**FOR EDITING - WEBINAR recording Community based**

0:07
Good morning everybody and welcome to this Skills of Care webinar on exploring person centred and community based working. My name's Jim Thomas and I am a Workforce Associate with partners in Care and Health at the Local Government Association and I am previously a skills for care colleague for for many, many years before we get started. I'm just going to kind of run through

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a few of the virtual housekeeping things and then I'll introduce you to my colleagues who are Co hosting this morning and we will make a

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detailed start. So

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the basically the simple things ought to do is take a quick look to make sure you've got your display name,

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close it out if you can mute yourself unless you're speaking, please have the chat open and put lots of stuff in the chat if you if you want to kind of get involved and we really do want people to get involved and to to talk with us. We don't want this to be about talking at you. Please raise your hand and say you know and and we'll we'll we'll we'll pull you in to to to to say things as well. You can also put stuff in the chat. We'll try to answer questions as we go along. Any questions we don't get too, either because

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I apologise, we miss them or we kind of like just don't have time to really look into it in in lots and lots of detail. I promise you we'll get back to you afterwards, either with some answers or connecting you up in other ways to different, different people along the way. So what are we going to talk about?

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We're going to talk a little bit about persons to care and exploring community based working. And as I've I've, I was going to talk a little bit about some called the shared workforce priorities and then we're kind of kind of move on to talk about strength based approaches, the good life framework. We're going to hear from Sam and Helen about the work they're doing around different elements that link to community support and personal care. I don't want to say too much about what Sam and Helen are going to talk about because I don't want to spoil what they're doing, but I'm going to, before I go in and talk a little bit further. Sam, Helen, can I ask you to introduce yourselves

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please?

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Hi, I'm Sam Clarke. And uh as I'm going first because Jim gave gave us in that order, so we'll take that as we go through with Helen.

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So I'm from an organisation called Len Sweaty England, and I'll tell you a tiny bit about that when I talk. But also,

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um, loads of my working life has been, um around helping people connect to their communities and really thinking about our role as support providers in connecting people, helping them share their gifts and skills. So I think that might be partly why I'm here as well as well as learning to put England more strategic work.

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Thank you. And I'm Helen. I work for Community Catalyst. We work up and down the country. I'm over something that we call community enterprise. So we help local people set up little enterprises that help other local people. And of course that is a great opportunity for people with a disability, for older anybody that's got a label attached to them actually it's a great opportunity for them to use their gifts and talents. And I'm going to reflect on some of our work and perhaps how some of you guys might be able to take some of that learning and and do it where where you're working.

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So thanks Jim

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Pierce. Thank you, Sam. Thank you, Helen. So I'm going to start a little bit by just talking about

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this this job. The reason I'm kind of putting this in there is because

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whilst our overall context is going to be all about working with communities, I think I've got more to put it into some context. So this is something that the Association of Directors of Adult Social Services, the Local Government Association and Skills for Care put together about three years ago around what we call shared workforce priorities. And and and the purpose of of this was to say, OK, moving forward into the future, one of the things we need to do is when we're thinking about all the different issues we're facing around workforce development, let's actually make sure that we've got some common

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key things that we need to think about in that context. So let's be clear, we all have the same understanding, more or less of what we mean by strategic workforce planning. So how are we going to think about the future? Let's have a kind of common understanding about how we need to develop that workforce in the future And and how that workforce engages with, supports, empowers and enables their communities is a really important part of that. How can we better using technology And, and I've seen some great ways in which technology can be used to enable people to be part of their communities

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and also to kind of enable the community to be more a part of people's lives. And So what does that mean in terms of, you know, the use of technology? I always remember somebody said to me, Oh yeah, I'm really good with technology. I know how to use Facebook, not quite sure

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if that that's enough. But at the same time, Facebook is a really good tool for connecting to your communities.

