



Gogledd Cymru **Gyda'n Gilydd**  
North Wales **Together**

*Gwasanaethau ddi-dor i bobl ag Anableddau Dysgu*  
*Seamless services for people with Learning Disabilities*

# North Wales Together: seamless services for people with learning disabilities

## Life after school: the onward journey for young people with learning disabilities in North Wales

### Good Practice Guide

# INTRODUCTION

This guide is based on the good practice section in the full **Life After School** research report. Given the wealth of information in that section it was felt it could stand alone as a resource. In doing so, we have taken the opportunity to develop it further and you will find new information in this guide not found in the report. It is not intended to be exhaustive. The purpose is to highlight areas of innovative practice locally, nationally and internationally related to key areas of the report. The purpose is to provide our partners with a resource that can be used to consider new ways of supporting young people with learning disabilities to achieve the best possible outcomes.



# ACCOMMODATION

Accommodation for young people at transition age is an area in which good practice examples have been challenging to find. There is some positive, innovative practice, but there needs to be more of it. Accommodation needs to be considered alongside other areas of a young person's life. It can take a number of years to plan for, so early planning is essential if homes for life, close to home, and that meet people's needs, are to be successfully developed. In addition to the below examples of good practice in accommodation for young people, we would also draw your attention to the Camu 'Mlaen and Conwy examples in the section on post-16 complex needs provision.

## Draig Supported Living

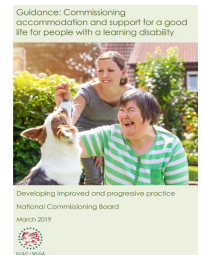
This new social enterprise business, started in Wrexham in 2021, aims "to provide supported living facilities for 16 to 25 year olds with additional needs to facilitate supported independent living, to provide much needed respite care for young adults with additional needs, and to help young people to transition from supported to independent living." They aim to provide personalised, high quality supported living in North Wales where young people can develop skills before moving on to live more independently. Their first project in Wrexham plans to accommodate young people and provide respite, while developing skills for independent living. This will be supported by a portion of the development becoming a café in which the young people will gain skills for independence and employment

**For more information see their website:**

<https://draigliving.wales/>

## Guidance: Commissioning accommodation and support for a good life for people with a learning disability, 2019

Commissioned by the National Commissioning Board for Wales, this document builds on previous guidance on commissioning accommodation and support for people with learning disabilities. It promotes a person-centred approach to accommodation and support planning, and recommends investing in up-to-date and appropriate services closer to home, contributing to Welsh Government's 'Learning Disability Improving Lives Programme'. The guidance asks 12 key questions, which stakeholders can use as a tool to reflect on commissioning practices. The principles also apply to arrangements for transition into adulthood. It promotes finding real homes for people, rather than fitting people in to existing service models. The guidance is closely linked to other published guidance, including: Good Practice Guidance on Commissioning Services for People with a Learning Disability.



**Find the guidance in the following link:**

<https://www.ldw.org.uk/wp-content/uploads/2019/03/Guidance.pdf>

## Shared Lives Plus

In Shared Lives, an adult or young person who needs long term support is matched with a carefully approved Shared Lives carer, by their local Shared Lives scheme which are run or commissioned by council's adult social care services. A Shared Lives carer shares their home

and family life with someone who needs support to live well and independently. The support they offer is flexible and tailored to the needs of the individual. It can be as little as a few hours a day once or twice a week, overnight stays and respite for family carers, or a long-term relationship where the person moves into the Shared Lives carer's home. The care they provide is monitored by Shared Lives schemes that are regulated and inspected by the Care Inspectorate Wales to ensure high standards of care.

Nationally, the majority of people in a Shared Lives arrangement have a learning disability. Currently legislation in Wales does not allow young people under the age of 18 to be in a shared care arrangement. Shared Lives has been lobbying the Welsh Government to change the legislation so that young people 16 plus can be eligible. This would provide young people and their families with an additional accommodation and respite option in North Wales with the benefit of continuity when they reach the age of 18.

**For more information see:**

<https://sharedlivesplus.org.uk/our-work-and-campaigns/our-work-across-the-uk/wales/>

## Where I Want To Live Toolkit

Where I Want To Live is a charity based in England that has been created by families and experts who have direct experience of supporting and guiding young adults to make choices about where and how they live. They are currently developing an interactive and accessible platform that will enable young adults with learning disabilities to self-discover their ambitions with regards to where and how they live and provide easy to use signposting, advice and suggestions about the options.

The accessible and engaging interactive approach will encourage thinking about why someone might want to move, where they want to live, if they would like to share with others, and what sort of home they would like. It will give users the opportunity to discuss and share information about their support needs. The toolkit will create a personal profile that users can update whenever they like and can share with others if they want to.

The charity is currently piloting the online toolkit with individuals and families in England.

**For more information about the toolkit visit the website:**

<https://whereiwanttolive.co.uk/toolkit/> and/or their main website: <https://whereiwanttolive.co.uk/>



## Wrexham Disability Service Project Management Team

The team has developed a number of innovative supported living projects, amongst which include three supported living projects for people under the age of 18. One of these, completed during Covid in July 2020, was for two 16 and 17 year olds and has been very successful. One young person needed to return to Wrexham from a college placement, whilst the other was in school locally and living with family which became unsustainable. Both young people were at risk of being placed out of county due to young people under the age of 18 not being able to hold a tenancy. Working with one of their dual registered providers, the council was able to place both young people in a local supported living setting by gaining agreement from a registered social landlord and by using the local authority and one of the families as a guarantor. As the provider is dual registered (adults & children), this allowed the opportunity to live in their home community, in a home for life as their tenancies will continue post-18. The dual registered provider is on the regional supported living framework meaning that this could be replicated in other county councils.

**For more information contact Heather Henry at Wrexham County Council**

[Heather.Henry@wrexham.gov.uk](mailto:Heather.Henry@wrexham.gov.uk)



# ASSISTIVE TECHNOLOGY

This section explores a variety of forms of assistive technology and applications (apps) which are available to help people with learning disabilities live as independently as possible.

**CPR Watches** are based in Swansea. These have been piloted by people as part of the North Wales Together Learning Disability Transformation Programme. The watch is Sim-enabled, has GPS, 'Phone', emergency button and more.



## Daylio App



This is an easy to use Self-Care bullet journal with goals and mood tracker. An easy way for people to record how they are feeling in relation to what they are doing.

