



## Learning Disability Statistics Scotland, 2015

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A National Statistics Publication for Scotland

### LDSS Statement of Administrative Sources 2015

**This document forms part of a series of quality documents published by LDSS to accompany the 2015 statistical release. Related information can be found in the other quality documents 'Annex C: Data Quality Statement on 'Statistics Release: Learning Disability Statistics Scotland 2015'.**

To comply with the Code of Practice for Official Statistics (and more particularly Protocol 3 of that Code) every organisation that produces official statistics must publish a 'Statement of Administrative Sources'. This statement must include a list of the 'names' or 'titles' of all the quantitative information systems which are in operational use throughout the organisation, distinguishing between:

- those which are already used for both internal and external administrative/management purposes as well as for statistical purposes
- those which, currently, are used only for administrative/management purposes but which have the potential to be used, additionally, for statistical purposes.

In the interests of making their arrangements as transparent as possible, government organisations are urged to publish Statements which are as comprehensive and detailed as resources will allow. For each of the **first** type of system described above, the Statement should also include the following details:

**Collection – a short outline of the process through which the system’s underlying ‘raw data’ are captured.**

Local authority social work services collect and store data about people with learning disabilities and/or on the autism spectrum in their area or for whom they fund support in another geographic area, especially (but not always) if those individuals have been assessed for some kind of support from the local authority. The type of database used to record information about people with learning disabilities and/or on the autism spectrum varies from local authority to local authority, however, in general local authorities use either a CareFirst system or SWIFT system.

The Scottish Commission for Learning Disability runs the LDSS Project. The Evidence and Research team releases Data Guidance at the beginning of each collection year (September to August), requesting that each local authority supplies values across 19 data items about each anonymous individual with learning disabilities in their area or for whom they fund support outwith the area. Local authorities enter values onto a pre-prepared Microsoft Excel or Comma Separated Value file and submit the data to the LDSS team by an agreed date (usually mid December). Some of the data items are readily accessible to local authorities from their CareFirst or SWIFT systems. However, other data items will require local authority staff to contact colleagues from other departments or from external organisations to collate and supply the data, for example:

- College attendance
- Local area co-ordination use
- Advocacy

Local authorities may enter a value of ‘unknown’ where they do not have the relevant information about an individual.

Once the data are submitted, the LDSS team cleans and checks the data using SPSS and then resubmits it to the local authority in question for accuracy. Once this process has been completed for each of the local authorities, aggregate figures for each of the local authorities are produced and analysis of the national picture can begin. All analysis is conducted in SPSS.

**Application – a description of each of the main applications/uses to which the administrative/management data are put before they are**

**transformed into official statistics (for example, operational monitoring, resource allocation, or performance measurement).**

Local authorities collect and record data on people with learning disabilities for a number of different purposes, including needs assessment, service delivery, operational monitoring, resource allocation, performance measurement and other purposes.

**Access and dissemination – a summary of the arrangements put in place for sharing and disseminating the administrative/ management data, either inside or outside the organisation, during the period before they are converted into official statistics – whether via a hardcopy, an intranet, access to a database, or whatever. The details provided should cover the range, nature and timing of such access.**

The LDSS team releases Data Guidance at the beginning of each collection year (September to August), requesting that each local authority supplies values across 19 data items about each anonymous individual with learning disabilities (defined as in ‘The same as you?’) in their area or for whom they fund support outwith the area. Local authorities enter values onto a pre-prepared Microsoft Excel or Comma Separated Value file and submit the data to the ScotXed team via a their ProcXed system by an agreed date (usually mid December). The ProcXed system has in-built data validation checks that allows each local authority to ensure the data is valid before they submit it. Additionally the ProcXed system provides the local authorities with frequency tables and the opportunity to carry out their own analysis. Furthermore, the local authorities cannot submit data without it being approved by the SCLD team.

SCLD receive the data from the ScotXed team and it is then stored on a secure server and accessed only by the statistical team, all of whom ensure adherence to Data Protection Act legislation and Code of Practice confidentiality principles to maintain data security.

During the period March to August, the cleaned data are analysed, converted into national and local tables and a statistical report is prepared. Local authorities and the Scottish Government are given pre-release access to the statistical report 7 days before the report is published.

**Non-statistical publication – a summary of any exceptional arrangements made for placing the administrative/management data in the public domain during the period before they are converted into official statistics. This should cover the reason for such publication and the nature and timing of it.**

The data are not placed in the public domain before they are converted into official statistics.

**Statistical publication – a listing of each of the ‘official statistics’ or ‘National Statistics’ series derived from each system.**

LDSS is only responsible for producing the following official statistics publication on behalf of the Scottish Government.

- Statistics Release: Adults with learning disabilities – Implementation of ‘The same as you?’ Scotland

As such, LDSS only has access to the administrative data about people with learning disabilities supplied by local authorities. Local authorities may submit data items also collected in the LDSS return to other statistical collections on the request of the Scottish Government. LDSS does not have a record of these currently.

**Synergies – a mapping which explains the relationship between any public manifestations of the administrative/management data, and any subsequent statistical releases or publications.**

The LDSS data are not used to inform any other statistical products.

**Security/data protection arrangements – organisations are also encouraged to link their Statements to the more detailed metadata documentation described in Annex B. The extent to which this metadata can be compiled will give a good indication as to whether sound judgements can be made on the suitability of such systems to provide relevant statistics that are fit for purpose.**

The quality of official statistics derived from administrative/management systems depends to a large extent on having a clear description, and thus understanding, of the processes through which both the original data are collected, and the resultant statistics are produced. The essential requirement is to provide a detailed and easily accessible ‘process map’ which describes the complete chain of production –

starting with the original collection process and ending with the delivery of the final statistical product – through provision of the following metadata.

### **Recommended metadata fields:**

#### *Statistical end-product*

- **Title of the statistical product derived from an administrative/management source**

Statistics Release: Adults with learning disabilities – Implementation of ‘The same as you?’ Scotland

- **Name of the organisation responsible for this statistical end-product**

Scottish Commission for Learning Disability (on behalf of the Scottish Government)

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Stock Exchange Court

77 Nelson Mandela Place

Glasgow

G2 1QY

0141 248 3733

- **Name/email address of contact point for this product**

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*Administrative/management source or system*

- **Name/title of the original administrative/management data source**

The LDSS collection requires local authorities to compile information on individuals, usually from a number of different data sources. Data may come from social work departments, further education institutions, advocacy organisations and in some cases local area co-ordination teams.

