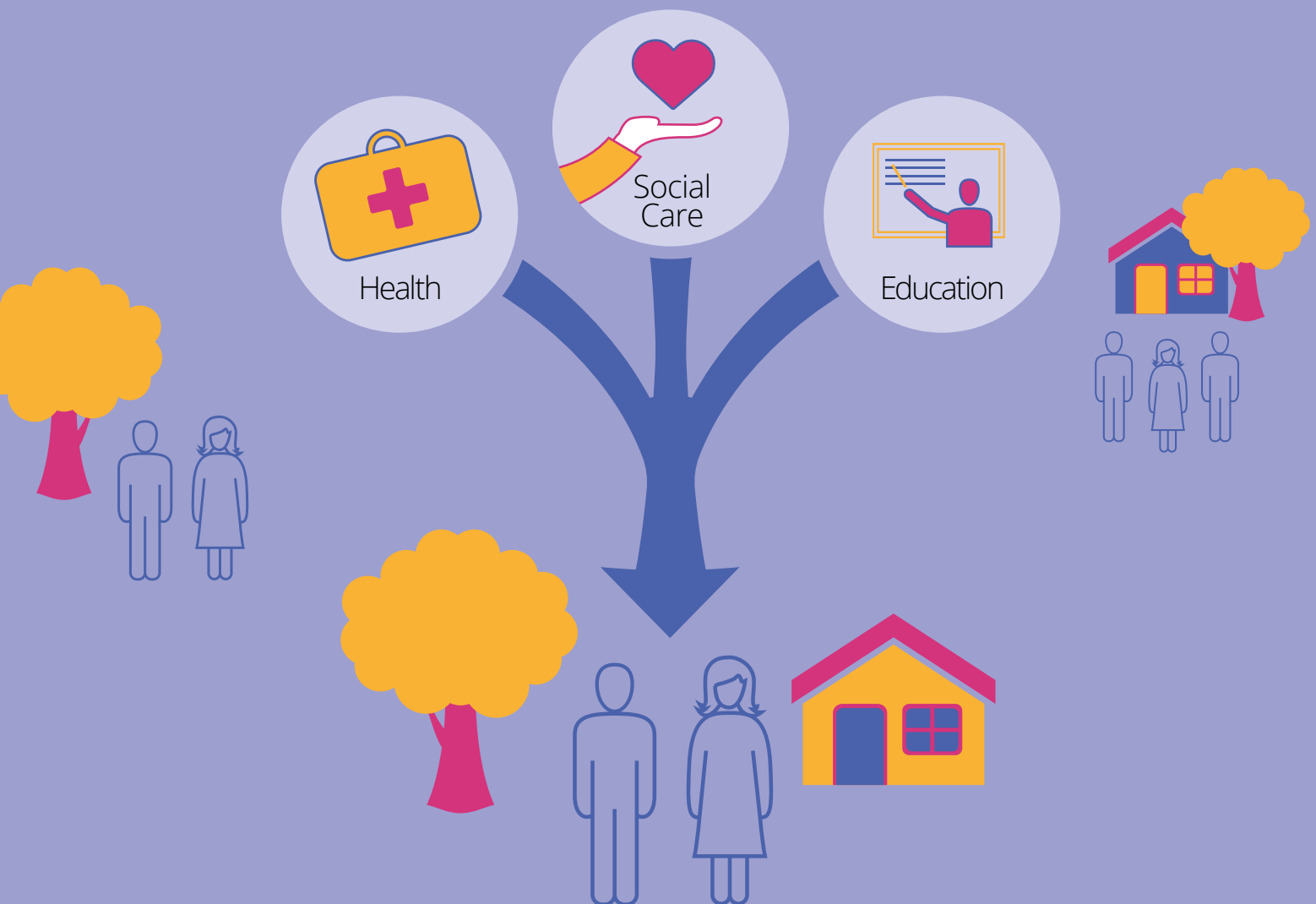


Arranging services for people with a learning disability and behaviour that challenges

A quick guide for commissioners

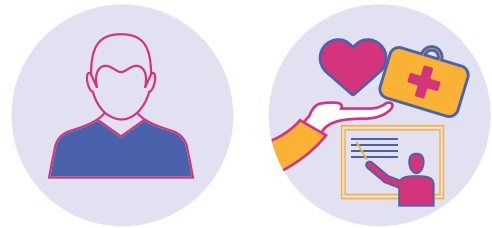


Effective commissioning can make a real difference to the lives of people with a learning disability and behaviour that challenges, and to their families and communities.

