

Reference: FOI. ICB-2526/325

Subject: Adult Social Care Expenditure for Adults with Autism and Learning Disabilities

I can confirm that the ICB does hold some of the information requested; please see responses below:

QUESTION	RESPONSE
<p>Under the provisions of the Freedom of Information Act 2000, I am writing to request detailed information regarding Adult Social Care expenditure within your Integrated Care Board (ICB) for the financial year 2025/26, with a particular focus on services for individuals with autism and learning disabilities (adults).</p>	
<p>1. How much does the ICB spend overall per annum on Adult Social Care services? This would include annual recurrent budget for Adult Social Care services, plus non recurrent Service Development/Delivery Funding.</p>	<p>The following is the Full Budget Value for 2025/26 which serves as proxy for the planned spend.</p> <p>£4,992,398</p>
<p>2. How much does the ICB spend per annum on learning disability and autism services for the following:</p> <ol style="list-style-type: none"> Acute care (this means care provided in hospitals including Assessment and Treatment Units) Primary care Community care (this means packages of care and support that are provided to people in homes in the community that are funded by the ICB or jointly funded with Councils) 	<ol style="list-style-type: none"> This spend is included within a block contract with our LDA provider, Avon and Wiltshire Mental Health Partnership (AWP) NHS Trust. We advise you to contact AWP directly for further information: https://www.awp.nhs.uk/contact-us/freedom-information As at Month 8 the forecast annual spend is £591,962 As at Month 8 the forecast annual spend is £4,621,699
<p>3. Please tell us the uplift (expressed as a percentage) that you gave to providers for the 2025/26 financial year for packages of care and support provided to people with a learning disability where these are jointly funded under</p>	<p>4.45%</p>

<p>the Better Care Fund (BHF) Section 75 arrangements or NHS Continuing Healthcare (CHC).</p>	
<p>4. If you have a learning disability and autism strategy, please provide a link.</p>	<p>The ICB does not currently have a learning disability and autism strategy, however, please find enclosed a draft statement of intent which sets out our priority areas.</p> <p>Please note that FOI requests and responses are publicly available and therefore personal information has been redacted. The ICB considers the names included in the enclosed document(s) to be personal information and therefore has applied a section 40 (Personal Information) exemption to this information.</p>

The information provided in this response is accurate as of 12 January 2026 and has been approved for release by Matt Backler, Interim Chief Finance Officer and David Jarrett, Chief Delivery Officer for NHS Bristol, North Somerset and South Gloucestershire ICB.

Learning Disability and Autism Programme 2026 – 2029 v3

- A. Statement of Intent
- B. Joint Forward Plan
- C. Priorities – national, regional, local and personal

LD&A ODG Chairs:	
Author:	, Senior Performance Manager LD&A
Date:	1 st January 2026
Approval by:	MHLD&A HCIG
Date of next review:	tbc

A. Statement of Intent

Our ambition for a healthier future for children and adults with a learning disability and autistic people in BNSSG.

1 Introduction:

BNSSG's Integrated Care System (known as Healthier Together) brings together all the organisations responsible for delivering health and care within our communities. These include health, social care, local government, the voluntary sector, and our service users, their family and carers. By working together, we can intervene quickly to keep people¹ well and offer more joined up care and support.

This is our Statement of Intent for the Learning Disability and Autism Programme. It illustrates our strategic direction, based on people's feedback and our current understanding of health and care needs across BNSSG. Our strategy and priorities will develop over time as we continue to work with our population to understand their needs.

2 Context

BNSSG is home to approximately a million people. Around 18,000 of these people live with a learning disability and an estimated 15 - 20,000 are autistic. The prevalence of autism is 29 times greater amongst those with learning disabilities and around 3 in 5 autistic people live with autism their entire life without ever getting a formal diagnosis.

¹ In this document the term people are children and adults with a learning disability and autistic children and adults

3 Learning Disability and Autism

If someone has a learning disability, this may impact their ability to learn new skills, understand complex information and communicate. Autism is not a learning disability, but learning disabilities can co-occur at higher rates in autistic people compared to non-autistic people. If someone has a learning disability, they may need additional support to communicate, learn new skills and understand complex information. Just like how no two autistic people are the same, every person with a learning disability is different, with varying strengths and support needs. Many people with learning disabilities can live independently with the right support, while others may need full-time care.

