

Community-based day activities and supports for people with learning disabilities

How we can help people to 'have a good day'



The Social Care Institute for Excellence (SCIE) was established by Government in 2001 to improve social care services for adults and children in the United Kingdom.

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Community-based day activities and supports for people with learning disabilities

How we can help people to 'have a good day'

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About this practice guide

This guide is about what services can do to ensure that people with learning disabilities 'have a good day'.

It is about:

- building community opportunities and support so that people can have ordinary daily lives
- day service modernisation
- community-based services
- employment, lifelong learning, leisure, relationships ... and more.

It includes:

- research evidence
- policy
- examples of good practice
- checklists
- practical hints and tips
- suggestions about where to get more information.

Who the guide is for

The guide includes material for:

- planners, commissioners and care managers
- managers of services, and
- people in direct support and community building roles.

The guide can be accessed as a whole or in bite-sized chunks. It is also available in electronic format so you can easily access and download the sections most relevant to the role that you occupy.

What the guide does not cover

Throughout the guide we have tried not to 're-invent the wheel': where good guidance is already available we simply point it out and give details about how you can access it. Most sections have a list of useful links and resources.

We have included some material on direct payments, individual budgets and learning from the In Control pilot sites (only just emerging) – but it is limited. These are extremely important drivers in the process of change, but we cannot do full justice to them in this guide. We recommend strongly that, as an accompaniment to this guide, you access relevant websites and publications that have these as their primary focus.

Approach to diversity

Many sections of the guide contain ideas and suggestions about how to respond effectively to the wide diversity of people's needs. There is particular consideration of people with higher support needs, people from black and minority ethnic communities and younger people in transition. We have deliberately incorporated material throughout to reinforce that diversity should be considered at every stage of planning and delivering support and services.

There is also, though, a specific section that focuses on 'Opportunities for all' (Key Task 9). Although the section is primarily aimed at commissioners and managers there are links and references at the end that will be of interest to everyone.

How you can help

SCIE welcomes comments on any aspect of the guide, which will inform future updates. We are also very interested in collecting further examples of good practice. Please send us your feedback to info@scie.org.uk, or use the feedback form on our website.

Acknowledgements

Sincere thanks to everyone out there working in the services and support agencies that are mentioned in this practice guide. This guide would be nothing without the examples drawn from their practice. Keep up the good work.

Thanks also to the *Having a good day* team who undertook the research work underpinning this guide. Full acknowledgment of their contribution is given in the *Having a good day* knowledge review.

Finally, sincere thanks to Philip Jones and Shirish Gandhi at SCIE for their extremely helpful advice and support during the production of this guide.

Introduction

Turning policy into reality

As recently as 2005, a national survey found that 39% of all people with a learning disability were attending a day centre, of whom two-fifths were attending five days a week (Emerson et al 2005). It also found that one in six had a paid job compared with two thirds of men and half of women in the general working age population. Two thirds of the people who were unemployed and able to work said they wanted a job, but the range of jobs likely to be attained are narrow, with a pattern of low hours and low wages. Mencap has estimated that 20,000 people have no form of support or provision at all for structured activities outside of the home during the day (Mencap 2002).

Having a good day, Knowledge Review 14 summary 2006

This guide is about the challenge of turning national policy into practical reality. It aims to give information from the current knowledge base, pointers to good practice, and ideas to take forward into your own work.

Essentially this guide is about what services and individuals can do to help people with learning disabilities to 'have a good day'.

What does 'Having a good day' mean?

In national policy, people are described as 'Having a good day' when they are:

- doing things that have a purpose and are meaningful for them
- doing things in ordinary places, that most members of the community would be doing
- doing things that are uniquely right for them, with support that meets their individual and specific requirements
- meeting local people, developing friendships and connections and building a sense of belonging.

How do you spend your days?

Which of these do **you** do?

- working to earn money
- learning, by attending classes or going on training
- volunteering or helping others
- doing leisure activities and hobbies that you enjoy
- socialising with friends
- enjoying the company of a loving partner
- caring for children
- campaigning
- relaxing
- following religious activities
- looking after your home
- gathering information
- travelling around from place to place.

Do you do different things in the evenings and at weekends than you do in the day from Monday to Friday? Do you go from your home to a range of different places to do things, and do you encounter many different people in the course of a week?

And what about people with learning disabilities locally? Do their lives look similar and follow similar patterns to local people of the same age? No? Then this guide may help you to bridge that gap.

Helping people with learning disabilities to achieve such 'ordinary' daily lives has been national policy for more than 30 years, and significant progress has been made. But there's much more to do. Now, in 2007, many, many people still have a pattern of life that revolves around:

- using a day service operating from a building specifically for people with learning disabilities from Monday to Friday
- being in groups all day with other people who have learning disabilities
- doing a small number of activities based on going out to community facilities (but which may be fairly irregular)
- doing things that are about what the service can offer
- being transported on service vehicles in large groups

- being at home with parents most evenings and at weekends.

Adapting to fit

There is no one way to achieve improved community services and support so that people get to have a good day. Development is affected by the local needs profile and the social, political, economic, geographical and demographic context. Developments have to fit the local area. To get the best from this guide you will need to think about how the lessons within it can be tailored to your local context, with all the constraints and opportunities you encounter.

Background

How the guide was developed

In 2005 SCIE commissioned a team from the Foundation for People with Learning Disabilities (FPLD) and Norah Fry Research Centre (NFRC) to carry out a knowledge review about community-based day activities for people with learning disabilities in England, Wales and Northern Ireland. The *Having a good day* review (2007) drew out key themes and issues from research and practice relating to what has, and has not, contributed to successful provision of community-based day activities for people with learning disabilities (see Messages from *Having a good day*).

'Community-based day activities' were taken to include employment, adult learning and further education, and leisure activities undertaken away from a person's home. Opportunities and support provided by specialist and mainstream statutory services, independent and voluntary organisations were all included, as were community-based projects supported by staff from day centres.

This guide draws on the findings from *Having a good day*, with some additional information and ideas that have been gathered since the original work took place. There are a lot of practice examples in *Having a good day* – some have been repeated in this guide, but by no means all. It is a useful source of information and ideas to accompany this guide.

The evidence base

The *Having a good day* research provides much of the evidence-base for this practice guide. It is important to acknowledge, though, that the research did not uncover overwhelming numbers of best practice examples from around the UK. This reflects the current situation: day services are still working on modernisation plans and even the most advanced and innovative community-oriented day services are still trying to overcome the legacy of traditional service structures and to build new community opportunities and infrastructure.

Many of the best examples of people being supported to lead community-based daily lives come from beyond day services – emerging from support services that take a whole-life approach based on good person-centred planning. Such services organically pursue the things that people want to do and achieve in their lives, directly from home. People stay at home to do things as it suits them, because it is their home. The focus of *Having a good day*, however, was primarily on how organised day services have evolved to provide community opportunities and support, and how they have overcome and are still overcoming challenges along the way.

There are many more examples of best practice in person-centred community support beyond this guide, particularly in the literature on supported living, direct payments and,

now, from the In Control and Individual Budget pilot projects. The evidence is that the spread of individualised approaches that give control to more people will be dependent upon, and will require continuing change, in day services. What day services are doing matters, not least to the thousands of people who are being supported by them each day.

We encourage readers to think broadly – beyond service boundaries. Seek out examples of practice from across the spectrum of support services which successfully enable people to lead ordinary daily lives of their choosing in their communities. Learn from it all!

Links and resources

The report from the *Having a good day* knowledge review is available on the SCIE website: www.scie.org.uk/publications/adults.asp There are also links to the reports from the FPLD and NFRC websites: www.fpld.org.uk and www.bris.ac.uk/norahfry/publications.html

An easy read summary: *Having a good day – People's stories*, designed for self-advocacy groups and people with learning disabilities, is also available to download from the websites.

The *Valuing People* website has a lot of useful information and many helpful links, especially its 'Being Included' section:
<http://www.valuingpeople.gov.uk/dynamic/valuingpeople68.jsp>

Day Services Modernisation Tool Kit Part 2 (2003). Available to download from:
<http://valuingpeople.gov.uk/dynamic/valuingpeople117.jsp>

The *Choice Forum* – an interactive discussion site. Good for posting queries and networking: <http://www.fpld.org.uk/information/have-your-say/choice-forum/>

Care Services Improvement Partnership: www.csip.org.uk

In Control project: www.in-control.org.uk

Navigating the guide

Pick and choose

This guide has many different sections. You do not need to read all of them. Pick and choose. Dip in and out.

Everyone should start by reading the introduction and the background sections. They will help you understand what the guide is about and where some of the material has come from.

Then, to help you get started, we have developed some routes that lead to material of particular interest to:

- commissioners, planners and managers
- care managers or care coordinators
- people working in a direct support or a community building role
- people involved in transition arrangements for young people
- managers and staff in social firms and enterprises
- people interested in person-centred planning
- people interested in direct payments, individual budgets and self-directed support
- people interested in community inclusion
- people interested in partnership developments
- people interested in funding matters.

The route maps are on pages 16 to 20. From there you can move on to any other sections that look right for you. Be warned, though, that you may find duplication of information because some material is relevant to people in any and all roles.

Keys that open the door

The *Having a good day* review highlighted some key ingredients for success in building and delivering good community-based daytime opportunities and supports.

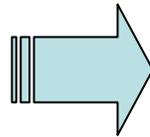
This guide also considers some of the key tasks that need to be carried out in moving from the present scenario towards the vision of better days.

Each *Key Ingredient* and *Key Task* has a section of its own in this guide. The chart below shows how these ingredients and tasks work together to secure good daily opportunities and supports for people. It will help you decide which parts of the guide you want to focus on.

Keys that open the door

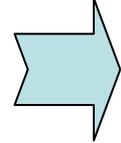
key ingredients

- Partnerships with people and families
- Leadership
- Cultural change in services
- Personalised planning with people
- Individualised funding
- 'Smart' commissioning
- Workforce development
- Community capacity building
- Good information
- Good transition planning
- Political will and support
- Skilled team management
- Wider partnership working



key tasks

- Empowering people
- Changing the model to community life
- Organising resources
- Building support around people
- Creating a barrier-free community
- Achieving inclusion in community life
- Supporting people into paid work
- Helping people learn and develop
- Creating opportunities for all
- Ensuring quality



the results: people are...

- earning money
- contributing to society, and being respected for it
- controlling their own lives and the support they get using ordinary community places and facilities
- being as independent as possible
- having ordinary patterns of life
- making choices and decisions
- making and keeping friends
- doing the things they want to do
- achieving their ambitions
- doing things that are personally meaningful and purposeful
- connecting with local people and being
- getting the level & type of quality support they need

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Route maps

There are examples of good practice, lists of helpful reading and materials, and links to other sources of information throughout the guide. Have a look at the list below. Simply use these route maps to navigate straight to the sections most relevant to you.

I am a commissioner, planner or manager

There is information in every section of this guide that is relevant to your work. But, you may find it particularly useful to:

- dip in and out of the *Key Ingredients* according to what you want or need to know more about
- focus on the *10 Key Tasks*
- consider the various checklists, especially in *Rights and inclusion*, *Breaking new ground*, *Smart commissioning* and *Achieving inclusion in community life*
- use the *Framework for Reflection* in the introduction to *Key Ingredients*
- consider the formula for calculating an individual cost for the day service a person is receiving in the *Individualised funding* section. Read *The dilemma and the challenge* in the same section.
- look at the Don't Dos in *Smart commissioning*.
- use the Briefings (there's one for local politicians and board members, and one for self-advocates and advocacy groups), which are designed to help these groups think about how they can contribute to local developments

I am a care manager or care coordinator

You may find it particularly useful to look at the following sections:

In *Foundation stones*:

- National policy
- Rights and inclusion
- Breaking new ground

Messages from *Having a good day*

in *Key Ingredients for success*:

- Partnerships with people and families

- Individualised funding
- Community capacity-building

In *10 Key Tasks: the 'important things to do' guide*:

- Empowering people
- Building support around people
- Achieving inclusion in community life
- Supporting people into paid work
- Ensuring quality

I am working in a direct support and/or a community building role

You may find it particularly useful to look at the following sections:

In *Foundation stones*:

- National policy
- Rights and inclusion
- Breaking new ground

Messages from *Having a good day*

In *Key Ingredients for success*:

- Partnerships with people and families
- Individualised funding
- Community capacity-building

In *10 Key Tasks: the 'important things to do' guide*:

- Empowering people
- Building support around people
- Creating a barrier-free community
- Achieving inclusion in community life
- Supporting people into paid work
- Helping people learn and develop
- Ensuring quality

I am interested in transition arrangements for young people

You may find it particularly useful to look at the following sections:

In *Foundation stones*:

- Rights and inclusion
- Breaking new ground

In *Key Ingredients for success*:

- Partnerships with people and families

- Individualised funding
- Good transition planning

In *10 Key Tasks: the 'important things to do'* guide:

Particularly (but not exclusively) the guidance for care coordinators in

- Empowering people
- Building support around people
- Achieving inclusion in community life
- Supporting people into paid work
- Helping people learn and develop
- Ensuring quality

I am a manager or a member of staff in a social firm/social enterprise

You may find it particularly useful to look at the following sections:

In *Foundation stones*:

- Rights and inclusion
- Breaking new ground

The main practice messages from *Having a good day*

In *Key Ingredients for success*:

- Partnerships with people and families
- Workforce development
- Community capacity-building
- Wider partnership working

In *10 Key Tasks: the 'important things to do'* guide:

- Empowering people
- Achieving inclusion in community life
- Supporting people into paid work

I am interested in person-centred planning

Look especially at the following sections:

In *Key Ingredients for success*:

- Partnerships with people and families
- Cultural change in services
- Personalised planning with people
- Individualised funding
- Good transition planning

In *10 Key Tasks: the 'important things to do' guide*:

- Building support around people

I am interested in direct payments, Individual budgets and self-directed support

Look especially at the following sections:

In *Key Ingredients for success*:

- Personalised planning with people
- Individualised funding

In *10 Key Tasks: the 'important things to do' guide*:

- Empowering people
- Building support around people

I am interested in community inclusion

Look especially at the following sections:

In *Foundation stones*:

- Rights and inclusion

In *Key Ingredients for success*:

- Workforce development
- Community capacity-building
- Good information

In *10 Key Tasks: the 'important things to do' guide*:

- Building support around people
- Creating a barrier-free community
- Achieving inclusion in community life
- Supporting people into paid work

I am interested in partnership developments

Look especially at the following sections:

In *Key Ingredients for success*:

- Community capacity-building
- Good transition planning
- Wider partnership working

I am interested in **funding matters**

Look especially at the following sections:

In *Key Ingredients for success*:

- Individualised funding
- Political will and support

In *10 Key Tasks: the 'important things to do' guide*:

- Organising resources for change

Foundation stones

Policy

The 'modernisation' of day services and development of community-based options and support has been firmly on the policy agenda since the 1990s.

Moving into the Mainstream (Department of Health, 1998) urged local authorities to diversify the range of residential and day services available to people in need of support, but predicted that the transition from older, industrial employment adult training centre models to resource and recreational models could be slow.

Facing the Facts (Department of Health, 1999) highlighted the dominance of large day centres in service provision and found considerable variations in the amount and type of day provision available across authorities. Concerns were noted about reductions in service levels and loss of structured routines as day services began to reconfigure.

The Same as You? (Scottish Executive, 2000) reflected many of the arguments about day services in England, noting that there were 'people going to day centres for many years without a formal assessment' and that people with learning disabilities and carers described services as boring and lacking in direction. The review gave a cautious lead on the need to access generic adult education and supported employment services, stating that 'there is still a place for sheltered workshops'.

Fulfilling the Promises (Welsh Assembly, 2001) found more community placement options, further education, and work experience in Wales and less reliance on large day centres. A trend towards sessional attendance was identified rather than people spending their whole week in a single setting. Issues were noted in developing supported employment owing to difficulties with the benefits system.

Valuing People (Department of Health, 2001) described day services in England as 'frequently failing to provide sufficiently flexible and individual support'. The white paper set a new objective for services, 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'. While recognising the role that day centres had traditionally played in providing respite for families, a five-year programme was set out to 'modernise' services and improve opportunities. Learning and Skills Councils were to ensure people with a learning disability had equality of access to further education, action was to be taken to outlaw discrimination against people on public transport, and local authority leisure plans were expected to address the needs of people with learning disabilities. In each local authority the learning disability partnership board was required to produce a day service modernisation plan by February 2003.

Fulfilling Lives (Department of Health, 2003) reported on an inspection of eight local authorities in England in the wake of the Valuing People white paper. It highlighted the need for a programme of work to promote social inclusion. However, it is also noted that

some seemingly 'traditional' day centres offer a range of outreach and community-based services. It commented that: more had to be done to win the hearts and minds of carers who fear that re-provision and modernisation could lead to reduced services for people.

Improving the Life Chances of Disabled People (Cabinet Office, 2005)

recommended that 'by 2025, disabled people in Britain should have full opportunities and choices to improve their quality of life and be respected and included as equal members of society'. It supported the development of direct payments and individual budgets, greater choice, improved transition arrangements, and improved support and incentives for disabled people to get, and stay in employment.

Independence, Well-being and Choice (Department of Health, 2005) brought individual budgets and self-assessment into the mainstream of social care policy for adults, and made community inclusion a clear goal for all: 'To experience a good quality of life everyone needs to have independence, the ability to achieve their potential and the opportunity to participate fully in the life of their community.' It also reinforced the need to improve transition planning.

Our Health, Our Care, Our Say (Department of Health, 2006) confirmed the vision set out in the green paper, *Independence, Well-being and Choice*, announcing a radical and sustained shift in the way in which services are delivered to ensure that they are more personalised and that people have a stronger voice in service improvement.

What do people want?

Real Choices, Real Voices: The qualities people expect from care services (Commission for Social Care Inspection, 2006) indicates what matters most to people using care services. This is the order in which people put things:

- choice
- flexibility
- information
- being like other people and taking risks
- respect and being heard
- fairness and non-discrimination
- cost and value
- safety.

What's expected of social care services?

The Department of Health green paper Independence, Well-being and Choice made it clear that social care services are expected to help people to achieve:

- **improved health:** good physical and mental health (including protection from abuse and exploitation); access to appropriate treatment and support in managing long-term conditions independently; opportunities for physical activity.
- **improved quality of life:** access to leisure, social activities and life-long learning and to universal, public and commercial services; security at home, access to transport and confidence in safety outside the home.
- **a positive contribution:** active participation in the community through employment or voluntary opportunities; ongoing involvement in local activities and involvement in policy development and decision-making.
- **exercise of choice and control:** through maximum independence and access to information; being able to choose and control services; managing risk in personal life.
- **freedom from discrimination or harassment:** equality of access to services; not being subject to abuse.
- **economic well-being:** access to income and resources sufficient for a good diet, accommodation and participation in family and community life; ability to meet costs arising from specific individual needs.
- **personal dignity:** keeping clean and comfortable; enjoying a clean and orderly environment; availability of appropriate personal care.

Links and resources

To keep up to date with current policy and news:

The Paradigm website policy pages are an excellent source of information
www.paradigm-uk.org/policy.html

Valuing People website news page:
www.valuingpeople.gov.uk/dynamic/valuingpeople2.jsp

Foundation for People with Learning Difficulties (FPLD) news page:
<http://www.learningdisabilities.org.uk/information/news>

Department of Health bulletins:

www.dh.gov.uk/PublicationsAndStatistics/Bulletins/ChiefExecutiveBulletin/fs/en

Department for Education and Skills news pages (useful to monitor for transition issues):

<http://findoutmore.dfes.gov.uk>

Subscribe to the free Interconnections electronic bulletin about children and young people with disabilities (useful for transition issues). Contact p.limbrick@virgin.net or go to www.icwhatsnew.com

Department for Employment and Learning, Northern Ireland (useful to monitor for employment): www.delni.gov.uk/

Rights and inclusion

The *Valuing People* white paper emphasised the rights, independence, choice and inclusion of people with learning disabilities. These are all mirrored in the Social Model of Disability, a useful framework for identifying the tasks facing community services.

The Social Model works on the basis that we are all born equal. People who have physical, sensory or mental impairments become disabled because of the barriers and difficulties created by society. It is society that disables people.

Society disables people with impairments by preventing them from taking part in everyday life. It follows that if disabled people are to take their rightful place as full and equal citizens, the way society is organised must be changed.

Disabling barriers are created by things like:

- prejudice and stereotypes
- inflexible organisational procedures and practices
- inaccessible information
- inaccessible buildings;
- unsuitable transport
- exclusion from decision-making.

Barriers can be:

Environmental	Systematic	Attitudinal
For example : Lack of accessible public transport No hoist at the swimming pool	For example : Special, segregated provision Poor planning with school leavers	For example : 'She must be a tie...' 'He'll never get a job'

It is important to acknowledge that some disabled people face additional barriers and difficulties because they are members of more than one minority group: people's race, age, sexual orientation and gender also affect their inclusion. There are a number of equality duties that now govern public services and it is important that providers of community day supports, and their staff, are familiar with them – not only because their own service has to comply but also because ordinary community facilities and services have to comply. Knowing the duties can be helpful when negotiating new opportunities and supports for people.

The Disability Equality Duty (effective from 4 December 2006)

The basic requirement for a public authority when carrying out their functions is to have due regard to do the following:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

'Due regard' means that authorities should give due weight to the need to promote disability equality in proportion to its relevance.

Many, in fact most, public authorities also have a set of specific duties which centre on the production of a Disability Equality Scheme to help them meet their overall general duty. At the heart of the Disability Equality Duty is the requirement to involve disabled people in producing the Disability Equality Scheme including the action plan.. Public authorities also have to set out in the Scheme how they will carry out disability equality impact assessments.

From *Doing the duty: an overview of the Disability Equality Duty for the public sector* Disability Rights Commission. Go to www.drc-gb.org/PDF/Doing_The_Duty.pdf

Are you ready for gender equality?

The Gender Equality Duty is in force from April 2007. All public authorities must demonstrate that they are promoting equality for women and men and that they are eliminating sexual discrimination and harassment.

The Equal Opportunities Commission advises that public service providers will need to look at who uses their services, and ask questions such as:

- What are the different issues and priorities for women and men who receive the service we provide? Do they have different requirements and needs to be met by our service?
- Will women or men be put off using the service because of things such as lack of same-sex support staff?
- Are there some services that are more effectively delivered as women-only or men-only?

Public authorities will also have to look at their employment policies to see how they affect women and men in the staff team. What will this mean for community support services? What changes will you need to introduce, and how might you use the Gender Equality Duty to help create new local opportunities for people?

Give it some thought ...

The concept of independent living is central to the Social Model of Disability. It stresses that independence is about having control over your life, not about being able to do everything for yourself or living unsupported. The concept underpins the development of direct payments and individual budgets.

Key values of independent living

- all human life is of value
- everyone, whatever their impairment, is capable of making choices, with support if needed
- disabled people have the right to exercise control over their lives
- disabled people have the right to participate fully in society.

From *Relentless optimism: creative commissioning for personalised care*, Commission for Social Care Inspection (Sept 2006)

What are the implications for developing and delivering community day opportunities and support?

