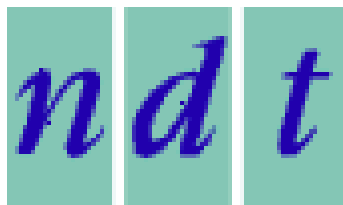# VALUING PEOPLE
Support Team

DAY SERVICES MODERNISATION

TOOL KIT

PART ONE

This Tool Kit was produced on behalf of the Valuing People Support Team by the National Development Team

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Introduction by Rob Greig
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The modernisation of day services is one of the most important pieces of work facing Partnership Boards. When consulting people with learning disabilities during the development of Valuing People, there was a clear and consistent message that current day services were not what people want. The changes needed are much more than just a move from large day centres to small ones. People want lifestyle opportunities that are based upon them being real and full members of their communities, with the opportunity to have jobs, go to college, meet friends, relax and enjoy themselves. At the same time, the genuine need of families to have support to get on with their own lives must be recognised.

The day services modernisation plans that have to be produced by February 2003 must therefore have these objectives in mind. This document (the first of two commissioned by the Team from the NDT) has been produced in response to requests from Partnership Boards for summary information that brings together what we already know about modernising day services. It is designed to help in the development of local plans. The second document (to be available early next year) will provide practical advice on managing the challenges of day service change.

It is important to stress that (in common with other plans that Partnership Boards have to produce at this stage) the day services modernisation plan does not need to be highly detailed and set down every action over the coming months and years. Planning should be a process that enables us to learn as we go along and change direction as we find out what people want and need. Plans should therefore:
- Set down the overall vision of where you are going
- Provide a framework for the components of services that you need to develop
- Describe early and initial actions and who is to be responsible for them
- Describe the process through which plans will continue to develop and be taken forward
- Describe you we will know whether plans are being successful (and unsuccessful!)

A plan that describes every detail of what day services will look like in five years time is neither feasible nor desirable. The world will continue to change over that period and we need to retain the flexibility to change with it – particularly as we learn more about what people want from day services through their person centred plans.

I hope that this document, and the second one to follow in the spring, will be of help to you in this important task.

Rob Greig
Valuing People Director of Implementation.

Our thanks to the people who offered comment on the draft of the Tool Kit Part One:

DAY SERVICES MODERNISATION TOOL KIT

PART ONE

- **Outline Vision of a Modernised Day Service**
- **Audit Tools**
- **Short Resource Guide**

The **Day Services Modernisation Tool Kit PART TWO** will be available in early February 2003 and will focus on detailed and practical advice on how to implement plans for the modernisation of day opportunities.

DAY SERVICE MODERNISATION - VISION

'Our aim will be to ensure that the resources currently allocated to day services are focused on providing people with learning disabilities with new opportunities to lead full and purposeful lives.'[1]

Valuing People

THE FOUNDATIONS OF A MODERNISED DAY SERVICE

Modernised day opportunities should be based on a shared understanding of and commitment to:

- People with learning disabilities determining for themselves how they spend their days;

- People with learning disabilities living, working, learning and participating in the community alongside other community members;

- People with learning disabilities having opportunities to contribute to and benefit from community life and to be seen and valued as equal members;

- People with learning disabilities having opportunities to build and sustain valued relationships;

- An equality of access to community life for all people with learning disabilities regardless of their level of learning disability, physical and sensory impairments, ethnic community or health care support needs;

- Clearly defined eligibility criteria to services which are person-centred, sustainable and that promote dignity, safety and independence.

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[1] Valuing People: A New Strategy for Learning Disability for the 21st Century pp 76-77

PLANNING

Day Opportunities planning should be led by the aspirations and needs identified through person centred approaches and planning[2]. Aggregation of plans may identify trends but should not limit or restrict individual opportunities.

Engaging with people with learning disabilities and their families, friends, advocates and circles of support may take time. Individual's needs and aspirations change, people become more confident as they grow in community participation and activity and services must have the capacity and commitment to develop to reflect these changes. Understanding this, it is not possible or desirable for any national or local vision for day opportunities to define exactly how services will look in three, five or ten years time or the pace of individual change. However, to modernise we need to plan and build into our planning flexibility and review.

In developing modernised day opportunities, commissioner and planners should understand and respond to the concerns the of people who use services about the modernisation process, this may include: a desire to maintain existing relationships, having access to information on which to base informed choices, the long-term sustainability and security of new opportunities and a wish to retain aspects of existing day opportunities.

Commissioners and planners can ensure the effective participation of people with learning disabilities in the leadership and review of the planning process. This should include people who may in the past have been excluded from the planning and delivery of day services including: people from black and minority ethnic communities, people with significant disabilities or health care needs, people labelled as challenging and those who previously choose not to participate in services.

