



Time to Shine – Learning Disability Community Development

Project Specification

1. Background and Context

Time to Shine is a Big Lottery funded programme managed by Leeds Older People's Forum to tackle loneliness and social isolation. The project is funded for six years through the National Lottery's Ageing Better programme. Ageing Better is one of Big Lottery's 'strategic investments', it differs from other programmes in many ways including the level of monitoring and evaluation required.

The Time to Shine programme aims to ensure that loneliness isn't an inevitable part of ageing and that through a test and learn approach we have evidence of the models which work in tackling and preventing loneliness in older people.

Need

The number of older people (50yrs+) with learning disabilities in Leeds is unknown. In 2014, almost 2500 people aged 65 + in Leeds were estimated to have a learning disability (www.poppi.org.uk). With increases in life expectancy, the numbers are expected to grow by 26% by 2025. People with Downs syndrome have a high risk of developing dementia early, and with increased life expectancy, the number of people affected is growing.

Tenfold, the forum for learning disability organisations, has found that many learning disabled people are cared for by their parents and have not experienced independent living. With increased life expectancy among learning disabled people, it becomes likely that aged parents will become unable to provide care for their adult children who may not have independent living skills nor a network of support when they lose their carers and may become carers themselves. The most isolated learning disabled seniors are thought to be people living in their parental home (according to staff, older parent carers of learning disabled seniors are thought sometimes to have very limited social contacts) and those living in generic care homes.

Learning disabled adults experience loneliness; being older compounds the problem.

Key messages from consultation with older learning disabled people undertaken for Time to Shine told us that older people with learning disabilities want meaningful friendships and enjoyable social activities. They want to be able to join in local community activities as well as clubs for learning disabled people. Although there is a range of social and creative opportunities for learning disabled people in Leeds, the numbers of learning disabled seniors who participate in these is unknown.

In preparing this Project specification consultation has taken place with a range of learning disabled seniors, families, friends, carers, volunteers and paid staff. Ideas and views gathered at an event in December 2015 are included at Appendix 2 of the document.

Time to Shine follows a 'test and learn' principal and we are keen to try new, innovative activities and partnerships and learn from the achievements as well as challenges.

2. Time to Shine Project outcomes

The Learning Disability Community Development service will contribute to all four of the Time to Shine project outcomes:

1. Each year beneficiaries report that they are less isolated as a result of a project intervention
2. Project beneficiaries feel confident and able to participate in their communities by 2021
3. Older People have been actively involved in managing, designing, delivering and evaluating the project. This provides quality evidence and influences system change
4. Our wider partnership will expand each year and will work better together to coordinate services and support for isolated older people

3. Project requirements

Project Aim

The overall aim of the Project is to find socially isolated learning disabled seniors and work with them to improve their quality of life and reduce feelings of loneliness and isolation.

The Project will have two stages;

- The first stage is to identify 50 learning disabled seniors in Leeds to establish a baseline figure and to find ways of identifying those who are not using services.
- The second stage will be used to then explore, with learning disabled interviewers, views about social contacts and meaningful relationships and people's wishes for more/different/improved social opportunities. With this information, the Project will pilot new ways of connecting learning disabled seniors with others, disabled and non-disabled, and with the wider community through enjoyable shared activities.

Expected Outcomes:

- The Project will have a clearer idea of the numbers of learning disabled seniors, how many are experiencing social isolation and of how to reach them;
- Isolated learning disabled seniors will have trialed new social opportunities and there will be a good understanding of what worked well.
- Using a partnership approach cross sector service providers will have been involved in trialing new and different social provision for learning disabled seniors;
- Older learning disabled beneficiaries will feel less isolated as a result of the Project interventions.
- Improved awareness throughout Time to Shine of learning disabled seniors, their strengths and needs, and a willingness to include them in the other activity strands. The Project will be expected to share their learning with other organisations and

groups in the City with the help of the Time to Shine networks and those developed through this work.

- Improved awareness of, and participation in 'mainstream' Time to Shine opportunities for learning disabled seniors. The Project will be expected to link in with other groups and organisations in the learning disability sector to share their learning and share opportunities available through Time to Shine.