The Social Model of Disability and the concept of independent living underpin the drive in current policy towards self-directed support and ordinary life opportunities. It means that the way services are organised has to change!

The social model particularly challenges the way that most people with very high support needs are currently supported by day services. *Having a good day* identified that the prevalent model of provision centres on having a special building that people with very high support needs use. Most are getting left behind in terms of community-based opportunities and support. It's a situation that needs to be addressed, and it is one that requires people at all levels and in all roles to challenge the barriers beyond but also within social care services.

See Key Task 9: *Creating opportunities for all*.

What are you doing ...

... or what will you do, to make sure that:

- managers and staff understand the social model of disability and what it means for their work, and your local council adopts the social model of disability?
- your local public bodies are incorporating targets around people with learning disabilities in their Disability Equality Scheme?
- people with learning disabilities, their families and service staff are supported and confident to challenge discrimination and barriers they encounter?
- people are supported to make their own decisions and shape their own daily lives?
- everyone focuses on people's abilities and what they can offer?
- local amenities are being planned with a good awareness of the needs of people with learning disabilities?
- what people with learning disabilities want shapes the services and support commissioned and developed by the council?
- local district, town and parish plans reflect the views and the requirements of people with learning disabilities?
- local businesses and community facilities hear about the barriers they present, and what they can do to better serve people with learning disabilities as consumers or as potential employees?
- people with learning disabilities have a powerful and political voice?
- people who need high levels of support have the opportunity, and the support they need, to lead ordinary community-based lives?

Values of Inclusion

(from SHS Ltd www.shstrust.org.uk)

EVERYONE IS BORN IN

We are born among people, and only sent away later.

ALL MEANS ALL

Everyone capable of breathing is entitled to be included. No one is too difficult, too old, too poor or too disabled to qualify.

EVERYONE NEEDS TO BE PRESENT

If we have never been present, no one will know when we're missing.

EVERYONE NEEDS TO BELONG

We need to know there's a place for us, not just a space for us.

None of us has to pass a test or meet a set of criteria before we can be included.

EVERYONE CAN LEARN

As human beings we all grow and change and make mistakes: and we are all capable of learning.

EVERYONE NEEDS SUPPORT

Sometimes some of us need more support than others.

EVERYONE CAN COMMUNICATE

Not using words doesn't mean we don't have anything to say.

EVERYONE CAN CONTRIBUTE

We need to recognise, encourage and value each person's contributions - including our own.

TOGETHER WE ARE BETTER

We are not dreaming of a world where everyone is like us - difference is our most important renewable resource

Practice examples

More and more councils are adopting the social model of disability and are actively working across all their departments to the principles of inclusion and equal citizenship that it embodies. See:

Manchester City Council www.manchester.gov.uk

Birmingham City Council www.birmingham.gov.uk

Thurrock Council www.thurrock.gov.uk

Links and resources

The Disability Rights Commission, including their *Talk* video and their guide to the Disability Equality Duty: www.drc.org.uk/citizenship/sitemap/index.asp

Disability Awareness in Action: www.daa.org.uk

Disability Wales: www.disabilitywales.org

Numerous publications available from the Centre for Disability Studies at Leeds University: www.leeds.ac.uk/disability-studies

The Equal Opportunities Commission guidance on the Gender Equality Duty: www.eoc.org.uk/Default.aspx?page=17686

The Commission for Racial Equality guidance on the Race Equality Duty: www.cre.gov.uk/publs/cat_duty.html

Breaking new ground

There have been significant new policy directives across the UK in the past 20 years confirming that people with learning disabilities have the right to expect the same opportunities as other citizens, with the support they need to achieve 'ordinary lives'. *Valuing People* (2001) reinforced the need for day services to 'modernise' in order to create community-based opportunities and more ordinary patterns of life. The 2005 green paper *Independence, Well-being and Choice* reiterated that people should have the opportunity to participate fully in the life of their community.

What research tells us

There has been little evaluative research at all into day services and supports for people with learning disabilities, and although significant changes have been taking place since the 1990s there has been virtually no formal research into community-based service models and day service modernisation. Employment provision has received more research attention, but the role of adult education and the further education sector, leisure services, and self-help initiatives, for example, have been virtually unexplored.

Research inevitably lags behind practice and knowledge develops from practice – as demonstrated through the King's Fund/NDT *Changing Days* programme 1995–2000. Availability of practice examples and accounts of successful practice are very important for commissioners, managers and practitioners who are trying to work in different ways to deliver community-based opportunities and support. Organisations and staff are busy 'doing it', but few have commissioned independent evaluation of the services they are providing, and as yet few people are writing about their practice experiences.

The growth in use of brief, individual stories to illustrate positive changes that people have achieved has helped to show that ordinary days can and are being realised. These stories demonstrate approaches that can help, but they are still relatively thin on the ground. When people and services are breaking new ground it is crucial to reflect and learn from practice, and then to share that learning with others.

And in practice?

People with learning disabilities are breaking new ground – opening doors in society that were previously closed. Many of the practitioners supporting people are innovating day by day. The work is challenging, and needs celebrating. It would be dangerous, though, to see it as special. Having ordinary opportunities and leading an ordinary life of your choosing is not special – it's what all people have a right to.

Commonly, innovators – those at the leading edge of helping people achieve ordinary lives – have many of the following qualities:

- a commitment to people's rights as equal citizens
- a focus on opportunities not services
- determination and persistence to make things happen
- the confidence to challenge
- a positive 'we can do it' attitude
- the ability to support and facilitate without controlling
- the humility to listen carefully to people
- the ability to reflect on what they are doing so that they learn and improve their practice
- they can and do make plans: innovators are not loose cannons - they know what they want to achieve and they work out the best way to do it
- they don't act alone: most innovators have a group of people around them, or to call on, who can help them think things through, get around problems, address the 'what if' questions, and give some practical assistance if and when it's really needed.

Some questions to ponder

Do **you** need to strengthen any of these innovator qualities yourself? What can you do to improve your skills, ability and support network?

How can you help other people to become more innovative?

How can you support people locally who are at the leading edge, trying to make ordinary things happen for individuals?

How can you share information about approaches and strategies that are getting results for people locally?

What can you do to ensure the basic quality of support at the same time as breaking new ground?

Practice examples

Some accounts of change and innovation:

'Modernising day opportunities in East London', A. Munroe in *Shaping the future together*, FPLD (2005)

'Building positive lifestyles: the community option', A. Lloyd and A. Cole in C. Clark (ed) *Adult day services and social inclusion: better days*, Jessica Kingsley Publishers (2001)

'I could go around the world. I never thought of that before!' A. Pattinson in *Living Well*, 2.1 (Feb 2002)

'Changing days through person-centred planning: lessons from York', A. Cole in *Living Well*, 2.2 (May 2002)

'Extending employment opportunities', H. Griffin in *Living Well*, 3.3 (Sept 2003)

"I want to do the things other people do ...", S. Warren in *Living Well*, 4.4 (Dec 2004)

'Employment and day opportunities for people in Stockport', D. Cresswell in *Living Well*, 5.3 (Oct 2005)

'Developing supported employment in partnership with the private sector', D. Woodcock in *Learning Disability Today*, 6.3 (Oct 2006)

The Unlimited Company in *Learning Disability Today*, 6.3 (Oct 2006)

Heavy Load Punk Band in *Learning Disability Today*, 6.3 (Oct 2006)

StopGAP Dance Company in *Learning Disability Today*, 6.4 (Dec 2006)

Links and resources

For more practice examples and individual stories:

Having a good day knowledge review 14 on the SCIE website:
www.scie.org.uk/publications/knowledgereviews/kr14.asp

Learning Disability Today (formerly *Living Well*). Quarterly publication with practical examples of how people with learning disabilities are being supported to achieve employment, learning and leisure. Pavilion Publishing. Tel 01273 623222

Community living. Quarterly publication focused on people with learning disabilities achieving equal citizenship. The Elfrida Society. Tel: 0207 359 7443

Community Connecting. Quarterly publication focused on people with learning disabilities and inclusion: www.communityconnecting.co.uk

North West Together newsletters on the NWTDT website: www.nwtdt.com

And the following websites:

In Control: www.in-control.org.uk

Individual Budgets: <http://individualbudgets.csip.org.uk/index.jsp>

Valuing People: www.valuingpeople.gov.uk

Helen Sanderson Associates (for stories of change based on person-centred planning):
www.helensandersonassociates.co.uk/reading_stories.htm

Messages from *Having a good day*

In terms of **establishing employment** for people, it helps to:

- shift resources from day services into employment support. The greater the number of employment advisers and job coaches the higher the number of people supported into paid work each year.
- listen carefully to what people want to do. Some may not want paid work, and may be better placed as volunteers, needing a service that is outside the 'supported employment' model. This is a role that modernised day services could fulfill.
- ensure that work tasters or placements are strictly about experience or training and are time-limited, with help built in so that people move on into genuine paid work.
- expect that people can, and should work. Start early with offers of work tasters to young people.
- use stories of people's success in work to encourage employers, people with learning disabilities, family carers and others.
- work with job centres so they increase their focus on people with learning disabilities.
- develop care managers, social workers and day service staff so that they more actively and positively shape people's expectations about work.

In moving towards **community-based services**, it helps to:

- create local solutions.
- nurture the support of family networks, friends and relations through good involvement and partnership strategies, and evidence of reliable, safe community-based practice.
- develop deliberate practice strategies to build connections and inclusion, and thereby develop natural supports around people.
- take things one step at a time and celebrate success so that others can see it's possible.
- prioritise people with higher support needs to ensure they have the opportunity for individualised support and can take up opportunities in community settings.

- work with people from black and minority ethnic communities to create solutions they see as acceptable.
- develop wide partnerships to build a welcoming community infrastructure.
- use capital money creatively, and not to create buildings 'for the service'.
- invest in local leaders and champions.
- create new job roles and responsibilities, and flexible working hours.
- keep as much money as possible flexible and available for support – not tied up in running buildings.

To ensure that **people are doing what they want** to do, it helps to:

- make sure that person-centred approaches are in place.
- plan with younger people, in particular, in a person-centred way. Their families can then be involved in a natural way to help lead the plan.
- individualise funding: attach it to each person, especially people who need higher levels of support, so that community inclusion happens for them.
- recruit, develop and support staff to be creative and lateral-thinking, and to keep finding solutions as people change and develop their aspirations.
- make sure people get good information about choices, including stories from people who have pursued their own wishes and dreams and succeeded.

Key ingredients for success

Having a good day identified 13 key ingredients for building and delivering good community-based daytime opportunities and supports.

- Partnerships with people and families
- Leadership
- Cultural change in services
- Personalised planning with people
- Individualised funding
- Smart commissioning
- Workforce development
- Community capacity-building
- Good information
- Good transition planning
- Political will and support
- Skilled team management
- Wider partnership working

When all of these ingredients are mixed together local areas can achieve great results. Take one or two of the ingredients out of the mix and the desired outcome – people having good, community-based lives – is harder to achieve.

On page 37 you will find a very simple **framework for reflection** that is based on the thirteen key ingredients. Why not use it with people in your area to reflect on how the work to create ordinary daytime opportunities and support for people is progressing? It should help to highlight where things are going well, and where some extra input is needed.

Links and resources

To help you reflect on your local progress:

Day service modernisation toolkit: Part One

<http://valuingpeople.gov.uk/dynamic/valuingpeople117.jsp>

Valuing everyone: questions for people looking at modernising day opportunities:

<http://valuingpeople.gov.uk/dynamic/valuingpeople70.jsp>

Building and delivering ordinary, community-based daytime opportunities and supports Framework for reflection						
	<i>What are we doing to achieve it?</i>	<i>Is it working?</i>	<i>Who is it reaching? Who is missing?</i>	<i>How do we know?</i>	<i>What more can we do?</i>	<i>How will we do it?</i>
Partnerships with people and families						
Leadership						
Cultural change in services						
Personalised planning with people						
Individualised funding						
Smart commissioning -of employment opportunities -of learning opportunities -of leisure opportunities						
Workforce development						
Community capacity-building						
Good information						
Good transition planning						
Political will and support						
Skilled team management						
Wider partnership working						

Partnerships with people and families

What research tells us

People who use services, including families as indirect users, need to be central to the process of modernisation.

What's happening in practice at the moment

- Partnerships are developing through inclusion of people with learning disabilities and family carers on steering groups, reference groups and boards of management, and through person-centred planning based on circles of support (or planning circles), though as yet this is still small scale.
- Self-advocacy groups are leading innovative and successful projects which increase people's social and leisure opportunities, and provide information about what's going on locally – but the partnerships are fragile because funding is insecure.
- Parents and families are being seen as both an opportunity and a threat. Some are organising direct payments and individualised support for their sons and daughters, and initiating service developments. But the influence of parents is frequently described negatively in terms of blocking plans. The slow pace of change from day services to community, and the continued use of 'special buildings' are often attributed to parental concerns and pressure.
- When people have a chance to try things out, and have positive experiences, it helps them to embrace community opportunities.

Pointers for development

- Partnerships with people are more likely to develop when there's face-to-face contact. So, make time to sit down and just talk with people. But make sure as well that there are structures for regular, more formal discussion with people and with family carers, and that they are involved in decision-making groups that have real power.
- Invest in developing people and families as 'allies for change' and as leaders. See the Leadership section for ideas
- Build circles of support (planning circles) around people ... and support them so that they can realise the plans they agree upon. There's a lot of guidance on this in the literature on person-centred planning – see, for example, material from Helen

Sanderson Associates, Circles Network UK and Inclusion Press – or just look on the Valuing People website. See Links and resources.

- Ensure there is secure funding for services that are led and run by self-advocates.
- Build contingency arrangements into a person's daytime plan and agree them with their family. It builds confidence in both family carers and staff.
- Help senior decision-makers and politicians to understand the direction of flow – day service modernisation, social inclusion, citizenship – and the issues that family carers are concerned about. Suggest a strategy for dealing with any parental pressure that arises.
- Don't demonise parents! There's a reason why families dig in their heels against change – the best way to appreciate their position is to get to know them better. You still may not agree on the way forward, but you can respect their position.

Key messages about developing partnerships with families

- Involve parents in planning for their own son or daughter.
- Start young.
- Develop services that work closely with families. This will happen more naturally if supporters work with people directly from home.
- Develop participation structures that value and make use of parental energy and expertise.

A carer's comment on direct payments

'We as carers will need to understand that our roles will change. I as a family carer supporting an adult with learning difficulties/autism have taken on board the need to change and can now say with pride that the person I help to support has a lifestyle you can be proud of, and all this because of a direct payment. And I as the carer can now say I have my own life back and we are both happy with this.'

From: FPLD Choice Forum (Jan 2007)

Practice examples

Grapevine in Coventry, a voluntary sector provider, has people with learning disabilities occupying 50 per cent of the places on its board. It supports people to 'develop, lead and organise their own projects and activities' and aims to encourage mutual support. There is a campaigns team, a health promotion team, and D:vine – a group of young learning disabled people who run nightclub nights.

In **Essex** there have been courses running for several years to assist people with learning disabilities and family members to develop as leaders. Originally Family Leadership courses were commissioned by the council, led by an independent agency, but now things have evolved and Essex is part of the Eastern region Partners in Policymaking consortium.

The policy is having a real impact. More and more families are demanding ordinary opportunities for their sons and daughters. The transition coordinator says: 'I've seen it personally in my work around transition, with families wanting to know where employment support will come from rather than asking about day centres. The courses really help in moving towards ordinary lives. It's a slow trickle, but it's creating waves. The more parents and family members who go on the courses the better!'

Links and resources

Read the Top 10 tips for day service modernisation written by the North East Regional Forum of people with learning disabilities, available on the Valuing People website: <http://valuingpeople.gov.uk/dynamic/valuingpeople117.jsp>

Partners in Policymaking. See: www.partnersinpolicymaking.co.uk

Having a say is a CD-Rom guide to including people with learning disabilities in the planning of services; it could be used as a training tool as well. From Learning Disability Wales (SCOVO) 2006

Learning with families is a video and training manual to develop and enhance relationships between family carers and staff Available from the Foundation for People with Learning Difficulties (FPLD)

A voice of their own: a toolbox of ideas and information for non-instructed advocacy, A. Lawton BILD Publications (2006)

8 main points for involving service users and carers CSCI/SCIE/GSCC/Skills for Care. Available from www.inspiredservices.org.uk/how_to_guides.htm

Person-centred planning: –

Helen Sanderson Associates
www.helensandersonassociates.co.uk

Circles Network UK
www.circlesnetwork.org.uk

Inclusion Press
www.inclusiononline.co.uk

Valuing People.
www.valuingpeople.gov.uk/dynamic/valuingpeople141.jsp
www.valuingpeople.gov.uk/dynamic/valuingpeople139.jsp

Leadership

What research tells us

If there isn't clear, local direction and effective leadership, it's a barrier. Change needs to be led, and people with learning disabilities, family carers, staff, employers and community members can all be leaders.

What's happening in practice at the moment

- *Valuing People* made it clear what services should be helping people to achieve: self-determination, social inclusion and an ordinary life. But the way that local areas are organising resources to achieve those things is very variable. They reflect local resources, political priorities and ethos. Power and decision-making about major change does not lie with leaders of local authority learning disability services, and there is increased demand on fairly static or reducing budgets. These things can get in the way.
- Not all people in management positions are good leaders, and there are still a lot of people in powerful positions who do not believe that community options are appropriate for all. Where this is the case change is being achieved much more slowly. Individuals who take the wider view, develop networks, and are committed and determined to achieve community inclusion can have a really positive impact – whatever role they are in.
- There is much more that could be done to develop people with learning disabilities and families as leaders. For example, there is little happening to develop leaders from within black and minority ethnic communities, and to support the development of services that are controlled and led by people with learning disabilities.

Pointers for development

- Why not create a briefing pack for senior managers, politicians and board members? It's important to keep it brief, so you could just use the Keys that Open the Door diagram on page 15 along with the model briefing for local politicians and board members on page 141. Try to get to talk to them face to face rather than just sending information by email.
- Build up a collection of stories that show how people's daily lives have changed. Help people and their families to write about what their lives were like then and now and circulate them widely. Include stories about people with complex and high support needs. Generally, be proactive in developing strategies to demonstrate what actually works.

- Make sure that there are clear statements about what community services are working towards achieving in terms of people's daily lives, with descriptions and examples of what these are actually like in practice. Make the statements clear and real.
- Demonstrate how, in the longer term, money can be saved by creating person-centred community support for people with high support needs.
- Leaders of day service modernisation are sometimes in the firing line, so use national directives and policies to de-personalise debates if needed, and talk about the changes in the language and framework of the council's local social inclusion policies. Back this up with real accounts of successful change, and demonstrate consensus through a change leadership group that involves people with learning disabilities, family carers, the independent sector, and staff in different roles.
- It can really help to identify potential leaders beyond the confines services and management roles, and bring them together to work to move things forward. Support people to go on leadership courses, but bring courses in to the local area so that it's easier for families to take part. And don't forget to develop yourself as a leader. Read, talk to people, go to conferences, join networks ... build up your knowledge and skills, and use them!
- Support ideas and initiatives that are suggested by people with learning disabilities – but don't take them over! Give them the help they need to develop and run things themselves, as happened with Stars in the Sky.

Practice example

Stars in the Sky is a dating and friendship agency run by people with learning disabilities. It was set up by two women with support from Haringay Association for Independent Living, and became a registered company during 2005. The two women became the directors of the company. The agency won a community care award in 2005. For more information go to www.starsinthesky.co.uk and see 'Reach for the stars' in *Community Living* 19.1 (Aug/Sept 2005).

Links and resources

A note about day service modernisation and what it means. See the resources/getting a life section of the Valuing People website:

www.valuingpeople.gov.uk/dynamic/valuingpeople117.jsp

The Ethnicity Training Network at the University of Leeds & Wakefield College offers a three-day training course for family carers from minority ethnic communities. It enables

carers to deliver training within the health and social care arena, and leads to a nationally recognised certificate: www.etn.leeds.ac.uk

Tomorrow's Leaders: a leadership programme for people with learning disabilities who are 'already strong leaders and want to get even stronger':
www.partnersinpolicymaking.co.uk/tomorrows-leaders.php

Partners in Policymaking runs several other courses to develop family carers and people with learning disabilities as leaders www.partnersinpolicymaking.co.uk/index.php

Stories on the In Control and Individual Budgets websites: www.in-control.org.uk/stories/index.php

www.individualbudgets.csip.org.uk/dynamic/dohpage8.jsp

See especially Ben Grainger's and Joe Tomlinson's stories:

www.in-control.org.uk/downloads/0099_%20Ben_Story.doc.doc

www.in-control.org.uk/downloads/0042_Joseph_Story.doc

Cultural change in services

What research tells us

Strategic managers need to make a mental shift to think first about ordinary community lives and then about what support and services people need to live them. There is a danger that 'day centre culture' may persist into community settings. Change has been greatest in the employment sector, where there is more of an obvious move towards a business culture. It should be expected that some people will react against change, at least initially.

What's happening in practice at the moment

- Local strategies are emphasising person-centred approaches and an 'ordinary life', and training in person-centred approaches is helping people to think about ordinary opportunities and lifestyles. It's helping to change the culture.
- New community day services are mostly operating from a base, many shared by other community groups or public services. Few have concrete strategies about how they will achieve **integrated** opportunities and community connections.
- Thinking like a business is helping when partnerships are being sought with community bodies.
- The route into work is becoming more diverse, with increased development of social firms, social enterprises and self-employment – but in many areas the role that community day services will play in relation to employment is not clear.
- There are a small number of services targeted specifically at people from black and ethnic minority groups, and use of person-centred planning and individual funding initiatives are helping to achieve ethnically sensitive provision for some individuals. But, in general, new community services – including employment support – are not reaching people across all communities.
- There is a focus on outcomes and a culture of evaluation in supported employment services, but it is not mirrored in new community day services. Some new services and projects are being showcased with little supporting evidence about any positive impact they have had on people's lives. It's good to be proud and to celebrate achievements, but we need to know that people's lives have changed for the better.

Pointers for development

- Do as many things as possible – information, debates, quality action groups, training, conferences, for example – which encourage everyone to reflect on the

quality of people's daily lives and what needs to be done locally to achieve ordinary lifestyles. Actively encourage and support learning. Evaluation is part of this. Make sure that new community day arrangements in your area are evaluated and that there is evidence about the changes that have resulted for people. Try to use an evaluation team that includes people with learning disabilities as paid members. Most important of all, reflect on and use the findings to plan your next steps.

- Keep talking about ordinary lives, and challenge accepted ways of doing things. Ask why people are doing things in specially designated buildings or in segregated groups. If the answer is about lack of resources for support or about lack of accessible community facilities then tackle those issues. Don't just accept the status quo!
- Make sure that training in person-centred approaches is part of the induction programme for all staff in new community services, including managers. And don't forget individual budgets, direct payments and independent living funding (ILF). Make sure that everyone knows about these routes to increased personal control. Spread the word.
- Work with your staff teams to develop clear and deliberate strategies about how you will help people integrate and build up their connections and friendships (see Key Task 6: *Achieving inclusion in community life*).
- Make sure that you know the make-up – the diversity – of your local population, and find out if that diversity is reflected in the people accessing community day supports. If not, then identify why not and develop a plan to address it.
- Initiate a local discussion about the role of staff in community day services in relation to employment. What specific responsibilities should they take? Mapping the routes to employment and how they are currently offered and supported may help to identify gaps that community day services can fill.
- Think very carefully about what people locally may accept as wisdom, especially about what opportunities and supports are right for people with higher support needs. Micheline Mason's poem, for example, challenges us to think carefully about multi-sensory 'snoezelen' rooms.