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[2] The Valuing People Support Team are currently working on guidance that will assist in using parson centred approaches and planning in service planning, including day opportunities. Further information is available from Martin Routledge (martin.routledge@doh.gsi.gov.uk). . Key to the advice will be to use some elements from person centred planning with many people using services in order to get an idea about what is important to and for people, (giving data for strategic planning as well as operational shifts) and ensure that some people (increasing over time) are accessing complete plans to provide (as well as plans for these people) richer information about issues such as system and service obstacles to achieving people's aspirations

It is envisaged that, some people with learning disabilities may wish to see their day and other supports incorporated into a single support system. Day opportunities planners and commissioners may be aware of, promote and respond to the developing wish to link day opportunities to supported living[3].

Direct payments and individualised funding should be an integral and underpinning part of day opportunities modernisation and it is expected that people asserting their desires through these will be a major driving force in determining the shape of new services.

Day services have traditionally offered a respite to family carers. Planning for modernised day opportunities should take place with an awareness of the respite needs of family carers and in partnership with the full range of respite services/opportunities. Service planners, commissioners and providers ensuring that they actively seek and listen to the views and needs of family carers.

Established service agencies may need to ensure that their actions support the community to recover its relationship with people with learning disabilities, promoting interdependence:

- Established commissioners and providers from Social Services and Health working in partnership with new providers, such as education establishments, employers, leisure and arts services, transport agencies and community groups.

- Alongside person centred approaches and planning there needs to be a strategic approach to community capacity building - supporting community organisations to be welcoming and accessible

PROVISION

'The Government wishes to see a greater emphasis on individualised and flexible services which will:

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[3] A detailed description of supported living is available at www.paradigm-uk.org

- *Support people in developing their capacity to do what they want;*
- *Help people develop social skills and the capacity to form friendships with a wider range of people;*
- *Enable people to develop skills and enhance their employability;*
- *Help communities welcome people with learning disabilities'.[4]*

Modernised day opportunities should contribute to meeting the individual's life aspirations and operate in partnership with other support providers.

It is desirable for people with learning disabilities to have similar life patterns to other community members.

We recommend that modernised day opportunities focus on how most members of the community spend their days, including:

Working

'Government Objective: To enable more people with learning disabilities to participate in all forms of employment, wherever possible paid work, and to make a valued contribution to the world of work.[5]'

Education

'Many people with learning disabilities make use of further education provision, Local Education Authority adult and community education and adult work-based training opportunities to develop and extend their skills. They need to have the same access as other people to opportunities for education and lifelong learning[6]'.

Volunteering

Acting as a volunteer allows people an opportunity to build relationships at the same time as developing new skills and making a positive contribution to their community.

Leisure, arts and hobbies

[4] Valuing People: A New Strategy for Learning Disability for the 21st Century 7.24
[5] Valuing People: A New Strategy for Learning Disability for the 21st Century pg 84
[6] Valuing People: A New Strategy for Learning Disability for the 21st Century 7.29

'People with learning disabilities often do not take part ordinary leisure activities. Leisure is rarely built into individual or community care plans. It tends to be seen as an optional extra, generally coming well down the list of agencies' priorities when decisions are being made about resources. Enabling people to use a wider range of leisure opportunities can make a significant contribution to improving quality of life, can help to tackle social exclusion and encourage healthy lifestyles.[7]'

Socialising with friends

'People with learning disabilities are often socially isolated. Helping people sustain friendships is consistently shown as being one of the greatest challenges faced by learning disability services. Good services help people with learning disabilities develop opportunities to form relationships, including ones of a physical and sexual nature.[8]'

The range of initiatives, policy statements and visions within Valuing People indicates that modernised day opportunities are likely to consist of: a range of employment activities, including paid work wherever possible; educational opportunities based around adult and continuing education; volunteering, alongside other community members; and participation in the full range of leisure and arts opportunities. In all of these activities, people being supported to build and maintain relationships with other community members.

It is envisaged that people with high support and/or health care requirements will be supported to participate in the full range of modernised day opportunities.

SUPPORTS FOR PROVISION

Staffing /Support

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[7] Valuing People: A New Strategy for Learning Disability for the 21st Century 7.37
[8] Valuing People: A New Strategy for Learning Disability for the 21st Century 7.39

> *'We need to be confident that people in this field are equipped to work in the new ways required by the new strategy.[9]'*

Packages of support should be designed to best meet each individual's support requirements making use of both paid staff[10] and natural supports[11].

Paid staff may work flexibly across the normal range of times that community members participate in activities and, where necessary, have specialist skills to ensure effective support for and the full inclusion of people with health care[12] or behavioural needs.