<https://daylio.net/>

## Digital Storytelling



Digital storytelling combines spoken or written language with still or moving images in short videos. Digital stories can provide information or instruction, or can be a story of events or memories to share with others, and can be useful when story telling through writing might be difficult for individuals. There are different apps that can be used to make a digital story. There are webinars that people can attend for more information on digital storytelling, such as those provided by Digital Communities Wales, or by Content Creatives, a video production company, via the Citizen Network

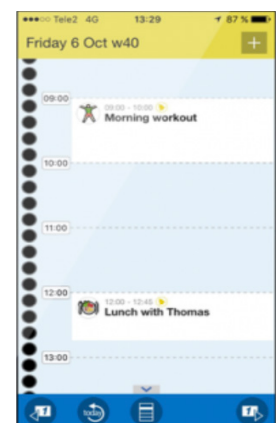
<https://citizen-network.org/>

Examples of how to create a digital story can be found in the following link:

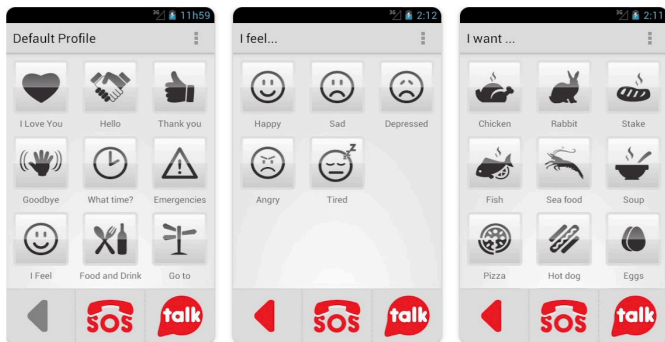
[https://en-gb.padlet.com/dcwestraining/Digital\\_Storytelling](https://en-gb.padlet.com/dcwestraining/Digital_Storytelling)

## HandiCalendar - (Abilia)

This calendar app enables people to manage their everyday life and routines, with the aim of increasing independence. It provides daily, weekly and monthly overviews, with alarms when activities begin and end. Relatives or support staff can provide remote support to individuals using the app.



## Help Talk



This app is a communication aid for people who are non-verbal or have a speech impairment. You can create a profile containing the spoken actions most useful to any situation, such as a specific event, travelling, working, education, socialising, plus much more, and suited for your day-to-day life. In addition, for people with reduced dexterity, there are large Yes/No buttons.



This app is available in multiple languages and includes an emergency contact and location request services if you were to be in danger or go missing.

The app is available from [Google Play](#).

## Here2There

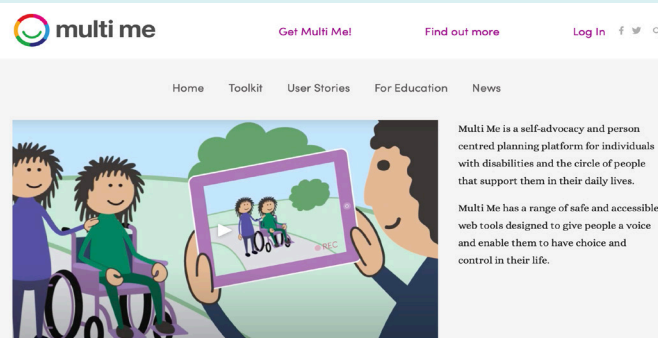
Here2There.me (H2T) is a person-centred planning and outcome recording app for individuals receiving targeted support. It is a way for people to capture a story of their achievements through words and pictures, and link them to their outcomes and goals. These can then be shared with their circles of support, to help people stay connected, and understand how they can help people to achieve the outcomes they want.



<https://northwalestogether.org/how-we-communicate/>

## Multi Me

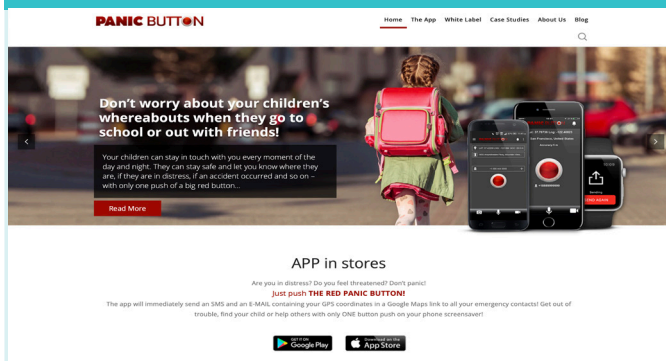
The Multi Me software is being piloted through the Learning Disability Transformation Programme as part of the assistive technology workstream. Multi Me is a secure, person-centred planning, social networking platform that is accessed via the internet through a web browser. The Multi Me software is mobile optimised and is accessible across a variety of devices including smart phones, tablets, laptop and desktop computers.



<https://northwalestogether.org/wp-content/uploads/2020/11/Project-Briefing-6-full-English.pdf>

<https://www.multime.com/>

## Red Panic Button



A way for people to quickly call for assistance. A single button to alert key people and send a GPS location at same time.

<https://www.redpanicbutton.com/>

## Wearable Devices

There are a variety of wearable devices such as watches to promote independence and help manage risks. They can also help promote health and well-being, e.g. Fitbits.

If you would like to find out more about assistive technology to help people with learning disabilities please contact Paul Mazurek or Sioned Williams at [Learning.Disability.Transformation@flintshire.gov.uk](mailto:Learning.Disability.Transformation@flintshire.gov.uk)

# FRIENDS AND RELATIONSHIPS

Friends and relationships for people with learning disabilities are supported through a number of community projects, some innovative examples of which are explored here.

## Conwy Connect - children and young people

Conwy Connect provide a range of activities for children and young people from across North Wales that also provide an opportunity to socialise and meet new friends. These include their online Youth Club run via the Family Transition Service, a Theatre Hub and a Saturday art class. They also regularly run discos for both young people and adults.

<https://www.conwy-connect.org.uk/whats-on>

## Gig Buddies North Wales

The idea behind Gig Buddies is to enable people with learning disabilities and/or autism to enjoy all the great things going on in their community, especially live music. Gig Buddies is a project that pairs up people with and without learning disabilities (and/or autism) to be friends and to go to events together. With support from the Learning Disability Transformation Programme Gig buddies launched last year in North Wales.

