

CPD Training for Social Workers

Based on the research with people with learning disabilities '**Growing Older and Planning Ahead**'



Contents



4

Introduction



7

Living well



30

Ageing well



56

Reciprocity



82

Geoff's story



85

Helpful resources and thank you!



Introduction





Hello!

My name is Professor Sara Ryan.
I have run the 4 research projects on Growing
Older and Planning Ahead with people with
learning disabilities and their families.

**Press the play button and
I'll introduce you to the research!**

To read more about the research click [here](#).

DID YOU KNOW?

The research highlighted that there are 3 important areas that help people thrive as they got older.

Click on each section to find out more:

Living well



Ageing well



Reciprocity



*Living
well*



Before we get started in this section,
we have a little task for you.

Please answer the following questions:

*Living
well*

If people came into your home and spent some time
looking around, what would they discover about you?

1

2

3

4

5

List 3 ways in which you make your home 'homely':

1

2

3

Who do you choose to live with or welcome into your home and why them?

Who?

Why?

What type of person would you **NOT** want to live with and why?

Who?

Why?

How do you connect with the community where you live?

Name 5 things you love doing in life. These could be general things like chatting to people or hobbies. They could be small things or big things.

What?

Why?

What?

Why?

What?

Why?

you

What?

Why?

What?

Why?

Who are your favourite people in life and what is it you love about them?
How often do you see them?

Who?

What?

How often?

Who?

What?

How often?

Who?

What?

How often?

WHO?

Who?

What?

How often?

Who?

What?

How often?

Just one more question....

Who do you turn to for advice or reassurance in life?
Are they paid for this or not?

Who?

What?

How often?

Who?

What?

How often?

Who?

What?

How often?

Who?

What?

How often?

Who?

What?

How often?



Now imagine...

*Living
well*

Your world is turned upside down. You are told (you have no option), that you are going to go and live with 5 people you don't know in an area you haven't chosen, in a building you haven't seen. You are not allowed to stick things on the wall. There are signs up for the staff all over your home and the people you live with make lots of noise. You will have different carers you don't know to come and wash your body each day. They'll come when they choose. You can't go out in the evenings as

there aren't enough staff. In

fact you might even be put to bed at 8pm in the evening to make it easier for staff. No-one stands up for you. You don't see family and you have now friends. **How**

does that feel? What

impact does it have on

you? No really, imagine... how would it change you?

How would you start reacting to people and

life? How would it

impact on your mental health?



*Living
well*

Capture your thoughts:



Thank you!

We'll come back to your answers later.

Let's crack on with things...

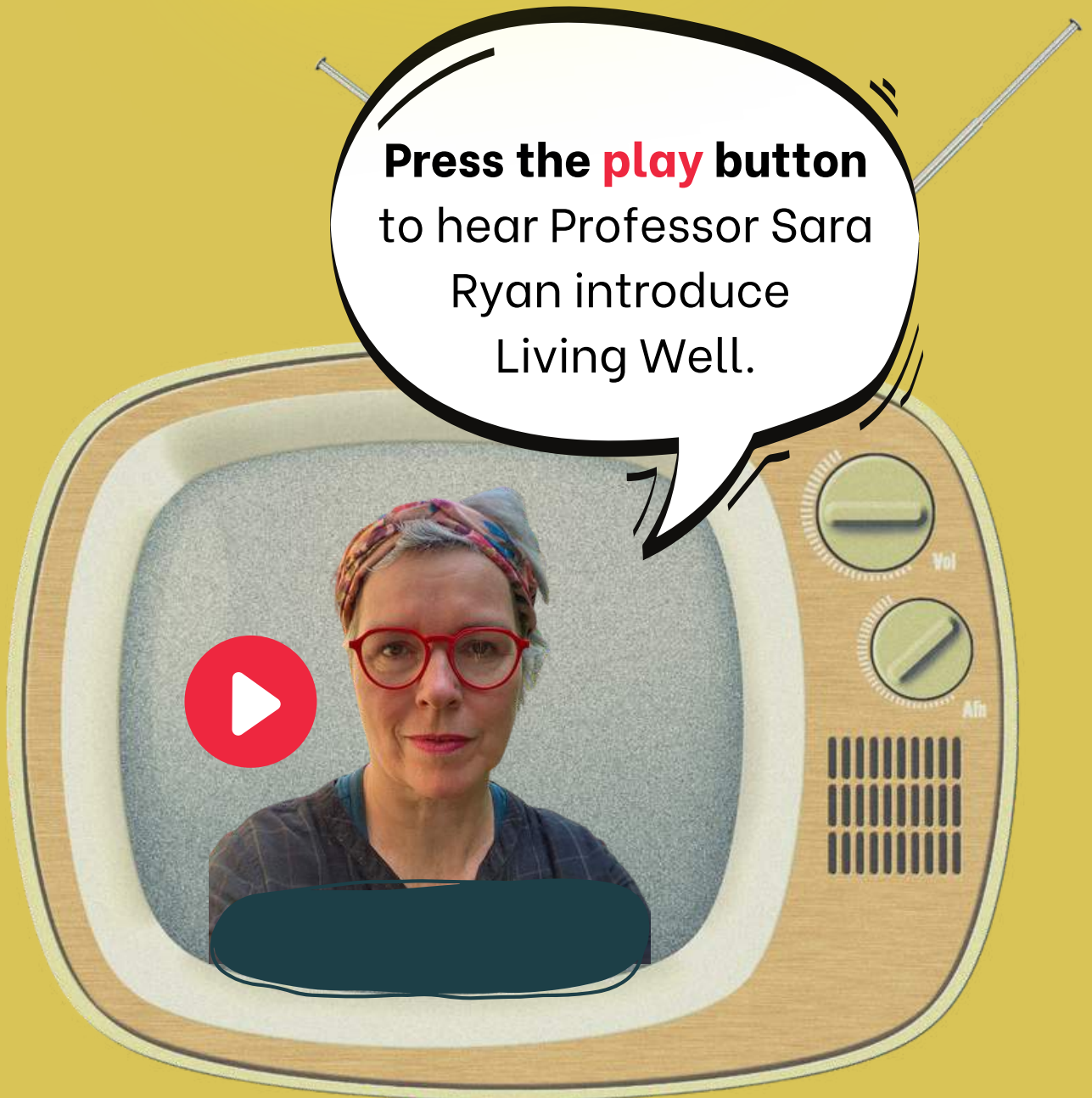
Let's

GO!

Living well



Press the **play button**
to hear Professor Sara
Ryan introduce
Living Well.



These are the bits to remember:

*Living
well*

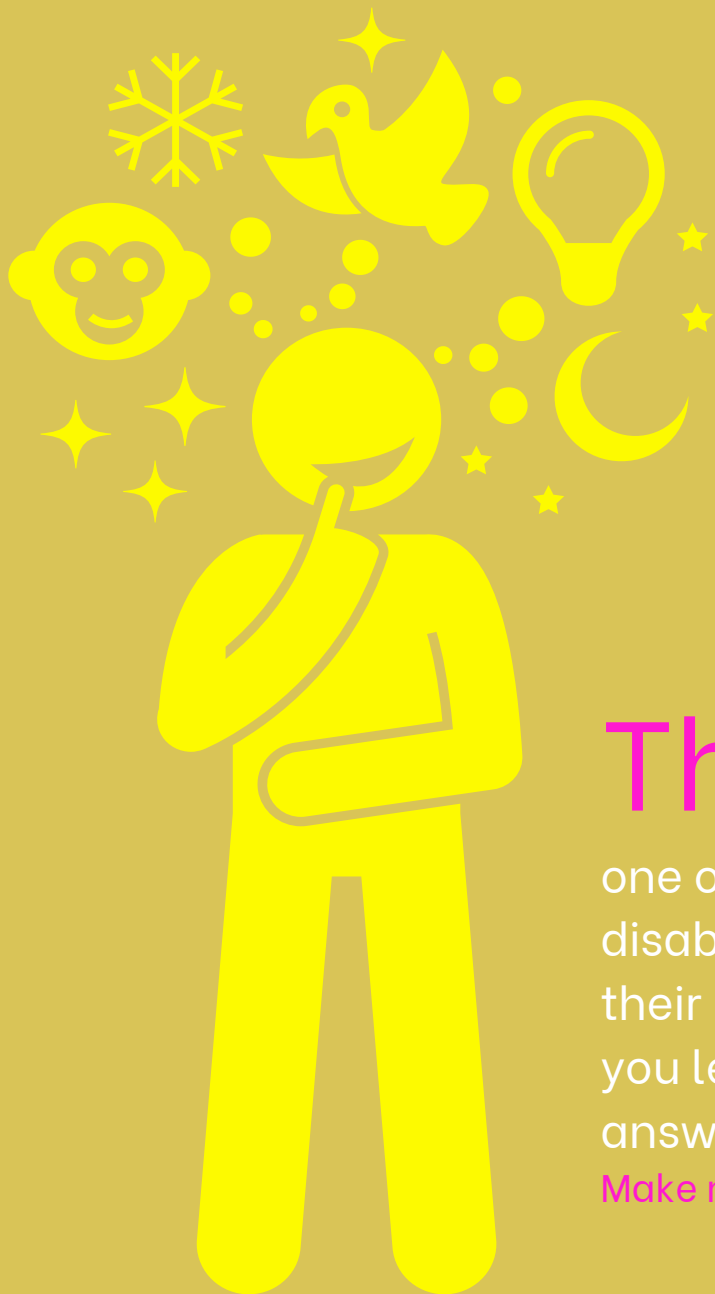
The research findings show that
Living well includes things like:

- Being supported well to live life the way you want and with the things you need help with.
- Having a homely home.
- Choosing who you live with.
- Being supported to have good relationships with friends, family and partners.
- Taking care of your health.
- Doing the things you love in life.
- Being supported by someone you like.
- Being part of your local community.