The full list of data items requested by the LDSS team is listed in the LDSS data guidance, issued on an annual basis. The latest guidance can be found here:

<http://www.sclد.org.uk/sclد-projects/esay/publications-and-resources/esay-guidance>

Many of the items are collected as a matter of course by local authorities. Management Information Systems vary from local authority to local authority. Some local authorities compile data through the use of CareFirst and others through SWIFT. Other local authorities use specially designed versions of Microsoft Access.

• **Name of the organisation responsible for the original data source**

Aberdeen City Council  
Aberdeenshire Council  
Angus Council  
Argyll and Bute Council  
City of Edinburgh Council  
Comhairle nan Eilean Siar  
Clackmannanshire Council  
Dumfries and Galloway Council  
Dundee City Council  
East Ayrshire Council  
East Dunbartonshire Council  
East Lothian Council  
East Renfrewshire Council  
Falkirk Council  
Fife Council  
Glasgow City Council  
Highland Council  
Inverclyde Council  
Midlothian Council  
Moray Council  
North Ayrshire Council  
North Lanarkshire Council  
Orkney Islands Council  
Perth and Kinross Council  
Renfrewshire Council  
Scottish Borders Council  
Shetland Isles Council  
South Ayrshire Council

South Lanarkshire Council  
Stirling Council  
West Dunbartonshire Council  
West Lothian Council

• **The purpose of the administrative/management system/source**

Social work data: needs assessment, service delivery, operational monitoring, resource allocation, performance measurement and other purposes.

• **Unit of inquiry (for example, claimants, taxpayers, households, accidents)**

Individual adults with learning disabilities as defined by ‘The same as you?’

For the purposes of this collection, an adult is defined as those who are aged 16 and over and not in full-time school education. All adults who match these criteria and who are known to the local authority regardless of the services they are currently receiving (if any) should be included in the return.

For the purposes of this collection, a learning disability is defined as:

A learning disability is a significant lifelong condition which is present prior to the age of eighteen and which has a significant effect on a person’s development. People with a learning disability will need more support than their peers to:

- understand new and/or complex information
- learn new skills and
- to lead independent lives

Learning disability does not include specific learning difficulties such as dyslexia. An acquired brain injury which occurs at age eighteen or over would also not be considered as a learning disability. Where a person has a learning disability and an autism spectrum diagnosis, they should be recorded as having a learning disability under this item and an AS diagnosis under the “Autism Spectrum Diagnosis” item. Where a person

has an AS diagnosis but no associated learning disability, this should be recorded as none for this item.

- **Intended coverage of administrative/management system/source**

It is intended that the LDSS data collection captures information on all adults with learning disabilities known to local authority services.

- **Completeness that is actual coverage (for example, take-up rate)**

Management Information Systems will typically collect information on people with learning disabilities who are receiving a funded service from local authorities. They may fail to capture individuals with learning disabilities who are not receiving a funded service and thus these individuals may need to be included in the LDSS return by referencing other local authority departments, further education organisations. Furthermore, local authorities may not collect all data items on all individuals.

LDSS provides a table outlining the completeness of the collection on any given data item within the Statistics Release.

- **Geographical coverage of the statistical product**

Data are collected from all 32 local authorities. This provides both a local authority and a national (Scottish) picture.

- **Lowest level of geographical coverage**

Local authority area.

- **Extent to which statistical end-producers can influence the system**

The statistical end-producer team have no opportunity to influence the system. The data originates in local authority systems and is uploaded to the LDSS Team via an off-site secure upload. Once checked, the data are returned to the data providers before analysis to ensure accuracy of the data in its final form. Further, any presentational or material changes made to any stage of the process is data provider led via the Data Group comprising all 32 local authorities.

• **Data definitions used**

Data definitions across 274 items were developed in 2009 in conjunction with Scottish Government and local authorities.

The development of data standards occurred as detailed below:

First version produced by the Social Care Data Standards Project 1.
Version produced following review by the eSAY team, project partners and the Social Care Data Standards Project 2 (SCDS2).
Revised version following review by eSAY project partners.
Version released for national consultation.
Version incorporating views from the national consultation. Released for further round of consultation.
Version released to stakeholders following the second round of national consultation.
First full national release.
Revised version to bring core items into line with changes in the Generic Core Data Standards.
Core items updated: Person current gender, date of birth, first language, interpretation assistance, preferred communication method, accommodation type, household composition, tenure type, dwelling type and employment status.
Non-core items updated: Area code, communicative understanding, lives with family carer, education and day opportunities.
Revised version following consultation. All generic core items fully compliant with the Social Care Data Standards Manual V2.0.
Ethnic group has been modified to include only top level codes.
Autistic Features replaced with Autism Assessment Status.
Lives with family carer – code 02 changed to 00.
Communicative Understanding has been updated.
Interpretive assistance indicator, codes renumbered to reflect the generic core.

Employment opportunities has been updated to reflect ‘The same as you?’ returns.

Local area coordination, the codes have been renumbered to reflect standard recoding practice.

Items that have been removed from the minimum national standards this version:

legal status, accommodation status, personal life plan modification and review dates, assessment process and carer information.

Alignment checked with National Minimum Information Standards for all Adults in Scotland V 3.0. Updated to reference eCARE Multi-Agency Store Data Model V2.9

Link to eGIF standards on pp16 corrected.

Only 18 core data items are collected from the 274 definitions agreed in 2009. All data definitions can be found in the eSAY Data Guidance document issued at the beginning of the data collection year. The latest eSAY Data Guidance can be found here:

<http://www.sclد.org.uk/sclد-projects/esay/publications-and-resources/esay-guidance>

The 19 items collected for LDSS 2015 are:

## 2.1 Person Service Status

This item will record the current service status of the person i.e. whether or not the Council is currently funding a service. This information will assist the LDSS team with time series analysis.