Beware the Baubles

© Micheline Mason

They stole away our lives
 Condemned us to a bean-bag existence
 Alone together with our fellow prisoners
 Left staring at mobiles, slowly moving round and
 Just out of reach
 Over-controlled teaching

In a hush of false protection
They pared down our experiences
To their diet of force-fed crumbs
Of learning

Not broken-down, but shattered
Stripped of all meaning and context
By their one-step-at-a-time Special Curriculum
Practising for the life
They would never let begin

Now they are trying to sell our lives back
Through their glittering, flashing, bubbling rooms
Mechanical, artificial, expensive,
Another capitalist cone
Feeding off our starvation

Beware the baubles, the disco dream
The light of the sun will do, thanks,
The brush of the wind, the wet of the rain,
The sound of children's laughter
In an ordinary, busy classroom
The touch of a friend's hand
Welcoming us back
Into the world

Life is a multi-sensory experience
Full of lights, tastes, smells
Colours, sounds, textures abounding
Emotions, all our birthright
Denied to us by misunderstanding
And fear

Put away your cheque books
Bring us in close to the beating pulse
Of shared messy, risky, noisy days
Where we all have complex needs
We will learn then all that matters
And so will you

Practice examples

A **group of self-advocates and family carers in Leicestershire** have been reviewing the outcomes of day service modernisation. They have focused on 'inclusion outcomes', particularly friendship and involvement, and have used a traffic light approach. The group has been supported by the National Development Team and further information can be found by contacting Steve Easter: seaster@ndt.org.uk

The **local authority day services in Essex** have a clear role in relation to employment. They directly provide information to people through Job Clubs, helping them to think about the world of work. They then refer people through to the county's supported employment and social enterprise services to pursue actual jobs.

The **Wellington Community Enablement Project in Somerset** is a national pilot project that has been investigating a new role of community enabler. Focusing on developing support within a local community, two separate cafés have evolved organically and become local community-based facilities. A range of people have used the cafés, including older people, people with learning disabilities, physical disabilities or mental health issues. As a result of word of mouth other members of the public have also joined sessions and enjoyed sharing skills or time with people there. You can read about it in David Waddilove's 'Redesigned and redrawn – developing new roles in social care' (TOPSS, 2004)

Links and resources

Keys to citizenship (2nd edition) Simon Duffy, Paradigm (2006)

Changing the culture R. Greig (2003) on the Valuing People website (go to Resources/Change/Change Management):
<http://valuingpeople.gov.uk/dynamic/valuingpeople74.jsp>

Inspiring stories, radical shifts in power, exciting ideas for change Simon Duffy (Paradigm). For a free copy send a stamped, self-addressed C4 envelope to: 100 Westminster Bridge Road, London SE1 7XA, or tel: 0207 261 4100 or go to www.in-control.org.uk/downloads/0043_Innovations_stories.pdf

Personalised planning with people

What research tells us

Person-centred planning enhances people's community involvement, contact with friends and family, and choice. It seems to have no impact in terms of achieving more inclusive social networks, employment and physical activity, and is best considered as an evolutionary step towards increased individualisation of supports and services.

What's happening in practice at the moment

- People's lives are improving through the opportunities that come from being community-based, and from services being more generally person-centred in the way they operate. Person-centred approaches are developing widely, although the level of formal person-centred planning is not high. There are issues involving facilitation and making plans happen for people who use community day services (see Smart commissioning). Person-centred planning linked to the mechanism of individualised funding and with strong family involvement is resulting in changes to the daily pattern of life for some people, but it's not many as yet.
- The information from person-centred plans about what people want and the support they need is only rarely being used to inform the strategic development and commissioning of day opportunities and support. Further, person-centred planning underpins the whole concept of individualised funding, but few areas are making links at a strategic level between person-centred planning, direct payments provision, development of individual budgets and day service modernisation. The strategic link is crucial because individualised funding for more people is dependent upon money being released from block services during day service modernisation.
- Supported employment schemes have an established approach based on individualised, person-centred planning for work. They are achieving positive results, though access to such support is still limited for people with higher support needs.

Pointers for development

To develop person-centred plans with more people

- Identify people receiving community day services who live in supported accommodation, and agree a plan with each person's support providers to ensure that just one, person-centred plan is developed and that it looks at the person's whole life. More people are using a variety of support services during the week, so link those services up around an individual. Form a 'planning partnership': agree which organisation will facilitate, and how the others will contribute to both the

planning and the action afterwards, making sure the facilitator chosen has the knowledge, skills and support to do it well.

- When people are newly referred to community day services, make sure there is a clear agreement between the service and their care manager about how they will be supported to develop a person-centred plan (if they don't already have one), who will facilitate it, and how it will then move forward. Make it the foundation stone of the service.
- Ask families to get involved: give people and their families a blank person-centred planning book (such as a 'Me and My Life' book) and ask them to fill in what they can. Then support them to bring people together to build the picture up and develop the action plan.
- If people have a person-centred plan, ask them about it ... and then support them to tell other people about what they are trying to achieve. A good way of doing this is to support people to talk about their plan at reviews.
- Make sure that, for a person from a black or minority ethnic community, their planning is facilitated by someone who has detailed knowledge of the cultural and faith requirements that might apply to them and their family.

To develop more person-centred community day services

- Build an all-pervading expectation of 'person-centredness' through every structure and system. For example, in job descriptions, contracts of employment, vision statements, standards, induction programmes, contracts with external agencies, monitoring arrangements ... everything!
- Create a listening culture by helping people with learning disabilities to have a strong voice in developments and in planning their own daily lives, and by developing staff so that they listen and hear what's being said. As staff join community day services ensure that they receive information and training about how people communicate, and what they need to do to support and enable people's communication in community settings. This is a key task in both empowering people and in building inclusion.
- Develop an internet-based 'community opportunities information network' – a local equivalent of the FPLD Choice forum, where people can post questions, share information and practice developments, debate practice issues and help each other solve problems. Make sure it has a local focus and that people with learning disabilities, advocacy groups and families can use it as well as service staff.
- Pay attention to the team dimension – effective teams need people with a range of strengths and skills: see *Skilled team management*. Staff time also needs to be managed very actively and thoughtfully to achieve more personalised services and community inclusion. Beware repetitive, long-term service delivery patterns unless

there is a clear purpose that's rooted in helping people to achieve community inclusion. A person-centred service is changing and flexible.

- Use Shaping the Future Together (see Links and resources) or a similar structured approach, to analyse what people want to achieve and the supports they need, and use the information to shape new developments and modernisation plans.

To develop individualised supports and services

- Read Key Task 3: *Organising resources for change*.
- Ensure that your area has a specific commissioning plan that says how individualised supports and services will be achieved, and that the contribution of, and implications for community day services are spelt out in it.

Practice examples

In the **London Borough of Newham** videos and multi-media are being used to help people understand and relate to their own person-centred plan. Multi-media support has been deliberately commissioned as part of a strategy to involve people fully in their planning.

The power of positive thinking From: The Guardian, 13 September 2006

It used to take three adults to restrain teenager Richard Payne when he flew into a fit of rage and violence. It cost the taxpayer £350,000 a year to control the then 18-year-old, who would routinely attempt to smash windows and hit staff. Weighing fourteen-and-a-half stone, and standing over six feet tall, he could cut an intimidating figure.

That was three years ago. Today, thanks to a more holistic approach to the care and support of Richard, who has autism and severely challenging behaviour, his life has been transformed. Crucially, efforts have been made to help him communicate better and to remove triggers for his anxiety. Now 21, Richard can swim in public swimming pools, climb walls at the local sports centre in Wakefield, West Yorkshire, and go to the cinema – all activities once considered too high a risk ...

Richard's turnaround began in 2003, when staff working for Choice Support were asked by his desperate social worker to devise a package of care. Adapting positive behavioural approaches promoted by the US-based Institute of Applied Behavioural Analysis, they looked at Richard's background and noted when his outbursts of aggression occurred. They soon discovered that one of the triggers was anxiety about time – and gave him a clock. It emerged also that too much choice disturbed and confused Richard because he is attached to routine and ritual. Charts outlining meal choices and activity planners were set up. Staff showed him ways of communicating any anxiety and developed 'breakaway' techniques, where staff would leave him if the behaviour was about to occur.

Although there was optimism, nothing could have prepared the support workers for the results. Reports show that incidents of restraint have been reduced from an estimated 180 a year to none, while cases of physical injury to Richard or to staff – previously common – have been reduced dramatically. 'Richard is now able to do more things he enjoys, make real choices about what he does and no longer lives under the shadows of three threatening support workers,' says Stephen Rose, chief executive of Choice Support. Furthermore, the cost of caring for Richard has been reduced by as much as £100,000 a year.

... Choice Support was forced to disband an agency team caring for Richard and employ more sympathetic staff open to fresh ideas. The charity describes the transition period as 'difficult' and admits it took several months to set up a new, person-centred service that proved to be the key to breaking the vicious, incident–restraint–incident cycle.

Caroline Briggs, director of finance and commissioning for Eastern Wakefield primary care trust, says she is delighted with the impact on Richard's life. 'He is able to go out and do a lot more and has reduced his needs dramatically. Hopefully, other people will benefit from this approach'

Links and resources

The Rix Centre: multimedia advice and resources www.rixcentre.org

Acting Up: Multimedia work with people who have communication difficulties:
www.acting-up.org.uk

Families Leading Planning UK www.familiesleadingplanning.co.uk

Communication for person-centred planning N. Grove N and B. McIntosh. An information pack from Foundation for People with Learning Difficulties (2005)

Information about communication aids and helpful technology www.contactcandle.co.uk

Listen to Me A workbook for people to start their own plan
<http://valuingpeople.gov.uk/dynamic/valuingpeople137.jsp>

There is a wealth of material and links on the person-centred approaches resource pages of the Valuing People website:
www.valuingpeople.gov.uk/dynamic/valuingpeople141.jsp
www.valuingpeople.gov.uk/dynamic/valuingpeople139.jsp

Shaping the future together: a strategic planning tool for services supporting people with learning disabilities A. Cole and A. Lloyd, FPLD (2005)

Individualised funding

What research tells us

To achieve more individualised approaches money needs to be released from centre-based services and be focused on individuals. There is as yet limited evidence about how people are using individualised funding to support activities outside the home.

What's happening in practice at the moment

- The In Control pilot sites and people using direct payments are beginning to show that, with individualised funding and support, people reduce their use of organised day services and choose to do other things. But the change takes place in small steps over time.
- Community care purchasing budgets are under pressure, in part because of increasingly individualised approaches, with increased take-up of, and demand for direct payments.
- Money is not yet being released from the block funding of day services and transferred into care purchasing budgets. Local services are finding this very hard to achieve. Few community day services have worked out the cost of the services they provide for each individual according to their support needs and the activities they pursue. Little is known about how much costs reduce over time, as people use more community facilities and develop greater independence.
- People with challenging behaviour in particular appear to be benefiting from more individualised, community-based support made possible through direct payments.

Pointers for development

What's meant by individualised funding?

- In essence, individualised funding is about money for support being attached to individuals rather than to services. It gives people more control. A very basic example is the attendance allowance, which is granted through the benefits system to an individual who needs support with personal care. The person can choose how to spend the money.
- The main types of individualised funding currently available that may be able to support people's daytime activities are: direct payments, independent living funding (ILF) and individual budgets.

Direct payments

These can be accessed by people who have had a community care assessment that identifies they need support. Instead of the local authority organising the supports and paying for them (for example, by offering a day service place), the support is organised by the person, with assistance if required, up to an agreed level and cost.

Independent Living Fund (ILF)

ILF is only available to people who already receive social services support worth at least £200 per week. It is intended to pay for personal and domestic care, including cooking and shopping, but can sometimes be used to help if people need personal care when they are not at home, such as when they are at work or socialising. It can open up all kinds of opportunities for people with higher support needs.

Individual budgets

Key features are:

- a 'resource allocation' that gives individuals a clear statement about the amount of money they are entitled to spend on their care or support package
- a streamlined, joined up assessment process across agencies
- bringing together a variety of streams of support and/or funding from more than one agency (such as ILF, Supporting People money, benefits, etc).
- people being able to use their individual budget in a way that best suits their own particular requirements
- support from a broker or advocate, family or friends, as the individual desires.

What do these mean for the day service modernisation agenda?

- People should be able to switch from, or reduce, their existing use of a day service to receive a direct payment and more individualised support instead.
- Community day services have a part to play in helping people to access independent living funding (ILF) money.
- In the future increasing numbers of disabled people will be able to use an individual budget to buy support from any services. Community day services – both independent sector and local authority – have an important role to play, but people will only choose to buy services from them if they offer what they want!
- Because ILF focuses on people who have the highest support needs, often people who present challenging behaviour or have communication difficulties, the personal assistant/support role can be demanding and potentially quite isolated. Community day services can play an important role in the support network.

- Community day services may have a role to play in supporting ILF workers, but it is important that they do not 'open up their doors' to the people actually being supported. It's an easy option but it's a different solution – community involvement – that's needed.

What you can do

- Let people know that direct payments are an option, and give them information about what they need to do if they want to pursue it. And make sure that families have information about independent living funding (ILF) as well.
- Have a formula to calculate the individual cost of the day service that a person is receiving. This is important because ILF eligibility is based on people already receiving a service that costs a minimum amount of money (rather than a minimum number of hours)

A basic formula (to adapt to your circumstances)

Number of hours of individual support a person needs each day from day service (or percentage of hours of shared support)

multiplied by: cost of support per hour: full cost of staff member per year divided by 253 days, then divided by 7 (hours per day)

plus: travelling costs

plus: service overheads (contribution to venue costs, equipment etc)

plus: management costs @ X%

multiplied by: number of days using service per week

- See whether some people could actually reduce the number of days they use a service and still meet the £200 ILF criteria, thus opening up the possibility of having more individualised support that they control, funded through ILF money, on the other days. Be creative when helping people to apply for ILF.
- Make sure that there is someone working with families to map out a supervision and support network for the ILF-funded staff who are working with people in community settings.

The dilemma and the challenge

Local authorities will need to transfer funding out of block funded services in order to make individualised funding and self-directed support work. Any and all day services will face a challenging transition period in relation to their funding base.

General points about managing the transition to self-directed support

From: *Guide to self-directed support no 5: Market management*. Available on: www.in-control.org.uk

Change will not be immediate and good project planning will involve phasing the transition. It may be important to ensure that efforts are focused on areas that can release resources into other areas that may need more funding, and identify areas of high waste where the shift to Self-Directed Support may make certain services far less relevant (e.g. segregated transport).

Proposed changes will be regarded with more scepticism when they are not seen as part of a broad-ranging vision of a different future. So it will be useful to make sure that the local authority does plan for the long term and is not perceived as merely tinkering with existing systems.

Change will not happen unless it is seen as relevant to immediate crises. A local authority should not be afraid to use Self-Directed Support to address serious financial and practical problems. Sceptical colleagues will be motivated by seeing success in particularly difficult areas. Individuals and families who are most dissatisfied with the present services are often the most motivated to take on Self-Directed Support and to explain its value to others.

Success breeds success and it is important to build momentum. In a strategy which is about releasing skills and energy that are presently wasted it makes sense to get the message out to as many people as possible. When you are encouraging people to control their own lives quantity promotes quality, as there are more people to learn from.

There is no getting away from the fact that a real shift in power is likely to see real shifts in how resources are used. While the local authority is responsible for putting people in control it cannot also be responsible for all the consequences of the choices that people make. Making people aware that Self-Directed Support does mean 'letting go' is going to be one of the greatest leadership challenges for senior managers.

Getting ahead

It's going to happen, so what might help? Here are two ideas:

- Set up a demonstration project in the day service to help work out how to manage the transition. You could:
 - identify a small number of people who want to take part, who want more control over their days. Try to ensure that some people with higher support needs are included.
 - set some clear parameters – the expected outcomes
 - use the self-assessment and resource allocation formats available on the In Control website (see Links and resources)
 - set aside some funding from within the service budget, for example from vacant posts or by identifying savings to use.
 - make the service more efficient in order to manage any transitional pressure on resources. Is the service wasteful? Reduce wastage on materials, time, utilities ... and use the savings to better effect!
 - allocate a budget to an individual, making sure they have people to support them to use it.
 - track progress, evaluate the results, spread the stories of change, and learn ...

- Reorganise staffing in the service to create some personal assistants who are allocated to work solely with individuals with the highest support needs. Set clear targets relating to:
 - developing a person-centred plan,
 - operating in community settings,
 - building ordinary lifestyles, and
 - developing more natural supports.
 - The aim must be to show that the hours of paid support can reduce over time.

Practice examples

The **Social Regeneration Unit in the London Borough of Newham** participates in the Learning Disability Partnership Board and is very engaged with inclusion issues for people with learning disabilities. Without prompting it recently organised and ran a benefits uptake campaign targeted to people with learning disabilities and involving Newham People First in making the information accessible. It both increased awareness and take-up of benefits.

Sally was excluded from her special school because of 'challenging behaviour'. Her mum didn't want her going to a day centre so she hired a tutor with her own money to teach Sally at home. The tutor focused on teaching Sally to communicate using pictures, about home responsibilities and personal care. With some help her mum developed a support plan for Sally to continue living at home. Now Sally, with her mum's help, gets direct payments and independent living funds to hire the support needed to continue her learning. She goes out in the community shopping, walking her dog, to music classes and swimming. Sally can now use pictures fluently to communicate as well as some speech. Her mum says she is 'a totally different Sally'.

Links and resources

In Control: www.in-control.org.uk

For information on individual budgets see: www.individualbudgets.csip.org.uk/index.jsp and www.supportplanning.org

There is a useful description of the individualised funding model and its implications on the National Development Team website: www.ndt.org.uk/projectsN/IF.htm

You can get an ILF factsheet from: www.askmencap.info

The 13 individual budgets pilot sites:

- Barnsley Metropolitan Borough Council
- Bath and North East Somerset Council
- Coventry City Council
- Essex County Council
- Gateshead Council
- Kensington and Chelsea Borough Council
- Leicester City Council
- Lincolnshire County Council
- London Borough of Barking and Dagenham Council
- Manchester City Council
- Norfolk County Council

Oldham Metropolitan Borough Council
West Sussex County Council

Ben's Plan at:

www.essexcc.gov.uk/vip8/ecc/ECCWebsite/content/binaries/documents/Support_Plan_B.pdf

Smart commissioning

What research tells us

There are three key tasks: planning the transition from centre-based to community services; reconfiguring and using resources in specialist and mainstream community services to meet existing and unmet needs; developing supports that respond to the needs of individuals. Poor strategic leadership, poor partnerships, lack of emphasis on employment, and shortage of properly trained care managers are all issues of concern.

What's happening in practice at the moment

- Many people are now accessing support from a mix of services. But there are still unequal opportunities. The trend for people who need high levels of support is towards small but 'special' bases with tailored equipment and facilities. They do not have diverse opportunities and choices unless they get direct payments. Few supported employment schemes or social firms serve people with high support needs.
- In modernising day services only a few areas have developed services that are not buildings-based and are providing support directly from people's homes. Rather, the new model of provision is characterised by smaller groups of people meeting at locality bases, which may be within shared buildings, and undertaking programmes of activity from there. It is a first step, but there is much more to do to support people to achieve more ordinary lives.
- Where new community bases have been purpose built for use by people with learning disabilities the financial investment does not appear to be paying off in terms of people's community inclusion and involvement.
- There are still problems meeting demand for employment support, even though some areas have transferred revenue or staff from day services into employment services to extend capacity. Some day services are taking an active role in preparing people for work, but generally the role of day services in relation to employment is not clear and is not being strategically led.
- Capital funding has been secured by many services that are 'modernising' and has been used mainly for new community bases. Some accessible changing facilities in community places have also been achieved using this money. Most new community day opportunities and support are being achieved, though, with no extra revenue funding. There is increased demand on fairly static, if not reducing, budgets and commissioners are having to make pragmatic compromises as a consequence.

- There remains a focus on group activities because of the number of people using community day services set against the available staff for support. Wider networks of support and more flexibility need to be developed. This is both a commissioning and a practice issue, and it is a significant barrier to achieving person-centred community activities (see Key Task 3: *Organising resources* and Key Task 4: *Building support around people*).
- Removing the division between residential and day supports so that people go out from their home to do things that have a purpose for them, with the support they need, can help people to have a more ordinary life. Person-centred planning needs to be core to the services that deliver such whole-life supports. Service providers who can do this and do it well are relatively rare and need to be nurtured. Monitoring the outcomes achieved for people is essential.
- If people are not already receiving social care services, funding of support to undertake leisure pursuits may not meet Fair Access to Care Service priority criteria. But leisure is a route to new friendships and connections – natural support – which is core to a good, ordinary life as well as potentially reducing demand on social care services. It is a Catch 22 situation. Alternative avenues to support need to be commissioned so that more people can be helped to build friendships and connections through leisure.
- Information from individualised planning is not yet being used strategically to inform future developments. There needs to be a more systematic approach.
- There is no one ideal way. To some extent the shape of developments will depend on local circumstances. For instance, regeneration of community facilities is more prevalent in some areas than others, and in areas with higher levels of unemployment job-seeking may be more difficult for people with learning disabilities.

Pointers for development

- The work of local commissioners, policy makers and managers should be informed by people with learning disabilities, support workers and families. Think beyond partnership board meetings to reference groups, citizen juries, coffee mornings, open door days and more.
- Make sure that everyone is clear about the ends being pursued: what is meant by community inclusion and connections, self-directed supports and so on. Talk about things in ways that everyone can understand. Make it real by unpicking terms like 'community builder', 'independent living', 'all means all', 'self-determination' ... Have monitoring systems for community day services that are focused on those ends. The effectiveness of strategic commissioning and purchasing is part of local authority annual performance assessment from 2007. How will you show the effectiveness of day service modernisation and community services locally?

- Think about the whole-system and the future, not just about services run by social care agencies and not just about the next year or two. Aim to develop a comprehensive and coherent network of options and support that will meet projected demand while also enabling people to have greater control over their daily lives.
- Find ways of empowering providers to achieve excellence, but make expectations clear too. Use the Disability Equality Duty as leverage with mainstream services. Ultimately, if the local authority simply has too many constraints and red tape for community provision to thrive, consider the benefits of 'externalising' services. See the development of Pure Innovations in Stockport (on page 93) as an example.
- Use the *Checklist for community developments* (see page 64), based on ordinary life principles, as a starting point to assess every proposed development. The aim is to be able to answer 'yes, we do' on all counts.
- Give priority to safeguarding the financial standing of services that are really making progress in helping people achieve ordinary lives. Plan well ahead so that they are not left to end or decline. Give others that aren't doing so well some targets and a timeframe to improve results, but make sure they get support too. Ultimately, decommission things that don't work and reinvest in things that do.
- Keep focused on routes to employment. Work is a significant feature of ordinary life. Make sure there is a clear role for community day services, and that staff are developed to fulfill it.
- Read the rest of this practice guide!