*How can you bring this
into your work more?
Make some notes...*



I could ...



Now revisit the questions we asked you (which are repeated below) and:

Think of...

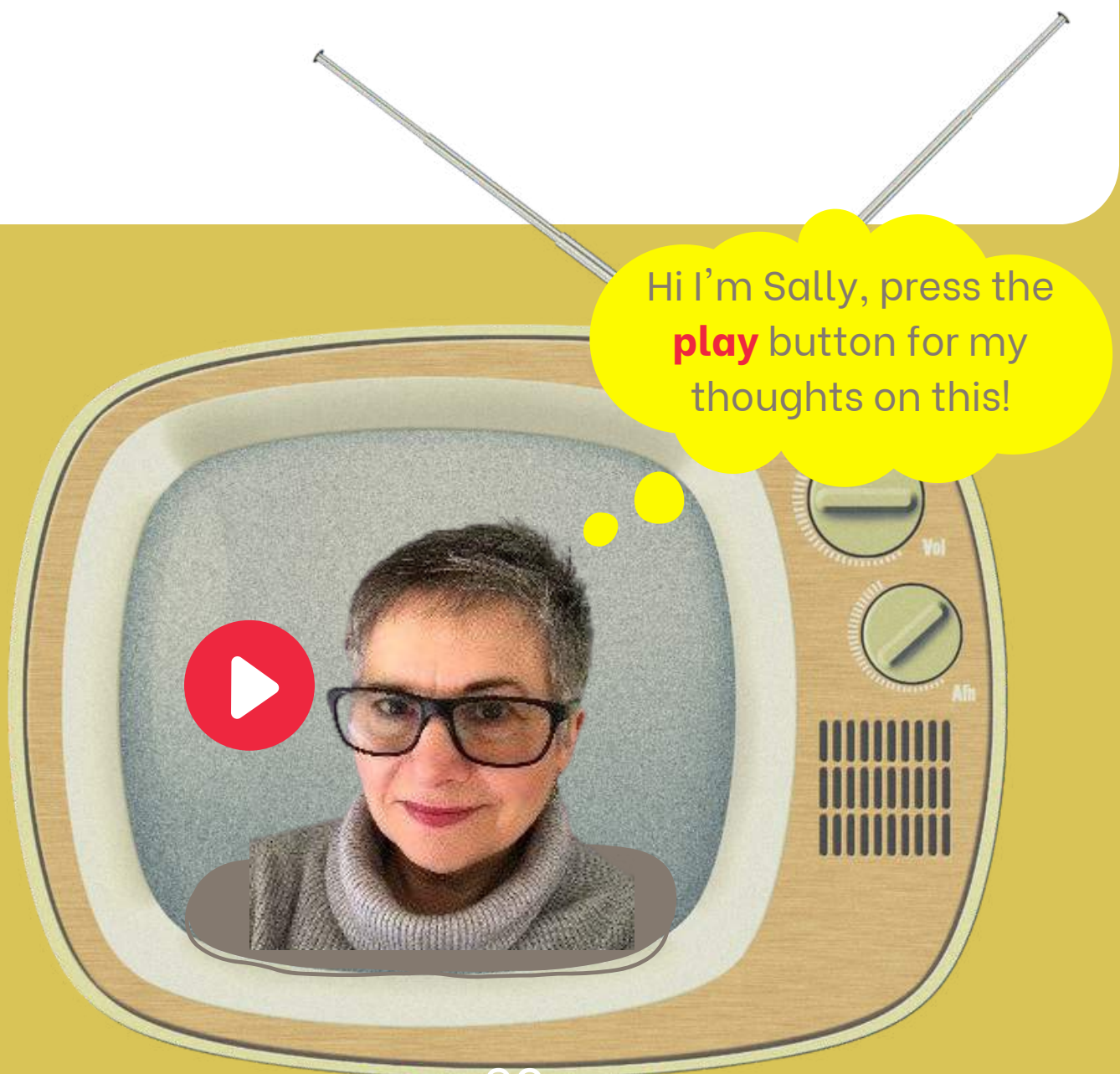
one or two people with learning disabilities you know. If you think about their homes and their lives, what might you learn about them? What might their answers to the questions be?

Make notes on the next page...

- 1** If people came into their home and spent some time looking around, what would you discover about the person?
- 2** List 3 ways in which the person makes their home 'homely': Who do they choose to live with or welcome into their home and why them?
- 3** What type of person would they NOT want to live with and why?
- 4** How do they connect with the community where they live?
- 5** Name 5 things they love doing in life. These could be general things like chatting to people or hobbies.
- 6** Who are their favourite people in life and what is it they love about them? How often do they see them?
- 7** Who do they turn to for advice or reassurance in life? Are they paid to do that role or not?

*Living
well*

your notes...



Hi I'm Sally, press the **play** button for my thoughts on this!

Are we **really** listening to and responding to what a person is communicating?

This requires us to be in a relationship of integrity and authenticity with the person. One where we support from a place of truly caring for or loving the person. A relationship where we listen to explore and respond to a person, await their responding communication and then listen, explore and respond again. **It is a 2-way relationship that can only work well if we are truly invested in it.**

[Dr Jo Watson](#), Researcher in learning disabilities

Do you know...

Who the person with a learning disability is?

Really who they are and what makes them tick?

What what they love, what they don't love. Be curious! Give them choices, options. Find out what support they need to make their decisions in their life and live a good life. What and who is important to them in their lives? Read between the lines. Challenge in a kind, thoughtful way – do they really want to live with 7 noisy house-mates when they have autism? Where would they like to live, with who? What would help them settle?

Think **good life** not **service-land**!

You have the chance to do care and support reviews, to communicate with people in a way that really values them.

The person you are supporting needs you to **SEE THEM** as an equal

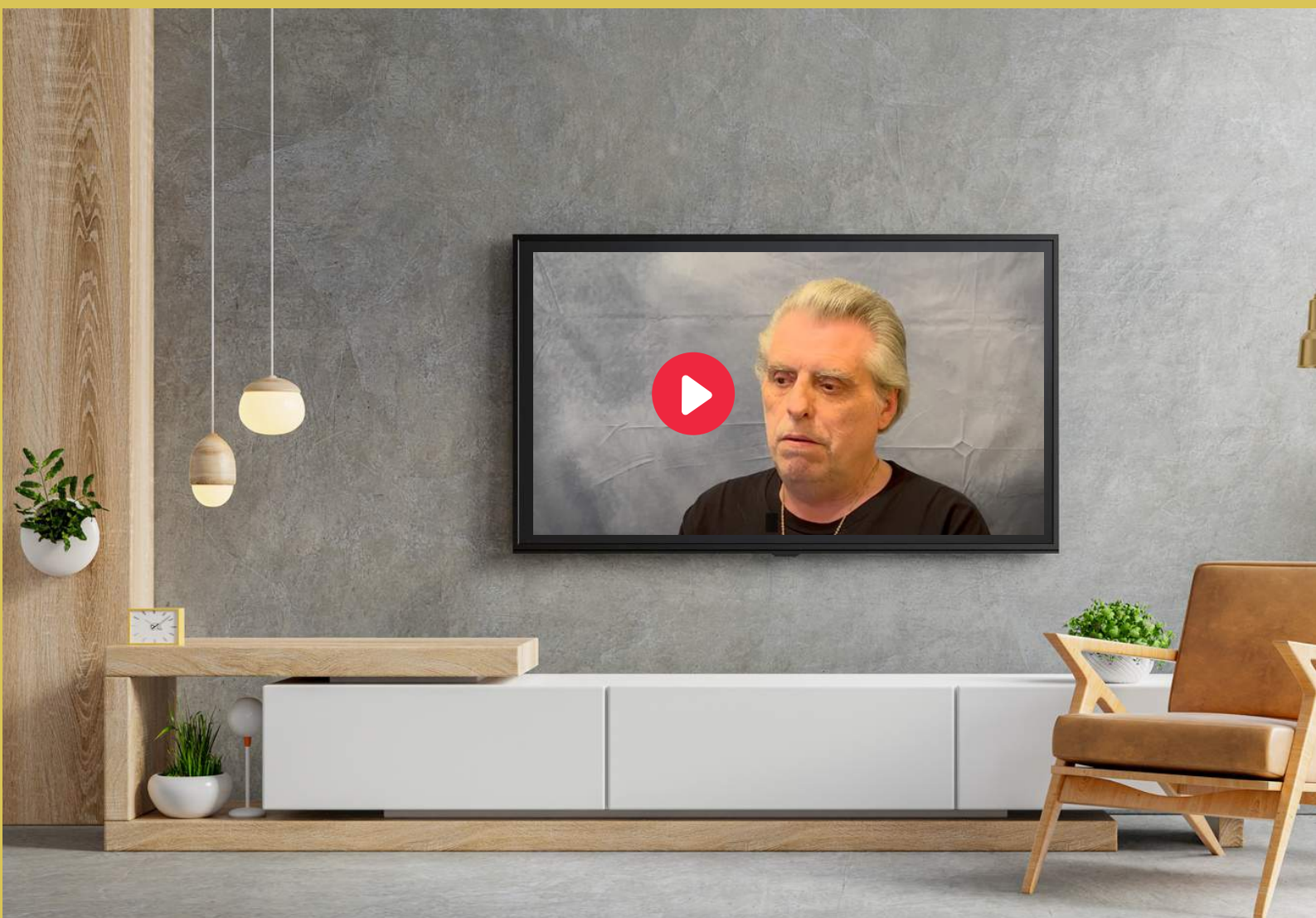
human-being. They need you to fight for what's right with/for them. Because if you don't do that, there may be nobody else who does. **YOU** are the person who can help create an institutionalised life or a gloriously ordinary life where people are part of their community, where people have friends and family, where they go out in the evenings and weekends and not just during the day. **Be that person!**



*Living
well*

It all starts with **noticing**,
then **listening**
and then **doing** something about it!