<https://www.ldw.org.uk/project/ffrindiau-gigiau-gig-buddies/>

## Luv2Meet U

Luv2meetU is a friendship and dating agency for people with a learning disability and/or autism aged 18 and over. They support people to make friends, share interests and develop relationships. It is run by HFT in Wrexham, Flintshire and Denbighshire.

<https://www.hft.org.uk/our-services/empowering-individuals/friendship-and-dating/luv2meetu/>

## Sex Education Company

This North Wales based social enterprise company delivers education and training in sexual health and relationships, including to people with learning disabilities. Their Sparc project involves

running workshops and events for people with learning disabilities and their support staff to develop understanding around sex, relationships, friendships and dating.

<https://www.sexeducationcompany.org/projects-english>

## Stand North Wales

STAND North Wales not for profit Community Interest Company (CIC) runs youth clubs for young people with additional needs and disabilities both in mainstream and specialist education settings, so that they can meet and join together. Activities include an online Youth Zone for young people aged 12 plus, and the Film and Game Review Club.

For more information see: <https://www.standnw.org/downloads/young-people/>

## Supported Loving

Hosted by Choice Support, Supported Loving is a campaign aimed at improving support on relationships and sex for adults with learning disabilities and autism. Their network of members includes organisations and individuals across the UK. They have developed a toolkit to help support people with issues surrounding sexuality and relationships <https://www.choicesupport.org.uk/about-us/what-we-do/supported-loving/supported-loving-toolkit>

## The Friendship Hub, Wrexham

The Friendship Hub is a community of people who socialise together and work to improve inclusion. It is run by its members. They have a Facebook page detailing local events and activities <https://en-gb.facebook.com/YrBothWrecsam/>

If you would like to find out more about friends and relationships please contact Mark John-Williams at [Learning.Disability.Transformation@flintshire.gov.uk](mailto:Learning.Disability.Transformation@flintshire.gov.uk)

# INCLUSIVE EDUCATION

Inclusive education – also called inclusion – is education that includes everyone, with non-disabled and disabled people (including those with “special educational needs”) learning together in mainstream schools, colleges and universities. It has also established itself as a key focus of education research, policy and practice globally. The Salamanca Statement (UNESCO, 1994), which gave major impetus to the agenda of inclusive education, promoted the idea as the best way of addressing inequalities in society. In 2006, the United Nations General Assembly confirmed the Convention on the Rights of Persons with Disabilities (UNCRPD), which included a significant commitment to inclusive education (UN, 2006). As of September 2021, 164 countries have signed the convention and 182 have ratified it.

The following examples only touch on the wealth of activity in the space of inclusive education locally, regionally and internationally.

## Australian Alliance for Inclusive Education - All Means All

All Means All is the Australian Alliance for Inclusive Education, a nationwide multi-stakeholder alliance working to implement an inclusive education system and remove the legal, structural and attitudinal barriers that limit the rights of some students, including students with disabilities, to access full inclusive education in regular classrooms in Australian schools. They have developed an inclusion Toolkit for Educators which has been written with leading inclusive education experts to assist educators to welcome and support diverse learners in their classrooms and schools. This was done in collaboration with Starting with Julius IncludED initiative.

<https://allmeansall.org.au/for-educators/>

## British Columbia

British Columbia are a leading province in Canada providing inclusive education. The videos below shows the journey the province made from a segregated model of education to a fully inclusive model. By 2000 British Columbia had closed all of its public sector special schools. In their view inclusive education is about citizenship and building inclusive communities.

## How We Do School: British Columbia, filmed 2019

Episode 1 Bridging the Divide

<https://youtu.be/XT0n5uTSjyY>

Episode 2 Forging Friendships

<https://youtu.be/vTxm5Rx36F8>

Episode 3 Learners in Progress

<https://youtu.be/xVfUseGt5IY>

Episode 4 Teaming Up

<https://youtu.be/f-5polBv44E>

Episode 5 Power to Parents

<https://youtu.be/1mH0LIOfwhw>

**How we do school** (a series of videos produced by the Lien Foundation in Singapore highlighting how different countries do inclusive education.)

Follow links to explore their series of videos:

[https://www.youtube.com/results?search\\_query=how+we+do+school+lien+foundation](https://www.youtube.com/results?search_query=how+we+do+school+lien+foundation)

## How we do school in Finland, filmed 2018

Episode 1 What's So Special

<https://www.youtube.com/watch?v=aheDzMrKuEM>

Episode 2 Teaching TwoGether

<https://youtu.be/6RJ-Y3xmyFo>

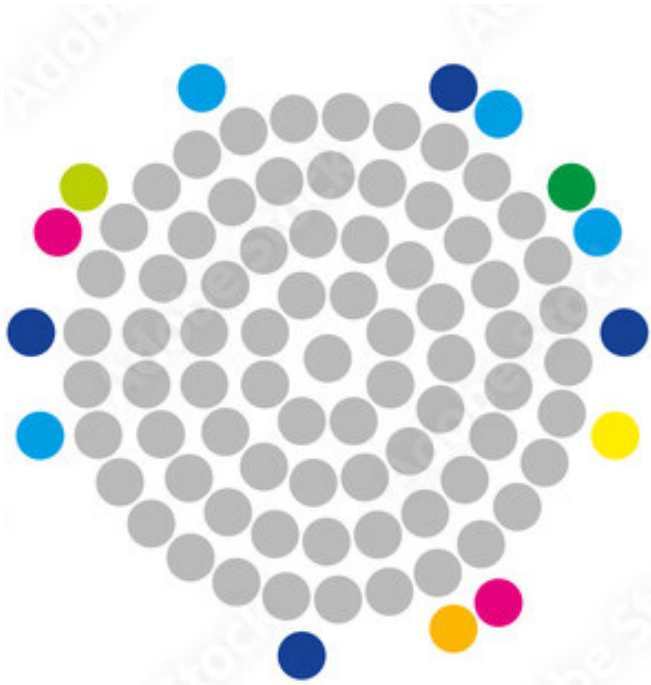
Episode 3 School for All

<https://youtu.be/ceWelKLfgv8>

Episode 4 Out of School into the World

<https://youtu.be/WI-OlkoLDEk>





**EXCLUSION**



**INTEGRATION**



**INCLUSION**

## Developing an Understanding of Disability Rights in Welsh Curriculum Schools - Pilot Project

Disability Wales has been commissioned by Welsh Government to produce and pilot curriculum ideas and activities on disability and the UNCRPD to be introduced at Key Stages 1, 2, and 3. The first stage of the pilot involved developing and trialling accessible resources on the UNCRPD for both teaching professionals and children and young people which schools in Gwynedd were part of. Disability Wales are currently seeking schools to participate in the second stage of the pilot.

