



**Red House Organisation Ltd**

**Review of Cardiff Council Day Service Reform for People with a Learning  
Disability in Localities 2 and 3**

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## INTRODUCTION

Cardiff Council has made a policy decision to move towards a more individual and community-based day service. The Project Brief for the reform promised that:

*“Cardiff will move towards a greater use of individually planned daytime opportunities, with less reliance on fixed facilities (e.g. day centres). A wider range of flexible, innovative daytime opportunities will be commissioned. There will be increased integration of day activities into people’s living support arrangements”. (Cardiff County Council, 2007, Page 2)*

The outcomes of the plan were to be:

1. Person Centred Service delivered from teams based in the locality where people live
2. Person centred approaches to deliver planning, co-ordination, monitoring and evaluation of services to people who use the service, ensuring that the person stays at the centre of any decision making that affects them
3. Services will maximise opportunities for people who use services to meet their full potential
4. Services will maximise opportunities for people who use services to pursue socially inclusive and contributing lifestyles in their own community
5. Partnerships will be put in place that support people who use services in meeting needs, wants and aspirations effectively and creatively
6. Staff will have more time to spend with people, and levels of engagement will increase
7. There would be increased service user satisfaction
8. There would be an increased range of innovative daytime activities
9. Well trained and resourced staff would be delivered

In July 2007 the service began a pilot of this reform in Locality 1. A review of this change was carried out and published in March 2008 (Beyer, 2008). The report concluded that :

- the aims of the pilot had been largely achieved, but that there were lessons for any further roll out of day service reform
- that there had been no diminution of service overall
- service user’s spent proportionately more time in the community with inclusive activity doubling over the period
- time spent not engaged reduced over time, but was largely replaced by increased travel time, and time spent in having meals
- the range of activities increasing slightly and that the overall trends were experienced by a majority of people with learning disabilities
- despite some early concerns, families generally welcomed the changes

- families were generally positive about the staff support they received in the new situation, and were happy with transport arrangements
- There was a minority demand for more flexible hours, where a majority of those we talked to were broadly happy with the pattern of day service they received under new arrangements
- Staff generally felt that they had been well supported through the changes
- More training was needed on community development as part of increasing activity opportunities
- There were some differences in approach to particular people that reflected differences in staff confidence in working with them in the community.

The report made 28 recommendations covering: management of change (4); person centre planning (5); service user issues (4); staff support (2); further community links and partnerships (3); flexibility in the activities and support it offered (3); appropriate transport (3); the availability of appropriate bases in each new locality (3); and the way day service's are organised and managed (2). These recommendations are summarised in Appendix 1.

The Council has now extended the reform to Localities 2 & 3. In April 2009 Cardiff commissioned a further review of the impact of these further changes from the Red House Organisation.

#### Red House Organisation

Red House is a group of people with and without disabilities who want to make a difference in people's lives. They work with many people, including people who don't use words and people who need a lot of help. They have a range of skills and interests including:

- person centred planning
- research and evaluation of services
- carrying out reviews of service quality
- supported employment start up and review
- writing and editing
- staff training
- and working with groups, large and small.

Dr. Stephen Beyer undertook the review on behalf of Red House.

#### **GOOD PRACTICE**

Policy on day services in Wales has signposted a move away from "one size fits all" day centres since the All-Wales Strategy in 1983 (Welsh Office 1983). More recently, the direction has been reinforced in the new Statement on Policy and Practice (WAG 2007), which suggests that people with learning disabilities should expect to:

*"live their lives within their community, maintaining the social and family ties and connections which are important to them*

*have the support of the communities of which they are a part and access to general and specialist services that are responsive to their individual needs, circumstances and preferences. “*

(WAG 2007, Sect. 2.5, p 4)

The document goes on to say that:

*“Day services should provide people with meaningful and rewarding activities which reflect their interests and develop their confidence, independence and skills. It is important for authorities to critically re-assess on an ongoing basis their existing service models to ensure that they remain appropriately focused and provide the range of community based employment and other constructive activities.”*

(WAG 2007, Sect. 7.22, p 20)

Cross referencing this Statement with previous Section 7 guidance on the topic (WAG 2003) we can see that reform is required to move from day centres choice from individually tailored options such as: *“social firms, community enterprises, local community bases, programmes of individual community-based activity, involvement in civic works and voluntary activity, and retirement schemes.”* In terms of support, Authorities were asked to consider how appropriate support might be provided to individuals in these new contexts, and that day activities should: *“reflect people’s interests and ambitions. They need to link in with other leisure, social and educational activities in people’s lives. Coordination and forward planning should be achieved through the Person Centred Approaches to Individual Planning process outlined in this guidance.”*

In terms of more specific guidance on day service reform, in England the Social Care Institute for Excellence (2006) has issued guidance on community-based day activities. This has a number of key messages. First, it emphasises that day service developments have to be localised, tailored to the social and economic context of the area in question. Second, it highlights ten key tasks for day service reformers:

1. **Empowering people-** by using person-centred approaches, trying to specify what a person wants to do and achieve when referring them to a community day service, by utilising Direct Payments and other forms of individualised funding, and supporting self-advocacy.
2. **Changing the model to community life-** the direction of travel should be towards ordinary daily lives and mission statements, strategy documents, presentations, briefings should reinforce the message.
3. **Organising resources-** Re-deploy and re-train existing staff for new community roles, and have a bespoke workforce development strategy designed to create staff who can build community opportunities and deliver good community-based support. Workforce development is key to successful change. Develop services that do not focus money or staff on running buildings or running special groups within shared buildings. Provide support from, or near, someone’s home.
4. **Building support around people-** Ensure services have strategies for

how they will build people's community connections and more natural supports. Ensure that there is an effective, person centred approach to managing risk. Encourage approaches that involve families in planning for individuals, so that the support they can offer is incorporated into the plan.

5. **Creating a barrier free community-** Make demands on local mainstream services and support people to go and ask for advice or help. Show those services that people with learning disabilities want to use them like anyone else.
6. **Achieving inclusion in community life-** Try to link people up with people in the community who are well connected and willing to help them meet others and to build a network of friends and acquaintances using their contacts. Support people to make a contribution and take on valued roles. Make sure we can address people's challenging behaviour in community settings.
7. **Supporting people into paid work-** Consider work as an option for everyone, and make sure you ask questions about work when carrying out all assessments. Pursue supported employment, social firms and other options through partnership working.
8. **Helping people learn and develop-** Work in partnership with colleges, adult community learning, education and learning funders and the local authority to widen the range of local learning opportunities open locally to people. Make sure that support staff have the skills to help people learn and develop.
9. **Creating opportunities for all-** Create services for people with high support needs that focus on ordinary life opportunities. Develop community infrastructure such as community changing facilities, better transport, accessible public spaces, and relevant college courses. Train staff so that they have the knowledge and skills they need to provide excellent support and personal care to people who depend on them to get it right.
10. **Ensuring quality-** Give people a clear direction by having statements that show the outcomes people need to be working towards, and examples of what they look like in practice. Make sure that each day service, employment or support provider has an effective system for monitoring and ensuring the quality of support taking place in community settings, and that they have contingency plans to ensure reliability and consistency of service.

Also, the Valuing People Team in England have provided a "*Day service modernisation toolkit*" (Valuing People 2002). Part 2 of the toolkit attempts to set targets in many of these areas, most notably relating to:

- The availability of Person Centred Planning to all people within large day centres
- Supporting community groups and organisations to welcome people with learning disabilities into their activities and facilities
- Supporting staff to understand the value of developing community
- To promote flexibility in the provision of day opportunities
- To develop opportunities for Direct Payment and individualised funding for day opportunities
- Re-providing day centres and large congregate services

- Engaging with people who work within existing services and their official representation as an essential part of the modernisation process
- To develop and implement a Transport Strategy that supports the delivery of modernised day opportunities.

Employment is also being promoted as a primary option for people with disabilities generally by the government:

*“Future Government policy should be designed to ensure that in twenty years time any disabled person who wants a job and needs support to get and keep a job anywhere in the country should, wherever possible, be able to do so. Any employer wanting to employ a disabled person should be able to find the right person and the right support.”*

(Prime Minister’s Strategy Unit 2005)

This has been promoted through the Disability Equality Duty (Equality and Human Rights Commission 2007) that requires public sector employers to plan to provide more equitable access to jobs they offer. In the context of people with learning disabilities, the Statement (WAG 2007) looks for:

- Opportunities for employment, and for further education, must be considered as part of the person’s individual or transition planning processes
- People should have equal access to government or other training schemes and other educational or lifelong learning opportunities where such schemes could help their personal development or career prospects and, in particular, help them secure employment
- Supported employment as a preferred option which is regarded as particularly effective for people with a learning disability
- Authorities were also asked to consider other routes to employment, such as social firms and community enterprises.

(WAG 2007, Sect. 7.19-7.22, p 19-20)

The Government has published *Valuing Employment Now* (Department of Health (DoH) 2009), a learning disability employment strategy for England. This strategy focuses on people with moderate and severe learning disabilities, those most likely to be local authority day services clients. It points out that work needs no longer to be seen as optional for most people with moderate and severe learning disabilities, but instead the default must be that everyone will have the chance to get a job. ‘Work’ is to be real jobs in the open labour market at the prevailing wage, or self-employment. It would not mean volunteering or work experience, unless it is part of a genuine pathway to real work. The aspiration is, through the auspices of local authorities and central government organisations, is to close the gap between the employment rate of people with learning disabilities and the disabled population overall employment rate for disabled people as a whole- 48%. This would mean in England, around 45,000 more people with moderate and severe learning disabilities in employment than are now.

In terms of day services, *Valuing Employment Now* encourages local authorities to refocus some of the current spending on adult day services on supported employment, and to use their new responsibility for funding 16–25 learning (for those with a learning difficulty assessment) to review and align provision towards more employment support. The strategy suggests that investing in supported employment will enable individuals to be better off, to gain more independence and also help local authorities to achieve efficiency targets by releasing resources from day services to support other activities. The strategy is clear that most people with learning disabilities should be supported to work full time (defined by DWP as 16 or more hours a week) because this is when most people will access in-work tax Credits and be significantly better off financially. Moreover, working only a very few hours a week is unlikely to be enough to allow people with learning disabilities to learn their job well. It recognises that not all people with complex disabilities may be able to work 16 hours a week; and people who have spent years in day services may need to build up to this. However the strategy suggests that the starting point for everyone should now be real, paid, full-time jobs with people only working less than this when there are genuine reasons to do so.

The strategy highlights a willingness to change national systems to make it easier for people to progress into paid employment that would come into effect in Wales:

- DWP will continue to review the benefits system to ensure that there are financial incentives for people to move into work, including for people with learning disabilities, and that information and advice is improved
- Increased flexibility in the way Access to Work budgets are used to help better fund job coaching
- Opening up the Specialist Disability Employment Programme (the replacement for WORKSTEP) to people with moderate and severe learning disabilities.

### **CARDIFF DAY SERVICE REFORM**

Following the Locality 1 pilot and the review, the current service offered through Tremorfa Day Centre was to be re-organised in line with the new community-based strategy. Two new localities were created- Locality 2 covered the areas of Llanedeyn; Pentwyn; Pontprennau; Llanishen; Lisvane and Cyncoed. Locality 3 covered the areas of Tremorfa; Splott; Adamsdown; Grangetown and Cathays.

Staff working in the Tremorfa based day service became a part of the new teams and additional staff were recruited in from other existing teams. The process of planning for new day activities in Locality 2 & 3 was different from that delivered in Locality 1. Rather than a Day Service Officer (DSO) led and concentrated period of person centred planning at the beginning of the reform, half-day briefings were held for service users and families on the proposed changes. Visits to the homes of many took place to discuss desired activities and support arrangements. Following this a set of “person centred tools” were used over time to inform people’s activities and support arrangements. Support Workers as well as Link Workers were involved with

service users and families in generating information in this way. Meetings to review people's day service plans were modified to use this information and became "person centred reviews." A number of staff in each area were trained to be facilitators of these person centred reviews. By the time of the review around 50% of serviced users had had their day services reviewed in this way.

## **AIMS OF THE REVIEW**

The agreed aims of the review were:

1. To review baseline and follow-up data on day activities for the pilot locality, and comment on progress towards the goal of reform and inclusion.
2. To review relevant documents describing the goals of the pilot, changes in processes and day service provision and comment on effectiveness and relationship to good practice.
3. To talk with a small number of families and staff from the locality area, to identify positive and negative aspects of the changes in the pilot, and the impact of the changes on the lives of service users and their families.
4. Provide the Council with recommendations on the next steps in their policy of day service reform.

## **REVIEW METHOD**

### Reference Group

In our experience, review for the development of policy and new working benefits from a close relationship between those proposing and owning the changes, and those undertaking the review. Those recommending change can be more secure in their proposals if they are confident that review has asked the right questions and drawn the correct conclusions from their analysis. A small Reference Group was convened with representation from Social Services, staff, service users, other professionals and family members. It met twice, first to agree the terms of the review, including the questions that were to be asked, and the format for feedback report. It then met a second time to discuss the draft findings.

### Data

Cardiff social services provided data from their pre-pilot baseline survey in Locality 1 in July 2007, and a subsequent follow-up on clients in this locality in December 2007. For the current exercise, a third data point was collected on activities in Locality 1 in November 2008.

Locality 2 began its reform in July 2008 and Locality 3 in October 2008. A baseline was taken for Locality 2 in June 2008 prior to change and then a follow-up was carried out in November 2008. A baseline was taken for Locality 3 in November 2008, and then a follow-up in March 2009. All activities for people with learning disabilities receiving day services were recorded for a sample week in the data collection month. The following data was recorded:

- Time spent engaged in a range of structured activities
- Time spent not engaged in structured activities

- Time spent in travel to and from activities
- Time spent in centre-based activities
- Time spent in community-based activities
- Time spent in “integrated” activities (defined as activities involving non-disabled community members other than paid staff).

#### Sampling of respondents for interview

A random selection was made of 12 families, 12 people with a learning disability served in Localities 2 and 3, and 12 associated staff at Support Worker, DSO and Senior DSO levels. Interviews were also carried out with Day Service and Deputy Day Service Managers to provide an overview.

#### Interviews with service users

People with a learning disability were approached by staff and asked if they would be willing to be interviewed for the review. Easy read information on the reason for the review and the process was used to inform their decision. Each was asked for written consent to participate in interviews. Families were also informed of the request to ensure clear lines of communication. The majority of interviews took place at Tremorfa base. Two took place in a place of the person’s choosing at their request. Staff were involved as supporters when a service user requested it (in three cases). Interviews were recorded with people’s further permission.

