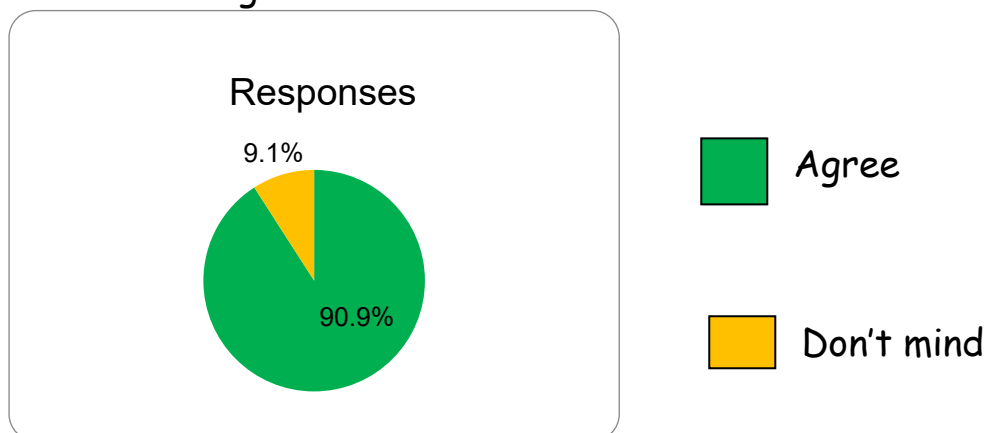
Being Healthy - Body and Mind

Do you think you should be given information about keeping well both physically and mentally?



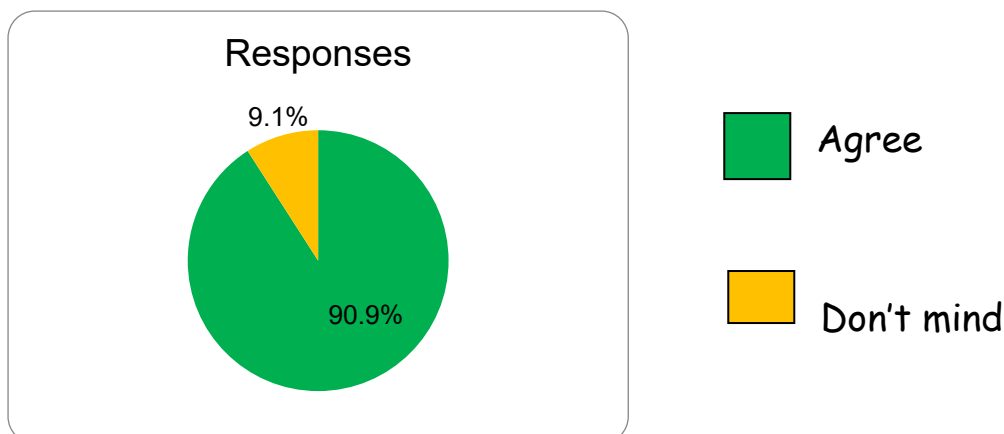
LIFE CHANGES

Do you think it is important for you to be able to talk to someone about becoming an adult?



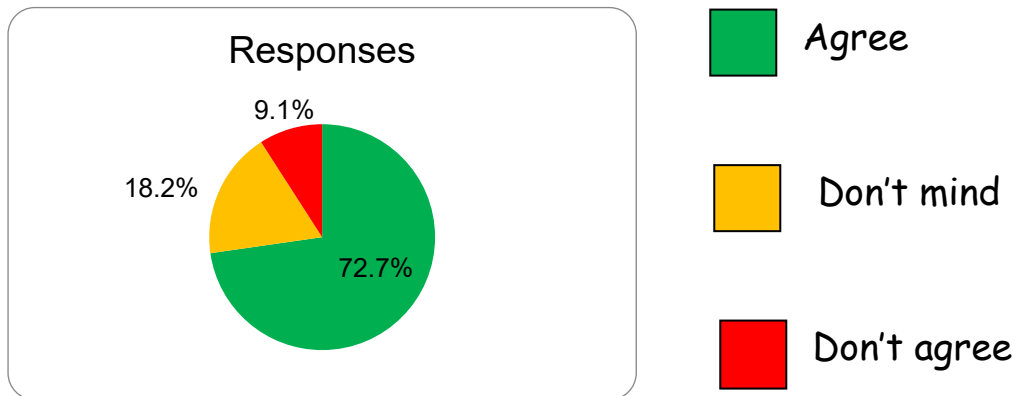
BEING SAFE

Would you like to be able to use public transport easily and safely to get out and about in the community?



Employment and Volunteering

Would you like there to be more opportunities to do different types of jobs and volunteering?



The right support for carers

Do you think there is enough support for carers of people with a learning disability?

