

# Public Involvement Workshop

Learning Disability and Neurodivergence

March 2023



# Recording

We are recording this workshop.

It means we can share the video with people who aren't here.

You'll find it on the Leeds Health and Care Partnership Website



# Welcome and Introductions

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## **Sam Browning**

Clinical Lead for Learning Disability and Chair of the Learning Disability and Neurodiversity Population Board



## **Eddie Devine**

Head of Pathway Integration Lead for the Learning Disability and Neurodiversity and Mental Health Population Boards

## **Chris Bridle**

Senior Communications and Involvement Manager  
NHS ICB in Leeds



# Aim and objectives

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## Aim

To develop our approach to public involvement in the population board

## Objectives

- Introduce population health and the board
- Looking at what people have told us
- Look at the goals for the board
- Try to find out what we don't know
- Talk about how we make sure people are involved

# Outcomes of the workshop

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- Understand the role of the board
- Talk about what people have told us
- Talk about gaps in our knowledge
- Talk about the goals for learning disability and neurodivergence
- Talk about how we can involve people in the board

# Agenda

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- 1. Population Health** - What are population health boards and what is their role?
- 2. Experience of learning disability and neurodivergence care** - What do we know about the experiences of people with a learning disability, neurodivergent, or both, and their family?
- 3. Population outcomes** - How do we want things to be different for people with a learning disability, neurodivergent, or both, and their families?
- 4. Public involvement** – What does this look like on the board?
- 5. Next steps** - What happens next?

# Ground rules

- Stick to the agenda
- Be honest
- Be open to new ideas
- Listen to others
- Respect each other
- Be as involved as you want to
- Don't judge
- It's ok to ask if you're not sure about something
- Don't zoom and drive
- Use the chat if you want to
- It's ok to leave if you want to (you don't have to tell us)
- Have fun!



# Population health

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Population health is a different way of planning health and care services. It's a change from what we've done before.

It's less about organisations and more about people. We call groups of people in population health: 'populations'.

It looks at:

- The needs of people – what is important to people
- Prevention – helping people stay well
- Aims (outcomes) – the difference care makes
- Making sure everyone can get the help they need
- Working together
- Other things that might affect your life, such as housing and transport



# Population health (2)

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When we say 'populations of people', some different examples are:

- People with a learning disability
- People who are neurodivergent
- People with a mental health condition
- People with cancer
- People using maternity services
- Children and young people

# Population health (3)

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The Learning Disability and Neurodiversity Population Board represents people with a learning disability or who are neurodivergent

This means the board represents you if you:

- Have a learning disability
- Are Autistic
- Have ADHD / ADD
- Have other conditions, like dyslexia, dyspraxia or Tourette's Syndrome

# Population health (4)

Boards will be made up of senior people from across the health and care partnership.