Project Objectives:

- To establish ways to engage with and support learning disabled seniors at risk of, or experiencing, social isolation.
- To support socially isolated learning disabled seniors to engage with opportunities to improve their wellbeing
- To support socially isolated learning disabled seniors to improve their confidence, self-esteem and resilience thereby reducing their loneliness and isolation
- Provide person centred support for learning disabled seniors working across the health and social care system complementing existing services

Who the Project will target

The Project will target socially isolated learning disabled seniors (50+) who may be:

- Restricted to their own homes
- Living with dementia
- Experiencing frailty
- Carers

As one of the aims of the Project is to develop a greater understanding of the needs of socially isolated learning disabled seniors it is anticipated that these target groups may change over the lifetime of the Project.

The Project will seek and receive referrals from a variety of sources, which could include:

- Family and friends
- Housing providers
- Aspire
- Third sector organisations
- Neighbourhood teams
- Carers support service
- Hospital to Home

What the Project will offer:

- An inclusive approach to developing a baseline regarding levels of social isolation for learning disabled seniors. Opportunities will be developed for learning disabled seniors to undertake interviews with their peers, families, carers and professionals.
- Support to learning disability service providers for wider interaction with and for learning disabled seniors who are not currently accessing their provision.
- Support to 'mainstream' providers such as Neighbourhood Networks in widening their inclusion of learning disabled seniors.
- Support to learning disabled seniors to access to all strands of the Time to Shine programme, by supporting groups and service providers to participate in all activity strands of the programme.
- Partnership approaches with groups and organisations to pilot and evaluate new social opportunities for socially isolated learning disabled seniors.
- Support to groups – particularly peer-led groups – to apply to the Small Funds strand of Time to Shine to help them develop the capacity to tackle social isolation more effectively.
- The development of, in collaboration with learning disabled seniors and groups, a user-friendly application process/form/diagram based on the theory of change, which can be used in future Time to Shine commissioning rounds.
- Shared learning from the Project across the learning disability and older people's sectors.
- Solutions that aim to build on the individuals' social networks, making them better connected to their community and more resilient.
- A person centred approach to project development with the views and wishes of the older person at the heart.

Project requirements:

- We would expect the successful provider to have a proven track record of working with learning disabled seniors in an empowering way. As older people are at the heart of Time to Shine all of our delivery partners must be able to demonstrate how older people have been involved with the design, delivery and evaluation of their projects.
- A demonstrable understanding of social isolation and how it may occur and impact in particular on learning disabled seniors.
- Research and analytical skills to be able to competently complete the first stage of the Project.
- A partnership approach would be welcomed to develop this Project. This is to provide the capacity required to deliver the full scope of the Project. This required was developed from the information gathered at the December 2015 event.
- Cross-Sector applications may be submitted, however the lead partner must be a Third Sector organisation.

Staff and resource requirements:

- The Project will be provided by staff working in a person centred/community centred way.

- Staff must work within their own competence and be supported to seek training if planning to work outside of existing competence.
- The Project will undertake DBS checks for all staff working with vulnerable groups and individuals.
- Events and activities will take place in a range of local community venues to maximise participants' opportunities to socialise and develop friendships with others in their locality.
- It is anticipated that volunteer opportunities will be developed as part of the Project.
- Events will be supported by trained staff and volunteers and will take place during flexible operating hours including evenings and weekends which can be the loneliest times of the week.
- The Project will consider transport needs as part of their planning and development.
- The Project will be divided into two stages. It is for potential bidders to propose how they think the two stages will work in terms of duration and staffing.

4. Outputs

We would expect the Project to work towards specific targets as agreed in advance of the Project commencing. However, it is anticipated that the outputs would include;

- An accurate baseline detailing who we mean when talking about socially isolated seniors, where they are and factors that are adding to their isolation.
- A detailed needs assessment and recorded personal goals for socially isolated learning disabled seniors.
- Publication of research findings.
- Agreed number of interviews with learning disabled seniors, families, carers, friends, service providers.
- Agreed number of focus groups with learning disabled seniors, families, carers, friends, service providers.
- Agreed number of workshops with learning disabled seniors, families, carers, friends, service providers
- Development of a more user-friendly, accessible application process for future Time to Shine commissioning;
- Agreed number of pilot projects running
- Evaluation of pilots.
- Impact report.

Key Performance Indicators

We would expect the Project to work towards specific targets as agreed as part of the contract negotiations and in advance of the Project commencing. However, it is anticipated that the Key Performance Indicators would include;

- Total number of people involved in individual projects each year.
- Numbers expressing reduced isolation in annual survey
- Case studies to show impacts on people's lives and lessons for professional practice/planning/service development
- Survey of all project beneficiaries and interviews with sample of older people from target groups about confidence to participate and engage.