It's your chance to make sure people are seen and have the
opportunity to live a great life (just as you want to have),
as this powerful film below shows...



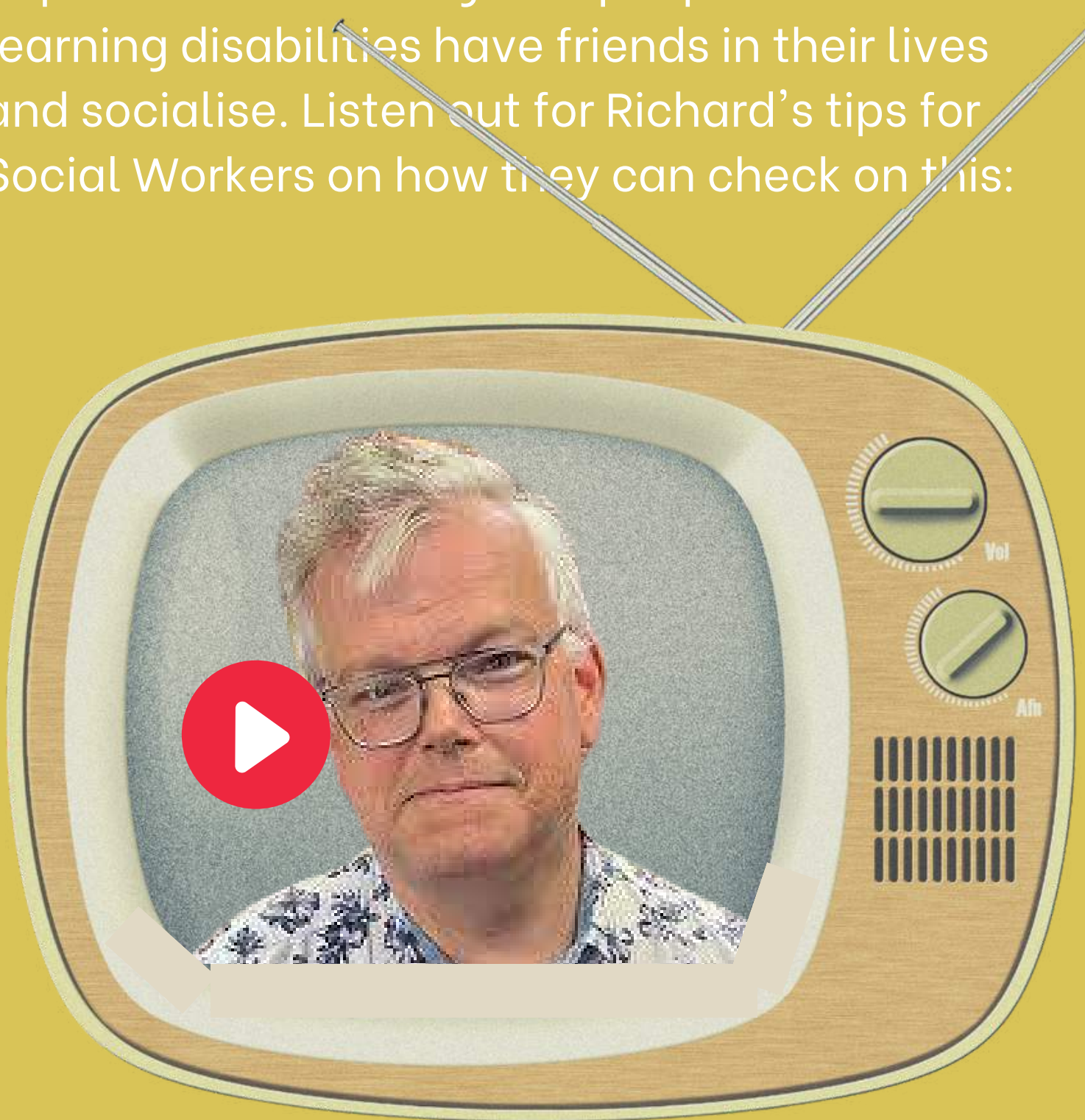
This is Lucy Series who is going to talk about the importance of Supported Decision-Making and how it gives people control in steering their lives.

Lucy is a socio-legal Academic, and an expert in Mental Capacity Law, Adult Social Care Law, and Disability Human Rights. She currently teaches on the MSc Social Work programme and the undergraduate Disability in Society unit at Bristol University.



For information on a free resource on Supported Decision-Making mentioned by Lucy, look on [Paradigm's website](#).

Let's hear from Self-Advocate and Research Assistant Richard Keagan-Bull about the importance of making sure people with learning disabilities have friends in their lives and socialise. Listen out for Richard's tips for Social Workers on how they can check on this:



Let's hear from Professor Irene Tufrey-Wijne about the importance of talking to people about death and losses that people with learning disabilities face in their life. She gives you some ideas on how to do this!



Poet and Self-Advocate **Leon Jordan** writes:

A Safe Haven

My bike I ride
The support I get, I alone decide
In support I'm never alone
The people I live with, share the home.

Tables are sometimes made out of wood.
Part of the support are relations that are
good.

Mortgages also known as deeds,
I get help with things I need.

Calls can be done by a bell,
Being supported means I live well..
A nature walk is a hike,
A Support Worker has to be a person I like.

Tables sometimes are made of wood,
Part of the support are relations that are
good.

Mortgages also known as deeds,
I get help with things I need.

Leon Jordan 2023



Living
well

Write down 3 things you'll shift in the
way you work to help people with
learning disabilities *live well*...

1

2

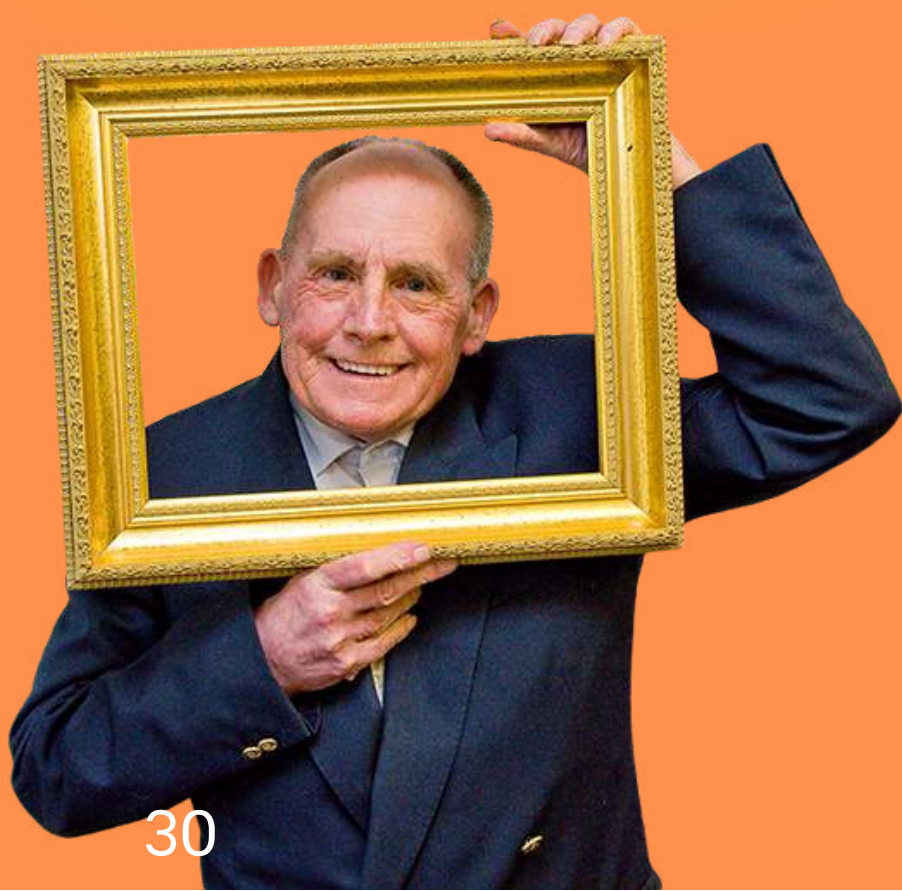
3



YOU HAVE
FINISHED
FINISHED
FINISHED
THIS SECTION

To go back to the contents page click [here](#).
To find out about some great resources, look [here](#).