The boards will

- **Represent everyone**
- **Make important decisions**
- **Not too big**



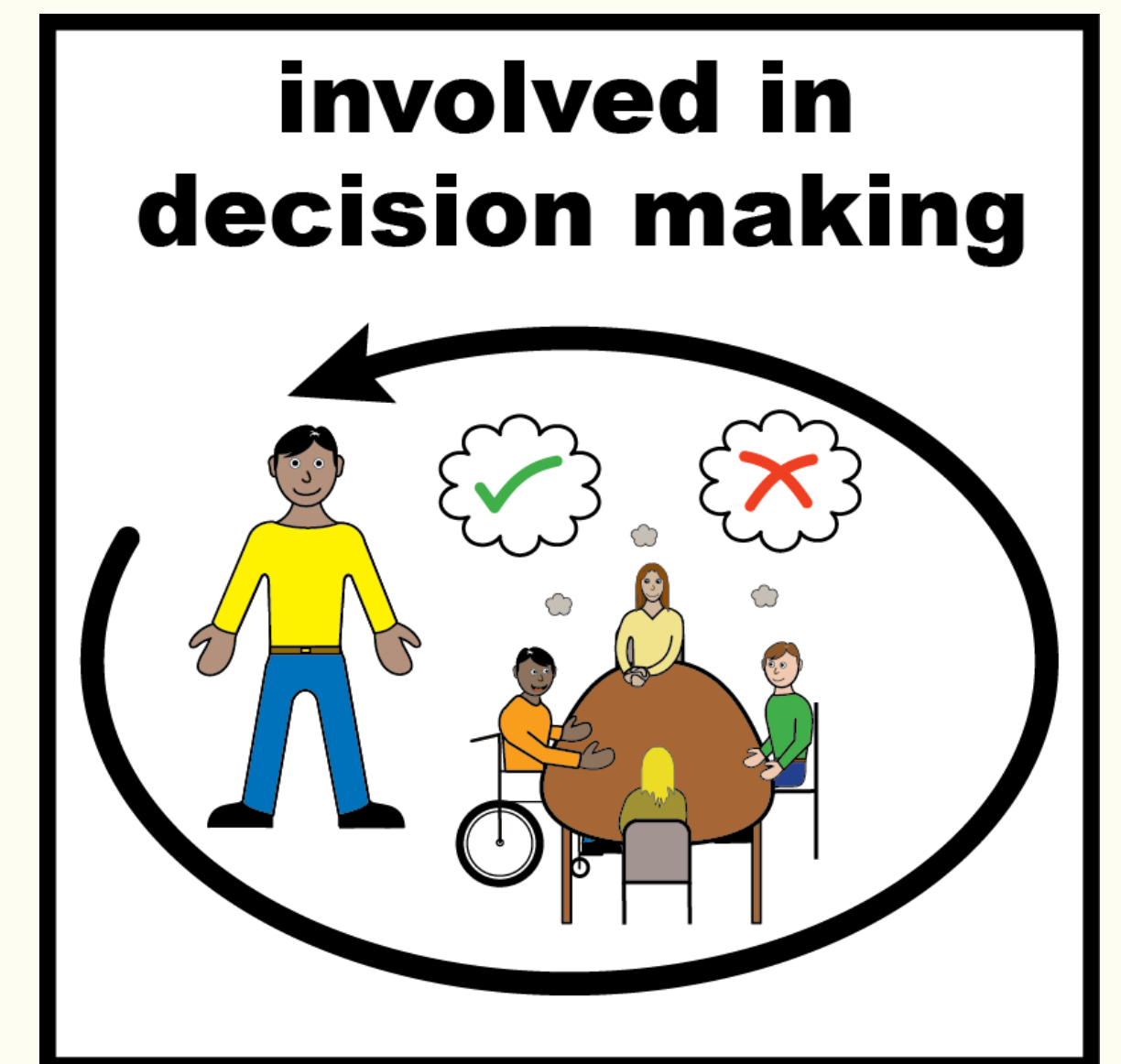
# Population health (6)

What sort of decisions will the boards make?

- Where to spend money
- When to make changes to services
- What is most important
- How to get best value for money

It is important we involve people in decisions.

This workshop builds on our involvement so far and gives us an opportunity to plan future involvement together.



# Experience of learning disability and neurodivergence care

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In Leeds we want to plan, pay, and provide care that is:

- Safe
- Can keep going
- Focussed on the patient
- Value for money

We cannot do this without knowing what people with a learning disability or who are neurodivergent need.

We will 'start with what we already know' about people's experiences and only work with people when there are gaps in what we know.

# Experience of learning disability and neurodivergence care (2)

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Each board in Leeds is working with partners to look at what we already know.

The report will be used by the board to understand the needs of the learning disability and neurodivergent population and make decisions.

The insight report will:

- Look at what we already know about people's needs, preferences and experiences
- Show us the things people tell us about their care
- Show us the gaps in our knowledge

# Experience of learning disability and neurodivergence care (3)

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People have told us that:

- getting **communication** right is very important.
- it is important to be correct in the case notes.
- clear instructions and **information** about services would help.
- they want to see services work together.
- they want to be told what is happening any family / carers are included too.
- services sometimes don't make any changes to help get what they need.
- **Person centred** care is important to people (including the **choice** of face-to-face appointments, longer appointments, and communicating in the right way for the person).

# Experience of learning disability and neurodivergence care (4)

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People have told us that:

- the staff in health and care services are important.
- staff have a big impact on their experience of services.
- staff don't always understand learning disabilities and neurodivergence.
- they have difficulties in getting to appointments.
- more awareness of learning disabilities and neurodivergence is needed.
- places like waiting rooms can be difficult and different waiting spaces can really help.



