

Appendix 1

Carrying out the research review

We were asked to review published research about the provision of community-based day activities and opportunities for all people with learning disabilities. Within the context of the wider Knowledge review, the research review was designed to identify and analyse previous knowledge on the modernisation of day activities, taking account of issues of diversity and diverse contexts, including rural areas. We also sought to identify gaps in the available knowledge and literature, highlighting participation of people whose experiences have not been recorded formally.

A protocol for the research review is reproduced as Appendix 2.

Search strategy

The focus of the study is on the support services that are provided to people with a learning disability to play an active role in their communities. We therefore defined ‘community-based day activities’ for the purposes of the review as being those supported by both specialist and mainstream statutory services (including social services, employment, further and continuing education, and local authority leisure services) and independent or voluntary organisations. We included literature about community-based activities supported by staff from day centres, but excluded any activities that took place wholly in day centres. We also included further education college courses, adult education classes, and activities supported by staff from supported living or residential care services. The activities described in this review all take place outside the person’s own home, although it must be recognised that some practitioners and policy makers are now thinking more holistically about support for an individual. Literature about activities relating to work, jobs and volunteering was also included where people received support either to undertake those activities (for example, through supported employment and volunteering services), or to organise them (for example, through social firms and social enterprises). Some social firms and enterprises were excluded because they were based wholly in day centres. Literature about the experiences of people in independent (unsupported) employ-

ment was not included in the review on the grounds that it described people who were not receiving a service.

The usefulness of the review lies in its relevance to UK policy, so the searches were limited to English-language publications relating to England, Wales, Northern Ireland and Scotland describing work undertaken between 1997 and 2005. The significance of these dates lies in the fact that they span four years either side of the publication of *Valuing People*, allowing us to chart the influence of research in shaping the policy of modernisation of day services for people with learning disabilities and the impact of the White Paper since 2001.

Relevant material was identified using variations on the term 'learning disability' in combination with the terms:

- day services
- day activities
- community presence
- supported employment
- social firms
- further education
- college
- leisure activities
- modernisation

The principal sources of material for inclusion in the review were online electronic social care databases. A total of 80 separate searches were conducted of nine such databases and these are described in Appendix 3. We excluded databases such as Medline and PsychInfo that have a medical orientation. We also excluded educational databases and indices on the grounds that they contain a welter of material relating to specific *learning difficulties* that would have to be sifted for marginal benefit.

Appendix 3 also sets out handsearches that were made of 20 peer-reviewed academic journals and publications aimed at practitioners. Additional published material was identified from the following:

- A call for relevant material posted on the FPLD's Choice Forum and the websites for the Foundation and NFRC.
- A request to participants of the regional workshops organised as part of the Practice Review element of this project.

- A review of funding for research from the Economic and Social Research Council, the Joseph Rowntree Foundation, Department of Health, Department for Work and Pensions, Office of the Deputy Prime Minister and the Association of Directors of Social Services.
- Reports from inspection and monitoring agencies, such as Commission for Social Care Inspection.
- A search of websites for national organisations such as British Institute for Learning Disabilities, Mencap, Paradigm, and The National Development Team.
- Our own contacts in the field.

These searches generated 119 potentially relevant publications for review (listed in Appendix 4). Five of these publications could not be accessed and were therefore excluded at this stage.

The review process

The review was carried out by Paul Swift and Ruth Townsley. A flow chart of the process is shown in Figure 1. Details of each piece of literature generated during the search were logged on a data-recording form (see the protocol in Appendix 2). An initial categorisation of type of publication allowed us to distinguish texts describing research from those that categorised as one of the following:

- Description study of a service development, often published before final evaluation. Case studies and practice guides (coded as 'DESCRIP' in Appendix 5).
- Article primarily aimed at practitioners that discusses the literature but is more of a commentary, aimed at identifying practice issues ('PRACTICE').
- Professional opinion based on author's evidence and that of others aiming to identify problems or themes, such as editorials ('OPINION').
- Information from audit and inspection reports ('AUDIT').
- Describes the evidence base for a policy with reference to research studies ('POLICY').

Forty of the 51 texts falling into these categories were excluded at this stage on the grounds that they did not contain sufficient research evidence to warrant inclusion (these are recorded as having a 0 quality rating in the table at the bottom of Appendix 5). Each of the texts thus excluded was reviewed by a second reviewer to confirm the decision.

The process for appraising the quality of the remaining literature comprised two stages. The first categorised each piece of literature by type of study reported and the robustness of the research methodology employed. The classification system outlined in Table 1 below is adapted from that suggested by SCIE.*

Table 1
Classification of literature reviewed

Primary predominantly qualitative studies	
PQUAL1	Primary research studies. Mainly qualitative. Evidence of theoretical or purposeful sampling, adequate description, data quality, theoretical and conceptual adequacy, potential for assessing typicality.
PQUAL2	Well-designed study but where there is greater descriptive analysis. Limited potential for assessing typicality.
PQUAL3	Adequately designed primary study but limited to a single method and/or lacking information on analysis.
PQUAL4	Individual study, weak methodology and analysis.

* Moriarty, J. (2002) *Assessment of older people with mental health problems*, London: National Institute for Social Work Research Unit, Kings College.

Primary quantitative studies	
PQUANT1	Primary research studies. Mainly quantitative, almost always using an analysing or quasi-experimental design but also includes studies with random stratified population samples or across multiple sites where clear attempts have been made to achieve comprehensive coverage. Contain detailed information about techniques for sample selection, data collection, and appropriate analysis of data. Also includes studies reporting on the development of analysinged instrument where detailed information on reliability and validity is reported.
PQUANT2	Primary well-designed non-experimental studies, controlled statistically if appropriate. Includes studies using case control, longitudinal, cohort, matched pairs, or cross-sectional random sample methodologies. Contain detailed information about techniques for sample selection, data collection, and appropriate analysis of data. Also includes studies reporting on development of research instruments but with limited information on reliability and validity or where tested with a limited sample.
PQUANT3	Individual well-designed study but limited in scope, either because it is based on a single area or is examining a hard to research area. May also include studies with limited analyses and/or reporting.
PQUANT4	Individual study, weak methodology and analysis.
Reviews	
REVIEW1	Review that describes deliberate procedures for locating, appraising and analysing primary study results. Includes reviews by acknowledged expert in the field that show awareness of comprehensiveness (for example, international, from different disciplines, seminal and recent studies) and contribute to the development of theoretical concepts.

REVIEW2	Comprehensive review drawing together evidence, identifies 'what works' where only a single database or source of information was used.
REVIEW3	Comprehensive review but limited to descriptive accounts of the literature.
REVIEW4	Review limited in scope and understanding of the topic.

The second stage of the appraisal entailed an overall assessment of the weight that should be attached to each piece of literature included in the review. In doing so, the classification established in stage one was set alongside a consideration of three 'quality factors':

- Generalisability: does the material permit general conclusions for policy and practice to be drawn?
- User-centredness: to what extent have users been involved in designing the research and in defining outcome measures?
- Correspondence: to what extent are the findings being reported supported by other forms and sources of evidence?

Each piece of literature reviewed was therefore rated against the following scale:

- 0 – No quality factors present
- 1 – One quality factor present
- 2 – Two quality factors present
- 3 – Three quality factors present

Two meetings were held during the review process to check the consistency of coding and to confirm which literature should be included in and which should be excluded from the review. Minor amendments to the quality rating were made in five cases as a result of these discussions. A summary of the quality rating is set out in Table 2 below.

Table 2
Summary of quality rating of literature

Category	Number with quality rating				
	0	1	2	3	Total
REVIEW1	0	0	0	0	0
REVIEW2	0	0	4	0	4
REVIEW3	0	2	1	0	3
REVIEW4	0	0	0	0	0
PQUAL1	0	2	1	0	3
PQUAL2	0	0	5	1	6
PQUAL3	0	11	9	0	20
PQUAL4	3	8	1	0	12
PQUANT1	0	0	0	0	0
PQUANT2	0	1	5	1	7
PQUANT3	0	5	2	0	7
PQUANT4	0	1	0	0	1
DESCRIP	7	3	0	0	10
PRACTICE REVIEW	24	3	0	0	27
OPINION	3	3	0	0	6
AUDIT	0	1	0	0	1
POLICY	6	1	0	0	7
None (not reviewed)	5	0	0	0	5
Total	48	41	28	2	119

All texts with a 0 quality rating (43) or that could not be retrieved and reviewed (5) were excluded at this stage.

Of the remaining 71 texts, 54 per cent (38) contained reports of qualitative research studies and 21 per cent (15) were about quantitative studies, 9 per cent (7) were accounts of research reviews and 14 per cent (11) were other types of literature. However, it is worth noting that the quality rating of qualitative studies was more likely to be based on evidence of 'user-centredness', while the rating of quantitative

studies was more likely to be based on 'generalisability'. There was no significant difference between types of study in terms of 'correspondence'. Quantitative studies were more likely to attract a quality rating of 2 or more (8/15 studies), as were reviews (5/7), compared to qualitative studies (18/38).

The 41 texts rated as possessing just 1 quality feature were classified as 'supporting literature' while the remaining 30 texts rated as having 2 or 3 quality features were sifted for significance. We aimed to determine significance firstly by the breadth of studies (size of sample, geographical spread, range of activities included etc) and by judging the influence of the work on policy and practice in the learning disability field. This latter task was not straightforward since the literature reviewed suggested that the agenda set out for day services in *Valuing People* rests on a narrow evidence base provided by 'demonstration projects' (such as Changing Days), inspection reports (such as *Facing the facts*) and reviews (such as that carried out by Watson and Simons in 1999),¹ while evaluative work undertaken since 2001 may be underpinned by more robust methodologies.^{3, 7, 50} We therefore estimated the significance of earlier works by the number of times they were cited by other studies. Some of the latter studies are very recent and therefore do not feature in citation indexes at this time. These studies were judged for significance on their methodological rigour. Both reviewers agreed the final determination of significance.

Synthesis and reporting

'Significant' works were to be included in the review as primary texts, creating a framework for the subsequent report. The reviewers agreed on six studies spanning the period under review as primary texts, and 24 texts were classified as secondary texts to be used with reference to the primary texts. A summary of the main features of the significant texts can be found at Appendix 6 along with a summary of influential inspection reports and policy documents. The reasons for selecting the primary texts are set out below.

- 'Changing Days'.^{4, 28, 44} Type of study PQUAL3, rated 2 for generalisability and correspondence (possibly rated 3, but user-centredness difficult to establish). Influential through a demonstration of how

traditional day services can provide day activities in different ways. Based on North American evidence of what works well. The most cited body of work in this field.

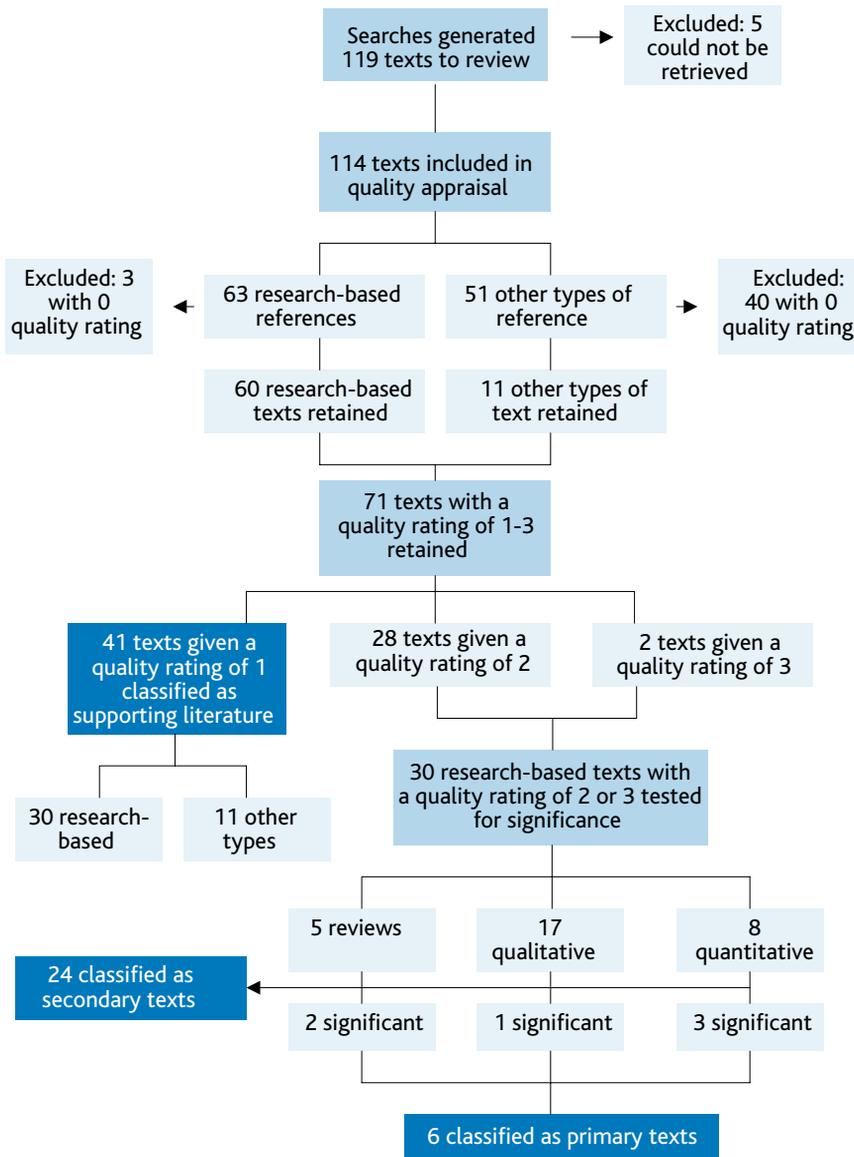
- Simons and Watson.¹ Type of study REVIEW2, rated 2 for generalisability and correspondence. Significant for reviewing comprehensively and interpreting existing studies of day services. Influence comes from providing recommendations for modernising day services. Not based on original research. Widely cited.
- Mencap (2002a).²¹ Type of study REVIEW2, rated 2 for generalisability and correspondence. Significant for providing a comprehensive review of day services and making recommendations for modernising them. Influential partly because of the status of Mencap.
- Beyer et al.⁷ Type of study PQUANT2, rated 2 for generalisability and correspondence. Significant for being a robust and detailed quantitative (with qualitative elements) study of the role of day centres in helping people with learning disabilities find employment.
- Emerson et al.³ Type of study PQUANT3, rated 3. Significant as the first major survey of the lives of people with learning disability, carried out as a collaboration between academics, self-advocates and a market research company. Influential in providing detailed statistical information to policy makers.
- Robertson et al.⁵⁰ Type of study PQUANT2, rated 2 for generalisability and user-centredness. Significant because it was a detailed, robust study, the largest ever looking at impact of person-centred planning that is central to the development of modernised, community-based day services. Influential in that it was commissioned under the Valuing People Research Initiative.

Main themes, sub-themes and concepts were distilled from these primary texts (set out in Appendix 7) and agreed by both reviewers. Other texts were reviewed for evidence that either supported or challenged the key messages emerging from the primary texts. A final review of the synthesised material was carried out by the reviewers with a third member of the review team to confirm the scope and clarity of the review.

The reviewers have also made an overall assessment of the quality of the research evidence relating to community-based day activities for people with learning disabilities.

- Given the investment in learning disability services, there would seem to be relatively little research about the supports that people receive to undertake community-based activities.
- Much of the research literature is descriptive and qualitative. This appears to reflect a concern to map the experience of the users of day services in the light of reports that traditional models failed to meet their needs and aspirations.
- Much has been written about the process of modernising day services, perhaps reflecting the needs of those charged with delivering the *Valuing People* agenda.
- Few studies focus on the purpose of day activities and, by extension, what they are designed to achieve.
- The publication of *Valuing People* has stimulated more quantitative work to set alongside what is already known about people's experiences and the issues surrounding service re-design that were first raised by the Changing Days Programme.
- There is a trend towards taking a 'holistic' approach to the issue of day-time activities with an emphasis on collaboration between various specialist (learning disability) services and mainstream services. This sometimes makes it difficult to locate research in this field.

Figure 1
Filtering the literature



Appendix 2

Protocol for the research review

SCIE's original commissioning brief required us to:

... identify what is known about the provision of community-based day activities and opportunities for all people with learning disabilities.

Within this overarching aim, we were set four specific objectives for the research review:

1. To identify and analyse previous knowledge (including research reviews) on the modernisation of day activities, taking account of issues of diversity and diverse contexts, including rural areas.
2. To review knowledge on the way partnership boards and person-centred planning strategies have impacted upon the development of community-based day activities.
3. To identify gaps in the available knowledge and literature, highlighting participation of people whose experiences have not been recorded formally.
4. To identify areas that would benefit from practice guidance.

We take community-based day activities and employment support to include both specialist and mainstream services, which may be provided variously by statutory agencies (including social services, further and continuing education, and local authority leisure services) and independent or voluntary organisations. One way of assessing whether a particular provision/activity should be included within this definition will be to ask the following questions:

1. What activities are being undertaken?
2. Who is providing the support to enable this activity to be undertaken?
3. How is this support financed?

Thus we included community-based activities supported by staff from day centres, supported employment services, social firms (other than those based wholly in day centres), further education college courses, adult education classes, activities supported by staff from supported living or residential care services (so long as they take place out of the person's home). However, we excluded:

- activities that *take place* wholly in day centres, on the grounds that it is not community-based
- independent (unsupported) employment, on the grounds that it is not a 'provision' of service.

A postgraduate research student from the University of Bristol was employed to carry out the database search, hand-search journals and collate material for the research review.

Search terms needed to be chosen carefully in order to capture all of the various types of provision that we might wish to include in this review. The list will need to include a number of variations on the term 'learning disability' combined with terms such as:

- day services
- day activities
- community presence
- supported employment
- social firms
- further education
- college
- leisure activities

Further terms may be added to this list as the search proceeds.

We would expect to search literature published between 1998 and 2005 relating to England, Wales, Northern Ireland and Scotland. Literature from further afield will only be included if it has been, or refers to work that has been, especially influential in the development of policy and practice in the UK.

Online databases

The following databases were investigated using the search terms outlined above. The list is primarily composed of databases of social care research since this is where we believe that most of the relevant literature is located.

- Applied Social Sciences Index and Abstracts (ASSIA)
- CareData
- Cochrane Library (CDSR, DARE, CCTR)
- Dissertation Abstracts
- Google Scholar
- International Bibliography of the Social Sciences (IBSS)
- System for Information on Grey Literature in Europe (SIGLE)
- Social Work Abstracts
- National Association of Social Workers (NASW) Clinical Register
- ReFeR (Department of Health)
- Social Care Online (formerly Electronic Library for Social Care)
- Social SciSearch
- Social Services Abstracts
- Social Work Abstracts
- SocINDEX
- Sociological Abstracts
- The British Library's Electronic Table of Contents (ZETOC)
- The Campbell Collaboration's Social, Psychological, Educational and Criminological Trials Register (C2-SPECTR)
- Wilson Social Science Abstracts

We have excluded databases such as Medline and PsychInfo that have a medical orientation. We have also excluded educational databases and indices given the welter of material relating to specific learning disabilities and difficulties that would have to be sifted for marginal benefit. These exclusions will be reviewed as the searches proceed.

Handsearching of key journals

Decisions as to which journals to hand search will be made after database searches are completed, once it is clear which journals are producing significant amounts of relevant materials. However, at this point we would envisage searching the following academic journals:

- *British Journal of Learning Disabilities*
- *Disability and Society*
- *Health and Social Care in the Community*
- *Journal of Applied Research in Intellectual Disabilities*
- *Journal of Learning Disabilities*
- *Journal of Intellectual Disability Research*

We would also envisage hand-searching the following practitioner publications:

- *Community Living*
- *Community Care*
- *Living Well*

Other unpublished sources

Identifying 'grey material' is likely to be particularly important in terms of successfully identifying innovative practice that may be of a small scale and recent. The following avenues for identifying such materials will therefore be used:

- A press release issued through the Foundation will include an invitation to submit relevant material.
- A call for relevant material will also be posted on the FPLD's Choice Forum and the websites for NFRC.
- Participants of the regional workshops being organised as part of the practice review element of this project will be asked to identify reports and evaluations of local projects.
- Outputs from completed but unpublished studies will be identified from Association of Directors of Social Services approvals for research

projects in recent years and through the websites for research funders such as the Economic and Social Research Council, Joseph Rowntree Foundation and government departments (for example, Department of Health, Department for Work and Pensions)

- Funding of relevant projects through Department of Health section 64 grants and Public Service Agreements between local authorities and the Office of the Deputy Prime Minister will also be explored.
- Reports from inspection and monitoring agencies.
- A search of websites for national organisations such as the British Institute for Learning Disabilities, Mencap, Paradigm, and The National Development Team.
- Direct contact with national and local/regional learning disability organisations, including user-led and campaigning organisations, to ask if they have any relevant materials (for example, People First groups, Change etc).