Some don'ts!

Having a good day found quite a lot of services that, in modernising, are actually creating new provision that is either replicating or creating new barriers to inclusion. So, here is our list of don't do's:

- Don't have buildings used by people with learning disabilities that are run by a 'learning disability service', even if they are open to other groups of people.
- Don't have any buildings that are just used by people with learning disabilities during the day.
- Don't build new day centres, however small.
- Don't rent a suite of rooms in a community centre without a clear plan about how people will be supported to break through segregation and do things alongside other members of the public using the building.

Checklist for community developments

How many of the following can you say yes to in your local area?

- The support and service network being developed includes individualised provision for people with higher support needs so that they can access ordinary opportunities.
- We are avoiding using segregated, special buildings run by the learning disability service.
- We have supported employment provision that targets young people 'in transition'.
- We are increasing the capacity of our supported employment provision, and have a target for more people to secure paid jobs.
- We are developing more social firms and helping more people into self-employment.
- We are increasing the number of local providers who offer person-centred whole-life support from people's homes.
- We are increasing the pool of local support agencies that people receiving direct payments and independent living funding (ILF) can approach to buy support.
- Our modernised day services are operating in places where people are alongside members of the public.
- The new services are operating in people's local area, so they can build connections with people they may see by chance in the evenings and at weekends.
- Activities are being set up that involve members of the public alongside people with learning disabilities.
- The new services are working with local residents to identify gaps in community services and facilities and to plug those gaps.
- People with learning disabilities are being supported to contribute positively to the local community.
- Our new services and projects are sustainable: they can be kept going long enough for people to make connections and build natural supports.
- People with learning disabilities across the range of needs are being supported into positive roles that will earn respect from others.

Practice examples

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 rapidly moving 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. They have broken down the 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. Currently 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, for example, has a business in car washing, and another is planning to start up a café. Everything is based on a person-centred model and there is emphasis on accessible information and use of multi-media at every level.

One parent of a young man with high support needs describes how she had initially been very concerned about day centre closure. With other parents, she had taken part in active protests. Now, however, her son has one-to-one community-based support from a service that is supporting six young men with complex needs. Support starts 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.

A new **community sports centre in Southampton** is being created with money released from sale of a day centre combined with a grant from Sport England to refurbish and expand a community centre. The new centre will be managed by local residents, including people with learning disabilities. It is part of a day service modernisation strategy that will re-invest capital money from day centre sales into the development of three community facilities for the benefit of all members of the community.

Pedal Power in Cardiff arose from the work of physiotherapists and has developed into a separate charity. It is run by volunteers with advice from a sessional cycling coach, and has its own adapted bicycles. It's currently based in a caravan park with access to traffic-free parkland and the Taff Trail. People cycle for up to an hour, for exercise, to try cycling out, or just for fun.

Links and resources

Shaping the future together: a strategic planning tool for services supporting people with learning disabilities A. Cole and A. Lloyd, FPLD (2005)

Relentless optimism: creative commissioning for personalised care Report of a seminar held by the Commission for Social Care Inspection on 18 May 2006 (CSIP)

Commissioning services for people who challenge SCIE (forthcoming)

Commissioning eBook on CSIP website: www.changeagentteam.org.uk

Keys to citizenship 2: a guide to getting good support for people with learning disabilities Simon Duffy, Paradigm (2006)

The Improvement and Development Agency is a source of information about local area agreements, local strategic partnerships, community engagement strategies and more. You can access local area agreements for first and second wave councils on www.idea-knowledge.gov.uk

Workforce development

What research tells us

Staff skills and attitudes make a real difference. Staff need to work in person-centred ways and their time needs to be organised so that it's focused on people's personal goals. New job descriptions, career opportunities and training are required, particularly to develop skills in social inclusion, community mapping and community bridge-building.

What's happening in practice at the moment

- Modernised day services largely have enthusiastic staff who are working in a wide range of new roles and with new responsibilities, such as 'community bridge-builders' and 'inclusion workers'. Many staff with 'traditional' day service job descriptions and contracts are also working differently through goodwill and good team management.
- One of the features of the best community day services is that they have a clear 'ordinary life' value-base that permeates all levels and systems.
- People with learning disabilities and family carers are delivering training to staff in specialist and general community service, and it's helping to win hearts and minds and make change happen.
- Recruiting and retaining staff is an issue for some services and for some individuals using direct payments. Many services are using agency staff to plug the gaps, and some are using them deliberately to reduce costs or to maintain flexibility. There is little evidence that they are doing this within a framework that will ensure quality of service as well as good employment practice.
- A more strategic approach is needed at practice level to help people achieve community connections and inclusion. Teams of staff, including supported employment teams, need to know and agree what their strategies are, and they need training and support in putting the strategies into practice (see Key Task 6: *Achieving inclusion in community life*).
- Developing people's independence is important, both in terms of life skills and decision-making. They are an aid to ordinary life. Staff in employment services use structured approaches for skills teaching and fading support, and it would be helpful if more community day service staff were skilled in using such approaches (see Key Task 8: *Helping people learn and develop*).

Pointers for development

- When setting up a new service think first about the ordinary life outcomes the staff team need to achieve, then about the things that need to be done to achieve them and where they need to happen – and then create the job description. It may take longer, but job descriptions give staff focus and direction from the start, so they are important. Involve people with learning disabilities in the recruitment process for both staff who are going to be supporting them, and the people who will be managing that support. Why not find a way of using the list of innovator qualities on page 31 in *Breaking new ground*. But be careful to create teams with staff that have a range of strengths. People need to be able to challenge each other.
- Make sure that information about person-centred planning and approaches, and ways of helping people build community connections are an integral part of staff induction and training programmes. Don't leave it to chance – make it a requirement that staff attend. You could also make links with community development or community work courses, and fund staff to attend chosen modules or even the whole course. Building community connections takes time, so think about career structures and what your area can do to keep staff.
- Create support networks for staff who spend time working on their own around the local community supporting people, including those funded by independent living funding or direct payments. Consider twinning staff so that they can bounce ideas off each other, discuss practice dilemmas and give back-up when needed.
- Build in time for team development days so that staff can reflect on progress towards ordinary lives. Ensure they are well structured and focused, and lead to a 'next steps' action plan.
- Focus on recruiting staff who know the local area and community, and target recruitment within black and ethnic minority communities to achieve diversity. Use local papers, local radio and networks to let people know that there are jobs. Don't rely on people seeing adverts in papers.
- Develop projects with local schools, colleges and universities to attract young people into work with people who have learning disabilities. Young people are expected to undertake community projects as part of their PSHE (personal, social and health education), International Baccalaureate and citizenship national curriculums – get in on the act!
- Think about ethical employment practice, especially in relation to use of agency staff. Community support services need flexibility but they also need people who can give ongoing support over time – flexible contracts are a more ethical solution than long-term use of agency staff.

Practice examples

Some examples of new roles:

- inclusion workers in Essex
- personal assistants within community day services in Thurrock
- community bridge-builders in Newham.

Links and resources

Look out for a future report from the Skills for Support project (WECIL/NFRC) about direct payments and personal assistance, specifically how personal advisers can give good support to people with learning disabilities. See www.skills4support.com

Have a look at *Options for excellence: building the social care workforce of the future*, DES/DH October 2006. There are some helpful ideas such as the Thurrock Council Care Ambassadors' Scheme to improve recruitment and staff retention. www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4139958

Community capacity-building

What research tells us

Community capacity-building requires a strategic approach because it's about more than just supporting people to be present in the community. Doing an activity in a community setting does not mean people are achieving social inclusion. A community infrastructure that's welcoming to people with learning disabilities needs to be developed. Planners and managers have to engage more with the community outside the learning disability and social care world. It's happening in employment services, but the same kind of cultural change is needed in developing community day services.

What is community capacity-building?

'Community capacity is the ability and will of people who live in a locality to act collectively for their common good. This means everyone working together to make a better place to live.'

North Belfast Community Action Unit

'...the process of encouraging, enabling and supporting individuals, groups and organisations to build strong communities.'

East Lothian Learning Partnership, Community Capacity-building Forum

'... a systematic approach to assessing and increasing the level of organisation, support and resources in a community, by involving the people who live within it.'

University of Bradford School of Lifelong Education and Development

What's happening in practice at the moment

- There is an increased focus on local support and opportunities which is reducing reliance on transport and helping people build sustainable relationships and a sense of belonging.
- New partnerships are being built with community and mainstream organisations to create positive new opportunities for people, although many are arising from practice and chance opportunities rather than being strategy-led.
- There is more use of 'mobility' benefits to create individualised travelling solutions for people, but there continue to be major organisational barriers to the development of improved transport, particularly managers not having control over transport budgets.

- There are too many new initiatives being set up with short-term funding, and there are difficulties in keeping them going. Some of the most person-centred and inclusive practices are in small projects and employment schemes with insecure and fragmented funding. Sustainability is a big issue.
- Integrated further education and adult learning opportunities are still the exception, and support for people to access college courses is an issue.

Key messages about further education

- Further education is not providing an inclusive experience.
- There is little emphasis on relevant skills.
- There are insufficient 'exit strategies' for students.
- Local FE and adult community learning services could work together better to provide joined-up provision.

Pointers for development

- Be deliberate! Make sure there is a clear plan that says how your area will build the capacity of community organisations, facilities and local communities to welcome and support people with learning disabilities. Use the *Community capacity-building checklist* to help you.
- Find your local training courses on community capacity-building and make sure that some of your local leaders go on them. The University of Bradford, for example, runs a short course on community capacity-building.
- Learn from initiatives being taken with other 'user groups' in your local area, and see what you can do together. Join forces to avoid duplication of effort.
- Bring local FE and adult learning providers, the Learning and Skills Council and local authority services together to map provision and discuss issues with people with learning disabilities and their families. Consider young people in transition as well as adults. Develop a unified action plan.
- Build the capacity of local faith communities to include people with learning disabilities. why not use the FPLD pack listed in Links and resources below to help.
- Read about Small Sparks initiatives (see Links and resources) and see if you can do something similar in your local area. A small investment (£2,500 would be good) but one that brings much bigger returns for both individuals and communities. Give it a go. The Norfolk practice example in Key Task 7: Supporting people into paid work is based on similar principles but focused on building micro-enterprises.

- Make sure that senior managers and politicians make the link between the day service modernisation agenda and the objectives of local area agreements.
- Ensure that any services for which you are responsible receive copies of local papers and that staff are encouraged to read them. It's worth investing in regular delivery. They are a great source of information about local developments, opportunities and networks. Make sure you read them too.

How are you doing on community capacity-building?

How many of these apply in your area?

- Training is being delivered to staff in community facilities by people with learning disabilities.
- People with learning disabilities are supported to join community committees and steering groups.
- Local community services are provided with information about what people want – ordinary lives.
- Training is being provided to community facilities about implementing Disability Discrimination Act requirements in relation to people with learning disabilities.
- There is discussion with public services about how the learning disability agenda can help them meet their targets, especially their equalities targets.
- Work is taking place to make public information more accessible.
- Partnerships have been forged with mainstream community steering groups and community centre management groups to create new opportunities that are open to all.
- A partnership has been developed with public transport providers to increase accessible provision, and with local groups that pressurise for accessible facilities (such as the local Access group, or disabled people's action group).
- People with learning disabilities are being supported to put questions to parish and district councillors, and to exert political pressure.

Practice example

In the **London Borough of Newham** people with learning disabilities are supported to check local leisure services on all aspects of accessibility. They report back to both the leisure provider and the council's leisure services. This has resulted in more equipment and better facilities for people with physical impairments in two leisure centres, and the council's leisure service is now taking more of a lead by requiring more of providers.

Links and resources

Community Development Exchange (useful information sheet on community development and links to other helpful websites): www.cdx.org.uk

Community Development Foundation: Tel: 020 7833 1772; www.cdf.org.uk

Federation for Community Development Learning (useful summary of good practice standards for community development work): www.fcdl.org.uk

Reminding people about community, Alex Hamlin, QUEST (2004). About community development approaches. Available via the Being Included section of the Valuable People website: www.valuingpeople.gov.uk/dynamic/valuingpeople69.jsp

Asset-based community development institute: John McKnight's work on community development and community building. See www.northwestern.edu/ipr/abcd.html

Scottish Community Development Centre (Glasgow). A useful source of information and ideas about community development. The centre also produces a twice-yearly publication, *The journal of community work and development*. Tel: 0141 248 1924. www.scdc.org.uk

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

Community Connecting. A web-based publication – see: www.communityconnecting.co.uk

Faith in Practice DVD (free to people with learning disabilities and family carers) about including people with learning disabilities in faith communities. FPLD (2006)

What About Faith? A good practice guide for services on meeting the religious needs of people with learning disabilities. FPLD (2004)

Information about the Small Sparks community building programme: www.in-control.org.uk/how/local_authorities.php and scroll down to Useful Tools.

University of Bradford www.brad.ac.uk/admin/conted/cfa/module.php3/LED6502D

Good information

What research tells us

Information in accessible formats is essential so that people can make choices about what they want to do, and can be as independent as possible. Information about the community experiences of people with learning disabilities and family carers helps, as do 'tasters', and regular 'what's on' information.

What's happening in practice at the moment

- There is a lot of community mapping taking place, but it's easier in urban areas than rural areas.
- Keeping information about opportunities up to date is a significant challenge.
- In some areas people with learning disabilities are undertaking access audits and providing information as part of their day service.
- People continue to need regular information about the relationship between their benefits and work to overcome continuing fears.
- Services are using stories of personal change more and more to show that things are possible. When people with learning disabilities and families give presentations it has a really positive impact.
- There's a lot more to do to ensure that information reaches families in some ethnic minority communities. Different approaches are needed.

Pointers for development

- Ensure there is a proactive information strategy with activities that have secure funding: the need for people to have up-to date-information about community opportunities and developments will not disappear. Why not negotiate with local papers and radio stations to get a regular information slot, including media targeted to ethnic minority communities in your area? Healthy living coordinators have had success in getting space in local papers to promote their activities ... so go for it!
- Think about how people with learning disabilities can be supported to develop their information-gathering activities into a small business or an activity that benefits the whole community. Other people need information too.

- Go local in rural areas. Mapping opportunities and 'what's on' at a district level is nigh impossible, but having local teams of people who cover just a small area, perhaps one or two villages, is much more achievable. Parish magazines and local shops are often a great source of information, as are everyday conversations.
- Think about how you can use natural community connectors – post offices, local shopkeepers and delivery people, the local take-away, churches, clubs etc – to spread the word
- Use the Disability Equality Duty to help community facilities understand their responsibility to make signage and information accessible, and then support them to get it right. Why not give organisations a copy of the Mencap guidelines for accessible writing (see Links and resources).

Practice examples

Into employment is a newsletter produced by supported employment services in Essex. Each issue includes a number of interviews with people who have been supported into paid work, and with employers and work colleagues. It helps families and staff to see that paid work really is possible, and that people really do benefit.

The **Positive Futures team in Nottingham** is a partnership involving the local authority, local primary care trusts, Mencap, Nottinghamshire Healthcare NHS Trust and the Home Farm Trust. Among other things their Easy Info group has been working with local libraries, the police and the witness care unit, education, housing and leisure services to improve their information. The group, of people with learning disabilities, check out the information and act as advisers.

Better Days in Newcastle supports people with learning disabilities to work with a range of organisations to break down barriers to inclusion. Their training group, of people with learning disabilities, delivers sessions that aim to raise awareness of the needs of people with learning disabilities. They have worked with staff at the civic centre, a local leisure centre, a health centre and local museums and libraries.

Links and resources

Am I making myself clear? Mencap's guidelines for accessible writing (2000):
www.mencap.org.uk

The inspired guide to making information easier (an interactive guide):
www.inspiredservices.org.uk/how_to_guides.htm

How to produce information in an accessible way SCIE (2005):
www.scie.org.uk/publications/details.asp?pubID=10

Good transition planning

What research tells us

Person-centred transition planning, backed up with assistance to access work, housing and support via individualised funding, helps young people to achieve more ordinary lives so that they do not require day services. Employment support is needed for people who do not meet eligibility criteria for local authority services but who are vulnerable if unoccupied during the day.

What's happening in practice at the moment

- The transition process still needs significant improvement, and local strategies are being developed. Effective strategies are ones that are owned by children's services, Connexions, the Learning and Skills Council (LSC), adult services, health services, schools and others. They are built on partnership. It helps if there is a development post that operates across all of the partners.
- Employment support is patchy for young people with additional or complex needs, and few get jobs directly from school or college.
- Local colleges offer little to young people with higher support needs and there are still many who leave their local area, family and friends to go away to residential college, funded by the LSC.
- Eastern Region Learning and Skills Council's Improving Choice projects are demonstrating how LSC funding can be used more flexibly to develop better local learning opportunities and support for young people. They are showing some positive ways forward. See Links and resources.

Pointers for development

- Find out from the local authority schools service which organisation is providing work experience placements in your local schools, and open up a dialogue with them. Aim to agree a plan that builds a comprehensive network of employment support.
- If employment is to become a reality for more people with learning disabilities then you must start young. We know that day services are not effective at moving significant numbers of people into work, so it has to happen beforehand. Investing in employment support will ultimately save money in the longer term.
- Find out about the 'extended schools' agenda and Youth Opportunities funding locally, and consider the opportunities they might present.

- Work with the local LSC on their Improving Choice and 14–19 planning agendas to develop local learning opportunities that incorporate the support people need.
- Consider developing some supported employment provision targeted to people with autistic spectrum disorder, including Asperger syndrome, and develop a training programme to help agencies recognise when and what additional support might be required. Make sure your area has a strategic commissioning plan that addresses the needs of young people who may slip through the net of existing provision.

Some practical recommendations

From: *Improving work opportunities for people with learning disabilities* (2006)

- Employment must feature highly within the school Year 9 review.
- The transition planning process should start early and be linked to active Connexions personal adviser involvement.
- There needs to be a person-centred approach to transition planning.
- Work experience opportunities are essential for young people with learning disabilities, with the appropriate transport provision and support.
- Connexions needs to track all young people up to the age of 25, not just those in education.
- The importance of employment needs to be recognised, and planning for employment needs to start at school. Moving from education into employment could have a dramatic and long-lasting effect on the life experiences of people with learning disabilities.

Practice examples

From: 'In Control – person-centred approaches in action', Martin Routledge, Caroline Tomlinson, Simon Duffy, Helen Sanderson, Carl Poll, Julie Stansfield, Karen Flood and Julie Casey (members of the In Control national project group) in *Living Well*, 5.1 (April 2005), Pavilion Publishing

'We have been part of the **In Control pilot in Wigan** to enable our eldest child Joe to get a better life and do more of the things 16-year-old lads like to do. Joe is an active young man who really enjoys lots of physical and robust types of activity. He finds staying in the house really difficult and likes to spend his time out and about. Joe isn't a young person who 'fits into' services but rather would like to design his own life with the people he chooses, at a time to suit him. Joe also would like to access education in a way that enables him to be supported by people who know him well.

Through In Control we are designing his life in a way to suit him and in a way that supports him really well, from getting up in the morning to going to bed at night. Joe has started to recruit his staff and already is experiencing life changes. For the first time ever he is able to go out in the evenings and at weekends and do the things he wants to do. He goes to a gym, goes swimming and out for some long walks in the lakes and Rivington. In fact he has slept through the night for the first time in six months, his self-injurious behaviour is greatly reduced and we are able to start to wean him away from self-stimulating. I have always said that Joe needs lots of physical activity and by doing this means that his so-called "challenging behaviour" is greatly reduced.

He has a team of four staff who work with him on a 2:1 basis. They are of varying ages, male and female (he has one man of the same age) and are predominantly from a youth service background. In the future Joe is going to have one consistent team that supports him through his educational day as well as his social and leisure life. Joe is currently educated out of the borough at a phenomenal cost. We want to use this funding far more efficiently by transferring his educational resource allocation into the whole pot managed by us, enabling him to go to a local college, get a part-time job through his own 'micro enterprise' and meet lots of new friends. The support will be managed through Joe's own trust which is supported by his family and circle of friends. The trust will be the employer and will assist Joe in recruiting staff, ongoing supervision and payroll as well as supporting him to do his monthly plan. This will be in partnership with the local authority that will ensure his plan meets all his educational needs as well as his social care assessed needs and will be reviewed at regular intervals. As Joe gets older the trust will look at ways of Joe purchasing his own home and extending the staff team to support him there. This will mean his transition will be a progression for life rather than a big leap that has been forced upon him. Watch this space for exciting times ahead.'

Practice examples continued...

The **Learning and Skills Council in Greater Manchester** has worked with Trafford Local Authority, Community Learning Trafford, Future Visions, the local learning disability partnership, and Nextstep to develop and deliver a pilot business preparation course for adults with learning difficulties and/or disabilities, leading to establishment of a self-sustaining organisation led by adults with learning difficulties and/or disabilities. The resulting organisation will provide awareness training on learning difficulties and/or disabilities.

From 'Learning for living and work: improving education and training opportunities for people with learning difficulties and/or disabilities', LSC (Oct 2006)

The **Orchardville Society in Belfast** ensures that young people aged 16–19 are regularly offered three work placements while still at school. This enables them to make an informed choice. One parent explained the advantages: 'He could make up his mind at age 19 – what is it you want to do? He found the office totally boring and didn't want to work there, and he chose the coffee shop. The parent had actually preferred the 'set up' in the office work, but she accepted his choice since he had tried the alternatives.

Links and resources

There is a huge amount of information around about improving transition -

Most of the 11 regional SEN partnerships have workstreams to do with transition, which are a good source of information. To find your local one go to www.easttogether.org.uk/pages/viewpage.asp?uniqid=25

To sign up to the *Interconnections Electronic bulletin: Children with disabilities/SEN*, contact: p.limbrick@virgin.net

Look out on the Paradigm website for future findings from the Dynamite project and the Eastern Region Improving Choice Dynamite project – both looking at individualised funding for young people in transition. www.paradigm-uk.org

See Jim's and Kelly's stories in '*Improving choice in post 16 education for young people with learning difficulties and/or disabilities*', M. Palmer. LSC (June 2006)

See Matt's story on the Transition Information Network website: www.transitioninfonetwork.org.uk/view/2/31/20?PHPSESSID=e3c09c8be0f005a370855222a16f3b1e

Learning and stories from the *Valuing People* person-centred transition review programme: www.valuingpeople.gov.uk/dynamic/valuingpeople105.jsp

Political will and support

What research tells us

Without political will and support modernisation of day services and development of community-based support is slow to develop.

What's happening in practice at the moment

- The way that local areas are commissioning, developing and organising services to help people achieve social inclusion and an ordinary life is very variable. It reflects local resources, political priorities and ethos.
- The prevailing political ethos in a local area has a particular impact in relation to 'externalisation', i.e. moving existing day services out of the local authority. But where this has happened it has shown positive benefits.
- Local authority commissioners and service managers are powerful people, but they do not have control over all the decisions. Directors, board members and politicians often have to be 'courted' to support modernisation plans that go beyond having special buildings.