#### Interviews with families and staff

Families were approached by social services in writing and asked to contract into the review. A briefing document on the review was provided to inform decisions. Each was asked for written consent to participate in interviews. Interview times and locations were negotiated over the telephone with the families agreeing to take part. All interviews took place in family’s homes. Interviews were recorded with people’s further permission.

Staff members included in the review sample were invited to take place by service managers and were interviewed at the Tremorfa base.

All interviews took place in June and July 2009.

#### Postal questionnaires

Families not included in the sample for interviewed were sent a postal questionnaire covering the same questions and were invited to send their responses into the review. Families were offered pre-paid postal envelopes to reply in confidence.

Staff not included in the review sample were also provided with questionnaires and invited to contribute their views. Sealed envelopes were supplied to maintain confidentiality.

#### Review of policies and documentation

Documents relating to good practice in day service reform were identified from Wales, England, and Scotland and reviewed. Documents relating to the policy of day service reform and person centred planning materials used in Cardiff were analysed in relation to good practice identified elsewhere.

## PARTICIPANTS

The total number of families and people with learning disabilities offered a service at the time of the review were:

- Locality 2- 17 people
- Locality 3- 21 people

Of the 38 people in Localities 2 and 3, 9 were interviews (24% of user families were involved). A further 3 families responded by post, making a total of 12 respondents (32%).

Eleven people with a learning disability were interviewed (29% of Locality 2 and 3 service users).

Twelve staff members were interviewed representing all grades of staff in Localities 2 & 3 were interviewed (2 SDSO, 4DSO and 6 DSSW). A further 10 staff responded by post.

## RESULTS

### Statistical changes

#### Overall change in day activities

Table 1 summarises the changes in the data collected at each time point for each locality.

**Table 1: Summary in hours in activities over time**

|               | Locality 1                    |                       | Locality 2                    |                       | Locality 3                    |                       |
|---------------|-------------------------------|-----------------------|-------------------------------|-----------------------|-------------------------------|-----------------------|
|               | Range of hours (range change) | Mean hours per person | Range of hours (range change) | Mean hours per person | Range of hours (range change) | Mean hours per person |
| December 2007 | 5-32                          | 15                    | -                             | -                     | -                             | -                     |
| June 2008     | -                             | -                     | 7-37                          | 26                    | -                             | -                     |
| November 2008 | 3-37 (-7 to +9)               | 14                    | 6-37 (-7 to +6)               | 24                    | 2- 33                         | 18                    |
| March 2009    | -                             | -                     | -                             | -                     | 3 - 34 (-5 to +12)            | 21                    |

#### *Locality 1*

The number of hours delivered by the day service to people with a learning disability in Locality 1 was lower in range at the third data collection point in November 2009 (3 to 37 hours) compared to December 2007 (5 to 32 hours per week). The average hours of provision had also reduced slightly from 15 hours in December 2007 to 14 hours in November 2008.

Changes for individuals ranged from -7 hours to +9 hours of service between December 2007 and November 2008. Overall, average differences and

individual differences are not significant, and are in the main due to slight variations in each person's activities during the sample due to sickness, absence, and variations in start and finish times.

### *Locality 2*

The number of hours delivered by the day service to people with a learning disability in Locality 2 was broadly the same in range at the second data collection point in November 2008 (6 to 37 hours) compared to June 2008 (7 to 37 hours per week). The average hours of provision reduced slightly from 26 hours in June 2008 to 24 hours in November 2008.

Changes for individuals ranged from -7 hours to +6 hours of service between June 2008 and November 2008. However, average differences and individual differences are not significant, and are in the main due to slight variations in each person's activities during the sample due to sickness, absence and minor changes in start and finish times.

### *Locality 3*

The number of hours delivered by the day service to people with a learning disability in Locality 3 was again similar in range at the second data collection point in March 2009 (3 to 34 hours) compared to November 2008 (2 to 33 hours per week). The average hours of provision had, however, risen from 18 hours in November 2008 to 21 hours in March 2009.

Changes for individuals ranged from -5 hours to +12 hours of service between November 2008 and March 2009. Once again, average differences were not significant, representing a small increase in service delivery. However, in this case there were some significant increases in amount of hours delivered for a few individuals, based on the activity schedules completed for the review.

### Change in activity characteristics

Figure 1 shows results consistent with the aims of the reform, with the percentage of service user's time spent in activities in the community rising in all three Localities. In Locality 1 activity rose from 53.4% in June to 77.6% in December 2007, and continued to rise to 86.8% by November 2008. In Locality 2 community-based activity increased from 77.4% to 90.9% between June and November 2008. In Locality 3 between the time periods November 2008 and March 2009, a similar pattern emerged, with community-based activity increasing from 57.7% to 74.4% with a related fall in centre-based activity.

**Figure 1. Comparison of time spent in community-based activity before and after reform**

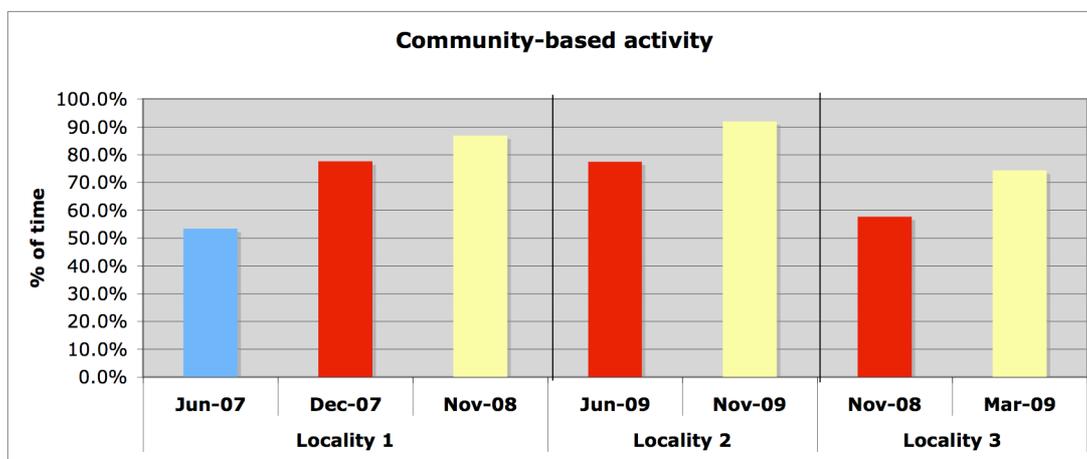


Figure 2 shows the level of integrated activity (activity where members of the public were present) for the three Localities. The trend was again in line with the expectations of the policy, with Locality 1 more than doubling from 20.4% in December 2007 to 47.3% in November 2008. In Locality 2 integrated activity again more than doubled from 25.8% to 56.2%, indicating a change in the nature of activity also. In Locality 3, integrated activity rose from 29.3% to 37.7%. Locality 3 began reform a little later, and the extent of integrated activity appears to be a lower than other Localities. Analysing activities and how these might be modified to maximise integration potential may need to be a higher priority in Locality 3 as a result.

**Figure 2. Comparison of time spent in integrated activity before and after reform**

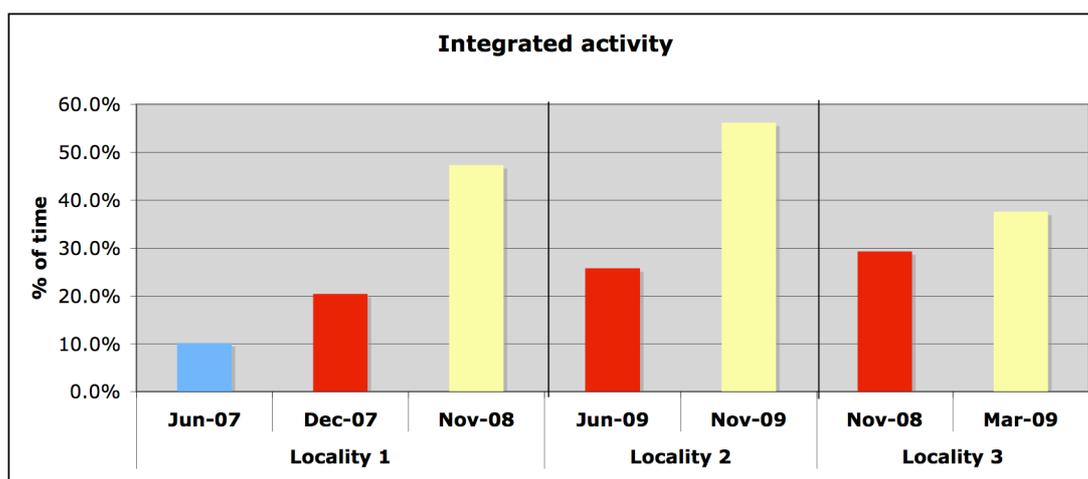


Figure 3 shows the time spent engaged in scheduled activity for the three Localities. This excludes time when people were “waiting” or when they were having lunch or traveling. Time engaged in scheduled activities fell across all three Localities when the changes were introduced. This is because activities are easier to schedule in a day centre, and time in outside activity requires, by definition, time in travel. Figures for Locality 1 had dropped by 3.1% after the

original change in service. It now appears stable, with only a 1.2% fall in engaged activity from 53.5% to 52.3% between December 2007 and November 2008. In Locality 2, the amount of time engaged in direct scheduled activity fell from 67.1% to 56.0% of people's time as a result of the reform.

The percentage of time spent engaged in scheduled activities in Locality 3 rose from 44.2% to 48.6%. This still represent the lowest of the three Localities, but Locality 3 has been under reform for the shortest time of the three. However, the balance between scheduled activities and travel and lunches needs to be kept under review.

**Figure 3. Comparison of time spent engaged in activity (excluding meals and travel)**

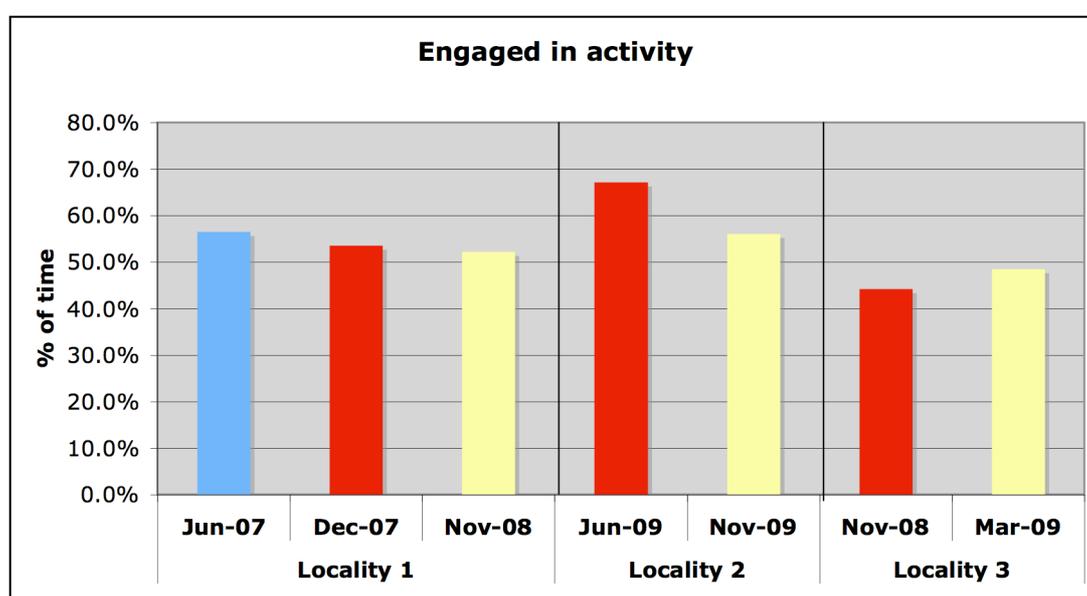
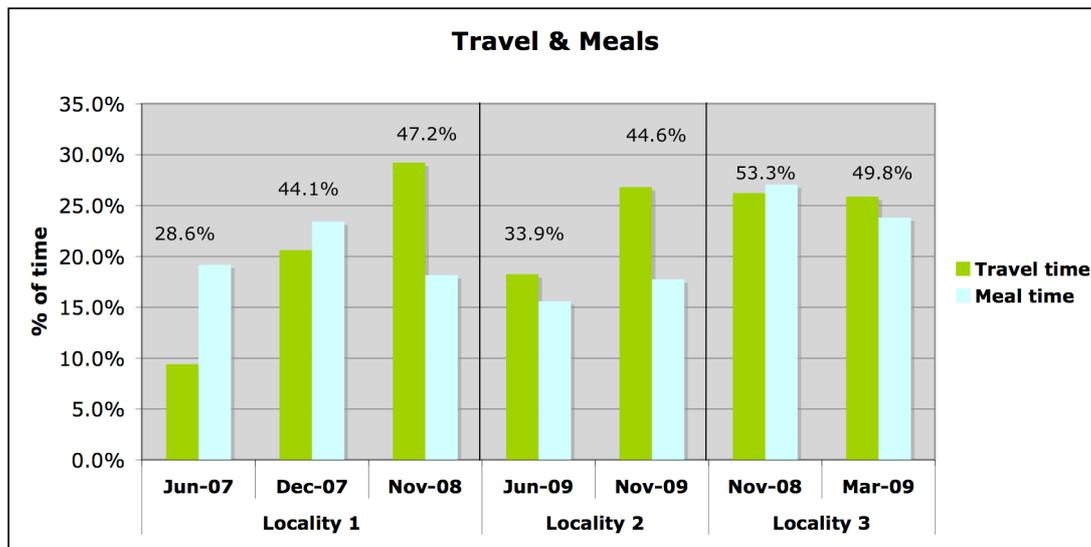


Figure 4 shows time spent in travel and lunches (with a combined figure shown above each). In Locality 1, the time spent at lunches and breaks fell from 23.5% to 18.2% after having increased at the original reform. The time spent in travel continued to rise from 20.6% to 29.2% over the period December 2007 to November 2008.

In Locality 2 the move to the community led to an increase in travel from 18.3% to 26.8% consistent with the increased range of community-based activity. Lunches and breaks rose by 2.1% from 15.6% to 17.7% of time.

In Locality 3, unlike the other Localities, travel stayed roughly the same at 26.2% in November 2007 and 25.9% in March 2009. As the travel figure was higher than other Localities to start with, it likely that some change in activities had already taken place before the November 2008 baseline was taken. The time spent in lunches and breaks also fell from 27.1% to 23.8% over the same period. It does appear that not all the change has been captured using this later timescale for data collection.