Data recording

Each piece of literature generated by the various searches will be logged on a data-recording form and assessed against the inclusion criteria outlined above. Depending on the amount generated, an appropriate proportion of the excluded material will be reviewed by second researcher to confirm the decision to exclude it.

Paul Swift will take responsibility for extracting and summarising data contained within the material included in the review.

Quality appraisal

SCIE suggests that the purpose of quality appraisal should always be to enable the reader of the review to make an informed judgment about the value of knowledge gained from different sources. The process for appraising quality will comprise two stages. The first will categorise each piece of literature by type of study reported and the robustness of the research methodology employed. The classification system outlined

below is adapted from that suggested by SCIE.* We anticipate that most of the material included in the review will fall into the categories of 'primary predominantly qualitative studies' and those listed under 'other sources of information'.

Primary predominantly qualitative studies	
PQUAL1	Primary research studies. Mainly qualitative. Evidence of theoretical or purposeful sampling, adequate description, data quality, theoretical and conceptual adequacy, potential for assessing typicality.
PQUAL2	Well-designed study but where there is greater descriptive analysis. Limited potential for assessing typicality.
PQUAL3	Adequately designed primary study but limited to a single method and/or lacking information on analysis.
PQUAL4	Individual study, weak methodology and analysis.
Other sources of information	
DESCRIP	Descriptive study of service development or programme, often published before final evaluation. Case studies and practice guides.
PRACTICE REVIEW	Article primarily aimed at practitioners that discusses the literature but is more of a commentary, aimed at identifying practice issues.
OPINION	Professional opinion based on author's evidence and that of others aiming to identify problems or themes, such as editorials.
AUDIT	Information from audit and inspection reports.
POLICY	Describes the evidence base for a policy with reference to research studies.

* Moriarty, J. (2002) *Assessment of older people with mental health problems*, London: National Institute for Social Work Research Unit, Kings College.

Primary quantitative studies	
PQUANT1	Primary research studies. Mainly quantitative, almost always using a randomised or quasi-experimental design but also includes studies with random stratified population samples or across multiple sites where clear attempts have been made to achieve comprehensive coverage. Contain detailed information about techniques for sample selection, data collection and appropriate analysis of data. Also includes studies reporting on the development of a standardised instrument where detailed information on reliability and validity is reported.
PQUANT2	Primary well-designed non-experimental studies, controlled statistically if appropriate. Includes studies using case control, longitudinal, cohort, matched pairs, or cross-sectional random sample methodologies. Contain detailed information about techniques for sample selection, data collection, and appropriate analysis of data. Also includes studies reporting on development of standardised instrument but with limited information on reliability and validity or where tested with a limited sample.
PQUANT3	Individual well-designed study but limited in scope, either because it is based on a single area or is examining a hard to research area. May also include studies with limited analyses and/or reporting.
PQUANT4	Individual study, weak methodology and analysis.

Reviews	
REVIEW1	Review that describes deliberate procedures for locating, appraising and analysing primary study results. Also includes reviews by acknowledged expert in the field that show awareness of comprehensiveness (for example, international literature, literature from different disciplines, seminal and recent studies) and contribute to the development of theoretical concepts.
REVIEW2	Comprehensive review drawing together evidence, identifies 'what works' and where information is lacking. May include systematic reviews where only a single database or source of information was used.
REVIEW3	Comprehensive review but limited to descriptive accounts of the literature.
REVIEW4	Review limited in scope and understanding of the topic.

SCIE also recommends the application of complimentary principles in quality appraisal. Accordingly, the second stage of the appraisal will entail an overall assessment of the weight that should be attached to each piece of literature included in the review. In doing so, the classification established in stage one will be set alongside a consideration of three 'quality factors':

- Generalisability: does the material permit general conclusions for policy and practice to be drawn?
- User-centredness: to what extent have users been involved in designing the research and in defining outcome measures?
- Correspondence: to what extent are the findings being reported supported by other forms and sources of evidence?

Each piece of literature reviewed will be rated against the following scale:

- 0 – No quality factors present
- 1 – One quality factor present
- 2 – Two quality factors present
- 3 – Three quality factors present

Most weight will therefore be attached to material that reports robust and substantial research and displays all of the quality factors.

A proportion of the material thus appraised will be read and assessed separately by a second researcher to check the reliability of the process.

Synthesis and reporting

Ruth Townsley and Paul Swift will synthesise the data collected during the review and write two reports of the research review. The synthesis will be designed to relate the range of topics and perspectives represented in the literature to the four objectives set out for the review. Key themes and messages for each of the objectives will be extracted.

A full report of up to 8,000 words will be written in non-technical language (with technical appendices) for a range of audiences alongside an accessible plain English summary of 1,000 words.

The main report will set out the criteria for including material in the review, an account of the search methodology used and how the evaluation of material was carried out. A descriptive analysis of the literature included in the review (by category, topic area etc) will be presented in tabular form as an appendix. Core (weighted) texts will be reported in detail to illustrate the key themes and messages together with an indication of the types, range and quality of literature that support them.

Having a good day? Template for extracting and summarising data*

Search:	Lit ref:
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First reviewer	
Date of first review	
Second reviewer	
Date of second review	

Overview

Author, title, publication, year	
Category of study	
Topic area	<input type="checkbox"/> Modernisation of day activities <input type="checkbox"/> Diversity <input type="checkbox"/> Context of provision (urban/rural etc) <input type="checkbox"/> Partnership boards/strategic planning <input type="checkbox"/> Person-centred planning <input type="checkbox"/> User focus <input type="checkbox"/> Family carer focus <input type="checkbox"/> Practice focus <input type="checkbox"/> Other
Source of provision described	<input type="checkbox"/> local authority day service provision <input type="checkbox"/> Independent day service provision <input type="checkbox"/> Residential service <input type="checkbox"/> Education service <input type="checkbox"/> Employment service <input type="checkbox"/> Direct payments <input type="checkbox"/> Other

* Adapted from Long, A., Godfrey, M., Randall, T., Brettle, A. and Grant, M. (2000) *Feasibility of undertaking systematic reviews in social care*, Leeds: Nuffield Institute for Health.

Activities described in the study	
What were the aims of the study?	
Assessment of the breadth and depth of supporting literature	
What were the key findings?	

About the study

Description of the intervention reported	
Outcome criteria used	
Geographical area	
Time period for study	

Sample

Who included?	
Who excluded?	
How was the sample selected?	
Sample size	
Appropriateness of the sample	
Were ethical issues addressed properly?	
Extent of user involvement in study	

Data collection and analysis

Methods used and assessment of appropriateness	
Role of the researcher and potential bias	
Adequacy of description of fieldwork	
Adequacy of description of data analysis	
Are the conclusions justified by evidence?	

Policy and practice implications

Are findings able to be generalised?	
Implications for policy	
Implications for practice	

Other comments

List useful references to follow up	
Quality appraisal (overall evaluation and weighting)	
Reviewer's recommendation	
Key themes(s)	

Appendix 3 Summary of searches carried out

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
1	BIDS (IBSS)	Athens	Learning di* and day /1998–2005/ English language	08.08.05	7	0	
2	BIDS (IBSS)	Athens	Learning Di* /1998–2005/ English language	08.08.05	393	8	1A/2A/3A/4A/5A/6A/7A/8R
3	BIDS (IBSS)	Athens	Learning di* and day and ser*/1998–2005 / English language	08.08.05	5	1	9A
4	BIDS (IBSS)	Athens	Learning di* and Intellect* and Comm*/ 1998–2005 / English language	08.08.05	3	0	
5	BIDS (IBSS)	Athens	Learning di* and Supp* / 1998–2005 / English language	08.08.05	51	3	10A/11A
6	BIDS (IBSS)	Athens	Learning di* and Social/ 1998–2005 / English language	08.08.05	162	2	12R /13A

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
7	BIDS (IBSS)	Athens	Learning di* and Education* / 1998–2005 / English language	08.08.05	113	1	14R
8	BIDS (IBSS)	Athens	Learning di* and college/ 1998–2005 / English language	08.08.05	2	0	
9	BIDS (IBISS)	Athens	Learning di* and Leisure/ 1998–2005 / English language	08.08.05	3	0	
10	BIDS (IBSS)	Athens	Learning di* and Activ*/1998–2005 / English language	08.08.05	26	0	
11	BIDS (IBSS)	Athens	Learning di* and day and Modern* /1998–2005/ English language	08.08.05	1	0	
12	BIDS (IBSS)	Athens	Learning di* and Divers*/ 1998–2005/ English language	08.08.05	3	0	
13	BIDS (IBSS)	Athens	Learning di* and Plan*/1998–2005/ English language	08.08.05	10	2	15A /16A

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
14	BIDS (IBSS)	Athens	Learning di* and day and inc*/1998–2005/ English language	08.08.05	2	0	
15	BIDS (IBSS)	Athens	Learning di* and emp*/1998–2005/ English language	08.08.05	40	0	
16	ESBCO	Athens	Learning disability and day	09.08.05	92	4	17A /18A/19A/20 A
17	ESBCO	Athens	Learning diffi* and day	09.08.05	386	0	
18	Zetoc	Athens	Day Services and Learning Disability 1998–	08.08.05	7	1	21R
19	Zetoc	Athens	Day Services and Learning Difficulty1998–	08.08.05	0		
20	Zetoc	Athens	Day Services and Learning Difficulties 1998–	08.08.05	4	2	22R/23R

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
21	Zetoc	Athens	Day Activities and Learning Disability 1998–	08.08.05	0		
22	Zetoc	Athens	Day Activities and Learning Difficulties 1998–	08.08.05	0		
23	Zetoc	Athens	Learning disability and community presence 1998–	08.08.05	0		
24	Zetoc	Athens	Learning difficulty and community presence 1998–	08.08.05	0		
25	Zetoc	Athens	Learning disability and supported employment 1998–	08.08.05	0		
26	Zetoc	Athens	Learning difficulties supported employment 1998–	08.08.05	0		
27	Zetoc	Athens	Learning difficulties social firms 1998	08.08.05	0		

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
28	Zetoc	Athens	Learning disability social firms 1998	08.08.05	0		
29	Zetoc	Athens	Learning difficulties further education 1998–	08.08.05	239	5	24R/25R/26R/27R/28R
30	Zetoc	Athens	Learning disability further education 1998–	08.08.05	380	1	29R
31	Zetoc	Athens	Learning Disability college 1998–	08.08.05	62	0	
32	Zetoc	Athens	Learning Difficulty college 1998–	08.08.05	3	0	
33	Zetoc	Athens	Learning disability and planning	08.08.05	2	1	30A

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/ dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
34	Zetoc	Athens	Learning disability and leisure	08.08.05	7	3	31A/32A/33A
35	Zetoc	Athens	Learning disability and services and change	08.08.05	1	1	34(F)
36	ASSIA	uk1.CSA.com Illumina	Learning di* and day / social sciences/ 1998–2005/English only	09.08.05	147	6	(35F)& 53F*/36F/ (37F)& 55F*/38F/ 39A/40F
37	ASSIA	uk1.CSA.com Illumina	Learning di* and day and activ* / social sciences/ 1998–2005/ English only	09.08.05	36	0	
38	ASSIA	uk1.CSA.com Illumina	Learning di* and day and inclusion / social sciences/ 1998–2005/ English only	09.08.05	14	0	

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
39	ASSIA	uk1.CSA.com Illumina	Learning di* and day and serv* / social sciences/ 1998–2005/ English only	09.08.05	78	2	41F/42A
40	ASSIA	uk1.CSA.com Illumina	Learning di* and day and comm* / social sciences/ 1998–2005/ English only	10.08.05	30	0	
41	ASSIA	uk1.CSA.com Illumina	Learning di* and day and emp* / social sciences/ 1998–2005/ English only	10.08.05	7	0	
42	ASSIA	uk1.CSA.com Illumina	Learning di* and emp* / social sciences/ 1998–2005/English only	10.08.05	220	8	43F/44F/45A/46A/ 47A/48F/49A/50A

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
43	ASSIA	uk1.CSA.com Illumina	Learning di* and social firms / social sciences/ 1998-2005/English only	10.08.05	0		
44	ASSIA	uk1.CSA.com Illumina	Learning di* and soc* / social sciences/ 1998–2005/English only	10.08.05	581	0	
45	ASSIA	uk1.CSA.com Illumina	Learning di* and educ* and further/ social sciences/ 1998–2005/ English only	10.08.05	37	0	
46	ASSIA	uk1.CSA.com Illumina	Learning di* and leisure/ social sciences/ 1998–2005/English only	10.08.05	16	1	51A
47	ASSIA	uk1.CSA.com Illumina	Learning di* and inclusion and day/ social sciences/ 1998–2005/ English only	10.08.05	5	0	

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
48	ASSIA	uk1.CSA.com Illumina	Learning di* and diversity and day/ social sciences/ 1998–2005/ English only	10.08.05	2	0	
49	ASSIA	uk1.CSA.com Illumina	Learning di* and mainstream and day/ social sciences/ 1998–2005/English only	10.08.05	1	0	
50	ASSIA	uk1.CSA.com Illumina	Learning di* and involvement and day/ social sciences/ 1998–2005/English only	10.08.05	1	0	
51	ASSIA	uk1.CSA.com Illumina	Learning di* and ethnic* and day/ social sciences/ 1998–2005/ English only	10.08.05	0		

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
51	ASSIA	uk1.CSA.com Illumina	Learning di* and ethnic* and day/ social sciences/ 1998–2005/ English only	10.08.05	0		
52	ASSIA	uk1.CSA.com Illumina	Learning di* and gender* and day/ social sciences/ 1998–2005/ English only	10.08.05	0		
53	ASSIA	uk1.CSA.com Illumina	Learning di* and region* and day/ social sciences/ 1998–2005/ English only	10.08.05	1	0	
54	ASSIA	uk1.CSA.com Illumina	Learning di* and urban or rural and day/ social sciences/ 1998–2005/ English only	10.08.05	2	0	

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
55	ASSIA	uk1.CSA.com Illumina	intell* and day/ social sciences/ 1998–2005/ English only	10.08.05	54	0	
56	Social Care Online	www.scie-social careonline.org.uk	Learning di* and day	10.08.05	169	22	52A/53F/54A/55F/56F/57A/58A/59A/60A/61A/62A/63A/64A/65A/66A/67F/68A/69A/70F/71A/72A/73A/
57	Dissertation Abstracts	www.lib.umi.com?dxweb	Learning Disability	11.08.05	62	0 (all N. American)	
58	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and day /1998–2005/English only	11.08.05	20	1	74A

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
59	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and day and activ* / social sciences/ 1998-2005/ English only	11.08.05	36	0	
60	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and day and inclusion / social sciences/ 1998-2005/ English only	11.08.05	14	1	75A
61	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and day and serv* / social sciences/ 1998-2005/ English only	11.08.05	78	0	
62	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and day and comm* / social sciences/ 1998-2005/ English only	11.08.05	76	1	76A

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
63	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and day and emp* / social sciences/ 1998–2005/ English only	11.08.05	11		77A
64	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and emp* / social sciences/ 1998–2005/English only	11.08.05	790	12	78A/79A/80A/81F/ 82A/83A/84A/85A/ 86A/87A/88A/89A
65	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and social firms / social sciences/ 1998–2005/English only	11.08.05	0		
66	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and educ* and further/ social sciences/ 1998–2005/ English only	11.08.05	138	0	
67	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and leisure/ social sciences/ 1998–2005/English only	11.08.05	30		

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
68	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and inclusion and day/ social sciences/ 1998–2005/ English only	11.08.05	4	0	
69	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and diversity and day/ social sciences/ 1998–2005/ English only	11.08.05	4	0	
70	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and mainstream and day/ social sciences/ 1998–2005/English only	11.08.05	2	0	
71	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and involvement and day/ social sciences/ 1998–2005/English only	11.08.05	4	0	

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
72	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and ethnic* and day/ social sciences/ 1998-2005/ English only	11.08.05	4	0	
73	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and gender* and day/ social sciences/ 1998-2005/ English only	11.08.05	5	0	
74	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and region* and day/ social sciences/ 1998-2005/ English only	11.08.05	0		
75	Social Services Abstracts	oh1.CSA.com Illumina	Learning di* and urban or rural and day/ social sciences/ 1998-2005/ English only	11.08.05	6	0	

Search number	Database	Portal/route	Search terms: keyword (use of Wildcard*)/dates	Date of search	Hits	Relevant hits (excluding duplicates)	Template reference: abstract (A)/full article (F)/reference only (R)
76	Social Services Abstracts	oh1.CSA.com Illumina	intell* and day/ social sciences/ 1998-2005/ English only	11.08.05	33	0	
77	Social SciSearch	www.dialog.com	Learning di* and day	12.08.05	9	0	
78	Social SciSearch	www.dialog.com	learning disability and day	12.08.05	0		
79	Social SciSearch	www.dialog.com	disability	12.08.05	0		
80	Cochrane Rview Index	www.cochrane.org	learning disability and day	12.08.05	0		

Summary of websites searched

Organisation	Address	Hits	Reviewed
Paradigm	www.paradigm-uk.org/	6	2
British Institute of Learning Disabilities	www.bild.org.uk/	2	0
The National Development Team	www.ndt.org.uk/	9	2
Mencap	www.mencap.org.uk/	2	2
Scope	www.scope.org.uk/	0	0
The Elfrida Society	www.elfrida.com/	1	1
NIACE (National Institute of Adult Continuin Education)	www.niace.org.uk/	2	0
Values Into Action	www.viauk.org	0	0
The Skillnet Group	www.skillnetgroup.co.uk/	1	1
Home Farm Trust	www.hft.org.uk/	0	0
Advance	www.advanceuk.org/	0	0
KeyRing	www.keyring.org/	0	0
Tizard Centre	www.kent.ac.uk/tizard/	1	1
Welsh Centre for Learning Disabilities	www.cardiff.ac.uk/medicine/psychological_medicine/research/welsh_centre_learning_disabilities/	4	0
Joseph Rowntree Foundation	www.jrf.org.uk	5	5
King's Fund	www.kingsfund.org.uk/	0	0

Organisation	Address	Hits	Reviewed
Learning Disability Wales formerly Standing Conference of Voluntary Organisations (SCOVO)	www.learningdisabilitywales.org.uk/	0	0
University of Glamorgan	www.glam.ac.uk/socsschool/research	2	0
British Association for Supported Employment	www.afse.org.uk/	0	0
Social Firms UK	www.socialfirms.co.uk/	0	0

Summary of hand searches

Journal	Accessibility	Hits*
<i>Adults Learning</i>	Not available	–
<i>Area</i>	Online	0
<i>British Journal of Developmental Disabilities</i>	Norah Fry Research Centre	0
<i>British Journal of Learning Disabilities</i>	Norah Fry Research Centre	4
<i>British Journal of Nursing</i>	Not available	–
<i>British Journal of Social Work</i>	University of Bristol	0
<i>Care Plan</i>	Not available	–
<i>Community Care</i>	Norah Fry Research Centre	0
<i>Community Living</i>	Norah Fry Research Centre	10
<i>Critical Social Policy</i>	University of Bristol	0
<i>Disability and Society</i>	Norah Fry Research Centre	12
<i>Health and Social Care in the Community</i>	Norah Fry Research Centre	2
<i>International Studies in Sociology of Education</i>	University of Bristol	10

Journal	Accessibility	Hits*
<i>Journal for Vocational Special Needs Education</i>	Not available	–
<i>Journal of Applied Research in Intellectual Disability/Disabilities</i>	Norah Fry Research Centre	4
<i>Journal of Community and Applied Social Psychology</i>	University of Bristol	0
<i>Journal of Intellectual Disability Research</i>	Norah Fry Research Centre	3
<i>Journal of Intellectual Disabilities</i>	Norah Fry Research Centre	7
<i>Journal of Learning Disabilities</i>	Norah Fry Research Centre	0
<i>Journal of Learning Disabilities for Nursing, Health and Social Care</i>	Not available	–
<i>Journal of Religion, Disability and Health</i>	Not available	–
<i>Journal of Vocational Education and Training</i>	Not available	–
<i>Learning Disability Practice</i>	Foundation for People With Learning Disabilities	0
<i>Llais</i>	Foundation for People With Learning Disabilities	0
<i>Living Well</i>	Foundation for People With Learning Disabilities	6
<i>Mental Health Care</i>	Not available	–
<i>Research in Post-Compulsory Education</i>	Not available	–
<i>Skill Journal</i>	Online	0
<i>Tizard Learning Disability Review</i>	Norah Fry Research Centre	0

Note: *Additional to articles already identified through online searches.