# Experience of learning disability and neurodivergence care (5)

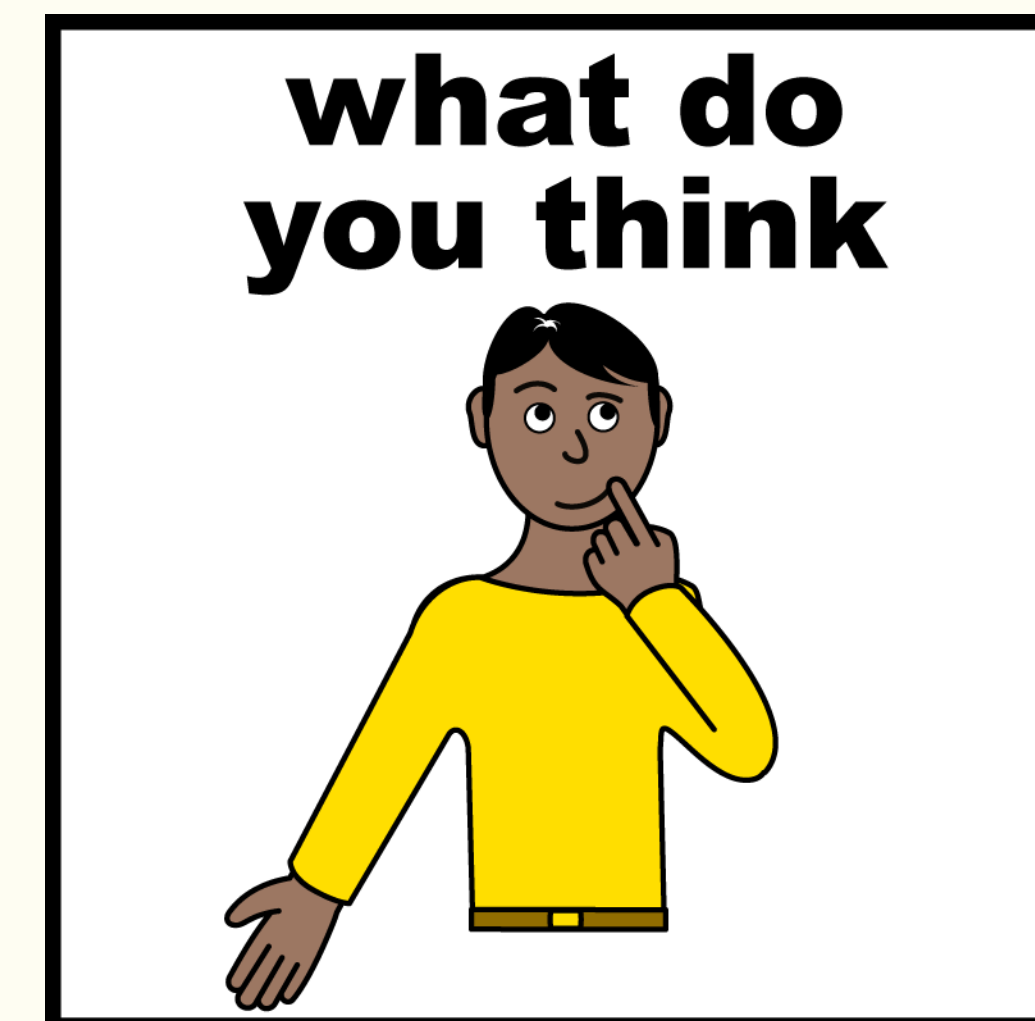
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## Things we haven't heard about:

- Feedback from some services in Leeds.
- People with neurodivergence that isn't autism (such as ADHD).
- People from different ethnic communities
- People from poorer areas.
- People from LGBTQIA+ communities.
- People who work
- Carers
- People who aren't online or don't use computers
- Feedback from staff working in learning disability and neurodivergence services.

## Groupwork

- Do you agree with what we've talked about?
- Is there anything we've missed?
- What is the most important thing that we need to work on?