Ageing well



Before we get started in this section,
we have a little task for you.
Please answer the following questions:

*Ageing
well*

What's important to you in life as you get older?

1

2

3

4

5

Name 3 things you don't want to happen as you get older:

1

2

3

Ageing well

Name 3 things that would help you think through and plan for getting older when you may need more support:

1

2

3





Ageing well

- Do you think many people with learning disabilities get asked this question?

- How do you think the answers might differ for people with learning disabilities?

- How can you bring these questions/answers into your work more?



*Right, let's get on with this chapter
on Ageing Well...*

Let's

GO!

Ageing well



Press the **play** button
to hear Professor Sara
Ryan introduce
Ageing Well.



These are the bits to remember:

The research findings show that
Ageing well includes things like:

- Being supported to understand about your changing health and body as you grow older.
- Being supported through changes in your life like not working any more; needing chair lifts in your home.
- Planning what you want in later life – your hobbies might change!
- Being supported to keep in touch with people as you get older in a way that works for you.
- Being supported to grieve and remember those who have died.
- Thinking about what you would like at the end of your life or when you die.



Some of the recommendations from the research

Our main project recommendation is the urgent need for a new strategy for older people with learning disabilities and family carers which encompasses commissioning practices (including sharing of best practice); professional input (roles and responsibilities, the role of social workers, skills, training); good support to live and age well; and excellent service design (appropriate, sustainable, local and adaptable housing that enables people to age and die in place).

Start conversations about where people want to live in the future, earlier. Regularly and proactively listen to people and their families

Accessible information should be provided about options and good support for people with learning disabilities, family members, commissioners, providers and staff.

Give people the opportunity to visit places that offer excellent support. Introduce flexibility with ‘try before you buy’ schemes to ensure people are not stuck with support that is not well-matched to the person.

It is important that people with learning disabilities and family members/carers are aware of what good support looks and feels like.

Ensure a focus on healthy ageing, with regular health checks with GPs and related follow up measures, recognition of health inequalities, and the importance of health nutrition and physical activity.



Ageing well

*How can **YOU** bring this thinking into your work more?*

“

When we were small children, we all played dress-up & everybody had a good time. So why stop?

IRIS APFEL



We are ALL going to get older. There is no avoiding it! Let's just hope that people will see US still – who we are, what we love, all that we offer the world.....not just the body of an older person!

This is just the same for people with learning disabilities!

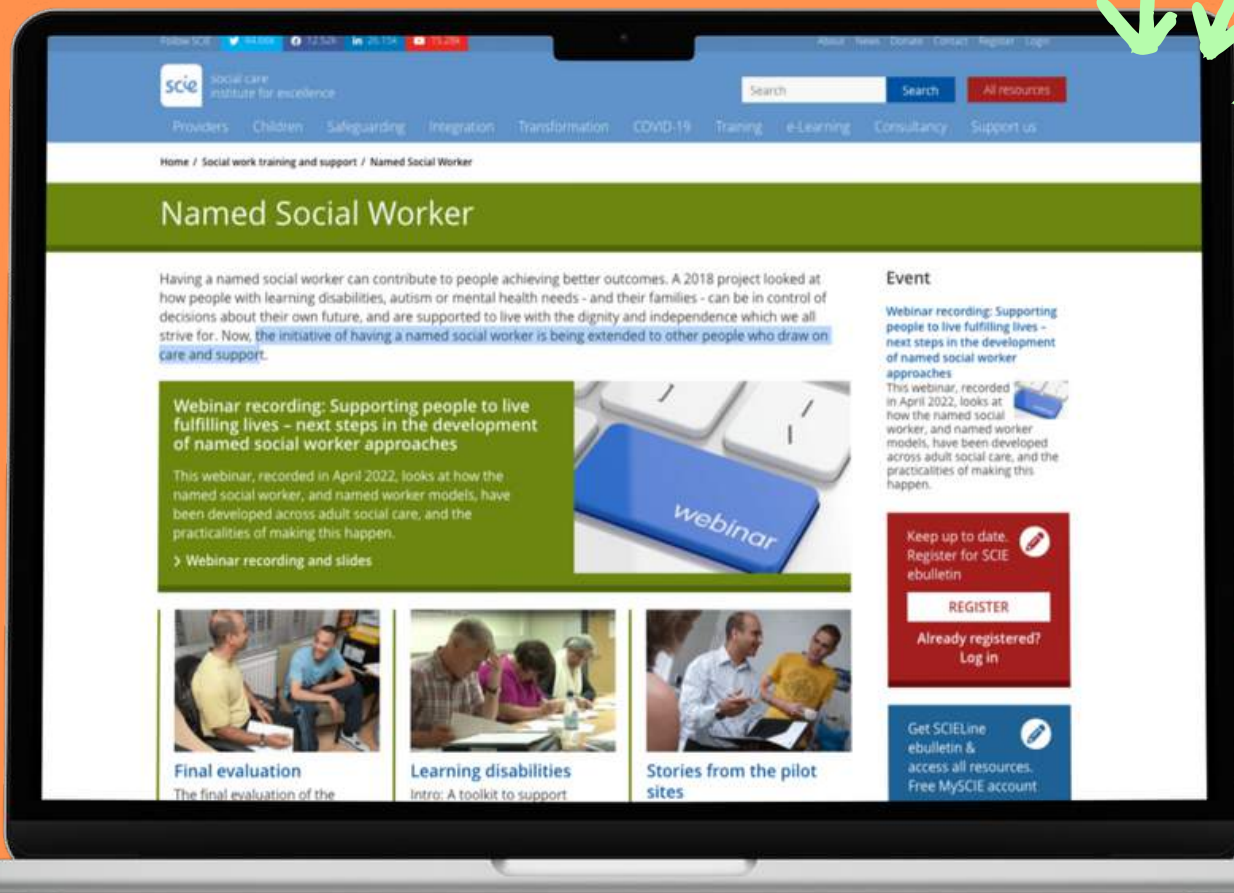
How can you help people be seen, hold their choices, make adaptations to the lives to keep hold of their person-hoods as they get older? Don't let people's lives grey out or be lost. Be the one who sees them and holds them up! **Look at the evidence on the next page of one way to do this!**



One of the key findings in the research is that **people with a learning disability should have a named Social Worker.**

SCIE (The Social Care Institute for Excellence) highlights how having a named Social Worker helps people to be in control of decisions about their future (following the evidence of a 2018 project).

You should look at the [webinar and the report](#) findings to see how this initiative of having a named Social Worker is being rolled out and extended to other people who draw on care and support.



Let the evidence and good practice inspire your practice!
Could **you** implement this in your department?

Poet and Self-Advocate **Leon Jordan** writes:

Growing in Grace

Voices have different ranges,
Everyday our body and health changes.
Opposite of slow is fast,

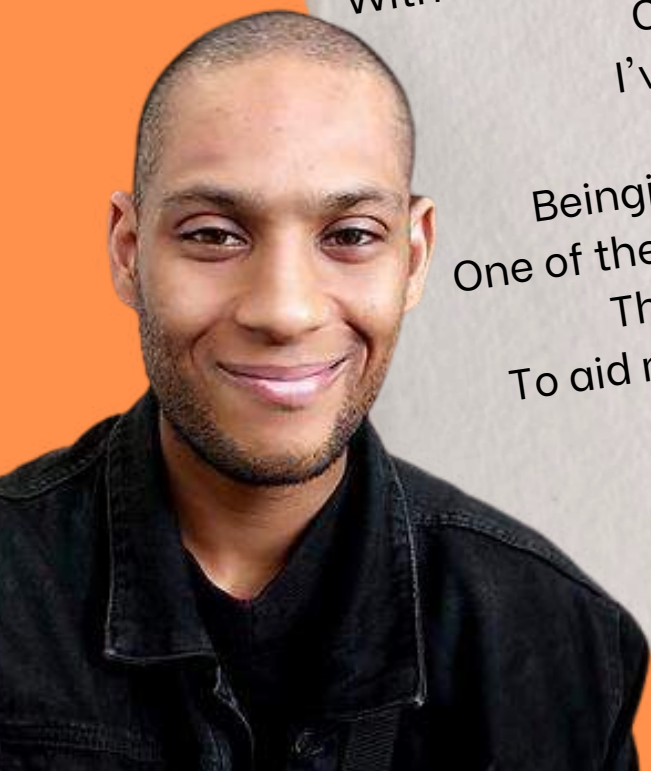
I'm supported to maintain relations from my past.

Bringing something back to retrieve,
One of the ways I'm supported is how I grieve.
The universe constantly shifts,
To aid me up and down, I have a chair lift.

Life is a series of doors
With help I decide what I do if I don't work any more.
One day my soul will fly,
I've planned for when I die.

Being something back to retrieve,
One of the ways I'm supported is how I grieve.
The universe constantly shifts,
To aid me up and down, I have a chair lift.

Leon Jordan 2023



Here is Self-Advocate Richard Keagan-Bull and Professor Irene Tuffrey-Wijne talking about their **Growing Older, Planning Ahead** that they worked on and what would help families.