<http://worldofinclusion.com/developing-an-understanding-of-disability-rights-in-welsh-curriculum-schools-pilot-project/>

For more information on the project contact Kat Watkins at Disability Wales [kat.watkins@disabilitywales.org](mailto:kat.watkins@disabilitywales.org)

## Inclusive Campus Life

Co-funded by the Erasmus + programme of the European Union, this programme is aimed at testing and developing best practice in including people with learning disabilities in higher education (inclusive education) via providing buddy systems, developing campus accessibility, providing work placements and involving people in teaching activities. The aim is that regular higher education students and students with intellectual disabilities will be able to follow their personal study path while enjoying campus life. Persons with intellectual disabilities will take courses befitting their aspirations and will be involved in teaching activities as life experts. As such they will teach higher education students.

<https://www.iclife.eu/>

## Inclusive Education Canada

Inclusive Education Canada (IEC) is a national non-governmental organisation (NGO) committed to quality education for all students in inclusive schools and classrooms in Canadian schools. They support this by advocating for effective policy provision and investment in supports for teachers and students, as well as building capacity in schools and classrooms to make inclusion both a successful and practical reality. Their vision is that

all people with intellectual disabilities are fully included with their peers in regular education, with appropriate supports from early childhood to post-secondary and adult life-long learning.

<https://inclusiveeducation.ca/>

## Inclusive Education Wales

A Facebook group started by a mother of children with disabilities in Wales as a space for parents and others to talk about inclusive education in Wales and how we can achieve it.

Search **Inclusive Education Wales** on Facebook to join the group.

## Up the Hill Project, Flinders University, Adelaide, Australia

This project provides an inclusive and supportive opportunity at Flinders University which enables people who have a learning disability to access the university environment, develop social skills and social networks and to experience a range of educational opportunities and activities. Similar to the Trinity College example above, the participants audit and attend university classes of their choice with the intention of developing skills and improving the potential for future employment. With connections in the community participants will open new doors for their future. The programme is supported by close links with parents, coordination of efforts by specifically employed personnel and the work of voluntary mentors.

<https://www.flinders.edu.au/engage/community/clinics/up-the-hill-project>

## TAPE Community Music and Film

TAPE offer a broad range of creative opportunities for groups and individuals that are inclusive of the whole community. They have a track record of fully including young people with learning disabilities within these opportunities. They are an accredited training provider via Agored and many of the opportunities lead to a recognised qualification. The Animation Club and the Backstage Youth Club are specific opportunities for young people under the age of 18.

For more information see: <https://tapemusicandfilm.co.uk/>

## The Alliance for Inclusive Education (ALLFIE)

ALLFIE's vision is 'a world where inclusive education is a right not a struggle'. ALLFIE is a disabled people-led organisation, which seeks to build alliances with individuals and organisations who share their vision. ALLFIE leads the lobby for change in inclusive education as the only disabled people led national campaigning organisation working on this issue. ALLFIE is controlled and led by disabled people. The two core principles of the organisation are:

- Article 24 of the UN Convention on the Rights of Persons with Disabilities states that disabled children have the right to inclusive education and that this is the basis for full development of potential and self-worth, strengthening of human rights, and effective participation in society
- The Social Model of disability states that people are "disabled" not by their impairments (such as blindness or autism) but by society's failure to take their needs into account. Being disabled is part of the normal spectrum of human life: society must expect disabled people to be there and include us. In education, this means the system must recognise that it creates barriers for disabled learners which need to be solved, rather than expecting disabled learners to adapt to the system.

<https://www.allfie.org.uk/>

## Trinity College, Dublin

The Certificate in Arts, Science and Inclusive Applied Practice is highly innovative in Irish and international terms, pioneering an exciting approach that opens up specially designed third level study opportunities for persons with intellectual disabilities. The programme is aimed at transforming possibilities open to people with intellectual disability as they make transitions towards adult life and the workforce. Ultimately, the goal is to achieve a roll-out of this model of provision across other interested third level institutions in Ireland and elsewhere.

<https://www.tcd.ie/tcpid/courses/certificate/>

## Ysgol y Gogarth inclusion links

Ysgol y Gogarth in Conwy have an inclusion link with Ysgol John Bright. It was recognised that some students at Ysgol y Gogarth needed greater academic challenge and in response the school provided GCSE courses and the Welsh Bacalaureate. However, some student's lack of social inclusion remained a barrier to accessing places at local FE colleges. Ysgol y Gogarth set up an inclusion link with Ysgol John Bright for 12 students to spend 50% or more of their time at Ysgol John Bright following GCSE courses. This link has flourished, with a good level of achievement at GCSE and A level. They have an allocated classroom and the link is now well-established.

# INDEPENDENT INFORMATION, ADVICE AND SUPPORT SERVICES

This section provides examples of **independent** information, advice and support services for young people with learning disabilities in relation to the education system and also transition.

## Conwy Connect Family Transition Service

Funded through the Learning Disability Transformation Programme, the service provides free and independent support and information to young people and their families experiencing difficulties at transition stage across North Wales (from school and/or children to adult services). The service has worked well to connect young people to a wider range of community based options and opportunities and to help them develop new social networks and build confidence through a range of social activities for example a youth club, discos and outdoor activities. For more information see - <https://www.conwy-connect.org.uk/transtition>

## KIDS SENDIASS (commissioned by a range of Local Authorities in England)

KIDS is one of the leading providers of Special Educational Needs and Disability Information Advice and Support Services (SENDIASS) which provide information, advice and support around special educational needs and disabilities (SEND). The services are free, impartial, confidential and accurate. The services are for children and young people aged 0 - 25 who have or may have SEND, their parents and carers.

It is a legal requirement that all local authorities in England have a SENDIAS service and KIDS provide a number of these services across the country. Each KIDS SENDIAS service has a local page with their contact details, local information and local resources.

<https://www.kids.org.uk/sendias>

## SNAP Cymru

SNAP Cymru is a national charity, unique to Wales, founded in 1986. They offer free and independent information, advice and support to help get the

right education for children and young people with all kinds of special educational needs (SEN) and disabilities. They give advice and support on a range of issues including assessments, statements of special educational needs, bullying, school attendance, exclusion, health and social care provision and discrimination. The provision includes specific support for young people.