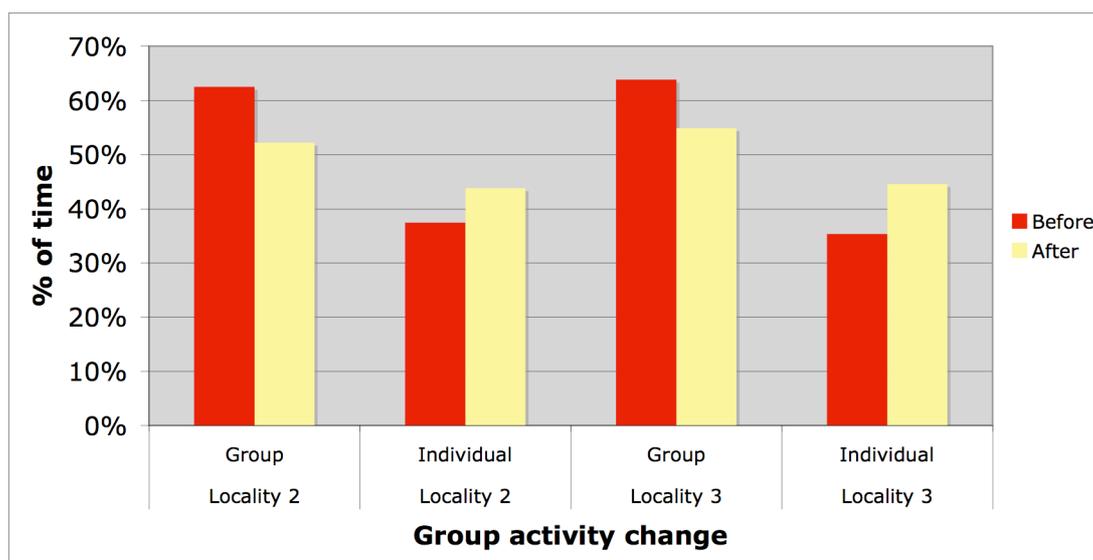
**Figure 4. Comparison of time spent engaged in travel and meals**



Individual activity

Figure 5 shows the change in group, versus individual based, activities in Localities 2 and 3 (comparative data for Locality 1 was not available). This shows that in both Localities the amount of group activity fell while individually organised activity rose from 32.8% to 44.6% of activity in Locality 2 and from 35.9% to 45.0% in Locality 3. This is consistent with the policy of moving to activities that are more responsive to individual requirements. Within this there was also a significant increase in 1:1 support by staff for a greater part of the day in both transport and activities themselves.

**Figure 5. Change in group versus individual based activities**



### Range of activities

Figure 6 shows the range of activities being delivered in each locality. It shows that there was a wide range of activities on offer to people in each locality after the reform. The breadth of activities is encouraging, and the differences between the three areas suggest that there are some local differences. Excluding travel and lunches, the largest activities across all areas are shown as “out and about” particularly in Locality 2; craft is significant, particularly in Locality 2; sport (including fitness), particularly in Locality 3; and music, particularly Locality 1. There is evidence of self-advocacy work, conservation, gardening and education, flower arrangement and cooking (some of which occur through adult education classes). Therapy (including use of sensory room) and personal care are still important activities in the timetable.

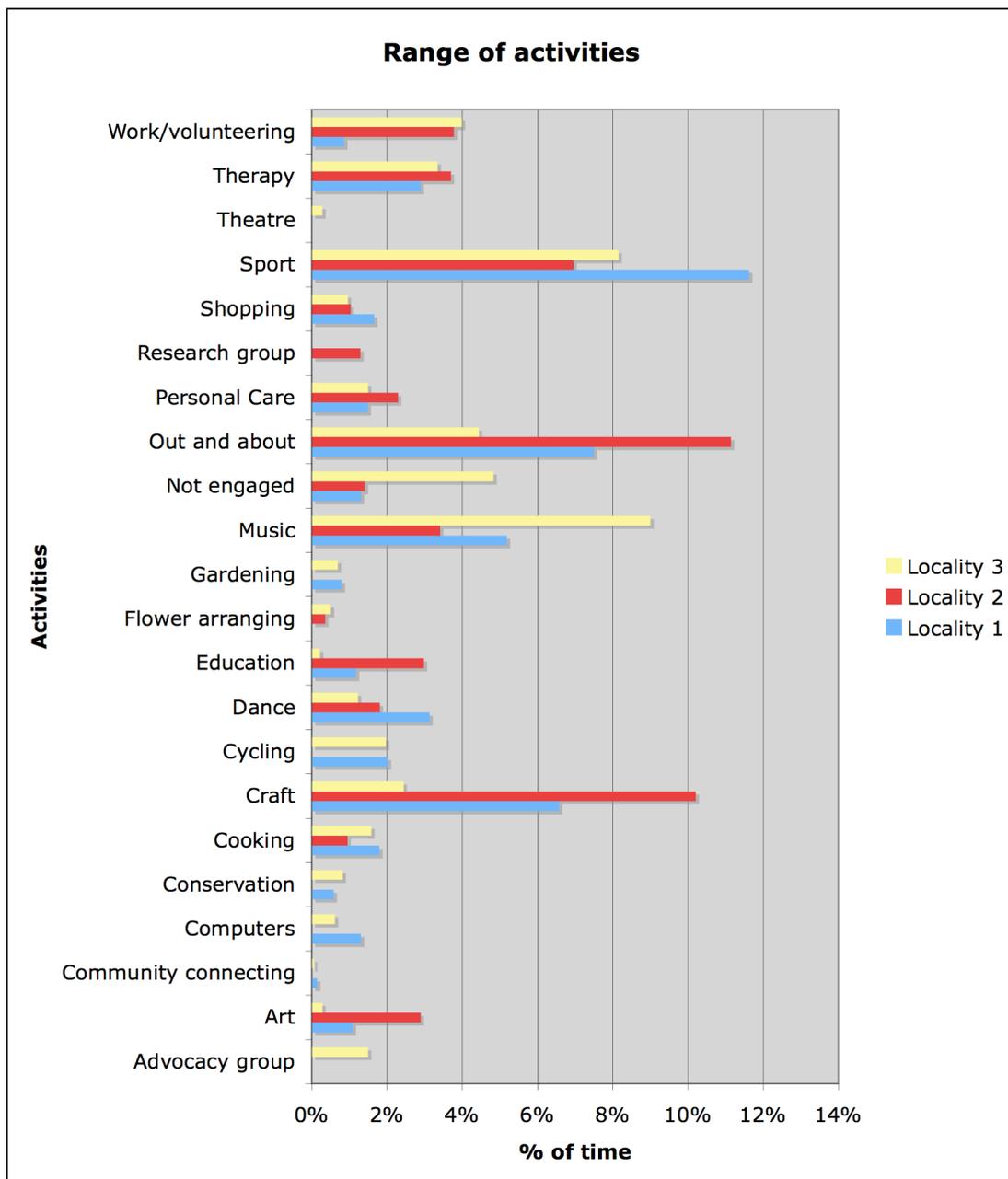
### Employment or work related activities

We have seen an increase in what is broadly work related activity, particularly with the number of people working to create products for, or working in, the Seren shop and craft workshop at Sbectrum. This project engages people with the skills and determination to produce a range of handcrafted jewellery, cards and gifts to sell. There is a plan to map training of people with a learning disability within the business onto systems of accredited skills, with the help of a skilled partner organisation. This, it is hoped, will underpin retail and production good practice in Seren. The service has initially provided support and financial assistance, but the medium term plan is to support the group to expand into internet selling and selling at local craft fairs and to ensure people receive a share of the profits. In addition, the plan for this craft initiative is to engage with other local community-based craft producers, such as the Makers Guild, and to become a clearly defined co-operative with an identity that is separate from the day service, and that exists outside of the service. The longer-term plan is for the co-operative to be completely self-funding.

There has also been the addition of time spent in a community-based initiative staffed entirely by community volunteers who provide reasonably priced fruit and vegetables as a service to their local community. One person using the day service provides support at a St. Mellons initiative and second provides support at a Pontprennau initiative. Volunteer placements have been developed by Link Workers as a part of normal activity development for individuals. Overall, Figure 6 shows that the amount of individual volunteering and paid work still remains relatively low in terms of the numbers engaged in it, and the time spent in it.

A new development worker has been recruited to increase the work emphasis, and the focus will be on forging partnerships with local organisations that might help develop joint projects or opportunities, and to assist individuals who wish to pursue paid employment.

**Figure 6. Balance of activities after reform\***



\* Excluding meals and travel

### **Views of carers**

#### Information and planning for change

When we talked to the sample of families, we asked them first “*What planning was done with you and your relative for moving to new day service?*” and “*How satisfied were you with the planning that was done?*”

Most families noted that briefing sessions had been held by day services about the changes being proposed. Some remembered being visited by staff to explain what was planned and the implications for the person.

*“Yea, they briefed me what was going to happen, it was more like, the concept I thought it was, was like the two other centres would be the hub and different avenues for people to participate in different stuff whatever suits them or whatever they feel like doing they could branch off from there, but that was like the base.”* (Family 5)

*“We received a lot of literature. There was a meeting at Pontprennau as well. (Staff member) and (staff member) came and discussed it as well.”* (Family 3)

*“Personal meeting with case manager.”* (Family 9)

*“I must admit I did attend a seminar on person centred planning which gave me a bit more of an insight. That was just a briefing was it? Actually, the staff went on this course as well.”* (Family 2)

A few families felt that it was some time ago, or that they were unsure of what briefing had gone on.

*“Basically they were just saying that they were hoping the plan is to do activities within her area which is what it was all about, so, I’m trying to think. I think I went to one meeting. A couple of meetings I wasn’t able to go to. Did they come here to talk about it? I can’t remember if they did or not to be honest . . .”* (Family 8)

There were some early concerns on the part of families over the changes and how they would progress. One family felt that they weren’t told what they were going to do for their relative.

*“I had reservations. I didn’t like it because I didn’t know how it was going to be with him. He was uncertain and unsettled. Now he knows it’s a lot better.”* (Family 7)

*“No fears, but disappointed with the change, this came at a bad time.”* (Family 9)

Another family felt that the proposed changes had highlighted that she and the family took things for granted. *“He was so settled having been there for a long time.”*

One family reported that the schedule for the proposed changes had been modified a lot in the early stages and that this had itself caused anxiety and uncertainty.

*“Nothing to really say, nobody knew what was happening when it was happening. One minute he was in phase five, he would be the last to be done, then he was phase two the next minute. He was two weeks later so in that respect it all happened too quick.”* (Family 2)

There was also some concern for people that came from other parts of Cardiff, and that the transition between day services was done too quickly.

*“The change from the Parade to Tremorfa was done too quickly. They should have had split weeks. He went back on his behaviour.”* (Family 7)

#### The offer made and experienced

We asked families *“What were you offered in terms of the new day service?”* and *“What was the offer you had delivered?”*

The change in service was reported to have been mainly activities shifting from Tremorfa to the local community. About half the families reported that a local base (or a “hub”) was part of what was on offer. Two families reported that activity being in the local community was a strong part of the offer. The remainder said that they were unsure what it would be like even after the briefings they received.

While the majority of families were positive about the changes now they had moved to the new service, a consistent issue raised by about half of families was the amount of time spent in planned activity. The concern was that time spent in lunches, in supermarkets and shopping centres needed to be balanced with meaningful planned activity, even if the activities were enjoyed by the people themselves.

*“We were being offered what would mainly be a community-based service with a variety of activities. It did start off like that, X had, most days were spent out in the community doing something that was, planned and meaningful, like flower arranging, cooking. X went to a couple of music groups, leisure centre for an exercise class....”* and *“Yes . . . she finishes up going to ASDA with a can of coke or something if it’s a nice day maybe they’ll go out into town walk around the shops. It seems to suit her..... She spends a lot of time just sitting in ASDA or Morrisons or walking around the town.”* (Family 3)

*“I do not want her pushed around Tesco’s. I can do that. I want something structured, out and about, but structured.”* (Family 6)

Some feared that the changes proposed would be detrimental and that the idea of being mainly in the community might be unrealistic.

*“I think it is probably what a lot of people say is that they’re going to be on the streets all the time. A bit exaggerated when you think about it in retrospect but because they didn’t, I was concerned that they didn’t have a base like Tremorfa, Castlefields were they could go back to and have activities there and have friends and people were they would meet up with.”* (Family 5)

Clearly the availability of a base for Locality 2 was also an issue for the families interviewed in that area. There were high expectations among some families of what would be offered in respect of a base.

*“I was taken to Lon y Celyn. Taken there and shown around. I was told ‘these are the kind of bases we are having.’”* (Family 4)

However, it took some time for a definitive plan for a base to emerge. The choice was the church at Pontprennau. There were concerns among families on whether the selected site was appropriate for the people who might use it.

*“Well I thought it all a bit vague, well we were saying where is the base they hadn’t actually settled on one then. Originally I thought, I think it probably still ought meant to be, I was told it was Pontprennau, the church hall. But I don’t think she ever goes there at all, this is what I thought. And I said well, they said they’re very limited as to what they can do there, they don’t like doing art and craft there because of the floor. Well I was thinking well you know what’s the point of having a base like that if you can’t do the things you want to do. It wasn’t really you know, I was not too happy about the stopping bit and not having the base or she wasn’t feeling well and wanted a lie down, just things like that where would she go?” (Family 8)*

However, while some families continued to have concerns over the status of a local base (as we will see later), most felt that on balance the changes had been successful.

*“I have got to be honest I think it worked out well, certainly worked out better than my expectations. She does have a very good programme of events during the week, which are right for her, and she does seem to have a continuity of carer that takes her to the same thing each week, so she knows that. Seems to me that the base now is Sbectrum, so much goes on now at Sbectrum, she’s up there twice a week . . .” (Family 8)*

#### Changes in activities for individuals

Clearly not all activities had changed for everyone. We were however interested in whether changes had taken place. We asked families *“What changes have there been to your relative’s day activities?”* All but one family reported that some aspect of their relative’s day service had changed. The over-riding response was that people’s current day activities were good.

*“He has marvellous activities. He has brought home CDs of him singing from Soundworks. This is not open over the summer and he misses this. Sport and music are his life.” (Family 1)*

Some people still find it very difficult to change what they do, even when there is a person centred approach to delivering it. This underlines the importance of small changes for some people.

*“No, it’s awkward for X because he’s a person of habit, trying to change X’s daily routine is very hard to say the least, I would say impossible. It’s not impossible, it’s very hard and he doesn’t take change very well at all because he’s been going there such a long time.” (Family 5)*

There have been a few examples of people being supported to go to activities out of normal hours (e.g. a visit to the theatre). To date these have been covered under voluntary arrangements by staff.