- Older people involved in management and development of each project in localities/interest groups.
- Evidence from survey of managers of provider projects, community builders and commissioners about quality of partnership and improved co-ordination of services.

5. Evaluation

Evaluation is a key aspect of this project in terms of identifying which approaches make a significant difference on the lives of older people. The successful applicant will agree to participate in the national and local evaluation of the project and sufficient staff time should be allocated to this.

National Evaluation

One of the outcomes for Ageing Better is that 'better evidence is available to influence the services that help reduce isolation for older people in the future.' Ecorys is a research organisation commissioned by Big Lottery. They will gather a standard set of information from older people from all 14 Ageing Better areas to try to evidence that preventative interventions work across the UK. A copy of the monitoring information required from delivery partners is available for you to read in advance of making an application.

Local Evaluation

CIRCLE is the local evaluation partner commissioned by Leeds Older People's Forum. CIRCLE, part of the University of Sheffield, will talk to people involved in TTS and will look in detail at particular parts of the TTS programme. This demonstrates that we want to look carefully at what works (and doesn't work) for groups of older people most at risk of social isolation, influence decision-makers in Leeds and identify the difference that TTS has made city-wide

6. Contract Management and Performance

The service must comply with monitoring requirements set out by Time to Shine.

- Baseline and follow-up monitoring and evaluation for service users
- Quarterly monitoring reports
- Case-studies provided.
- Quarterly contract monitoring meetings with the Programme Manager

7. Contract Value

£70,000 over the lifetime of the contract

Length of contract – three years

The funding is open to Third Sector organisations. A partnership approach is welcomed. Cross sector applications are permissible where the lead partner is a Third Sector organisation. To support the development of partnership a workshop for organisations

wishing to work collaboratively will be held by the Time to Shine Programme and an extended timescale is being allowed for the development of applications for this Project.

Timescales

- Partnership workshop: 13th July 2016
- Application process opens: 27th July 2016
- Closing date for applications: 7th September 2016
- Interviews: w/c 19th September 2016

APPENDIX 1

Evidence base

This Project aims to address the effects of loneliness and social isolation.

There is a growing evidence base around the complex challenge of loneliness and social isolation.

Social isolation describes the state of being deprived of social relationships that provide positive feedback and are meaningful to the individual.

Whereas loneliness is an emotional perception and can be defined as a subjective, unwelcome feeling of lack or loss of companionship. It happens when we have a mismatch between the quantity and quality of social relationships that we have, and those we want. (Perlman and Peplau, 1981)

Need

Nationally over half (51%) of all people aged 75 and over live alone (ONS, 2010). Figures from Age UK suggest that two fifths of all older people (approximately 3.9 million) say the television is their main company. A higher percentage of women than men report feeling lonely some of the time or often (Beaumont, 2013)

Locally the 2011 census established that 1 in 3 (35%) people aged 65 and over live in a one person household. Of these, 61% described themselves as having a long-term health problem or disability. In 2010/11, 40.9% of adult social care users in Leeds reported that they had as much social contact as they would like.

Assets

Time to Shine recognises the importance of harnessing local strengths and that older people have much to offer to the future of our communities and increasing reliance. The Project will seek to harness these strengths and uphold the values of mutuality and reciprocity where arrangements are designed to enable those involved to give and receive support, compared to those where one individual or group of people is intended to be the

recipient(s) of services / support provided by another person or organisation. These arrangements may be formal or informal, and / or highly organised or fairly fluid. (Joseph Rowntree Foundation, 2011)

National Evidence

There is a great wealth of evidence which asserts the effect loneliness has on wellbeing. A survey conducted by the Campaign to End Loneliness highlighted that loneliness can lead to greater reliance on health and social care services including increased GP visits. A paper by Russell and Cutronain (1997) also highlighted the link between loneliness and early admission to residential care.

In terms of health, in a number of research papers increased loneliness is associated with increased risk of Alzheimer's (Wilson, RS, et al 2007), associated with higher rates of Cardio Vascular Disease (Steptoe, A et al 2004) and Hypertension (Hawkey, LC 2010).

A recent Public Health England Practice Resource highlighted the health and economic benefits of reducing social isolation across the life course. The paper highlights that although social isolation and loneliness can affect anyone, some groups are more at risk in later life. Factors including socioeconomic status, age, gender, ethnicity, physical and mental disability and long-term health conditions may create conditions that reduce an individual's ability to create and maintain supportive social networks.