Press play!



For people and their supporters to make decisions about their future like where to live, **they need to know what their options are first and what they have a right to**. Then they need to think through the pros and cons of each options and what fits in with who they are, their life and their values.

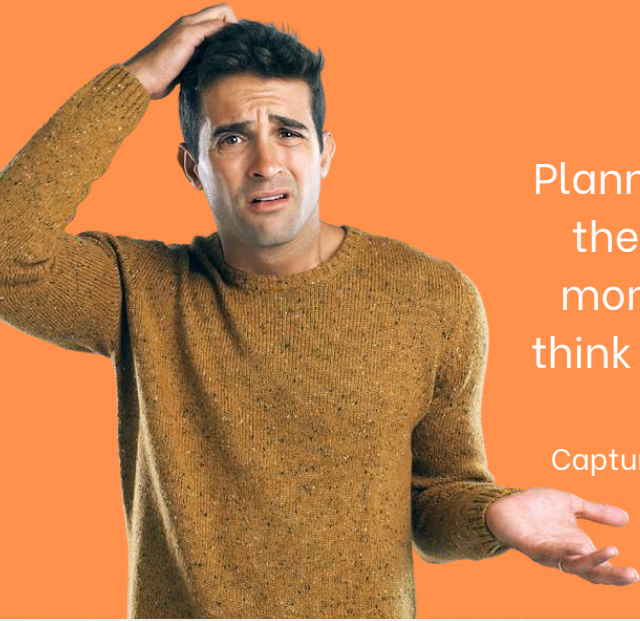
Sally Warren, Paradigm



Meet Duncan. Duncan is the father of Dominic, a man with a severe disability. Listen to how Duncan is getting along with planning for his son's future:



Ageing well



Planning ahead is less costly for Social Services in the long run and causes less family stress and moments of crisis. How could you help Duncan: think through his options; know his rights and plan ahead?

Capture the small things you can do and the bigger things you can do.

*How could you help
parents like Duncan?*

Could the conversation cards on the [page 48](#) be helpful?

Ageing well

Here is Lucy Series again who is going to talk about the importance of advanced planning. Its something you should know about! Press play!



Age UK are helping people understand the importance of having a **Power of Attorney**. To find out more about this, take a peek at the video on Age UK's webpage [here](#) that explains about it. In some areas in the country, AgeUK offer a free service in helping with this.

Should this be something you know about so that the people you work with/support (and their families) are prepared for big life changes?

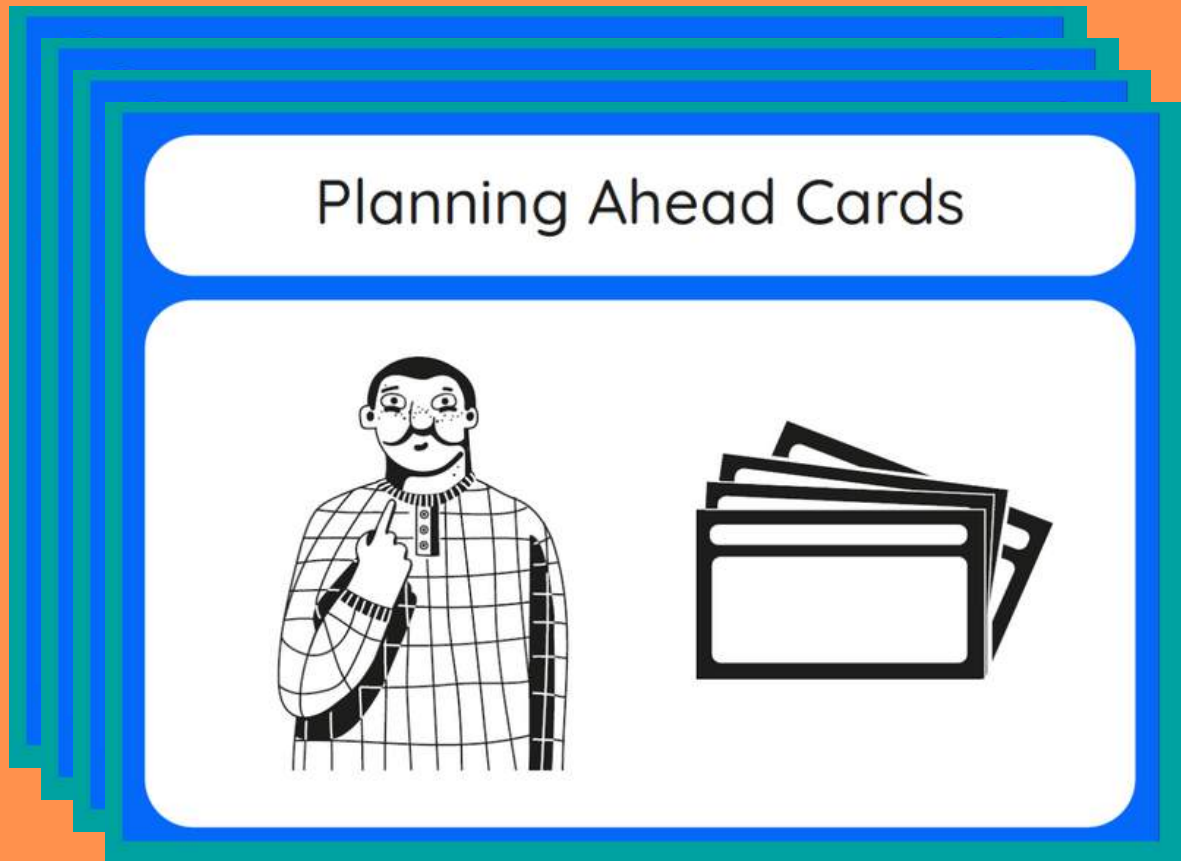


Could these cards be helpful to you?

Conversation Cards with note book

to help people talk about **planning ahead**

*Ageing
well*



Conversation cards on Planning Ahead were co-produced as part of the research with people with a learning disabilities and families to help people think about the future and start conversations with Social Workers. You can find these free cards [here](#).

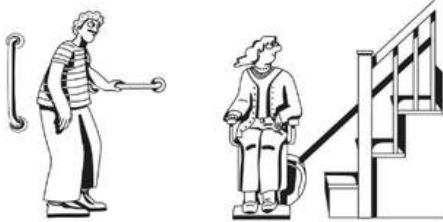


They include cards like:

Ageing well

How could **you** use these cards when you meet people?

Accessible



Accessible



Why would this be important to you?

- For example if you need:
- Special furniture or equipment
 - A wet room
 - Enough space to move around easily
 - Assistive technology
 - Sensory support
 - Handrails

Living near people I know



Living near people I know



Why would this be important to you?

- For example:
- People to check in on you
 - Getting to see the important people in your life, like family, friends, a girlfriend or boyfriend
 - Not getting lonely
 - Staying in the same area
 - Not liking big changes

Why might you not want this?

- Is there anyone you'd not want to be near to?
- For example if people upset you sometimes

What else might you need to think about?

- How close to these people would you like to be? For example a 5 minute walk down the road, or a 15 minute bus ride away?
- How often would you like to see them?
- Keeping in touch with people you don't live near to

Living in a town or city



Living in a town or city



Why would this be important to you?

- For example:
- Having lots of shops, cafes and restaurants nearby
 - Better public transport
 - Having lots of people around
 - You have always lived in a town or city

Why might you not want this?

- For example:
- Too many people
 - Busy roads
 - Easy to get lost
 - Lots of noise
 - Pollution

Living with other people



Living with other people



Why would this be important to you?

- For example:
- Having company
 - Feeling safer
 - Saving you money

Why might you not want this?

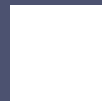
- For example:
- Noise
 - Worries about sharing your things or your space
 - Finding it hard to be around other people
 - Worries about who you have to live with

What else might you need to think about?

- Who would you want to live with? For example: friends, girlfriend/boyfriend, family, new people, paid supporters
- Would you want to live with one other person or a group of people?

How could **you** use these cards when you meet people?

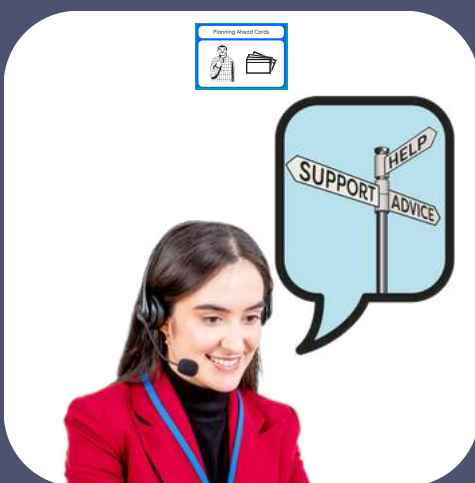
Ageing
well



Use the cards in meetings to understand what they need and want?



Use a couple as fun welcome cards to start meetings?



Email the cards to people and their families or organisations that provide support?

Ageing well

Watch the video on [this page](#).

In this film, Christine Towers from [Together Matters](#) talks about how to start conversations about ageing and Ian Davies, a Self-Advocate, talks about how things are changing for him as he gets older:



Ageing well



You can order a fillable guide to help people plan ahead from the Together Matters website [here](#).