**The data provided should only include individuals you have had contact with within the last three years (since September 2012). The data provided should be the latest available information you have for this person.**

<b>Code</b>	<b>Value</b>	<b>Explanatory notes</b>
01	Person is receiving a Council-funded service	At the time of recording the person is receiving a service which has been funded by the Council. This does not need to be a learning disabilities service.
02	Person is not receiving a Council-funded service	The person is not receiving a Council funded service but they are still in the local

		authority area and the local authority is satisfied that they have a learning disability and/or autistic spectrum diagnosis
03	Person deceased	The person was included on the 2014 data return but has passed away subsequently
-99	Not Known	

## 2.1 Person Service Status

Each person should be allocated an ID number. This will allow for longitudinal data comparisons with future collections. The first four characters of the ID number should be the same as the Council Area Code (shown below). An exclusive ID number should then be assigned to each person e.g. 00QA1, 00QA2, 00QA3 etc. This number should be used for the same person in each year's LDSS return. ID numbers must not be used for two individuals. If a person dies or is no longer known to a local authority, their number must not be used for another person. When a person is recorded for LDSS for the first time, they must be given a new ID number.

<b>Council Area Code</b>	<b>Council Area Name</b>
00QA	Aberdeen City
00QB	Aberdeenshire
00QC	Angus
00QD	Argyll & Bute
00QE	Scottish Borders
00QF	Clackmannanshire
00QG	West Dunbartonshire
00QH	Dumfries & Galloway
00QJ	Dundee City
00QK	East Ayrshire
00QL	East Dunbartonshire
00QM	East Lothian
00QN	East Renfrewshire
00QP	City of Edinburgh
00QQ	Falkirk
00QR	Fife
00QS	Glasgow City
00QT	Highland

<b>Council Area Code</b>	<b>Council Area Name</b>
00QU	Inverclyde
00QW	Midlothian
00QX	Moray
00QY	North Ayrshire
00QZ	North Lanarkshire
00RA	Orkney Islands
00RB	Perth & Kinross
00RC	Renfrewshire
00RD	Shetland Islands
00RE	South Ayrshire
00RF	South Lanarkshire
00RG	Stirling
00RH	West Lothian
00RJ	Comhairle nan Eilean

### 2.3 Learning Disability

**The data provided should only include individuals the local authority has had contact with in the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item is to record the numbers of people in your local authority who have a learning disability. A learning disability is defined as follows within the Scottish Government's new learning disability strategy 'The Keys to Life' is a 'significant lifelong condition which is present prior to the age of eighteen and which has a significant effect on a person's development. People with a learning disability will need more support than their peers to:

- understand information
- learn skills and
- to lead independent lives

People with learning disabilities should have a range of supports and services to meet the following needs:

- everyday needs
- extra needs because of their learning disabilities
- complex needs

Learning disability does not include specific learning difficulties such as dyslexia. An acquired brain injury which occurs at age eighteen or over would also not be considered as a learning disability.

Where a person has a learning disability and an autism spectrum diagnosis, they should be recorded as having a learning disability under this item and an AS diagnosis under the "Autism Spectrum Diagnosis" item. Where a person has an AS diagnosis but no associated learning disability, this should be recorded as none for this item.

Code	Value
00	None
01	Person has a learning disability
-99	Not known

## 2.4 Autism Spectrum Diagnosis

**The data provided should only include individuals the local authority has had contact with in the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item will record the numbers of people who have been diagnosed with an autism spectrum diagnosis in your local authority. LDSS collects information on adults with an AS diagnosis. An adult need not have an associated learning disability to be included in the collection.

An autism spectrum diagnosis is characterised by the “triad of impairments” which are:

- **Social interaction** – difficulty with social relationships, for example, appearing aloof and indifferent to other people.
- **Social communication** – difficulty with verbal and non-verbal communication, for example not fully understanding the meaning of common gestures, facial expressions or tone of voice.
- **Imagination** – difficulty in the development of interpersonal play and imagination, for example having a limited range of imaginative activities, possibly copied and pursued rigidly and repetitively.

Only those who have received a formal medical diagnosis of being on the autism spectrum should be included.

Those who have an AS diagnosis which is not specified and those who have an AS diagnosis which is not listed in the LDSS codes should both be recorded under Code 98 for “Other Autism Spectrum Diagnosis”.

Code	Value	Explanatory notes
00	No AS diagnosis	
01	Classical Autism	Defined by the presence of abnormal or impaired development in all three areas of the triad of impairments with onset occurring prior to three years of age, irrespective of when diagnosis was confirmed.
02	Asperger’s Syndrome	As with other types of autism, the same difficulties with social interaction and repetitive or rigid behaviours are present. There are however no significant delays in spoken or receptive language development or in cognitive development.

<b>Code</b>	<b>Value</b>	<b>Explanatory notes</b>
98	Other Autism Spectrum Diagnosis	To record those who have an ASD which is not specified and those who have an ASD which is not listed in the above LDSS codes
-99	Not known	

## 2.5 Local Authority Code, Health Board Code and Out of Area Placements

**The data provided should only include individuals the local authority has had contact with in the last three years (since September 2012).**

**This data should be the latest available information you have for this person.**

This item records the local authority which is responsible for returning data for the person. That is, the area which is submitting the information should record the appropriate code for their local authority area, not the area in which the adult lives. You should record information about people for whom you provide or commission a service unless they are primarily funded by another local authority. Where it is unclear which local authority is the majority funder of a service, we ask that you negotiate with the local authority in question to decide which authority is best placed to undertake the reporting for that individual.

The Health Board Code should be used to show the region in which the person is receiving a health service. This may differ from the local authority area code in some circumstances e.g. when a person lives in or is funded by one local authority area but receives a health service in another.