For more information see their website at <https://www.snapcymru.org/>

## Suffolk County Council 16+ Transitions Guide: For parents and carers of young people with special educational needs and disabilities

An example of a Local Authority Transition Guide that contains the Suffolk 'Local Offer' with a strong focus on employment but also other life areas that are important to young people.

<https://www.suffolk.gov.uk/assets/suffolk.gov.uk/suffolk-16-transition-guide-2nd-Ed.pdf>

## Transition Toolkit (from Learning Disability Wales Real Opportunities project)

The Real Opportunities project offered a holistic model of support to young people with learning disabilities and/or autism. Support was based on the 5 pathways to an independent adulthood:

- Life Long Learning
- Employment
- Leisure Opportunities
- Relationships
- Independent Living

The resources in the toolkit are organised into different areas of support. You can find out more about the project model, structure, and content of this toolkit below:

<https://www.ldw.org.uk/resources/> look for Real Opportunities Transition Toolkit in the menu.



# MEETING INDIVIDUAL DEVELOPMENT NEEDS

A range of alternative person-centred methods of meeting citizens' individual development needs and outcomes in the community are highlighted in this section.

## Bespoke use of Direct Payments:

- Direct payments allow citizens who need support from Social Services to choose and buy their own care and support. They are also available for carers who need support. Direct payments are used to buy services or equipment and allow more choice, control and independence for citizens.
- Careers Wales gave an example of a young man who used direct payments to fund a Personal Assistant to help him travel to deliver speeches. He was mentored for this role by another individual with additional needs.
- Another creative example of direct payments was of a young man who pays for daily 2-1 support to help him do whatever activity he wants to do that day. Being active helps to manage his depression and anxiety. He employs males his own age as he wants to be seen to be with friends rather than support when in the community.

Please see the following link for a short film about an example of direct payment use: [https://www.youtube.com/watch?v=sTG\\_0kG6lSQ](https://www.youtube.com/watch?v=sTG_0kG6lSQ)

## Circles of Support

A non-statutory approach to supporting people with learning disabilities to make their own decisions about their life; it involves bringing together friends, families, and professionals to create a personal support network with the individual at the centre. The I-Team project run by Flintshire Do-It is an example of this approach and has supported a number of young people at transition stage to have a stronger voice about what is important to them and to develop a personal plan for how to achieve this.

<https://northwalestogether.org/circles-of-support>

## Dynamic Futures

The Dynamic Centre for Children and Young People with Disabilities in Wrexham is a long-standing charity for children aged 8-25 years with a diagnosed disability. They provide a range of services including a Dynamic Futures programme for those aged 15-25 who live in Wrexham. Following a person-centred approach, their 3 month provision aims to increase a young person's independence, confidence, decision making, problem solving and social skills. They aim to bridge the gap between isolation and dependence, and community integration, by offering a helping hand to those young people needing support to access the community and develop independence. There is no prescriptive method of working; each young person is supported in developing skills in the areas important to them and those in which they personally struggle. This may include sleep, transport training, telling the time, making friends, accessing college and finding employment. Referrals are made to specialists where appropriate. Their building has facilities in which independent living skills can be developed - such as two kitchens where young people are supported in how to learn to make hot and cold drinks, how to make a meal, and how to wash clothes. Young people are also supported to open a bank account if they do not have one, and with essential skills such as budgeting, making telephone calls, changing a light bulb, positive relationships and setting up utility bills. There is an emphasis on skills development through fun activities, and their practical support is slowly withdrawn as confidence grows. Referral forms can be completed by anyone over the age of 18, including young people themselves.

<http://dynamicwrexham.org.uk/>

## Just Enough Support:

This approach utilises pre-existing support rather than looking at paid services. A parent provided an example of a young person still in school who does not want to attend college. They are instead using Just Enough Support to meet personal independence goals such as traveling on a bus alone, alongside volunteering, with the ultimate objective of applying for and gaining employment. The concept of this approach came from the All Together Now paper.

<http://www.helensandersonassociates.co.uk/wp-content/uploads/2015/02/all-together-now1.pdf>

## Preparing for Adulthood (website)

The Preparing for Adulthood programme (PfA) is delivered by the National Development Team for inclusion (NDTi). The programme is funded by the Department for Education as part of the Delivering Better Outcomes Together consortium. The partnership brings together a wide range of expertise and experience of working with young people and families, at a local and national level and across government, to support young people into adulthood with paid employment, good health, independent living options and friends, relationships and community inclusion.

Their website is a useful source of information and resources on a range of life areas. Whilst some are specific to England, many are cross-cutting in theme.

<https://www.preparingforadulthood.org.uk/downloads>

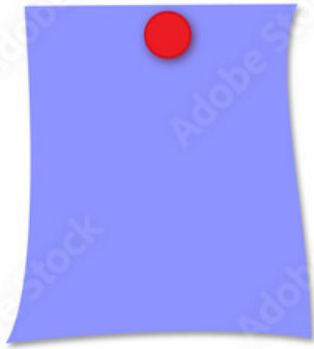
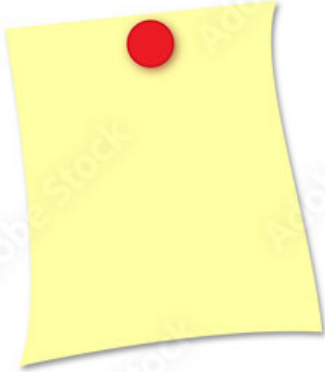
## Support Brokerage Pilot

The Learning Disability Transformation Programme has funded Imagineer to train 18 Support Brokers in North Wales. All Support Brokers are encouraged to register with the National Brokerage Network. Support Brokers can help people to find the support / activity / resource that is right for them, using their direct payments <https://www.imagineer.org.uk/support-brokerage-network-membership/>

If you would like to find out more about alternative approaches to meeting individual development needs and outcomes, please contact Mark John-Williams at [Learning.Disability.Transformation@flintshire.gov.uk](mailto:Learning.Disability.Transformation@flintshire.gov.uk)



# MY DREAM IS TO



# PERSON CENTRED PLANNING

This section looks at person centred planning tools and resources. Personalisation is at the heart of the Welsh Government's vision for change for public services including education as set out in the ALNET Wales Act. The Welsh Government notes that person centred practice is integral to the ALN Act. There are a wide range of tools and resources to help both schools and further education institutions to practically introduce person-centred planning into the learning environment. We have highlighted some of these below.