Public Health England reiterate the economic benefits of reducing loneliness and social isolation which arise from the reduced burden on services such as GPs, and the increased productive capacity and potential of individuals.

Policies regarding older people and learning disabled adults have tended to work alongside each other, with little in the way of cross cutting policy. Valuing People (Department of Health, 2001) and the subsequent Valuing People Now (Department of Health, 2009) sets the overall policy context for the commissioning of learning disability services.

Local Evidence

Leeds City Council Public Health Intelligence developed a Leeds Social Isolation Index for Older People. The index identifies a risk level for each of the 33 wards, ranging from the highest to the lowest proportion of households predicted as being at risk of social isolation. University of Leeds sense checked the index and researched the causes of social isolation in three sample wards (May, 2015). The researchers interviewed and ran focus groups with older people and conducted interviews with stakeholders. The research found that whilst place based factors differed across the three areas disability was overwhelmingly identified as an individual factor that increased the likelihood of social isolation. This included physical disability, mental health issues, cognitive impairment such as dementia, and sensory impairment (such as sight and hearing loss).

Leeds Older People's Forum and its partner organisations conducted consultations into the causes of social isolation, identifying those at greatest risk and good ideas for reducing isolation. 863 older people, carers, community workers and decision-makers across the city were consulted (2014). The most isolated older people were identified as: Those who were restricted to their home environment (including care homes) through ill health, disability and

dementia; Carers; Living alone, coping with personal circumstances which reduce their social networks and confidence (e.g. bereavement, retirement, poverty); Those whose social/cultural needs are not fully met- men, BME elders, Learning Disabled and Lesbian, Gay, Bisexual and Transgender seniors.

National Drivers

Outcomes Frameworks: Reducing social isolation is a priority for social care and public health, as reflected in shared indicators across both the Public Health Outcomes Framework and the Adult Social Care Outcomes Framework. The current measures draw on self-reported levels of social isolation (using social contact as a proxy) for both users of social care and carers.

Local Drivers

Time of our Lives (2012 – 16) Ageing Well in Leeds: This gives a framework of principles for organisations focussing on working with older people to:

1. Partnership with Older People
2. Personalisation and Control
3. Dignity in Care
4. Independence and Active Citizenship
5. Information Availability
6. Partnership and Integration between Organisations
7. Promote Active and Healthy Ageing
8. Reducing Social Isolation
9. Reducing Inequality
10. Accessibility of Services and Removing Disabling Barriers
11. Developing the Role of the Third Sector and Supporting Social Enterprise

Making Leeds the Best City to Grow Old In Action Plan: The project contribute towards the delivery of the breakthrough project 'Making Leeds the Best City to Grow Old In.'

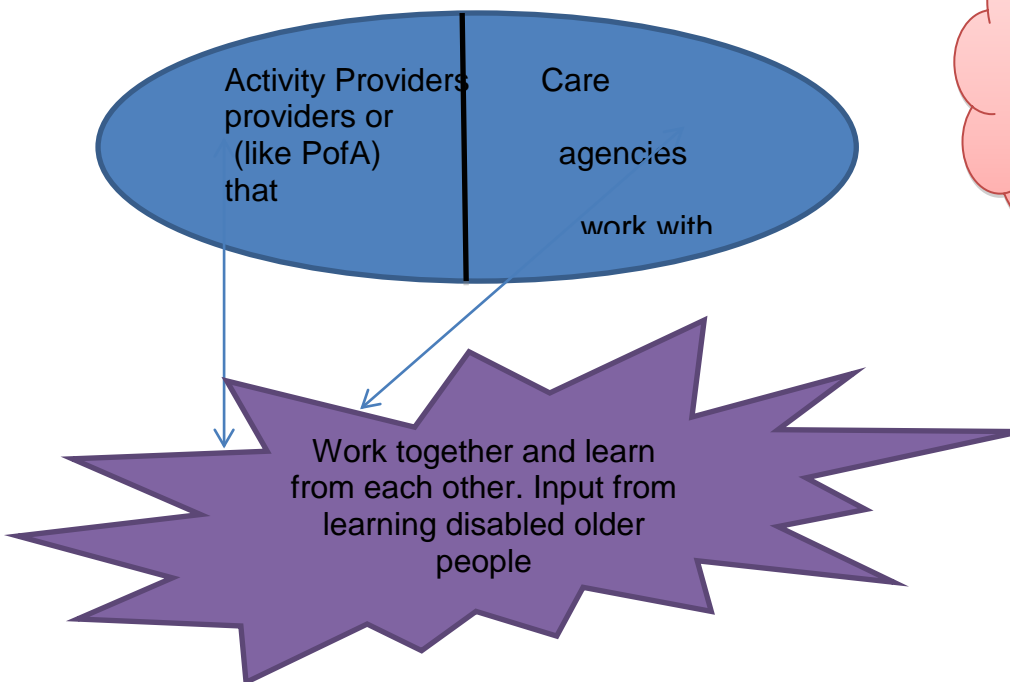
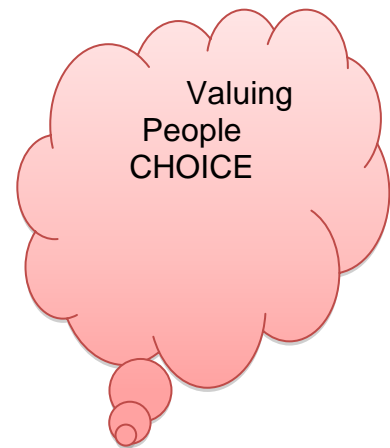
APPENDIX 2