### Local Authority Code

Local Authority Code	Council Area Name
00QA	Aberdeen City
00QB	Aberdeenshire
00QC	Angus
00QD	Argyll & Bute
00QE	Scottish Borders
00QF	Clackmannanshire
00QG	West Dunbartonshire
00QH	Dumfries & Galloway
00QJ	Dundee City
00QK	East Ayrshire
00QL	East Dunbartonshire
00QM	East Lothian
00QN	East Renfrewshire
00QP	City of Edinburgh
00QQ	Falkirk
00QR	Fife

<b>Local Authority Code</b>	<b>Council Area Name</b>
00QS	Glasgow City
00QT	Highland
00QU	Inverclyde
00QW	Midlothian
00QX	Moray
00QY	North Ayrshire
00QZ	North Lanarkshire
00RA	Orkney Islands
00RB	Perth & Kinross
00RC	Renfrewshire
00RD	Shetland Islands
00RE	South Ayrshire
00RF	South Lanarkshire
00RG	Stirling
00RH	West Lothian
00RJ	Comhairle nan Eilean

### Health Board Code

<b>Health Code</b>	<b>Health Board Name</b>
SA9	Ayrshire and Arran
SB9	Borders
SF9	Fife
SG9	Greater Glasgow and Clyde
SH9	Highland
SL9	Lanarkshire
SN9	Grampian
SR9	Orkney
SS9	Lothian
ST9	Tayside
SV9	Forth Valley
SW9	Western Isles
SY9	Dumfries and Galloway
SZ9	Shetland
EN0	Outside Scotland

## Out of Area Placement

This item records people who are funded by one local authority but live in another local authority area. If an individual lives in another area, record that area using the relevant area code. If an individual lives in the same local authority area that funds a service they are using, the same code should be used for this item. If a person does not use a Council funded service, the code of the area they are resident in should be used.

<b>Local Authority Code</b>	<b>Council Area Name</b>
00QA	Aberdeen City
00QB	Aberdeenshire
00QC	Angus
00QD	Argyll & Bute
00QE	Scottish Borders
00QF	Clackmannanshire
00QG	West Dunbartonshire
00QH	Dumfries & Galloway
00QJ	Dundee City
00QK	East Ayrshire
00QL	East Dunbartonshire
00QM	East Lothian
00QN	East Renfrewshire
00QP	City of Edinburgh
00QQ	Falkirk
00QR	Fife
00QS	Glasgow City
00QT	Highland
00QU	Inverclyde
00QW	Midlothian
00QX	Moray
00QY	North Ayrshire
00QZ	North Lanarkshire
00RA	Orkney Islands
00RB	Perth & Kinross
00RC	Renfrewshire
00RD	Shetland Islands
00RE	South Ayrshire
00RF	South Lanarkshire
00RG	Stirling

<b>Local Authority Code</b>	<b>Council Area Name</b>
00RH	West Lothian
00RJ	Comhairle nan Eilean
00ENG	England
00NIR	Northern Ireland
00WAL	Wales

## 2.6 Person Current Gender

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item records the person's current gender at the time of collection. Gender is self-assigned and is therefore a statement by the individual about the gender they currently identify themselves to be. This should be recorded accordingly.

Code	Value	Explanatory Notes
01	Male	
02	Female	
08	Other specific gender	The person has a clear idea of what their gender is, but it is neither discretely male nor female, e.g. 'intersex', 'transgender' or 'third gender'.
09	Not Specified	The person is unable to specify their current gender or does not have a clear idea of what their current gender is.
-99	Not known	

## 2.7 Person Birth Year

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item will record **the year** in which the person was born, not the specific date. As such the entry should be the year itself in the CCYY format (Century, Century, Year, Year – for example 1965).

Do not include the complete date of birth. Submissions containing complete dates of birth will be returned to be amended as they provide potential identifying information.

## 2.8 Ethnic Group

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item will record the current ethnic group as defined by the person themselves.

Code 97 in the main list “Not Disclosed” means that the person has been asked what his/her ethnic group is, and has chosen not to disclose it. Code -99 in the main list “Not Known” means the information is not available for a reason OTHER than non-disclosure.

<b>Code</b>	<b>Value</b>	<b>Sub Code</b>
01	White, not otherwise specified	E004: Scottish E003: English E005: Welsh E038: Northern Irish E001: British E002: Irish E014: Traveller E016: Polish E039: Other white
02	Mixed, not otherwise specified	E029: Other mixed
03	Asian, Asian Scottish or Asian British, not otherwise specified	E042: Pakistani E041: Indian E043: Bangladeshi E081: Chinese E059: Other Asian
04	Black, Black Scottish or Black British, not otherwise specified	E062: African E061: Caribbean E069: Other Black
05	Other ethnic background, not otherwise specified	E076: Arab E089: Any other group
97	Not disclosed	
-99	Not known/information not provided	

## 2.9 Accommodation Type

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item will record the type of accommodation in which the person is normally resident.

It should be noted that only the top level codes are necessary for this item. To be clear, definitions are given below next to each top level code.

<b>Code</b>	<b>Value</b>	<b>Definition</b>
01	Homeless	The person is without a permanent home. This includes those who are in refuges, emergency/temporary accommodation, bed and breakfasts and those who are sleeping rough and squatting.
02	Mainstream housing without support	The person lives in their own home, or in the family home. The person does not receive paid or organised support to enable him/her to live in this setting and the house will not have been adapted for their needs in any way.
03	Mainstream housing with support	The person lives in their own home or in the family home. The person receives paid or organised support to enable him/her to live in this setting and the house will not have been adapted for their needs in any way.
04	Mainstream housing support status unknown	The person lives in their own home or in the family home. It is not known whether they receive paid or organised support.
05	Special Housing	The person lives in a home which has been designed or adapted for their needs in some way. This may be wheelchair accessibility to family or mainstream home or be amenity housing. Amenity housing is defined as a group of flats or homes with

Code	Value	Definition
		special modifications for particular needs but which are not supported by a warden.
06	Sheltered Housing	The person lives in a group of self-contained homes linked to a warden who provides specialist support to all the tenants.
07	Supported accommodation	The person lives in a home in which external support is attached to help them live independently. This includes those who live in a Supported Living setting.
08	Specialist Rehabilitation Units	The person is normally resident in a specific rehabilitation unit of any description. This includes Addiction Rehabilitation and Mental Health Rehabilitation.
09	Registered adult care homes	The person lives in a residential setting specifically for adults where a number of other people live (usually in single rooms) and have access to on-site care services.
10	Registered child care accommodation	The person lives in a residential setting specifically created to house children.
11	NHS Facilities/hospitals	The person is normally resident in an NHS setting. This can be either a long or short stay facility and may or may not be learning disability specific.
12	Penal institutions	The person is resident in an institution which provides confinement as a punishment. This may be a prison, a young offender's institution or secure psychiatric facility.
13	Independent hospitals	The person is normally resident in a private hospital setting.

