



The big themes and messages from Community Led Support

Overview

This graphic summary shares the major lessons and messages from the Evidence & Learning Briefing papers published May 2020. What we know, from examining data from across the Community Led Support (CLS) sites, is that CLS is making a difference in a variety of ways as it is implemented locally but that there are still some common patterns and themes:

1. CLS is about people and places

The Programme has dramatically increased from 11 to 27 diverse areas across Scotland, England and Wales. A common feature is their focus on achieving change in public services based on a better understanding of each place, and a stronger relationship with local people.

2. Significant shifts & sustained change: featuring:

Humane conversations that lead to holistic, person-centred support that is creative, local and responsive.

People, of all ages and backgrounds, are now benefiting from CLS which is also having a positive impact on the staff and volunteers who are changing and delivering local services.

A small number of places can already show they are embedding and sustaining CLS changes, whilst delivering better outcomes for the same or less resource.

5. Embracing evidence and using learning

from insights and data is crucial for fostering a culture of learning and strategic thinking which is central to the success of CLS.

Five Overarching Themes

3. Context is everything

CLS depends on knowing what does and doesn't work in each place, who the local players are across the system and in communities, and how best to work with them.

4. CLS changes need radically different leaders and leadership

that is dispersed, bold and pays as much attention to behaviour and culture change as it does to system and structural changes demanded through CLS.

Ten Priorities for Achieving Change

1

Understanding the local context & creating the right conditions for change

CLS depends on knowing each area's strengths and priorities for change, what other related developments are already in place, who the local players are right across the system and how best to work respectfully alongside them. An understanding of history and context helps CLS become much more than a social care/ public service initiative.

2

The pace and style of implementation

The principles underpinning CLS mean that practitioners and communities have a central role in coproducing local change so they must be involved in design and delivery from the outset. Starting on a small scale appears to deliver better results than attempting a 'big bang' change across an entire geographical area.

3

Learning from people's experiences and journeys

Most sites spend time at the beginning of their change process looking in detail at the experience of people who are in touch with adult social care to highlight the weaknesses in current services.

4

Building a shared picture of what success will look like

Once there is a shared understanding of what needs to change and why, it is important to work together across the system and with local communities to build a shared view of a better future, what success will look like and how this will be captured and measured over time.

5

Getting the 'scaffolding' in place to support change

The extent to which systems and structures (the CLS 'scaffolding') support CLS rather than run counter to it is central to the successful implementation of changes associated with CLS. A growing number of sites are working to ensure that the approach and principles of CLS are embedded and run through as many statutory services systems and processes as possible.

CLS relies on changing culture and behaviour, which are inevitably the final things to shift. Cultural change takes time and persistence but with the right attention, focus and leadership it will happen.



The role of senior leaders as 'guardians of the CLS flame' is often highlighted. They have a transformational, values-led style which empowers and enables staff and they continually motivate, incentivise and promote the approach to their staff and partners. But good leadership is not just needed at the most senior level. Working together differently relies on a shared vision and distributed leadership at all levels and across the whole system.



As a major transformational change programme, CLS needs to be resourced properly if its potential is to be fully realised. Different sites have invested enormously differing levels of financial and staff resource into making CLS happen.



A culture of learning and evidence literacy is essential to be able to understand impact and sustain what works (and rectify what doesn't)



CLS never stops evolving to adapt to changes in the environment. Ongoing learning and reflection must continue and the principles, values and purpose need constantly reinforcing. Stories have an important role in demonstrating the difference that the new approach is making to people. Investing in and empowering staff has been highlighted everywhere as an imperative for sustaining what works.



Evidence shows that through the process of Community Led Support:

<p>Joined-up working with community and health partners has improved local knowledge</p> 	<p>People feel less socially isolated and more connected with their community</p> 	<p>People can easily access the support they need within their community</p> 	<p>Fundamentally changing care and support arrangements has improved people's sense of wellbeing</p> 
<p>People are feeling more confident and resilient about facing their future</p> 	<p>People are able to stay in their home rather than move into residential care</p> 	<p>Different conversations and support are helping to reduce physical and emotional stress</p> 	<p>People have shared that this is the first time they feel they have been properly listened to</p> 

Further Reading:

Full List of CLS Evidence & Learning Briefings 2020

- Paper 1:** Programme findings and lessons about what makes Community Led Support work well for people and places across the UK
- Paper 2:** Graphic summary - The big themes and messages from CLS
- Paper 3:** Understanding the nature of change in delivering Community Led Support
- Paper 4:** Community Led Support: Stories of Change
- Paper 5:** Community Led Support in Scotland
- Paper 6a:** Learning from local approaches to implementing CLS in Somerset
- Paper 6b:** Learning from local approaches to implementing CLS in Scottish Borders