## Learning Disability Wales Real Opportunities Project: Person centred and transition planning resources

Developed through the Real Opportunities Project for young people with learning disabilities aged 14-19, the transition toolkit has a section on person centred and transition planning resources. These resources can all be found in one place in the Agored Cymru accredited PCP Workbook. The workbook includes an explanation of person centred planning; a range of PCP tools, and a series of worksheets for the learner to complete. Tools include:

- MAPS (Making Action Plans)
- PATH (Planning Alternative Tomorrows with Hope)
- Personal Futures Planning
- Essential Lifestyle Planning (designed for working with people who don't use words to communicate and/or have behaviours that may challenge)
- Personal Portfolio
- Relationship Circle
- Circle of Support

See: <https://www.ldw.org.uk/wp-content/uploads/2019/02/Agored-Cymru-PCP.doc>

## One Page Profiles in Education: Helen Sanderson Associates

The very first one-page profile was created with Helen Sanderson's daughter Laura to help her teachers get to know her better. A one-page profile captures all the important information

about a young person on a single sheet of paper under three simple headings: what people appreciate about me, what's important to me and how best to support me. On their website they have links to examples of one page profiles created for children and young people in primary school, secondary school and one for a child with special educational needs.

<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profiles-education/>

They also have free one page profile templates that are editable and can be downloaded from their website:

<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/>

## Personalising Education: A guide to using person-centred practices in schools (Helen Sanderson, Gill Goodwin and Elaine Kinsella with Tabitha Smith, Vicky Jones, Cathy Higgins, Jane Ralphs and Lyn Byatt)

This document, created by teachers, practitioners and educational psychologists, describes 14 person-centred thinking tools and practices that can be used within schools and colleges. It covers the benefits of using person-centred tools within these learning environments along with a summary of the tools. The document includes a section on person-centred reviews.

<http://helensandersonassociates.co.uk/wp-content/uploads/2018/05/A-guide-to-using-person-centred-practices-in-school.pdf>



## Planning My Future Life: Preparing for Adulthood

Planning My Future Life is a person-centred planning booklet. The tools are specifically designed to find out what is important to a young person and the support they need. The tools in this booklet are listed below:

- Like & Admire
- Relationship Map
- Important to / Important for
- Working / Not working
- My Outcomes

The booklet is available to download in an editable format here: <https://www.preparingforadulthood.org.uk/SiteAssets/Files/Planning%20My%20Future%20Life%20editable/Planning%20My%20Future%20Life%20-%20Booklet%20-%20Editable.pdf>

There are also additional tools that accompany the booklet including:

- One Page profile
- What Matters Island
- Inclusion Web
- Good Day / Bad Day
- Perfect Week
- Decision Making Profile
- Communication Passport
- Matching Support
- Presence to Contribution

See: <https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/additional-helpful-tools-planning-my-future-life.htm>

## Secondary Schools and personalising education: Helen Sanderson Associates

A series of advice notes on using person centred approaches in different situation within secondary schools. Topics covered:

- How can I improve morale in the team and make sure I keep good staff?
- How can I support students to become self-aware and take responsibility for their own learning?

- How can I ensure that behaviour management systems are student-centred?
- How can I involve pupils in the way that the school develops?

<http://helensandersonassociates.co.uk/education/secondary-schools/>

## Working Together for a Change process, Helen Sanderson Associates

- Working Together for a Change uses an 8-step process to make sure that you are taking into account the needs, wishes and aspirations of the people you support and your other stakeholders.
- The process collates person-centred information gathered from Person-Centred Reviews and person-centred care and support plans and helps the organisation see the emerging trends in the data. This will show both what is working well, and what people would like to see change.
- Following this, the process supports participants to create a plan to take them forward, which can then be implemented over time and regularly reviewed.

Working Together for a Change helps to support people better by:

- Informing organisational strategic change, based on what we know really matters to people, so we can ultimately provide better, more personalised services
- Helping staff have a voice in organisational strategy
- Ensuring that services are designed on a foundation of co-production

<http://www.helensandersonassociates.co.uk/wp-content/uploads/2016/01/Working-together-for-Change.pdf>

If you would like to find out more about person centred planning, please contact Mark John-Williams or Sioned Williams at [Learning.Disability.Transformation@flintshire.gov.uk](mailto:Learning.Disability.Transformation@flintshire.gov.uk)

# POST-16 COMPLEX NEEDS PROVISION

This section looks at a selection of partnerships across Wales that have come together to provide post-16 education and skills development for young people with profound and multiple learning disabilities (PMLD) and complex needs in their local community.

## Camu 'Mlaen programme, Ceredigion:

In response to the ALN Act and the need to develop post-16 provision for those with complex needs, Ceredigion County Council, alongside Coleg Ceredigion and other partners, are planning for a number of young people with complex needs to be able to remain within their community for post-16 education. A mixture of college-based learning and day centre provision will offer a five day a week timetable aimed at personal development, with some young people also having access to supported living opportunities. They offer transition from January to July from school to the local college and adult day services one day a week. The project has involved the local further education (FE) College, education, social services, housing and health and also offers therapeutic services.

<https://walesnewsonline.com/new-eredigion-centre-development-for-post-16-complex-needs-provision/>

## Conwy local provision for complex needs:

Conwy County Borough Council in partnership with Llandrillo College and Betsi Cadwaladr University Health Board (BCUHB) are engaged in the process of developing local provision within Conwy to support individuals with complex needs. Individuals with complex needs will have access to a bespoke curriculum in an appropriate environment. The build is currently within the design phase and all parties are contributing to ensure that the build meets service users' needs. Both Conwy, BCUHB and Llandrillo College have recognised that this is an area that needs to be developed locally in line with the 'Act'. This development builds on existing partnership work between the Council and the College for individuals with PMLD aimed at meeting their individual development needs locally. (See the next two points below).

## Conwy Profound and Multiple Learning Disabilities (PMLD) Provision in the community

The Conwy County Borough Council Disability Team and Llandrillo College are working in partnership to provide individuals with PMLD access to independent living skills in the community. The model involves the council providing social care support along with accessible premises within the Canolfan Marl complex and the college providing a tutor on-site to deliver an independent living skills and sensory curriculum to individuals who would otherwise not be able to access ILS provision in the college. This service has been established for 3 years. An opportunity has arisen to provide a bespoke build close to the college campus. The build is currently in the design phase and all parties are contributing to ensure that the building meets the needs of people who have PMLD.