Appendix 4 Summary of search results

Search	Author	Date	Title	Journal/publisher
2	Baldwin, M.	1997	Research note: day care on the move; learning from a participative action research project at a day centre for people with learning difficulties	<i>British Journal of Social Work</i> , December, vol 27, no 6, pp 951–958
2	Bates, P. and Davis, F.A.	2004	Social capital, social inclusion and services for people with learning disabilities	<i>Disability and Society</i> , May, vol 19, no 3, pp 195–207
2	Boxall, K. et al	2004	Room at the academy? People with learning difficulties and higher education	<i>Disability and Society</i> , March, vol 19, no 2, pp 99–112
2	Coles, J.	2001	The social model of disability: what does it mean for practice in services for people with learning difficulties?	<i>Disability and Society</i> , June, vol 16, no 4, pp 501–510
2	Forrester-Jones, R. et al	2002	The quality of life of people 12 years after resettlement from long-stay hospitals: users' views on their living environment, daily activities and future aspirations	<i>Disability and Society</i> , December, vol 17, no 7, pp 741–758

Search	Author	Date	Title	Journal/publisher
2	Hall, E.	2004	Social geographies of learning disability: Narratives of exclusion and inclusion	Area, September, vol 36, no 3, pp 298–306
2	Pearson, C.	2000	Money talks? Competing discourses in the implementation of direct payments	<i>Critical Social Policy</i> , November, vol 20, no 4 (65), pp 459–478
2	Price, D. and Barron, L.	1999	Developing independence: the experience of the lawnowers theatre company	<i>Disability and Society</i> , November, vol 14, no 6, pp 819–830
3	Henley, C.A.	2001	Good intentions – unpredictable consequences	<i>Disability and Society</i> , December, vol 16, no 7, pp 933–947
5	Devas, M.	2003	Support and access in sports and leisure provision	<i>Disability and Society</i> , March, vol 18, no 2, pp 231–245
5	Wilson, A.	2003	Real jobs, learning difficulties and supported employment	<i>Disability and Society</i> , March, vol 18, no 2, pp 99–115
6	Wilson, A. et al	2000	Welfare for those who can? The impact of the quasi-market on the lives of people with learning difficulties	<i>Critical Social Policy</i> , November, vol 20, no 4 (65), pp 479–502
7	Hurst, A.	1999	The Dearing Report and students with disabilities and learning difficulties	<i>Disability and Society</i> , January, vol 14, no 1, pp 65–83
13	Cambridge, P. and Brown, H.	1997	Making the market work for people with learning disabilities: an argument for principled contracting	<i>Critical Social Policy</i> , May, vol 17, no 2, (51), pp 27–52

Search	Author	Date	Title	Journal/publisher
13	Goodley, D.	2000	Acting out the individual programme plan: performance arts and innovative social policy for and by people with learning difficulties	<i>Critical Social Policy</i> , November, vol 20, no 4 (65), pp 503–532
16	Beart, S. et al	2001	Barriers to accessing leisure opportunities for people with learning difficulties	<i>British Journal of Learning Disabilities</i> , December, vol 29, no 4, pp 133–138
18	McClimens, A.	2004	How the Burton Street Project breaks the traditional mould of day services	<i>Learning Disability Practice</i> , vol 7, part 4, pp 22–23
20	Valios, N.	2002	The government wants to transform day services for people with learning difficulties	<i>Community Care</i> , 5 June, pp 32–35
29	Florian, L. et al	2000	What happens when schooling ends? Further education opportunities for students with profound and complex learning difficulties	<i>Skill Journal</i> , Issue 67, pp 16–23
29	Jacobsen, Y.	2003	Making the jump into employment...	<i>Adults Learning</i> , vol 14, part 6, pp 25–27
29	Lawton, J.	1998	Including people with learning difficulties in lifelong learning provision	<i>Adults Learning</i> , vol 9, no 8, pp 19–21

Search	Author	Date	Title	Journal/publisher
29	Sutcliffe, J. and Jacobsen, Y.	1998	All things being equal? An exploration of continuing education for adults with learning difficulties	<i>Adults Learning</i> , vol 10, no 3, pp 6–7
29	Tuckey, L.	2000	Barriers to learning faced by adults with learning difficulties and/or disabilities in one estate in Milton Keynes	<i>Skill Journal</i> , issue 68, pp 31–32
30	Mulvenney, S.	2003	An education for everyone: the impact of a pioneering educational course for people with learning disabilities at a local college	<i>Learning Disability Practice</i> , vol 6, Part 2, pp 14–15
33	Sanderson, H. et al	2002	Active support and person-centred planning: strange bed fellows or ideal partners?	<i>Tizard Learning Disability Review</i> , vol 7, no 1, pp 31–38
34	Forrester-Jones, R.	2001	Developing friendships and social integration through leisure	<i>Tizard Learning Disability Review</i> 2001, vol 6, no 4, pp 28–32
34	Srivastava, A.	2001	Developing friendships and social integration through leisure for people with moderate, severe and profound learning disabilities transferred from hospital to Community Care	<i>Tizard Learning Disability Review</i> , vol 6, no 4, pp 19–27

Search	Author	Date	Title	Journal/publisher
35	Dixon, D.	2000	Managing the development of Somerset's services for people with learning disabilities	<i>Tizard Learning Disability Review</i> , vol 5, no 2, pp 5–10
36	<i>Community Care</i>	2004	Fertile ground	<i>Community Care</i> , no 1538 2–8 September, pp 38–39
36	McIntosh, B.	1999	Days of hope	<i>Community Care</i> , 14 January, p 24–5
36	Morris, J.	2004	Independent living and Community Care: a disempowerment framework	<i>Disability and Society</i> , August, vol 19, no 5, pp 457–442
39	Perrins, K. and Tarr, J.	1998	The quality of day care provision to encourage the transition to adulthood for young women with learning difficulties	<i>Research in Post-Compulsory Education</i> , vol 3, no 1, pp 93–109
39	Scott, J.	2003	Benefit protection	<i>Community Care</i> (1489) 11–17 September, pp 42–43
42	Gosling, V. and Cotterill, L.	2000	An employment project as a route to social inclusion for people with learning difficulties?	<i>Disability and Society</i> , December, vol 15, no 7, pp 1001–18
42	Hopkins, G.	2002	The value of work	<i>Community Care</i> , 5 September, p 40
42	Hopkins, G.	2004	Jobs that challenge	<i>Community Care</i> , no 1542, 30 September–6 October, pp 44–45

Search	Author	Date	Title	Journal/publisher
42	Katz, S.	2002	Assessing the loneliness of workers with learning disabilities	<i>British Journal of Developmental Disabilities</i> , July, vol 48, no 2, pp 91–4
42	Stevens, P. and Martin, N.	1999	Supporting individuals with intellectual disability and challenging behaviour in integrated work settings: an overview and a model for service provision	<i>Journal of Intellectual Disability Research</i> , Feb, vol 43, no 1, pp 19–29
42	Tomblin, M. and Haring, K.A.	2000	Performance of job-related skill training for young people with disabilities	<i>Journal of Vocational Education and Training</i> , vol 52, no 2, pp 295–304
42	Wehmeyer, M.L. and Bolding, N.	2001	Enhanced self-determination of adults with intellectual disability as an outcome of moving to community-based work or living environments	<i>Journal of Intellectual Disability Research</i> , Oct, vol 45, no 5, pp 371–83
46	Rogers, N.B. et al	1998	The nature of leisure in the lives of older adults with intellectual disability	<i>Journal of Intellectual Disability Research</i> , Apr, vol 42, no 2, pp 122–130
56	Beyer, S. et al?	2004	Working lives: the role of day centres in supporting people with learning disabilities into employment	<i>Llais</i> , no 73, Summer, pp 3–7

Search	Author	Date	Title	Journal/publisher
56	Cole, A. et al	2000	We want our voices heard: Developing new lifestyles with disabled people	The Policy Press
56	Collins, G.J. and Toft, S.L.	1999	A day in the life: a long-term evaluation of a day service for people with learning disabilities	<i>Journal of Learning Disabilities for Nursing, Health and Social Care</i> , June, vol 3, no 2, pp 92–97
56	Curry, P. and Cupples, J.	2001	Ask the users	<i>Community Living</i> , vol 15, no 1, pp 18–20
56	Dowson, S.	1998	<i>Certainties without centres: A discussion document on day services for people who have learning difficulties</i>	Values into action
56	McIntosh, B. and Whittaker, A. (eds)	1998	<i>Days of change: A practical guide to developing better day opportunities with people with learning difficulties</i>	King's Fund
56	Edwards, P. and Roberts, D.	1998	From day centres to Euro-ventures	<i>Care Plan</i> , December, vol 5, no 2, pp 21–23
56	Felce, D. et al.	1999	The quality of residential and day services for adults with intellectual disabilities in eight local authorities in England: Objective data gained in support of a social inspectorate inspection	<i>Journal of Applied Research in Intellectual Disabilities</i> , vol 12, no 4, pp 273–293

Search	Author	Date	Title	Journal/publisher
56	Fursland, E.	2003	Stage coaches	<i>Community Care</i> , 18 December, p 40
56	Social Services Inspectorate	1997	<i>Planning for life: No 3, Good practice in the independent sector, developing community services for people with complex multiple disabilities</i>	Department of Health, pp 4–17
56	Green, L.	2000	Art for people's sake	<i>Community Care</i> , 8 June, p 12
56	Hayden, G.	2004	Fertile ground	<i>Community Care</i> , 2 September, pp 38–39
56	Jackson, C	1998	Without walls	<i>Mental Health Care</i> , July, vol 1, no 11, pp 262–363
56	Jinks, A.M. and Redworth, F.	1998	Evaluation of an education programme designed to suggest possible changes to leisure day service provision	<i>Journal of Learning Disabilities for Nursing, Health and Social Care</i> , June, vol 2, no 2, pp 66–70
56	McIntosh, B.	1998	Better days ahead	<i>Care Plan</i> , June, vol 4, no 4, pp 8–12
56	Nissel, C.	1998	Thinking creatively on resettlement	<i>Care Plan</i> , June, vol 4, no 4, pp 17–19
56	Shearn, J. et al	2000	The cost-effectiveness of supported employment for people with severe intellectual disabilities and high support needs: a pilot study	<i>Journal of Applied Research in Intellectual Disability</i> , vol 13, no 1, pp 29–37

Search	Author	Date	Title	Journal/publisher
56	Simons, K. and Watson, D.	1999	<i>New directions: Day services for people with learning disabilities in the 1990s: A review of the research</i>	Centre of Evidence Based Practice, University of Exeter
56	Walker, G. and Luke, C.	2005	Report on the learning disability 'What's Next' workshops	<i>Llais</i> , no 76, Spring, pp 14–17
56	Whittaker, A.	2000	Better days dawn with caring circles	<i>Care Plan</i> , Sept, vol 7, no 1, pp 17–22
58	Cambridge, P. and McCarthy, M.	2001	User focus groups and best value in services for people with learning disabilities	<i>Health and Social Care in the Community</i> , Nov, vol 9, no 6, pp 476–489
62	Abraham, C. et al	2002	Self-esteem, stigma and community participation among people with learning difficulties living in the community	<i>Journal of Community and Applied Social Psychology</i> , November-December, vol 12, no 6, pp 430–443
63	McNally, S.	2003	A survey of self-advocacy groups for people with learning disabilities in an English region (part II)	<i>Journal of Learning Disabilities</i> , September, pp 231–50
64	Aldridge, F.	1999	Short and sweet: Community action for widening participation	ISBN-1-86201-079-X, 26pp
64	Bond, H.	1999	Horse empowered	<i>Community Care</i> , 25 February, pp 30–31

Search	Author	Date	Title	Journal/publisher
64	Criddle, J.	1998	A chance to work?	<i>Adults Learning</i> (England), September, vol 10, no 1, pp 12–14
64	Harris, J.	2003	Time to make up your mind: why choosing is difficult	<i>British Journal of Learning Disabilities</i> , Mar, vol 31, no 1, pp 3–8
64	Jacobsen, Y. and Everett, G.	2002	<i>Making the jump: Transition to work. A guide to supporting adults with learning difficulties make the jump from education to employment</i>	London: Change
64	Miller, A.	2003	Sweeping all before them	<i>Community Care</i> , 23 January, pp 32–3
64	Aspis, S.	2000	What users want	<i>Community Care</i> , 7 September, pp 20–3
64	Sitlington, P. and Frank, A.R.	1999	Life outside of work for young adults with learning disabilities	<i>Journal for Vocational Special Needs Education</i> , Fall, vol 22, no 1, pp 3–22
Hand search	Arksey, H.	2003	People into employment: supporting people with disabilities and carers into work	<i>Health and Social Care in the Community</i> , vol 11, no 3, pp 283–292

Search	Author	Date	Title	Journal/publisher
Hand search	Baker, P.A.	2000	Measurement of community participation and use of leisure by service users with intellectual disabilities: the Guernsey Community Participation and Leisure Assessment (GCPLA)	<i>Journal of Applied Research in Intellectual Disabilities</i> , vol 13, pp 169–185
Hand search	Booth, T. and Booth, W.	2003	Self-advocacy and supported learning for mothers with learning difficulties	<i>Journal of Intellectual Disabilities</i> vol 7, no 2, pp 165–193
Hand search	Bright, A.	2001	Dance the night away in London	<i>Community Living</i> , April/May, vol 14, no 4, p 3
Hand search	Cummins, R.A. and Lau, A.L.D.	2003	Community integration or community exposure? A review and discussion in relation to people with an intellectual disability	<i>Journal of Applied Research in Intellectual Disabilities</i> , vol 16, pp 145–157
Hand search	Elliot, C. et al	2002	Social skills training for adolescents with intellectual disabilities: a cautionary note	<i>Journal of Applied Research in Intellectual Disabilities</i> , vol 15, pp 91–96
Hand search	Forrester-Jones, R. et al	2004	Supported employment: a route to social networks	<i>Journal of Applied Research in Intellectual Disabilities</i> , vol 17, pp 199–208

Search	Author	Date	Title	Journal/publisher
Hand search	Hutson, F.	2002	Get liberated on the dancefloor	<i>Community Living</i> , vol 16, no 2, pp 14–15
Hand search	Hutson, F.	2001	Go clubbing and blow those blues away	<i>Community Living</i> , vol 16, no 1, pp 14–15
Hand search	Hyde, M.	2000	From welfare to work? Social policy for disabled people of working age in the United Kingdom in the 1990s	<i>Disability and Society</i> , vol 15, no 2, pp 327–341
Hand search	Jahoda, A. and Markova, I.	2004	Coping with social stigma: people with intellectual disabilities moving from institutions and family home	<i>Journal of Intellectual Disability Research</i> , November, vol 48, no 8, pp 719–729
Hand search	Kambouri, M. and Corbett, J.	2000	Listening to clients: the role of a client forum in a vocational training programme for young adults with learning disabilities	<i>Journal of Intellectual Disabilities</i> , vol 4, no 3, pp 209–216
Hand search	Logan, E.	2002	Springfield education for adults with learning disabilities	<i>British Journal of Learning Disabilities</i> , vol 30, no 1, pp 43–46
Hand search	McConkey, R. and Mezza, F.	2001	Employment aspirations of people with learning disabilities attending day centres	<i>Journal of Intellectual Disabilities</i> , vol 5, no 4, pp 309–318

Search	Author	Date	Title	Journal/publisher
Hand search	Messent, P.R. et al	2000	Secondary barriers to physical activity for adults with mild and moderate learning disabilities	<i>Journal of Intellectual Disabilities</i> , vol 4, no 3, pp 247-263
Hand search	Morgan, H.	2001	Just good friends?	<i>Community Living</i> , January/February, vol 14, no 3, pp 20-21
Hand search	Reynolds, F.	2002	An exploratory survey of opportunities and barriers to creative leisure activities for people with learning disabilities	<i>British Journal of Learning Disabilities</i> , vol 30, no 2, pp 63-67
Hand search	Rose, J. et al	2005	Factors affecting the likelihood that people with intellectual disabilities will gain employment	<i>Journal of Intellectual Disabilities</i> , vol 9, no 1, pp 9-23
Hand search	Roulstone, A.	2000	Disability, dependency and the New Deal for Disabled People	<i>Disability and Society</i> , vol 15, no 3, pp 427-443
Hand search	Schneider, J. and Dutton, J.	2002	Attitudes towards disabled staff and the effect of the national minimum wage: a delphi survey of employers and disability employment advisors	<i>Disability and Society</i> , vol 17, no 3, pp 283-306
Hand search	Schneider, J. et al	2001	Impact of the national minimum wage on disabled people	<i>Disability and Society</i> , vol 16, no 5, pp 723-747

Search	Author	Date	Title	Journal/publisher
Hand search	Secker, J. et al	2003	Developing social firms in the UK: a contribution to identifying good practice	<i>Disability and Society</i> , August, vol 18, no 5, pp 659–674
Hand search	Shortman, K.	2002	Don't let anyone steal your vote	<i>Community Living</i> , vol 16, no 2
Hand search	Simcoe, D.	2002	Lives, loves and concerns expressed through art	<i>Community Living</i> , vol 16, no 2, pp 12–13
Hand search	Stainton, T. and Boyce, S.	2004	'I have got my life back': users' experience of direct payments	<i>Disability and Society</i> , vol 19, no 4, pp 443–454
Hand search	Summers, S.J. and Jones, J.	2004	Cross-cultural working in community learning disabilities services: clinical issues, dilemmas and tensions	<i>Journal of Intellectual Disability Research</i> , October, vol 48, no 7, pp 687–694
Hand search	Taylor, B.J. et al	2004	Preparing young adults with disability for employment	<i>Health and Social Care in the Community</i> , vol 12, no 2, pp 93–101
Hand search	Veck, W.	2002	Completing the story: connecting relational and psychological process of exclusion	<i>Disability and Society</i> , vol 17, no 5, pp 529–540
Hand search	Wallis, L. and Ryan, J.	2004	Access denied	<i>Community Living</i> , vol 18, no 2, pp 14–15

Search	Author	Date	Title	Journal/publisher
Hand search	Whitehouse, R. et al	2001	Increasing social interactions for people with more severe learning disabilities who have difficulty developing personal relationships	<i>Journal of Intellectual Disabilities</i> , vol 5, no 3, pp 209-220
Hand search	Whittaker, A. and McIntosh, B.	2000	Changing days	<i>British Journal of Learning Disabilities</i> vol 28, no 1, pp 3-8
Hand search	Wilkinson, G.	2000	It's tough at the top	<i>Community Living</i> , January/February, vol 13, no 3, p 7
Web search	Bates, P.	2001	The Able volunteers Programme	NDT website download
Web search	Jones, S. et al	2002	<i>Making it work: Strategies for success in supported employment for people with learning difficulties</i>	Brighton: Pavilion Publishing
Web search	Learning and Skills Council	2005	<i>Through inclusion to excellence</i>	Download from LSC website – www.lsc.gov.uk