Leeds  
**Health & Care**  
Partnership

**break**



**#TeamLeeds**

# Population goals

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Over the last year we have worked together to agree a set of goals for learning disability and neurodiversity in Leeds.

These goals explain what we want to do to improve the lives of people with a learning disability, neurodivergent, or both, and their carers, family and friends.

# Population goals (2)

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## Suggested goals for learning disability and neurodivergence care in Leeds

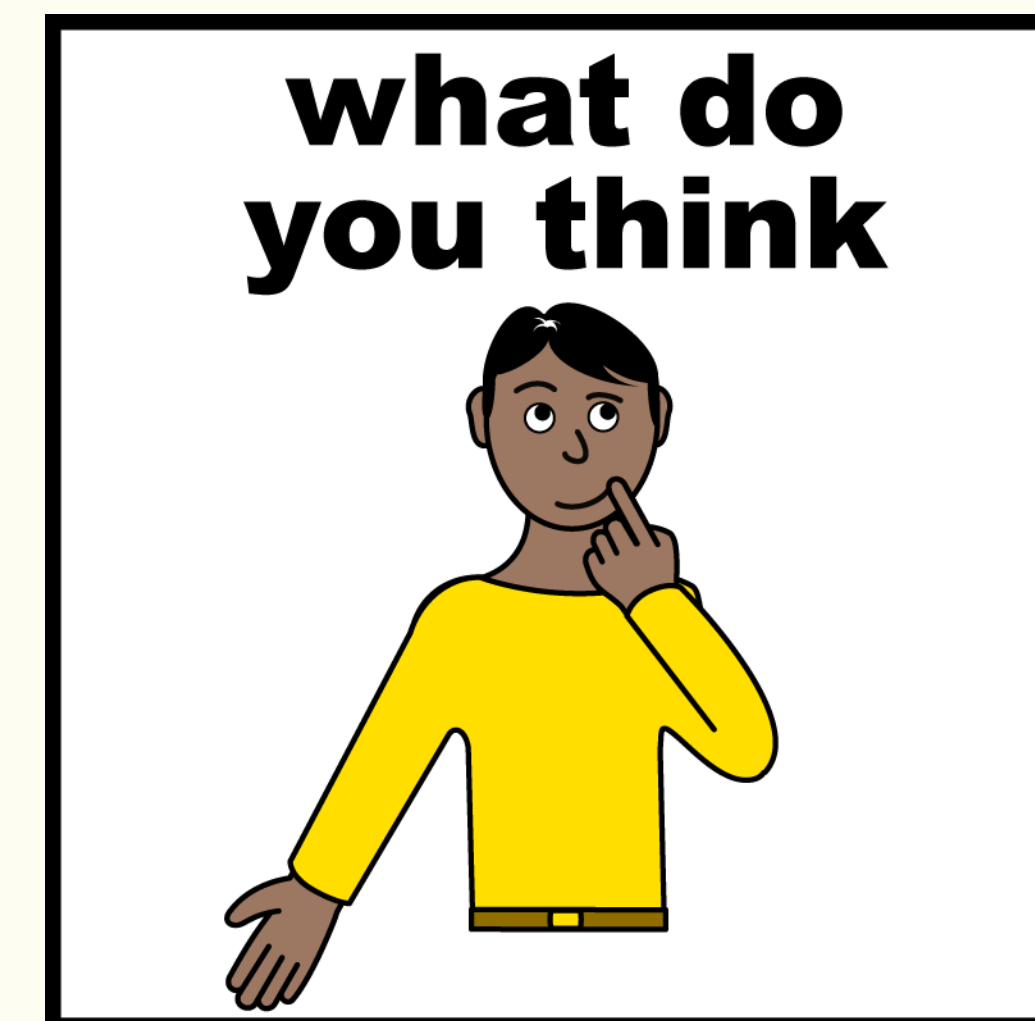
1. I live well, defined by what matters to me.
2. I receive high-quality, accessible, person-centred care and support.
3. I am included in all decisions about my life.

Each goal has a set of ways we see if we're doing the right thing.

# Population goals (3)

## Groupwork

- Do you understand these goals?
- Do the goals talk about what matters to you, your family, the people you represent?
- What's the best way to tell you how we're doing?