Michael Nelson's experience of using this guide is captured below.
(Michael has a son with autism with moderate learning difficulties.)

This has been our bible for the last few years. It is not necessary to follow it linearly, but we jump in and out of the relevant sections as and when.

The Making Decisions section gave us the tools and legislation to assist in submitting applications for services. We also took out Lasting Powers of Attorney for Lewis and ourselves for both financial and health and welfare. This helped in opening bank accounts, online access, medical reports etc.

We went ahead and produced our wills, put a Discretionary Trust in place and had discussions with all the family re the appointment of trustees and executors. After this, some of the children admitted they had been worrying about what would happen to Lewis after we passed and were relieved that we were formulating a plan.

The **pros** and **cons** of helping people plan ahead:

*If you do help people
plan ahead:*

1. **People feel more in control of the lives** and the future, less stressed and reassured.
2. **Transitions when family members die are easier** and the person is better supported to negate their way through grief and loss.
3. **A little investment in planning is much less expensive** in the long run.
4. **Much more job satisfaction** for you helping people be prepared, valued and listened to.

*If you don't help people
plan ahead:*

1. **People feel stressed** and do not do what is best for themselves or their loved ones. They bury their heads in the sand.
2. **Transitions go into crisis.** People's mental health gets worse, people's and this can be shown through behaviours that can be hard to work with.
3. **Crisis management costs A LOT MORE.**
4. **Less job satisfaction.** More worry.

*Which would you choose?
The pros or the cons?*



Ageing well

*Write down 3 things you'll do to
help people with learning disabilities
age well...*



YOU HAVE
FINISHED
FINISHED
FINISHED
THIS SECTION

To go back to the contents page click [here](#).
To find out about some great resources, look [here](#).

Reciprocity



Reciprocity



“The meaning of RECIPROCITY is the quality or state of being reciprocal: mutual dependence, action, or influence.

(according to Merriam-Webster online dictionary)

Before we get started,
we have a little task for you.

Reciprocity

Please answer the following questions:

Think about your favourite person in life. What do you value about your relationship with them? Write down 5 things::

1

2

3

4

5

What do you 'give' them?

1

2

3

What do they 'give' you?

1

2

3

Reciprocity

Now think of someone who you have recently gone to for support on something. Why did you choose them?

What was helpful about the way they supported you?

1

2

3

Would you have liked them to have done something differently? If yes, what?

Note to self:

Things I can do to bring some of these qualities into how I communicate with learning disabilities and their families....



Right, let's get on with learning more about reciprocity.....

LET'S GO

LET'S GO

LET'S GO



Reciprocity

Press the **play** button
to hear Professor Sara
Ryan introduce
Reciprocity.



Reciprocity

These are the bits to remember:

The research findings show that **Reciprocity** includes things like:

- Staff really caring about the people they support and their families.
- Creating good relationships where people genuinely like and support each other.
- Really being curious about each other and finding out how people communicate and what support they need.
- Valuing each other, talking, and learning about each other as equals.
- Creating a nurturing, valuing and caring environment/space to be in.

*How can you bring this
into your work more?
Make some notes...*



Capture your thoughts:



Poet and Self-Advocate **Leon Jordan** writes:

Equal relations

Life to us does call,
Fifty fifty means all things are equal.
Email a form of communicating,
Relations are reciprocating.

It's about me,
The staff I would like to care about my family.
Share my lows so I grow my relations,
My support should include equal relations.

My family should be included in the plan,
The decision is in my hands.
I am of high value,
My opinions and choices are valid too.

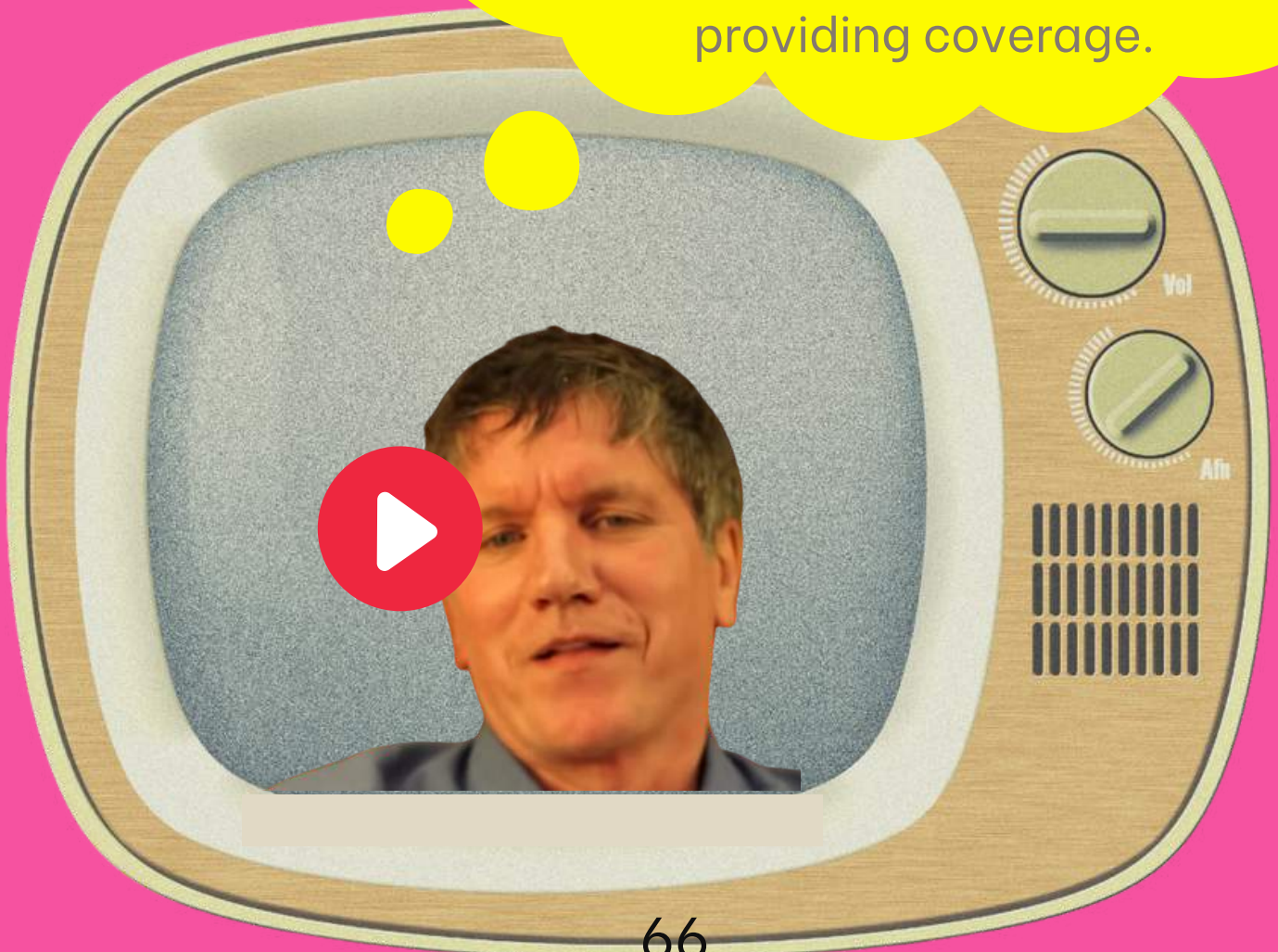
Its about me,
The staff I would like to care about my family.
Share my lows so I grow my relations,
My support should include equal relations.

Leon Jordan 2023



Coverage or relationships?!

Press the **play** button to hear from David Pitonyak leading practitioner and thinker, on whether we are supporting relationships or just providing coverage.



2 quotes for you:



For some reason there are subtle pressures in organisations that push almost everyone to wear a professional mask. Enormous energy is set free when we finally drop the mask, when we dare to be fully ourselves.

Relationships become much deeper, much richer.

Federic Laloux



A nurturing and caring environment is intentional and creates conditions for deep bonds.

Unknown

Find out:

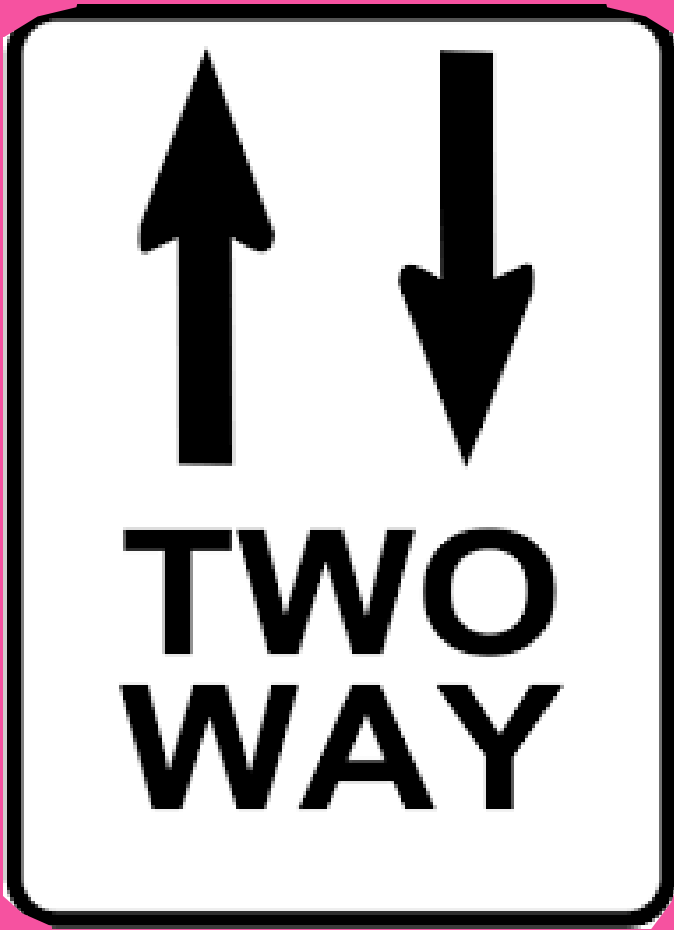
if the person with learning disabilities has more than paid staff in their lives.