Search	Author	Date	Title	Journal/publisher
Other	Beyer, S. et al	2004	<i>Working lives: The role of day centres in supporting people with learning disabilities into employment</i>	Leeds: Corporate Document Services
Other	Weston, J. et al	2002	<i>Supported employment for people with complex needs: Choosing, getting and keeping a job</i>	Edinburgh: Scottish Human Services Trust
Other	Open Society Institute	2005	<i>Rights of people with intellectual disabilities: Access to education and employment</i>	Budapest: Open Society Institute
Other	Emerson, E. et al	2005	<i>Adults with learning difficulties in England 2003/04</i>	London: Health and Social Care Information Centre
Other	Flynn, M.	2005	<i>Developing the role of personal assistants,</i>	Leeds: Skills for Care
Other	Glendinning, C. et al	2000	<i>Buying independence: Using direct payments to integrate health and social services</i>	Bristol: The Policy Press
Other	Halliwell, S. and Glendinning, C.	1998	<i>Evaluation of the Manchester Direct Payments Scheme,</i>	Manchester: National Primary Care Research and Development Centre, University of Manchester

Search	Author	Date	Title	Journal/publisher
Other	Holman, A. and Bewley, C.	1999	<i>Funding freedom 2000: People with learning difficulties using direct payments</i>	London: Values Into Action
Other	Lockton, P.	2004	<i>Final Report – Mapping the provision of learning for learners with learning disabilities in Nottingham City and Nottinghamshire</i>	Nottingham: Marketing Innovation Ltd
Other	Mencap	2002	<i>A life in the day: The modernisation of day services for people with a learning disability</i>	London: Mencap
Other	Mencap	2002	<i>Doing, showing and going: Mencap's arts strategy</i>	London: Mencap
Other	Ridley, J. et al	2005	<i>Go for it! Supporting people with learning disabilities and/or autistic spectrum disorder in employment</i>	Edinburgh: Scottish Executive Social Research
Other	Robertson, J. et al	2005	<i>The impact of person centred planning</i>	Lancaster: University of Lancaster

Search	Author	Date	Title	Journal/publisher
Other	Short, A. et al.	2004	<i>Families leading planning: Looking to the future</i>	York: Helen Sanderson Associates
Other	Cole, A. and Lloyd, A.	2002	It's not what you know, it's who: Enabling and supporting community involvement	In Carnaby, S. (ed) <i>Learning disability today: Key issues for providers, managers, practitioners and users</i> , Brighton: Pavilion Publishing
Other	Clark, C. (ed)	2001	<i>Adult day services and social inclusion</i> (Research Highlights in Social Work No 39)	London: Jessica Kingsley

Appendix 5 Summary of the quality appraisal

Author	Date	Category	Quality rating	Recommendation	Included?
Abraham, C. et al	2002	PQUANT3	2	Potential primary source for the impact of community inclusion on self-esteem and stigma	Y
Aldridge, F.	1999	–	–	Unable to access copy	N
Arksey, H.	2003	–	–	Does not have a learning disability focus	N
Aspis, S.	2000	OPINION	1	Use as illustrative of service user perspective	Y
Baker, P.A.	2000	PQUANT3	1	Single service evaluation. Focus on community participation using support staff as a comparison group	Y
Baldwin, M.	1997	–	–	Research out of date	N
Bates, P.	2001	PQUAL3	1	Useful survey of volunteering opportunities for people with learning disabilities	Y
Bates, P. and Davis, F.A.	2004	POLICY	1	Helpful to set the context for discussion about day opportunities, but only limited evidential support	Y
Beart, S. et al	2001	PQUAL3	1	Single service focus. Supporting evidence about barriers to accessing community leisure facilities	Y

Author	Date	Category	Quality rating	Recommendation	Included?
Beyer, S. et al	2004	PQUANT2	2	Primary text about role of day centres in promoting employment opportunities	Y
Bond, H.	1999	PRACTICE	0		N
Booth, T. and Booth, W.	2003	PQUAL3	1	Only account of support for mothers with learning disabilities	Y
Boxall, K. et al	2004	DESCRIP	1	Account of involvement of people with learning disabilities as teachers in further education settings. Use as a supporting reference	Y
Bright, A.	2001	PRACTICE	0		N
Cambridge, P. and Brown, H.	1997	POLICY	0		N
Cambridge, P. and McCarthy, M.	2001	POLICY	0		N
Cole, A. et al	2000	PRACTICE	0		N
Coles, J.	2001	OPINION	0		N
Collins, G.J. and Toft, S.L.	1999	PQUAL1	1	Based on research from early 1990s	N

Author	Date	Category	Quality rating	Recommendation	Included?
Criddle, J.	1998	PRACTICE	0		N
Cummins, R.A. and Lau, A.L.D.	2003	REVIEW3	1	Review of research and theory about integration. Wider than UK, but substantial part of evidence relates to UK	Y
Curry, P. and Cupples, J.	2001	PQUAL4	1	Poor description of methodology, but good user involvement and provides user perspective on development of social firms	Y
Devas, M.	2003	PQUAL4	2	Combines research findings with theoretical consideration about the role of different types of support to use leisure facilities	Y
Dixon, D.	2000	DESCRIP	0		N
Dowson, S.	1998	REVIEW3	1	Informed review of services. Use as supporting reference	Y
Edwards, P. and Roberts, D.	1998	PRACTICE	0		N
Emerson, E. et al	2005	PQUANT2	3	Major survey of lives of people with learning disabilities. Key source	Y

Author	Date	Category	Quality rating	Recommendation	Included?
Elliot, C. et al	2002	PQUANT3	1	Limited report of survey of staff training in social skills for adults. Limited evidence in this area, so may be used with caution	Y
Felce, D. et al.	1999	PQUANT2	2	Important text for highlighting lack of consensus about the purpose of day services in general, day centres in particular	Y
Florian, L. et al	2000	PQUAL1	1	Use to illustrate the variability of provision in the further education sector	Y
Flynn, M.	2005	PQUAL3	1	Small study but provides useful information about qualities sought in personal assistants	Y
Forrester-Jones, R.	2001	OPINION	1	Commentary on Srivastava	Y
Forrester-Jones, R. et al	2002	PQUAL2	2	Part of major research study on hospital closure, but limited reference to day activities. Useful descriptions of preferred activities	Y
Forrester-Jones, R. et al	2004	PQUANT3	1	Detailed methodology to evaluate impact of single service. Supporting reference about supported employment	Y

Author	Date	Category	Quality rating	Recommendation	Included?
Fursland, E.	2003	DESCRIP	0		Y
Goodley, D.	2000	PQUAL4	1	Largely descriptive of use of arts as a way to think about wider issues, but good user influence in the work	Y
Gosling, V. and Cotterill, L.	2000	PQUAL1	2	Primary source for employment	Y
Glendinning, C. et al	2000	PQUAL2	2	Primary text on the potential use of direct payments for the pursuit of day opportunities	Y
Green, L.	2000	PRACTICE	0		N
Hall, E.	2004	PQUAL3	1	Only useful as a supporting reference to theoretical discussion about social inclusion/exclusion. Good quote marked	Y
Halliwell, S. and Glendinning, C.	1998	PQUAL3	1	Single service evaluation, supporting reference about satisfaction with direct payments	Y
Harris, J.	2003	OPINION	1	Informed commentary on choice, may be useful to quote because of position of author (chief executive officer of the British Institute of Learning Disabilities)	Y

Author	Date	Category	Quality rating	Recommendation	Included?
Hayden, G.	2004	PRACTICE	0		N
Henley, C.A.	2001	OPINION	0		N
Holman, A. and Bewley, C.	1999	PQUAL4	1	Supporting reference about satisfaction with direct payments among people with learning disabilities	Y
Hopkins, G.	2002	DESCRIP	0		N
Hopkins, G.	2004	DESCRIP	0		N
Hurst, A.	1999	POLICY	0		N
Hutson, F.	2002	PRACTICE	0		N
Hutson, F.	2001	PRACTICE	0		N
Hyde, M.	2000	POLICY	0		N
Jackson, C	1998	OPINION	0	Editorial	N
Jacobsen, Y. and Everrett, G.	2002	PRACTICE	1	Report of service development. Offers example of career pathways for young people from further education into employment	Y
Jahoda, A. and Markova, I.	2004	PQUAL2	2	Comparative study about stigma. Good evidence about potentially stigmatising effect of day centre attendance	Y

Author	Date	Category	Quality rating	Recommendation	Included?
Jinks, A.M. and Redworth, F.	1998	PQUAL4	0	Does not describe community-based activity. Describes a staff training package	N
Jones, S. et al	2002	PQUAL3	2	Small study of supported employees indicates satisfaction and success of service. Good user involvement in design	Y
Kambouri, M. and Corbett, J.	2000	PRACTICE	0		N
Katz, S.	2002	PRACTICE	0		N
Lawton, J.	1998	PRACTICE	0		N
Learning and Skills Council	2005	REVIEW2	2	Major review of further education provision. Primary text	Y
Lockton, P.	2004	AUDIT	1	Useful guidance based on county-wide review of learning services	Y
Logan, E.	2002	DESCRIP	0		Y
McClimens, A.	2004	DESCRIP	0		N
McConkey, R. and Mezza, F.	2001	PQUANT2	2	Good evidence about aspirations for work among young people. Limited to Northern Ireland	Y

Author	Date	Category	Quality rating	Recommendation	Included?
McIntosh, B.	1998	PQUAL3	2	Influential. Changing Days Programme. Primary text	Y
McIntosh, B.	1999	PQUAL3	2	Influential. Changing Days Programme. Primary text	Y
McIntosh, B. and Whittaker, A. (eds)	1998	PQUAL3	2	Influential. Changing Days Programme. Primary text	Y
McNally, S.	2003	PRACTICE	0	Not services	N
Mencap	2002	REVIEW2	2	Major review of day services. Primary text	Y
Mencap	2002	DESCRIP	1	Makes reference to services. Supporting text only about the arts	Y
Messent, P.R. et al	2000	PQUANT3	1	Use as supporting reference about link between integrated leisure services and physical wellbeing	Y
Miller, A.	2003	DESCRIP	0		N
Morgan, H.	2001	PRACTICE	0		N
Morris, J.	2004	POLICY	0		N
Mulvenney, S.	2003	PRACTICE	0		N

Author	Date	Category	Quality rating	Recommendation	Included?
Nissel, C.	1998	PRACTICE	0	Describes early experience of planning circles. Use in support of references to Changing Days	Y
Open Society Institute	2005	REVIEW2	2	Major review of access to education and employment. Primary text	Y
Pearson, C.	2000	PQUAL4	1	Supporting reference about use of direct payments	Y
Perrins, K. and Tarr, J.	1998	PQUAL2	3	Transition to adulthood	Y
Price, D. and Barron, L.	1999	PQUAL4	1	Supporting reference about social inclusion/exclusion, segregated leisure	Y
Reynolds, F.	2002	PQUAL3	1	Supporting reference about barriers to leisure	Y
Ridley, J. et al	2005	PQUAL3	2	Good supporting reference and focus on people with ASD	Y
Robertson, J. et al	2005	PQUANT2	2	Major piece of research on person-centred planning. Primary text	Y
Rogers, N.B. et al	1998	PQUAL4	1	Survey of residential homes' provision of community leisure opportunities. Supporting reference only	Y

Author	Date	Category	Quality rating	Recommendation	Included?
Rose, J. et al	2005	PQUANT2	1	Single service, but data from survey of 200 service users. Good evidence to support contention that motivation is a key factor in achieving successful employment outcomes	Y
Roulstone, A.	2000	POLICY	0		N
Sanderson, H. et al	2002	PQUAL4	0	Possible supporting reference for person-centred planning	N
Schneider, J. and Dutton, J.	2002	PQUAL2	2	Companion piece to Schneider et al 2001 with focus on attitude of support staff	Y
Schneider, J. et al	2001	PQUANT2	2	Important text on financial implications of work. Ties well with other studies	Y
Scott, J.	2003	PQUAL3	2	Good study of the impact of benefits on opportunities to work. Good user involvement	Y
Secker, J. et al	2003	PQUAL2	2	Limited relevance to learning disabilities, but strong methodology and one of few good studies on social firms	Y
Shearn, J. et al	2000	PQUANT3	2	Key text for section on employment and links well to other studies in this field	Y

Author	Date	Category	Quality rating	Recommendation	Included?
Short, A. et al	2004	PRACTICE	1	Supporting text for section on person-centred planning	Y
Shortman, K.	2002	PRACTICE	0		N
Simcoe, D.	2002	PRACTICE	0		N
Simons, K. and Watson, D.	1999	REVIEW2	2	Major review of day service provision. Primary text	Y
Sitlington, P. and Frank, A.R.	1999	–	–	Unable to access journal	N
Social Services Inspectorate	1997	PRACTICE	0		N
Srivastava, A.	2001	PQUAL3	1	Has a residential focus, but useful supporting text for section on the leisure, friendship and social integration	Y
Stainton, T. and Boyce, S.	2004	PQUAL3	1	Strong user involvement. Evidence about user experiences of enhanced choice and control through direct payments	Y
Stevens, P. and Martin, N.	1999	PRACTICE	1	Good review of literature. Cite research by Kemp and Carr 1995	Y

Author	Date	Category	Quality rating	Recommendation	Included?
Summers, S.J. and Jones, J.	2004	DESCRIP	1	Example of cultural awareness training among staff	Y
Sutcliffe, J. and Jacobsen, Y.	1998	PRACTICE	0		Y
Taylor, B.J. et al	2004	PQUAL4	1	Evaluation of vocational opportunities scheme for young people in Northern Ireland. Limited reference to learning disabilities	Y
Tomblin, M. and Haring, K. A.	2000	–	–	Unable to access journal	N
Tuckey, L.	2000	PQUAL4	0	Include only as supporting reference in further education	Y
Valios, N.	2002	PRACTICE	0		N
Veck, W.	2002	PQUAL4	1	Reflective piece on single case study about social exclusion. Good example of how staff attitudes in day services can exacerbate exclusion	Y
Walker, G. and Luke, C.	2005	PRACTICE	0		N
Wallis, L. and Ryan, J.	2004	PRACTICE	0		N

Author	Date	Category	Quality rating	Recommendation	Included?
Wehmeyer, M.L and Bolding, N.	2001	PQUANT3	1	Supporting reference to benefits of work	Y
Weston, J. et al	2002	PQUAL3	2	Focus on supported employment for people complex needs	Y
Whitehouse, R. et al	2001	PQUANT4	1	A small-scale study of single service. Use to illustrate how people with severe learning disabilities can increase their social interaction	Y
Whittaker, A. and McIntosh B.	2000	PQUAL3	2	Influential. Changing Days Programme. Primary text	Y
Whittaker, A. and McIntosh, B.	2000	PQUAL3	2	Influential. Changing Days Programme. Primary text	Y
Wilkinson, G.	2000	PRACTICE	0		N
Williams, V. and Watson, D.	2001	REVIEW3	2	Reviews policy, practice and research around work and people with learning disabilities across Europe	Y
Wilson, A.	2003	PQUAL3	1	Useful case study illustrating ways that commissioning practices (such as block contracting) can impact on day opportunities	Y
Wilson, A. et al	2000	PQUAL3	1	Small sample, but illustrative of the barriers faced by people living in rural areas	Y

Appendix 6

Summary of key texts

Changing Days^{4, 44, 28}

After years in day centres, people have low expectations of what can be achieved in their lives. They are socially excluded with few supportive relationships with people outside services. The Changing Days Programme worked with five pilot projects (1994–97) to show how life for people with learning difficulties could be improved by moving away from day centres and towards community-based services. The five demonstration projects were designed to facilitate and document the development of a range of alternatives to day centres with a focus on designing a service to meet the individual requirements of each person. Relied on three key features: person-centred planning; flexible personal support; and investment in community bridge building.

The essential starting point for change in day services is to complete person-centred planning for each individual. Adapted personal futures planning and essential lifestyles planning plus building in ideas gained from experience of working with circles of support: in Cardiff they developed the concept of planning circles, which focused entirely on how people spend their time. Circles were facilitated by people selected for their creative skills. The collective picture of the plans provides a blueprint for redesigning the day service: in Hackney this led to a major service redesign based on the needs and wishes expressed in the plans.

Factors that can hinder the development of community-based day services:

- lack of emphasis on employment
- ineffective partnerships between services and departments
- a shortage of care management time
- physical healthcare for people with learning disabilities.

Developing inclusion requires:

- commitment from commissioners and providers to make it a priority, not just a fringe activity
- moving away from segregated groups
- recruiting staff who have good connections with their community
- secure, continuous funding
- building social networks as an integral part of person-centred planning
- sensible but flexible risk policies
- non-bureaucratic volunteer recruitment
- understanding that inclusion means partnership with ordinary citizens – it's about people not places.

Work is one of the major defining roles in our lives and provides structure to our week as well as giving income. It has many benefits for people with learning disabilities: it builds confidence and self-esteem and changes the way they are viewed by family and peers. But investment in supported employment is still very low and it remains a peripheral service not open to everyone. It should become part of the mainstream support offered to people with learning disabilities, not left to small agencies on the edge of services.

To achieve change the benefits system and the funding structures of supported employment agencies will need revision.

People with learning disabilities are big users of FE but often remain segregated from other students. How to turn adult education into an opportunity for social integration and for real learning and personal development?

'New style day services require radical new thinking about financial systems, costing and allocating resources.' How to release the large sums of money committed to centre-based services? The authors talk about the need to conceptualise Changing Day services as a new paradigm and for services to 'think themselves' into a new approach where current conventional financial modelling is difficult to imagine.

The new service will revolve around three activities – person-centred planning, personal support and community bridge building. This will involve using all the money currently invested in health and local authority services and combining this with resources from benefits, wages,

education, housing, leisure, etc – to create and support individual lifestyles for people.

Most funding for day centres is spent on staff salaries and some on maintenance of buildings. Modernisation of funding for statutory services will involve: investment in staff to learn about, lead and coordinate person-centred planning; access to variable levels of appropriate personal support; and investment in community bridge building. Many people with learning disabilities would prefer to employ support workers to help them take part in community-based activities and to get support in the evenings and weekends.

Significant service change and a major commitment to supported employment will not be achieved without extra funding. But not all change depends on large inputs of cash. Other changes can be achieved by disaggregating day centre funding, by transfer of staff roles and funding to community-based activities, by more use of direct payments.

Creating partnerships with families from the outset is essential. Parents' stories of change will be very influential. Need to balance their wishes with the needs of their sons and daughters. Having people with learning disabilities and families in the role of leaders is an essential ingredient to successful change. For example, with training and support, users can present their views to senior managers very persuasively and effectively and hearing things directly from people who use services can be a powerful tool for change. Families can and should be involved as change leaders as they can influence other families in ways that managers and paid staff cannot.

'Gaining access to private and public transport is central to increasing people's choices, making their lifestyle more varied and improving the overall quality of their lives' (⁴⁴, p 175). Plans for modernisation of day services will need flexible provision of transport; travel training; including transport people's individual plans; using direct payments; redesigning public transport and information about transport to make it more accessible; and recognising that special transport can segregate and stigmatise people. Good practice might include: vehicles being bought at unit manager or practitioner level or by the service user or carer; individualised travel training; flexibility so that someone can start their journey from home rather than have to go to the day centre first; and links with other local agencies and voluntary groups to establish if there

are any possibility for people with learning disabilities using existing community transport options.

To achieve effective strategic planning and commissioning we need:

- clear and shared values
- planning for each individual
- flexible budgets
- commitment to joint working
- planning for a person's whole life
- flexible contracting arrangements
- clear service specifications.

Simons and Watson (1999)¹

A review of published research into day services. Concludes that there is a lack of clarity about the function of day services. Are they:

- A form of respite for carers? This is rarely explicitly recognised, and the needs of carers rarely taken into account when designing day services.
- Educational?
- Recreational?
- To encourage personal development?
- Training for independence or employment?

If the purpose is unclear, then how can outcomes be measured? There is a lack of evaluative research on the impact of day services asking what outcomes are achieved by different models of provision? Many forms of day service remain unevaluated. Evidence from their review suggests categories of outcome might be:

- engagement in meaningful activities
- time spent in a non-segregated setting. At present, day services are often provided in segregated settings
- relationships – helping people to extend their social network is a major goal for many services. Found little evidence of people being supported to develop wider relationships within their communities
- income.

