

**The Learning Disability Partnership Board has funded short-term projects with the Learning Disability Development Fund 2012-13.**

**The projects aimed to support the 6 priority areas in the Learning Disability Partnership Work Plan for 2012-13:**

- Getting people ready for the next step and getting older – projects to support people developing life skills, supporting people to move, increasing awareness of housing options
- Information – providing accessible information or working with others to make information more accessible
- Making sure we include everyone – projects that support hard to reach groups to be represented
- Being healthy and getting Health Checks – projects that improve health or increase take up of health checks
- People being safe in services and the community – helping people be safe in the community, involving people with learning disabilities in checking the quality of services
- Making sure rights of people with learning disabilities are protected – increase understanding of people's rights as citizens including the Mental Capacity Act

**Please use this document to record your project's progress and project evaluation to date and return by **Thursday 28<sup>th</sup> March 2013** to [mark.hendriks@brighton-hove.gov.uk](mailto:mark.hendriks@brighton-hove.gov.uk)**

**Project name: I-check my services**

**Name of the organisation: Grace Eyre**

**LDDF monies awarded: £8262.30**

**Is your project complete?: ~~YES~~/NO**

**Expected project completion date\*: 31<sup>st</sup> May 2013**

**Contact details for the project:**

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\*NB: If your project (as funded through LDDF monies) will not be complete by 31<sup>st</sup> March 2013, we will ask for a final evaluation according to the completion dates supplied.

**Please provide a short (no longer than one page) description of project progress to date:**

We developed a 10 week training course (induction training and resource making combined) and recruited 8 service users from across Grace Eye services: Shared Lives, Choices, Kinship and Active Lives. Participants have varied experience including interviewing staff, delivering training, volunteering, film-making and consultations.

The group have been learning the key information from the Grace Eye Induction, and supporting the development of accessible activities and materials for future training. Topics include Health and Safety, Lone Working, Equal Opportunities, Communication and Safeguarding and Reporting, Mental Capacity and others.

The group have been learning how to conduct interviews and developing the questions and accessible resources for delivering the quality checks.

CMG consultant Ashley has been involved in the planning and development of the course and materials, as have the Grace Eye involvement group who initiated the project development and continue to be involved in its progression.

Service users have been thinking about how to challenge services, learning to advocate for others and planning to report back to managers the results of their research. Following feedback from the group we invested in an I-Pad and Doro phones rather than a laptop, for ease of use and keeping safe on visits. They also have commissioned film training for one of their sessions to aid with making resources, instead of some additional staff hours.

We are currently preparing to undertake interviews and finalising the resources for quality checks.

**With reference to one or more of the 6 priority areas in the Learning Disability Partnership Work Plan for 2012-13, please comment briefly on:**

**1. How has the project benefited people with learning disabilities?**

The 8 trainees (using the Q-kit, CMG resources and their own experiences) have made clear information about what makes a good service, which they will be sharing with others.

They have a good understanding of how to conduct interviews, keep themselves and the interviewee safe, including spotting issues which need reporting immediately.

The group, and the members of the involvement group, have gained experience of project management.

We have worked with CMG and the travel buddy team, giving people experience of partnership working.

When the group go out over the next couple of months, they will share their knowledge of how to challenge services, and empower others to report things they are happy or not happy with.

The group, who had not all met before and have learnt to work as a team, which has increased their access to peer support which will continue beyond this project. They have learnt the benefits of team working which will be shared to offer peer support as they continue to undertake interviews.

**2. What difference did the project make?**

(Something extra that was not happening already)

This group of customers would not have the chance to meet each other and work together without this project. They have gained skills in interviewing, working as a team, checking services, using and making resources. We have been using the i-pad and camera with great effect to make Total Communication resources.

We now have accessible induction training and resources for any role within Grace Eyre, and training that can be delivered by customers to the staff.

Customers were not previously offered peer-peer interviews, this will be an invaluable opportunity to speak openly about their experiences with independent people.

Quality checking by service users was not previously offered at Grace Eyre. The accessible training materials and peer-led support will be an important addition to their services.

We will be able to report further on this at project completion.

### **3. How will this project benefit people with learning disabilities in the long term?**

The team have learnt skills in managing projects. They have all gained team-working and partnership working skills.

Individuals within the group have started to meet their individual learning goals, for example one participant felt too shy to speak for the first few sessions but aimed to gain in confidence. Initially the group increased knowledge of signing skills to support her to communicate, which was valuable learning for them. 5 weeks in she has been interviewing verbally and being filmed, and talking in front of the group.

The group have shown they now know how to check a new environment to ensure it is safe including asking about fire exits, visual room checks, setting up the room to ensure they can exit and how to recognise facial expressions and body language that suggest they should postpone an

interview. These skills are important for quality checking but are transferable for their lives in the future.

Once the training is complete we will be improving and increasing the opportunity for people with a learning disability to feedback about their services, and challenge things they are not happy with. We will be able to report further once interviews are underway.

**Will the project continue – YES/NO  
& please explain why.**

This project has trained up a core team of quality checkers. They will be able to not only offer quality check interviews, but also support others to learn in the future. The resources they have made can be used to train others both for I-check and other roles within Grace Eyre. Potentially the group will work with partners to offer quality checks to other services.

**Is there anything else you want us to know?**

As this is a service user led project it has developed as the group express ideas and give feedback on the project. Therefore some of the resources are slightly different from those planned. The group bought an i-pad which has proved very useful in a variety of ways. It is extremely accessible so all of the team are able to film and photograph their activities independently. As it is so portable they will be able to take it to interviews, both for recording their interviews and findings, but also pre-preparing resources such as I-Books for interactive quality checking, not relying on someone's ability to read and ask questions at the time. It has added another dimension to the project allowing documentation of the sessions which helps learning, and creation of interactive Total Communication materials. The I-pad will also be used for information sharing, rather than the interviewer having to carry loads of paperwork.

The group also bought 2 'doro' phones which are accessible, allowing people to be more independent when undertaking quality checks, and ensuring they feel safe. They will also use it for information sharing with other customers, showing them the phones to give people an idea of the technology available they may wish to purchase.

We advertised for the project across all Grace Eyre services. This was done by: using posters; the involvement group talking about the project to friends; team meetings; and via support workers, carers, keyworkers and families.

People who were interested talked to the involvement worker and the information about what they wanted to learn fed into the course and project. The final 8 participants were chosen by the involvement group who designed the project with the support of the involvement worker. They were chosen to represent all our services, with a range of experience and skills including: makaton, filming, working at grace eyre, PCP, training, recruitment etc.

The group have been working closely with Ashley from CMG, and using the Q-kit. This has allowed us to develop strong partnerships and work with other organisations to ensure we are developing a high quality course/project and ultimately checking service. By meeting with Ashley it has raised the groups aspirations and hearing how their service operates has meant they have changed their plans to include best practice and new ideas.

We will be able to give you a full report at the end of the project.

**Many Thanks for your project and for making a difference to people with learning disabilities.**

**The Learning Disability Partnership may invite some projects to present at a future board meeting.**