There remain, however, some issues that families mentioned as causing concern, or requiring continual attention:

- The importance of friendships that have, in some cases, built up over years, and the concern among some families that this is not being fully addressed.

*“His friends have moved so some downsides.”* (Family 1)

- The place that term based activities play in the timetables of some people, and what replaces these when the term ends.

*“Some of his activities are not open over summer and there are concerns about what will replace them.”* (Family 1)

(Availability of adult education)- *“This has always been an issue, right from the very start when people were talking about community-based services we know there are not enough courses available for a start even if there were you have this termly thing because it only applies for 6 weeks or 10 weeks at a time.”* (Family 3)

- People have now moved from lunches served primarily at Tremorfa to meals that are taken in the community. The implications for some families are that the cost of lunches are increased and that there may be more variability of what people eat. Some families where the service user had dietary issues reported problems in the past over maintaining a consistent approach to the diet required for health, and also problems in communication about what food people have had.

*“The diet definitely comes and goes, no two ways about it. A few of the staff know X and they know he’s not allowed junk foods. He’s not to buy sandwiches as far as I’m concerned I can make sandwiches.”* (Family 2)

- For one family, the changes that have been made in their relative’s activities have been the person’s choice. However, they note that the concept of choice is a relative one and feel that staff are sometimes too quick to accept a request to stop an activity and change rather than encouraging people to continue in something that they have in the past enjoyed, and are likely still to enjoy, if they persevered.

*“We know that she can be encouraged to change her mind and she’ll enjoy what we are persuading or encouraging her to do, rather than just sitting at home or, as in the case of the day service, going to ASDA for a bottle of coke.”* (Family 3)

- The closure of Jane Hodge swimming pool was mentioned as a problem by many families, particularly by those who required special facilities for changing. The failure to find an alternative has left these service users with no access to exercise they enjoy, and in some cases need as part of a health programme.

Interviews with Day Service and Deputy day Service Managers suggest that a number of these issues are recognised by the service. Friendships are taken into account as a part of person centred plans and where these are reciprocated, arrangements are made for people to meet up either in shared activities or for lunch or breaks. When we interviewed people with a learning disability they confirmed that they do meet up with old friends at different times, and families also confirmed that this takes place.

*“Well he stills sees some of them, on a Friday afternoon he comes down here to skittles. . . . I've noticed its nice to see him communicating with some of the chaps, some of them have gone onto different areas, it depends on what they're service is doing whether they can bring them along to skittles or not.”* (Family 2)

Activity timetables for summer 2008 confirm that for selected people, the end of term-based activities have provided opportunities for delivering activity tasters where service users can have short experiences of new activities that they may wish to take up in the future. There also does appear to be some replacement of term-based activities with more general “*out and about*” activity (e.g., walks, visits, shopping).

The service has modified its procedures for person centred planning and review to incorporate information on what the person “*wants*” and what s/he “*needs*.” This highlights the need for careful planning around people’s health, and the need to deliver a consistent diet.

There has also been work done by the day service in trying to identify appropriate swimming pool facilities (e.g., warm enough, with hoists, and bed based changing facilities) and negotiating with providers on how these facilities may be introduced to council pools.

#### Likes and dislikes about new activities

We were interested in how well the new activities had been received by people with a learning disability. We asked families “*What does your relative like about the new day service s/he is receiving?*” and “*What do you like about the new day service s/he is receiving?*”

There were a wide number of new activities people were experiencing. The overwhelming consensus was that families were very happy with these activities and reported that their relative with a learning disability was also happy with their new activities. The range of things people liked about their activities were very wide.

*“He did miss the meals at Tremorfa, but now he has money to go out. Tuesday and Wednesday he has sandwiches. They take him to hotels and such. He enjoys going out to meals.... There is nothing he is not happy about.”* (Family 1)

*“Happy with the new pattern. It is a very different pattern now. She likes music, singing.”* (Family 10)

*“New people and a different environment.” (Family 10)*

*“Summer– more out of doors– let’s see about the other seasons.” (Family 9)*

*“No, its worked out.” (Family 1)*

There remain a number of things that families disliked about the changes that had taken place. The suitability of some community facilities was felt by some families to be unsuitable for some of the clients, particularly those with more substantial disabilities. Time spent in Christ Church was seen as problematic by one family. The environment was seen as too confined and the toileting facilities to be inadequate for all its users. Carpeting also limited independent mobility of people. Some families believe that this may be hampering mobility.

*“The Scout hall in Christ Church . . . the room is just adequate really, there’s no room for, she has a walking aid, there is no way she could use that.” (Family 3)*

*“X now spends a lot of time in her wheelchair. The assessment and the benefits of the staff are out-ruling the benefit of X because they don’t want to injure themselves. . . . I feel this has resulted in her being less active. At the centre, and the base, this is the whole problem really, going into the base each day her walker was there the minute she got out of the wheelchair and now she is being taken to places like these shopping centres and that. So she’s in a wheelchair all the time, the only time she gets out is to go to the loo.” (Family 3)*

#### Changes in people’s lives

We wanted to find out what impact, if any, the changes in day service had had in the lives of people with a learning disability. We asked families *“What if anything has changed for the better, or for the worse, in your relative’s life as a result of the new service?”*

Families reported many positive changes in people’s lives, some big and some small, but all-important to families and individuals. Some were emotional changes:

*“Likes company and get a lot of this now. . . . She is calmer.” (Family 3)*

*“She is more mature. She is treated as an equal by staff. It feels as though they are mates.” (Family 4)*

*“No, I’ve noticed a change in him he has changed whether that’s through age or what, but he’s definitely a little bit more open to change. He definitely enjoys it, he used to get tense quite a lot in the night, he’s nowhere near as stressed.” (Family 5)*

[Going to Sbectrum] *“It seems to have made her a bit more adult . . . because she’s handling the till, she knows how to handle the till. . . making cards and jewelry.” (Family 6)*

*“Yes he’s a lot better, A lot better in his moods, he’s less nervous.” (Family 7)*

For some people, even a small change can be viewed as having great significance by their families.

*“He said to me, she was in I think it was Tesco’s one day, and she said ‘I fancy a drink X.’ Trying to get him to eat cooked meals, he’s so set in his ways he has sandwiches for his dinner. So, trying to get him to have a meal for dinner, so she’s trying to get him in the canteen part of Tesco or Sainsbury’s or whatever, she said one day ‘I fancy a drink’ and he just totally ignored her and bought his sandwiches and walked off. Well the next day they were in the same place or somewhere similar and X said to her ‘are you thirsty?’ And she was taken aback and said ‘I am a little.’ ‘Come on lets go and get a drink.’ You can’t dismiss the small things with X because you’ll miss a lot.” (Family 5)*

*“Yes. I think he listens a lot more as well. Whereas I tend to think years ago when I was talking to him he’d just automatically hear the first few sentences and thought right I’m not going to be able to understand this so he just turns off and just says ‘yeah, yeah’ he just goes into yeah mode and dismisses it. He thinks it is far to complicated or maybe just not worth him listening to it because he can’t understand it, whereas now he tries. You can definitely tell. “ (Family 5)*

There were also some more negative comments about the affect that changes in the day service have had on people, in relation to coming to terms with new people and places.

*“He is a little more withdrawn. He is not quite sure what is happening.” (Family 1)*

Some families did mention that food is a bit more expensive now as people are having lunch out more and that this costs. However, most seemed happy to cover these costs at present.

*“No qualms with that. I am happy he is happy.” (Family 1)*

However, those families mentioning this issue were clear that costs need to be kept under review as money spent on meals and activities are not available for personal purchases such as holidays or DVDs, which are also an important aspect of people independence and individual choice.

There were still some concerns that people no longer saw friends they had made a Tremorfa and other centres over many years. This was particularly the case where people were now in different Localities. However, most families recognised that opportunities still existed for people to meet up either through shared activity, and shared meals, and that this was happening.

### Staff support

Staff support was central to the changes in day service envisaged by social services. We asked families *“In what way has the support your relative or yourself receive from day service staff changed?”* and *“How satisfied are you with staff support for your relative in the activities s/he does now?”*

There were a number of positive strands of comment from families. First there was the fact that longer-term continuity of staff and that there was confidence in staff for many.

*“I new that she was location 2 and I knew quite a few of the staff that were going to be with her, which is great for continuity for her.”* (Family 8)

*“Fine.” “Wonderful with him, they really are.” “I have no bother with him.” “He is in safe hands I think.”* (Family 1)

The use of diaries is working well for some.

*“The communication is a lot better. The workers communicate with each other about the clients. They communicate better with each other.”* (Family 7)

There was also the provision of more 1:1 support that was appreciated by families as beneficial for their relative.

*“Because of the quality of the staff, they’re normal lively people. X likes people, their different temperaments, which is natural.”* (Family 3)

Staff were seen as more responsive to families under the new system.

*“Staff do listen now, compromise.”* (Family 4)

A big plus appears to be the continuity of staff. The information provided by staff is of great importance to the family, as it enables families to know about their relative’s moods, what they have eaten, and what they have done during the day.

*“Its marvelous. Before I never knew the workers. There were no introductions. Now I’m getting consistent workers. If there is someone new they are introduced. Staff double up. His dislikes and likes, what he eats, his moods are in the book in plain English. This helps a lot as he has allergies.”* (Family 7)

Families also reported that staff were flexible in matching their input the person, and generally willing to help.

*“Yes, it seems they tailor their . . . I don’t know how, like with other members of staff, but with X they seem to tailor themselves to X’s personality. They adapt I suppose, every person is individual so they can’t treat everyone the same.” . . . . . “Even from the secretary, everyone I’ve met*

*over there, you know, they are just the kind of people, they seem to be made for the job if you know what I mean.” (Family 5)*

*“If there are early appointments the service is flexible enough to take someone early.” (Family 7)*

Other families were generally pleased with the nature of staff support.

*“The link workers are good.” (Family 8)*

*“No, support is very good.” (Family 10)*

*“Yes they are very good. Yes all of them.” (Family 3)*

There remain some families who experience some shortcomings in day service delivery.

*“I think the staff are very good, they are very nice staff, who care for him. It’s just that, you never know from one day to the next who he is with. See, we were told that whoever picks him up will keep him all day and will be able to give you a full programme of what happened during the day. He’s getting swapped over for certain things. Its understandable there’s few of them going.” (Family 2)*

There are also continuing problems with personal care for some clients. Female staff with supporting male clients can causes problems of direct supervision when people need prompting in toileting, rather than direct changing. One family reported that female staff are unable to use public toilets with male clients. With people who need prompting to toilet effectively this can have knock on effects to people continence, during the day, when at home, even sometimes having negative medical consequences.

*“So, even if he has a pad on they can’t change him they have to take him back to the centre to change him. He always carries a disabled key with him I have made this quite clear he has a disabled key in his thing but of course well I don’t know how the situation goes but I was told females aren’t allowed to go into a toilet with a male. They are not allowed to change them, well why give him a female then. It’s time they sorted that and gave him a male, what with all his problems.” (Family 2)*

There remains a lack of public facilities for changing people, with the correct equipment to enable table and hoist based changing. This has the knock on effect of drawing people back to Tremorfa base from activities to carry out personal care because of the lack of suitable facilities local to activities.

There have been some creative negotiations to overcome personal care issues, with service hours being reduced to cut out daytime personal care needs, thereby reducing problems. Reducing service is however, not ideal, and better availability of appropriate facilities would be a more equitable solution.

There have been a few problems with changes in staffing. While staff will always need to change, the importance of continuity and a knowledge of the person was underlined by one parent.

*“... she does go to pedal power, the cycling which she only started last year. Unfortunately the support worker who used to take her, they took her off her shift and that was a person she got on really well with and she dealt with her so well she could get her to do anything..... the girl that took over just couldn't get her out on a bike at all.... I just felt that with the cycling which was really important for her to be doing. There were 6 or 8 months where nobody could get her on it at all.” (Family 8)*

#### Localisation of activity and local bases

Delivering a service as local as possible to service users was a central element of the new day service policy reported by some families. We asked families *“How local is the service you are receiving?”* and *“How satisfied are you with the provision of the local base for your area?”*

Even for those families who valued a local service, for a majority it was more important for the person to be doing the right activity in the right place rather than activity being completely local.

However, concern that the commitment to provide a local base similar to others in Cardiff had not been delivered on, was expressed by the majority of the Locality 2 families visited. There was general confusion about the current situation of the Pontprennau base, and a feeling that people were not being kept informed on what was happening.

*“And they said well there will be drop in centres where they can have refreshment. And I said well will they be able to do anything, she likes art and craft and things like that. I think my husband felt the same that there wasn't a base like anybody who has a job or work has a base to go back to an office or whatever it is. With all there friends there and I thought well, why can't they have the same go out from it and come back?” (Family 8)*

Those who were concerned also felt that the current Pontprennau base was not fit for purpose, either for those needing personal care, for access and for facilities to relax as a drop in centre. This was linked with worries that over winter the service might not be able to rely on lunches and being *“out and about”* as much. There were concerns that if people were unwell or not wishing to be out and about, that there was a place that was geared up to this temporary need.

*“Pontprennau is shared with others and the coffee shop is often full with mothers and toddlers. This can be a problem for some service users who do not like children.” (Family 3)*

*“The families believe they were offered 6 smaller places. When it is cold there would be a room, a TV, a telephone and cooking facilities. This has not been delivered.” (Family 4)*

*"I am not dissatisfied with the service, but the Pontprennau base has not been secured. Personal care is not provided for there. There have been questions over whether it is safe to have three people using wheelchairs on the first floor room at the current Pontprennau base. There is no criticism of staff in this, only a feeling that the county has forgotten people."*

### Travel and transport

The shift to a community-based service logically requires some changes in the pattern of transport to and from activities. We asked families *"How satisfied are you with any travel arrangements your relative has now for his/her new day service?"*

Families were overwhelmingly positive about the transport arrangements under the new service.

*"They usually pick him up 8.30-9.00. They have been late a few times, but very few and far between."* (Family 1)

VEST had done pickups in the past and the new arrangements were proving to be more reliable, which was welcomed by two family members.

*"I was worried about pickup. When we had Tremorfa, if someone was sick then someone else would do it. But it does work quite well now, They have been late a few times but its OK."* (Family 8)

There was also evidence of flexibility on the part of the day service.

*"If he has an appointment one of them will come with him. It helps X, so he doesn't get so nervous seeing the doctors."* (Family 7)

### Changes to the service for the future

We were interested in what changes, if any, people wanted to the service in the future. We asked families *"What would you like to see changed for your relative in respect of the day service they receive in the future?"*

There were relatively few comments about the need for future change in service made by families. Where there were ideas these mainly related to new activities rather than changes to the process of service delivery or support.