Projects and services geared to inclusion within the wider community can be grouped into four categories:

- focusing on performing arts
- concerned with places
- focusing on relationships
- those that attempt to build a comprehensive strategy for opening up a wide range of opportunities.

There are few large-scale studies exploring the views of people with learning disabilities on day services. Those using day centres tend to be positive about them, but those who have moved onto to other day activities such as employment or further education, tend to be negative about day centres. There is now a substantial amount of evidence suggesting that a proportion of those using day centres would prefer an alternative. Some want to take up these options but also ‘keep a foot in the door’ of the day centre.

Work is not always a comfortable environment for people with learning disabilities. There is an important role for employment-related support services, but not all supported employment agencies are equally effective at achieving positive outcomes. Supported employment agencies need to time to ‘mature’ in order to deliver better outcomes in terms of jobs found, wages paid and hours worked.

Models of employment support include: training/transition to work programmes; training and employment; community businesses and social firms (most likely to be paying people and offering full-time occupation); and supported volunteering. There is very little evidence that ‘readiness’ models help people to progress into open paid employment. Supported employment is targeted primarily at people with mild or moderate learning difficulties.

Social firms may be useful in opening up a wider range of employment opportunities and can sometimes accommodate people with more complex needs for whom very specific environments are required. Interplay between ideas like supported employment and social firms promises to offer the most exciting possibilities.

Funding for many supported employment projects is short term and on a pilot basis. But initiatives need to be longer term in order to show results. Social services departments may take the attitude that employ-

ment is not part of their remit. The benefits system restricts the number of hours (16) people with learning disabilities can work per week without losing Incapacity Benefit.

Access to adult continuing education (ACE) is often seen as a 'substitute' day service. Many people with learning disabilities may do course after course and be permanently in the same educational setting with little thought given as to what will happen afterwards.

Modernisation of day services will involve costing day and residential services as a coherent whole, rather than separately.

Simons and Watson draw on research by Felce et al (1998)²⁶ and McIntosh and Whittaker (1998)⁴⁴ to provide a 'service design for an ordinary community life' with three components (and an overarching theme to monitor outcomes):

- an ordinary context
- organisational readiness
- delivering quality.

They also suggest that key features of a reformed system would include:

- proceeding on a more informed basis
- a focus on individuals
- a concern for demonstrable outcomes
- more emphasis on performance
- extensive skill development and learning
- effective participation
- a central role for employment-related support
- extensive local partnerships
- reform of other services, including residential provision
- the need for a national framework for supported employment
- importance of further benefit reform.

Existing resources will need to be used in very different ways, and in particular support from staff will have to be individualised; targeted on the needs of each individual; independence and competence maximised on the part of the users; designed to 'lever-in' the maximum range of resources by working with leisure, education, employment, housing

and regeneration so these services are more responsive to the needs of people with learning disabilities, but also drawing on a range of informal supports.

Mencap (2002)²¹

Recent research into day services has found that they are all too often 'aimless' and 'ill-defined'. Good day services should offer more than an alternative to being at home. This could include a focus on skill learning building on people's achievements during school years; making use of ordinary community education, leisure and other facilities; and helping people with learning disabilities to develop occupational skills and to find employment.

In some places local authorities are removing day services from people with learning disabilities who live in residential homes quoting the homes' contractual duty to provide 24-hour care. But (among other things) this is confusing 'care' with 'activity' and assumes that residential staff/homes will have the skills and resources to provide community-based activities.

Community-based services do not automatically ensure that an individual has contact with non-disabled people or is living an ordinary life.

The best run community or home-run services are user-led, with people with learning disabilities deciding for themselves what they wish to do and how they can best develop their own skills. But these types of services rarely offer a five-day week service.

A college can effectively become a quasi-day centre with no real sense of purpose.

Local authorities need to take account of the needs of people with profound and multiple learning difficulties, older and younger people and people from minority ethnic communities. The needs of these groups need to be understood and budgeted for.

There is a need for appropriate day activities for people who are over retirement age.

Transport costs can account for a substantial part of the day services budget – up to one quarter of the total in some areas (some places still using transport inappropriately – bussing people to day centre to meet up, then back again to home area for community-based activities).

Sets out some key principles for modern, effective day services:

- person-centred planning, with the full involvement of people with learning disabilities and an advocate, and real choice
- access to a variety of real activities that enable people to develop their skills and potential
- focus on genuinely inclusive and integrated activities based in the community
- full and flexible service, covering at least the five-day working week, with opportunities for activities also in the evenings and at weekends; with a level of service that meets the full needs of users and carers
- network of small local resource centres to support community-based activities
- individually tailored support
- partnerships between social services and other local agencies, such as supported employment and education providers.

The government and local authorities should consider the need for bridging funding if new services are to be developed before the existing ones are dismantled. Funds for modernisation allocated by government are to expand day services to 20,000 people who currently have no form of provision.

Beyer et al (2004)⁷

Day centre users often have few opportunities to develop links with non-disabled members of their local community or access generic education, sport or leisure facilities. Very few opportunities for them to develop skills that might help them to secure gainful employment and day centres vary greatly in the emphasis they place on helping people to find paid work. Where day centres are focused on employment outcomes they tend to use concepts developed in supported employment (vocational profiling, job matching, job placement, on the job support, career review, etc). They suggest that appointing work specialists within day centres is not likely to lead to better employment outcomes or to overcome cultural resistance. There are numerous obstacles to day centres providing an effective employment service in their own right and it is better if they work with supported and generic employment agencies. Highlight the

importance of partnerships with mainstream services such as Jobcentre Plus and WORKSTEP.

People with learning disabilities identified the following advantages of paid work: money, social contact, making a contribution to other people, and having something to do.

Most people with learning disabilities in Beyer et al's study (2004)⁷ worked for less than five hours per week. A small minority worked more than 16 hours. Reason for working so few hours was a real, or perceived, fear that benefits would be affected and people would be worse off as a result. The low hours worked could disadvantage people with learning disabilities who need more time than is available to learn job skills. The authors suggest that the minimum number of hours worked to qualify for WORKSTEP, Access to Work and Working Tax Credit might feasibly be reduced to enable people with learning disabilities to take up these schemes.

Colleges and local LSCs need to think about exit strategies available to people with learning disabilities and ensure that appropriate support services are available to help people get paid jobs. This sector needs to be more outcomes focused and to emphasis routes to employment as the norm.

Family carers play a role in supporting people with learning disabilities into employment – they help to resolve benefits issues and help with transport. They can be powerful advocates for employment and many carers Beyer et al talked to valued work highly and its effects on their relative.

Emerson et al (2005)³

The survey found 39 per cent of people with learning disabilities go to a day centre. Of these, 42 per cent go for five days a week. Of the rest, similar numbers went for one, two, three and four days a week. People were more likely to go to a day centre if they had higher support needs, were older, were not poor, lived in residential care or a Supporting People scheme, were women, lived in a less deprived area, or were Asian. Nearly everyone (96 per cent) who went to a day centre said they liked going.

When people were asked what they would like to be different about what they did in the daytime, responses were: nothing (26 per cent), go out more (8 per cent), get a job or a different job (7 per cent), do sports

(6 per cent), visit people (4 per cent), generally have more things to do (4 per cent), have money for things (1 per cent), move on from college/day centre (1 per cent), go shopping (1 per cent), use a computer (1 per cent), go out to pub/meals (less than 1 per cent), go to day centre more often (less than 1 per cent), listen to more music (less than 1 per cent), do more arts/crafts (less than 1 per cent).³

Asked people about the kinds of things they did in their spare time. In the last month they were most likely to have been: shopping (87 per cent), to visit friends and family (77 per cent), for a meal in a restaurant, pub or café (71 per cent), to the pub or a club (62 per cent), to a hairdresser (59 per cent), to play sport or go swimming (41 per cent), to the cinema, a play or concert (40 per cent), to the library (22 per cent), to watch sport (19 per cent). A few people (5 per cent) had done none or only one of these; 6 per cent had done all or all but one. This suggests that people with learning disabilities are at least as likely to participate in some types of community-based activities as the general population (cinema 15 per cent; concert 16 per cent, watch sport 15 per cent).

Sixty-nine per cent of people had contact with friends at least once a year. Thirty-one per cent said they did not have any contact with friends. People with learning disabilities are much more likely not to see friends than people who do not have learning difficulties. Sixty-nine per cent of people had friends who also had learning difficulties. Twenty-five per cent had friends who did not have learning difficulties. One in 20 people (5 per cent) had no friends and did not see anyone from their family.

One in six (17 per cent) of people with learning disabilities who are of working age have a paid job, compared to figures for the general population where 67 per cent of men and 53 per cent of women of working age have paid jobs. The types of paid jobs people had included: shop or warehouse for shop (19 per cent); gardener or labourer (18 per cent), catering/waiting tables (15 per cent), factory or assembly line (15 per cent), domestic work (14 per cent), apprentice/trainee (3 per cent), office work (2 per cent).³

- 45 per cent earned less than £100 per week; 81 per cent earned less than £200 per week
- 28 per cent of men and 47 per cent of women who had a paid job worked for less than 16 hours a week. These rates are much higher

than for the general population (men – 4 per cent; women – 15 per cent)

- 65 per cent who are unemployed (and said they were able to work) said they wanted a job
- 16 per cent said they lost some benefits when they started working. Most of them (77 per cent) said it did not cause them any problems
- 92 per cent liked their job; 21 per cent would like to work longer hours; 5 per cent wanted shorter hours
- 6 per cent of people with learning disabilities had an unpaid job. The types of unpaid jobs people had included: gardener or labourer (24 per cent), catering/waiting tables (17 per cent), factory or assembly line (17 per cent), shop or warehouse for shop (16 per cent), domestic work (10 per cent), apprentice/trainee (2 per cent), office work (1 per cent).

Asked about direct payments, 38 per cent had heard of them, 23 per cent had applied for them, and of these most (84 per cent) had received them. Nineteen per cent were receiving direct payments.

Robertson et al (2005)⁵⁰

Claims to be the ‘largest most comprehensive evaluation of the costs and impact of person-centred planning [PCP] to be undertaken anywhere in the world’. Also considered what organisational factors impede or facilitate the effectiveness of person-centred planning. Working with four sites, they followed 25 people in each locality over two years to document and evaluate the PCP process.

Main findings:

- Person-centred planning leads to improved life experiences for people with learning disabilities in the areas of community involvement, contact with friends, contact with family and choice.
- The benefits of person-centred planning vary across areas of life, people and contexts – person-centred planning had benefits in some areas of life, but not in others. It appeared to have no impact on access to more inclusive social networks, employment, physical activity and medication.

- There were a number of significant factors associated with the process of person-centred planning – commitment of facilitators, personal involvement of the focus person, identity and role of facilitators.
- The introduction of person-centred planning was cost-neutral.
- Some groups of people with learning disabilities were more likely to get access to and to benefit from person-centred planning than others.
- There is a need to develop approaches to monitoring equity of access to and the impact of person-centred planning.
- Person-centred planning may be best considered as an evolutionary step towards the increasing individualisation of supports and services. It does not appear to represent a radical departure with previous practice. It is important therefore to learn from, rather than disregard, previous practice.

Relevant policy documents and inspection reports

England

1998

Moving into the mainstream: The report of a national audit of services for adults with learning disabilities

Author: David Fruin

London: Department of Health/Social Services Inspectorate

Based on a Social Services Inspectorate inspection of eight social services departments across England, the report emphasises the need for social services to diversify the range of residential and day services available; this is one of four key priorities identified. It was noted that 'the transition from older, industrial employment Adult Training Centre models to resource and recreational models was not without problems and the rate of change could be slow. Some users' parents sought to maintain what they saw as the security of large centres providing five day-a-week care exclusively on the centre premises' (p 19).

1999

Facing the facts: Services for people with learning disabilities: A policy impact study of social care and health services

London: Department of Health

Based on a survey of 24 local authorities and their partner health organi-

sation, this report highlights the dominance of large ATC/SECs in day care provision. Sixty-six per cent of whole time equivalent provision was of this type, with each day centre offering an average of 55.44 places. By contrast, continuing education accounted for 16 per cent whole time equivalent of day placements; outreach groups 9 per cent whole time equivalent; supported employment 7 per cent, and NHS-managed day services 2 per cent. There were considerable variations between authorities as to the amount and type of day provision available. Concerns were expressed about reductions in service level and loss of structured routines as day services attempted to reconfigure. Problems in relation to loss of benefits vis-à-vis supported employment were also highlighted.

2001

Valuing people: A new strategy for learning disability for the 21st century
Cm 5086

London: Department of Health

Day services are highlighted as an area where service improvements are badly needed: existing services are described as ‘frequently failing to provide sufficiently flexible and individual support. Some large day centres offer little more than warehousing and do not help undertake a wider range of individually tailored activities’ (p 19). The White Paper sets the following objective: ‘To enable people with learning disabilities to lead full and purposeful lives within their community and to develop a range of friendships, activities and relationships’ (p 76). While recognising the role that day centres have traditionally played in providing respite care to families, the White Paper seeks to promote a model of day services modernisation leading to services which integrate people with their local community and make use of generic adult education provision. It also notes employment rate of under 10 per cent among adults with learning disabilities and seeks to promote better access for their group to existing initiatives to support disabled people into paid employment.

Action for local authorities includes:

- a five-year programme to change day services by 2006 – and money from LDDF to help this. Day service modernisation plans to be written by February 2003
- the LSC to make sure people with learning disabilities get an equal chance in education

- action to outlaw discrimination against people with learning disabilities on public transport
- councils' leisure plans to include people with learning disabilities
- improvements to services for parents of people with learning disabilities
- more effective training re working with people with learning disabilities.

Backed up by a Toolkit for Day Service Modernisation, to help partnership boards write their day service modernisation plans. Two parts: first has a vision of a modernised day service, an audit tool, and some key contacts. The second includes more detailed information on implementing strategies for modernisation of day services.

2003

Fulfilling lives: Inspection of services for people with learning difficulties

Author: Charles Cope

London: Department of Health

Based on an inspection of eight local authorities in England, in the wake of Valuing People, this report highlights the slow pace of change and lack of partnership approaches to the provision of services. In relation to day services, the need for a programme of modernisation to promote social inclusion is emphasised. However, it is also noted that some large and seemingly 'traditional' day centres in fact offer a range of outreach and community-based services. 'A recurrent theme of this report was that more has to be done to win the hearts and minds of carers, who often believe, sometimes with justification, that re-providing a services on a smaller scale can mean reducing the services' (p 35).

Scotland

2000

The same as you? A review of services for people with learning disabilities

Edinburgh: Scottish Executive

Echoing developments in England, this again highlights the need for change, noting that there were 'people going to day centres for many years without a formal assessment' (p 54) and that users and carers described services as boring and lacking in direction. Pays more attention to people with complex needs who may continue to need structured day

opportunities. Access to adult education and supported employment is also emphasised but again there is also recognition that ‘there is still a place for sheltered workshops’ (p 60).

Wales

2001

Fulfilling the promises

Cardiff: National Assembly for Wales

Indicates that although progress was made under AWS there is still a lot of work to be done. It finds evidence of some variety in day provision (more community placement options, further education, work experience) and less reliance on large day centres, but problems in developing supported employment due to difficulties with benefits system. This is all despite a higher spend per capita of general population on learning disability services in Wales – at £63 per annum – Scotland £59 and England £54. It also notes a trend towards sessional attendance rather than people spending their whole week in a single setting.

Northern Ireland

2004

Audit of learning disability in Northern Ireland

S/98803

Authors: Roy McConkey, Eamonn Slevin and Owen Barr

Belfast: Department of Health, Social Services and Public Safety

Suggests that day services ‘perpetuate a segregated model of provision that is increasingly out of tune with modern values’ and that they do little to enable people to form relationships with their communities (p 105). The solution is seen as refocusing day provision so it is no longer seen as a specialist service for people with learning disabilities, but rather is a way of promoting social inclusion. Emphasis is put on promoting further education, vocational training and supported employment.

Appendix 7 Summary of synthesis

Primary theme	Sub-themes	Key messages
<p>What is meant by 'community-based day opportunities/activities'</p>	<ul style="list-style-type: none"> The purpose of day services Historical reasons for shift towards community based Descriptions of types of initiative (prior to the modernisation programme set out in <i>Valuing People</i>) Influence of a particular demonstration project (The Changing Days Programme) that illustrated alternative models of community-based services There is a triad of support services for day activities: providers of specialist support for people with learning disabilities, employment-focused, education-focused The views of services users 	<ul style="list-style-type: none"> No consensus about what day services are designed to achieve, reflected in paucity of outcome measures Broad agreement about the limitations of centre-based services that are aimless, ill-defined and perpetuate low expectations among users Reliance on individual initiative/localism for alternative provision prior to <i>Valuing People</i> Day activities are still generally based around day centres Some groups (with higher support needs, the elderly) are more likely to use a day centre There is a dearth of opportunities for people with learning disabilities to develop links with non-disabled people or access local community activities Community-based activities do not automatically ensure that an individual has contact with non-disabled people or is living an ordinary life Community or home-based activities rarely offer a five-day a week service Service users tend to be happy with what they have, but those with experience of alternatives express dissatisfaction with traditional day centre-based services.

Primary theme	Sub-themes	Key messages
<p>The process of modernising day services</p>	<ul style="list-style-type: none"> • Key reviews in late 1990s exposed sub-standard day services and the need for change • Principles of good practice and the necessary conditions for change • The continuing existence of segregated services • Barriers to change • Community capacity building 	<ul style="list-style-type: none"> • Parents/carers as partners in change, but also a major source of resistance to modernisation • The culture of traditional day centred-based services is difficult to shift • There is a tension between approaches that are structured and service-oriented, and those that are 'person-centred' • Importance of working with mainstream providers (leisure, transport, etc) and of tapping into other budgets and funding streams (for example, Single Regeneration Budgets) • Leisure and friendship are areas of life that can lead to greater integration in the community for a person • Improving access to leisure can improve physical wellbeing • Leisure cannot be the mainstay of a person's life, and needs to be complimented with other activities that also promote social networks • Some activities that take place in community settings are purposively segregated, such as theatre companies and nightclubs • The debate about social inclusion/exclusion for people with learning disabilities is more nuanced than is generally acknowledged • Factors that can hinder the development of community-based day services are: lack of alternative provision; lack of effective partnerships between services and departments; difficulties in decision making; lack of time to understand and plan properly with individuals; benefits issues; problems with transport • Could a lack of adequate social skills training inhibit the social integration of people with a learning disability? Inappropriate methods for helping people to make choices and an inadequate evidence base on choice to guide practitioners • Self-advocates suggest that services should worry less about providing a menu of options and concentrate more on listening to what people say they want and meeting those needs through direct payments

Primary theme	Sub-themes	Key messages
		<ul style="list-style-type: none"> • 'Social capital' required for true social inclusion comprises: participation in the local community, reciprocity (looking after one another), feelings of trust and safety, social connections, citizen power and community perception (feeling of belonging). • Has too much attention been paid to achieving and measuring physical integration and not enough to facilitating 'connectedness' within communities of people with learning difficulties? • Services have to be proactive in making connections with local communities • Little has been written so far about the impact of Valuing People on day activities

Primary theme	Sub-themes	Key messages
<p>Work is a leitmotiv running through the testimony of self-advocates when asked what they want to achieve in their lives</p>	<ul style="list-style-type: none"> • Barriers to people getting and sustaining work • Sheltered employment • Social firms • Paid employment • Unpaid work • The role of specialist day services in helping people to find work 	<ul style="list-style-type: none"> • Work is a key way to encourage and support social inclusion. People with learning difficulties have identified many benefits themselves: do money, social contact, making a contribution, having something to do • Studies of employment among people with learning disabilities reveal the same picture of: low levels of employment; low wages; low hours; lack of choice of models • Where people do work, it is common that they do so on a 'voluntary' (unpaid) basis. Most paid work is part time and a majority of studies cite benefits as a barrier • Great variation in the emphasis day centres place on helping people to find work – from little or no employment-related support to hands-on services where day centre staff provide all aspects of employment support • Partnerships with mainstream services are essential. Day centres are not likely to achieve good outcomes re employment in their own right • Acknowledge that not all people with learning disabilities want to be exposed to potentially stressful environments such as mainstream workplaces. Mainstream workplaces may be inappropriate/stressful environments for some people with learning difficulties – role of social firms as alternative to this • What works well in supported employment for people? Mixed models of employment; creative thinking; greater user participation and empowerment in the development process; involvement of carers; expert guidance and welfare rights advice; ongoing opportunities for workers to develop their potential; integration of disabled and non-disabled workers; consultation with local socioeconomic development agencies

Primary theme	Sub-themes	Key messages
Education		<ul style="list-style-type: none"> • Most provision is segregated within colleges • Lack of progression from further education for most people (revolving door with day services) • Colleges as quasi or neo-day centres • Lack of purpose to activities • People with learning disabilities contribute as teachers of learning disability studies and on professional courses

Appendix 8

Methodology and quality criteria

Regional workshops

One of our objectives in carrying out the survey was to base the findings on as broad as possible a range of views, expertise and experience. For that reason we planned a series of six regional workshops as the first stage of the project. The purpose of the workshops was:

- to network and find out about specific innovative practice around the country
- to discuss participants' views on what constitutes good community-based day services and on aspects of change in day opportunities.