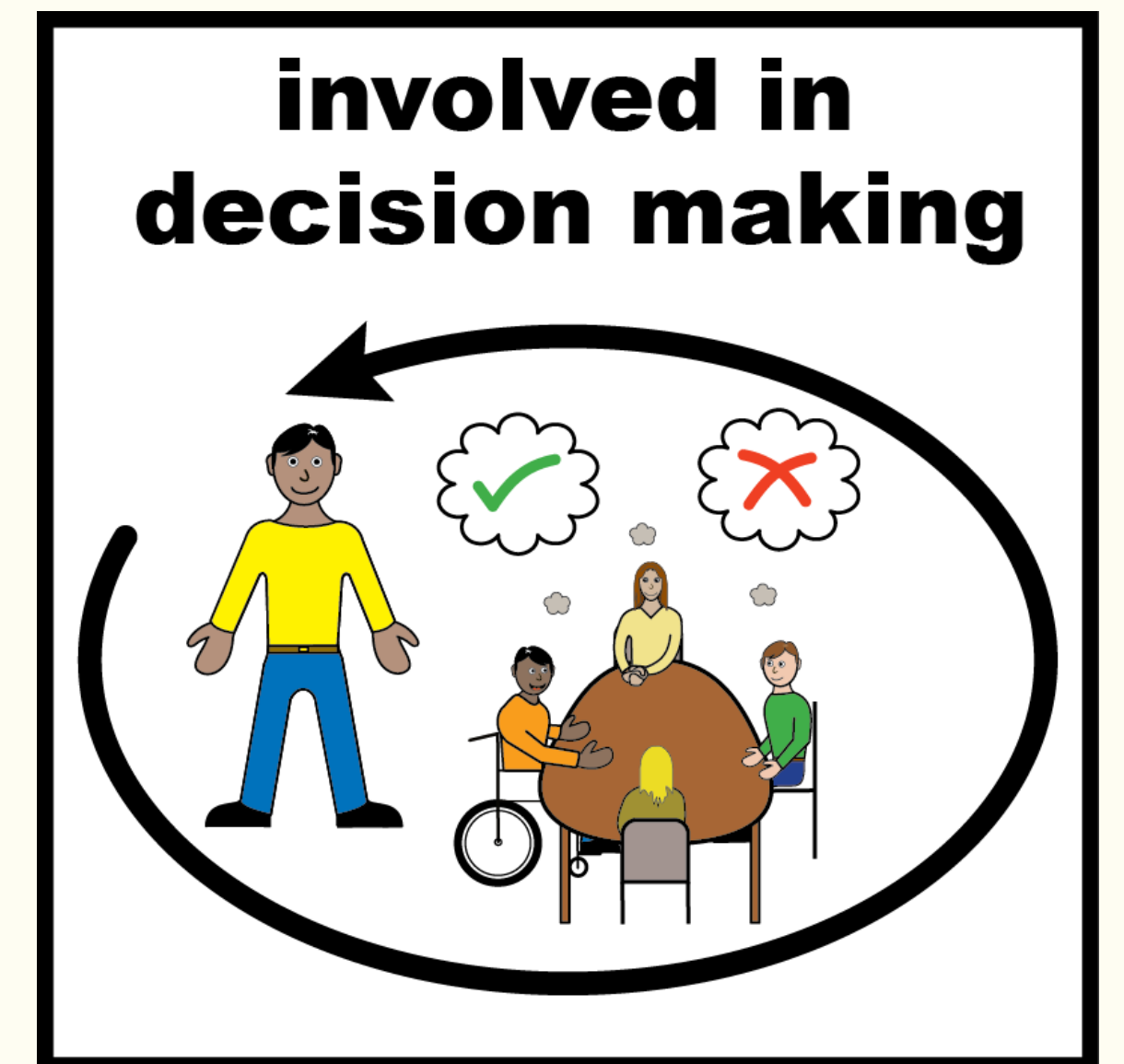


# Public involvement

We must involve people in the decisions we make.

We want you to know that we are listening and involving people in making our decisions

We call this 'public involvement'.