*"She is happy as it is."*

*"Like to do sailing in the future."*

*"Horse riding"*

There was also some interest in more exercise for people's relatives.

*"Uhm, possibly I mean it might be nice for him to go out to the pictures with some of his mates rather than him coming with us all the time, he's always with us."* (Family 2)

*“More positive exercise.....I would like her to go to the pictures, but that’s still sitting.” (Family 8)*

*“Possibility of swimming to enhance body structure movement. Pool must be warm.” (Family 10)*

There was some interest in discussing provision out of current hours. However, the majority of families either used agency contracts to provide this support, or had family based routines that took precedence over out of hours support for new activities, or felt that the person had had enough when they came back from day service and had their own home based routines they valued.

### Other issues

Families did raise a number of additional issues that were important to their relationship to day services, but not directly related to day service reform.

Changes in links between day services and respite care provision had had a major impact on families. It had been custom and practice for day services to transport some people and their baggage to respite care at the end of the day, and pick up the person and their baggage at the beginning of the next day after respite. In the days when the service was based at Tremorfa, secure storage was available for the baggage during the day on the outward and the returning days. This is no longer available as the service has become community-based.

Many families mentioned that recently these arrangements changed, the day service no longer being able to deliver and collect luggage with the person. The complaints were that no one had been told of the change of policy until they were faced with picking up the luggage after the person returned. Families now have to deliver their luggage and collect this separately to the person being dropped off and collected by the day service, which still continues. Some said that this eats into their respite period, which undermines the reason for the break. For others the change in arrangements has had knock on effects in terms of the routine they have to follow to prepare their relative calmly for the respite break to come. Still others mentioned the problem this arrangement may cause older carers without access to a car.

Interviews with Day Service and Deputy Day Service Managers have identified that this change was made as part of a change to respite care provider’s contracts. They also underline the problem that faces the new day service is holding baggage securely when the day may be out and about using cars or vans. Some families have recognised that there would be a problem for the day service, but the main criticism was the lack of prior notice and the lack of any explanation of the new policy from anyone from social services. The knock on effect has been that some families saw the day service as variously involved in the decision, or as actively keeping information from families. This was at odds with the generally open and proactive responses from day service staff on many other issues reported by families. It is very important that decisions that effect families are

communicated to families before policy changes, not just as a matter of politeness, but also as it does materially effect the relationship between families, people with a learning disability and the day service.

One carer was upset that a complaint about the respite care arrangements and how this was handled was not acknowledged or dealt with over a period of many weeks. This appeared to be outside the councils own policy and targets for responding to complaints.

One other issue is the anxiety and concern that families face when someone makes the move into supported living with a provider. Here the responsibility for day activities shifts to the support provider and the concerns are that well loved day activities will not be supported as well when the person moves from the day service.

The need for reviews to be more regular was also mentioned in some way by 3 families.

*“So talking to you now I think I need to get it all reviewed because I’m not quite sure what she is doing every day now and I think sometimes if you don’t follow things up they get into a routine and think well they’re happy nobody is saying anything about it, you know leave it as it is.” (Family 8)*

### **Views of service users**

In interviewing the people with a learning disability in the sample, not all were able to provide answers to all the questions and the level of detail people could provide varied. However, everyone interviewed provided some insight into the day service they provided on a number of questions.

#### Information and planning for change

It is clear that people receiving the service felt anxious when change was put forward. Some frustration was expressed by one person over the old service changing.

*“Well to tell you the truth the old days were OK but the way the they went about, you know, changing you and that, I thought it was bad.....I feel that it too quickly happened, you know, we didn’t have no choice really.” (Service user 4)*

#### Changes in activities for individuals

People were able to identify a number of activities that had changed in their timetables.

- The shop (Seren at Sbectrum)
- Going out of the centre
- Having another day in a job

*“Yeah. I still like the restaurant as well, were I work. I’ve been there four years now.” (Service user 7)*

- Choir
- Attending the Research Group (Service user 2)
- Attending Spectrum (Service users 1, 7, and 8)
- Cookery at Howardian- and taking food home to eat

*“Chocolate cake, caramel cake with icing on the top.”* (Service user 1)

- Literacy at Howardian
- Volunteering at the library and at the “fruit and veg” project

*“Sewing on the sewing machine with [staff member].”* (Service user 3)

- Birthday cards (at Spectrum)

*“Yeah, I make something, yeah.”* (Service user 5)

*“Cycling and music”* (Service user 9)

*“Making necklaces and bracelets”* (Service user 12)

#### Likes and dislikes about new activities

People with a learning disability were very positive about the new activities they were now doing and identify what they liked about these activities. They came up with a lot of things they liked.

- Working in a restaurant doing dish washing, with a co-worker. Also setting the tables for lunch at 11.00 with another co-worker.
- He likes Soundworks- hitting the keys and making noise. Things on the floor to bang and make noise. Likes the guy who runs the group.
- Likes the choir
- Music- Drumming and singing
- Swimming- It is easier to move about, she works hard.
- She likes drawing, colouring, painting, crayons. Writing on white paper
- Likes cooking (particularly the cakes). Likes tossing pancakes.
- Sewing using the sewing machine.

*“Yes nice, better than staying in all the time.”* (Service user 10)

*“Its nice. I like coming. The staff in the shop are nice. I like the customers. I like doing the till, selling, doing the money.”* (Service user 5)

*“It all right. Have coffees after the Gym. Talk to people at the Gym, at the Spectrum shop.”* (Service user 12)

*“Ladies morning. I like going out with [staff member].”* (Service user 4)

*“A lot of people eat there. Nice people there. They talk to me.”* (Service user 7)

*“Very good. You see people.”* (Service user 7)

*"I like everything."* (Service user 3)

*"I like doing sewing and things like that.... It's a change from going out all the time you know your doing something that you think your doing something good, you know, to help other people."*

*"Yeah. it's a lot better now. Yeah, more, more."* (Service user 4)

*"Working in the shop.... It's nice.... I like coming here it's a nice place, yeah."* (Service user 5)

*"Art...I like art."* (Service user 6)

*"Yeah, I don't do sports. I did but I don't do it anymore. I go to picnics go for a meal, go for bus rides." ..... "I like going on bikes, I like going on public transport and I like seeing the ice cream vans."* (Service user 9)

*"Yes all.... Hitting the drums, Yeah.... Nice."* (Service user 10)

*"Nice things here"* (Service user 7)

There were some comments on the things people didn't like about the new activities. This included the loss of time with friends due to a busy life and shopping.

*"Walking around shops."* (Service user 12)

*"I like it now, but miss the dinners, the friendship. I don't see friends as much. I am so busy going out doing this and that it's difficult to arrange."* (Service user 4)

### Changes in people's lives

When asked about changes in their lives due to changes in day activity, people mentioned a number of things related to learning new skills.

- Learning things at Sbectrum, where staff were teaching the person about jewelry and making it, and about being out with people.
- Learning about work
- Achieving food hygiene certificates and being able to recite the rules well.

*"I have learned to do the till."*

*"Learned to use the till and money at Sbectrum."*

*"Learning new things. Yeah, on the sewing machine pressing the thing.... putting them in the carrier bag."*

*"I use the till."*

*“Well I’m learning a lot of things like jewelry, going out with people like [staff member], doing things like jewelry and things like that with [staff member]. Oh, I learned about high heels. I learned about food hygiene and that, I did my test.”*

For others the new activities had had an impact on the people they were meeting and their social confidence.

- Meeting people at Sbectrum and Powerhouse
- Meeting people who chat at choir
- Staff supporter at interview suggests that one person has really come out of her shell in the last few months. She now forces her way to the centre of the social situation and is very vocal now. Also suggests that the person has integration with the cooking group she attends, where all the people there talk with her
- The cookery group is very stable group of women. People who attend shop for the ingredients in local shops beforehand. One person was going for a meal in the afternoon at one of the women’s homes from the cookery group. The person was Chinese and likes to cook and will show people how to cook it. The person had been invited before but they couldn’t go
- Speaking with the women who work in the canteen at Sbectrum. If they are on a break they come over and sit with person and talk with her.

*“ I like the library asking the people to take the books around... Pushing the trolley.... Yeah, asking if they like a library book.” (Service user 3)*

*“I got five. Five (food handling certificates) ! I know it off by heart.” (Service user 7)*

Others mentioned places that they now visited.

*“Restaurants, cafe’s sometimes down the park if it’s a nice day, picnic.” (Service user 7)*

*“The beaches. We go to the beach in Barry island.” (Service user 9)*

Only one person mentioned any factors that they disliked about their activities. This related to friendships, the person missing friends. However, the person still sees some of her old friends anyway at Sbectrum at Fairwater. When asked if she sees her old friends for meals she says “yes,” but was unable to say when or where.

### Staff support

Once again, people with a learning disability were very positive about the staff who supported them.

*“They do loads of things for me.” “Very helpful.” “The staff are fun” (Service user 5)*

Other people mentioned receiving help with:

- Gym, the machines via day service staff.
- Swimming- a staff member helps a woman with her costume and goes into the pool with her. The woman can swim and goes under the water.
- The Sbectrum shop- Seren- where a staff member helps a woman with the tills

*"Lovely people. Sbectrum has nice staff."*

- At Companies House working in the restaurant with a co-worker, who helps her.

*"Nice. Kind."* (Service user 10)

- A staff member helps a woman at Powerhouse. She comes into the jewelry session and helps her make necklaces.
- A staff member helps a woman with flower arranging and helping her to buy flowers first.

*"Staff are alright." "People are "Kind." "Nice people." "Helpful."* (Service user 12)

- Staff at ASDAs, Morrystons were mentioned.

*"Nice.... They would have to be!"* (Service user 5)

- Staff member helps a woman at Sbectrum to do painting there sometimes as well as cards.

*"They are nice."* (Service user 9)

- Staff help a lady use the bowling "frame" to hold the bowling ball while she pushes.
- One lady could name many of the staff she works with. When asked if she liked her staff, she nodded and said "yes." Staff suggested that she calls staff "cheeky monkeys" and similar endearments, and she agreed and laughed. Also staff said she greeted her staff with arms wide and a smile and hug. (Service user 1)

*"The staff are wonderful."* (Service user 3)

*"They're very nice, helpful."* (Service user 4)

*"Yes, very nice people.... they are great."* (Service user 5)

*"Yeah. They're friends they are."* (Service user 5)

[At Sbectrum] *"Yeah, lovely, lovely people up there."* (Service user 7)

[At work] *“Yes they are nice people.... Its nice, its nice to help people and things like that.”* (Service user 7)

*“Very good, friendly, very friendly... They help me to go out and to take me out a bit. Take me out for a drive, in the vans, take me out for a drive.”*  
(Service user 9)

*“ [Staff member] reads the paper. I do it on my own. Great.”* (Service user 10)

*“No, I’m happy with the staff.”* (Service user 10)

There were no negative statements about staff.

### Travel and transport

The people with a learning disability who responded were all positive about the way transport is organised for them in the new system. Many enjoyed the use of staff cars, particularly as they could play their own choice of music as they went along.

- Some people liked to listen to the radio in the car.

*“Nice... a lot of music, Bonnie Tyler, Take That, and rock bands.”* (Service user 5)

*“I’m a rock fan.”* (Service user 5)

- Some liked being in the car anyway.

*“Car is quicker.”*

*“Like the car, OK.”* (Service user 7)

- One man liked driving in the van. It enabled good communications with the driver and passengers.

There were a few negative factors that people, some with the aid of a staff member, mentioned.

- The transport generally works well, including use of taxis to and from activities. The exception is that, in the past, new taxi drivers had talked over one woman to staff, and on occasion staff have had to insist that the woman (a wheelchair user) is clipped in rather than just free-wheel in the back of a taxi. (Service user 8)
- One man wanted more buses, for Tremorfa, and for all centres. This was because the old ones keep on breaking down. (Service user 9)

### Changes to the service for the future

People were able to talk about things they might want to change in the future. Again, like families, this was mainly about activities they may want to try, rather than the way the service ran.

- One person did horse riding a long time ago and would like to do it again
- One woman wanted to make pictures to go on the wall. She would also like to do typing on the computer- staff thinks she can copy type things put in front of her. Perhaps she could do a computer course?
- One woman seems to play with her brother at the bottom of their garden. Perhaps playing cards might be an activity she would like.
- Another woman wanted more “*quiet time*.”

*“Just a little bit more time to think, you know rest time to think really. Of what I would have liked to have done.....”* (Service user 4)

*“Sailing, I like sailing as well.”* (Service user 5)

*“Do more bike riding, don’t do cooking.”* (Service user 9)

*“I’d like to do more meetings, with Tim [self-advocacy group].”* (Service user 9)

- One person had a change to the service they wanted in relation to transport.

*“I do like things. I do mind them. I like music and I like everything. I just like public transport and centre transport and I want to see better funding issues.”* (Service user 9)

## **Views of staff**

### The change to day services

We talked to staff about the planning that was done around people and their activities in the new service, and asked “*What planning was done for people for moving to the new day service?*”

Depending on their post, their role and when they joined the service, and whether they were new to people in Locality 2, staff did report being actively involved in the early stages of explaining the new service to people and their families and in aspects of person centred planning. One staff member reported that building-up relationships with families and service users was a very important step for new staff to the Locality.

Planning for these service users had been done differently from Locality 1. Here there was a 3-5 week lead in to service change, with some person centred work before, but not the development of full person centred plans before change as was attempted in Locality 1. More of an evolution process is being trialed in Localities 2 and 3 with more use of “person centred tools” rather than long PCP groups around individuals.

*“Different now. We use a single profile with one living person centred file that all staff understand and work with. It includes ‘what’s working’ and*

*‘what’s not working’ inputs, with feedback from DSSWs to drive person centredness.” (Staff 6)*

Most felt that the planning had been done well, the biggest challenge being to get people to ask for new activities. A PATH (planning workshop with a shared visual plan resulting, was created with staff for the service, which will be reviewed in due course.

*“PCPs went well.” (Staff 2)*

*“We were given two days training and clients were made aware of the new service.” (Staff 22)*

*“A number of PCR’S [Person Centred Reviews] were put into action.” (Staff 15)*

Staff at all levels (including DSSW) also pointed out that that they were being involved in on-going person centred planning efforts, and in person centred reviews. New forms had been introduced to enable DSSWs to provide input on how activities are progressing for individuals. In general feedback on reviews was positive.

*“I have participated in one review and found it is very constructive and focused towards the individual.” (Staff 20)*

*“Very well using different medium.” (Staff 21)*

There were criticisms of the planning from a minority of staff. One staff member felt that planning took place *“sometimes a faster pace than would be ideal”* (Staff 1). Two other staff members were concerned that the implementation was poor.