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We need to think about how we enhance the well-being of the workforce. And I I think community engagement has a really important role to play in people's well-being, both for the person who's the worker and for the person who might be having some kind of support. Because I think that the the more rounded our jobs are, the Weller we are, the less likely we are to go off sick, the better our mental health is and the more we feel valued in what it is we do. And then the kind of last part of these priorities is about saying, you know, how can we build an enhanced social justice in the workforce? So how can we make sure that

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the force is really diverse and represents the communities in which they work in? How can we support people to kind of feel confident that things like safeguarding are are in place in the way that makes sense. And safeguarding is an important part of how we work with our communities as well. And and I think sometimes there are difficult things we need to to do and to say around our communities in in those kinds of contexts that we need to kind of like think carefully,

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honestly and with integrity about how how we kind of do some of that that stuff. So I put these up there because it's a kind of overarching thing about what we're going to talk about Sunny, but also to say we're updating these at the moment. So if any of you have got anything you'd like to add to this share with you about it, tell me about how you use it. Please do get in touch and and let's talk more. So

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coming back to you know understanding person centred care and community based working. So I I kind of think that that it's something I've I've been involved in probably all of my working life without even realising I was involved in it. So about

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about 30 years ago, somebody said to me when I was working in the social services training section, we really think all of our staff need training about how to work with families.

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So I went out and talked to loads of family community groups and I ended up employing 3 family members to run all the training. And. And to me that just seemed like a natural thing to do to say well you know, talk to your local communities and then get the people in those local communities to come and run the training for stuff. And at the time I was told I was being really radical and I kind of didn't really understand why. And I think that's for me one of the kind of things about person centred care and community based working is that for some of us it feels like a really, really radical.

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For others it feels like a kind of a a very

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natural thing And and and and there is that common kind of tension around person centred

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community care and community based working that that you, you, you you're in a position where you really are wanting to think in the broader sense about how you engage and involve your community in either your workplace or in working supporting you with the people you're supporting. And sometimes it can feel very, very challenging and very, very stressing. Sometimes, it often it just feels like common sense and a sense of, well, why wouldn't you do it, do it like that. But the challenge in that

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at all times is that you know for you as workers, and I'm guessing that most of the people here today work in some sort of kind of

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work in some sort of setting or get support from people. There's all the other kind of rules and regulations that fit around that that you have to try to find ways either to go around them, to work with them or to think about how will this actually impact on my ability to be able to be person centred and community based in the way that I work. Simple things like you know the health and Safety at Work act you know very very boring piece of legislation but but but you know when you're in somebody's own home you kind of

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really think about well you know, is that is that is that a trip hazard down there. But when you're thinking about how you

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support people to be part of the community and you're using a community centre you might need to think slightly differently about that. It might not be consciously something in your mind but you kind of have to kind of you've got that constant tension between what do the rules allow me to do. Because I'm either in a paid role or I'm you know in an environment where there are rules and regulations. And what is it I really want to do to be very person centred and community based in the way that I kind of approached her. And I think this thing about you know what's strong rather than what's wrong is really important because sometimes what feels wrong to one person

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is right to another. And actually you're probably both right to some extent and and the important bit in person to care and community based looking is listening to each other and finding the work rounds that will work in the environment in which you happen to be in at that moment in time.

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So

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linking to that and thinking perhaps more about strength based upon strength based approaches. So one of the things that we did at skills to care not so long ago was we looked at all of the different support resources that we had to help us around strength based approaches and around approaches to community development. And one of the things we realised is that a lot of those resources taught to talk to really well to professionals. So they took really well

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kind of nurses doctors social workers so but we haven't really ever done anything that really taught either to people themselves or talk to people in in those kind of direct care and support roles. So to. Yeah yeah Sam I'm going to say this and I know this is wrong and and but you can tell me off for this later. To the to the home care workers. Sam, there's a, there's a, there's a we'll talk a little bit more about that later on. Yeah, but to anybody in that kind of role where they're directly working with people. Now the the thing for me about strength based approaches is that it's the first thing though.

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Those of you who are working or managing people, who knows very, very direct frontline carrots, actually, you know let's just you're going to be the people that are going to know more about somebody's strengths

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and you get to know more about how that fits with their abilities to be able to make choice and control over their lives. But anybody else within the system.

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The other thing is, is that it's really interesting to know about that is that most of you will live in the communities in which you work.