## Hybrid approach to Independent Living Skills (ILS)

Linked to the above, the team have worked in partnership with Llandrillo College to provide them with access to the flat within the Canolfan Marl complex for use during college term by students. Students are able to practice independent living skills in a 'real' environment. This service has been established for 3 years. An opportunity has arisen to provide 3 flats for the provision of an extended curriculum for those young people accessing Llandrillo ILS courses. The build is in the design phase and all parties are contributing to ensure that the flats meet the needs of young people with ALN. One of the flats will be fully accessible to provide opportunities for those individuals accessing the PMLD college provision to access an extended curriculum overnight. It is the intention of Conwy Social Services to deliver any domiciliary support needed as part of this provision.

# SUPPORTED EMPLOYMENT

This section looks at good practice in relation to supporting young people with learning disabilities into paid employment.

## What is Supported Employment?

Supported Employment has been successfully used for decades as a model for supporting people with significant learning disabilities to secure and retain paid employment. Supported Employment does not adhere to a work readiness model, rather a Place, Train and Maintain approach is followed. Place, train and maintain is effective as it is based on the understanding that people with learning disabilities learn better 'in situ'. A key feature of the model is the building of natural supports in the workplace backed up by the skills of a specialist job coach. The job coach provides the practical and well-structured support to the citizen and potential employer to find and retain a job.

Supported Employment follows a 5 stage model of supported and is underpinned by a core set of values. This 5 stage model has at its heart the notion that anyone can be employed if they want paid employment and sufficient support is provided. The British Association for Supported Employment have developed a Quality Assurance Framework and National Occupational Standards for supported employment.

For more information see: <https://www.base-uk.org/about-supported-employment>

## Bespoke employment opportunities

Ace Anglia have co-produced a model to improve the uptake of annual health checks by people with learning disabilities in Suffolk. The unique feature of the model is that it employs and trains people with learning disabilities to be peer educators. With support from Transformation Funding, Conwy Connect has adapted this model for North Wales with Ace Anglia providing mentoring support.

<https://www.aceanglia.com/what-we-do/peer-educator-networks/>

<https://www.conwy-connect.org.uk/newsom/2021/4/12/new-health-check-service>

## Department for Work and Pensions (DWP) Supported Employment (LSE)

In April 2022, the DWP announced that it will be providing grant funding for approximately 20 County Councils and Unitary Authorities (including Metropolitan Councils and London Boroughs) in England and Wales, to take part in the LSE Initiative. The Initiative is aimed at helping adults with learning disabilities, autism or both to move into competitive employment providing the support they need to maintain that employment ("Supported Employment"). This Initiative will help the growth of local authority-led Supported Employment. Through co-funding and providing the framework for LSE, DWP aims to enable the delivery of high-quality Supported Employment which adheres to the 5 Stage Supported Employment Model. The longer-term ambition of this Initiative is to provide further evidence to local authorities of the value of Supported Employment and to help build sustained local authority investment in Supported Employment to secure effective employment for people with learning disabilities, autism or both. This constitutes a recognition by the DWP that the 5 stage supported employment model and job coaching is the most effective form of employability support for people with learning disabilities.

<https://www.base-uk.org/trailblazer>

## DFN Project Search / Engage to Change supported internships

North Wales has 4 Project Search/ Engage to Change supported internship programmes. Project Search is the brand name for an intensive supported internship programme that follows the supported employment model of best practice. It is aimed at young people with learning disabilities and autism aged 16 to 25 and typically involves a partnership between a local authority, a local supported employment provider, a host business and a training/education provider. The main outcome of the programme is to enable young people to secure full-time, competitive paid employment in an integrated work environment. Project Search has an employment outcome rate of 60 to 70%. DFN Project Search holds the master franchise rights in the UK. In Wales, the Engage to Change pilot programme is testing the supported internship model across Wales.

Supported internships projects in North Wales:

### East

HFT/ Flintshire County Council, Clywd Alyn Housing Association (DFN Project Search) and GXO logistics for young people and a new pilot in 2022 for adults with learning disabilities. This is the first European pilot for adults.

### Central

Denbighshire County Council, Conwy County Borough Council, Agoriad Cyf, Ysbyty Glan Clywd (DFN Project Search and Engage to Change)

### West

Agoriad Cyf, Ysbyty Gwynedd, Coleg Menai (Engage to Change) and a rural supported internship in South Gwynedd in partnership with Dolgellau College.

<http://www.engagetochange.org.uk/>

<https://www.dfnprojectsearch.org/>

## Engage to Change Partnership, Wales

Led by Learning Disability Wales with funding from the Welsh Government and the National Lottery, the Engage to Change Partnership has been working across Wales to support young people aged 16-25 who have a learning difficulty, learning disability and/or autism to achieve their full potential. Using a person-centred approach,

Engage to Change works closely with young people, their parents/carers and employers to:

- overcome barriers to employment
- develop transferable skills
- offer unpaid work experience
- provide paid supported employment
- find volunteering opportunities
- offer access to supported internships

The partnership follows the supported employment model of good practice and utilises specialist job coaches to support young people to access paid employment. The funding for this initiative ends in 2022 but it has been successful in leaving a legacy as noted above in relation to Welsh Government employability and skills policy.

Key findings from the evaluation report for the first 4 years include:

- People with a learning disability and/or autism can work if they have the right job and the right support. The most effective support is specialist and provided by a Job Coach within a Supported Employment Model.
- The main outcomes reported by families and young people are enhanced independence and confidence, improved reported mental health, improved quality of life, positive feelings such as self-respect and pride for being in work and improved social inclusion.

The evaluation report for the first 4 years can be found here <https://www.engagetochange.org.uk/news/research/>

## Fair Shot Café

Fair Shot Café is a social enterprise established to support young people with learning disabilities and autism to find competitive employment. Every year, they offer 12 young adults with a learning disability the chance to gain real-life work experience through their training programme. The trainees (aged 18-26), spend one day in college for the educational side of the programme and the other four days of the week in the cafe gaining practical skills and experience. Following the programme, they help the trainees to find their next 'dream' job and keep supporting them for the first 6 months.