*“From my point of view not very much – planning was good implementation not very good.” (Staff 5)*

On person centred reviews, three staff members felt that there were problems in quality and frequency.

*“Reviews have been indifferent.” (Staff 13)*

*“Not as regular as they should be, but this is supposed to be changing.” (Staff 16)*

#### Apprehensions over service changes

We also pursued whether staff had any worries about entering the new day service, asking *“What apprehensions, if any, did you have about the changes in day service proposed?”*

A large majority of the staff we talked to no apprehensions about entering the new service. Many had already been working in supporting community-based activity either in the Tremorfa service or another area. While two staff members mentioned that there were staff who they felt didn’t welcome the

changes, they both said that users had to come first and that the change to community-based activity were positive.

There were some staff who were apprehensive about the changes. Their concerns had fallen within four themes.

- The impact of changes on people's friendships

*"The effect the changes would have on the service users. Losing contact with life long friends."* (Staff 17)

- Concern that there might be a lack of meaningful activity

*"The effect the changes would have on service users relationships, financial concerns for staff and service users being more in community, concerns that people would congregate in community cafes etc."* (Staff 16)

*"Being stuck out in street with nowhere to go."* (Staff 6)

- What the service would be for people with higher support needs

*"My worries were that clients who need a higher degree of support would still need a day centre."* (Staff 22)

- Treating older and more fragile people appropriately

*"For some people there needs to be down time. A session a week of friends chatting and not out all the time."* (Staff 7)

A small minority of staff felt that their apprehensions had been confirmed.

*"My initial worry of their not being enough community activities has been realised."* (Staff 20)

*"Yes spend a lot of time hanging around café's and supermarkets with nothing to do."* (Staff 18)

### Changes in activities for individuals

We talked to staff about the changes they had seen in people's activities, asking *"What changes have there been to people's day activities?"*

Staff had different levels of involvement with people, some spending a lot of time with a few people, other working with a larger number during the week. One staff member worked with 5 men, four of whom had moved into voluntary work situations, which he felt represented a very significant change in their lives. Two staff reported that there was a lot of demand for voluntary work but that there was a lot of bureaucracy involved (e.g. Criminal Records Bureau checks, forms to complete, support to organise) even if the opportunity is only for half an hour. One staff member suggested that there was less volunteer activity in Locality 3. One current volunteer was having extending the number

of days and receiving a salary negotiated. A second person had a job in a hotel.

One woman was extending her days in voluntary work and staff are pursuing employment for her. Choosing her extra day was *“a big thing for her.”* Staff felt that, generally, families and the age of service users were barriers in terms of pursuing employment. Staff looked forward to the start of a new post to open up more opportunities of this type and to provide expertise across the areas.

*“Benefits are a problem and it’s an aging group so that not many want to work full-time.”* (Staff 2)

One staff member mentioned that some activities had gone from being supervised by day service staff to being supported by other class members. One key theme was that people had choice now.

*“I work with one individual who now accesses two main stream classes rather than a class for L. D.”* (Staff 16)

*“People seem to do more worth while activities in their local communities than in the past.”* (Staff 21)

Included in this trend was one man who had joined an integrated computer course for older starters over 10 weeks. While his literacy was poor he is independently able to navigate the internet using the mouse, and is assisted by the library staff.

Spectrum was seen as a real asset to the team, particularly the SEREN shop and craft operation. Staff saw this as offering a more work-like setting with work-like goals (e.g., arriving on time, opening up). It brings good craft materials together from other groups to sell. An off-shoot will be running stalls in community settings (such as the Millenium Centre at Christmas). Staff are happy to support this on a voluntary basis. Partnerships are being pursued to introduce accreditation of skills acquired in work.

Staff also reported that Link Workers were more responsive now to the situation when people did not like their activities.

*“The new Link Worker does respond and pick it up and discuss.”* (Staff 4)

*“Listening now to what people are saying about their wants. A man just asked for dancing- ballroom. Changing all the time.”* (Staff 5)

Finding new opportunities to meet people’s needs was reported by a majority of staff to be difficult. However, most reported that DSO and DSSWs all kept their eyes open for opportunities and talked to each other to share their ideas and opportunities they might have found. The intranet system that held details of “what’s on” was also found to be helpful. DSSWs bring in ideas and leaflets also enabling people to work *“as one big team”* (Staff 3). A board was used to summarise opportunities and was kept up to date to inform staff.

*“There is lots of staff experience so we draw on information and ideas from each other.” (Staff 5)*

Creativity is needed to provide stimulation for people with more significant needs. One person who has vision problems has as one of her activities to go into town, to visit shops and feel clothes textures. Other examples include finding ways to help people be motivated naturally to be fitter and to lose weight.

Having more opportunities to take lunch in the community was seen positively by many staff. They saw spending time in places such as Sainsbury’s meant that service users could become more recognised, having a higher profile, and avoiding *“victimisation.”* There are lots examples of places used for lunches across Cardiff.

*“Wherever you go someone knows a service user.” (Staff 4)*

It was recognised that activities had not changed for all service users.

*“For the service users I work alongside not a lot has changed, still continuing to access many activities now [from] in the past.” (Staff 16)*

On a negative note, many staff were unhappy that a number of people were unable to go swimming since the Jane Hodge pool closed. This was not due to choice but to the lack of alternative swimming pools with adequate personal care facilities and water at the required temperature. Also some staff mentioned the impact of lack of adequate personal care facilities in the community on activity.

*“Personal care can be difficult when out in the community. Sometimes sessions have to be left early to return to base for personal care as some paces in the community do not have suitable facilities.” (Staff 20)*

Also there was a feeling from one staff member that some classes were not appropriate for service users, and more felt that adult education class places were becoming difficult to find because of reductions and the high level of use by existing service users across Cardiff.

*“Clients are out in the community a lot more and they have more structured timetables, on paper. But realistically some clients go to unsuitable classes due to lack of resources.” (Staff 16)*

*“It is becoming more difficult as classes are being cut in adult education. The Cardiff area has been totally saturated by service users using adult day services.” (Staff 22)*

#### What have people liked or disliked about the changes in activity?

Staff reported that people did like spending more time working 1:1 or 2:1 with staff. It was better than working in groups where one person could dominate, and get all the attention of staff.

*“More quality time 1:1 with staff. More trust and a better rapport.” (Staff 4)*

*“More one-to-one, more like friends.” (Staff 3)*

Most staff also reported that people liked being able to do more things that they liked, were beginning to feel more confident about making decisions, and also that they were meeting more people. Staff point out that taking more decisions can bring service users into conflict with family views on occasions.

*“Being able to do more of what they want to do and meeting more people.....The new way of working has given people confidence to ask for things and being able to say no to things.” (Staff 2)*

*“More choice, empowerment, being more in the public eye.” (Staff 13)*

*“Our service users like going out to lunch, and there are ore opportunities to be in the community.” (Staff 22)*

Staff reported that at the beginning of the change, some people were concerned that they would not see their friends from Tremorfa as much as before. Staff report that *“with a bit of planning you can sort that out”* (Staff 3) and enable people to meet up informally for lunch or at activities. However, a small number of staff disagreed that friendship networks were being accommodated through activities.

*“People seem a lot more isolated from their friends who they have seen for a number of years.” (Staff 21)*

A minority of staff identified some dislikes that service users had concerning the suitability of activities in poor weather. Also a minority of staff raised the issue of the additional costs of eating out and its impact on some families as an issue.

*“On the whole people generally like being out in the community, but only when the weather is good, eating out more but some have concerns about the money.” (Staff 16)*

*“As whole they enjoy going out more but not in the colder months and wet weather. Also money becomes a bit of a problem.” (Staff 17)*

#### Changes in people's lives

We went on to discuss with staff the changes they had seen in people's lives as a result of any changes in new day activities, asking *“What, if anything, has changed for the better or worse in people's lives as a result of the new service?”*

All staff were able to report significant changes in the lives of the people they supported.

- Being relaxed now from being tense and “hyper” all the time

*“This is the first year in without an incident form.”* (Staff 2)

- Becoming more confident

*“Was very shy and never starts a conversation. Quite withdrawn really. He is making good progress now really.”* (Staff 1)

*“Being confident in asking and saying no to people....being more truthful, not always talking to please.”* (Staff 10)

*“Seems like they will do things they wouldn’t have done before. More confident.”* (Staff 11)

- Reduction in difficult behaviour

*“Others less likely to become agitated.”* (Staff 10)

The major reasons given by staff for these positive changes were:

- Having 1:1 support rather than in a group

*“Was often in a bigger group and over-shadowed.”* (Staff 1)

- People seem less bored and are not tied to other people’s activity plans.

#### Localisation of activity and local bases

Some staff reported that it is easier to choose activities to do if a person is working 1:1, and this will naturally lead to a geographically wider spread of activities than before. The majority felt that it was more important to react to a person’s wishes and activity choices and that they didn’t feel there should be area barriers.

*“Why do you have to be known by the local community. Why not be known where you go and what you do. Locally is not that important.”* (Staff 7)

A smaller group of staff felt that the service they provided to their service users was primarily local to their home.

A majority of staff reported that the Pontprennau base was not suitable either in terms of its hours of availability or the facilities it offers, particularly the personal care facilities. A minority reported that Tremorfa was not ideal for a local base either. It is primarily an administrative base now and people *“can get side tracked.”*

Staff did report that personal care was problematic, and that they needed more access to better facilities. Facilities at leisure centres and other public venues were reported to be poor, often not even providing access to *“soap or towels.”* There was a need for more toileting facilities that incorporated beds and hoists for adults, cleaning supplies and safe disposal facilities for waste.

A minority of staff felt that, if appropriate facilities were more available across Cardiff there would be less need to return to Tremorfa for personal care reasons alone.

One staff member pointed out that there are facilities available at other bases, such as Market Road, Cord House, and that people do use them for personal care on occasions.

#### Working patterns for staff

We also asked staff, asking *“What are the positives and negatives for you about working in this day services?”*

Most staff were positive about their work, with positives about working in the service including:

- A sense of fulfillment
- Working with *“lovely people”*

*“Seeing people progress and seeing people enjoy what they do.”* (Staff 1)

*“I love coming into work is the only way to say it.”* (Staff 8)

- Staff can think, bring forward ideas and discuss them
- Working one-to-one

*“One to one working allows for good relationships to be built between staff and service users.”* (Staff 20)

- The introduction of skill matching, where staff interests and skills are matched to the activities service users want to do.

*“You need to match people to get the best out of them.”* (Staff 4)

- DSSWs are now more involved in person centred planning by completing new forms on *“what is working.”* It was good that management was listening more to DSSWs.

*“Staff voices are heard now. DSOs will ask and have a chat. We will try something out and then be asked to contribute.”* (Staff 4)

*“Listen is a powerful word.”* (Staff 8)

A minority of staff mentioned negative factors, within the context of an overall positive report:

- The salary being inadequate if you have a young family (and losing good staff as a result)
- The constant search for things to do for lunch

*“A lot more driving involved. Always thinking about where to go for drinks and lunch times out. Options become exhausted.”* (Staff 16)

*“Out and about is too unstructured. Constant eating out is a stress, but get back personally. If a meal is £7.50, I get £3 and £1.50 back so I am out £3. I can’t do this on a regular basis.” (Staff 8)*

The issue of working more flexible hours was raised. Most staff reported that a small number of requests for support out of normal hours on a “one-off basis” (e.g., a trip to the theatre, a trip to racing) and these had been covered on a voluntary basis. Staff reported that working days and not weekends (as others did in residential services) was an important aspect of the job for them. It was generally fine for out of hours request to be catered for on a voluntary basis, but not for this to be compulsory for all. A minority suggested that staff turnover should be used to bring in more flexible contracts for new staff, if the situation warranted this, rather than introduce compulsory contracts for existing staff.

The majority view was that there was not yet a demand for out of hours support by families, because some had agency cover for these hours if needed, and the cap on overall day service hours would mean that families would have to trade hours during the day for evenings and weekends and would be unlikely to want to do this.

#### Support staff received

We went on to discuss with staff the way in which they were supported within the service, asking *“How well are you supported?”*

All staff interviewed reported being well supported by their respective managers. This included:

- Seniors being very supportive and *“always available.”*
- Help being available if trouble occurred while you were out in the community

*“There is always experienced back-up”*

- Staff feeling well trained.
- If there is a problem you can take it straight to a senior without waiting for a supervision session.

*“All round more support from management down to service user. We all manage to support each other better.” (Staff 4)*

On a negative note one staff felt that supervision was *“very sporadic.”* Another mentioned that, while in general training was available to day service staff, there was a demand for NVQ 2 in Care, but the focus was on residential care workers and no places were available for day service staff. In years to come this will be the qualification needed by staff in relation to registration. One staff member felt that random allocation of NVQ 2 courses was not the best method and that seniority or length of service should be used. Ultimately not having the qualification this will restrict staff’s ability to move on.

### Transport arrangements

We looked at with staff at their role on transporting people to and from activities, asking *“How well do new travel arrangements work?”*

The great majority of staff members were positive about transport arrangements for service users, and felt that they responded to the person’s needs.

*“I enjoy picking up and training home service users, I feel they get a complete service and look forward to being picked up by staff.” (Staff 20)*

*“Very well able to use my own vehicle as well as county vehicle.” (Staff 21)*

From a service user perspective, a minority of staff reported that transport had to an extent become better for some individuals. While VEST is an important transport organisation, unreliability had sometimes meant that one person could not attend danced classes as late running transport brought her too late. New arrangements have overcome this and the sessions now run smoothly.

A majority of staff members were content that transport arrangements were working well from their perspective. One staff member said that the remuneration for using her own car was *“fair.”*

A minority of staff mentioned problems in transport. One staff member reported that some staff didn’t have or didn’t use their own vehicles and that this led to shortages.

*“There is a tension as not all are doing the same.” (Staff 7)*

Another staff member said that the transport worked *“to an extent”* and that they had *“larger vehicles that it didn’t need”* and that now it would be better to have smaller accessible vehicles (Staff 2).

A small number of staff were unhappy that the wear and tear on their vehicles was not fully compensated.

*“Fine when using county vehicles but wear and tear on our own cars not considered.” (Staff 17)*

### Changes to the service for the future

We asked staff to look forward and to comment on desirable changes in the future. We asked *“What would you like to see changed in respect of the day service people receive in the future?”*

One aspiration was that in the future there would be more work to help people to make links with others in the community themselves, based on common interest in activity, rather than relying on staff to act as this bridge. The staff member noted, however, that Cardiff was not like the Valleys where communities were small and better more inter-connected, and that this form of integration would be more difficult to achieve in Cardiff as a result.