<b>Code</b>	<b>Value</b>	<b>Definition</b>
14	Independent hospices	The person is normally resident in a private hospice.
15	Mobile accommodation	The person is normally resident in a mobile home setting. This could be a caravan or even static caravan.
-99	Not Known	The type of accommodation is which the person is normally resident is unknown.

## 2.10 Lives with family carer

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item will record whether an individual lives with a family carer. It is intended to capture where people are living with a family member who may or may not be providing care,

Code 01D "Other Relative" should be used to record where a person lives with a relative who is not listed (for example an aunt, cousin etc.) and does not refer to the specific relationship being unknown. Where it is known a person lives with a family carer but the relationship is not known code 01 "Person lives with a family carer, relationship unknown" should be used. Code 99 "Not Known" then applies when it is unknown whether or not the person lives with a family carer.

Code	Sub code	Value	Explanatory notes
00		Person does not live with a family carer	
01		Person lives with a family carer, relationship not known	
	A	Parent	
	B	Sibling	
	C	Son/Daughter	It should be noted in this instance an individual's son or daughter may be a child or adult who is caring for a parent.
	D	Other relative	To record where a person lives with a relative who is not listed above (for example an aunt, cousin etc.).
	E	The family carer is not related	This sub-code should be used for those who are living in adult placements. That is, the person has

			support to live with a family which is not their own.
01	F	Partner/spouse	
-99		Not Known	

2.11 Number of people with a Learning Disability living in the same accommodation

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item records how many people with a learning disability are living in the same household.

If there are people who are living in the household who do not fit the criteria for inclusion in this collection (for example they are under the age of 16 or who are over 16 and in full time school education) they should still be included in this item. Therefore if one child with learning disabilities and one adult with learning disabilities live in a household then code 02 “One other person...” should be used.

Code	Value
01	Person is the only person with a learning disability in the household
02	One other person with a learning disability in the household
03	Two other people with a learning disability in the household
04	Three other people with a learning disability in the household
05	Four or more other people with a learning disability in the household
-99	Not Known

## **2.12 Advocacy**

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item records whether the person has advocacy support and if so, what type of advocacy the person uses. Improving access to advocacy services is a key recommendation of “The same as you?” Through advocacy services, people who feel unable to speak up for themselves are supported to make their voices heard in order that they can play an active role in their community and help to shape future services.

Where possible, this item should be completed on the individual level that is used throughout LDSS. However, if this proves impossible an aggregate figure is acceptable only when submitted using the Advocacy Aggregate Total Form which is available from the LDSS Team.

<b>Code</b>	<b>Sub Code</b>	<b>Value</b>	<b>Explanatory notes</b>
00		No advocate, advocate not required	The individual does not currently have an advocate and does not think that they require one.
01		No advocate, advocate required	The individual does not currently have an advocate but would like to have one.
02	A B	Professional advocate, not otherwise specified Short term support Long term support	Usually a paid advocate who has received professional advocacy training, this person will be likely to be supporting several people at any given time. This relationship may be long or short term.
03		Citizen Advocate	An ordinary citizen who may not have had any formal training, this type of advocate is usually not paid for their work.
04		Self Advocacy	The individual is able to advocate for themselves and may be supported by a group. Viewpoints may be put forward

05		Group/Collective Advocacy	The individual is involved in a group who support each other on common issues or who may campaign on some issues
97		Aggregate return	Advocacy data for the local authority area has been returned separately as an aggregate record of advocacy use. This record cannot be
-99		Not known	

## 2.13 Personal Life Plan

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item will record the number of people who have a Personal Life Plan (PLP) in place. A PLP is an assessment and/or support plan for continual listening and learning, focused on what is important to someone now and for the future, and is being implemented in alliance with family and friends. A PLP should meet the following **primary criteria**;

- The plan records the person's wishes and the outcomes they want to achieve in their life.
- It specifies actions/support to achieve these outcomes.
- The plan has been developed with the active engagement of the person who is in control of how the plan is developed.
- The person is at the centre, and has decided who to invite to be part of the planning process.
- It has also engaged support of family, friends or workers and there is a joint responsibility for achieving the goals set out.
- The person and their team have been supported by a skilled and experienced facilitator, and the plan recorded in a format best suited for the individual.
- The person centred planning meeting or process should agree on a review date and record this in the plan, preferably at least every 12 months.

It can refer to a variety of tools, including but not limited to;

- Single shared assessment
- Person centred planning (e.g. MAP, PATH, Essential Lifestyle Plan)
- Individual Support Plan
- Transition Plan
- Vocational profile
- Plan for care profile approach
- Outcome based support plans

The use of any of these tools alone is not sufficient to be considered a PLP. It must also meet the primary criteria above.

Code	Value
00	Not applicable
01	Yes
02	No

-99

Not known

## 2.14 Further Education

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should reflect the individual person's further education status in the academic year August/September 2015 to June/July 2016.**

This item records whether the person is enrolled in further education courses. It should be noted that LDSS does not collect information on adults aged 16+ who are in full-time school education. If you identify someone who meets these criteria in your return, they should be removed. Please record the number of days per week the person is attending further education. The time spent in education should be recorded to the nearest half day.

For example:

- If someone visits a college 3 afternoons a week they should be entered under 1.5 days
- If someone visits a college 5 mornings a week they should be entered under 2.5 days

All further education courses being attended should be accounted for here. The September date for this item has been specifically chosen as it is one month after the usual month for further education courses starting.

Code	Sub Code	Value
00		Not currently in education
01		In education, amount of time not specified
	A	0.5 day per week
	B	1 day per week
	C	1.5 days per week
	D	2 days per week
	E	2.5 days per week
	F	3 days per week
	G	3.5 days per week
	H	4 days per week
	I	4.5 days per week
	J	5 days per week

-99		Not known
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2.15 Employment Opportunities – Time spent and employment, training and volunteering status

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

**Please note the codes for this item have changed since the 2014 collection.**

How to record people who have more than one job that are different employment types

Where this applies, you should record the job that the person spends the most amount of time doing in the first column and then the other job in the second column. For example, where a person has two jobs, one in open employment for 12 hours per week and the other in non-open employment for 4 hours per week, the data will look like this:

Employment status 1	Employment status 2	Employment hours
94	95	16

The open employment job is recorded in employment status 1 because the person works there for the majority of the working week, followed by their second job (non-open employment).