We hoped that the regional workshops would generate suggestions for 'quality criteria', that is, criteria that could be used to judge whether services are demonstrating good community-based practice and, therefore, should be included in the survey.

Because of time constraints five workshops were actually held instead of six and, while most of them were towards the beginning of the project, one (in Northern Ireland) took place at a later point. The North of England did not have a workshop but Carlisle People First were commissioned to use their local networks to identify possible good practice examples.

The workshops brought invited participants together from organisations for people with learning disabilities and family carers, and 'leaders' in the area of day service modernisation (for example, Partnership Board day service modernisation champions, People First groups, learning disability research and development organisations). The three workshops that took place in England were co-facilitated by the local member of the *Valuing People* Support Team, and the Northern Ireland workshop by the local Mencap organisation.

Table 1
Workshop participants

	Self-advocates	Policy makers and planners	Service providers or staff	Others (including family carers)	Total
South West	4 (2 groups)	9	15	2	30
Midlands	5 (3 groups)	7	8	2	22
London	2 (2 groups)	3	13		18
Wales	6 (3 groups)	6	11	3	26
Northern Ireland	10 (3 groups)	6	9	2	27
Grand total	26	31	56	9	123

Each workshop consisted of a morning session for people with learning disabilities and an afternoon session for all. This format was very successful in giving time and space for people with learning disabilities to talk about their own issues and experiences, and to prepare for the afternoon discussions. The outline for each workshop varied slightly, but was based on the following plan:

Morning: self-advocates' small group discussions:

- a) experiences of community-based day activities, past and present
- b) 'good' and 'bad' experiences
- c) some time for reflection on what factors make for a good experience.

During most workshops we included some input to inspire people to think beyond their own immediate situations, for example showing extracts from the recent DVD/video material produced by Realvoice Media for Wiltshire (Realvoice Media, 2005).

Afternoon: professionals, family carers, policy makers and others joined us for lunch, after which we reassembled for a brief overview of

the 'Having a Good Day' Project. This was followed by a presentation from self-advocates based on their work in the morning, as a lead-in to small group discussions. The main aims of the group discussions were to:

- a) share participants' examples of innovative community-based practice
- b) identify and discuss obstacles encountered by participants in developing community-based day opportunities
- c) share views on the factors that would influence positive change.

Self-advocates worked as a separate group during the afternoon. This proved successful in maximising their input while ensuring that the whole process did not become exclusively focused on achieving accessibility. We wanted professionals to be able to share opinions and ideas freely. During the afternoon self-advocates were presented with a set of case studies about individuals from which they chose two or three and discussed what the person would need in order to 'have a good day'. The case studies included people from minority ethnic groups, people with high support needs, those with behavioural challenges, people who want to live as partners, people with additional mental health support needs, and those who use direct payments. The self-advocates' work was then used to focus other workshop participants on thinking about how the community-based services they were recommending would meet the needs of people who are often excluded.

Information was recorded on flipchart or tape during the course of the workshops and was later written up. Notes and photographs taken on the day were returned to participants as 'minutes'.

The workshop methodology involved both professionals and self-advocates and proved successful in obtaining a snapshot of good community-based practice in each geographical area, and peoples' views on what constitutes 'quality' in relation to community-based provision. On the whole, people were positive about taking part and hoped to remain in contact with the project. Participants would like to receive a summary of the final report.

Summary of findings from the workshops

Suggestions of potentially innovative practice

As indicated by the scope of this report, the workshops were very successful in generating details of potentially innovative practice. Forms were distributed at each workshop to capture peoples' suggestions, and could be either filled in on the day or returned later. Table 2 summarises examples gathered from three of the workshops.

Table 2

Examples of innovative community-based practice from three of the regional workshops

Day centre modernisation: smaller groups and community activities	8
Advocacy-led leisure and socialising	6
Work and supported employment services	12
Supported living or individualised services (often based on person-centred planning)	6
Community innovations, including projects that linked people with learning disabilities to their own communities – social firms and volunteering	8
Training	6
Total	46

Self-advocates' views

The self-advocates who attended the five workshops expressed a remarkably coherent and consistent set of values, echoed in one workshop after another. Views that emerged from the first workshop were presented in an accessible way, with pictures and flipchart diagrams, and discussed and altered with each of the groups at the other four workshops. In summary, self-advocates identified a number of important features for community-based services. These were fed into the setting of the quality criteria for the survey.

What makes things bad?

- Things that are boring.
- Things that are short term, and stop because of lack of money.
- Having 1,100 people (!) in one place, and not having enough supporters.
- No transport, or bad transport.
- Not being in control of transport.

What makes things good?

The setting:

- Not being like a day centre.
- Clean, nice places.
- Situations where people's access needs are met (for example, visual impairment needs, hearing needs, physical access).
- A place where you feel safe.

Social things:

- Meeting people you can make friends with.

Good support:

- Getting help with things that are difficult for you.
- Being treated with respect.

- Support being available if you need it.

Information and choices:

- Choosing things yourself.
- Different things for different people.
- Getting my voice across.
- Easy information provided as a matter of course.
- Having good information so you know what the choices are.

Doing something that is worth it:

- Helping people.
- Earning money ('what you earn is yours').

Self-advocates were well aware of what made a difference in their lives and wanted to do things in individualised, community settings. People found day centres overwhelming in terms of numbers and the limitations on their choices. They wanted to contribute and to be given the opportunity to help other people through having valued roles in the community. More than anything, they were keen to earn money, although many still echoed doubts and worries about benefits.

General themes

The themes emerging from the workshops included many which were indicative for the whole of the practice survey. For instance, what precisely is the 'community'?

There was a strong feeling that we need to move our focus away from 'service provision' and to think about supports for individuals to access their own communities. Participants felt that facilitating an opportunity is different from providing a service. When considering people with complex needs, people who challenge services, and people from minority ethnic groups, participants felt that no particular 'service provision' would meet their needs. People reported that staff roles are changing, and the role of community brokerage was discussed as a better way of accessing information about resources that are in the community already.

Participants were also clear about other factors that will lead to change.

For example, when we look at a person's whole life, and the support they need to pursue the life they want, then the distinction between residential and day services may no longer be meaningful. People were looking for ways of re-directing finances and individualising budgets.

Participants thought about the 'traits of a good support organisation' and identified that valuing people, personalising the support, and handing over power were essential features.

Partnership and joint working was another key theme. In all the workshops, different professionals discussed together how they could work in a more 'joined-up way'. Participants talked about partnerships with community providers based on shared interests – for instance in wildlife or regeneration projects. People felt that some of the community projects described bring added value to the community at large, and they can also bring in money.

The workshops brought together a total of 123 people, many of whom are key players in providing, using or planning for improved day opportunities for people with learning disabilities. They represented a wide geographical spread, and included national policy makers from the *Valuing People* support team, the *National Development Team* and *Values into Action*. In every workshop, professionals and family carers listened carefully to, and worked together with self-advocates on a basis of equality. All were concerned to move forward to community provision and inclusive practice. It is a body of people who are eager to stay informed about new developments as they continue to implement and influence change in their local areas.

Quality criteria

The 'Having a Good Day' research had a time frame of six months from its start in early summer 2005 to submission of draft reports. The commissioning brief was ambitious, and was matched by the research proposal. Trying to organise and run regional workshops during the summer period proved more difficult than anticipated and it became essential to start the practice survey before all the regional workshops had finished. The findings from the earliest workshops were used to develop a set of quality criteria to select services for inclusion. The criteria reflect self-advocates' views about what makes good community-based services and support, as well as reflecting the main messages from national policy (which in itself also reflects self-advocates' views). The criteria are given in full below. The 15 in italics were singled out as key areas of interest.

<p>Inclusion and quality criteria</p> <p>Around what people are doing <i>Connecting with and doing things alongside people for reasons other than their learning disability</i> Typical of others of similar age and/or culture Individualised <i>Contributing – undertaking valued roles, a career</i> getting a chance to develop and get new experiences, and to continue their learning being seen in a positive image by others <i>building and maintaining friendships</i> <i>leading and being in control of what happens</i></p>
<p>Around where people are doing things <i>Using ordinary community places and facilities outside the 'learning disability' world</i> <i>Alongside people who do not have a learning disability</i> <i>Places that are in keeping with ordinary patterns of life</i> In buildings that are used by the local community <i>In settings specific to their cultural preferences</i> In buildings that are fit for purpose Using ordinary or individualised transport arrangements</p>
<p>Around why people are doing it <i>Based on person's own desires and aspirations</i> <i>What people do gives shape to their lives, makes sense for them; it's meaningful and purposeful</i> Gives a sense of achievement Helps to maximise their income Helps them get a voice as a member of a discriminated group</p>
<p>Around how people are doing it <i>People make choices and decisions, and fully participate in doing things</i> <i>With the right amount and type of support they need</i> With their family involved if they want them involved Knowing that their family carers are getting support</p>

continued.../

Around what the service and its staff do

Creates opportunities for new experiences

Assumes capacity, and gives support as needed

Supports people to be as independent as possible

Delivers, or ensures that people get, the personal help they need to maintain their dignity

People are not excluded because of their level of disability

Works really hard to understand the person's communication

People are accepted and respected

People have control over the support

People get flexible support, across the full day and week

People are treated equitably and fairly

Discriminatory practices are challenged

Mainstream provision is influenced

Risks are accepted and well managed

Promotes and maintains people's health

Works hard to ensure supporters know what they are doing

– trained and matched to people

Around how the service is organised

Finds out what people want and uses the information to shape developments and staffing

Self-critical and learning culture

The service knows what it's there to do, and how it will do it, and has own description of what quality is

The service changes and grows

People who use the service have a voice in shaping what it is like

Carers of people who use the service have a voice in shaping what it is like

It monitors delivery and outcomes for individuals

It regularly reviews and evaluates its progress and achievements, and has ongoing improvement plans

Seeks and creates partnerships with other support services to achieve lifestyle goals

Around resources

The service is sustainable (that is, has reasonable confidence about its security of funding)

Refocuses resources from congregate, segregated services

Focuses resources according to needs

Telephone survey

During the workshop phase, additional suggestions of good community-based services were gathered through a search of the FPLD Choice Forum (an interactive discussion website), national advertising and media coverage, contacts with national development agencies, and leads emerging from the literature review. Carlisle People First also gathered suggestions by networking with organisations and individuals in the North of England, and by contacting advocacy organisations around the UK. Services were put onto a list for potential telephone interviews – 161 in all. Of those, 30 did not meet the inclusion criteria, and 78 could not be followed up by telephone or email because of a combination of difficulties around incorrect contact details, making contact with people, and research time available. Detailed information, using the methodology below, was collected from the remaining 53 services.

A format was developed for the telephone interviews based on the quality criteria (the format is shown in full in Appendix B now 9). Telephone interviews took up to 80 minutes, and responses were noted in writing during the course telephone call or immediately afterwards. This method proved successful in allowing us to make contact with a large number of providers in a very short space of time. The telephone interviews also allowed us to make some judgements about how each service/site fitted with the quality criteria, and helped us to select eight areas for more in-depth exploration through visits.

In addition to verbal information, telephone interviews and workshops generated 'grey literature' – descriptive reports, evaluations, internal review documents and publicity material. This gave a rich picture of some services and helped us identify innovative developments and strategies. Some of material was also used, as appropriate, to inform the research review.

Service/site visits

As the telephone survey progressed, eight 'good practice' sites were identified for in-depth study and analysis. The objectives of the visits were to:

- further document and define good community-based practice from the point of view of people with learning disabilities and their families
- gather evidence of how the service/initiative matched or demonstrated the criteria for good community-based day opportunities
- find out how individual schemes or initiatives fitted into the whole provision of day services and opportunities in the local area
- document how things were changing, in terms of provision, and identify the drivers for that change
- gather evidence about funding sources for individual schemes and initiatives, and about funding streams at local authority level and how these were determined
- find out how changes in day services are influencing mainstream public services (leisure, employment, learning, and transport).

Each of the visits was carried out by one of two review teams, consisting of:

- a researcher from the core team
- a person with learning disabilities
- a family carer
- a commissioner.

Some basic descriptive details of the eight services/sites visited are contained in Table 3. More detailed pen portraits can be found in Appendix 10. Given the coverage of the survey – UK wide – we aimed to carry out in-depth study of a service/site in each of the regions.

Table 3

The 'good practice' sites/services visited for the practice survey

	Type of organisation	Innovative aspects	Area
Brandon Trust (Bristol and area)	Large independent service provider	Active in promoting small projects with maximum community involvement	South West
The Orchardville Society (Belfast)	Medium-sized independent service provider	Specialist provider for employment and vocational training	Northern Ireland
Promoting Independence Project (Caerphilly)	Multi-disciplinary team	Working with school leavers during transition to formulate and follow up person-centred plans	Wales
North Lanarkshire	Rural council, multi-provider	Moving away from building-based provision into person-centred planning, supported living and employment across the area	Scotland
Thurrock	Unitary council, in-house provider	Modernising day services and moving to smaller community bases	South East

continued.../

	Type of organisation	Innovative aspects	Area
Pure Innovations (Stockport)	Large independent service provider	Supported employment provider, providing a business approach with community partnerships	North
NuLife (Newham)	Urban council, in-house service	Day service modernisation, and a move to individualised, person-centred ways of working	London
Community Support (Norfolk)	Rural council, In-house service	A non-building-based service, supporting people 1-1, and focusing on those who have high support needs	East Anglia

A protocol and methodology for data collection on the visits was developed in order to maximise:

- the advantages of having four different perspectives at each site
- the amount of in-depth information that could be collected.

Each visit was planned to take no longer than one day in order to minimise impact on the site. On two occasions, however, key managers or commissioners joined the review team at the hotel on the evening prior to the visit, which was very helpful in preparing the ground and obtaining some initial signposting. Reviewers also returned to two sites for additional interviews with the local commissioners, and to explore other local services.

In general, each visit was prompted by the existence of a particular project or initiative in that area. Four of the visits turned out, in the end,

to be around 'whole area provision'. For each separate initiative, project or scheme we aimed to conduct interviews or focus groups with at least:

- four service users (in group)
- two service users (individually)
- two parents/family carers
- two members of hands-on support staff
- one manager.

We were also successful in arranging interviews with a local authority lead commissioner or manager in each area. Details of people interviewed in each of the sites is shown in Table 4.

Table 4
People interviewed on site visits

	Managers	Commissioners	Support staff	People with learning disabilities	Family carers	Totals
Brandon Trust	2	2	4	12	0	20
The Orchardville Society	3	1	4	7	3	18
Promoting Independence	1	2	3	4	3	13
North Lanarkshire	6	2	4	6	1	19
Thurrock	2	2	6	9	1	20
Pure Innovations	4	0	5-6	15	2	26
NuLife	3	1	8	9	6	27
Norfolk Community Support Team	12	1	13	10	2	38
Totals	33	11	47	72	18	181

Although we were aiming to ‘observe good practice’, we were also anxious to talk about issues, strategies, problems and any other themes underlying the practice we observed. The type of evidence collected could be divided into two strands:

- a) observations of good practice (that is, actually visiting and ‘being there’ alongside people with learning disabilities, in whatever they were doing during the day)
- b) talking, either in groups or individually, with the people mentioned above. Interviews were tape recorded on four of the visits.

Although the team approach for our visits was built on previous experience (for instance, Gramlich et al, 2002),⁹⁹ the mixed composition of these teams was novel, and the time given to preparation and training was necessarily very limited. In addition, visits often had to be arranged at quite short notice, and so some flexibility in our approach was absolutely vital. In order to collect the ambitious amounts of data we had planned, we relied on:

- the four people in each team splitting up for certain parts of the visit, usually into two groups of two
- immediate feedback from team members, recorded by the researcher, often on the home journey.
- collecting written information or previous reports as available (for example, the Northern Ireland Day Services Review, McConkey, 2005)
- streamlining all our systems – for example, colour coordinated topic guides, with additional consent sheets ready for those who had not already filled one in
- informing our sites in advance of what our main goals were, who we wanted to interview, and what the main topics would be. We tried to send the topic guides in advance to both the service managers and the commissioners.

Analysis of data from visits

The analysis aimed to capture evidence about positive practice, and lessons about how it was achieved, constraints and any issues. A format was adopted, given in Appendix 9 which followed the order of questions and topic areas in the interviews. Written notes and transcripts from interviews were subject to content analysis that picked out quotations and other evidence relating to each topic or issue.

The great advantage of the review teams was that they represented four different perspectives. These were captured through a column in the analytical format where team members could express their own views based on observations and experience during the visits. This proved to be very fruitful. For instance, following one visit a discussion arose about the importance of staff skills, training and expertise. The self-advocate in the team intervened with the view that the best support staff are often the untrained ones! Similarly, the expertise and views of the commissioners in the two visit teams were invaluable on funding and strategy issues, and the family carers' views were vital in reflecting and valuing the importance of family contributions and interests.

At three points in the analytical format there is space for the researcher to review and summarise:

- a) an overall quality summary of what was observed and learnt
- b) the lessons to be learnt about financial planning for new, person-centred ways of working
- c) an overall summary of lessons learnt from the visit. What needs to happen for people with learning disabilities to 'have a good day'?

These summaries, together with the evidence on which they are based, structured the findings from site/service visits.

Evaluation of methodology

The concept of 'community-based day activities' encompasses a huge array of approaches, settings, service providers and areas of life. It is a very wide brief for a short piece of research: a six-month time frame cannot do it justice. This survey has scratched the surface and developed a snapshot of good practice, but greater exploration is needed.

The survey methodologies proved very robust in enabling the project team to network and contact a wide range of potential 'good practice' sites. It enabled the team to collect some data about how this good practice was affecting the lives of people with learning disabilities and their families, but the practice survey did not, and could not, undertake detailed evaluation of services or of their outcomes.

The approach that was taken indicated and explored the reasons and strategies underlying changes in support services. The various strands of the work were interconnected, and informed each other. The mixed team approach for the visits was particularly innovative, and was appreciated by those visited. Managers at one site commented that they had never been visited or interviewed in such an interesting, relaxed and comprehensive way.

The methodology as a whole successfully generated a large amount of data (see the tables above), and provided a balanced analytical perspective on what was learnt. One of the unplanned benefits was that the survey team included people who had experience in a wide range of services (including supported employment and FE) who could understand the issues in more depth.

The methodology was ambitious, however, given the scope and time constraints of the survey as commissioned. In particular, the desire to fully involve people with learning disabilities as equal contributing partners at every stage of the work would have required significantly more time and resources to adequately prepare and support their involvement. The telephone survey needed more time; the analysis and reflection phase would have benefited from team meetings between visits, and after initial analysis of findings. The survey relied on the commitment and goodwill of all involved.

Appendix 9

Pro formas

Format for telephone interviews

Template for extracting and summarising information

Community-based day opportunities, services and support
(including employment, learning and leisure)

Verbal information collected by:	Name:
Verbal information collected from:	Name: Position: Email: Phone: Postal address:
Date:	
Other sources of information received:	1. 2. 3.