Neurodivergent can be used to describe someone who has a neurodiverse condition, for example, autism. This means their brain processes information differently. An autistic young person could identify as neurodivergent but so could someone who has a diagnosis of ADHD or Dyslexia, for example. Autism is not a learning disability. However, learning disabilities are more common in autistic people than in non-autistic people.

Around 30% of people with a learning disability also have an autism diagnosis

Around 33% of autistic people have a learning disability, but numbers vary across different age groups

People with a learning disability are 26 times more likely to be diagnosed with autism than those without

4 Vision

Our vision is for people with a learning disability and autistic people in BNSSG to have the same opportunities as anyone else to live healthy, satisfying, and valued lives. Healthier Together will work with experts with lived experience to reshape health and care services, ensuring we meet people's needs and achieve our vision.

5 Our Commitments

- We will see the person, not the disability or diagnosis.
- We will champion and promote your voice.
- We will support you to live the best life you can.
- We will promote healthier lifestyles
- We will work with our partners to make your communities safer.
- We will listen to and support the people who matter to you.
- We will support the organisations who work with you to do the best job they can.
- We will learn and improve when things go wrong

Health and social care partners are committed to making sure the voice of people with learning disabilities and autistic people help to inform, drive, develop, and deliver our strategy. In return, we will develop systems and processes to enable people to hold us to account.

6 The Challenge

Many people have individual life experiences and support needs that share common characteristics. If left unsupported they may be especially vulnerable and more likely to experience poor physical and mental health. We know that for people with learning disabilities, autistic people, their families, and carers there are many factors that affect their lives such as age, genetic make-up, housing, education, work opportunities, life, poor health and the accessibility of services. All these issues create challenges that the health and care system find difficult to resolve. Healthier Together knows we need to improve how we work together to provide the right services, at the right time. Working to overcome these challenges is central to our five-year plan.

7 Our Aims

To support you to live in and be part of your local community by:

- Promoting understanding and acceptance of people with learning disabilities and autistic people in BNSSG.
- Enabling you to have greater choice and control about where you live and who you live with.
- Improving your access to education.

To help prepare for all life transitions by:

- Supporting young people to prepare for adulthood.
- Supporting everyone to prepare for significant changes in their lives.
- Ensuring all health and care pathways consider the needs of people with a learning disability and autistic people.

To reduce health and care inequalities and improve access to services by:

- Supporting you to live a healthy life.
- Addressing discrimination.
- Promoting reasonable adjustments to access health and care services.

8 How We Will Achieve Our Aims

- The Learning Disability & Autism Operational Development Group (LD&AODG) will meet monthly to review progress against the Statement of Intent
- Engage and co-produce with system partners including “Users by Experience”
- Develop a Joint Forward Plan with realistic achievable actions and timelines
- Develop systems and processes to ensure we can measure the impact and effectiveness of the improvements we make
- Share outcomes to ensure that partners and services continue to learn and improve

9 Our Strategic Priorities

- a. All people on the Learning Disability Register aged 14 years + to receive an Annual Health Check

- b. Improve the autism and ADHD assessment pathways
- c. Reduce the number of people waiting for and improve timeliness of autism and ADHD assessments
- d. Reduce the number of people with a learning disability and/or autism in inpatient beds
- e. We are ambitious to support people to play a meaningful part in their local communities; to secure their own accommodation and in the long term to benefit from education and gain meaningful employment.
- f. We are ambitious for community solutions and driving forward a programme of cross-sector transformation to get to where we need to be.
- g. To develop robust engagement and co-productive ways of working
- h. To learn and improve following LeDeR reviews
- i. To develop and implement an all-age Dynamic Support Register

10 Discovery & Insights

ICB's Transformation Hub has led three important pieces of discovery work aimed at understanding the barriers and opportunities to improving care for individuals with learning disabilities and/ or autism. These pieces of work have focused on:

- individuals requiring a higher level of support, often referred to as 'complex' cases
- children exhibiting behaviours associated with various levels of neurodiversity and
- adults with ADHD.