People with a learning disability (or autism and a learning disability) and behaviour that challenges should have the support they need to live how and where they want. Organising and developing services in the right way is the first step to making this happen.

Planning and delivering services

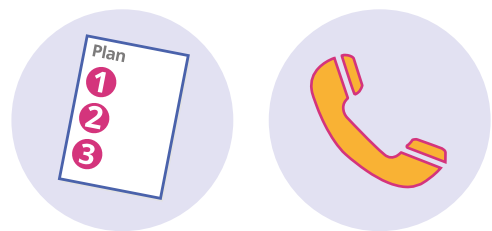
Appointing a lead commissioner and pooling budgets across health, social care and education, and with neighbouring authorities, is a way for local authorities and clinical commissioning groups to oversee joined-up services that take a whole life approach. The lead commissioner should have in-depth knowledge and experience of working with people with a learning disability and behaviour that challenges.



Use the following information when planning services:

- How many people locally have a learning disability (including those placed out of area), and how many are likely to display behaviour that challenges
- An analysis of the needs identified in people's education, health and care plans
- Local registers, including those of people at risk of hospital admission, disabled children, and people referred from other teams e.g. youth offending teams and the police

Local and regional plans should have a single care pathway and single point of access, which should be reflected in commissioning strategies.



Service planning and delivery should:

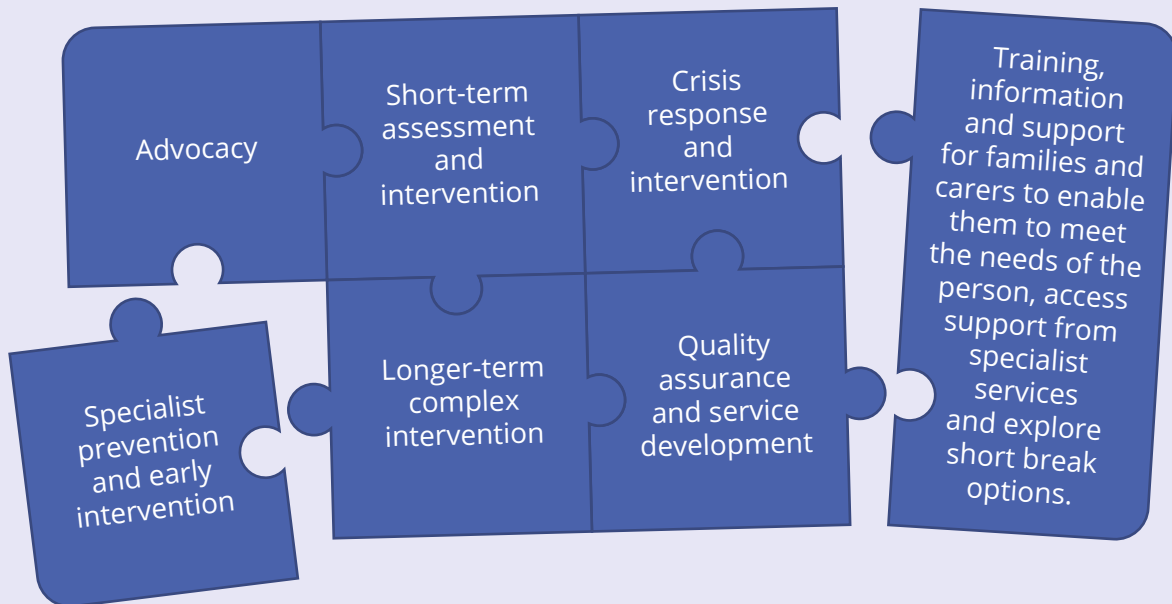


Services in the community

Community services can be structured in different ways depending on the area, for example support can be provided by one large team or several smaller teams. Overall, however, the function and aims of the service should be the same. They should:

- Support people with a full range of needs, including intensive and complex needs
- Reduce the need for inpatient care for adults, children and young people, or residential placements for children and young people, by providing alternatives within the community wherever possible

Community services should cover the following functions:



Provide information, advice and guidance for families and carers through:

- Peer support
- Parent and carer groups and forums
- Email support
- Telephone and face-to-face support
- Family networks
- Independent advocacy
- Discussion forums
- Social media groups