Transport

> *'Access to transport is essential to enable people with learning disabilities to lead full and purposeful lives.[13]'*

Individuals can be supported, wherever possible[14], to make use of ordinary shared transport (busses, trains, taxis, etc) and travel directly to activities, not to and then out from a day centre.

A strategic approach to achieving a person centred to transport (based on the building of productive relationships between learning disability organisations and transport agencies, with identified leadership roles) will help facilitates this change.

Buildings

> *'For decades, people with learning disabilities have been heavily reliant on large, often institutional, day centres. These have provided much needed respite for families, but they have made a limited contribution to promoting social inclusion or independence for people with learning disabilities. People with learning disabilities attending them*

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[9] Valuing People: A New Strategy for Learning Disability for the 21st Century 8.20

[10] Paid staff includes personal assistants, job coaches, supported living support workers, education partners, etc.

[11] Natural supports includes co-workers, co-learners, co-volunteers, etc

[12] Health Action Plans, Good Practice Guidelines

[13] Valuing People: A New Strategy for Learning Disability for the 21st Century 7.34

[14] Wherever possible – allows for the provision of specialist transport to meet the requirements of a very small percentage of people.

have not had opportunities to develop individual interests or the social skills and experiences they need in order to move into employment.[15]'

Modernised day opportunities are about being focused on participation in ordinary community life and activities. The buildings that people use no longer being large segregated day centres but the workplaces, colleges, sports and leisure centres shared with other community members and people's own homes.

Day opportunities planners and providers may work in partnership with people with learning disabilities to encourage and support the providers of community facilities to become more welcoming and accessible. There could be a high priority given to making facilities accessible to people with significant physical and sensory impairments and those with health care needs. This would require links to be made into the planning of new and the refurbishment of existing community buildings.

Planners and budget holders may choose to pool some of their assets with those of community organisations, allowing the resources allocated to people with learning disabilities to benefit both the people with learning disabilities and the wider community.

FUNDING

The funding underpinning day opportunities should be sustainable and move beyond just the pooling of Health and Social Services funding by actively seeking to draw in wider funding opportunities: for example, DWP funding to support unemployed people with learning disabilities to get jobs, education budgets to provide life long-learning and resources directed to leisure and the arts.

The focus of funding may be on the support of individual activity. As the reliance on congregate activity is reduced associated funding (for day centres, group transport, etc) being redirected to the modernised day opportunities.

In is envisaged that modernised day opportunities could primarily fund:

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[15] Valuing People: A New Strategy for Learning Disability for the 21st Century 7.21

- Support staff and their associated costs
- Direct Payments
- Travel
- Individual activity costs.

Funding should be flexible to respond to changing need. Devolving budget responsibility to the line of decision making/delivery could further enhance flexibility.

DAY SERVICE MODERNISATION – AUDIT PART ONE
PICK AND MIX GRID

Print off a copy and find a pen. Look at each row in turn and put a ring round the cell that most closely describes your service. Go slowly, and use the grid to help you think and talk about what your services are like now. If you are planning modernisation, don't assume that you have to move one cell at a time – you can jump straight to your target. Add up the score and see if you can increase it over the next six months.

How much choice do people have?

	>>>>Modernisation>>>>			
A. Choice	1. Day opportunity timetables are planned by staff.	2. People can choose their own programme of activities from a menu of opportunities, including doing nothing sometimes.	3. Individual opportunities are designed in response to what each person wants.	4. People using day opportunities lead the planning of services.
B. Individual plans[16]	1. Across the locality and services, people with learning disabilities and their supporters are generally untrained in person-centred planning.	2. Some people with learning disabilities and their supporters have been introduced to person-centred planning.	3. A few high quality plans have begun to be implemented and most people have been supported to identify what is important to them using person centred approaches.	4. Everyone who wants one has a person-centred plan. Plans are valued and implemented.
C. Direct Payments	1. Nobody with a learning disability receives Direct Payments.	2. A few people receive Direct Payments, but nobody in the day service.	3. A few people receive Direct Payments to fund their day opportunities.	4. Direct Payments are available to all people with learning disabilities who wish to use them.
D. Getting a break	1. A number of people attend day opportunities because others need them to do so for respite.	2. A few people using services can change their timetable for a short time in response to a special circumstance at home	3. There are regular times when the person can change the amount of time they spend in day opportunities	4. The service can respond to unexpected requests for additional support for individuals.
E. Support across the individuals life[17]	1. Day opportunities are limited by the way that staffed housing is organised (e.g. people are not allowed to stay at home during the day).	2. Day opportunities are arranged in close collaboration with home support staff, who support people to accomplish them.	3. A small supported living scheme helps a few people to organise their day opportunities from home.	4. Apart from a small number of specialist services (such as job coach schemes) people who wish to do so arrange their day opportunities and support from home.