Pointers for development

- Keep abreast of new Government directives affecting local authorities (for example, requirements to develop Local Area Agreements, local strategic partnerships, community engagement strategies). Stay aware of the national performance targets and ratings that politicians and directors are reporting on, and make sure they know how your local community development and modernisation plans can support them. Talk about your developments in the context of their priorities and in their language.
- If formally presenting plans to politicians and directors always involve people with learning disabilities and family carers who can talk about how they have been helped to achieve more ordinary daily lives in their community. Ensure politicians and directors receive copies of newsletters and good news stories. Help them to be proud of, and feel party to, good ordinary life achievements.
- Politicians and directors may need help to understand why some families oppose planned changes to day provision. Help them. Give them information about what needs to be in place to make the new developments work well for families.
- Encourage self-advocates to make direct contact with politicians, targeting those with a social care lead (a portfolio) but also those leading on community, leisure and transport services within the local authority. But don't forget local politicians as well

– the district, town and parish councillors – who make decisions about our local areas and facilities.

Practice examples

In the **London Borough of Ealing** the Partnership Group – people with learning disabilities who link into the Partnership Board – have campaigned very actively and directly for new developments. They have had a real impact, with the result that a *Travel Buddy* scheme has been set up, and taxi cards have been made available. Their target now is to get more accessible changing places around the borough.

Links and resources

The local authority Performance Assessment Framework for social care and the Delivery and Improvement Statement (DIS) guidance is available on the Commission for Social Care Inspection website:

www.csci.gov.uk/care_professional/information_for_councils/paf.aspx

www.csci.gov.uk/care_professional/information_for_councils/dis.aspx

Annual Performance Assessment (APA) targets for children and young people's services (including transition) are available on the Ofsted website:

<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.eace3f09a603f6d9c3172a8a08c08a0c/?vgnextoid=19a4c70f5bb14110VgnVCM1000003507640aRCRD>

Skilled team management

What research tells us

People's lives improve more quickly when staff time is actively focused around the things that people want to achieve in life. Staff perform better when they know what they are expected to achieve, and they get structured support with the new challenges of person-centred community inclusion work.

What's happening in practice at the moment

- Delivering community day services is a new challenge for front-line managers as well as support staff. They don't have all the answers. Support networks organised by the Valuing People Support Team have helped – but not everyone can participate in regional groups. More local networks and development opportunities are needed.
- Making the best possible use of staffing resources to enable more individualised, person-centred community support is an organisational challenge. Managers need help and support with it.
- The development of systems to monitor the quality of day-to-day support in community settings is still in its infancy.
- Community support requires good planning and good systems to ensure reliability and consistency, and to manage risks. Not all services have clear enough systems and procedures. Services with buildings may be able to learn from base-less support services.
- With direct payments and independent living funding (ILF) it may be a person with learning disabilities or a family carer who is managing their support team day to day. Some may benefit from help with this task.

Pointers for development

- Make sure that managers of community day and support services are equipped for the task. Have a look at the *checklist on Meeting managers' development needs* (see page 87) and see how many you can answer 'yes' to.
- Look out for the national *Risk and Choice Framework* that is currently being developed by the Department of Health.
- Ensure that people with learning disabilities and families have help with day-to-day management and direction of their support workers if they want it. Offer individual

support workers the chance to join in with training about building community connections and involvement.

- Ensure that staff have clear guidelines about their personal responsibilities in relation to the crossover between work and home life. Do not look negatively on friendships and bonds between paid staff and the people they support, but make sure that your risk management framework addresses potential issues and people's families are involved in agreeing risk management plans.
- Help people to develop their creativity. Why not consider buying in some local training for team managers on Edward de Bono's *Six Thinking Hats* approach to creativity, or for the full team on lateral thinking? There are many tools around to aid creativity. Use them.

What is the *Six Thinking Hats* approach?

De Bono's approach is based on the idea that 'parallel' thinking can enrich and increase the complexity of a situation so as to develop creative thinking.

White hat thinking – covers facts, figures, information, needs and gaps. I think we need some white hat thinking at this point means 'Let's look at the data'.

Red hat thinking – covers intuition, feelings and emotions. Putting on my red hat, 'I think this is a terrible proposal'. The thinker is allowed to put forward his or her feelings on the subject without any need to justify them.

Black hat thinking – is the hat of judgement and caution. The black hat thinking identifies logically why a suggestion does not fit the facts, the available experience, the system in use.

Yellow hat thinking – covers positive thinking or why something will work and offer benefits. It can look forward to the results of proposed action.

Green hat thinking – is the hat of creativity, alternatives, proposals, what is interesting, provocations and changes.

Blue hat thinking – is the process control hat which looks not at the subject itself but at the 'thinking' about the 'thinking'. 'Putting on my blue hat, I feel we should do some more green hat thinking at this point'.

Meeting managers' development needs

Have you made sure that people managing community day services are well equipped for the task? Have they received training or mentoring which addresses:

- team development approaches and techniques?
- person-centred approaches and the management role
- managing staff time using 'active support'?
- contingency planning?
- person-centred risk management in community settings?
- systems and processes for monitoring community support?
- techniques for building community connections and inclusion?
- community capacity-building?
- creative problem-solving?

Practice example

The **local authority in Oldham** has set up a risk enablement panel as part of the individual budget pilot. The panel is based on the following principles:

- The person is at the centre of all planning. They are entitled to attend the panel, as are their families if appropriate.
- It is a partnership that seeks to find positive outcomes and solutions, and not leave one person to make the decision alone. It includes health and social care staff, plus those from the voluntary and independent sectors.
- It has to be empowering, while protecting the most vulnerable.
- The belief that shared decision-making is the most effective and open way to take what are often life or death decisions, recognising that alongside rights, people have responsibility to share risks and often those risks stay with the person wherever and however they are supported.

Links and resources

Edward de Bono's work, especially on parallel (six hats) thinking: *Six Thinking Hats*. Penguin Books (1999)

Person-centred Active Support: a training resource from Pavilion Publishing:
www.pavpub.com/pavpub/trainingmaterials/showfull.asp?Section=&SubSection=&Product=398

Helen Sanderson Associates publications on person-centred approaches and teams:
www.helensandersonassociates.co.uk/reading_consult_organisations_01.htm
On everyday risks, the Valuing People website: Keeping Safe section
www.valuingpeople.gov.uk/dynamic/valuingpeople126.jsp

Risk and Choice Framework
www.dh.gov.uk/en/PolicyAndGuidance/HealthAndSocialCareTopics/SocialCareDH_4137743

Risk toolkit: how to take care of risk in volunteering. A guide for organisations. K. Gaskin, Institute for Volunteering Research and Volunteering England (2006).
Download from www.volunteering.org.uk

Wider partnership working

What research tells us

Ordinary daily life means doing things in everyday community settings – in workplaces, around towns and villages, using libraries, public transport, leisure centres, allotments and so on. Social care services must build partnerships with community organisations and wider public service agencies to develop opportunities and facilities that people with learning disabilities can use in the same way as anyone else.

What's happening in practice at the moment

- In areas that demonstrate very good practice in creating ordinary community-based solutions, partnership is part of the service culture.
- There need to be more partnerships between service commissioners and providers, as well as wider community organisations and services, with greater emphasis on cooperation and joint planning and less on competition. Developments are not sufficiently 'joined up' across providers to give a coherent, planned network of opportunities and support to meet local needs. Many voluntary sector services do not know if, or how they link into local modernisation plans.
- A lot of partnerships are developing that are about pooling money and resources to develop buildings for use by people with learning disabilities alongside other members of the public.
- Health promotion practitioners and advocacy groups are offering supported opportunities in community settings that people enjoy and value. Involvement with local authority community safety strategies is creating helpful initiatives in some areas to address harassment and to help people feel safer in public places. All of these need to be seen as part of the overall network of community opportunities, and they need to be kept going.
- Commissioners and planners need to find ways of developing supportive local communities which will accept and nurture people with learning disabilities. This needs to happen 'from the top'. More areas need to deliberately plan what they will do, and who they will approach to develop wider community partnerships. It helps when commissioners and managers of learning disability services have a really good understanding of local community planning, development and management structures.
- Helpful partnerships are also developing through chance meetings and in unplanned ways, and through opportunities arising outside working hours. These partnerships have formed because people have been ready to grasp the opportunity wherever or whenever it arises.

Pointers for development

- Be deliberate: have a plan that says which community organisations and bodies your area will be seeking to develop partnerships with, and how. Seek out people who have partnership, community development and equalities posts in local authorities and district councils, and get them involved. Make sure that you know about local structures for developing and planning employment, business, community leisure, community learning facilities, public transport – and make links.
- Think about who you, your family and neighbours have personal links with – use your networks outside work to nurture new partnerships.
- Think about how community day and employment services can be helped to support each other in 'learning partnerships': pair services and staff together to learn from each other and develop expertise in community-based support.
- Try to get community organisations to match the support that learning disability services provide: if we provide a worker can you provide one too? Create 'support partnerships', in which a worker in a mainstream facility is paired with a worker in the learning disability service.
- Draw health promotion/healthy living activities into the network of 'day support'. Integrate them into the modernisation plan.
- Take time to talk to local people and local groups. Good community partnerships are generated by people getting together to make things happen that are of benefit to all. Look out for local campaigns and issues that will affect people with learning disabilities as part of the wider community, and support people to get involved. Find local clubs and societies that could develop opportunities of interest to people with learning disabilities. Develop partnerships that revolve around real-life issues and interests.

Practice examples

Working with community service volunteers in Somerset The Somerset Leisure Access Partnership was set up in 2003 by the Council working with Community Service Volunteers (CSV). The project recruits and trains volunteers to support people with learning disabilities in social and sports activities. For more details go to the account 'Getting a Life in Somerset' at www.valuingpeople.gov.uk/dynamic/valuingpeople73.jsp

The Alumwell project. When neighbourhood housing offices based on local estates in the Walsall district were being disposed of, the day services commissioner stepped in and took two for free. A partnership has been developed with the Alumwell Residents Trust to develop one building as a community centre for local people. The Trust has used funding from the Fair Share lottery fund, administered through the Birmingham Foundation, to renovate the building. A local councilor is very involved with the Residents Trust, and a local resident is pushing for it to be really inclusive. There are exciting possibilities.

Holy Bones, Leicester. Leicester City Council social care services have contracted a local Sikh organisation to deliver a service for young Asian people with learning disabilities in transition to adulthood. The service runs seven days a week out of the Sikh community centre.

In **Windsor**, a partnership with a local girls' school linked to the PSHE national curriculum led to a buddy scheme that has opened up community-based social activities for people in the evenings.

South Gloucestershire learning disabilities service funded a leisure and sports coordinator post within the council's mainstream community services. The aim of the post was to support people into integrated provision, and there have been some successes. For example, 10 people were supported to use the local golf club and receive training from the golf pro. Two were then supported to join the golf club in their own right.

Following the withdrawal of a contract from a failing provider, the **Learning and Skills Council in Nottinghamshire and West Nottinghamshire College** worked together to create new provision for learners with autistic spectrum disorder (ASD). Provision is delivered, developed and quality-assured by the college, with specialist support and behavioural management provided by ASD expert practitioners. The arrangement is succeeding, and early discussions are taking place with local special schools to explore sharing sites, expertise and provision. It is expected that models of effective practice will be disseminated across the region. From: *Learning for living and work: improving education and training opportunities for people with learning difficulties and/or disabilities*, LSC (Oct 2006)

10 key tasks: the 'important things to do' guide

Key task 1: Empowering people

Important things for **commissioners and managers** to do

- Read the sections on *Partnerships with people and families* and on *Leadership in Key Ingredients*. They contain a lot of guidance, resources and links that are about supporting people to move from the passenger seat into the driving seat.
- Develop user-led community provision.
- Increase take-up of direct payments and independent living funding (ILF).
- Individualise budgets (see the section on *Individualised funding in Key Ingredients*).
- Develop a supply of good personal assistants and support staff for people to use.
- Keep developing person-centred approaches and planning.
- Develop inclusive communication approaches.
- Secure long-term funding for advocacy groups and projects.

Important things for **care managers and care coordinators** to do

- Support people and their families to do 'self-assessments' to start the process of planning support (preferably using person-centred formats).
- Encourage take-up of direct payments and independent living funding (ILF), including among young people aged 16+.
- Support people with learning disabilities to talk about their life goals at any and every review, and help everyone else focus on how to help them achieve those things.
- Read Simon Duffy's *Keys to Citizenship 2* (see Links and resources).
- Try to specify what a person wants to do and achieve when referring them to a community day service – give the service clear guidance and then monitor against that specification.

Important things for **staff supporting people in community-based activities** to do

- Facilitate and support rather than 'doing for'.
- Fade into the background when people are in conversation with members of the public.
- Plan with people using person-centred approaches.
- Encourage people to join advocacy groups, and sort out support so that they can get there.
- Help people to get communication aids, create communication passports and do whatever you can to make it easier for people to communicate with members of the public.
- Help people to think about businesses that might suit their talents and interests; help them to set up a micro-enterprise (see Key Task 7: *Supporting people into paid work*).
- Go to presentations given by people with learning disabilities, listen and reflect on what you need to do to support people better, and then do it.

Practice example

Listening To Us was set up as a social firm in Essex in 1998, employing a team of people with a learning disability to undertake consultations, develop and deliver training, plan and run events, and speak at conferences. The team broadened out to work with training cooperatives, supporting users to take more control and leadership. Listening to Us specialises in promoting inclusion and participation through person-centred approaches. Since 2004, the team has been employed directly by Mencap and now has a national rather than regional role. Team members continue to have an active role in the success of the business. They are involved in making decisions and running the organisation, and continue to carry out work for a range of organisations.

Links and resources

Keys to citizenship (2nd edition), Simon Duffy (Paradigm, 2006)

Gadgets, gizmos and gaining independence: assistive technology and people with learning disabilities (Advance Housing, 2006)

See also the *Key Ingredients* sections on *Partnerships with people and families* and on *Leadership* for other practice examples and for useful resources.

Key task 2: Changing the model to community life

Important things for **commissioners and managers** to do

- Listen and learn! Know what's going on, keep in touch with the practical realities and help people with the everyday challenges of making 'modernisation' work. Don't be distant, stay involved and show people that what they are doing matters.
- Give people a clear picture of the direction of travel: towards ordinary daily lives. Use mission statements, strategy documents, presentations, briefings, any opportunity at all to reinforce the message.
- Build confidence: back up 'the vision' with very concrete plans that show how it will be achieved, and with examples from practice that show it's do-able.
- Explicitly address the concerns and fears of people with learning disabilities, staff and parents in your plans, with a set of actions that you can keep to. Respect people's position by working with them to create acceptable ways forward that 'fit' and are coherent with the direction of travel. See other suggestions in *Partnerships with people and families*.
- Put together a leadership team: identify and develop leaders from different groups and organisations who will drive change forward. See more ideas in the *Leadership* section.
- Use the *Checklist for community developments* and the *Don't dos* in the *Smart commissioning* section to appraise developments so far and as a blueprint for future provision. Services need some principles for development to make sure that all new initiatives fit the direction of travel and will achieve the desired outcomes. See the example below of what *Pure Innovations* does.
- Keep senior managers and local politicians informed. Better still, get them involved so that they feel they own the developments. Plan tactics carefully and deliberately to get their support. There are more practical suggestions in the *Political will and support* section of *Key ingredients*
- Pay attention to the sustainability of services that are successfully supporting people in community-based activities. Target secure core funding to services that are achieving good 'ordinary life' results.
- Make sure that service managers charged with implementing day service modernisation are knowledgeable and skilled in change management and project management. Get people with the right skills and approaches into these positions.
- Look 'outwards and around' and change the way you think about your job. Develop your lateral thinking skills and your knowledge of community development work, community capacity-building, regeneration, business and employment development.

There's some more information in the sections on *Community capacity-building*, *Skilled team management* and *Wider partnership working* in *Key Ingredients*.

- Stick at it. Commitment to seeing plans through really helps!

Practice examples

Since moving from the local authority in 2005 (with agreement from social services), **Pure Innovations in Stockport** has been eligible for funding not available to local authorities. The service has a clear set of principles: it will not do anything that does not result in people with learning disabilities taking on valued roles in their community. The service currently runs a museum, a community radio station, cafés in several local museums and historic houses, and a high street café. People are working alongside park wardens to maintain and upgrade local parks. One day centre currently remains and is gradually supporting people to find new opportunities. Employment and volunteering are the core elements of the organisation, and self advocates and parents are important players in its management.

Hackney Independent Living Team's day service team moved away from a buildings-base a few years ago. The team supports several people with quite complex needs, including people with autism, so the organisation invested in multi-media training and support and in specific skills training. People supported by the team now have visual diaries and prompts, and staff use more structured approaches. People who have been excluded by other services are using community facilities and public transport with very individualised support.

For other practice examples and useful resources see the sections on *Cultural change in services*, *Smart commissioning* and *Community capacity-building* in *Key Ingredients*.

Key task 3: Organising resources for change

Important things for **commissioners and managers** to do:

- Move funding from congregate services and attach it to individuals, and increase take-up of independent living funding (ILF) and other individual funding streams. There are ideas about how to do this in the section on *Individualised funding* in *Key Ingredients*.
- Break down the boundaries between home support and day services to create real, whole-life supports. There is an example below from the London Borough of Richmond.
- Re-deploy and re-train existing staff for new community roles, and have a bespoke workforce development strategy designed to create staff who can build community opportunities and deliver good community-based support. Workforce development are key ingredients for successful change.
- Consider moving complete services or groups of staff out of the local authority. This has proved extremely positive for *Pure Innovations* in Stockport (see Key Task 1), in part because of the funding freedom that resulted. Such a move has also helped social firms to develop in the London Borough of Bromley (see Practice examples below).
- Develop services which do not focus resources (money or staff) on running buildings, however small, or running special groups within shared buildings. This is a core issue in day service modernisation. There is more on this in *Smart commissioning* and see, also, the Norfolk example below and the *HILT* example in Key Task 2.
- Keep abreast of new national funding streams and funding coming into your locality, such as community regeneration money, and be creative in bidding for a share to support inclusive developments ... but think about sustainability from the outset and consciously manage budgets to keep successful community services going by planned disinvestment from others. There are some sources of information about funding streams under Links and resources.
- Actively manage staff time so that people are supported in community places, at ordinary times – including evenings and weekends – and so that staff focus on supporting people to achieve their ordinary life goals. See the Stratford example below. Don't increase the hours of support people receive, but do reorganise the pattern of delivery to suit what they want to do.
- Develop funding partnerships with community organisations. See the Southampton and Garstang Deanery examples below. Use the requirements of the Disability Discrimination Act and Disability Equality Duty as leverage for match funding.

- Go local! Providing support from or near someone's home cuts down on transport costs as well as making it more likely that sustainable community connections will be made. See the example from Shropshire below.
- Map the network of supported opportunities with other agencies, for example adult community learning, health promotion (healthy living) practitioners, leisure services, the FE college. Take a partnership approach to avoid duplication and make the most efficient use of the full deck of support resources available for all the community.
- There are many more ideas about organising resources throughout this guide. Read on.

Practice examples

In the **London Borough of Richmond** the local authority, as commissioner, is developing a productive partnership with a number of local provider organisations to develop integrated whole-life support. It is working in partnership with United Response, Mencap, Owl housing and others to develop individual plans with people and then support them to go out to do the things they want to do directly from where they live.

The **local authority day service in Stratford, Warwickshire** has moved from a large day centre to four smaller community bases. There is also a baseless service that supports people to do things directly from their homes. The staffing for that service, which operates during the day and some evenings, is mainly being achieved by actively managing the hours of staff working from the four bases. Four staff spend at least some of the week with the service, alongside its one part-time member of staff.

The Garstang Deanery Project near Blackburn is a partnership between the Blackburn diocese and local authority social services. It focuses on social inclusion and aims to build natural supports and divert people from using day services. Money from a day centre post has been transferred to the project to make it happen.

Following the closure of Little Plumstead Hospital, **Norfolk County Council** established a service to support people moving from the hospital. The Community Support Team gives individualised support to around 90 people. Each person receives one-to-one support in the community to socialise, join clubs, undertake leisure activities and keep up with friendships. Each person is helped to decide how they want to spend their time, and people receive varying amounts of support, most commonly three days a week. People can choose to be supported at the weekend or in the evening and to take natural breaks away from home. There is no day centre base but a wide range of community locations are visited from home according to what the person chooses.

Practice examples continued...

Shropshire's local authority learning disability services embarked on day service modernisation in the early 1990s. Some people were travelling for three hours or more to get to a day centre: more local provision was needed. Three local bases were initially developed. An SSI inspection in 2001 then recommended the approach be extended. Capital of £800,000 was allocated by the local authority and, in all, 16 bases with their own teams of staff have been created. The aim was to close all three of the large day centres by the end of 2006. People with high support needs receive an integrated service. Capital funding has been used to ensure that the new community bases are accessible and have appropriate equipment. One community centre had a changing bed and hoist installed into the football changing room ('it works well'); a personal care area was funded and built at Ellesmere Town Hall in return for reduced rental for the rooms people use; three new community centres are being funded through the PFI programme and the service will be using part of these new community buildings. Most of the bases are shared community buildings and it's mostly local people who use them. Staff teams are tapping into local things that are happening and supporting people to take part. This has all resulted in people having a more valued and respected role in their communities.

