

## **Skills for Care Conference workshop: Session Notes**

### **What jobs do people do that have a big impact on the lives of people with a learning disability?**

- Teachers and school support and further education
- support workers paid to support someone / charities providing services (to help you get out and not be isolated)
- Commissioners, integrated care services, health, social care, CCGs, local authorities
- members of advocacy groups, and experts by experience
- social workers; practitioners and managers in adult social care
- families - might be doing all of the jobs above all at once
- GPs, primary healthcare, nurses etc.

### **Common things that help people be great**

“it's how they make you feel about yourself”

- ✓ aspiration and attitude!
- ✓ Matching the right support worker with the right person
- ✓ the ethos or culture of the place
- ✓ listening skills, empathy, accept alternative opinions
- ✓ using your own experience
- ✓ be creative, think outside the box, especially when resources are stretched
- ✓ get involved early to build on people's strengths – workers need permission to do this and confidence
- ✓ peer support, giving people a voice

- ✓ Telling and hearing hopeful stories

### Common things that make them awful

- ✗ Not being able to be creative - time pressures
- ✗ Caring more about results choosing who can come in
- ✗ only available in a crisis feeling isolated
- ✗ Workers not feeling supported by managers
- ✗ people who are there just for the money
- ✗ vacancies, people leaving, not having candidates for jobs
- ✗ lack of training for self-advocates

|                                      | ✓ <b>Great</b>  | > <b>Bad</b>  | ✗ <b>Awful</b>   |
|--------------------------------------|---|---|--|
| <b>Charities and support workers</b> | <ul style="list-style-type: none"> <li>✓ People</li> <li>✓ provide services free of charge</li> <li>✓ values</li> <li>✓ correct information about activities and health</li> <li>✓ Passionate and want to make a difference</li> <li>✓ support worker will show interest and ask questions</li> <li>✓ ensuring the right support worker is matched with the Right people</li> <li>✓ Someone who can communicate well</li> </ul> | <ul style="list-style-type: none"> <li>&gt; Poor communication</li> <li>&gt; not person centred</li> <li>&gt; over controlling</li> <li>professionals who think that they are helping</li> <li>&gt; support workers who do everything and don't let the person have independence</li> <li>&gt; workforce who don't feel supported by managers and staff team</li> <li>&gt; work life balance is wrong</li> <li>&gt; when people aren't allowed to say thank you to their support staff</li> </ul> | <ul style="list-style-type: none"> <li>✗ Controlling staff</li> <li>✗ people who were just there for the money</li> <li>✗ people with no empathy</li> <li>✗ staff with no training</li> <li>✗ families who don't have the right support</li> </ul> |

|                       |   |  |  |
|-----------------------|---|--|--|
|                       | <ul style="list-style-type: none"> <li>✓ good recruitment process</li> <li>✓ values and views of staff</li> <li>✓ staff who have good listening skills</li> <li>✓ staff have encouraged people</li> <li>✓ good teamwork</li> <li>✓ delegation</li> <li>✓ open minded workers</li> </ul> | <ul style="list-style-type: none"> <li>&gt; Failing to get to know the person</li> <li>&gt; bad health and safety practices</li> <li>&gt; staff who don't encourage people</li> </ul>  |  |
| <b>Self-Advocates</b> | <ul style="list-style-type: none"> <li>✓ Give people a voice</li> <li>✓ Use first-hand experience</li> <li>✓ provide and increase change</li> <li>✓ be a force for good</li> <li>✓ peer support</li> <li>✓ support networks</li> <li>✓ speaking up</li> </ul>                           | <ul style="list-style-type: none"> <li>&gt; Lack of support information self-awareness or training</li> <li>&gt; skills of self-advocate not being available</li> <li>&gt; no advocacy group available</li> <li>&gt; non prevention is bad working practice</li> </ul>                           | ✗ People not being supported and left isolated |
| <b>Social work</b>    | <ul style="list-style-type: none"> <li>✓ listening skills, wishes and aspirations</li> <li>✓ be inclusive with carers and families</li> <li>✓ having empathy</li> <li>✓ resilience</li> <li>✓ good relationships</li> <li>✓ seeing outside the box beyond eligible need</li> </ul>      | <ul style="list-style-type: none"> <li>&gt; Shift in culture 'doing for' instead of being strength based and empowering</li> <li>&gt; lack of empathy or emotional intelligence</li> <li>&gt; loss of trust and confidence due to lack or change of staff hard to then build up trust</li> </ul> | ✗  |

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|-----------------------------|--|---|--|
|                             | <ul style="list-style-type: none"> <li>✓ Community connections values</li> </ul>   |   |  |
| <b>Schools and teachers</b> | <ul style="list-style-type: none"> <li>✓ training on inclusion and best practice</li> <li>✓ ethos of inclusion - whole school values it</li> <li>✓ small groups - very personalised</li> <li>✓ create opportunities for extension of classroom learning</li> <li>✓ belief in ambition</li> <li>✓ positive risk taking</li> </ul> | <ul style="list-style-type: none"> <li>&gt; Poor training</li> <li>&gt; non inclusive</li> <li>&gt; outdated</li> </ul> | <ul style="list-style-type: none"> <li>✗ Academisation has led to less acceptance or inclusion</li> <li>✗ less power to local authorities</li> <li>✗ focus on results</li> <li>✗ less resources for pupils</li> <li>✗ Leads to segregation and increased demand for special schools</li> </ul> |