What do we want? - taken from facilitated discussions

- Out of hours- nights and weekends
- Work with families, don't isolate people further
- Buddying between disabled and non-disabled people
- Resolve staffing and transport issues
- Older learning disabled people take the lead
- Cultural care packages
- On offer for people in their own homes
- Feed into other activities, Good Life Leaders, Keeping in Touch
- Flexibility to be built in to support worker roles and time
- Good personal care support, important for dignity and respect
- Solve transport
- People who share interests
- Good ideas as to how we will find socially isolated older people

- What about learning disabled parents?
- Research about barriers
- Tiger Tiger- in the centre of Leeds, run by people with learning disabilities
- Sharing ideas
- Consider barriers; the caring role of learning disabled people as they become carers for their older parents
- Consider the learning of the friendship group pilot starting in January
- If a project results in making something there should be an exhibition to publicly share the achievements
- Support on bereavement
- Time to talk about feelings
- Employment
- Recognise the needs of older learning disabled people living with others
- Find out what people have to offer, work with strengths.

Flipchart ideas



Promoting- health } fun activities
 -choice }

Mixed- age groups and abilities

ALL WELCOME- NOT INDIVIDUALISED BY AGE or ABILITY

Learn about...

- Nuts and bolts
- Rotas/staff/transport
- Changes in circumstances- bereavement, mental health crisis
- Good Lives Leaders
- Barriers that isolate people and stop them getting involved

- Information-about activities that are already available- properly communicated
- THEN DESIGN AN ACTIVITY BASED ON THE LEARNING

Example- a “cultural care package” where a carer/care worker travels to people’s homes, brings them to a Pyramid group, takes them to a gallery or cultural event and helps them to do creative activities at home. Someone with an arts background who is also trained as a support/care/key worker.

This working model could then be applied to different types of activity. A cultural care package could also be ... exercise care package, sport/activity care package, music/singing care package... all following the same model.

Table Discussion

Do Want	Don't Want	First 12 months
<ul style="list-style-type: none"> • Decisions from older learning disabled people • Learning disabled people take lead • Support in helping people to communicate what they need • Crisis intervention for carer and learning disabled older people • Identifying isolated people, look at the people in the background • Support/activities/buddies- 1:1 staff out and at home • Opportunities in employment and volunteering using people’s skills and experience • Older people with/without learning disabilities buddying up- be careful to stay safe/adequate support • Safe places 	<ul style="list-style-type: none"> • Decisions from the top or inexperienced people • Tick box exercise • Something that’s working well to suddenly stop after 5 years • Activities in places that are inaccessible- locations 	<ul style="list-style-type: none"> • Think about whole spectrum of learning disabilities including those with multiple needs and/or challenging behaviour

Skills building

Cooking and eating

Older People with LD
accessing mainstream
services- working with
mainstream to help them
develop their offer
-training + awareness raising

Peer support

Find out where people are
and send them a birthday
card

Finding out about and
sharing hobbies

Information in easy
read/accessible format

Health information

Intergenerational and
otherwise. Skill sharing.
Important to realise that
many older people do not
consider themselves 'older'!

Scoping- who, where, what

Men's health info
Women's health
groups/workshops/1:1

Locally based services some
targeted/ pilot work might
help the money go further
Consideration throughout
about how the work will
continue after the funding
period

Self-esteem building

Older people living with older
people

Mutual caring situations –
support for.

Health information