The local authority in Bromley has developed a contract with the Shaw Trust to develop social firms. Staff have transferred from the local authority day service under TUPE arrangements to support people working in a catering enterprise and on a cemetery maintenance contract, with more firms developing. There are specific targets within the contract for people with complex needs, not just people with moderate learning disabilities who are already quite independent, but those needing a great deal of support who may have profound physical as well as mental impairments.

www.shaw-trust.org.uk/file_uploads/Bromley_-_fact_sheet.pdf

Links and resources

Useful resources and sources of information on funding streams:

www.governmentfunding.org.uk

www.socialexclusion.gov.uk

Futurebuilders England, a Government-backed fund providing a combination of loans, grants and capacity-building support for 'third sector' organisations that deliver public services. Organisations repay the loan element of the investment by earning revenue through forming contracts with public sector agencies such as local authorities or primary care trusts. Futurebuilders invests in a range of organisations, including charities, social enterprises, community interest companies, voluntary groups and community organisations.

www.futurebuilders-england.org.uk

Resourcing the vision. funding valuing people, R. Williams (ed), with contributions from J. Knight, P. Kinsella and N. Fripp (Paradigm, 2003)

The Valuing People website has information about funding, including, in the money section:

- a good overview (some south west-specific) in 'SWALD updated listing of funding sources' (June 2004) from Suzanne Battleday and Carol Robinson
- a note about PFI (private finance initiative)

www.valuingpeople.gov.uk/dynamic/valuingpeople132.jsp

and in the Change management section: 'Shropshire day services modernisation and PFI', A. Johnson (undated)

www.valuingpeople.gov.uk/dynamic/valuingpeople74.jsp

Key task 4: Building support around people

Important things for **commissioners and managers** to do:

- Read the Key Ingredients section on *Individualised funding*, which has more detail about making individualised support happen, including steps that day services could take.
- Develop a network of brokers and independent advocates who can 'push' services to respond to people's individual support needs. It may not prove comfortable, but it will help get the support right for people.
- Give services targets to build 'natural' supports, but also an incentive by agreeing how savings on staff time or cost savings will be used. Allow for savings to be at least partly reinvested in the service.
- Ensure services have deliberate strategies that say **how** they will build people's community connections to develop more natural supports
- Make sure that there is an effective, person-centred approach to managing risk, and that staff are trained and supported to implement it. Information about risk management resources can be found in the *Skilled team management* section of Key Ingredients.
- Reorganise staffing resources to focus support according to people's needs. In Thurrock, for example, the role of personal assistant has been created within the community day service to work with some people who have the highest support needs.
- Organise and focus staff time very consciously and deliberately – see Key Task 3: *Organising resources*. Managing community support teams requires good organisation and planning skills. Make sure that people have those skills.
- Encourage and promote the development of mutual support. Advocacy groups are developing evening and weekend social opportunities in many areas. Talk to your local groups about how they might be able to contribute.
- Think about the particular support requirements of people from faith communities, and the need to ensure that support workers understand and respect people's culture. Make sure that you have a diversity strategy and that it includes action to reach and provide appropriate daytime support to people from minority ethnic communities. See Key Task 9: *Creating opportunities for all*.
- Encourage approaches that involve families in planning for individuals, so that the support they can offer is incorporated into the plan – but make sure that staff don't just assume family members will do things. Reliance on families for transport is a

particular issue. Why not work with your local family carers' group to create a list of do's and don'ts as guidance for staff?

- Maximise use of the carers' grant as a route to funding support for people to do things outside their home, giving their carer a break.
- There are some very practical suggestions about managing staff who are charged with building natural supports in the SHS evaluation of the ELCAP GOLD (East Lothian Care and Accommodation Project Growing Older with Learning Disabilities) at the end of this section.

Important things for **care managers and care coordinators** to do

- Commission person-centred planning for people, especially those with higher support needs, to ensure that their support plan is geared to their individual needs. Richard's story (see *Personalised planning with people*) shows what a difference well-planned and skilled support can make. Buy in an external facilitator if needed.
- Model your assessments on person-centred planning. Get familiar with Essential Lifestyle Planning, if you aren't already, and use it to help you work out what support someone needs.
- Seek out training opportunities and conferences about self-directed services, individualised funding, the In Control projects ... and then work to make things happen for people locally.
- Seek out local opportunities for young people. Too many young people still end up at schools and colleges a long way from home, family and friends. Support young people and families to approach the Learning and Skills Council (LSC) and ask for funding for individual support so that they can attend local college courses and work training schemes. Talk about Improving Choices – see *Good transition planning*.
- If your local carers grant allows individual applications, use it as a route to funding support for people to do things outside of their home, giving their carer a break.

Important things for **staff supporting people in community-based activities** to do

- Build 'natural' support around people. That's easier said than done, but there are hints and tips in the SHS evaluation at the end of this section is helpful, and see also Key Task 6: *Achieving inclusion in community life*.
- Invite family members to participate alongside their relative, especially siblings and relatives of a similar age who may have similar interests.

- Support people to get jobs – work is a great place for building connections and friendships, and through that, natural support.
- Read real practice examples to get ideas and see how other people have developed support around people. See *Foundation stones: Breaking new ground* for some of the websites and publications to keep an eye on for practice stories.
- Assess risks and make sure that they are minimised, and that there are safeguards and back-up plans in place for people as your support is replaced by more natural support. Involve the person and their family in agreeing how risks should be managed.

The SHS Evaluation of the ELCAP GOLD project

From: 'Inclusive leisure – beyond activities: an evaluation of the ELCAP GOLD project', SHS Trust (2003). Available from: www.shstrust.org.uk/pdf/elcap_report1.pdf

In their evaluation of the ELCAP GOLD project, the SHS Trust make a number of recommendations for services and staff giving support in social settings:

Match workers to activities

Support works best when someone is supporting a person in an activity they also enjoy.

Change shift or working patterns

A service working within the community has to change its organisation to fit the timing of community activities, either by changing shift patterns or employing people for that activity.

Provide specific training

Support in social settings is a specific skill that requires strategies and facilitation. Training should include skills such as job coaching for people volunteering, methods of introducing, risk management (not just assessment) and techniques of fading.

Provide specific support for workers

Time needs to be set aside so that support staff can talk about what is working and what they find hard. It also means that progress on connecting can be monitored.

Change the nature of support

Support workers should facilitate conversation with members of the public, and either stay in the background when someone is participating in an activity or fully join in. Taking on a role, such as clearing away, helps people to become part of the group.

Participate in group etiquette

Every group has small actions that everyone follows – group etiquette. Etiquette can be adapted to individual circumstances, particularly if it is known that it may be stressful for a person, but generally people need to be doing the same thing so that they do not appear 'different'. This may mean tidying up, standing up rather than sitting down, arriving early if that's what other participants do, and so on.

The SHS Evaluation of the ELCAP GOLD project continued...

Adapt and practice activities

To support people to actively participate, activities can be practiced. Asking another participant to help someone practice can be an opportunity to facilitate relationships. If activities are hard for people, adapt them. For example, use coloured dominoes to help number recognition when playing, learn a part of a tango in advance, etc. Inclusive activities work best when they are fun.

To facilitate letting go

- Train staff on assessing risks and have procedures so if something does go wrong everyone knows what should occur and the worry of blame is taken away from the support worker.
- Clarify what the workers role is. If they are to facilitate independence and social support they need to be clear that this is different from personal support and involves introducing and fading.
- When paid support has faded, there need to be mechanisms so that the person's inclusion in the group and continued attendance is monitored. This ensures that no one is attending activities through habit, and that they are not alone during an activity, particularly if friends or acquaintances leave the group.

Key task 5: Creating a barrier-free community

Important things for **commissioners and managers** to do

- Prioritise the development of accessible changing facilities in mainstream community buildings so that people with higher support needs can more easily lead ordinary community lives. The PAMIS Changing Places campaign is a good source of information and support about what to do. See how it's been used by Nottingham to great effect. Or you could encourage the local authority to purchase a fully accessible mobile toilet and personal care unit (see Links and resources).
- While mainstream community changing facilities are being developed (which may take some time) consider the full network of facilities already in your area – perhaps designated for use by other groups of people. As an interim measure, negotiate with the providers of those facilities to increase the options available for use by people with learning disabilities while they are out and about.
- If you hear about a new community facility being developed, make sure that people with learning disabilities are supported to have an input into the design.
- Support and encourage people with learning disabilities and advocacy groups to organise their own campaigns, and to link up with other local groups that are campaigning on accessibility.
- Use the Disability Discrimination Act and Disability Equality Duty to promote improvements, and commission and pay people with learning disabilities to act as mystery shoppers to assess accessibility of facilities, information, transport ...
- Develop a culture where staff feel confident to support people in challenging prejudice and discrimination. Let staff know the kind of things they can do that would be helpful, and actions that are not likely to have positive outcomes.
- Make sure that people with learning disabilities are represented on the local community safety partnership
- Work hard on finding better, more ordinary transport solutions. There is a helpful list of good practice examples on the Valuing People website.
- Read the sections on *Rights and inclusion* (in *Foundation stones*) and *Community capacity-building* in the Key Ingredients for more ideas and information.

Important things for **staff supporting people in community-based activities** to do:

- Make demands on local mainstream services – support people to go and ask for advice or help. Show those services that people with learning disabilities want to use them like anyone else.

- Make sure people with learning disabilities and their families know their rights under the Disability Discrimination Act, and have a copy of the Mencap booklet 'Know your rights' (see Links and resources).
- Support people to report harassment and hate crimes. There is a leaflet listed in the Links and resources below that may help.
- Support people to campaign for change.

What is 'an inclusive environment' and 'inclusive design'?

The Disability Rights Commission 2002 describes an **inclusive environment** as:

- easily used by as many people as possible without undue effort, special treatment or separation
- able to offer people the freedom to choose how they access and use it, and allow them to participate equally in all activities it may host
- able to embrace diversity and difference
- safe
- legible and predictable
- high quality.

The Centre for Accessible Environments says that **inclusive design**:

- places people at the heart of the design process
- acknowledges human diversity and difference
- offers choice where a single option cannot accommodate all users
- provides for flexibility in use
- aims to provide buildings and environments that are safe, convenient, equitable and enjoyable to use by everyone, regardless of ability, age or gender.

Practice examples

In **Norfolk**, car ownership has been pursued for one in every three people using their community-based day service, by using the mobility element of people's benefits. There are no large buses and all support workers are drivers.

Community centres in Shotts and Moodiesburn have been refurbished to provide better access for disabled people. New changing areas have been developed with tracking and hoist equipment. The initiative, achieved through the day service modernisation strategy, received a corporate award in the category of promoting social inclusion.

The **day service modernisation manager in Nottingham** used the PAMIS Changing Places campaign video to help persuade neighbourhood services, chief officers and councillors that work was needed to achieve accessible facilities locally. A working group of access officers, architects, occupational therapists, physiotherapists and staff from neighbourhood services created a design and then tried out a mock-up. The council has been convinced: the redevelopment of the Market Square in Nottingham will include an adult changing facility, and others are in the pipeline too.

Links and resources

The 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, i.e. 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. See www.dundee.ac.uk/pamis or www.changing-places.org

Mobile personal care unit: see www.andyloos.co.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/dialaride

Travel Training good practice guidance, produced by Public Transport for Greater Manchester (2005). See www.gmpte.com

For a list of good transport examples compiled by Sean Gamage see the Valuing People website: www.valuingpeople.gov.uk/dynamic/valuingpeople101.jsp

On the Move factsheet 2: how to run a good transport campaign, Mencap (2004)
www.mencap.org.uk/download/transport_2.pdf
Centre for Accessible Environments: www.cae.org.uk

The Good Campaign Guide, and accessible version: Mencap (2000):
www.mencap.org.uk

Know your rights: a guide to the DDA and how it affects you: Mencap (2004)

The Grapevine HAVOC Campaign team produces a leaflet for people with learning disabilities about reporting hate crime: see Keeping Safe section on the Valuing People website: <http://valuingpeople.gov.uk/dynamic/valuingpeople124.jsp>

Welcoming people with learning disabilities to your venue (Guide for theatres, cinemas and arts venues), Mencap (2004):
www.mencap.org.uk/download/welcoming_people.pdf

Key task 6: Achieving inclusion in community life

An important thing for **everyone** to do

- Take a few minutes to reflect on what you believe about people with learning disabilities and inclusion. Do you believe that it's not a good thing for some people? Do you think that it won't work for everyone? Think about whether your beliefs are shaping the opportunities and support that you are arranging for people? Are you one of the barriers to their inclusion? Possibly? Then do something about it! Start by having a look at the Foundations stones section on *Rights and inclusion*.

Important things for **staff supporting people in community-based activities** to do

- If you are organising a group activity use the *Checklist for community activities* to help you focus your efforts. To make it more likely that people will build connections and achieve inclusion you should be able to answer yes to each question.
- Try to link people up with someone in the community who is well connected and willing to help them meet other people and build a network of friends and acquaintances using their contacts – a community guide or connector. A description of one approach to this idea can be downloaded free from the ABCD Institute (see Links and resources).
- You could also use the Inclusion Traffic Lights developed by the National Development Team (see Links and resources). Read 'Accidents at the inclusion traffic lights: mistakes and misunderstandings in supporting people to achieve social inclusion' by Peter Bates. It's really good for helping you reflect on what you're doing in your day-to-day practice.
- Support people to make a contribution and take on valued roles. Think about the kind of things that people like in their local community: cleanliness, access to information, help with things they can't manage, safety, community events to go to, entertainment, access to take-away food, childcare, holiday pet feeders and so on. See Key Task 2: *Changing the model to community life* for examples of things that *Pure Innovations* in Stockport are supporting people to do.
- Support people into local jobs, whether through employment or self-employment (micro-enterprise) or by developing social firms. This is a good route to inclusion. See Key Task 7: *Supporting people into paid work* for more guidance.
- Help people to understand volunteering as an option, but only support them into voluntary roles if they really do want to help or it's as a strictly time-limited stepping stone towards a paid job.

- Make sure that you have worked out in advance how you will address someone's challenging behaviour in community settings, and that it is agreed with their family and your manager. Base the plan on what works for the individual – make it person-centred. Aim to intervene early so that connections being developed with other people are not damaged.
- Prepare and plan well for community support. Think about risks, and plan what you will do to minimise them. Have contingency plans, and agreed back-up in case you need it. There is more on this, and some useful resources, in Key Task 8: *Helping people learn and develop*.
- Find out about people's culture and faith. Don't assume – do some research and then ask the family what is important to them. Listen and respect. It may be helpful to find someone within that ethnic community who can help the person to build connections.
- Why not help individuals to create some 'awareness' cards that they can give to people who cause them offence. It's better to support them to do it rather than you – people may take more notice.

Important things for **care managers and care coordinators** to do

- Start young: give young people 'in transition' and their parents information to help build the expectation of an ordinary life. Encourage them to go on leadership courses, like Partners in Policymaking, so that they can make things happen.
- Talk to people about getting work first, before even thinking about day services. For ideas about how to make it happen, see Key Task 7: *Supporting people into paid work*.
- Use individual specifications and contracts with day service providers and emphasise the goal of building community connections and inclusion. Set targets, and monitor progress. Don't let people drift in segregated services!
- Make sure that you really do know about the cultural norms and faith requirements that a person from a minority ethnic community and their family may hold. Do you know enough to gain the confidence of the family? If you're not sure, then do some homework. And make sure that any support you arrange is provided by workers who know enough too.
- Make sure that you read the local paper to pick up on opportunities for people, and try to read a practice magazine at least once a month. See *Foundation stones: Breaking new ground* for some that concentrate on community practice.
- With a busy job it helps to physically stop and think before doing. So, when you are about to write a care plan or contact a day service provider, stop and ask yourself:

'How will this help the person achieve inclusion?' Then do something to try to make sure that it does.

Checklist for community activities

- Are people with higher support needs included?
- Is the activity taking place in a setting where people will be alongside members of the public?
- Is it taking place in people's local area, so they can build connections with people they may see by chance in the evenings and at weekends?
- Are members of the public also involved in the activity alongside people with learning disabilities, at a ratio of at least 2:1?
- Is it offering an opportunity that local residents want and that is planned with them?
- Are people with learning disabilities being supported to contribute positively to the local community?
- Can the activity happen regularly, and will it?
- Can it be kept going long enough for people to make connections?
- Are people with learning disabilities in positive roles that will earn respect from others?
- Are there 'what if ...' contingency plans to address difficulties that may arise?

A multi-pronged approach to building people's connections and involvement

From: A. Cole and A. Lloyd (2002)

- Build circles of support around people.
- Do things consciously and deliberately – plan a course of action.
- Support people to be physically **in** the community...and then make sure it continues
- Know the community.
- Do things that benefit the whole community.
- Reflect, learn and change what you do.
- Stay local, regular and targeted.
- Support people to stay in touch.
- Help the public to open the door.
- Emphasise what people can contribute.
- Network, network, network.

Practice examples

In **Shropshire**, the team in one shared community base set up a computer class and opened it up to local residents so that it became a mixed group.

The **Body Balance Group at the SW Yorkshire Mental Health Trust** provides individual and group exercise sessions to improve people's fitness and health and, through that, their mental health. They use ordinary locations, like the local gym. Some people have gone on to use the gym on their own.

The **day service for Asian women in Waltham Forest** supports 16 women who enjoy a range of community-based activities using (mainly) community facilities around the borough. Some also attend an advocacy group for black and Asian women run by Powerhouse in Newham. Twelve women attend mainstream adult education classes, and three are supported in work experience. As part of their commitment to families the team agrees not to leave a woman alone in the company of men if that's what the family requires. The service has been successful because it works closely with families. See Links and resources.

Links and resources

The National Development Team (www.ndt.org.uk) has produced a number of helpful resources on inclusion, in particular:

- *In Praise of "Slow Inclusion", A real asse'* (on supported volunteering) and *Accidents at the inclusion traffic lights: mistakes and misunderstandings in supporting people to achieve social inclusion*, all by Peter Bates
- The Inclusion Web – a tool for mapping and tracking inclusion
- *Social Inclusion Planner* – a free software package to help people plan and support social inclusion, with supporting training.

People with learning difficulties and community – just two things worth knowing by Carl Poll (with help from John McKnight) on the Valuing People website:
www.valuingpeople.gov.uk/dynamic/valuingpeople69.jsp

Friendship and community: practical strategies for making connections in communities by J. Kennedy, H. Sanderson and H. Wilson, available on the Helen Sanderson Associates website www.helensandersonassociates.co.uk

It's not what you know, it's who: enabling and supporting community involvement' by A. Cole and A. Lloyd in 'Learning disability today'. S. Carnaby (ed), Pavilion Publishing (2002)

For good practice *guidelines for recruiting and retaining volunteers* from socially disadvantaged groups, see: www.goldstar.org.uk

Government Active Communities Unit: www.active-citizen.org.uk

The Inclusive Solutions website is about children and young people but an excellent source of all kinds of things to do with inclusion in general: www.inclusive-solutions.co.uk

For information about Grapevine's community-building project on the Valuing People website, see: www.valuingpeople.gov.uk/dynamic/valuingpeople69.jsp

Hidden Treasures: Building community connections by engaging the gifts of people on welfare, people with disabilities, people with mental illness, older people and young people. Download from www.northwestern.edu/ipr/abcd.html

Open hearts, open minds by S. Magne and A. McTiernan for Exeter Community Initiatives is a self-assessment handbook for workers that focuses on inclusion. See www.eci.org.uk/resources.htm

Living well 6.1 (April 2006) is a special issue focusing on community involvement and inclusion. www.pavpub.com

'The Asian Women's Day Service': A. Parmessur in *Learning Disability Today*, vol 6, issue 4, 2006.

Key task 7: Supporting people into paid work

Important things for **care managers and care coordinators** to do

- Think about people's talents and abilities and what people could contribute. Don't say 'S/he couldn't work ...' Assume that people want to, and can work.
- Consider work as an option for everyone, and make sure you ask questions about work when carrying out all assessments. Find out about how people with very complex needs have been helped to take on working roles in other areas. Learn what works, act on it and then spread the word.
- When you refer someone to a day service or support agency ask what they will do to support the person into work. Make it an expectation (part of the individual's service specification) that they support the person towards work, and monitor progress.
- Help people to access good information about getting a job, and accurate information about the impact on benefits.
- Encourage take-up of direct payments to pay for individual support for people who are working. If your local supported employment scheme cannot provide long-term workplace support this may be an alternative avenue to help people with higher needs stay in work.
- When you are monitoring the support package of a person who is on a work experience placement, make sure that there are time limits and clear plans to help the person move on into paid employment. And check that people who are in long-term volunteer roles have chosen to do it for positive reasons, and not just because they can't get the help they need to get a paid job. If it's the latter, refer them to a supported employment agency.
- Raise the possibility of self-employment (or micro-enterprise) with people, their support staff and their families. There is more information on micro-enterprises in the next section. Give people examples, and encourage them to think about it as a positive step. People under 25 may be able to get Youth Opportunities funding locally to help them set up.
- Encourage agencies to support people to work more hours each week rather than just five or six hours, for example. Working tax credits and invalidity benefit now make it financially beneficial for many people to work longer hours. Ensure there is an accurate 'better off' assessment of benefit allowances undertaken for each individual.

Work and benefits can go well together!

Having a good day found supported employment services that had helped people with learning disabilities into jobs where they are working over 16 hours a week – and gaining the financial advantages of tax credits and Access to Work. They were better off than when they were just on benefits.

Important things **for managers and staff in social firms** to do

- Look at the description of a social firm and consider how your social firm measures up against the criteria listed. Have you achieved the 50 per cent target of income coming from sales? Do all people with learning disabilities have a contract of employment and market wage at or above national minimum wage? Stop and review how far the firm has progressed.
- Plan your next steps. Draw up a new business plan to give you a development framework for the coming year. The business plan outline reproduced here is for new social firms, but you could adapt it. Bring in expert help if you need it. Have a look on the Social Firms UK website (see Links and resources) – it's a great source of information.
- Have a look at the two social firm examples below to see what you can learn from them (there are more examples on the Social Firms UK website).
- Explore the opportunities that a community interest company (CIC) may present – they fit well with the goals of inclusion and community involvement.
- Consider whether 'externalising', i.e. moving out of a local authority or charity would bring benefits. Look at all the options and get advice. Social Firms UK has two guides to externalisation: one from public authorities (NHS and local authority) and the other from charities.
- Prepare people for an active and fulfilling retirement from the firm by making sure that they are supported to plan what they will do after they go. It's a transition that requires good person-centred planning.

Social firms

From: Social Firms UK website

A Social Firm is one type of social enterprise. Other types of social enterprise include development trusts, cooperatives, credit unions and community businesses. A social enterprise is a business that trades for a social purpose.

A Social Firm is a business set up specifically to create employment for disabled people. There are 3 core values that Social Firms will subscribe to within their businesses, orientated around Enterprise, Employment and Empowerment:

Enterprise – Social Firms are businesses that combine a market orientation and a social mission ('businesses that support' rather than 'projects that trade'):

- At least 50% of the firm's turnover is earned through sales of goods and/or services.
- The firm has an appropriate legal status. It must not be governed or driven by individual profit (except for worker cooperatives). Remote shareholders must not extract unreasonable profit.
- The firm is trading and follows business processes, such as having a business plan in place.
- The firm has a constitution or written guiding principles that reflect its employment objective re disabled people.
- The firm has a management structure that supports trading as the firm's primary purpose.

Social firms continued...

Employment – Social Firms are supportive workplaces where the working environment is one that provides all employees with support, opportunity and meaningful work:

- More than 25% of employees are disabled people.
- All employees have a contract of employment and market wage at or above national minimum wage.
- An equal approach is taken to the type of employment contracts used (permanent, fixed term, temporary) between disabled and non-disabled staff.
- The firm operates processes to engage employees in their own and the organisation's development.
- The firm has procedures and policies in place in respect of Equal Opportunities and Health and Safety.
- The firm is compliant with relevant employers legislation e.g. Disability Discrimination Act and National Minimum Wage.
- All employees have the opportunity to progress either within the Social Firm or into alternative employment as appropriate.
- The firm is acknowledged as a good employer by employees and stakeholders.
- The firm is acknowledged as a good employer through an external accreditation process.

Social firms continued...

