

POLICY ON JOINT WORKING AND THE PROVISION OF SERVICES BETWEEN MENTAL HEALTH AND LEARNING DISABILITY TEAMS WITHIN SOUTH ESSEX

POLICY REFERENCE NUMBER	CLP66	
VERSION NUMBER	1.3	
KEY CHANGES FROM PREVIOUS VERSION	Further 4 month extension QC Apr 21	
AUTHOR	Clinical Director of Learning Disabilities	
CONSULTATION GROUPS	LD Service Quality Group, LD Service Management Group and Mental Health & Specialist Services SMTs in South Essex.	
IMPLEMENTATION DATE	July 2017	
AMENDMENT DATE(S)	July 2020; November 2020	
LAST REVIEW DATE	July 2017	
NEXT REVIEW DATE	July October 2020 April August 2021	
APPROVAL BY CLINICAL GOVERNANCE AND QUALITY SUB-COMMITTEE:	20 th September 2017	
RATIFICATION BY QUALITY COMMITTEE:	13 th October 2017	
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POLICY SUMMARY		
<p>This policy relates as to how the mainstream mental health and specialist learning disability services work together in the South Essex part of Essex Partnership University NHS Foundation Trust particularly with regards to legislative framework, responsibilities and training.</p> <p>The North Essex part of the Trust receives services from the Hertfordshire Partnership University NHS Foundation Trust, West Essex EPUT community services and ACE for people with learning disabilities as covered by the document "Responding to People who have Learning Disability and need Mental Health Care and Treatment 2017".</p>		
The Trust monitors the implementation of and compliance with this policy in the following ways;		
All services, clinical directorates and specialist teams are responsible for implementing this policy and the associated procedural guidelines.		
Services	Applicable	Comments
Trustwide		
South Essex MH&LD	✓	Not North Essex.
CHS		

**The Director responsible for monitoring and reviewing this policy is
Executive Chief Operating Officer**

ESSEX PARTNERSHIP UNIVERSITY NHS FOUNDATION TRUST

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SAMPLE ONLY

ESSEX PARTNERSHIP UNIVERSITY NHS FOUNDATION TRUST

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Assurance Statement

This Policy and the associated procedural guidelines seeks to clarify responsibility and joint working between the Learning Disability, Adult and Older Age Mental Health Services for the provision of services to adults aged 18 and over who have both mental health and learning disability needs.

This Policy aims to enable clinicians and practitioners to make safe decisions and enhance support planning and case management to the benefit of individuals with both learning disability and mental health needs in line with the Green Light Toolkit which was developed to support services implement the Mental Health National Service Framework (NSF) to include people who have a learning disability and address their particular mental health needs.

1.0 INTRODUCTION

- 1.1 The intention of this policy and associated procedural guidelines is to ensure that individuals with a learning disability who experience mental health problems have access to the appropriate skills, expertise and service to meet their mental health needs. This is seen to be best achieved by services working in collaboration to meet the individual's needs as highlighted in the learning disability strategies "Valuing People" and "Valuing People Now" and the Green Light Toolkit and further in the "Transforming Care For people With Learning Disabilities" and "Supporting people with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition- service model for commissioners of health and social care services 2015" documents post-Winterbourne View.
- 1.2 This policy and the associated procedural guidelines aims to give appropriate support and guidance to staff in ensuring that the mental health needs of individuals with a learning disability are met.
- 1.3 This policy and the associated procedures are based on the following principles:
- The care received by a service user should be based on the needs of the individual. Some individuals' needs do not fit neatly into specialist service categories. The onus is on the services to collaborate with each other and with the service user, carers and family members to meet the individual's need.
 - An individual who has a learning disability who also has mental health problems may have their needs met best by either the learning disability or mental health services. In either case, the other service

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should remain available should their expertise and support be required.