Please note: this guidance only applies where a person has two jobs that are different types according to the coding guidance in the table below. If a person has two jobs that are the same type e.g. two open employment jobs, it will not matter which is recorded in either employment status column.

Employment

The definitions of open and non-open employment are given below:

**Open Employment (inclusive employment)**

Workplace not specifically set up for people with learning disabilities; people with learning disabilities are included in a staff group that has people who don't have learning disabilities; people with learning disabilities get the **going rate for the job** - this may be the **national minimum wage** or above; people with learning disabilities may get support from a job coach or they may not; there is an open market demand for the service the person with learning disabilities provides or the manufactured goods the person produces; Open employment posts have/or could be put out to open job adverts

Social firms are considered to be “open employment” and should be recorded as such.

## Non-open Employment

The person works in a workplace which has been set up for a group of people to work together. This group of people may all have learning disabilities or other support needs (e.g. receiving mental health or addiction services). The workplace has been set up specifically for this group of people and the persons will receive an allowance rather than a wage for the work that they do. Non-Open posts probably could not be put out to open job adverts.

### Employment status 1.

Code	Value
93	Person in employment, open/non-open not specified
94	Open employment opportunity
95	Non-open employment opportunity
97	Person not in employment
98	Self-employed
-99	Not known

### Employment status 2.

Code	Value
91	Not applicable
93	Person in employment, open/non-open not specified
94	Open employment
95	Non-open employment
98	Self-employed

Hours spent **per week** in employment and/or training for employment (open response)

Code	Value
	Please enter the number of hours the person spends in

	employment in the employment hours column
-99	Number of hours not known
0	Person is not in employment or training for employment

## Training for employment

Training for employment status 1

Code	Value
96	Person is in training for employment
97	Person is <b>not</b> in training for employment
-99	Not known

Training for employment status 2

Code	Value
91	Not applicable
96	Person is in training for employment

Code	Value
	Please enter the number of hours the person spends in training for employment in the training column
-99	Number of hours not known
0	Person is not in employment or training for employment

## Voluntary employment

A volunteer is someone who gives time and energy through a third party, which can bring measurable benefits to the volunteer, individual beneficiaries, groups and organisations, communities, environment and society at large. It is a choice undertaken of one's own free will, and is not motivated primarily for financial gain or for a wage or salary. The person is not paid for the work they do, but they may be paid expenses. Voluntary positions can help people to develop work skills.

#### Volunteering status

Code	Value
90	Person is in volunteering
97	Person not in volunteering
-99	Not known

#### Volunteering status 2

Code	Value
91	Not applicable
90	Person is in volunteering

Code	Value
	Please enter the number of hours the person spends in volunteering in the volunteering column
-99	Number of hours not known
0	Person is not in volunteering

## 2.16 Day Centre and Alternative Opportunities

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

These items will record the day opportunities including centre and non-centre based opportunities that the person is currently engaged in.

An alternative opportunity can be described as a regular and pre-planned non-centre based activity which the person has chosen to take part in.

**Alternative opportunities do not include further education or paid employment.** Alternative opportunities include but are not exclusive to lifelong learning, training (this does not include training for employment), sport or leisure and recreation. This may include episodes where the person drops in to a centre and then goes to a regular day opportunity outside the centre. Day trips out-with the centre to local places are not alternative day opportunities. These should be recorded under the relevant data items.

Some local authorities reported that this data is recorded on their systems in days rather than hours. Where this is the case, one day of attendance at day centre should be taken to equal 6 hours.

Indicate whether or not a person attends a day centre and/or has alternative opportunities by recording the number of hours per week they spend on these activities. If the person does attend a day centre/have alternative opportunities and the amount of time spent in this activity is known enter the amount of time in the corresponding box. Time should be recorded in 15 minute increments e.g. 4 hours 45 minutes will be entered as 4.75. If they do not spend any time on either activity, enter "0" in the box. If the person's day opportunities status is not known, enter "-99" in the box. If the person does attend a day centre/have alternative opportunities but the amount of time is not known/not specified, enter "-97" in the box.

### **Attends a day centre**

<b>Code</b>	<b>Value</b>
-	Enter number of hours per week which person attends a day centre (in 15 minute increments)
0	Person does not attend a day centre

-97	Person attends a day centre, amount of time not specified
-99	Not known

### Has alternative opportunities

Code	Value
	Enter number of hours per week which person has alternative opportunities (in 15 minute increments)
0	Person does not have alternative opportunities
-97	Person has alternative opportunities, amount of time not specified
-99	Not known

## 2.17 Local Area Co-ordination

**The data provided only includes individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

**Please note the codes for this item have changed since the 2013 collection.**

Local area co-ordinators (LACs) work alongside people with learning disabilities to support them to build independent lives. LACs facilitate individual participation in all aspects of community, private, public and social life. Local Area Co-ordinators also work with community groups, institutions and organisations to help them to become more welcoming and inclusive. It is a diverse and flexible role that is led by the goals and aspirations of the individual or family. The Scottish Consortium for Learning Disability developed 'Values into Practice: A framework for Local Area Co-ordination in Scotland' which identified 5 core work areas as central to the LAC role.

These are:

1. Information, signposting and guiding
2. Developing relationships
3. Planning, empowerment and promoting independent living
4. Promoting inclusion
5. Influencing public service delivery

Local area co-ordination was recommended by 'The same as you?' because it was seen as the best way to ensure that people with learning disabilities and their families would get the changes they were asking for.

<b>Code</b>	<b>Sub Code</b>	<b>Value</b>
00		No LAC service available in local authority area
01		Individual uses an LAC service
02		Individual does not use an LAC service

## 2.18 Postcode

**The data provided should only include individuals you have had contact within the last three years (since September 2012). This data should be the latest available information you have for this person.**

This item records a person's postcode at the point of collection. This information will not be published and is intended to enable anonymous data linkage only. The purpose of the collection of postcode data is to generate Scottish Index of Multiple Deprivation (SIMD) data.

Enter the full postcode (e.g. AB15 0PQ) into the cell for this column. If a person is homeless but has been placed in a shelter or temporary accommodation, this postcode should be recorded.