The service: contextual details

Name and address of the service	
Who provides the service?	
Which sector	
How did the service come about?	
How is it funded?	
Is there a contractual relationship – who with?	
Who do they aim to serve – specific ages, groups, locality?	
Number of people served	Each day Overall
The support profile of the users (percentages)	High Mod Low

continued.../

How many from minority ethnic groups (%)	75+ 50+ 25+ Less than 25 Estimate?
Who staffs the service? Numbers, roles? Any 'new' roles – what do they do? Any people with learning disabilities?	
What hours do staff work? Flexible approach?	
Rural/urban/mixed area?	
Ethnic diversity of local population?	
<i>When</i> does it support people – what hours does it cover?	
How many hours of support can a person have – in a day; in a week?	
Do people pay anything to use the service? How much?	
Do they need to spend money when using the service? How much and for what?	
What is their annual budget, that is, how much does the service cost to run in total?	

Quality criteria	Responses
<p>Around <i>what</i> people are doing <i>Prompts:</i> How do they describe what the service does? An example of a service for an individual? Age related? Individualised or in groups? Making a contribution? Developing a career? What roles? What images portrayed? Learning opportunities? Friendships? Who is in control?</p>	
<p>Around <i>where</i> people are doing things <i>Prompts:</i> What buildings? Fit for purpose? Used by others? Who? Bases? What kind of facilities, places used? How often? Regular or ad hoc? To do what? From home? Transport? Specific cultural settings?</p>	
<p>Around <i>why</i> people are doing it <i>Prompts:</i> How do they know what people want to do? How do they know that people like it? Tasters? What do they do that gives people a sense of achievement? What do they do that maximises people's income? <i>Paid work?</i> Getting a voice?</p>	

<p>Around <i>how</i> people are doing it <i>Prompts:</i> Who makes the choices and decisions? Who carries the money when people are out and about? How do they know what support people need? Do other people provide support as well as service staff? What is the approach towards the 'respite' issue? How are families involved? In what?</p>	
<p>Around <i>what the service and its staff do</i> <i>Prompts:</i> Opportunities for new experiences? Supporting people to be independent – Examples Building connections? How? Ensuring people get the personal help they need to maintain their dignity – how? What approaches? Monitoring? Approach to challenging behaviours – policy on exclusion? Understanding a person's communication – what approach? Do people have control over the support? How do they handle issues of fairness and equitable treatment? What do they do if they encounter discriminatory practices – examples? Examples of influencing mainstream provision Risk management Promoting and maintaining people's health Training and development for staff? Matching staff to people?</p>	

<p>Around <i>how the service is organised</i> Do they use info about what people want to shape developments and use of staffing? Evidence of self-critical and learning culture – what have they done? How has the service changed? Are they clear about what they do, and how they do it? Quality improvement system? Ongoing improvement plans? Evidence that people who use the service have a voice in shaping what it is like Evidence that carers of people who use the service have a voice in shaping what it is like How do they monitor delivery and ensure quality outcomes for individuals? Do they regularly review and evaluate their progress and achievements? Partnerships?</p>	
<p>Around <i>resources</i> Is the service sustainable (that is, has reasonable security of funding and is not at risk because it is not good value for the commissioning agency)? How have they impacted on the big day services in their area? Have any resources or users come out of congregate, segregated services to their service? Do they focus their resources (staffing) according to needs?</p>	

<p>Around <i>helpful or hindering factors</i> What is helping them achieve good community-based provision? The three most important things? What is getting in the way of them achieving even better community-based provision? The three things that block improvements most?</p>	
<p>Around <i>successes and lessons</i> Examples of real success in achieving community-based opportunities and support Examples of some of their key lessons learnt (how did they learn them?)</p>	
<p>Ending Have they used the <i>Valuing People Support Team Modern Day Services Toolkit</i>? What impact has it had?</p>	
<p>Is their local area an in-control pilot site? What impact has it had?</p>	
<p>Anything they can send – evaluations, reviews, reports ... EVIDENCE???</p>	
<p>Permission to include details in SCIE's final report if appropriate</p>	
<p>(Only if you think it may be appropriate) If we wanted to do an in-depth study visit ... would it be okay?</p>	
<p>Interviewer's reaction Were people talked about with respect and warmth? For example, words used?</p>	
<p>How would you rate it on a scale of 0 (not community-based) to 10 (fully community-based)?</p>	
<p>Shortlist for possible site visit?</p>	<p>Yes/No</p>

Example of topic guide for interviews during visits

Topic guide for managers of day opportunities or initiatives

We've come here today, because seems like an interesting place (service) for people with learning disabilities.

Views about how things started

We are interested in what role managers have played in developing this day opportunity. In particular, we'd like to know if you were 'in it from the beginning', what you know about its origins, and how it fits with your own views on day opportunities.

We will ask questions like:

- How did this initiative start up? Were people with learning disabilities centrally involved in starting it? How were they listened to?
- Were you involved from the start?
- What do you feel made it happen – were there particular people involved, or was it a central strategy of some kind?

Values and opportunities

We have deliberately chosen to come here because this initiative seems to give people valued roles, and an opportunity to be included in the community. We'd like to know how these values are maintained, and developed.

We will ask questions like:

- What do you think are the central values of this initiative?
- How does it help people with learning disabilities to be included in their communities?
- How are people listened to within the initiative? Are there formal ways, such as councils or advisory groups?
- How do you find out what is happening, and keep a clear vision for the future? For instance, we'd really like to know how you make sure people with learning disabilities are making real choices, and are being treated with respect as ordinary citizens.

Person-centredness

We are very interested to know how person-centred planning can be implemented in day opportunities. We'd specially like to know how this initiative manages to function, and to take into account different, individual needs and wishes.

We will ask questions like:

- Does everyone here have a person-centred plan, or are there particular efforts made to help people get a person-centred plan?
- How does the support work, so that people are treated as individuals?
- What happens if someone wants to leave, or to do something different? Are there any examples?
- Are people supported in their communication, and are there any particular systems that you use – or that you share with other services in your locality?
- How are the support staff supported and trained?

Finances and futures

All these things take money and resources. We are very interested to find out how this initiative is funded, what its future is, and how other local areas can develop initiatives like this one.

We will ask questions like:

- What sources of funding do you have? How do you manage the funding? (particularly if there are several sources of short-term funding)
- How do you relate to the local authority, and to the general plan for day services?
- Do you feel your initiative has had an influence on the local authority planning in general?
- What are the main things, do you think, that have helped this initiative to come about?
- Any ideas for the future, or for advice you'd give to other areas?

Example of consent form

Consent form for parents or carers

Having a good day?



We would like your help. We are carrying out a national review of day services, and we will be visiting on



Val Williams



Mouse England



Rachel Mason



Paul StQuintin

Your son or daughter goes to, and we will be visiting there and talking with people who use the service. However, we'd also very much like to have the views of parents and family members.

- What you say will be confidential.
- Your name will not be used in any publication.

If you would like one or two of our team to come and have a chat that day, could you please sign here:

.....

Contact details to make arrangements:

Phone -----

E mail

Address -----

Analytical format for data from visits

Report on visit to -----

Date:

Visiting team consisted of:

People who talked with us:

	Number of individuals	Tape recorded or not
Managers		
Commissioner(s)		
Support staff		
People with learning difficulties (in group)		
Individual interviews with people with learning difficulties		
Parents/family members		

Brief description of what exactly we visited – that is, was it one single initiative, part of a wider scheme, several initiatives, a range of individualised services?

--

Report on visit to -----

Date:

Visiting team consisted of:

People who talked with us:

	Number of individuals	Tape recorded or not
Managers		
Commissioner(s)		
Support staff		
People with learning difficulties (in group)		
Individual interviews with people with learning difficulties		
Parents/family members		

Part 1: Evidence relating to the initiative itself

Brief description of what exactly we visited – that is, was it one single initiative, part of a wider scheme, several initiatives, a range of individualised services?

--

1. Values and opportunities

What evidence was there that any of the following values were central?

Evidence can be:

- a) what people said to us (on tape, not on tape)*
- b) what we saw and experienced on the visit*
- c) any paper-based evidence they gave us*

	<i>Evidence from visit</i>	<i>Views of particular members of the team</i>
Inclusion in the community		
Location of service		
Individualised service		
Responsiveness to expressed wishes of people with learning difficulties (for example, mechanisms for consultation, advocacy)		
Respected roles		
Opportunities for paid jobs		
People with learning disabilities in control of what was happening		
Individualised approach to transport?		

Any evidence of what had led to these values being realised? (for example, partnership planning with other agencies, working with employers, initiative started by a self-advocacy group....)

--

2. Person-centred planning as a basis

	<i>Evidence and quotes</i>	<i>Views of particular members of the team</i>
How many of the service users have a person-centred plan?	<i>Rough number or proportion:</i>	
Did the service or initiative arise from person-centred planning, and to what extent?		
How individualised or person-centred is the support? (for example, evidence of support staff working to an ELP [in full?]; people being in charge of telling their support staff what they need....)		
Person-centered planning process used as a basis for people moving on, making changes in their lives		

3. Good communication and support

	<i>Evidence and quotes</i>	<i>Views of particular members of the team</i>
Evidence of effective communication strategies (for example, easy information, use of pictures, staff trained in Makaton)	<i>Rough number or proportion:</i>	
Training for staff in person-centred support		

Any evidence of what had led to good support and communication? (for example, people choosing their own staff, money provided for training by a direct payment...)

4. Range of people who use the initiative

	<i>Evidence: did we see them or were they just talked about?</i>	<i>Any attempts to meet their specific needs?</i>	<i>Views of particular members of the team</i>
Any people with behavioural challenges?			
Any people who didn't use words to communicate?			
Older people?			
Others with complex or multiple needs?			
People with different cultural or language needs?			

5. Overall quality summary

What was the essence of this initiative? What were its best points – in what ways did it hit our quality criteria, from what we saw and heard?

6. Working with families

Evidence of how far parents and family members may have been involved in planning, in supporting their son or daughter. Also, evidence of their own needs being met (for time off, for time to work, for general support).

	<i>Evidence and quotes</i>	<i>Views of particular members of the team</i>
Parents or family carers involved in PCP or other planning?		
Anything new in working with families since 'modernisation'?		
Parents' satisfaction with the initiative (for example, statements about its value for their son or daughter)		
Specific ways of supporting parents		
Parents/carers getting a life of their own		
Parents/carers having paid job		
Improved social contact with friends or family?		

Any evidence of how 'good family carer support' came about? (for example, good use of carer assessments, good carer support system locally, parents involved in setting up initiative...)

Part 2: Evidence about what leads to change

7. Starting points

Any information on how the initiative started – whether people with learning disabilities asked for it? What mechanism enabled it to be devised? Did it fit into local planning? Was there a ‘guiding spirit’?

	<i>Evidence or quote (if possible)</i>	<i>Views of particular members of the team</i>
People with learning disabilities asked for it in some way		
Fitted into local planning		
Any particular mechanism which enabled it to start?		
A ‘guiding spirit’?		

8. Finances: making new things happen

What we need is specific evidence and examples of how money can be 'freed up' for new initiatives, person-centred ways of working, etc. As with all this, quotes are useful, if possible.

	<i>Evidence and quotes</i>	<i>Views of particular members of the team</i>
Short-term funding (specify)		
How did the funding become sustainable? (for example, multiple sources of funding, local authority closure of day centre....)		
Accessing other pots of money – partnership working with other agencies		
Any evidence of how much the service costs? (More or less than a day centre place?)		
Do people buy into this with their direct payment?		
Changing role of staff – for example, managers becoming community brokers		

What lessons can we learn about how to plan financially for new, person-centred ways of working?

9. Local authority strategy for maintaining and developing good quality day opportunities

In all these issues, we are looking for evidence that it works! Not just that it is supposed to happen....

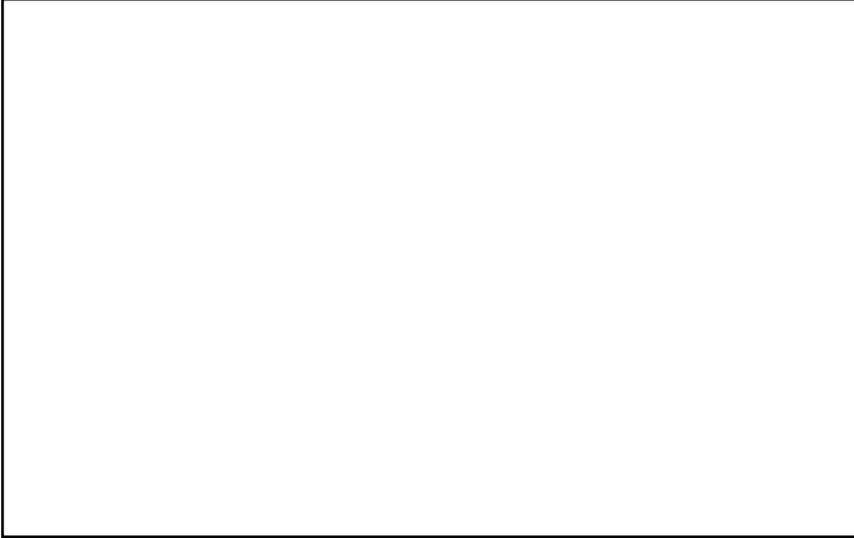
	<i>Evidence and quotes</i>	<i>Views of particular members of the team</i>
Strategies used for vision, values and planning (for example, corporate PATH [short for?] planning?)		
Mechanisms for knowing the outcome and views of people using day services locally		
Mechanisms for feedback to the local authority		
Use of <i>Valuing People</i> toolkit to measure outcomes?		
Personal values of the commissioner(s) we spoke with		
What about people who don't get a service?		

10. What will drive the changes?

We are getting more into the realm of speculation here! But evidence can include the sense that we get of what is driving changes, as well as people's expressed views on that.

	<i>Evidence and quotes</i>	<i>Views of particular members of the team</i>
The initiative (we visited – or another one) having an influence on planning for day services generally (having an 'example')		
Wider planning and discussions with generic policies and policy makers (employment, education)		
<i>Valuing People</i> Support Team Toolkit		
In-control strategies – individualised funding approach		
Direct payments developments		
Particular, inspiring people		
Financial pressures (for example, to sell off property associated with day centres)		
Financial incentives – for example, development funds		
Pressures from a particular group of people		

Overall summary of what we've learnt from this visit. What does it show us about what needs to happen, in order for people with learning disabilities to have a good day?

A large, empty rectangular box with a thin black border, intended for the user to write their overall summary of what they've learnt from the visit.

Appendix 10

Pen portraits of the eight sites visited

Area 1

Brandon Trust

Main contact: Nick Fripp (Development Manager)

Olympus House
Britannia Road
Patchway
Bristol BS34 5TA
nick.fripp@brandontrust.org
www.avon.nhs.uk/mentalhealth/dir/view.asp?item=69

Brandon Trust is a large provider organisation that runs several day centres and residential services in Bristol and the surrounding unitary authorities. It is active in developing new community projects, in which people with learning disabilities are learning and doing things in ordinary settings.

Our team visited a ‘nursery project’, which was a gardening operation, where people were learning about horticulture, and producing a certain amount of produce which they sell at the local farmers market. We went on to a cafe (Park Cafe), which again is run by people with learning disabilities who are learning about catering, and working towards qualifications. In both these projects, Brandon has linked with local colleges, and is providing qualifications with funding through the Learning and Skills Council (LSC). This is also the case with the Parks Project, in which Brandon took the opportunity to work with the parks and gardens services, and to create a new project within a previously depressed park area. There is now a small group of people with learning disabilities in the centre of this public park, who are working towards certification in park maintenance.

Brandon Trust also operates an individualised support service, and we met two people over lunch who have one-to-one support through

Brandon Trust, and who use their supporters to go out and do things they choose. One of these people had used her supporter to go to bingo, and developed an interest in bingo calling. She now has a paid job to do bingo calling once a week, and her supporter goes along with her.

Area 2

The Orchardville Society

Main contact: Alan Thomson

Commissioner of Services (Department for Employment and Learning)

Lagan Valley Tower
144-145 Ravenhill Road
Belfast BT6 8ED
info@orchardville.com
www.orchardville.com

The Orchardville Society is a medium to large service provider (about 200 service users currently) with a single purpose – to provide vocational training, employment support and career progression for people with learning disabilities. Largely because of parental dissatisfaction with previous centre-based provision, The Orchardville Society was formed some 14 years ago, and parents as well as service users have remained central in its board of management. Orchardville now offers a whole menu of vocational training, job support and employment-related services. There is a strong partnership between the local Trust (commissioner of services) and the Society, and new developments are undertaken through ACET, a networking organisation of several providers and interested parties.

The Society works with schools, in a transition programme that offers every school leaver with a learning disability three job taster experiences. One mother told us how her son had done some office skills as a work taster from school, but had preferred his cafe work. Because of these experiences, he was entering adult life with a chosen pathway into work. Orchardville has a training office (basic office skills training, using contract work), an employment support service (with job assessment, job matching and coaching), and other training units (for example,

two cafes). The organisation also works with employers, to ensure good relationships and a good supply of jobs.

One very strong message was that people with learning disabilities should have ‘careers’, not just ‘jobs’. Orchardville therefore continues with support and offers of progression, so that people can move on. This is how the commissioner put it: ‘If life is an archipelago of islands, Orchardville is a bridge from one place to another’.

Area 3

Promoting Independence Project

Main contact: Alison Shepherd (Community Services Manager)

c/o Trinity Fields School

Caerphilly Road

Ystrad Mynach

Caerphilly CF82 7XW

shepa@caerphilly.gov.uk

www.caerphilly.gov.uk/newsandviews/news/pressrelease/0900-0999/0954.htm

0954.htm

Promoting Independence is a partnership initiative, which for the first two years of its life was funded solely by the European Social Fund. The lead partner is Trinity Fields School and Resource Centre, and other partners include the Mencap-supported employment service, the health and occupational therapy service, the county inclusion services, and the community education service. The project supports young people to develop a person-centred plan, and to identify things they want to do in their lives. Young people then obtain support and training to enable them to develop a range of skills for their adult life, along five pathways – employment, independent living, social inclusion (leisure), independent relationships and inclusive or continuing education. The partnership approach has worked well, because the various agencies all ‘own’ their part of the project, and are able to bring their own skills and ideas to it. For instance, the occupational therapist has had an important role in offering transport training to young people.

The project includes job coaching, and we met young people who had obtained paid employment and were delighted by that outcome.

Parents also were very involved in person-centred planning and in the outcomes for their son or daughter. The work is totally individualised and community based – for instance, one young person we visited had had a work placement in a pub. His job coach got to know him quite well, and responded to his wish to learn about DJ work. He found him an opportunity to attend a community technology centre, and we were able to visit him there while he learnt the skills to become a DJ.

Area 4

North Lanarkshire

Main contact: Morag Dendy

DendyM@northlan.gov.uk

www.northlan.gov.uk/caring+for+you/learning+disability/day+opportunities/learning+disabilities+day+opportunities.html

North Lanarkshire is a good example of a whole local authority strategy in action, with a strong leadership and values base. The five day centres in the area have now become 'locality bases', and are moving over rapidly into providing community support, instead of centre-based provision. At the same time, some 300 people have recently left long-stay institutions, and are now receiving individualised services for supported living, and have their own tenancies or homes. North Lanarkshire works with a large number of providers, who work together and share their experience, rather than competing with each other. In this area, there is no division between support for living and support for day activities. Because of this, people with learning disabilities are having true individualised support, with supporters they know and trust.

North Lanarkshire also provides supported employment services, both through the council (former day centre staff have moved over successfully into supported employment) and also within its provider services. 110 people with learning difficulties have real paid jobs, and all of these are over 16 hours a week. Others are starting up micro-enterprises. One person we met has a business in car washing, and another is planning to start up a cafe. Everything is based on a person-centred model, with person-centred plans for all service users and a high emphasis on accessible information and the use of multi-media at every level.

One parent of a young man with high support needs told us about how she had initially been very concerned about day centre closure. With other parents, she had taken part in active protests. However, her son now takes part in a one-to-one community based support service, for six young men with complex needs. This runs from their own homes, and they go out to different places with their supporters, who work closely with parents and family members in a person-centred way. This parent has been totally won over to the new model.