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[16] Guidance on person-centred planning is available from the Valuing People Implementation Team and implementation can be evaluated by using 'How are we doing on Person-Centred Planning?'

Who uses the service?

	>>>>Modernisation>>>>			
F. People from Black and minority ethnic communities	1. Live in your area, but do not seem to use your service	2. Some people use the day service, but no special arrangements are made	3. Special projects provide groups for black and ethnic minority people	4. Culturally competent service supports individuals to link into diverse communities.
G. People with additional support needs	1. People with profound and multiple disabilities or challenging behaviour are in separate groups in the day centre.	2. People with additional needs are supported alongside other people with learning disabilities in the day centre, rather than in separate groups.	3. A few people with additional needs have individual activities in the community alongside the general public.	4. People with additional needs can access a full range of opportunities for inclusion.
H. People who need health interventions	1. People requiring health interventions receive their day opportunities in specialist health care facilities.	2. People needing health interventions receive their day service within a day centre for all people with learning disabilities.	3. Health interventions are available within a range of day opportunities.	4. Health interventions are available in community activities chosen by the individual.

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[17] 'Supported living' means that people with learning disabilities have separate housing and support, individually designed housing and support arrangements, full choice and control, including holding their own money and tenancy or mortgage. Supported living schemes support anyone who wants to live in the community to do so and supports informal networks and community resources.

	>>>>Modernisation>>>>			
J. People who don't like groups	1. Almost all activities take place in a group[18] of people with learning disabilities	2. A few people are supported once a week (or more!) to engage in individual activities not shared by other people who have a learning disability.	3. Most people are supported to engage in at least one individual activity not shared with other people who have a learning disability.	4. Everyone using our service has an individually designed programme not shared with other people with a learning disability
K. Family members who receive respite	1. Day centres are the only form of respite available to most family carers.	2. Family carers receive a range of respite opportunities.	3. Planning and commissioning clearly recognises that family carers need for respite may be different to people with learning disabilities choices about how to spend their day.	4. The respite needs of family carers are considered and met separately to the day opportunities wishes of people with learning disabilities, which are not determined by the respite needs of families.

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[18] [18] 'Groups' does not include people with learning disabilities choosing to spend time together in self-advocacy groups.

What happens in the service?

	>>>>Modernisation>>>>			
L. Where do people spend their time	1. In the day centre	2. Most people using day services have one or two weekly community-based activities.	3. People spend half their time in the community rather than in the day centre.	4. The wider community is the focus of people lives during the day.
M. Transport	1. Big buses take people to the day centre and home again	2. Taxis and adapted vehicles such as minibuses take people to the day centre and home again	3. Some trips into the community use cars and public transport, but start and finish in the day centre	4. People go directly to the community activities of their choice, using public and informal transport.
N. Day Centres	1. Large buildings (30+ people per day)	2. Small buildings (less than 30 people per day)	3. Resource centre or multi-purpose building open for a range of uses, including some sessions for people with learning disabilities.	4. We do not have segregated day centres for people with learning disabilities.
O. Using community buildings[19]	1. We only visit other buildings on occasional trips	2. We go to buildings that are shared with other community members, but have our own rooms that are for the sole use of our day opportunities service.	3. We hire public rooms for a group of people with learning disabilities to use so that they can have their day opportunities together.	4. All activities take place alongside other community members.

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[19] 'Other buildings' does not include any social services or health premises.

	>>>>Modernisation>>>>		
P. Involvement with other community members[20]	1. Almost everyone who visits our centre is either a person with a learning disability or a person who works in services.	2. Family members and friends routinely participate in some of our activities and meetings alongside people with learning disabilities	3. Some people with learning disabilities spend time with other community members in community settings and, if required, staff support these links.	4. Staff work every day on supporting people who participate in day opportunities to build and maintain relationships with other community members.
Q. Moving on	1. If anyone leaves it is usually because their family moves out of the area, they get sick or die, or become too difficult for us to support.	2. Eligibility criteria have tightened up so we have to discharge some people. We do this as well as we can.	3. We always talk to people about moving on and encourage people to progress. A few people have actually achieved this.	4. Supporting people into community activities has meant that those who wish to have become much more independent of services.