- The needs of an individual with a learning disability who has a mental health problem will be assessed in a person centred approach, using the shared expertise from professionals working in learning disability and mental health services, in collaboration with other agencies.
- For individuals subject to CPA a Care Co-ordinator either from MH or LD, health or social care must be clearly identified to ensure effective co-ordination of care between services. For these service users the Care Programme Approach will be the means by which assessment, care planning, risk management and review of care plan will occur. For non CPA clients the Non CPA Policy and Procedures must be followed in conjunction with the agreed LD Operational Policy / Pathway.
- Wherever possible, services should be developed locally to meet the needs. In general it would be expected that the learning disability teams would have the skills to provide treatment for the mental health needs of their service users.
- It is recognized that there are some people e.g. some people with High Functioning Autism or Asperger's Syndrome, who do not fit the definition of learning disability but still require a service, this is not currently provided through the learning disability service.
- The definition of learning disability in Essex is set out in the jointly agreed Learning Disability Eligibility Criteria.
- The individual's opportunities should support the key principles outlined in "Valuing People" and "Valuing People Now" of rights, independence, choice and inclusion.
- If both the mental health and learning disability teams are involved with members of the same family they will work collaboratively.

2.0 SCOPE OF POLICY

- 2.1 This policy and the associated procedural guidelines must be used by all staff within health and social care who are involved in the care of individuals who may have both mental health and learning disability needs requiring secondary care support in South Essex.
- 2.2 This policy and the associated procedural guidelines must be used by all staff in considering which service may be most appropriate to meet the needs of an individual service user and how services should work collaboratively in meeting these needs.

3.0 LEGISLATIVE FRAMEWORK

- 3.1 The key legislation/guidance is contained in: -
- The Mental Health National Service Framework 1999
 - Valuing People A New Strategy for Learning Disability in the 21st Century 2001
 - Count Us In 2002
 - Include Us Too 2002
 - Green Light for Mental Health, updated 2013
 - Valuing People Now From Progress to Transformation Consultation Document 2007
 - Valuing People Now: A New Three Year Strategy for People with Learning Disabilities. Making it Happen For Everyone 2009
 - Transforming Care for People with Learning Disabilities – Next Steps 2015
 - Supporting people with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition service model for commissioners of health and social care services 2015

4.0 RESPONSIBILITIES

- 4.1 All staff involved in the referral, assessment and care of service users with both mental health and learning disability needs should adhere to the procedural guidelines associated with this policy.
- 4.2 It is the responsibility of locality managers to ensure that all staff involved in the assessment and care of individuals with both mental health and learning disability needs are knowledgeable and have access to appropriate support.

5.0 TRAINING

- 5.1 Opportunities will be made available for staff in the learning disability and adult mental health services to increase knowledge in the respective service issues.
- 5.2 Pre-registration staff (students) in training within the mental health and learning disability fields should be supported as part of their learning outcomes to recognise the key issues and skills in working with individuals who have both mental health and learning disability needs.

6.0 IMPLEMENTATION

- 6.1 All services, clinical directorates and specialist teams are responsible for implementing this policy and the associated procedural guidelines.

7.0 MONITORING

- 7.1 The Executive Director of Community Services and Partnerships is responsible for the monitoring and review of this policy.
- 7.2 This policy will be monitored through measurement of number of visits and other contacts by EPUT learning disability staff when a patient is on a mainstream mental health ward, and through recording the time taken for a patient to be transferred between teams if a patient is agreed for transfer through a change in their eligibility for either learning disability or mainstream mental health services, e.g. through a psychometric test of a patient choosing to access the mainstream mental health service through Green Light for Mental Health principles. Team leaders or ward managers should collect this data each time an admission of transfer is initiated, for the practices to be audited once yearly.

8.0 REFERENCES

- Cole, A. (2002) Include Us Too, London: IAHSF, Kings College London
- Department of Health (1999) A National Service Framework for Mental Health, London: DH
- Department of Health (2001) Valuing People: A new strategy for learning disability in the 21st Century, London: DH
- Green Light Toolkit 2013: A guide to auditing and improving your mental health service so that it is effective in supporting people with autism and people with learning disabilities. November 2013.
- Department of Health (2007) Valuing People Now: From Progress to Transformation, London: DH
- Department of Health (2009) Valuing People Now: A new three-year strategy for people with learning disabilities. Making it happen for everyone, London: DH
- Foundation for People with Learning Disabilities (2002) Count Us In: The report of the Committee of Inquiry into meeting the mental health needs of young people with learning disabilities, London: Mental Health Foundation
- Department of Health (2015) Transforming Care For people With Learning Disabilities, London: DH
- Department of Health (2015) Supporting people with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition- service model for commissioners of health and social care services, London: DH

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