



The Care and Support Bill: implications for carers and service users

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The Care and Support Bill

- Represents the most significant change to adult social care law in recent times.
 - consolidates/modernises existing law
 - new in law, not in policy/practice
 - new in law and in policy/practice
- All plans for adult social care need to be within the legal, policy, and financial framework set out in the Bill
- Comes with some additional funding, and links to the 'Better Care Fund'

Principles

- Promoting health and wellbeing
- Prevention and early intervention
- Consistency in eligibility and assessment (including 'portable' assessments)
- New entitlements to carers
- Entitlement to a Personal Budget
- Quality and diversity of services
- Cooperation and integration – particularly with NHS and housing
- Financial protection
- Transition

Links with the Children and Families Act (2014)

Part 3: Children and young people with special educational needs or disabilities

- new 'birth-to-25 years' Education, Health and Care Plan (EHC) for children and young people with special educational needs or disabilities.
- personal budgets for families
- cooperation between services
- local 'birth-to-25 years *offer*'

The resource context

- ADASS concerned that the additional funding will be insufficient: analysing and gathering evidence to present to government.
- Coincides with major reductions in central government funding to local government. In the five years up to 2015/16, local government will have met 22% of the funding reductions in the government's austerity programme despite representing only 7% of public spending.
- At the same time the number and diversity of people with a learning disability requiring care and support is increasing.
- We cannot carry on working in the same way.

'Putting People First' (2007)



What does 'prevention' mean for people with a learning disability and their families?

Do we have a shared understanding

- of ***what*** we are seeking to prevent?
- of what we mean by '***independence***'?
- of its ***relevance*** in the context of people with a learning disability and their families?
- of the ***evidence base***... what represents effective ***good practice***, and what are the social and economic ***benefits***?
- of who's ***responsible***?

Back to the Bill

New duties on the local authority to take steps that

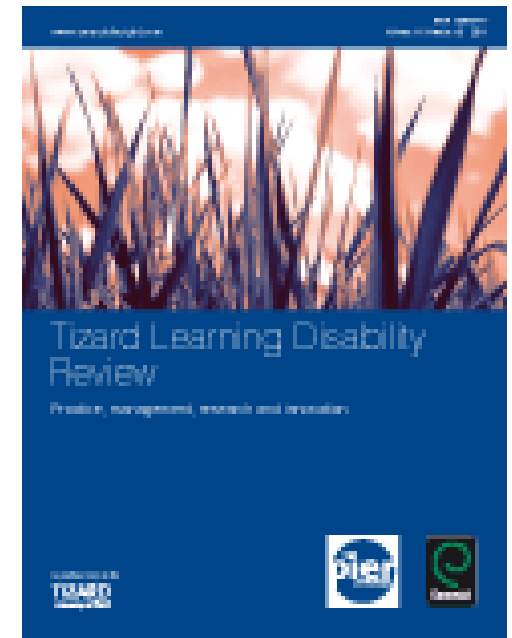
- promote wellbeing (***primary prevention***)
- prevent or delay the development of needs for care and support by adults in its area (***secondary prevention***)
- reduce the needs for care and support of adults in its area who have such needs (***tertiary prevention***)

We need to work at all levels

Are there any key ingredients?

- Common understanding and shared purpose
- Examples of what works, supported by a sound evidence base
- Assessments based on assets – support to sub
- A life course approach
- A whole system approach
- Culture change
- Creativity and enthusiasm
- Ethical considerations
- Rooted in improving lives and outcomes
- *Thinking together – it's down to all of us*

Reference



Richard Parrott, (2013) "[Promoting independence, preventing dependency](#)", Tizard Learning Disability Review, Vol. 18 Issue: 4, pp.161 – 170 (currently available free).

Vol. 18 Issue: 4. Themed edition: 'Preventing Dependency... Supporting Independence'

- papers from people with a learning disability, carers, practitioners, academics, commissioners, economists and policy makers