The insights and recommendations from these projects are crucial for shaping the future ambitions and initiatives of the LDA ODG portfolio. As the portfolio evolves, it is essential to integrate these findings to ensure that services are designed to meet the needs of these groups and the workforce supporting them effectively.

LDA ODG understands the importance of engagement and participation with a dedicated workstream aimed at embedding local patient and carer insights and a strong focus on co-production. This will be achieved through the development of a robust and inclusive co-production model for the system and the creation of a core group of Experts by Experience to help test and refine the end-to-end learning disability and autism pathway, ensuring it is responsive and effective across services.

B. Joint Forward Plan

[Bristol, North Somerset and South Gloucestershire Integrated Care System Joint Forward Plan 2025 to 2030](#)

See Learning disability & Autism section pages 59-65

C. Priorities

<p>National Priorities</p>  <p>© WorldAtlas.com</p>	<ul style="list-style-type: none"> • Improve community-based support so that people can lead lives of their choosing in homes not hospitals • Develop a clearer and more widespread focus on the needs of autistic people and their families, starting with autistic children with the most complex needs • Make sure that all NHS commissioned services are providing good quality health, care and treatment. NHS staff will be supported to make reasonable adjustments to make sure people with a learning disability and autistic people get equal access to, experience of and outcomes from care and treatment • Reduce health inequalities, improving uptake of annual health checks, reducing over-medication through the <i>Stopping the Over-Medication of children and young People (STOMP)</i> with a learning disability, autism or both and <i>Supporting Treatment and Appropriate Medication in Paediatrics (STAMP)</i> programmes and taking action to prevent avoidable deaths through learning from deaths reviews (LeDeR) • Continue to champion the insight and strengths of people with lived experience and their families in all of our work and become a model employer of people with a learning disability and of autistic people • Make sure that the whole NHS has an awareness of the needs of people with a learning disability and autistic people, working together to improve the way it cares, supports, listens to, works with and improves the health and wellbeing of them and their families.
<p>Southwest Regional Priorities</p>	<ul style="list-style-type: none"> • Moving people into the community and reducing reliance on inpatient care • A better start for children and young people • Autism assessment & diagnosis waiting times for children and adults • Improving health inequalities • Improving the quality of services

	
Bristol, North Somerset and South Glos Priorities 	<p>We understand the importance of recognising people with learning disabilities and autistic people and providing appropriate support for their needs. Whether children or adults, we want to ensure people can be assessed quickly, so personalised care can be implemented to support their education and daily lives.</p> <ul style="list-style-type: none"> • All people on the Learning Disability Register aged 14 years + to receive an Annual Health Check • Improve the autism and ADHD assessment pathways • Reduce the number of people waiting for and improve timeliness of autism and ADHD assessments • Reduce the number of people with a learning disability and/or autism in inpatient mental health beds • We are ambitious to support people to play a meaningful part in their local communities; to secure their own accommodation and in the long term to benefit from education and gain meaningful employment. • We are ambitious for community solutions and driving forward a programme of cross-sector transformation to get to where we need to be. • To develop robust engagement and co-productive ways of working • To learn and improve following LeDeR reviews • To develop and implement an all-age Dynamic Support Register • To reducing health inequalities
Individual Priorities	<ul style="list-style-type: none"> • All people on the Learning Disability Register aged 14 years + to receive an Annual Health Check • Improve the autism and ADHD assessment pathways



- Reduce the number of people waiting for and improve timeliness of autism and ADHD assessments
- Reduce the number of people with a learning disability and/or autism in inpatient beds
- We are ambitious to support people to play a meaningful part in their local communities; to secure their own accommodation and in the long term to benefit from education and gain meaningful employment.
- We are ambitious for community solutions and driving forward a programme of cross-sector transformation to get to where we need to be.
- To develop robust engagement and co-productive ways of working
- To learn and improve following LeDeR reviews
- To develop and implement an all-age Dynamic Support Register which will support people to stay in their community of choice

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