Think about the organisations that run day opportunities services

	>>>>Modernisation>>>>		
R. Who provides	1. All the day opportunities services have always been delivered by either health or social services and this has not been reviewed.	2. A range of specialist learning disability agencies have been considered for the provision of day opportunities.	3. Mainstream agencies (education, employers, leisure) deliver support through specialist services e.g. a specialist tutor at the college.	4. Mainstream agencies deliver support through their ordinary systems that are available to all. Health and social services help this to work well.
S. Relationship between health and social services	1. There is no communication between day opportunities run by health and those run by social services.	2. Health and social services collaborate and ensure their separate day services do not overlap with each other.	3. Health and social services staff work together each day to provide coordinated support.	4. Budgets are pooled and one strategic commissioner oversees the whole service
T. Funding for community based work	1. All the money is used to run day centres.	2. An identified budget[21] is used to hire rooms in the community for groups of people with learning	3. Funds (including those from outside of learning disability services) are available to help some individuals and their	4. Almost all the funding, gathered from a variety of sources, is spent on supporting people to get to

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[20] 'Other community members' does not include people with learning disabilities from the same or another service.

[21] This money must be available year to year on a recurrent basis so that group activities are securely funded. 'Soft' money that comes from temporary savings made elsewhere does not count.

		>>>>Modernisation>>>>		
		disabilities.	support staff travel to their chosen community activity[22], go in, and fully participate.	mainstream community activities, go in and fully participate.
V. Policies and procedures	1. All our policies require a building base (e.g. petty cash handling require two staff signatures, so workers cannot easily do individual work in the community)	2. Policies and procedures say nothing about community-based activities, and so staff have no protection from them if they choose to work in the community	3. A small proportion of the written policies and procedures help staff to support the community inclusion of people with learning disabilities	4. All our policies support community based work and promote inclusion.
W. Staff management	1. A range of staff provide input to the day service, but each discipline is managed separately	2. All day opportunities support staff managed within generic Day Service	3. Staff teams are organised to facilitate community involvement (e.g. employment specialists or community capacity builders)	4. Services work together to offer support to anyone, for anything at anytime.
X. Focus of staff role	1. Job description shows staff are based in day centre	2. Job description includes supporting inclusion in some community activities.	3. Major part of staff role is to support a range of inclusive options.	4. The whole of the staff role is community based and supports choice and inclusion
Y. Staff working hours	1. Traditional office hours.	2. Permit occasional work out of office hours, perhaps on a time in lieu arrangement.	3. Some staff offer support for regular evening and weekend activities.	4. All staff work flexibly offering support at the appropriate time for the activity

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[22] 'Mainstream community activities' means those that take place in premises used by the general public and where people with learning disabilities participate alongside members of the general public.

DAY SERVICE MODERNISATION – AUDIT PART TWO
CAPACITY FOR CHANGE

Some services have an easy time making changes, while it is really hard for others. This exercise aims to help you to think about what helps the modernisation process and the things that get in the way. Carefully consider the list below and write each item into one of the columns on the table. These 8 headings each contain a number of separate items, so write in as much detail as you need and place each separate item in its most appropriate column for your service/locality.

These things are slowing us down because we haven't managed to achieve them yet	We're not sure about these things	These things are developed and helping us to make progress

Here are the items to put into the table.

1. **Sharing the vision with everyone:**
    a. A detailed and compelling vision of the new service, based on widespread consultation and best practice
    b. Ways of sharing the vision to ensure that it reaches everyone involved (this includes partners outside of traditional services)
    c. Named leaders with vision and experience of change management
    d. Support for leaders
    e. Good information about best practice in day opportunities
    f. Ways to acknowledge the feelings and contributions of all participants
    g. Ways of learning from success and failure
    h. Ways of managing the effect of change in relation to the statutory performance agenda.

2. **People with learning disabilities who use services**
    a. Tried and tested ways of hearing the opinions of the people supported, including those with significant

disabilities, people from black and ethnic minority communities and those who have chosen not to use services because they consider them to be inappropriate

b. Additional support for people using services during the changes

c. Plans that will ensure that all future services leave nobody out

d. Ways of learning from individual experiences of success and failure

e. Acknowledge and support for people with learning disabilities are leaders in planning and review

3. Family carers

a. Tried and tested ways of hearing the opinions of family carers, including those often excluded from consultation processes

b. Ways of listening to and engaging with individual family members, friends, advocates, circles of support, etc. outside of large meetings

c. Support for family carers during changes

d. Ways of harnessing the positive commitment and energy of family carers

4. Staff

a. Tried and tested ways of engaging all levels of staff within the modernisation process

b. Tried and tested ways of engaging with unions in the development of staff roles and the achieving of effective staff supports

c. Focused training, support and supervision for staff undertaking new roles

d. Flexibility in job descriptions and working practices

e. Human resources practices that respect staff

f. Human resources practices that respond quickly to changing needs and facilitate the inclusion of people using services in the recruitment process

g. Ways to measure and respond to changes in staff morale

h. Performance monitoring and support that reflects the expectations of a modernised service.