Empowerment – Social Firms are committed to the social and economic integration of disabled people through employment. A key means to this end is economic empowerment through the payment of market wages to all employees:

- Reasonable adjustments are made for employees relevant to their needs.
- Staff development is a priority for the firm to maximise each employee's ability and potential.
- There are processes in place for managing stress. Staff are encouraged to have control over their working environment.
- The firm demonstrates a commitment to maintaining staff confidentiality. There is a procedure in place that demonstrates when staff have agreed what information can be shared.
- Volunteers have agreements that reflect good practice in volunteering.
- The firm provides Disability Equality and Awareness training to all staff as appropriate (e.g. mental health awareness).
- The firm has an added emphasis on training for disabled staff. Training reinforces and builds on learning and takes account of developing social skills as appropriate.
- The firm's organisational structure is enabling and encourages staff to participate in business decisions as appropriate.
- Trainees, work experience candidates and volunteers have different programmes and responsibilities to those of employees. Training should be time-limited and should lead to an award once competences are achieved.

Business plan outline

Broadly the following subject areas will have to be covered:

1 Introduction or synopsis (some would say Executive Summary).

This tells the reader what the rest of the document will explain.

2 The product or service.

What it is, why it is so wonderful.

3 The market

Who will buy it. What they are like. Where they are. How many of them there are. Why the product will be of benefit to them. Why it is better than any alternative they might buy.

4 The marketing plan.

How the benefits of the product will be explained to, and made irresistible to 3.

5 The organisation of production . delivery of service.

What needs to be done to create 2 and get it to 3, reliably and at minimum internal cost. What inputs are required, where they will come from, how supply continuity and quality will be assured. What processing is required, what equipment will be needed.

6 People

Who we have on the team. Why they are the perfect people to carry out 5 and 4. Could include sub contractors.

7 Business structure.

Who owns, who controls, who employs, by what mechanism, and why.

8 Premises

What it takes to house 6 and what they need for 5 as close as possible to 3 and contributing to 4. Why the chosen premises fits.

9 Financial projections

Costs of setting up. Fixed capital and working capital requirements.
Cash flow projections for at least three years.
Notes explaining the assumptions upon which these figures are based.
Profit and loss projections for at least three years.
Projected balance sheets to correspond.

10 Risk analysis

Possible constraints such as: planning permission, legal requirements, policies, insurance, time factors – and how you will deal with them.

For more information go to www.co-op-assist.co.uk/soc_firm_intro.htm

Micro-enterprises

(summarised from the NDT website)

A small ('micro') business ('enterprise'). Each micro-enterprise is different, so the size, type of business and legal arrangements can vary a great deal. But there are some common characteristics:

- they are built around individuals. They require thinking at the 'micro' level – about this person, with these interests, living in this community.
- they aim to make money, not to give people something to do
- they are businesses seeking out ordinary commercial opportunities. They don't generate income through donations or grants (except, possibly, as start-up money) and don't depend on the social care industry. They aim to offer ordinary citizens a product or service for which they'll be willing to pay.
- they are usually 'owned' by one person, and are very unlikely to be shared between more than three. If the micro-enterprise has been created to match one person's requirements, then it's probably only right for that person. And by keeping the ownership to one person, there's the best possible chance that the person will have real control over it.

The amount of income can vary depending on what each person want to achieve. Some people may be very happy if their micro-enterprise makes just enough, for example, to save up over a year and spend on a good summer holiday.

The amount of time they require can vary from a few days a year to full-time. They're designed to suit each person. Some people may want, for example, to run their businesses at events that only take place a few times a year. Micro-enterprises can't be viewed as an option that will necessarily provide an alternative weekday occupation.

The cost of starting a micro-enterprise doesn't need to be high. In fact, Rosimos and Smith recommend that people should never spend more than £300.

People with very high support needs can have micro-enterprises. If a business is set up in the right way, it can make an income with very little effort in return.

Important things for **commissioners and managers** to do

- Create the expectation that employment should be part of everyone's individual plan, and ensure that assessment and planning formats include employment as a standard heading.
- Ensure that local information about employment is available in accessible formats. The Valuing People website is a good source of accessible leaflets.
- When commissioning or evaluating local supported employment services, use a structured framework. You could use the key features list from *Supported employment – what works* or refer to the Supported Employment Quality Assurance (SEQA) framework (see Links and resources). If an organisation isn't doing the things listed, its chance of getting people into paid work and keeping them employed is diminished.
- The Valuing People Employment Framework details the types of things to consider in creating an employment strategy. Partnership boards had to write employment strategies to say how they would work with other organisations so that more people with learning disabilities could get jobs. Is it time to update your local strategy? Keep it live!
- Employment strategies should include clear targets about the numbers of people
 - gaining paid work,
 - retained in work,
 - increasing hours employed
 - moving on from traditional services.

They should also include targets about the number of people with learning disabilities employed in local public sector organisations, linking into disability equality schemes locally. It's also important to ensure that targets are set for people with higher support needs.

- The responsibility to ensure that all people can enter the workforce is a corporate and community one – it does not simply lie with health and social care. Make sure that your strategy is embedded in broader strategies and owned corporately.
- Read the report *Improving work opportunities for people with a learning disability* (see Links and resources). It demonstrates that much more needs to be done to get more people paid work.. It's a call to action. So, what will you do locally?
- Consider whether there is a mismatch between what people say they want through their individual plans and the opportunities and support on offer. Do more people say they want to find work than the local supported employment scheme could cater for? Base your commissioning and service development on information about what people want to achieve (see *Smart commissioning*).

- Set employment and progression targets for community day services and supported living agencies to focus their effort on helping people into work, but also make sure there is a mechanism for people to feed back about the barriers they experience.
- Agree on common definitions of learning disability and employment across agencies to ensure accurate reporting of statistics, and make sure the pathways to employment support are clear for everyone.
- Invest with a view to the longer-term outcomes – the cost of support for most people in work will reduce over time. Funding employment support is a legitimate invest-to-save strategy.
- Make the role of day services explicit in relation to employment so that there is a coherent local network of opportunities and support. What should they focus on? How will people move between the different elements of the network? What staff development will be needed?
- It's really important that people with direct payments and individual budgets are able to access supported employment. So, here are some questions to consider.

Employment support for people with direct payments

How is your local area doing?

- Are there lists of local workers with specific employment skills?
- Can people purchase individualised support from supported employment agencies locally?
- Have supported employment agencies set hourly rates at which they can sell support?
- Can personal assistants link into agencies for advice and training?
- Do support planners and brokers have good knowledge of supported employment agencies and approaches? Do they know what they should be looking for?
- Are there information packs available about people's rights in relation to employment support, local agencies etc?

Supported employment – what works?

(adapted from the British Association of Supported Employment)

A focus on individuals

The emphasis is on finding out what each person wants to do and where his or her talents lie. The person is then introduced to an employment opportunity which matches his or her work profile.

Long-term commitment

Ongoing support is provided to help each person get and keep a job to the employers satisfaction. The focus is on exploring all options until success is achieved. This support is not time limited and should include assistance for job advancement or job change as well as an initial induction into the workplace and its culture.

Full participation

The assumption is that all persons have the capacity to work if appropriate, ongoing support can be provided. Anyone who is old enough and wants to work can.

Varied and flexible support

Support should be creative, flexible and shared with employers. In short, whatever works! Support can come from service professionals, self-advocacy groups, co-workers, managers, supervisors and/or home networks. The emphasis is ultimately on the provision of support by colleagues and other natural networks with, if necessary, support service back-up. Support is available to gain a relevant qualification if desired and/or necessary.

Social inclusion

Supported employment takes place in integrated settings, and the emphasis is on contacts and relationships with people without disabilities who are not paid carers. The focus is on introductions to work colleagues and their involvement in people's lives: during lunchtimes or breaks, and during non-work hours as a result of relationships made and wages earned.

*Supported employment – what works? continued...***Real jobs**

Employment should only be considered if the job is a real one, i.e. would otherwise be done by a non-disabled worker. Their main purpose must be to offer goods and/or services (not simulated employment). Key considerations are wages, pay intervals, and methods of payment at the going rate for the job; safe working conditions; hours similar to other employees; job security and opportunities for advancement. If the job is unpaid, then it must be time limited with a commitment from the employer to provide a fair wage at a set date.

Not services

The focus is on creating opportunities to work and training on the job rather than preparation for a job some time in the future. Separate skill development services do not meet this definition.

Choice and development

Supported employment represents a wide range of jobs in the community and opportunities to leave one job for another. Job advancement opportunities are available. Individuals and their families are given informed choices about job conditions and 'better off calculations' regarding benefits/tax credits should be undertaken. Once in paid work, it is essential that agencies ensure people secure funding from Access to Work.

What returns?

Research has shown that each employment worker within an agency using the above approaches can expect to support five (or more) people with learning disabilities into paid work per year.

Improving work opportunities for people with a learning disability (2006): Summary of conclusions

People with learning disabilities are citizens first and foremost, and public services, together with the private sector, need to respond appropriately. This means:

- effective 'person-centred planning' is critical, rather than fitting people into what is available
- considering pooled, and preferably ring-fenced budgets; committed long-term funding is essential to the viability and success of supported employment agencies
- further education colleges should give greater emphasis within their courses to employment outcomes for people with learning disabilities, rather than just qualifications
- Entry to Employment Programmes need to ensure that providers offer opportunities to all learners, including those unlikely to achieve NVQ Level 2
- provide joint training of staff from the different services to help in fostering relationships and improving understanding of each other's work
- Learning Disability Partnership Boards (LDPBs) should continue to actively promote the employment agenda for people with learning disabilities at the local level, in conjunction with Local Strategic Partnerships and local authorities
- the effectiveness of pre-vocational training in supporting this group is arguable
- there should be more publicity about the fact that there is *no lower hours limit* on applications for Access to Work (AtW)
- engaging and supporting employers is a fundamental element to any attempt to improve employment provision for people with learning disabilities.

Practice examples

Tuck by Truck is a social firm supported by MCCH Society Ltd. It supplies 'usherette style' snack trays to businesses throughout Kent from bases in Herne Bay, Aylesford and Dartford. A tray of confectionery and crisps is delivered to the customer with a cash box. Tuck by Truck will visit weekly or fortnightly to replace the box and reconcile the cash against sales. There are three tray selections to choose from, varying in size and content. It is a simple way for an employer to ensure that staff can buy snacks on site without the frustration of vending machine breakdowns. Profits from sales ensure that the delivery assistants are paid the national minimum wage for each delivery shift. Employers have used their support for Tuck by Truck as evidence towards Charter Mark status.

An example of a micro-enterprise

It was suggested by a day centre that two young women could set up a micro-enterprise together. They both have very severe physical impairments and communication difficulties, and at first it was far from clear what sort of business would be right for them. But time spent getting to know their interests revealed that they really liked bright colours, and anything to do with parties and celebrations. They bought a special machine, second-hand, which packs novelty objects (ranging from soft toys to fluffy handcuffs) inside a balloon, to make novelty gifts. These are sold through local shops. The two women choose the novelty objects, and choose well. It was Valentine's Day a few months after they started the business, and they were swamped with orders. (This is one example of a successful micro-enterprise; there are others on the National Development Team website: www.ndt.org.uk)

Linkage Green in Mablethorpe, Lincolnshire, is a social enterprise where between seven and ten people are supported to work each day taking care of a county class bowling green and café. The business runs seven days a week. The majority of the people have high support needs. They match people's interest and skills to tasks. One person, for example, works as a 'table supplies controller', filling condiments for one hour a day, three days a week, paid at the national minimum wage.

Practice examples continued...

In **Norfolk** a partnership between the Learning and Skills Council, the local authority and Norwich City College has led to an initiative to develop social firms and social enterprises. A community interest company is being set up which can raise shares and capital investment. As well as work to generate new social firms there has been a course for people with learning disabilities about micro-enterprise. Learning Disability Development Fund money amounting to £5,000 has been used to offer start-up grants of up to £500 each for up to 10 people. So far, four people have received this support – a musical entertainer, a market stallholder selling children's clothes, an Ebay art emporium and a dog-walking service.

In **Poole, Dorset**, a formal partnership has been developed between the Borough of Poole's adult services and the local job centre. Two staff from the supported employment team are now based at the Job Centre alongside other mainstream employment staff.

The **Brandon Trust in Bristol** operates an individualised service that supports people to go out and do things they choose. One person had used her supporter to help her to go to bingo She then developed an interest in bingo-calling. She now has a paid job bingo calling once a week, and her supporter goes along with her.

Bizmatch Ltd is the trading arm of Workmatch Ltd and was set up in 2006. Workmatch meanwhile, was formed as a charitable company, limited by guarantee in 1995. It was formerly the employment preparation unit for Herefordshire social services working predominantly with people with a learning disability. The aims and objectives of this new organisation were to broaden its client base to encompass all disabled and disadvantaged people and to generate alternative funds through its charitable status and through trading. Workmatch creates work experience and employment opportunities for disadvantaged people through its social enterprises. It currently runs four business activities across four locations covering Herefordshire and parts of Worcestershire, as follows:

Bizmatch encompasses four of Workmatch's businesses:

- REGARD, a wholesale horticultural services and community learning resource based at a Victorian walled garden at Lugwardine Court between Ledbury and Hereford.
- SPOKES recycles unwanted bicycles for retail to families and people on low income. This business has trading units in Hereford, Ross-on-Wye and Kidderminster.
- CANDO business services is based in Hereford and provides mailing fulfilment and light packaging and assembly. CanDo also supplies buffets for meetings and AGM's etc.
- NCODA is based in Leominster and provides a restoration service for antique furniture for both the public and private dealers. Ncoda (an anagram of CanDo) also buys and restores items which are sold through Ebay or through its showroom at Leominster.

Bizmatch has its own constitution, board of directors, payroll and banking facilities. It is a Not-for-Profit company with trading surpluses being gift aided to Workmatch at the end of each accounting period.

Across the four Bizmatch businesses, plus a disability information service that it runs, Workmatch now employs 26 staff of whom eight are full-time and the remainder work a minimum of 16 hours per week. Eleven employees (of whom five are full time) are people with 'long term' disabilities. Disabled staff fill positions from senior management to operator level. Workmatch is governed by a board of five trustees of whom two have long term disabilities.

Bizmatch practice example continued...

At the start of 2000, Workmatch had a turnover of around £100,000 of which 65% came from statutory funding and around £15,000 was trading income. Bizmatch Ltd budget for 2006-2007 was £320,000 of which £200,000 was from direct trading and contract services. Funding from statutory services accounts for less than 15% of total income.

Workmatch has maintained the Investors in People accreditation since 2002. It has also achieved ISO 9001 EN since 2001, and Community Legal Service accreditation in 2004 (the first charitable company to achieve this in the West Midlands).

Workmatch has twice won a Remploy 'Leading the Way' award (2004 and 2005) for its work in helping disabled people to achieve employment and REGARD won a regional social enterprise of the year award in 2003.

Says Workmatch Chief Executive, Geoff Tunstall, 'Our staff are drawn from all sectors of the community. The single most important quality we are looking for is that they have something to prove, whether it be due to a lack of training opportunities when they were younger, disability, or from being prematurely excluded from employment. It is this hunger to succeed allied to a fully integrated workforce that has helped Workmatch (and Bizmatch) to move forward. We've succeeded due to hard work and 24/7 commitment. We've also never been complacent and have always been prepared to restructure when necessary. After five years of hard work we are proud to have four businesses, providing excellent products and services which are creating excellent jobs.'

For more information see: www.workmatch.org.uk

Pack-IT Product Promotions was established in 1988 as a small enterprise carrying out light industrial packing services. It is now a thriving three-pronged business supplying mailing, storage & distribution and on-line fulfilment, with an enviable reputation as a fast turn-around specialist. It also provides specialised finishing services such as subscription fulfilment and cross matching of short-run hand mailings, full web-based real time stock control facilities and customer services capabilities.

Pack-IT was originally set up by Cardiff City Council to provide training opportunities and permanent paid employment for people with learning disabilities. However, the organisation is now the only example in the country of a Social Firm that has been successfully externalised from its local authority. As a Social Firm and community business, Pack-IT employs 21 staff, half of whom have Down's Syndrome, are profoundly deaf or have behavioural and learning difficulties. Yet everyone at Pack-IT is paid above market rates and works full-time.

This committed, long-serving workforce has played a vital part in the business's success story. Since John Bennet joined as Manager in 1994 turnover has increased from £70,000 to £1.2m in 2003. Accrued profits stand at £121,000 and these are ploughed back into the business and invested in people and machinery.

In 2005 Pack-IT won The European Social Firm of the Year Award. In 2003 it also won the UK Social Enterprise Award for 'Enterprising Solutions', a DTI-sponsored award celebrating the success, innovation, and unique nature of businesses that display both entrepreneurial flair and a commitment to social change.

Says John: 'I am proud of the unique tag that Pack-IT carries and equally proud of the staff that are fully involved in the day-to-day business that Pack-IT is. However, I want all businesses and organisations with whom we work to recognise that while we are firmly committed to the principles of Social Firms and social enterprise, that commitment shouldn't detract from the fact that we are a commercial business in our own right. Sixteen years on, evidence is that we are in it for the long haul. Pack-IT wants to be judged by the success of the business that it carries out, not by the people it employs.'

For more information visit: www.pack-it.com

Links and resources

Supported Employment Quality Assurance (SEQA) by A. O'Bryan and J. O'Brien for the National Development Team, Manchester (1995): see www.ndt.org.uk

Improving work opportunities for people with a learning disability (2006) can be downloaded free from the Valuing People website:

www.valuingpeople.gov.uk/dynamic/valuingpeople121.jsp

Your local Nextstep Partnership (www.nextstep.org.uk) provides 'face to face information and advice services, offered free to adults over 20 years of age wanting to learn new skills ... and improve their career prospects'. Target groups include people with learning difficulties and/or disabilities.

Making the Jump: resource packs from NIACE to help adults with learning disabilities make the jump from courses and training into work. There are two packs in the set, a staff resource pack and a pack for people with learning difficulties who want to work. See the publications page of the NIACE website. www.niace.org.uk

The National Development Team's work on micro-enterprises and the Micro-Enterprise Development Network has an email discussion forum supported by web pages. www.ndt.org.uk/projectsN/ME.htm

The Disabled Workers Cooperative (www.disabledworkers.org.uk) hosts an on-line 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

Young Enterprise is the UK's leading business and enterprise education charity. More than 5,500 schools and colleges participate, and Young Enterprise currently reaches more than 320,000 young people a year from primary school right through to university. The businesses and volunteers that support Young Enterprise take an active role in building a better-motivated, educated and enterprising workforce, at the same time making a real difference to the existing lives and future potential of young people who live and attend school in their area. www.young-enterprise.org.uk

The Social Enterprise Coalition website or the Social Enterprise London (SEL) website has a comprehensive introductory publication 'Introducing social enterprise', available to download. www.sel.org.uk/home.aspx

The British Association of Supported Employment (www.afse.org.uk/news/index.htm) is a membership organisation for supported employment agencies and supported businesses in the UK. The site gives a wide range of information and services to members and others interested in supported employment.

For people involved or interested in supported employment, www.supportedemployment.net is a site where registered members are invited to exchange ideas and discuss issues of good practice relating to supported employment from around the world via the talk forum. The site also provides an update on news and events and training opportunities in supported employment.

Numerous leaflets and other resources for people with learning disabilities about work are available to download from the Valuing People website:

Stockport: employment services and day services modernisation by D. Cresswell:
www.valuingpeople.gov.uk/dynamic/valuingpeople74.jsp

Travel buddies, Hounslow by N. Bitar and M. Simons:
www.valuingpeople.gov.uk/dynamic/valuingpeople74.jsp

For more information on making a business plan, go to www.co-op-assist.co.uk/soc_firm_intro.htm

Other helpful publications:

- *Paying a real wage to people in work projects*, J. Scott, MCCCH Society, Kent (Aug 2005)
- *Supported employment for people with complex needs: choosing, getting and keeping a job* Final Report, J. Weston, SHS

Other useful websites:

- Jobcentre Plus: www.jobcentreplus.gov.uk
- Connexions Gateway: www.connexions.gov.uk
- Learning and Skills Council: www.lsc.gov.uk
- Remploy Interwork: www.remploy.co.uk
- Social Enterprise Unit www.sbs.gov.uk
- Social Firms UK: www.socialfirms.co.uk
- The Scottish Union of Supported Employment www.suse.org.uk
- www.scotland.gov.uk/Publications/2005/06/14102552/26117 (a really good source of references for publications on supported employment)

Valuing People employment framework Go to
www.valuingpeople.gov.uk/dynamic/valuingpeople122.jsp

Key task 8: Helping people learn and develop

Important things for **commissioners and managers** to do

- Work in partnership with the local further education college, adult community learning, Learning and Skills Council (LSC) and the local authority to widen the range of local learning opportunities. Building 'full day' opportunities is important to meet family carer needs, so it is important to have the contribution of all these partners to build new options.
- Get involved with both the 14–19 curriculum planning and extended schools agendas alongside the local authority schools service, Special Educational Needs department, and the LSC.
- Diversify funding to build individualised support packages so that young people with higher needs can attend local college courses rather than have to go away from their home area. Model it on In Control approaches, maximising funding from all sources – LSC 'matrix' money, independent living funding (ILF), direct payments, carers' grants, benefits – and evaluate so that you can demonstrate the cost-benefits in the longer term.
- Make sure that support staff have the skills they need to help people learn and develop. Everyone benefits when people increase their independence skills, and it helps people have more control over their lives. Training in Systematic Instruction is an approach used in supported employment that could be used more by staff in day services to help people learn skills for independence. Why not buy in some training, but tailor it to the group?

Systematic Instruction is a very person-centred, individualised approach. It is also very deliberate and methodical. It does not leave learning to chance, and has good results in helping people to develop skills.

An analysis is carried out that identifies the actual tasks involved in doing an activity that someone wants/needs to learn, along with any related routines, such as preparation, safety requirements or travel. Support is offered to the individual while actually doing the activity – to enable them to do it safely and adequately. The systematic instruction approach analyses the amount of support required and at what stages. Techniques to help the person develop the necessary skills include breaking the task down into smaller parts, direct assistance/coaching, adapting tasks or sharing tasks with others to get the activity done. These approaches are used only if required.

- Look at this section's Practice examples to see how new partnerships are beginning to create better local learning opportunities for people. There are others in the *Key Ingredients* sections on *Good transition planning* and *Partnership working*.

Important things for **staff supporting people in community-based activities** to do

- Focus on developing your skills so that you can help the people you support to develop theirs. You need to take a planned, structured approach to help people learn. Seek out training opportunities to help you to do it well. It will help people to achieve more ordinary lives. See the information on *Systematic Instruction*.
- Consider every moment spent supporting people as an opportunity to support their learning. This means doing things in a way that encourages people to participate and do as much as possible themselves. Before you automatically do something for someone, pause and consider how you could do it differently. Try to be conscious of your actions.
- Learning may involve risks. Assess and manage them well. Take a person-centred approach and involve people and their families in agreeing the risk minimisation plan. And don't forget to get it approved by your manager. Have a look at the guidance by Peter Kinsella on person-centred risk management (see Links and resources).

Practice examples

As an Improving Choices Pathfinder site the **Norfolk Learning and Skills Council** has been working with the local authority and Norwich City College to develop and design a 'skills for the job' curriculum. People will be able to access the parts of mainstream courses that they need in order to fulfil their curriculum requirements. It will overcome many of the barriers around assessment and accessible learning that have existed to date.