Two staff members wanted to see more service users in paid employment.

*“PCP is OK but is the question being asked about what should happen during the day?- Work.” (Staff 6)*

*“Some are very able. Can’t keep doing classes.” (Staff 4)*

One staff view was that the areas that had yet to change were large teams, and that these should be changed to smaller teams, the advantage in Localities 2 and 3 being that it was easier to know smaller groups service users and staff, and easier to manage.

Two staff mentioned that they felt it was time to open up the service to new people, new referrals.

A small number of staff felt that there needed to be more flexibility in the use of bases for people who didn’t want or couldn’t cope with all the time out in community venues.

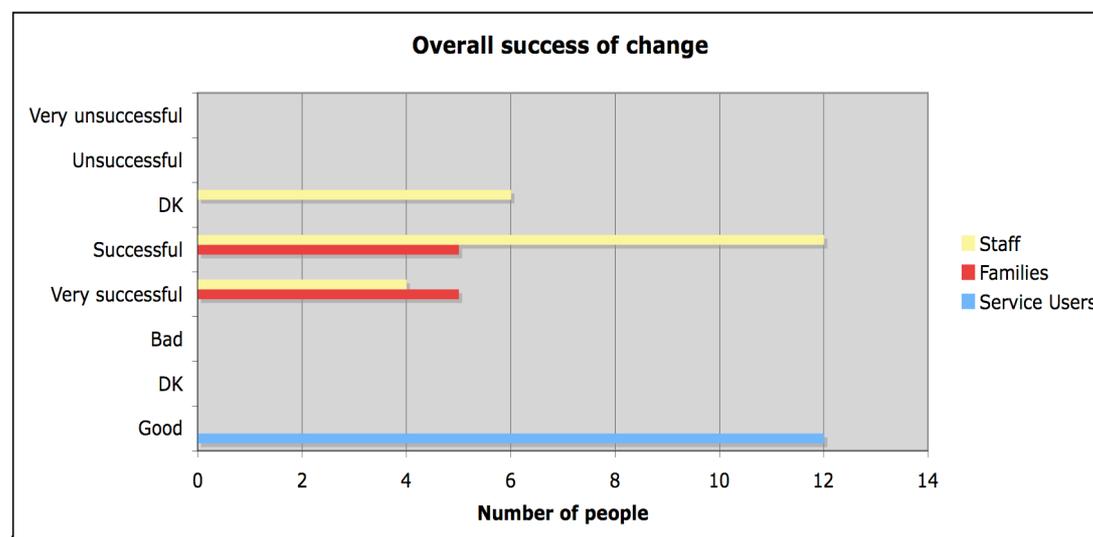
*“More flexibility on having to be out. The idea of inclusion is right but some things are still beneficial that aren’t inclusive.” (Staff 7)*

### Overall assessment of the change

Finally, we wanted an overall assessment of how successful the changes had been from the perspectives of service users, families and staff. We asked service users “Overall, how do you feel about the things you do during the day now?” with the options taken from a scale from “very good” to “very bad.” We asked families and staff “Overall, how successful, or unsuccessful to you feel the changes have been?” with the options taken from a scale from “very successful” to “very unsuccessful.”

Figure 7 shows that the results of this question were overwhelmingly positive. Additional general comments from each group of respondents are highlighted below.

**Figure 7. Assessment of overall success of changes by stakeholders**



## Service users

*"Liked being at Tremorfa" .... "Better going out." ..... "Better than Tremorfa."*  
(Service user 12)

*"Better being out with staff. Yes."* (Service user 10)

*"Better out than in." .... "Day service very good- yeah."* (Service user 2)

*"Like going out."* (Service user 8)

*"Its better going around. Its better to be out, yes."* (Service user 7)

*"Better since the old days."* (Service user 9)

*"Its better. They take you out."* (Service user 10)

## Families

*"Well yes I think it has been successful on the proviso that there seems to be a lot of time just spent spending time if you see what I mean,"* (Family 3)

*"No criticism."* (Family 5)

*" Successful, yes....the clients at Tremorfa, they were complaining at first but now there's a change in them. They're settling and are happier in themselves." ..... "As far as I'm concerned I'm happy with the service he's receiving now and on the communication side. I know if there's anything else he wants to do it will happen. The communication's there."* (Family 7)

*"I have got to be honest I think it worked out well, certainly worked out better than my expectations. She does have a very good programme of events during the week, which are right for her, and she does seem to have a continuity of carer that takes her to the same thing each week, so she knows that. Seems to me that the base now is Spectrum, so much goes on now at spectrum, she's up there twice a week.... "* (Family 7)

*"I work, so I'm unable to provide X with very much in the way of day service. I rely on Tremorfa who do a sterling job in giving X a variety of different activities during her day."* (Family 9)

*"The facilities available are very good and I feel that the support given by all members and support staff of Tremorfa day service centre need congratulating on the service they provide."* (Family 10)

## Staff

*"More [successful] than expected at this stage. I thought it would take longer."* (Staff 2)

*“Successful, but it can be more successful. Lots to strive for.” (Staff 3)*

*“Overall, service users are getting a better service and more quality time with a support worker and their voice is being heard.” (Staff 4)*

*“Successful, but may need 2 to 3 reviews to get it right.” (Staff 7)*

*“We still have a long way to go. I’d give it 6 out of 10- successful.” (Staff 8)*

*“It has become more important for service user’s to be out in community, even doing things they don’t enjoy than having a part day centre service that is a well structured service that is enjoyed.” (Staff 18)*

## CONCLUSIONS

Balance of opinion is overwhelmingly positive about the changes to day service across people with a learning disability, families and staff. There are clearly significant changes being delivered for some people. There are others who are happy to still receive a largely community-based programme they received before. There is wide consensus that increase in 1:1 and 1:2 working is delivering a different quality of relationship between staff and service users, helps families be more informed, and is having significant outcomes for the people themselves. This is all encouraging and in line with the reform policies intentions. The data on activities demonstrate that changes are real in terms of the time spent in individual activity increasing, more time spent in the community, and more time spent with and around non-disabled community members. Linked to this is more time in travel and lunching in Locality 2, and less time in scheduled activity, a pattern we saw in the Locality 1 pilot. Locality 3 seems still to be in transition and the balance needs to be kept under review.

Lessons have been learned on person centred planning and a sensible approach has emerged, moving away from a great deal of front end person centred planning to something more organic. The approach of mid-term corrections building on information validated in the community by DSSWs and others is useful. It is consistent with the development of PCP teaching elsewhere in UK. It has helped staff make on-going adjustments to people's schedules as they express more choices and more information is gathered. The information gathered has become more specific and less time consuming to produce. Within this DSSWs have found a role and report being much more engaged in the planning and responding to people's needs and wishes. Experience has led to more discussion and balancing of people's choices and what they need to be healthy and safe. In this sense families are playing a significant role. This is, however, only as good as the communication between staff, families and service users in activity and at home, and the quality of Person Centred Reviews. We still need to ensure that more complicated cases families and service users still have access to more intensive up-front PCP involving key stakeholders. While a minority disagree, the majority view is that the approach is working and represents an improvement on previous processes. Many have cautioned that there is much more to do and that some time and a number of Review cycles will be needed before the potential for choice and change is fully realised. This is clearly "work in progress."

Staff appear very motivated, have sufficient training, are almost universally well liked by service users and families, and consider themselves well managed. A strong culture of sharing and team working is emerging. On the whole staff like their jobs and the new structure suits them well. This represents a good platform for continuing to improve the service.

There remain issues that will need sensitive and on-going attention:

### The balance of meaningful activity and lunches, breaks and travel

The amount of time spent on lunches, breaks and travel has increased for Locality 2 as anticipated, and is in line with the overall travel time experienced

in Locality 1. The time period between November 2008 and March 2009 over which data was collected Locality 3 was probably too late to fully reflect the changes that had taken place for those service users. However, in the period travel stayed about the same, a little below travel time for Localities 2 and 3. Lunches and breaks fell from 27.1% to 23.8%, but this is still higher than the other two localities that are around 18%.

Clearly there are good outcomes to be had from lunches in the community. Our interview data suggests that people with a learning disability like eating out. They, staff and families report that it provides opportunities to be seen in the community, to link to the staff and customers of lunch venues, and to provide people with a degree of choice and independence. A case has been made by some staff for there to be more “unprogrammed time” to assist people who wish to meet and chat and pursue friendship.

However, families and other staff have argued that lunches and breaks can become a time filler when other more stimulating activity is not successfully planned, where sessions have ended for holidays, or where nothing else can be thought of. They argue that it can be costly for all involved, potentially wasteful of people’s time, and stressful on staff. It remains a danger that travel might become too much of an activity in its own right, particularly for those with fewer than a 5 day per week service, and a sensible balance must be maintained. There is a need for an on-going debate, probably through the person centred review process, to ensure the correct balance is achieved for each individual.

#### There is a view that the service is to an extent reliant on “fair weather activities”

Families and some staff worry that in poor weather people will be less motivated to travel and will not wish to take up outside activities. These would logically include cycling, walking, some sports, some shopping and less structured “out and about” activities. Data from changing timetables suggest that there is still some reliance on activities that are likely to have a term-time structure, which also adds fluctuation into otherwise set activities. There is evidence that people have used term breaks to help people have tasters of possible new activities so the service is well aware of these issues. However there may be a trend for less adult education courses to be available generally as pressure come on public funding and also on the role of adult education in a qualification driven society. Again there will be work needed to reassure families that there is a plan that encompasses organised breaks in activity and bad weather options. Should there be systematic changes in the availability of core activities like adult education, then the local authority as a whole will need to engage with the gaps this will create, and to plan to fill them with meaningful alternatives.

#### The role of local bases

Linked to the previous issue, there is a concern among a significant proportion of Locality 2 families that a base has not been delivered as set out in the offer of day service change. The base has a key role in the minds of some families and some staff as a fall back for many of the eventualities rehearsed above. A plan is needed to deliver the promise of a Locality 2 base

with suitable facilities to cater for the needs of all people in the client group. There is a wide spread feeling among families and staff that the current arrangement will not be “fit for purpose” even if current delivery problems are resolved.

Nor must the service be complacent about the Tremorfa base. Many service users know it and feel comfortable in it. It offers good personal care facilities with a permanent staff presence that can help. This will not always be the case and new clients will not find it as conducive a place as the current service users do. It is now primarily an administrative base for staff and it does not necessarily meet the role of a homely base in the community that allows positive options for down time, if people are not wanting to be in activity, are ill or planned activities cannot run. A longer-term plan will be needed for the Locality 3 base.

There is clearly not a working consensus between families or staff about what a local base is for. Neither Pontprennau nor Tremorfa seem to fit the model described, even if current administrative problems over Pontprennau’s use are resolved. Some feel it is not needed and that individual activities can provide what is needed. Others, often relatives who have higher support and personal care needs (or staff working with these clients), have a different view, still feeling it is an essential part of the plan. Those charged with developing choice and community inclusion fear that if too much investment is made in a base then staff and service users will gravitate towards it and spend more time there without a clear rationale. However, the service cannot build a model of a base into the change offer to families and service users, not deliver it, and then not explain why it is either no longer needed in the form originally described or not tell people why they can’t deliver it. More work is required to clarify what the bases are for within the new context and flowing from this what the design requirement is for it. A consensus then still needs to be built around its role.

#### The role of paid work, volunteering and work training

To an extent arguments over what constitutes “meaningful activity,” and how important it should be in people’s schedules are still going on within the day service. Having a job still remains one of the strongest natural patterns for organising many people’s day and to an extent the lack of employment as a core activity presents the day service with a problem of what else to fill people’s days with. The reasons why people with a learning disability have not been able to work are well understood, complex and deep rooted. It is far from clear whether there is a demand for paid work among current day service clients or their families, whether this would be greater if more information and support existed, whether jobs will be available in the current recession, and whether the day service could, or should, provide more employment support.

There does seem to be a growing consensus among staff and managers that “work” should be offered more often and grow as an activity for people. The Day Service Manager and Deputy Day Service Managers have put forward a coherent view of how “work” will be pursued in the future. The Seren project represents an emerging model of how people can be engaged in an

enterprise, pursue a stake in business and, through that, an element of social inclusion and personal fulfillment. The search for an accreditation system to guide training and retailing practice represents good practice. Seren is not intended as a pathway into ordinary community jobs. It is instead, meant to deliver a rounded set of opportunities in its own right.

Voluntary work has expanded through the work of current Link Workers and it seems there is more demand among service users for that. Volunteering is often seen as a pathway to paid work, providing work experience and helping to develop work skills. However, the evidence is far from clear on how successful a route to paid employment it is for people with a learning disability. There is an emerging national consensus that pre-vocation training is at best an inefficient way of getting people paid jobs, and at worst doesn't work for people with moderate or severe learning disabilities. At the very least such placements need to be set up as part of a specific plan to transition to paid employment. In the day service, volunteering is being seen more as a potential source of outcomes in its own right. The service appears to be pursuing this coherently with some placements, by placing people in legitimate volunteering activities and with other volunteers. However, some volunteering still looks the same as paid work without the pay, although steps are being taken to pursue pay for the people concerned.

Employment can be delivered through three routes: paid employment in ordinary community jobs; jobs in a social enterprise; and self-employment. It is not clear from this review what the strategy is for will be for providing opportunities for paid employment in ordinary community jobs. National policy in England is re-emphasising the supported employment process as the best way of employing people with a learning disability, and that route is recommended as an effective model in WAG learning disability policy. Also, changes in national disability employment programmes such as WORKSTEP<sup>1</sup> and Access to Work will arguably make it easier to access resources to help more than before people with a learning disability pursue community-based employment with a job coach support. The creation of an employment development post is a welcome opportunity to develop employment as an option for more people. More thought will be needed to ensure that all the routes to work are made available, that appropriate forms of support are made available to help people achieve employment should they want it, and that the Local Authority can engage with DWP and other national government departments to access resources that can help.

#### Day activities that change people lives

Day services have introduced monitoring systems that look at the degree of social integration with people other than service users using a red, amber and green coding. The aim has been to move those in red (poor social integration) to towards green (good social integration). Data from Locality 1 is encouraging that the integration potential of activities is being improved.

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<sup>1</sup> WORKSTEP is under reform and will be provided by two "prime providers" in Wales from 2010. The reformed scheme will provide greater flexibility in support and DWP have stated it will serve people with a learning disability better in its new format.