## 2.19 Self-directed Support

Guidance for this data item has been taken from guidance issued by the Analytical Services Division of the Scottish Government. The data collection method for this item in the LDSS return has been aligned with the method used by the Analytical Services Division in the collection of data for the Social Care survey.

A new question on Self-directed Support has been introduced in 2014 following the implementation of the Social Care (Self-directed Support) (Scotland) Act 2013:

### Self –directed Support

- Option 1 – Direct Payment (1=Yes; 0=No)
- Option 2 – Directing the available resource (1=Yes; 0=No)
- Option 3 – Local Authority arranged (1=Yes; 0=No)

The three options for Self-directed Support are defined as follows:

#### **Option 1 - Direct Payment**

You should enter “1” for Direct Payment if the client receives a sum of money into a bank account or onto a pre-paid debit card or by other means. A Direct Payment means that the client can purchase and commission services as a private individual.

#### **Option 2 - Directing the available resource**

You should enter “1” for Directing the available resource if the client has been assessed as requiring a sum of money in order to meet agreed outcomes. The client will choose the support / services that they want and the local authority will make the arrangements to put these services in place. The money can remain within the local authority or it can be delegated to a provider to hold and distribute under the clients direction. An example of this would be an Individual Service Fund.

#### **Option 3 - Local Authority arranged**

You should enter “1” for Local Authority arranged if:

- The client has been assessed as requiring a sum of money to meet agreed outcomes; and
- The client has been explained all the options available to them with regard to self-directed support; and
- The client has chosen that the Local Authority decide and arrange these services.

Note that option 3 is not a catch-all question and services may be arranged by the Local Authority which do not meet the definition of Self-directed Support (LA arranged).

#### **Option 4 – any mixture of options 1-3**

There is a fourth option under Self-Directed Support, for clients who receive a mixture of the first 3 options. The survey will not explicitly ask for 'option 4' - this option is derived by looking to see how many clients have entered '1' for more than one of the three options. It may be that a significant proportion of clients fall into this category and capturing the data in this way allows for more flexible analysis.

Can I put '0' for all three SDS options?

In the early years of implementation of the Self-directed Support bill, we expect that SDS will not apply to many clients, as they have not been subject to an outcomes based assessment or review and have not had all the new SDS options explained in detail. The survey will therefore accept clients where a zero is returned for each of the three options.

#### **• The data collection process**

– periodicity/timing

Data are collected on an annual basis. The data collection year begins in September with a deadline for data submission of mid December; this year the deadline is December 18<sup>th</sup> 2015.

Data are cleaned and checked in the period January – March. Analysis takes place between March – August and the annual Statistical Release is published in August 2016

– validation procedures

The ProcXed system has in-built data validation checks that allows each local authority to ensure the data is valid before they submit it.

Additionally the ProcXed system provides the local authorities with frequency tables and the opportunity to carry out their own analysis.

Furthermore, the local authorities cannot submit data without it being approved by the SCLD team.

SCLD receive the data from the ScotXed team and it is then stored on a secure server and accessed only by the statistical team, all of whom ensure adherence to Data Protection Act legislation and Code of Practice confidentiality principles to maintain data security.

Data is again checked for errors and consistency such as coding errors in the first instance. A number of data checks are employed on received datasets to ensure the data contained within is as accurate as possible and all obvious errors, for example in data processing, are corrected. This analysis forms the basis for the content of the annual statistical release. The statistical team undertake all data analysis in Statistical Package for the Social Sciences (SPSS) and Microsoft Excel.

- **Access arrangements for policy/operational/etc purposes**

Scottish Government policy colleagues are included in the pre-release access list for the LDSS statistics release to enable them to brief the minister on the contents of the release and prepare responses to any questions which may be asked.

- **Dissemination procedures (and publication procedures where appropriate)**

Local authorities and the Scottish Government receive a pre-release version of the report 7 days before public release. This is sent by e-mail. On publication day, the report is sent to data suppliers, Scottish Government and any other parties who have previously consented to receiving the release by e-mail. The release is also made available on the homepage of the SCLD website <http://www.sclد.org.uk/> and on the publications page of the LDSS section of the SCLD website <http://www.sclد.org.uk/evidence-and-research/statistics/>

- **Timing/periodicity of public release (if any)**

Public release takes place annually in August. Public release takes place 7 days after pre-release and publication always occurs on a Wednesday at 0930h.

- **Nature of changes to the system/source (or other 'noise') which can impact on the statistics**

Local authority data suppliers are required to collate data items on people with learning disabilities in accordance with the Data Guidance issued by the LDSS project. This means that changes to the administrative or management systems should not disproportionately impact upon the statistics.

However, it is the case that some local authority social work departments do not record people with learning disabilities for whom they do not provide a service. LDSS is clear that records should be provided about anyone with a learning disability who is over 16, is not in full-time education and lives in the local authority area (or is funded to live elsewhere by the local authority), not on the basis of whether a person receives a service. This can result in local authorities having to seek data from other internal and external organisations to provide a complete return. Where local authorities do not invest resources in checking for data from other internal or external sources, this can lead to an under-estimate in the number of people with learning disabilities within a local authority area.

### *Change process*

- **Procedures for changing definitions, scope, etc**

The LDSS Data Standards, and the codes extracted from it and used in the LDSS Guidance, are subject to the standard change control procedure for all social care data standards. Changes are most often suggested by the LDSS Team in response to data provider requests or feedback. Specific requests for changes can also be made to the LDSS team.

Changes are likely to be to the wording of the definition, recording guidance or codes. There are two types of change that can be made to a data standard:

A **material** change which affects the way that data are recorded – for example, where a new code value is added to a data item codeset, or the coverage of a descriptive term is expanded to include entities or processes which thus become new subjects of data recording.

A **presentational** change, where a standard is reworded or reshaped for clarification purposes, which doesn't materially affect the way that data are recorded.

Under the change control procedure, potential changes to the codes and data items will be discussed and agreed with data providers via data group meetings and discreet surveys prior to them coming into effect. The changes made to the data items will be made clear in all published documents.

## *The subsequent statistical production process*

### • **Validation procedures**

The ProcXed system has in-built data validation checks that allows each local authority to ensure the data is valid before they submit it. Additionally the ProcXed system provides the local authorities with frequency tables and the opportunity to carry out their own analysis. Furthermore, the local authorities cannot submit data without it being approved by the SCLD team.