Who are their friends and family and how are they supported to connect with them?

Do they meet through things they love doing?

How can they be encouraged to grow and nurture those relationships?





Good relationships, no matter what type of the relationship they are, are strongest when each person:

- **listens** to understand and responds.
- **treats** the other person with respect and kindness.
- **notices** difference and is sensitive to that.
- **strives** to uphold the other person.
- **creates** a safe, compassionate space for the other person to disagree, question things and explore their own views.
- **values** the other person.
- **sees and embraces** human commonality....

What else would **YOU** add to this list?

Relationships are what matter in life; when they're right, everything else is more likely to be right.

Sue Deeley from [Gettalife](#) in Coventry



The next few pages capture the text from this powerful blog about a real Social Worker, Mike, and how he changed things for Andrew, a man with learning disabilities.

It is called **To be in among the crowd...**



Andrew's paper file was too big for a filing cabinet. It was also too big to be scanned onto the system. It was locked in a cupboard. Whenever Andrew was allocated a new Social Worker, which was often, the cupboard was opened, the file carried out and placed on a desk and the new incumbent was told to read the case notes on the system and 'read the file'.

The safeguarding referral from the provider read: 'Andrew refused to go to Day Care. On arrival at the centre, Andrew had refused to get off the community transport bus. Staff were hurt as they had tried to assist him using the safe holds they had been trained to use as per his Positive Behaviour Plan. Allocation is required to work with Andrew, possibly to look to increase provider staffing to two to one'.

The allocation meetings were held every Monday. Mike was the newest member of the team. At 22 years old he was straight out of college and a newly Qualified Social Worker. He hadn't read the huge file on Andrew but he was eager to get stuck into some real social work, so he said he had. He persuaded his Team Manager to allocate the case to him. Mike became Andrews 6th Social Worker. The Team Manager was wary, she was aware that Andrews case must always be allocated to an experienced social worker. But there was something about Mike's enthusiasm which was engaging. May be a fresh pair of eyes would make a difference. It was worth a go.

When Mike arranged to visit Andrew at the residential care home, he was struck by how many people were waiting for him. The door was answered by two staff members. Mike asked to speak to Andrew, but was told he needed to wait for Lorraine the Care Home Manager. Mike was left waiting in the hall where he stood shifting awkwardly as yet another staff member appeared to check him out. Moments later, Lorraine appeared, and Mike was ushered into the office. Sitting behind her desk, Lorraine was an imposing figure. Mike was told Andrew had been sent home again from Day Care and the provider was about to give notice. Mike needed to agree to increase staffing hours to support Andrew, otherwise she was worried that her staff just couldn't cope.

She didn't want to leave Mike with a problem, but she would have to consider that Andrew needed to move as the care home just wasn't set up to provide this level of support. Mike found himself feeling anxious when faced with the list of concerns that Lorraine gave him about incident after incident her team had documented.

However, he held his nerve and found himself spluttering something out about wanting to get to know Andrew first, as this was an initial meeting. Lorraine paused, 'OK, I will take you to him'. Mike stood at Andrew's bedroom door and took in the scene – Andrew's room was a temple to football. From the wall paper and the bedding to the posters on the wall, the room was filled with football memorabilia. The lampshade was in the shape of a football. On the wall was a fading poster tracking progress of teams in the last world cup. The bookshelves were filled with football albums. It was like he was stepping into another world.

Andrew was lying on his bed. Eyes wide open. Looking up towards a bottle green ceiling. Lorraine introduced Mike to Andrew and took a seat in the corner of the room. Andrew span around on the bed and sat bolt upright and shouted 'Do you like football? Who's your favourite player?' Before Mike could answer Lorraine spoke 'Andrew, he's read the file. He knows we aren't going to talk about football. We are talking about Day Care today'. Mike smiled, 'Yes, sometimes. I used to watch football every Sunday with my dad growing up'. Andrew's face came to life. 'Do you? Do you? I do. I do. Do you know who my favourite player is?' Lorraine again interjected. 'Andrew, Mike is here today to talk about what happened at the Day Centre this week'. Mike felt he needed to try and take control of the situation, he spoke up, 'No, I don't know, who is your favourite player Andrew?' Andrew was by now fidgeting, slightly bouncing on the bed, 'Gary Lineker. He plays for England and Spurs. And that's what I'm going to do. Footballer for England – that's my job. I'll play for England. Look'. Andrew got up and pointed to posters on the wall. Behind the bed were wall to wall posters of Gary Lineker in various kits and at various stages of his career. Watching how Andrew came to life as he pulled books from the shelf over for Mike to share about the life of Lineker, Mike had a sudden moment of realisation.

He knew what the room reminded him of. It was like stepping into the bedroom of his 7 year old nephew Sam. Andrew, aged 32, talked non-stop about football for the rest of the 45 minute visit. Mike listened intently knowing full well that there was not likely to be any room in this conversation to talk day care.

Lorraine had been on the phone to discuss her concerns about the visit with his Team Manager before Mike managed to return back to the office. Mike had wound Andrew up by engaging with the football talk. Andrew had to be kept calm. Football talk had to be structured. The Psychologist and Psychiatrist had agreed this. Andrew was in a state of agitation and there were risks to other residents and her staff as a result. No consideration was being given to the need for increased hours. When his Team Manager asked Mike about the meeting he referred to the notes he had made in an anxious attempt to explain himself. It was at that point he realised that he had barely written anything down on his pad apart from the words 'Gary' and 'football, that's my job'. Mike agreed that his next meeting with Andrew would be more structured and would focus on considering the provider's request that they have an authorised increase in hours to up his support to two to one.

However, Mike had not factored in Andrew's feelings about how he wanted the meeting to go. As a result, their next encounter was equally chaotic. This time Mike set up the assessment to take place at the Day Centre where the incident had allegedly taken place. Once again Andrew wanted to talk about his love of football. This time he talked about the season cup, which teams were likely to win their leagues, who was facing relegation. Andrew knew every team, their manager and where they currently were in the league table. As it got close to the end of the allocated time for Mike to conclude his assessment, he asked Andrew if he ever got chance to play football. Andrew didn't answer. For the first time Andrew sat quietly with a confused frown on his face. Then he started talking again about the league tables. Mike wondered what he had stumbled on. As he was leaving the day centre he took an opportunity and chatted to the staff about Andrew, asking if he ever played football as part of his community activity plan.

The staff were surprised by the question, no they hadn't ever thought of Andrew playing football. They weren't sure how to make that happen. No-one else who attended the centre was that interested in playing and they needed to staff the centre so they couldn't just release staff, unless of course Mike was able to increase their hours so they could provide a Personal Assistant service dedicated for Andrew.

Mike couldn't stop thinking about Andrew when he got home. He realised that he liked Andrew. His enthusiasm for football was infectious. Mike remembered when he was a child he had played in a Sunday league. He'd loved being part of that team. They hadn't been the best team, they usually lost, but the joy of playing with others had kept him going even in the middle of winter. He woke up the next morning with a resolve clear in his mind, he was going to take Andrew to watch a football match.

Mike's Team Manager was bemused but decided to go with it. She had taken a risk allocating Andrew to Mike, now she needed to trust her instincts and go with it. She told Mike to make sure he had properly logged his risk assessment and that he must get Lorraine to sign the plan off. This took a bit longer. Lorraine was extremely concerned about the boundary issues. But she was prepared to acknowledge that Andrew had been calmer this last month since Mike had started his assessment. She had no objections. Mike made contact with the local club, who were happy to help and told him they had a steward who was trained in disabled access and would support Mike with Andrew on the day.

Lorraine and the team helped Andrew prepare for the day. They bought him a team scarf and hat to wear on the day and made sure he was wrapped up properly. Mike suggested that lunch was a pie at the club, which wouldn't usually be allowed according to Andrew's carefully controlled diet plan, but just this once they agreed. Mike walked with Andrew to the club, with a staff member supporting. Andrew got more and more excited as he started spotting others all on their way to the match. "That's my scarf! You going too! Who's your favourite player" he shouted out. He was delighted to find that people reacted and cheered him back answering his shouts.

As they got to the match they were met by the steward who helped them in through the disabled access entrance. Andrew couldn't take his eyes off the steward, "I love your jacket. Can I have one". Andrew and Mike found themselves in the main stands which were quickly filling. Colour, sound, excitement, noise. Andrew was enthralled. He couldn't take his eyes off the 2,000 strong crowd. He turned to Mike and said, "This is the best day of my life".