The **Transition Learning Programme at Rawlins**, a community college in Leicestershire, is a funding partnership between the local adult learning service, the Learning and Skills Council, social services, Connexions and health services. It is a 30-hours a week, 38-weeks a year provision, for people with complex needs. Learning takes place for 16 hours a week and is mapped to pre-entry curriculum. People can attend for up to three years, and receive social care support to enable them to participate in the educational programme.

Practice examples continued...

People supported by the **Brandon Trust in Bristol** were saying they wanted 'to do what the parks department do', but there wasn't an amenity horticultural qualification. A local park wanted more community help, so the service teamed up with the college to access LSC funding for a parks-based training project. As the Brandon Trust manager said, the project ticked all the boxes: 'It was able to be funded by education, it met the wishes and needs of our learners, it gave us lots of opportunities to link up with other partners, and it made people very prevalent in that community'. The project is now in its second year, and the team are developing a new qualification which will be accredited through the FE college.

Mencap Now is a model of provision that aims to provide personal development opportunities for people who are at a transition point in their life. It is based on time-limited tenancies and multi-dimensional funding with clear links to local learning provision, wider learning opportunities and employment support. It focuses on opportunities and learning, with the support people need, to achieve progression – to ordinary lives. Projects are developing around the country.

One of the learners supported by the **LSC East of England Pathfinder project** is now having an individualised learning package that involves both a course at the local further education college and adult education classes. He has epilepsy with seizures at night, so his college day starts at 11 a.m. and he continues on into adult education classes at 4 p.m. His direct payments are contributing to the support package. See **Learning for living and work** in Links and resources for more on this.

Links and resources

The National Institute of Adult Continuing Education (NIACE)
www.niace.org.uk

Mencap Now: Contact: 01206 210999

A framework for learning: for adults with profound and complex learning difficulties C. Allen (ed), David Fulton Publishers (2001).

TSI Ltd is a network organisation delivering and developing training based on Training in Systematic Instruction, and promoting supported employment

Learning for living and work: improving education and training opportunities for people with learning difficulties and/or disabilities Learning and Skills Council (Oct 2006)

www.lsc.gov.uk

Improving choice in post-16 education for young people with learning difficulties and/or disabilities, an evaluation of the East of England Pathfinder, Eastern region Learning and Skills Council (June 2006)

For information on everyday risk management, including an article by Peter Kinsella on person-centred approach to risk management, see the Valuing People website:

www.valuingpeople.gov.uk/dynamic/valuingpeople126.jsp

Unpaid work experience: getting it right, Peter Bates (2006), available from the National Development Team website: [www.ndt.org.uk/docsN/UWE\(R\).pdf](http://www.ndt.org.uk/docsN/UWE(R).pdf)

Key task 9: Creating opportunities for all

Important things for **commissioners and managers** to do

- Create services for people with high support needs that focus on ordinary life opportunities. Segregated buildings, even if they do have state-of-the-art equipment, are not the answer. Developing the community infrastructure is essential: community changing facilities, better transport, accessible public spaces, relevant college courses, and so on. But it has to be accompanied by support provided by people with the right skills and approach to achieve community inclusion. That is what this whole guide is about – in relation to all people with learning disabilities – and there is information throughout that should help you on that journey.
- Create a firm, funded plan that says how your area will create equal opportunities for people with multiple and complex disabilities so that they can access ordinary opportunities and community life. Make it a priority. There is a need to target more resources to those with higher needs to achieve community inclusion: work out how you will do it.
- Talk with an open mind to other commissioners and managers who are successfully providing non-buildings-based services to people with complex needs. Find out how they are making it work.
- Train staff so that they have the knowledge and skills they need to provide excellent support and personal care to people who depend on them to get it right. In the midst of innovation and modernisation, look after the basics – the quality of intimate care and interaction between support staff and the people they are supporting. Families will not trust service changes if you are not managing to get the basics right. Develop trust through good quality, safe (but not risk-averse) practice.
- There are other suggestions and resources on getting it right for people with higher support needs integrated throughout this guidance. In particular, read the Key Ingredients sections on *Personalised planning with people* and *Individualised funding* and Key Task 4: *Building support around people*.
- Consider the example set by Mencap Northern Ireland in creating an equalities officer post. Could your council create a similar post as part of its equalities team?
- Opportunities for all has to mean the opportunity for family carers to lead an ordinary life too. Plans to 'modernise' and develop community services will not proceed very smoothly if attention has not been paid to carers' needs. The checklist for family carers highlights helpful things that services can do, but also see *Partnerships with people and families*.
- Make sure that the carers grant is contributing to modernisation plans, whether specifically to fund individual support for people or to develop group and service initiatives.

- Know the ethnic mix of your local population and identify which specific communities are not accessing daytime services or support. Then do something about it! There are some ideas in the minority ethnic communities checklist.
- Ensure that contracts with providers of community support, community day services and employment support specifically require agencies to demonstrate how they are equipping their staff to meet the diverse cultural and faith needs of the local population. Why not bring agencies together to develop a shared training and development plan for the combined workforce?
- Build diverse opportunities for diverse people. Consider the needs of older people and ensure that local opportunities are pursued that suit people of different ages. Think about the potentially different interests and leisure pursuits that men and women may enjoy. Make sure people have choices. Develop staff so that they naturally consider age and gender in their planning with people.

Creating community opportunities for people with high support needs

Ingredients for success:

- a belief that it is possible and positive, and that people have the right to be using community facilities
- a person-centred approach to planning, with a detailed support profile
- Good one-to-one support, with contingency plans and effective risk management
- partnership and agreements with families
- staying as local as possible to build neighbourhood connections and reduce travelling
- using mobility benefits creatively for vehicle ownership, and working with transport managers to improve accessible transport locally
- community development work to identify or create the personal care facilities that are needed, and ensure facilities are accessible and welcoming.

The opportunity for family carers to lead an ordinary life: Checklist

How are you doing locally on:

- involving family carers in planning for their loved one, and empowering them to take a lead role if their relative does not have personal capacity?
- building good support structures for direct payments and individual budgets so that family carers do not find them a problem?
- good management and effective systems that ensure people get consistent community support workers?
- not reducing the amount of respite a carer gets through the day unless with their agreement?
- contingency planning to ensure reliability of support?
- risk management plans that operate with carers' agreement?
- transparent monitoring of community support?
- creating an open, responsive culture where staff regard families as partners?

Opening up opportunities for people from minority ethnic communities: Checklist

Have you:

- considered targeted campaigns to promote direct payments in those communities? Direct payments enable people to recruit support workers from within their community if culture or faith make that an important requirement.
- used face-to-face methods to disseminate information and engage people in discussion? Paying mothers of young people to spread information within their community can help.
- built partnerships with neighbouring local authorities to develop tailored services that respond to cultural and faith requirements where local demand is likely to be small?
- ensured that there are some single-sex, especially women-only opportunities being provided by community facilities in your area, and by community day services?

Practice example

Mencap in Northern Ireland has a learning disabilities equalities officer post that is currently filled by two people with learning disabilities. They provide invaluable insights about their own experiences, helping other people to make informed choices about supported employment, and helping employers to work more effectively with people with learning disabilities.

Links and resources

Questions for people looking at modernising day opportunities and *Questions for the group looking at jobs*. See: www.valuingpeople.gov.uk/dynamic/valuingpeople70.jsp

Sheffield, Day opportunities for Pakistani Adults by J. Harrap and J Hobson. See: Valuing People website, Change management section www.valuingpeople.gov.uk/dynamic/valuingpeople73.jsp

Meet the People (2006), an interactive CD from Mencap aimed at increasing understanding of what it means to have profound and multiple learning disabilities. It challenges you to take action to enable people to be seen, be heard, be valued, be included, be supported and be equal.

National Autistic Society autism alert card in a range of languages www.NAS.org.uk

Multi-kulti is a website providing information, advice and learning materials in community languages: www.multikulti.org.uk

Life begins at 60: developing a retirement planning process for people nearing retirement age, C. Sweeney, J. Harvey, M. Green, B. Wilkinson and A. Peel, 'Living Well', 13.2 (June 2003)

The Asian Women's Day Service, A. Parmessur, *Learning Disability Today* 6.4 (Dec 2006)

Key task 10: Ensuring quality

Important things for **commissioners and managers** to do

- Give people a clear direction by having statements that show the outcomes people need to be working towards, and examples of what they look like in practice. It also helps to show people what it wouldn't look like. The NDT inclusion traffic lights can be a useful tool. Have a look at the Key Ingredients sections on *Leadership* and *Smart commissioning*.
- Make expectations clear by giving providers targets and then regularly monitoring against them. But simply making demands is unlikely to work. Develop a partnership with providers, both internal and external, that commits each partner to shared objectives and agreement to a plan about what the provider will do to achieve them. Nurture and support providers to deliver.
- Make sure that each day service, employment or support provider has an effective system for monitoring and ensuring the quality of support taking place in community settings, and that they have contingency plans to ensure reliability and consistency of service
- Commission people with learning disabilities to check the quality of services. There are several examples throughout this guide. Make sure that actions result from the findings.
- Give family carers a role in monitoring quality. Make sure they know how they can feed back on day-to-day issues that they pick up on.
- Develop a culture that is quality-conscious, where people are open to challenge, and welcome it as a step towards getting it right for people. Empower people to report poor practice. This may mean working to change the existing mindset of some staff, so have a look at *Cultural change in services* and *Workforce planning* sections in *Key Ingredients*.

Important things for **care managers and care coordinators** to do

- Make sure that people with learning disabilities and their families get help to direct the work of assistants they employ through direct payments and independent living funding (ILF). Encourage them, or directly help them to set clear expectations, and to work out how the community-based support will be monitored.
- Work with a person and their family to compile a list of 'essential dos and don'ts' for supporting the person in community settings – the non-negotiables – so that support staff have clear guidance and can get it right for the person.

- Act on any signs of dissatisfaction or complaints you receive, whether formal or not. Show the person, their family and the provider that you take the quality of service and support seriously.

Important things for **staff supporting people in community-based activities** to do

- Have contingency plans in place so that people can still do their planned activity if you are ill, and make sure relevant people know what they are.
- Make sure that you assess risks individually, in a person-centred way. Everyone is different and reacts differently to situations that arise in community settings. You need to have a plan that minimises any potential risks, agreed with the person, their family, and your manager.
- Read Key Task 6: *Achieving inclusion in community life*. It's fundamental to the concept of quality.
- Actively seek out supervision and training. Don't wait for it to be offered: ask!
- Help colleagues to develop their practice. If you see what you believe to be poor practice, find a way of challenging it. Don't let poor practice become the norm.

Practice examples

The **Community Day Services Team in Waltham Forest, East London**, has built regular practice monitoring, including spot checks, into its structure. One day service officer and a manager are 'on duty' each day. Being 'on duty' includes monitoring visits to people while they are being supported out and around the borough. The checks and findings are recorded centrally on a database which is accessible to all managers. Actions are taken to address any concerns. It's a systematic approach.

In the West Midlands, **Birmingham People First** undertook paid work for the Valuing People Support Team acting as 'mystery shoppers' to find out about the direct payments schemes run by local councils. At the end they gave a presentation to managers from the local authorities to influence the development of the schemes.

Links and resources

My Life: a person-centred approach to checking outcomes for people with learning difficulties, M. Cattermole and R. Blunden. BILD Publications (2002)

Using my life: a guide to conducting a Quality Network review, M. Cattermole, C. McGowan, K. Brunning and R. Blunden. BILD Publications (2002)

Quick guide to evaluation, C. Chilvers, M. Clarke, R. Purdy and I. Steele. Available to download from www.csip.org.uk/supporting-delivery/research-and-development/evaluation-resources/quick-guide-to-evaluation.html

Briefings

This practice guide has two briefings which you can print out and give to people.

Overleaf is a briefing for local politicians and board members.

Briefing for local advocacy groups

You can download and print out a briefing for local advocacy groups and self-advocates from SCIE's website www.scie.org.uk

Briefing for local politicians and board members

Modernising day services: Helping people with learning disabilities to 'have a good day'

This briefing contains information and suggestions about things you could do to help ensure that good community-based daytime opportunities and support are achieved for people with learning disabilities in your local area. It has been designed as a quick read using short bullet points. For more information see *Practice guide 10: How we can help people to 'have a good day'* on the Social Care Institute for Excellence website www.scie.org.uk/practiceguide10

What is 'a good day'?

In national policy, people are described as having 'a good day' when they are:

- doing things that have a purpose and are meaningful for them
- doing things that most members of the community would be doing, in ordinary places that most members of the community would frequent
- doing things that are uniquely right for them, with support that meets their individual requirements
- meeting local people, developing friendships and connections and building a sense of belonging.

Why an ordinary community life is important

- National policy is about helping people with learning disabilities achieve good daily lives through using ordinary workplaces, leisure facilities, colleges, public transport, clubs, shops ... whatever a community offers.
- Being involved with the local community leads to friendships and natural ways of getting support. It can make people less reliant on services.
- It gives a sense of belonging, and leads to people contributing to their community.
- The community is there for all – everyone has the right to use the facilities and opportunities on offer. It's part of being a citizen.
- Going to day services in special buildings for people with learning disabilities is not an ordinary community life, and it creates barriers to achieving that goal.

Including people with high support needs

- Research has shown that so far, 'day service modernisation' has not led to good, community-based daily lives for people who require high levels of support. They are being 'left behind', mainly using special buildings.
- People who need a great deal of support to do things (because they have complex impairments or challenging behaviour) have the right to the same opportunities as everyone else.
- People who need a great deal of support benefit from having direct payments or an individual budget so they get the one-to-one support they need to do things.
- It is important to organise staff time so that people who need one-to-one support actually get it, otherwise they cannot take advantage of community opportunities
- It is also important to ensure that the community infrastructure – facilities, places, transport etc – is fit for people with higher support needs to use.

How you can help

As a councillor or board member there are a number of issues that may come your way in relation to 'day service modernisation' or developing community-based daytime opportunities and support for people with learning disabilities. Four of the most important things to consider are highlighted below:

What people with learning disabilities want to do

Each person is different, so look for changes and developments that are based on individualised, person-centred planning that shows what each person wants and the support they need. People who have communication difficulties should have plans that have been developed with the involvement of people who know them really well.

What can be done to help families accept change

'Day service modernisation' can be frightening for families. They have genuine concerns about how safe their relative will be in community places, how reliable the support will be if staff are community-based, and whether they themselves will get the same level of respite from caring that traditional day services have provided.

So, make sure that services are agreeing support plans with people's families, and that the plans include contingency and risk management arrangements. Consider making a commitment to families that the hours of respite they receive will not be reduced without their prior agreement.

Don't, though, pull back from implementing change. Day services need to be modernised. People with learning disabilities need to take their rightful place alongside everyone else as community members.

Managing and resourcing community-based developments

Building community-based opportunities and support services is hard to do while continuing to run centre-based day services. There are two options:

- a total change approach, in which services move out of existing facilities and become community-based at a particular point in time, freeing up money to fund more staff for community-based support
- a more gradual approach, in which new community-based support services are developed alongside existing centre-based services and people move to the new community-based opportunities and support over a planned period of time.

Whichever approach is taken, additional resources will be required – at the very least to support development work with community facilities, training staff for new community roles, individual person-centred planning, and to develop transport options.

Community-based day supports will become more cost-effective over time as people develop greater independence and use the natural support resources of the community, but the development period needs to be adequately resourced to achieve the longer term benefits. Of particular concern are the number of community-based day and employment projects with short-term funding. If they exist in your local area, consider what can be done so that they secure a sustainable funding base and can build for the future.

Buildings and infrastructure

One of the most important things you can do is support your commissioners and managers to develop community support services that do not use buildings run by learning disability or social care services. If people need places to meet encourage services to book rooms in ordinary community facilities. Help them to build partnerships with mainstream community providers – you probably have a wealth of local contacts and links, but you could also help those mainstream community providers to consider what they need to do to serve all members of the community – which includes people with learning disabilities whatever level of support they might need.

An accessible transport network is an important consideration, and facilities for personal care (changing places). The national Changing Places website has information on developing appropriate facilities for people with profound and multiple disabilities (see www.changing-places.org). The Disability Equality Duties might provide helpful leverage for change.

Perhaps it could prove helpful if your council or organisation adopted the social model of disability as a framework to guide operations. There is more information on all these suggestions in the Practice Guide.

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Contacts for practice examples

Area	Contact	Example of...	Comment
Key ingredients			
1 Grapevine Coventry	Clare Wightman Director – Grapevine 02476 631041 grapevine.the@talk21.com	People with learning disabilities in leading positions, with control over developments.	Also community connecting work e.g. community activities hosted by Grapevine as step to integration: community litter picks, summer festival and arts events.
3 Wellington Community Enablement Project Somerset	Sally Hill Community Enablement Project & CHI Centre Tel: 01823 665506 sallyhill@chinternational.org.uk or David Waddilove Skills for Care England	Community development through community café concept, and development of new staff roles	
3 Essex employment services	Brian Gregory Employment & Lifelong Learning Manager 01245 493622 Brian.gregory@essexcc.gov.uk	Integrated network of job clubs, training cooperatives and supported employment	Also a first wave In Control pilot site
6 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	
6 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	

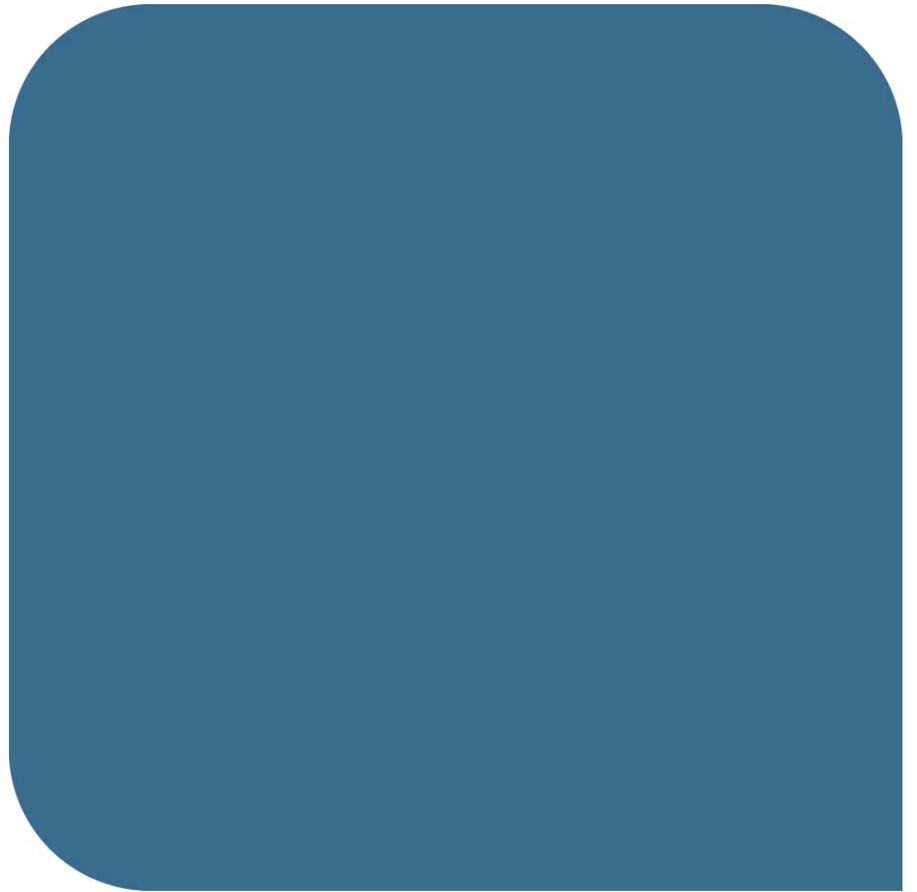
6 North Lanarkshire	Morag Dendy DendyM@northlan.gov.uk	Whole systems, person-centred approach to changing provision	
7 Thurrock Council day services	Neil Woodbridge Service manager for Community Services Tel: 01375 413707 nwoodbridge@thurrock.gov.uk	Use of staff as personal assistants for people with higher support needs.	
7 and 8 London borough of Newham	Ann Lloyd Integrated Commissioning Manager 0208 430 2000 ann.lloyd@newham.gov.uk	Multi-media work; inclusion team; development of supported employment network	Also an In Control pilot site
9 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	
9 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	
10 Orchardville society, Belfast	Alan Thomson info@orchardville.com www.orchardville.com	vocational training, job support and employment related services	Transition programme offers every school leaver with a learning disability 3 job tasters
13 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
13 Alumwell Project Walsall	Karen Garbutt Day Service Modernisation Manager Walsall MBC Tel: 01922 636215 garbuttk@walsall.gov.uk	Partnership with Resident's Association to develop a community centre open to all	

13 Leicester, Holy Bones	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	
13 Maidenhead & Windsor	Cindy Blackman Windsor & 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

Key Tasks			
1 Listening To Us Essex	Ryan Jones Service Manager Listening to Us 01245 392050/392051 ListeningToUs@mencap.org.uk	People with learning disabilities working in paid positions with power and influence	
2 HILT Hackney, East London	John Cahill Hackney Independent Living Team Tel: 0208 985 5511 john@hilt.org.uk	Use of multi-media to enhance communication and individualised planning	
2 Pure Innovations, Stockport	Doug Cresswell Chief Executive 0161 474 5900 Doug.cresswell@pureinnovations.co.uk	Service that moved out from local authority.	Lots of examples of projects where people do things of value to community
3 Norfolk council day services	Sarah Stock Manager, Community Support Team Sarah.Stock@norfolk.gov.uk	Community-based service for people with complex needs	Innovative use of mobility benefits for transport

3 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.
3 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	
3 Shaw Trust, Bromley	Amanda Lewis Projects Manager Tel: 0208 998 0067	Transfer of staff into new organisation and roles	
3 and 6 Shropshire	Adrian Johnson Operations Manager Adult Learning disabilities Community services Shropshire CC 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
5 Nottingham city	Martin Jackaman Day Service Modernisation Manager Nottingham city Tel: 0115 915 1077 Martin.Jackaman@nottinghamcity.gov.uk	Development of accessible changing places in community spaces	
6&10 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
7 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	

7 Poole	Philip Mason Adult Social Service Borough of Poole 01202 261017 p.mason@poole.gov.uk	Partnership between Supported Employment Service and local Job Centre Plus	
7&8 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
7&8 Brandon Trust, Bristol	Nick Fripp development manager nick.fripp@brandontrust.org	Projects linked with local colleges and providing qualifications, funded through Learning and Skills Council.	
8 Leicestershire Adult Learning Service Transitions Project	Alison Doggett Leicestershire CC Tel:0116 267 0042 adoggett@leics.gov.uk	Adult community learning opened up for people with high support needs	
8 Mencap NOW project	Steve Bailey 01206 210999	Time-limited accommodation with person-centred planning, accredited learning & support to achieve lifestyle of own choosing	Main focus is on young people in transition years
9 Mencap Northern Ireland	Louise McQuillan Mencap Northern Ireland 02890 492666 louise.mcquillan@mencap.org.uk	People with learning disabilities working in paid positions with power and influence	
10 Birmingham People First West Midlands	Birmingham People First Telephone: 0121 678 8857 E-mail: pf@bvsc.org	Mystery shopping	



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