# Public involvement (2)

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## Listened

We have listened and understood people's needs

## Acted

We have used people's feedback to make decisions

## Fed back

We have told people how we have used their feedback

**Transparent  
&  
accountable**



# Public involvement (3)

There are lots of ways we involve people in our work:

- Reports about what people have told us
- Workshops like this one

We want to keep working together to:

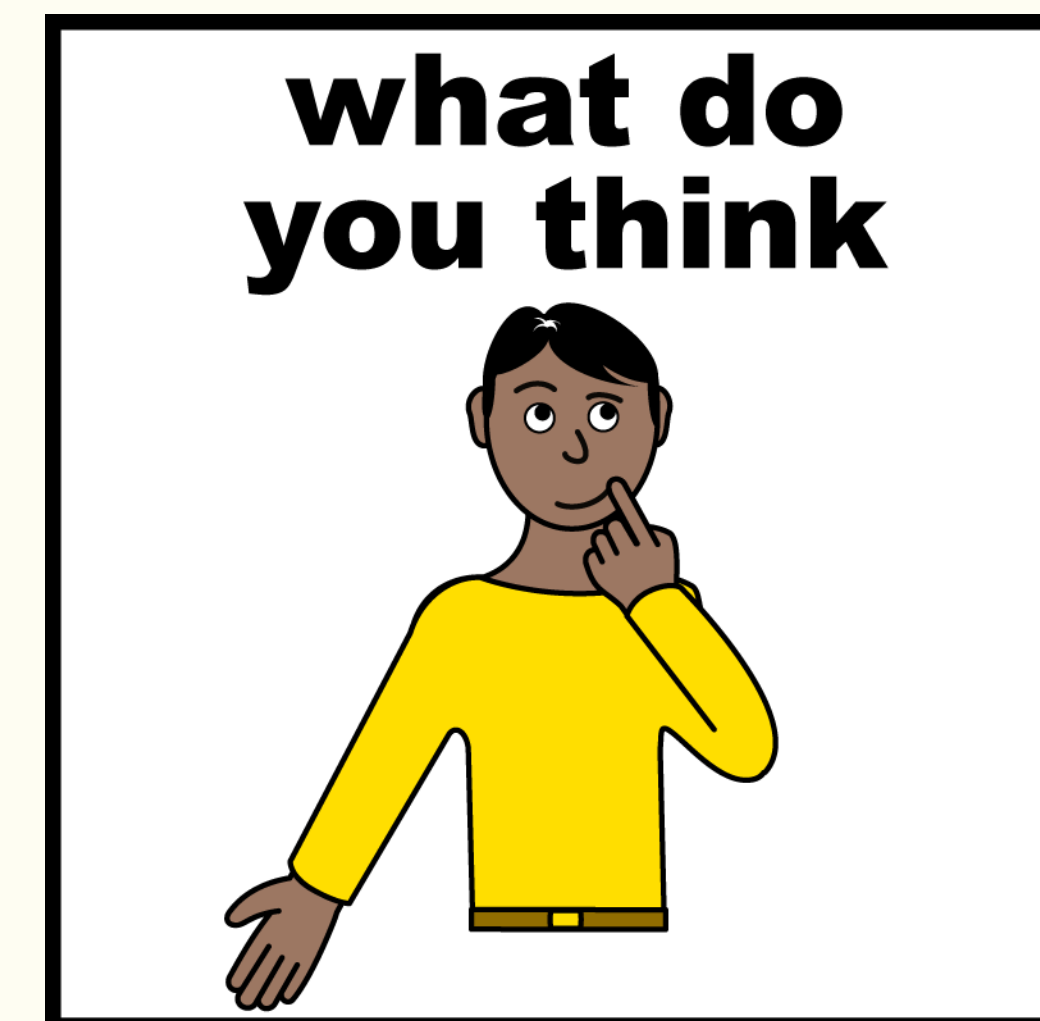
- Listen
- Act
- Feedback



# Public involvement (4)

## Groupwork

- What do you think of the ways we are already involving people?
- What does good public involvement look like?
- How will you know that we are **listening, acting and feeding back**?



# Next steps

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- Can you tell us what you thought about the session
- We will use what you have told us to help us plan services
- We will meet with other groups to talk about this work
- We will use what you have told us to plan how we involve people

# Thank you