Later that night, Mike sat sifting through his feelings about the day. Reflecting on how it had gone he found himself pondering on what had really happened. Andrew had loved the day, but he hadn't really paid much attention to the actual match. He had become lost in the crowd, the noise, the rapturous cheers when a goal had been scored. There was more to understand about this love of football. Mike decided to take Andrew again to the next home match and this time to more critically observe what was going on.

The next match was two weeks away. This time Mike had no problem getting agreement from all concerned. Lorraine was respectful in her conversation with Mike, he was doing a good job. Andrew had never been known to behave so well. She was even considering freeing up some staffing hours to reallocate them to another resident who she was now more concerned about. The Day Centre were also reporting that Andrew was much more settled than they had seen him in a long time. Mike arranged once again with the stewards to meet at the disabled access entrance. They had liked Andrew, and they invited Mike to arrive early and they offered to give Andrew 'a bit of a tour' of the steward's area.

Andrew loved the steward's area the minute he saw it. A small dressing room with facilities for a cuppa. Bright high visibility uniforms. And then came the big moment that changed Andrew's life, "Here Andrew, we've got a special treat for you, we've got you your own steward's jacket, do you want to try it on?". Mike watched in surprise as Andrew reverently held the high vis jacket. He was completely lost for words. The steward asked to speak to Mike, "We have a community scheme, it is a bit of a kick about, but I think Andrew would be welcome, shall we set something up?".

Mike turned to Andrew, “What do you think, do you want to do this Andrew?” Andrew stood quietly, very carefully handling his jacket “Can I wear this?” yes, was the reply you can be a steward.

Andrew has been a regular now at the club for over 5 years. **With support from Mike, he has moved on from his residential care home to a supported living flat where he has his own space. Andrew is a football steward for the community programme. Sometimes on big match days he helps out too. Andrew has never been more happy. His medication has been reduced, he has lost weight and he has thought about playing, but it isn't the game he loves, it is the crowd, being part of something bigger, having people shout replies to him, being noticed and part of the community that is football.** You can find the blog [here](#) (and another great blog [here](#)).

Meet Denise.

Denise (Monks) is a Professional Officer with the British Association of Social Workers. She is a registered Social Worker, with over 20 years experience as a Social Worker, Team Manager, Strategic Manager and Commissioner. Find out what Denise thinks about this blog (p71-77) by pressing play.



Reciprocity



Hi I'm Sally, press the **play** button for my thoughts on how you can bring reciprocity into your work as Social Workers!

Reciprocity

Write down 3 things you'll do to embrace reciprocity more at work...

Think about how you welcome people at meetings, how you can find commonality, how you can show you value them and want to hear their ideas, how you give people choices and information in a way that works for them, how you respond to them etc.

1

2

3



Reciprocity

*And for fun,
just before you finish ...*

A private viewing of **The Serviceland Song**

by [Open Future Learning](#)



YOU HAVE
FINISHED
FINISHED
FINISHED
THIS SECTION

To go back to the contents page, click [here](#).
To find out about some great resources, look [here](#).

Geoff's story



Geoff's story

Please press play and watch Geoff's story.

His story is SO inspiring.

During the film, you will be asked some questions.

Use the following page to write your answers on.

We introduce to you Geoff!



Your answers:

Your **Living Well** answers:

Your **Ageing Well** answers:

Your **Reciprocity** answers:

To go back to the contents page, click [here](#).

Helpful resources



Helpful resources



*Living
well*

Community Circles

A “gloriously ordinary life”: spotlight on adult social care publication

Care and Support Reimagined: A National Care Covenant for England publication

Good lives: Building change together

Keys to Citizenship

Annual health checks

Hospital Passports

The Supported Loving Network

The Reach Standards for Support for Living

Gig Buddies

My dog is my best friend.: The benefits of pets for people living with a learning disability or Autism.

To go back to the **contents page**, click [here](#).

To go to the **Ageing Well** section, click [here](#).

Helpful resources



*Ageing
well*

[Planning ahead, older people with learning disabilities and a shake-up of 'tired' research practices](#)

[Transitions for older people with learning disabilities and behaviours that challenge others, and their family carers: a merged protocol for two rapid scoping reviews of evidence](#)

[The route to success in end of life care - achieving quality for people with learning disabilities](#)

[Together Matters](#)

[Planning for parental death and transitions in care for older people with learning disabilities: An adapted experience-based co-design project](#)

[Talking about death and dying](#)

To go back to the **contents page**, click [here](#).
To go to the section on **Reciprocity**, click [here](#).

Helpful resources



Reciprocity

Circle Networks

Addressing loneliness in people
with a learning disability.

The Supported Loving Network

Gig Buddies

Compassionate Communities

Hardwired for belonging =
David Pitonyak

To go back to the **contents page**, click [here](#).
To go to the section **Geoff's story**, click [here](#).

“So often we get students in Social Work and Law who say they are doing advocacy, but we don’t train them and we don’t teach them about the courage it takes to do it.”

Dr Blackstock



... for **your courage** and for bringing this learning into your everyday work to help people with learning disabilities:

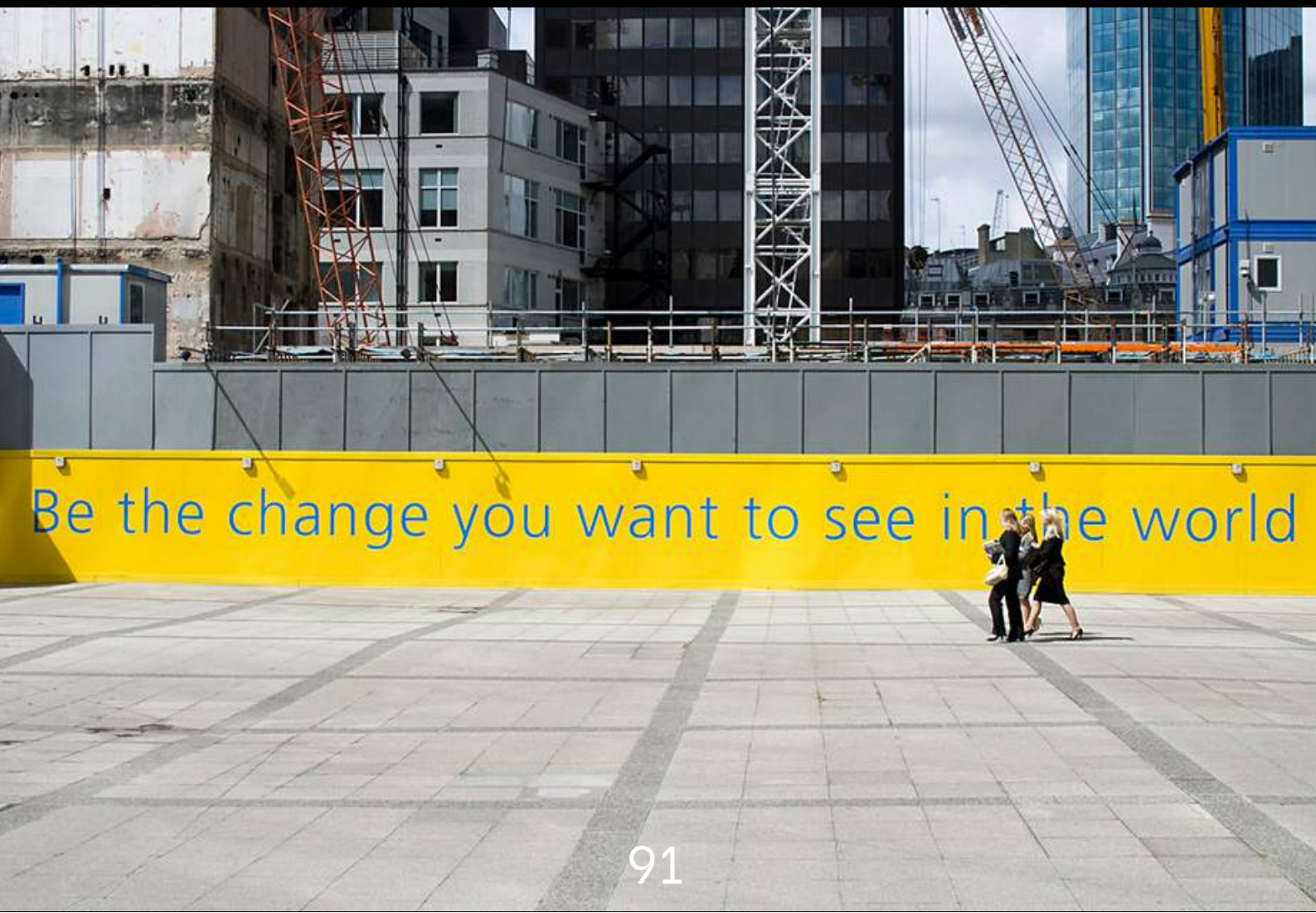
- live well.
- age well.
- have good relationships!

THANK YOU!

FROM SARA

Press the **play** button
to hear a closing
message from Sara!





This is page not a necessary part of your training
BUT... if you'd like to see **a funny moment** when we
were getting ready to film and checking the sound ...



THE END

To go back to the **contents page**, click [here](#).