Specialist support

Make sure **specialist support** is available via community learning disability teams to support people with:

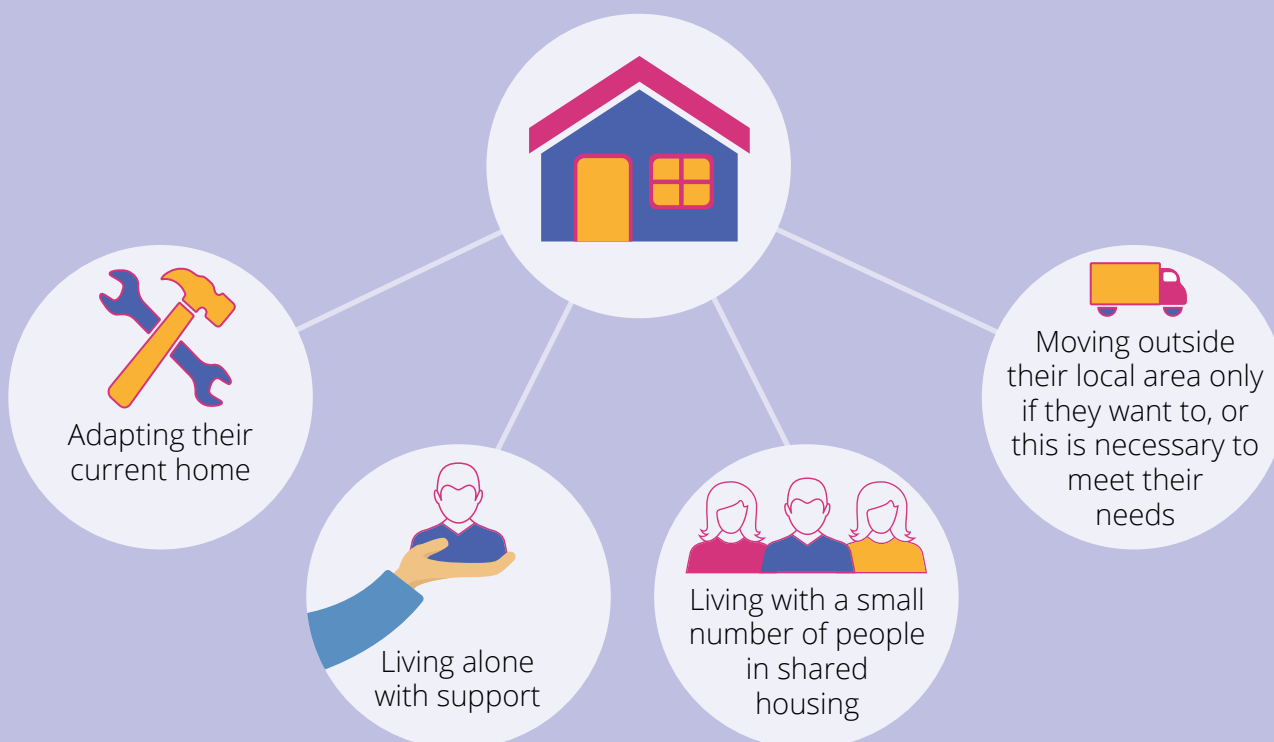
- ✓ Behaviour
- ✓ Communication
- ✓ Social care and support
- ✓ Physical health
- ✓ Mental health
- ✓ Education
- ✓ Offending behaviour

When children, young people and adults need **specialist assessment** and support for their behaviour, make sure it is provided within NHS waiting time standards. Set local maximum waiting times for initial assessment and for urgent and routine access to treatment and support.



Housing

People with a learning disability and behaviour that challenges should be able to live close to their friends and family. Work with local housing and social care providers to provide a range of housing and care options for people to choose from, including:



Further information

[Learning disabilities and behaviour that challenges: service design and delivery](#) – NICE guideline

[Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges](#) – NICE guideline

[Building the right support](#) – NHS England, LGA, ADASS

[Guide for commissioners of services for children and young people who challenge services](#) – NDTi

[Learning disabilities and behaviour that challenges](#) – NICE/SCIE webinar

[Registering the right support](#) – Care Quality Commission

This content has been co-produced by NICE and SCIE and is based on NICE's guideline on learning disabilities and behaviour that challenges: service design and delivery.

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