SCLD receive the data from the ScotXed team and it is then stored on a secure server and accessed only by the statistical team, all of whom ensure adherence to Data Protection Act legislation and Code of Practice confidentiality principles to maintain data security.

Data is again checked for errors and consistency such as coding errors in the first instance. A number of data checks are employed on received datasets to ensure the data contained within is as accurate as possible and all obvious errors, for example in data processing, are corrected. This analysis forms the basis for the content of the annual statistical release. The statistical team undertake all data analysis in Statistical Package for the Social Sciences (SPSS) and Microsoft Excel.

### • **Quality assessment**

Statistics produced by LDSS are assessed using guidelines based on the European Statistical System's six dimensions of quality. This document can be found here:

<http://www.scotland.gov.uk/Topics/Statistics/About/QualityCPS>

Further, the LDSS data are derived directly from local authority administration systems. Local authorities regularly carry out internal audits on their data systems with the aims of ensuring accuracy and improving data quality. These checks may also take place to reflect changes in local policies and performances. Local authorities are likely to be interested the relevance of their data to local policies, the accuracy of the data and the timeliness of its publication.

The data collected by LDSS is included in these local authority wide audits and the LDSS Team are made aware of these being carried out and their potential to impact on data quality improvement where appropriate. These audits are carried out over and above any individual checks local authorities may carry out on the specific data they provide to LDSS. Both authority wide audits and specific LDSS data checks at a

local level can result in changes to the data submitted to LDSS, usually as the result of a quality improvement exercise where a data source has been 'cleaned' and checked for accuracy. Where inaccuracies are found, these would be corrected and any resulting impact on the LDSS data would be clearly stated within the statistical publication with a full explanation as to the extent and cause of the impact. In this way, LDSS functions as a method of highlighting incorrect and/or out of date information which requires to be changed within the administrative source to ensure accurate data are then fed through the LDSS collection process.

To ensure the commitment to quality is continued beyond the initial data collection and upload phase, the LDSS Team carry out their own data checks once data has been submitted and before it is confirmed for analysis. Specifically, the data are checked for percentage changes from the previous year, the presence of outliers, discrepancies and inconsistencies in order to determine where fluctuations in the numbers recorded differ significantly from the previous year and require the inclusion of an explanation as to why. Where these issues, or other issues which may have an impact on data quality, are identified, communications with the local authority data providers are opened to put in place a method of rectifying and/or detailing the effects they may have on the published data. Local authorities are given the opportunity to check their data collection process at a local level to correct any errors which may have occurred during the aggregation of data into the LDSS upload. Where a discrepancy is not as a result of data input error, local authorities are requested to check the original data source for accuracy. Where the data are found to be correct, explanations to be included in the published statistical release are sought from local authority data providers to explain significant increases/decreases, outliers and inconsistencies observed in the data. Actions taken tend to be at a local level. Where the issue identified is one which could affect a number of authorities, all affected data submissions are checked and information would be shared with the local authority data suppliers as to the issue identified. On occasion, data can be found to be accurate and the problem has been with the data collection process itself, for example a misinterpretation of LDSS codes or processes. In these instances, work focuses on amending any collection issues for future data collections and the impact it has had on the current data would be made explicit in the statistical release.

- **Periodicity of release**

The LDSS Statistics Release is published annually in August.

- **Potential impact of changes to the administrative/ management system on the statistics**

Local authority data suppliers are required to collate data items on people with learning disabilities in accordance with the Data Guidance issued by the LDSS project. This means that changes to the administrative or management systems should not disproportionately impact upon the statistics.

However, it is the case that some local authority social work departments do not record people with learning disabilities for whom they do not provide a service. LDSS is clear that records should be provided about anyone with a learning disability who is over 16, is not in full-time education and lives in the local authority area (or is funded to live elsewhere by the local authority), not on the basis of whether a person receives a service. This can result in local authorities having to seek data from other internal and external organisations to provide a complete return. Where local authorities do not invest resources in checking for data from other internal or external sources, this can lead to an under-estimate in the number of people with learning disabilities within a local authority area.

- **Procedures for mitigating such discontinuities.**

Local authorities are provided with clear guidance, on which they have been consulted, on an annual basis.

Local authorities are invited to complete a commentary form when they submit the data to describe the process and comment upon any difficulties. This helps the LDSS team to understand what data has been provided and where there may be discrepancies. This information is reported in the annual LDSS Statistics Release, so that data users are aware of what data has been collected by local authorities and of any caution needed in interpreting the data.

- **The impact of potential inaccuracy**

Despite the wide data quality audits and checks carried out at both a local and a national level, it remains possible that inaccuracies could be present in the LDSS data outputs, either as a result of an inherent inaccuracy in the data source or as a collection or processing error

which has not been identified. We strive to engage with users of our statistics and have recently undertaken an exercise (2014 LDSS User Survey) to identify, as far as is possible, who our users are beyond those we are in regular contact with. The benefits of this task were multiple. Understanding our users and their needs allows an awareness of the impact any inaccuracies, inherent or otherwise, would have on different user groups. To date, the LDSS statistics are primarily used to inform local authority service planning, to provide an evidence base for research and funding applications, comparative data analysis, to evidence service use and value, policy responses and internal reporting. Any inaccuracies found on the data sources utilised and, subsequently, in the data published, would obviously have an impact on the uses and outputs above. However, the seriousness of any level of inaccuracy found within LDSS is likely to be limited and fairly contained in comparison to other national statistical collections in Scotland. Firstly, the LDSS statistics are not used to inform any other statistical product. Owing to the number of data providers (32) and the individualism of the administrative information management systems and data sources from which they extract LDSS data, it is highly likely any inaccuracy would be specific to a very small number, if not an individual, local authority area. Further, the routine nature of local authority data audits and of the LDSS specific annual checks at a local and a national level, the data handled is often subject to interrogation at source and it is highly unlikely any inaccuracies found would span large time periods or variables. It is much more likely, as has been the case in previous years, inaccuracies identified are localised within areas and/or variables. In all cases, the LDSS team remain committed to presenting the statistics in a clear and transparent manner and all inaccuracies identified would be made explicit, and the resulting action/amendment disseminated as widely as possible, as soon as is practically possible.