5. Community agencies

a. A knowledge of all the agencies who will be involved in the change process and modernised day opportunities, such as education, employers, benefit agencies etc.

b. Tried and tested ways of engaging with, listening and responding to all agencies involved.

c. A track record of collaborative working that meets the organisational goals of all partners.

6. Timing

a. An ability to undertake change at a pace that both understands the needs of people using services and achieves modernised day opportunities within the time framework of Valuing People and the local vision

b. A delegation of responsibilities to leaders that enables them to be proactive in the face of new opportunities

c. Processes for ensuring that 'support functions' such as human resources, transport and finance promote and facilitate timely modernisation.

7. Money and resources

a. An awareness of the full costs, including all overheads, of the current service and its component parts

b. Financial experts and allies engaged in the modernisation process

c. Funds that are adequate for the requirements of modernisation

d. Funds that are secure from year to year

e. Change processes that do not lead to inappropriate disinvestments

f. An understanding of how to draw-in financial resources from other areas

g. Access to benefits advice and support for people using day opportunities and their family carers

h. Easy ways of disposing of buildings and other capital resources if no longer required

i. A transport strategy built on relationships with transport providers and which meets the changing requirements of day opportunities modernisation

j. A senior lead in the development and delivery of person centred approaches to transport

8. Those with influence

a. The understanding and support of local politicians
b. The understanding and support of senior managers
c. The understanding and support of the local media

d. The understanding and support of opinion formers in other organisations.

Now look at the middle column. You may have put things here because you don't know much about them. For example, if you wrote 'financial arrangements' in this column, you may need to speak to people in the finance department. Other items are in this column because they are neutral – they neither help nor hinder progress. These items are generally easier to move into the third column than the blockages that you have put into the first column. Identify what you need to do to empty the middle column.

Now look at the third column. Can you do anything to strengthen these items?

Finally, look at the items in the first column. Is there anything that you can do to win over or work around these issues?

DAY SERVICE MODERNISATION – AUDIT
PART THREE
COUNTING ON SUCCESS

Valuing People expects that people with learning disabilities will have the opportunity to be included in ordinary activities alongside other members of the public. Staff will listen carefully to what people say about how they want to spend their time, and person-centred planning will support them in achieving their goal.

While we cannot guess what each particular individual will want to do, we can expect that people may have a similar range of interests as the rest of the community. In this exercise, we invite you to compare the activities of people who use learning disability day services with the general public.

You may already have this data to hand, or you may need to make a special effort to find out what people using your service are doing. This exercise provides both a snapshot of where people are today, and a framework for monitoring progress in the future.

The last column in this table provides a starting point for local comparisons. You may wish to replace these figures with some that are more suitable for your local area. Some national surveys provide data for each local area that they cover, or data that is broken up into age groups, so that you can make a more accurate comparison. Or you may wish to replace the questions with some that you have developed locally, perhaps by asking people what data should be collected. However, the aim is to compare what is happening with people who have a learning disability with the general population.

What should we do next?

There is a danger that collecting figures like these will push people into doing things that they do not want to do. For example, if your score on cinema attendance is much lower than average, then people might be made to go to the pictures whether they want to or not, just to get the scores looking better. This is not the way forward.

Instead, these figures provide a check on how your person-centred planning is working. If you get low scores, then have another look at your person-centred planning and see what else you can do to

help people say what they want and get it. This will probably improve your scores, or help you to choose better indicators.

The survey question	Percent of people using your day services that say 'yes'	Percent that answer 'yes' from the general population
Last week, did you work for at least one hour for an ordinary employer?[23]		63%
Are you currently working towards a qualification?[24]		15%
In the past 12 months, have you given up time to help any clubs, charities, campaigns or organisations in an unpaid capacity?[25]		26%
In the past 12 months, have you been involved at least once in a religious group, club or organisation apart from attendance at events to mark births, marriages or deaths?[26]		18%
In the last four weeks have you participated in any sports, games or physical activities other than walking?[27]		46%
Do you go to the cinema these days? [28]		56%

[23] We ask this question because many people with learning disabilities say that they want a job. The Labour Force Survey counts those aged 16 or over who do at least one hour's paid work in the week prior to interview, or has a job that they are temporarily away from (e.g. on holiday) is in employment Also included are people who do unpaid work in a family business and people on Government-supported employment training schemes. In the quarter May to July 2002 the employment rate for all persons aged 16 and over was 63%. We have used this question because it counts those who do just a few hours work a week. You can get more information on the Labour Force Survey from ….