Area 5

Thurrock

Main contact: Neil Woodbridge (Service manager for Community Services)

13-15 Clarence Rd
Grays
Essex RM17 6QA
Tel: 01375 413707
nwoodbridge@thurrock.gov.uk

Thurrock is a local authority area that has started to modernise its day services, by moving from large day centres into smaller community bases. The new approach is explicitly based on the social model of disability, and so the role of support services is quite explicitly to overcome those barriers. There is a resource forum, where people can obtain information about what is available and things they may want to do in the community. They also have a supported employment service, and community mapping. The job descriptions of staff who formerly worked in day centres have been changed, and they have moved over into new roles as community facilitators or even personal assistants for those who need one-to-one support to get out and about. Up to 19 people each day can have this service, and the plan is to link this with the development of direct payments in the area. Basildon and Thurrock Independent Advocacy Service (BATIAS), a local self-advocacy organisation, is paid to give an independent view on how people with higher needs are being included.

One cohesive group of self-advocates has developed its own organisa-

tion, and they are provided with a building. They run their own leisure and other activities. Thurrock has a vision to back up its services, and that vision is about handing over power. One of the aspects of that vision is that people with learning disabilities will be directors of their own 'community interest' company, and that people will be able to buy in services from that company with their direct payments.

Area 6

Pure Innovations Ltd

Main contact: Doug Cresswell (Chief Executive)

Sanderling Building
Bird Hall Lane
Cheadle Heath
Stockport SK3 0RF
Tel: 0161 474 5900
Doug.cresswell@pureinnovations.co.uk

Arising from 19 years' of experience of getting people into *real* jobs through a 'Work Link' programme, Pure Innovations has formed itself into an independent company and broken away from local authority provision. They continue to develop people's skills to empower them to gain greater independence, and provide alternatives to day services – both through volunteering projects (such as cafes, setting up a community radio station with a radio marketing team and a park warden service) and through real, paid jobs. People with high support needs are in paid employment at John Lewis and at the BBC. During 2004, the team placed 30 people into employment and supported 130 who were already in work. The scheme includes many people with high support needs or profound learning disabilities, and will find them jobs that match their needs and interests, perhaps for a few hours each week.

Pure Innovations has created a new way of delivering supported employment through 'Embracing Diversity', which brings together large employers and works strategically and supportively with them to employ people from many different under-represented groups.

Area 7

London Borough of Newham, NuLife Day and Employment Opportunities

Main contact: Jackie Brooks (Day Opportunities and Employment Manager)

St Marks Community Centre
Tollgate Road
Beckton
London E6 5YA
Tel: 020 7474 4888
jackie.brooks@newham.gov.uk

NuLife is a service that supports adults with learning disabilities to develop person-centred plans, and to achieve their goals in a variety of individualised ways in the community. The service developed from the re-provision of two large day centres to form six community teams operating from ordinary community centres around the borough. Activities, opportunities and services are planned according to people's expressed wishes through person-centred planning approaches often making use of multi-media to capture people's choices. NuLife also supports several people with autism and challenging behaviour to have individual services from their homes, rather than accessing the community bases.

Some individuals with learning disabilities receive one-to-one support, through NuLife, and are often involved in choosing their own staff. This results in a more flexible arrangement, so that their chosen activities are not necessarily limited to the 9-5 model.

Newham was part of Changing Days II and this was the catalyst to Newham investing in a circles facilitator post, a community capacity builder post and a person-centred planning coordinator – not just with a focus on day opportunities. There is a focus on community development across services and service users have been involved in developing community directories, doing access audits at a new leisure centre and delivering disability training for public bus drivers.

The employment strategy is looking to increase employment opportunities for people with a range of needs. The supported employment service, First Line, was established in 1999 as part of the day service

changes. It has grown by accessing external funding and through partnership arrangements. It has supported around 130 people into paid work (around 25-30 per year more recently). Another employment service runs a catering service, gardening, maintenance work and they undertake pre-work assessments/preparation to enable progression into supported employment.

Area 8

Community Support Team, Norfolk County Council

Main contact: Sarah Stock (Manager Community Support Team)

Level Two
Carrow Hse
301 Kings St
Norwich NR1 2TN
Sarah.Stock@norfolk.gov.uk

The service was set up for people leaving Little Plumstead Hospital and is county-wide with offices based in the Norwich area. They provide a non-building-based service, supporting people one to one. There are support workers across Norfolk, answerable to team leaders and coordinators, and one of the strong features of this service is the person-centred values base that is shared and actioned at every level, from the County manager to the personal support workers.

Most people in the service have high support needs, and each person's service is individually commissioned. Each person is helped to participate in community organisations, to develop friendships, achieve greater independence and community inclusion. Currently, 88 people across the county are using these individualised support services, 33 of these are young school leavers in the east, and another 8 are currently referred. They have on average three days of support per week. The support workers work with people from their own homes, and there is no large building base. They work closely with staff in small homes, parents and families, to ensure that there is a truly person-centred approach to planning and developing people's activities and lives.

Very much in the spirit of the person-centred model, time is spent in getting to know each person, and there is a high degree of respect given

to people with learning disabilities as choice makers. This is evident, for instance, in one example where a team of staff had been on lifeguard training in order to enable a woman with challenging behaviour to go swimming. About 30% of people being supported have their own car as they are recipients of the higher level of Mobility Allowance. Support workers are personal drivers for the people they support, and there are no large vehicles or buses in the service.

Appendix 11 Contacts and resources

Contacts for services included in this report

Page	Area	Contact	Example of...	Comment
45	South Gloucestershire	Kathy Mackay Head of Joint Learning Disabilities Service Tel: 01454 866343 Kathy.Mackay@southglos.gov.uk	Achieving integrated leisure opportunities	Also a first-wave in-control pilot site
47	Linkage Green, Mablethorpe	Shelagh Price Manager, Linkage Green Tel: 01507 479305 bowlinggreen@freeuk.com (or Pauline Gibson, Operations Mngr)	Community-based social enterprise involving people with higher support needs	
48 & 64	Norfolk	Marcia Derbyshire Project Manager Tel: 01603 481139 marcia.derbyshire@norfolk.gov.uk	Development of FE provision related to social enterprises and self-employment	Developing innovative 'skills for the job' curriculum accessing mainstream courses

Page	Area	Contact	Example of...	Comment
49	Fife EmployAbility Team: Aspire. Fife, Scotland	Jill Morris EmployAbility: Aspire Tel: 01592 416414 Jill.Morris@fife.gov.uk www.fifeadultdayservice.org.uk	Supported Employment Scheme providing a targeted service for people with higher functioning autistic spectrum disorder or Asperger's syndrome	
50	Weavers Restaurant Trust Bethnal Green, East London	Aruna Sharma Weavers Restaurant Trust Tel: 0207 729 3111 aruna@wrtrust.org.uk	Accredited training for work in hospitality and catering, IT and adult literacy. Open to everyone. Job-seeking support built in	
51	Stratford, Warwickshire	Sue Courtney Day Service Manager Tel: 01789 269178 Sue.courtney@warwickshire.gov.uk	Managing staff time to achieve evening support	Also hiring out rooms at reduced rate to community groups in exchange for free places

Page	Area	Contact	Example of...	Comment
53	Grapevine, Coventry	Clare Wightman Director, Grapevine Tel: 02476 631041 grapevine.the@talk21.com	People with learning disabilities in leading positions, with control over developments	Also community connecting work for example, community activities hosted by Grapevine as step to integration, community litter picks, summer festival and arts events
54	WISE, South Wales	Kaynie McClellan Director, WISE Tel: 01792 538538 admin@wisewales.org.uk	Family involvement in developing supported employment	Also project working with young people with learning disabilities in final year of school
55	Mencap, Northern Ireland	Louise McQuillan Mencap, Northern Ireland Tel: 02890 492666 louise.mcquillan@menca p.org.uk	People with learning disabilities working in paid positions with power and influence	

Page	Area	Contact	Example of...	Comment
56	Listening To Us, Essex	Ryan Jones Service Manager Listening to Us Tel: 01245 392050/ 392051 ListeningToUs@mencap. org.uk	People with learning disabilities working in paid positions with power and influence	
56	Birmingham People First, West Midlands	Birmingham People First Tel: 0121 678 8857 pf@bvsc.org	Mystery shopping	
57	Alumwell Project Walsall	Karen Garbutt Day Service Modernisation Manager, Walsall MBC Tel: 01922 636215 garbutt.k@walsall.gov.uk	Partnership with Resident's Association to develop a community centre open to all	
57 & 78	Maidenhead and Windsor	Cindy Blackman Windsor and Maidenhead Day Services Manager Tel: 01753 833654	Creation of multi-sensory room and accessible changing facilities at leisure centre, for benefit of all community	Also, partnership with local girls school to develop a buddy scheme

Page	Area	Contact	Example of...	Comment
58	Leicester	Chris Ainge Leicester City Council Tel: 0116 221 2732 Chris.ainge@leic.gov.uk	Commissioning of a Sikh community association to provide a service for people with learning disabilities	
59	Shropshire	Adrian Johnson Operations Manager for Adults with learning difficulties? Community services Shropshire County Council Tel: 01743 254003 adrian.johnson@shropshire-cc.gov.uk	Use of local authority capital funding to achieve community bases and accessible changing places	A large rural area
61	Hounslow, West London	Nicky Bitar Tel: 0208 321 3588 nicky.bitar@hounslow.gov.uk	People with learning disabilities employed as travel buddies for other people with learning disabilities	

Page	Area	Contact	Example of...	Comment
61	Positive Futures Team Nottingham	Jim Broughton Easy Information coordinator Tel: 0115 934 9566 info@ pfhlc.org.uk	People with learning disabilities producing easy read information	
62	Better Days, Newcastle	Lesley Mountain Better Days Tel: 0191 281 5541 better-days@lineone.net	People with learning disabilities training staff in community settings & services	
64	Leicestershire Adult Learning Service Transitions Project	Alison Doggett Leicestershire City Council Tel: 0116 267 0042 adoggett@leics.gov.uk	Adult community learning opened up for people with high support needs	
66	Nottingham City	Martin Jackaman Day Service Modernisation Manager, Nottingham City Tel: 0115 915 1077 Martin.Jackaman@nottin ghamcity.gov.uk	Development of accessible changing places in community spaces	

Page	Area	Contact	Example of...	Comment
66	Pedal Power Cardiff, Wales	Sybil Williams Manager, Pedal Power Tel: 07974 121464 Sybil.Williams@bromor- tr.wales.nhs.uk	Role of health staff in developing healthy living leisure opportunities	
67	Dewsbury, West Yorks	Darren O'Donovan SW Yorks Mental Health Trust Tel: 01924 816274 Darren.ODonovan@midy orks.nhs.uk	Role of health staff in developing healthy living leisure opportunities	
68	EMAPP, Ealing and Hounslow, West London	Alka Tripathi Ruhi Grover or Muna Dhriya EMAPP Tel: 0208 232 1595 Alka.tripathi@mencap.o rg.uk	Advocacy for people from black and minority ethnic communities – developing into day activities	

Page	Area	Contact	Example of...	Comment
68 & 87	Waltham Forest, East London	Kalwant Panesar Community Day Services Manager Waltham Forest Tel: 0208 496 2706 Kalwant.panesar@walthamforest.gov.uk	Community day service for Asian women	Monitoring of community-based support
69	Options for Life, Sandwell, West Midlands	Mark Sturgeon Day Services Manager, Options for Life Tel: 0121 544 6611 Mark.sturgeon@optionsforlife.info	Community day service for Asian women	
75	HILT, Hackney, East London	John Cahill HILT Tel: 0208 985 5511 john@hilt.org.uk	Use of multi-media to enhance communication and individualised planning	
76	Inclusion, Glasgow	Francis Brown Inclusion Glasgow Tel: 0141 427 5577 Francis.brown@inclusion-glasgow.org	Integrated whole-life approach based on person-centered planning	

Page	Area	Contact	Example of...	Comment
76	Ling Trust, Essex	Maureen Cook Ling Trust, Essex Tel: 01206 767287 maureen.cook@talk21.com	Integrated whole-life approach based on person-centered planning	
76	Partners for Inclusion, Ayrshire	Doreen Kelly Director Tel: 01563 825555 Doreen.Kelly@PartnersforInclusion.org	Integrated whole-life approach based on person-centered planning	
76	New Avenues, Newham, East London	Kim Foo Tel: 020 8502 3933 (main office number) Kim.foo@heritagecare.co.uk	Move from centre focus to home focused support, and management of the process	
82 & 84	Garstang Deanery Project, Scotforth, Lancs	Sheron Hall Coordinator, Garstang Deanery Project Tel: 01524 843135 sheron.hall@bsrgrassroots.org	Partnership with Blackburn diocese to provide individualised community opportunities	

Page	Area	Contact	Example of...	Comment
82	Southampton	Sue Harris Manager, Southampton Day Services, Southampton City Council Tel: 023 8083 4608 sue.harris@southampton .gov.uk	Partnership with Sport England to develop community centre for use by all	
384	Chester, Ellesmere Port and Neston	Sandra Johnson Health Promotion Practitioner (Learning Disabilities) Cheshire and Wirral Partnership NHS Trust Tel: 01244 364670 sandra.johnson@cwpsnt. nhs.uk	Partnership work with borough's active communities officer	

Page	Area	Contact	Example of...	Comment
84	Cheshire	Jane Stanley-McCrave Welfare to Work Lead, Cheshire County Council Tel: 01606 835286 jane.mccrave@cheshire.gov.uk	Partnerships to deliver employment experiences for young people in transition	'Positive Awards for Business' annual awards
85	Poole	Philip Mason Adult Social Service, Borough of Poole Tel: 01202 261017 p.mason@poole.gov.uk	Partnership between Supported Employment Service and local Jobcentre Plus	
85	Wellington Community Enablement Project, Somerset	Sally Hill Community Enablement Project and CHI Centre Tel: 01823 665506 sallyhill@talk21chinter national.org.uk.com or David Waddilove, Skills for Care England	Community development through community cafe concept, and development of new staff roles	
86	Shaw Trust, Bromley	Amanda Lewis Projects Manager Tel: 0208 998 0067	Transfer of staff into new organisation and roles	

Other services with helpful learning from community-based practice...

Sabre Employment, South London: supported employment provider
www.sabre-employment.co.uk

A Chance to Work Project, Barnardos: supported employment for young people
www.barnardos.org.uk/achancetowork

Independent Day Service, York: community-based service for people presenting challenging behaviours
Tel: 01904 724185

Quest Supported Employment Agency, Innovate Trust, South Glamorgan, Wales:supported employment provider
www.innovate-trust.org.uk/Quest.htm

Enable Scotland: various supported employment projects and schemes
Tel: 0141 225 1651

Progress Recruitment, Blackpool: supported employment provider
Tel: 01253 477818

Action on Disabilities Project, Upper Springfield Development Trust, Belfast, Northern Ireland – community inclusion work
Tel: 02890 236677

Wokingham District Council day services: reflective approach to the modernisation of three day centres
Tel: 0118 979 2588

Generate, South London: variety of projects around social life, friendships, employment, speaking up
Tel: 0208 879 6333

Focus Individualised Support (Circles Network), Bristol: person-centred community inclusion work, open to people with challenging behaviours and/or profound and complex impairments
Tel: 0117 373 7010

Other services that were especially recommended, but could not be contacted...

The Life Options Project, SCOVO, Carmarthenshire, Wales: transition planning and support
www.scovo.org.uk

Credo East (Circles Network): supporting young people with multiple impairments in planning and looking forward to adult life
www.circlesnetwork.org.uk/credo.htm

Local authority day service, Marshfield, Herefordshire: modernised day service with work focus, including micro enterprise developments
Tel: 01568 614772

Useful resources

PAMIS (Promoting a More Inclusive Society) Changing Places campaign: to highlight the inadequacies of current provision and ensure that toilets for disabled people are made fully accessible that is, with sufficient space, privacy and appropriate equipment (height-adjustable bench and hoist) to allow carers to change people in dignified and hygienic conditions without endangering their own health
www.dundee.ac.uk/pamis

The 'Inclusion Web': a tool for mapping and tracking inclusion
www.ndt.org.uk

The Micro-Enterprise Development Network: An email discussion forum supported by web pages
www.ndt.org.uk

Social Inclusion Planner: a free software package to help people plan and support social inclusion, available from the national development team, with supporting training

www.ndt.org.uk

The Choice Forum: an interactive discussion site, good for posting queries and networking

www.fpld.org.uk

The Disabled Workers Cooperative: hosts an online database of the skills, products and services that disabled people can offer, and a portal where you can search for employees and advertise vacancies for free

www.disabledworkers.org.uk

Transport for London Travel Assistance Scheme: offers the services of a travel buddy to help someone develop the confidence and skills to make a journey on their own

www.tfl.gov.uk/dial-a-ride/travel-assistance.shtml

Travel Training good practice guidance, June 2005, produced by Public Transport for Greater Manchester

www.gmpte.com

Acting Up: multimedia work with people who have communication difficulties

www.acting-up.org.uk

The 'in-control' development sites, learning from the implementation of individualised funding

www.in-control.org.uk

John McKnight's work on community development and community building

www.northwestern.edu/ipr/people/mcknight.html

ADEPT Community Development Agency
 3 Market Way
 Coventry CV1 1DF
 Tel: 024 7623 0606
 e-mail: info@adept.org.uk

Scottish Community Development Centre (Glasgow): a useful source of information and ideas about community development
 Tel: 0141 248 1924
www.scdc.org.uk

Community Development Foundation (London): anything and everything to do with community development
 Tel: 020 7833 1772
www.cdf.org.uk

Community Development Xchange: another helpful source of information and ideas, and for networking, links to other helpful websites
www.cdx.org.uk

Books and other publications

Bates, P. *On supported volunteering: A real asset*, available from the NDT
www.ndt.org.uk

Duffy, S. (2006) *On supporting people to achieve full citizenship. Keys to citizenship 2: A guide to getting good support for people with learning disabilities*, Paradigm

The Elfrida Society, *Community Living*, quarterly publication focused on people with learning disabilities achieving equal citizenship
 Tel: 0207 359 7443

Living Well, quarterly publication focused on practical examples of how people with learning disabilities are being supported to achieve employment, learning and leisure, Pavilion Publishing, Tel: 01273 623222

Community Development Journal, Quarterly publication reporting research and practice in community development worldwide, Oxford University Press
<http://cdj.oxfordjournals.org> or www.oxfordjournals.org

The Journal of Community Work and Development, bi-annual publication, available from the Scottish Community Development Centre
Tel: 0141 248 1924

Community Connecting, web-based publication
www.communityconnecting.co.uk

Appendix 12

Being a fair trader in York

My friend Kirsty inspired me to start fair trading after she visited schools in South Africa. We had stalls at conferences and weekend events together starting early in 2004 to raise money for one of the schools. By the autumn of 2004 I decided I wanted to spend more time fair trading. I applied for direct payments to employ a personal assistant (PA) two days a week.

My PA and I went to the microenterprise workshops run by Darcy Smith and Doreen Rosimos in the North of England in October 2004. Doreen suggested I might like to have a micro-enterprise organising music gigs as well, because I love music and know lots about it.

I now have several fair trade customers in the centre of York – mostly offices buying catering size packs of Traidcraft coffee, tea and biscuits for ‘fair trade coffee breaks’. I also have occasional stalls at York University, one at the York Carnival in May 2005 and at a local Live 8 event. In Fair Trade Week the local paper wrote an article about my business. There was a photo of me and the local MP. Several new customers got in touch as a result.

Recently I have been given the free use of a city centre office in York by a local voluntary organisation. This will mean I can expand the business further. I have also accepted several invitations to talk about my experience of setting up a micro-enterprise.

My first music gig in November this year raised over £500 for Tsolo Special School. Three local bands played in a York pub and everyone had a brilliant time.

Having a PA two days a week through direct payments is a great help. But I also have support from my circle of friends who regularly help at weekend events. Finding PAs hasn't always been easy and a lack of available training and support for them is an issue.

I have already raised several hundred pounds which I have chosen to put towards musical instruments and sports equipment for Tsolo Special School in the Eastern Cape of South Africa. I visited the school in 2004 and met all the students. The principal visited me in York in May 2005. I took her to see my old school and I am hoping we can keep

a link between the two schools. My next gig will be to raise money for my next trip to South Africa, hopefully next year.

I enjoy my week – two days fair trading, two days gardening and one day doing work experience in a music shop.

Tom Cowen, December 2005