While Locality 3 began reform a little later than Locality 2, the extent of integrated activity (activities that involve other members of the public) does appear to be a lower than other Localities. Analysing activities and how these might be modified to maximise integration potential may need to be a higher priority in Locality 3 as a result.

While the day service has worked to increase the integration potential of activities, a common pattern in leisure and recreation take-up among people in the general population is to try out a range of activities in an age appropriate way, to identify those which will form the basis of ongoing hobbies or interests, and for the person to deepen their involvement. This can be in joining clubs, spending more time doing an activity, gaining greater skill etc.. A further extension of improving the quality of the activity of people with a learning disability would be to deepen their involvement following the pattern that may be taken by other people who share this interest. This may involve more intensive work to identify other people, clubs, societies and community organisations in helping to further the person's interest. This would build on the current work in developing community links around particular individuals

#### Maintaining staff motivation and flexibility

We have seen that the staff of the service are well motivated and feel well supported. While there are problems expressed, they are by a minority. This does not, however, mean that the issues the minority express will not grow to become significant issues for many in the future, without continued vigilance by managers in the service. The new transport system is increasingly reliant on staff using their own cars. However this is not a universal requirement and some tensions exist where some do, and some do not, use own transport. Why some of this is historical, the service needs to proactively work with staff and recruitment policies to ensure equity is maintained as staff turnover and new people join the service.

Staff look to the future and see access to access to NVQ level 2 care as an essential for job mobility and career progression. Greater provision of course opportunity will be needed to ensure staff are not lost to the service by training offers elsewhere.

Staff concerns over future requirements to work flexible hours are lower than found in the Locality 1 review. However they are still there. Existing staff are reluctant to be drawn into enforced flexible hours working. There is however, good will on voluntary arrangements to cover what requests are coming through, and a preferred option of greater demand for flexible hours being catered for in new contract arrangements for new staff. Demand from families and service users for this style of service is low at present, as it has been in Locality 1. This is part due to agency working serving some latent demand, and an effective cap on total hours received. A plan for how future demand will be catered for must emerge, if only to stabilise current staff anxiety. While a wholesale move to Personal Budgets has been resisted by WAG, the national government agenda is clear and moving forward to a consumer led model. Should this become policy in Wales, then current contract arrangements would be likely to come under pressure, and forward planning on a model to respond to any demand would be sensible.

## RECOMMENDATIONS

In any further roll out of the day service reform we recommend that the following will be needed:

Planning of change in services:

1. A well planned transition timetable to the reformed service to ensure that families and people with a learning disability are aware of it, and any subsequent changes to it.
2. Visits to people's homes to explain changes proposed and the implications for them is appreciated and goes some way to reducing anxiety and concern by families and people with a learning disability.
3. Generally, families felt that any concerns they had about issues were responded to well by the management team in day services. However, there remains a need for proactive communication with families over the continuing development of the services and actions on issues (such as the future of the Pontprennau base) if confidence in the service is to be maintained.

Delivering high quality activity:

4. Service must ensure that there is an adequate balance between the core content of people's week and time spent in lunches, breaks and travel. This will be particularly important where people are receiving a day service for only part of a week.
5. Communication with families has improved "on the doorstep" as there is more consistency now in people who have been with the person all day, also picking up and dropping off. This has yielded significant benefits for some families in knowing what is happening day to day. This is an important aspect of staff scheduling and must be protected.
6. When staff supporting an individual have to be changed it is important that successful strategies for motivating and supporting are shared and if necessary coaching takes place between staff to ensure continuity.
7. The day service has worked to increase the integration potential of activities, finding ways to increase the involvement of people without a learning disability. Day services should consider extending this model of increasing quality of existing activities by modeling people's involvement on the way non-disabled people pursue and deepen their involvement in activity.
8. While there appears to be less use of formal courses as activity, there still appears to be a termly element of activity that is by definition, periodic. There is a need to use these regular periods positively, to provide tasters of potential new activities, extensions of existing activities into greater hours. Where generic activities are likely to decrease (such as adult education courses) there should be action at a local authority level to determine if any gaps can be filled through partnership.
9. The day service has a coherent strategy to increase "work" as an option for people through the development of enterprises, such as Seren. Profit sharing forms a part of that, as is skill development in line with accredited models. The current consensus is that people with a learning disability

require skilled, job coach supported employment approaches to deliver this option. The role of individual, paid, community-based employment within the options offered, and how this might be supported, needs further thought and planning.

Clarifying the role of local bases:

10. Work is required to clarify what purpose of local bases should be within the reformed day service and the design requirement needed to deliver this. Consensus building will be required to ensure the purpose is understood and shared. This should inform the future of the Locality 2 and 3 bases.

Managing options in the community:

11. Continued vigilance and effective communication between staff and families is required to ensure that people have choice within menus if they lunch in the community, with options to obtain a diet that is necessary for them. Person Centred Planning tools that distinguish between what a person “wants” and what they “need” have played a role in helping staff to structure choice within health limits and their wider use should be encouraged.
12. Council policy on having adequately equipped publicly available disabled toileting facilities around the capital needs to be reviewed. It is unacceptable today for new public facilities and facility upgrades not to provide adequate toileting facilities for more disabled people. This has been the case for swimming provision, which has caused major problems for clients that need hoist and bed based changing facilities. This is a generic problem for the council and not one that social services should bare alone. There should be a strategy to provide such facilities around the capital. A lack of appropriate changing facilities in public places continues to undermine integration.

Maintaining friendships between service users:

13. There is clearly a keen awareness within the service of the need to maintain friendships where there is a wish to do so on both sides. Planning to help people meet up either through shared activity or through social opportunities such as breaks or meals, must continue to be a significant element within person centred reviews.

Communication:

14. Social services should inform families when policies that materially affect them, such as changes to arrangements for transporting people’s baggage to respite care. Day services are a first line source of information and advice for these clients and their families and day service staff need to be fully briefed and prepared to support queries as part of this transparent.
15. The council should ensure that its targets for responding to complaints are met every time.

16. Social services should ensure that the interests and day activities that people have before moving into supported living can be supported by new providers.

Staffing:

17. Continued attention is required to future contracting arrangements for new staff in relation to car ownership, arrangements for supporting staff use of their own cars, and to cater for any future demand for flexibility in hours working.

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## APPENDICES

### Progress on previous recommendations

In a review of Locality One, a number of recommendations were made. In the following appendix we review these and comment on the extent to which there is evidence of these being addressed from the review of progress in Localities 2 & 3:

**1. Initial training is a key part of the change process for staff...current investment in Locality One is justified.**

The availability of staff training has continued and has been identified as important to success by staff in Localities 2 & 3.

**2. There is a need to ensure adequate resources are available in other localities to deliver the 1:1 working that has worked well here.**

The staffing and management structure used in locality 1 has been maintained in Localities 2 & 3, with some positive amendments at senior levels.

**3. Existing staff in Locality One need further guidance and training on community connecting. Current training needs to be reviewed to ensure the topic is covered effectively.**

This remains an important role and training need across the service, although the development of new opportunities through partnership is being concentrated at more senior levels and through the development of specialist liaison post (e.g. employment development post).

**4. The LA should consider ways that learning can be disseminated across localities, particularly on community connecting strategies.**

There has been significant sharing of information and ideas for day opportunities across the staff of the three localities since Locality 2 & 3 have been developed. Opportunity boards, intranet information and ensuring flow across teams through DSOs are all important contributions to this task.

**The review has highlighted that there is agreement from all stakeholders that meeting individual need is key. In any transition to a new service in other localities:**

**5. PCP approaches need to be integrated into periodic reviews to ensure that people with learning disabilities continue to be offered opportunities to try new activities and to consolidate those they like.**

There is strong evidence this is being achieved, although there are more reviews still to be carried out across the new Localities.

**6. Front line staff should have input into reviews, to assist with understanding service user progress and opportunities that may be tried.**

DSSWs report having many more opportunities to contribute and are much more involved and listened to now.

- 7. Most PCP formats are in use, but the LA need to ensure that PCPs include the information people need to know about the person and the support they need, but they also need opportunities to identify activities and environments they might like to explore.**

The use of a more evolutionary model with opportunities for all to input, the ability to make changes in between reviews, and the reshaping of Person Centred Reviews, all appear to be working well.

- 8. The focus should not be exclusively on new activities. PCPs should look at how involvement in favoured activities can be made more integrative, and people's involvement and skills deepened.**

The introduction of the "Red, Amber, Green" way of analysing and improving current activities is moving this agenda forward significantly.

- 9. Information on successes and what activities and opportunities are being developed should be collected and shared with families and people with learning disabilities to stimulate ideas.**

This still has to be developed.

**In terms of the activities that people do:**

- 10. The LA should keep under review the balance between travel and meaningful activity in people's programmes. Consideration should be given to supplementing hours where time spent in travel to favoured activities restricts participation in the activities themselves.**

This is still a live issue requiring constant attention through individual Reviews.

**There are a number of issues that were important to people with learning disabilities:**

- 11. Friendships between people with learning disabilities needs further recognition and further work to build opportunities for them to meet up. This may require further resources.**

This is still a significant issue for families and staff. There is evidence that managers are aware of the issue and evidence of efforts being made to accommodate these friendships through shared activity and informal breaks and lunch meetings. This needs to be kept on the agenda through Reviews.

- 12. More work is needed to ensure families have a good understanding of what activities people are doing, and what is being achieved, on an on-going basis. This will help to inform good Person Centred Planning.**

Families and staff report better communication between the two on the new system. Continuity of staff to service user has improved and this has in turn improved family awareness of what people are doing and achieving. More experience of new style Reviews is required to be sure this is translating into better plans.

**13. Signing is being increasingly used with people with learning disabilities. The LA must ensure that this is integrated into use at home, where possible.**

There is no evidence from this report that this is, or is not, happening.

**There are a number of staff support issues to be addressed:**

**14. Staff will continue to need assistance to develop training around individuals who can have difficult behaviour or physical disabilities, for working in the community with them. We need to ensure there is consistency of opportunity whatever staff is working with the person.**

There are reports from staff that difficult behaviour has reduced for some people with the higher staff ratios and the higher level of engagement of service users this allows, (albeit after some increases reported by families over the period of transition to the new service). The management of challenging behaviour has not emerged as an issue in this review.

**15. The LA should ensure that good basic training is available and that skilled advice around the management of particular individuals is available to all working with that person.**

There is no evidence from this report that this is, or is not, happening.

**To continue to deliver activities in the community, further community links and partnerships are needed:**

**16. The LA should explore proactively community development and opening up access to community groups and people involved in relevant activity to generate more opportunities, including employment and volunteering.**

There is firm evidence that this has been taking place in the areas of voluntary work (e.g., fruit and veg. collaboration) and work development (e.g., Seren). The recruitment of an employment development officer will assist in furthering this agenda. The service needs to take a view on it stands on the growing consensus that supported employment and job coaching, and 16 hour per week jobs, are the best way forward on the employment agenda for people with significant learning disabilities.

**17. The LA should consolidate links to supported employment agencies, and ensure that these are linked into PCPs. The service needs to be aware, and make others involved in PCP aware, that a long period of training is not always needed to find a job when job coach support is available.**

This is not evident at present.

**18. Risk assessments should continue to be managed positively to promote safety and not restrict activity, even for people who are more difficult to manage in the community.**

Although not specifically covered in this review, there is not evidence of people being systematically excluded from activity on the basis of risk assessment.

**The service set out to offer flexibility in the activities and support it offered. The pattern of demand for day services is important in this respect:**

**19. The demand for evening and weekend support has not emerged as yet in Locality One. As experience develops there are signs that some people may wish to make use of wider hours. The service must be ready to support this. The pace of change is likely to be slow and manageable in the short to medium term through voluntary arrangements with staff who may wish to work more flexible hours.**

Information from this review reinforces this conclusion.

**20. In the longer term the LA should also pursue a more flexible contract for new workers to respond to any growth in demand.**

While there appears to be some support for this as part of a solution to increased flexibility in staffing going forward on the part of staff, no progress had been made on this issue by the service to date.

**21. It is important that full information on the model and working arrangements is available for staff and families entering new locality working prior to any changes taking place.**

There is evidence that time was taken to inform families about the changes in Localities 2 & 3. Some uncertainties still remained at the time change started, and so continued efforts to get this right will be needed in any further locality developments.

**Securing appropriate transport remains particularly important to the continuing success of community-based day services:**

**22. The LA should ensure that there is not a global cap on mileage. If there is a genuine need for a client to travel this should be covered in full, and total expenditure balanced across the team, and ultimately the service.**

There is no evidence of a cap on travel being applied.

**23. The move to community activity will lead to a radical shift to staff transport. The LA need to decide:**

- **what transport will be needed in the future**
- **how this will be balanced between staff and service managed vehicles**
- **the funding arrangements required**

There has been no re-statement of the transport strategy around day service reform. A number of anomalies exist in who will use their own transport, policies on driver status and own car availability for new recruits, issues of recompense for client wear and tear on personal cars, the suitability of council transport for the new transport job being delivered, and travel training and use of public transport.

**24. To achieve this, there should be a review of transport and a comprehensive Transport Policy developed covering future day service requirements.**

A transport policy and strategy is still required.

**The day service plan includes making available appropriate bases in each new locality:**

**25. Bases across the localities must be kept under review to ensure they are accessible, and meet the identified needs of all clients. Greater access to a base may be needed by specific people, and any base must meet their needs.**

This remains controversial in Localities 1, 2 and 3. The role of bases, the minimum requirements for the facilities they offer, and how they will be used, all need to be re-stated and the extent that current bases are “fit for purpose” against such a statement if needed.

**26. Staff should be encouraged to see and be aware of existing and planned bases and to use them as a resource for all service uses. They should be used in preference to their home “base,” as travel requires.**

Other bases are being used for personal care, but not often. The situation is far from ideal, with trips back to Tremorfa being required for both Locality 2 and 3 service users that are not ideal given their activity schedule. The availability of suitable toileting and changing facilities across Cardiff (including in public places) needs to be reviewed at a Council level and plans to improve the situation created. National initiatives to improve access to suitable personal care facilities will be relevant.

**The way day service’s are organised and managed in new localities will be important:**

**27. The LA should maintain the existing tier hierarchy in new localities as it aids communication in the initial re-organisation. It also aids the processing of learning from community experience.**

This has been achieved in Localities 2 & 3 and is working well.

**28. While it should be monitored, staff and people meeting up in small groups in the community, if it has clear aims, might also be used to maintained friendship and staff cohesion.**

This is happening in very particular way for individuals and small groups as part of other activities. Reviews should continue to take friendship maintenance very seriously and strive to accommodate meeting up in the least stigmatising ways, but if that is not possible, in less integrated ways to ensure that friendships are given some priority.