[24] Education is a big part of life for many people. Organisations such as the Open College Network can help with the accreditation of learning, even when it comes in small steps. This question comes from the DfES. In 1997, DfES found 15.3% of the population of working age were doing this. An alternative measure is used in the Active Communities survey that found that, in the last 12 months, 12% of people were involved socially at least once in groups, clubs or organisations in relation to education for adults.

[25] The Government is committed to supporting everyone in the community to make an active contribution to community life, and volunteering is one way in which this can happen. This question comes from the Scottish Household Survey that found those who gave up time for charity or for local groups was 26%. It is difficult to ask a good question on volunteering, and the results vary a lot depending upon the question that is asked. For example, some surveys just count people who are formal volunteers, while others count unpaid help for neighbours or participation in protest marches.

[26] Recognition of spiritual and cultural diversity is vital in the development of a respectful and person-centred community. While spirituality is much wider that membership of religious groups, this question asks about the groups that some people value highly as a place of inclusion and identity. The question comes from the Active Communities survey.

[27] This question neglects participation as a spectator, and instead focuses upon the activity that is so important for health. Comparison data comes from the Office for National Statistics who found this was 45.6% for people aged 16 or over.

[28] We were seeking a question that provided an illustration of the whole range of activities that people engage in, often with friends and in the community. The Office of National Statistics found that 56% of those aged 15 and over attended the cinema 'these days'..

DAY SERVICES MODERNISATION - RESOURCE GUIDE

This is a short resource guide provided to assist Partnership Boards with the development of their initial plans for the Modernisation of Day Services. The guide consists of key texts and sources to inform the initial vision and audit of current services. A further guide citing more detailed sources and giving examples of good practice will be issued in Part Two of the Toolkit in February 2003. The literature and research on day services and their alternatives is scarce in the UK (for a review see reference to 'New Directions' below); this resource guide cites a number of references from the USA where more has been written.

Valuing People

This toolkit and guide should be used in conjunction with the White Paper itself, the guidance on person centred, 'Planning with People', which includes many relevant resources, and the other supporting papers and toolkits from the Valuing People Support Team, especially the 'Framework for Developing an Employment Strategy'. These can all be downloaded from the Support team website (www.doh.gov.uk/vpst).

Overview

For a broad review of context, issues, and practice, a key UK source is 'Days of Change' from the Changing Days project. The first is a general guide to developing community based day opportunities for people. This is available from the Kings Fund Bookshop, 11-13 Cavendish Square, London W1M 0AN (020 7307 2591).

For a thorough review of UK research and literature (up to 1998) related to day services for people with learning disabilities which gives good coverage of all the main issues, there is 'New Directions' by Ken Simons and Debby Watson, published by the Centre for Evidence-Based Social Services at the University of Exeter, which can be downloaded from www.ex.ac.uk/cebss.

Vision

For inspiration about a community-based vision of more fulfilling lives for people with learning disabilities there are many key texts

from the like of John McKnight, John O'Brien, Michael Smull and David Schwartz. For thinking about the meaning of community try 'Who Cares? – Rediscovering Community' by David Schwartz, published by the Westview Press (www.westviewpress.com) or John Mcknight's introduction to 'Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets' which is available on www.northwestern.edu/ipr/publications/community.

For probably the most quoted but often misunderstood vision of John O'Brien's Five Accomplishments refer to 'What's Worth Working For? Leadership for Better Quality Human Services' by John O'Brien, whose articles can be downloaded from www.soeweb.syr.edu/thechp/rsapub.htm. This is the website of the Center on Human Policy at the University of Syracuse, NY, which has many articles and useful American references about community alternatives to day services, and community development.

Including People with Learning Disabilities and Family Carers in the Development of a Local Vision
There are a number of effective ways to involve different stakeholders, especially people with learning disabilities themselves and their family carers, in the development of the local vision. Essex County Council consulted over 750 people with learning disabilities using a 'Listening to People' process developed for the NDT (for further information contact Roger Blunden on rblunden@onetel.net.uk). Tony Phillips from Realife has successfully used a graphic metaphor of a wave to include many people in a process of review and visioning in workshops (for further information contact tony@realife.org.uk). The person centred planning guidance 'Planning with People' gives details of PATHs which can be used for inclusive strategic planning (see page 103ff in the guidance or visit www.inclusion.com) and of the use of graphic facilitation in strategic visioning as developed by Grove Consulting (for further information contact Don Braisby at don@donbraisby.co.uk or visit www.grove.com). A good example of a plan using this process is 'Positive Futures: The Joint Action Plan for Learning Disability Services in Nottingham Health District 1999-2004' (for a copy or more information contact Janet Williams at Gedling PCT on 0115 993 1418).