<https://www.fairshot.co.uk/>



## NHS England Learning Disability Employment Programme

Launched in 2015, the Learning Disability Employment Programme is supporting the development of local and national solutions to remove barriers and increase employment opportunities for people with a learning disability in the NHS in England. Examples include:

- Developing a Learning Disability Employment Pledge
- Producing recruitment guidance and guidance on a paper easy read job application form;
- Working in partnership with the wider NHS England Transforming Care Programme to support the development of employment pathways for people with a learning disability

<https://www.england.nhs.uk/about/equality/equality-hub/ld-emp-prog/>

## Pembrokeshire County Council, Norman Industries Supported Employment Programme

Norman Industries is a supported business that employs over 60 people with a disability or work limiting health condition. As well as offer paid supported employment, Norman Industries also offers work experience, training and a work based day service to people with a disability or work limiting health condition. The programme assists people to achieve greater independence and self-esteem in supported work based settings that include their factory, craft workshop, farm shop and café and the associated administration, design and social media communication.

<https://www.pembrokeshire.gov.uk/community-services/norman-industries>

## Scottish Government Supported Employment Framework

The Supported Employment Framework for Scotland was published in February 2010 by the Scottish Government and COSLA. Scottish Government, along with other partners, is working to improve the quality and consistency of supported employment in Scotland. Funded by Scottish Government, a Supported Employment Professional Development Award (SQA Level 7)

has been developed by the Scottish Qualifications Authority, which is the first industry-specific professional qualification. Scottish Union for Supported Employment and the British Association for Supported Employment are working to produce quality standards for supported employment services; and SUSE is working with the Scottish Government to produce a set of outcomes for supported employment which can be used in the commissioning, design and evaluation of supported employment services.

<http://socialfirms.org.uk/wp-content/uploads/2016/04/A-Working-Life-for-All-Disabled-People-Main-Report.pdf>

<https://www.base-uk.org/nos>

## Step into Work Adult Volunteer Programme at Betsi Cadwaladr University Health Board

Whilst not specific to adults with learning disabilities, the Step into Work programme has been accessed by many adults with learning disabilities. The programme offers a 6 week unpaid work placements to adults within the health board with wraparound support for example, from a job coach. A key part of the programme is supporting participants to complete the standard recruitment procedures so they can access bank vacancies at the end of the placement. To date the programme has helped over 200 participants secure a role in the Health Board including Health Care Assistants, domestic, porters, catering, administration and laboratories.

<https://bcuhb.nhs.wales/get-involved/volunteer/volunteers-week-2021/step-in-work-volunteering/>

## Stronger, fairer, greener wales: a plan for employability and skills

In March 2022, a new Welsh Government plan to help more people in Wales to find and stay in work was launched by Economy Minister Vaughan Gething. The new plan for employability and skills sets out the actions Ministers will take to deliver the Young Persons Guarantee, support people furthest away from the labour market to find work – and focus on improving labour market outcomes for disabled people, Black, Asian, and Minority Ethnic people, women, and those with low skills.

Of relevance to people with learning disabilities, the plan makes a commitment to:

**“taking forward activity to improve access to, and outcomes on our employability programmes for people with significant learning disabilities by providing specialist intensive job-coach support.”**

Key developments include:

- **The supported traineeship pilots** will become part of the new Jobs Growth Wales Plus programme with job coach support continuing for people with moderate to severe learning disabilities and employer wage subsidy. Working Wales/Careers Wales will be the gateway.
- **The shared supported apprenticeships pilots** – there will be a new shared apprenticeship programme due to start around August 2022. There will be 60 places available with funding from the Welsh Government for 5 job coaches to provide support for people with moderate to severe learning disabilities to participate. The incentive for taking on disabled apprentices will continue and is likely to be increased.

<https://gov.wales/stronger-fairer-greener-wales-plan-employability-and-skills>



Picture credit British Association for Supported Employment, <https://www.base-uk.org/about-supported-employment>

## The National Deaf Children’s Society

The society has created a free toolkit and resource for careers advisors, teachers and teachers of the deaf to help them support deaf young people to plan for a great future and achieve their goals. Whilst not aimed at young people with learning disabilities it provides a potential template for a similar development.

### What’s included?

- A detailed toolkit containing eight lesson plans that cover a range of topics and discussions suitable for deaf young people aged 13-25
- A workshop presentation and a range of activity resources to support each lesson
- A supplementary guide and resources on how to adapt the activities for online delivery
- Information on where to find more support for deaf-specific career advice.

<https://www.ndcs.org.uk/search?q=career%20planning%20curriculum#search-results>

## Together Matters - I’m thinking ahead: how to be part of the world of work

Together Matters have co-produced a range resources for people with learning disabilities, families and carers to help them plan independently. As part of the I’m Thinking Ahead Guide, they have a new section on ‘how to be part of the world of work’ which can be downloaded from their website. They can also help local areas adapt the guide for their own area.

<https://www.togethermatters.org.uk/resources-and-information/>

If you would like to find out more about employment for young people with learning disabilities please contact Kim Killow at [Learning.Disability.Transformation@flintshire.gov.uk](mailto:Learning.Disability.Transformation@flintshire.gov.uk)

# SUPPORT TO TRAVEL

Travelling independently is a key issue for young people in North Wales. This section looks examples of practical support aimed at enabling young people to travel independently.

## Hertfordshire Council Travel Training

Travel training helps young people with SEND become comfortable with travelling independently. Experienced Travel Trainers give the young person all the encouragement, information and support they need, and work with them on a one to one basis.

<https://www.hertfordshire.gov.uk/microsites/local-offer/preparing-for-adulthood/travel-training.aspx>

## Wirral County Council Independent Travel Training

Wirral Independent Travel Training is one-to-one travel support for young people with special educational needs or disabilities (SEND) to teach them the skills, knowledge and confidence to use public transport on their own. A Travel Trainer comes with the young person on their journey to and from school or college until they are ready to make the journey on their own. The Travel Trainer will:

- meet with parents or carer and the young person before any training starts
- create a detailed journey plan, with photos and maps of your journey
- build on road safety skills and awareness
- cover a wide range of 'What If' situations
- once successful the young person is presented with an 'Independent Traveller Certificate'

<https://www.wirral.gov.uk/schools-and-learning/funding-and-financial-support/free-travel-school/travel-training-young-people>

## Other travel training initiatives

Mencap's website has a list of travel training schemes across the UK - they are not all specific to young people but worth having a look if looking for ideas.

<https://www.mencap.org.uk/advice-and-support/transport/local-transport-initiatives>

## Way2B Independent Travel Solution

Way2B is a smartphone and smartwatch solution to empower people with higher support needs to travel independently.

<https://waytob.com/>

<https://vimeo.com/241160325>