Person Centred Planning

The vision will only be achievable with effective person centred planning. The key resources for developing this are all set out in detail in 'Planning with People'. A useful overview of person centred planning can be found in people Plans and Possibilities (www.shstrust.org.uk). For an example of person centred planning in practice try 'Pathfinders: Making a Way from Segregation to Community Life' by Connie Lyle O'Brien, Beth Mount, John O'Brien and Freda Rosen, which describes how students moving from special education facilities in New York were supported to find paid and voluntary work in the community rather than go to a day service (can be downloaded from articles by John O'Brien – see above). To assess the current state of play of person centred planning in your area see 'How Are We Doing on Person Centred Planning' available from the national Development Team (NDT) (0161 228 7055 or www.ndt.org.uk), or 'Geared to Plan' from Red House (01691 648909 or rblunden@onetel.net.uk).

Employment, Education and Leisure
Key references for employment opportunities are available from the Valuing People Support Teams 'Framework for the Development of Employment Strategies' (see above), which includes the 'Policy Framework for Supported Employment' published by the Joseph Rowntree Foundation. This provides a comprehensive overview of employment issues (for free summary or purchase of full report contact www.jrf.org.uk). For more information about supported volunteering try 'Supported Volunteering' a report of a project by the National Development Team (for more information go to www.ndt.org.uk).

There are few texts providing an overview of issues about accessing further education or mainstream leisure activities, but there are several organisations with websites giving information and access to more specific and detailed references and resources. For education NIACE offer a range of texts, policy discussions and education journals including the recently published 'Making the Jump: Transition to Work' (www.niace.org.uk), or SKILL at www.skill-info.org.uk. For leisure try www.actionforleisure.org.uk.

Relationships, Friendship and Social Networks
Recognising the importance of relationships in all our lives is the starting point for many in thinking about improving opportunities for people. It is central to David Pitonyak's 'Toolbox for Change'

which can be downloaded from his website (www.dimagine.com), and John O'Brien's Five Accomplishments which highlights the importance of opportunities that increase 'community participation'. For good examples of the impact of relationships on peoples' lives see John's 'Remembering the Soul of Our Work' or John and Connie Lyle O'Brien and Gail Jacob's 'Celebrating the Ordinary' both about the work of Options in Wisconsin (available from the Inclusion Press on www.inclusion.com). A number of helpful articles can be found in 'Friendship and Community Connections between People with and without Disabilties' edited by A.N.Amado and published by Paul Brookes (www.pbrookes.com). A range of publications and information on circles of support and relationship building is available from Circles Network (www.circlesnetwork.org.uk).

Self Determination and Direct Payments
Valuing people recognises the main goal of giving people choice and control over their own lives. One of the ways that people can be supported to achieve self-determination is financially, using Direct Payments. The Department of Health is currently consulting about extending these, and further info is available on www.doh.gov.uk/consultations/live.htm. For more information about the use of Direct Payments both VIA (Values Into Action) (www.viauk.org.uk) and the NDT (see above) have published research and guidance. Paradigm offers a range of information and guidance on the development and quality of supported living (*www.paradigm-uk.org*).

Staffing and Organisational Issues
The second part of this toolkit will provide detailed references covering many areas including staffing and organisational issues. A good overview of many of these is available in 'Working for Inclusion'. This addresses the issues of exclusion facing people with mental health problems, but much of the material is transferable. It includes example job descriptions for support workers and community bridge builders, and ideas for approaches to risk assessment and other issues. It is published by the Sainsbury Centre for Mental Health (www.scmh.org.uk). Suffolk County Council have developed an in depth checklist for organisations to assess their own inclusiveness called 'Aspiring to Inclusion' which can be downloaded (www.suffolkcc.gov.uk/policy/diversity/aspiring/aspiringtoinclusion. pdf). Most of the examples of managing the organisational change

implicit in the vision are American: see Human Policy Press website as above, or 'Living In To the Answers' by John O'Brien and others (available on PDF from the NDT as above).

People with Complex Needs or from Ethnic Minority Communities
The vision of a life in the community includes everyone, but there are people for whom its achievement is more challenging. 'Unlocking the Future' from the Changing Days project provides a good overview of the issues in developing new lifestyles for people with complex disabilities (available from the Kings Fund Bookshop on 020 7307 2591). There is little if any up to date literature on inclusive approaches to supporting people from ethnic communities with learning disabilities. Examples, including ones of good practice, would be welcome for inclusion in Part Two of this toolkit: please contact Simon Whitehead on simon@sjwhitehead4.fsnet.co.uk.

In Conclusion
To look at the lessons from making the shift from a segregated day service to a community support service go to www.soeweb.syr.edu/thechp/KFI.html. This is the account of such a change in Maine, USA.