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So you will have loads of different community connections that you you may not even realise they might be useful for you within your work setting. And and what we're talking about in in in strengths based approaches is is about say let's actually start,

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um, by looking at you know what what, what, what you're good at, what you enjoy, what empowers you, what makes you feel well. And let's look at how we can match that alongside what's out there in terms of the community, in terms of its knowledge, in terms of people. And use your own personal strengths and your community strengths to develop a way of supporting you or you being supported that takes account of both. So

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many, many years ago

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I I did some work with a a small organisation that ran daytime support and employment for people with learning disabilities. And

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one of the things we said was, OK, let's have a look not just at the strengths and assets that the people who use your service have got. Let's also have a look at

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all of the strengths and assets in the local community where the the service is located. And let's also look at the strengths and assets of the staff

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and let's do a three-way thing where we match

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the assets that are out there in the community with the assets of the people, with the learning disabilities, with the assets of the staff. And let's actually

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use those assets in a way that strengthens everybody's quality of life. So like if you've got, if you're the person there who really wanted to learn to play the guitar. Yeah. And you had a member of staff who was really good at playing the guitar and was in a band. Well wouldn't it be really good if those three things came together? Because actually what you could do is that person can go and see that person rehearse and you know, get involved in that and maybe go and see them play. The the member of staff is sharing their knowledge and skills about

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playing the guitar with the people that they support as well and and one of the outcomes from that that was really, really interesting and I'm talking here from a geeky trainer's point of view. So apologies for being geeky and training. Like, is that what What we actually found was that

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for people with learning species, they built much stronger relationships with the staff and it got rid of some of that us and then bit

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that for the community actually felt, well, oh God, yeah, they can do more than just sitting in a day centre all day. Yeah. And. And for the member of staff, initially there was loads of suspicions, he said, why do you want to know that? I played the guitar. What's that got to do with work? Yeah,

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but once they realised that they could use those talents and skills at work and in the way that they supported people, it it reduced sickness. It made them feel much more motivated to come to work and it made them feel much more positive about that they were actually working with people to actually help people to do something differently. Now Mel, I've just seen your your point about people having the time between all the essential things. And I think you're right that is a that is a massive issue for people at the moment and and I think that

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that that is a real real challenge to get beyond that personal care element. And I I I wonder that even in those really stretched things it can be really really simple little things. Like as somebody is supporting somebody with their personal care. If you're actually got somebody who's working alongside someone and and they have similar interests to the person who's having having who's needing personal care support and the person who's helping that person be personally if they've got something in common that they can talk about. Then actually to me that is about building on strength based approaches and and improving

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assets and improving things as well. And Mel I also think you your thing about pay is, is really is really important and I do think that we've got to find ways to be able to pay people differently and in other ways. However, it's also about how do we, how can we make the jobs that people are doing and the people that support

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feel they've got more value in their lives than perhaps they have at the moment. There were some really good research done by the Resolution Foundation, which is a a national organisation

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that there's lots of work around thinking about the future of work. Yeah. And one of the kind of pieces of work they've had doing for a long time is looking at people in low paid jobs and what what keeps people in low, low paid jobs and what's actually makes them value their local paid jobs. And there's three things. There's having autonomy

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about what and when you do things, being able to make decisions about the work that you are doing and having value in your job that goes above and beyond

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your basic job of what it is you're trying to do.

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And and and you, you know, you're right, Helen. Those small steps are really, really important. And, Mel, yeah, you're right. You know, the agency staff thing is an issue. But I also think there are ways in which we need to think about how do we change some of that. And even if it's only a tiny little step, I always say one tiny little step is better than doing nothing to change things at all. And I would say, well, I was just going to say thanks, Jim. I was just going to come in and say, I think, oh, I didn't know you were going to hand over to me then. But I wanted to say, I absolutely agree that there were situations that aren't working at the moment,

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but we can't accept them.

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We can't accept them for the staff and we can't accept them for the people. So I'm not talking about necessarily where things are going really wrong. What I mean is when we we can't say that a good life is the very bare minimum of what keeps you alive.

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And so I think you know from London. But England's point of view, that's why all of our work at the moment is framed within this thing that we call the Good Lives framework which

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we'll put in the chat in a second. But really it's about learned. Sweaty England is an organisation that brings together people, learns, but his family members and people in all sorts of different paid roles and and I think that what we're trying to do with this is help us all think about that shared action and at the heart of it

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to be led by what's most important to the people. And as Jim's been saying,

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we all have

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assets,

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We all have stuff going on in our communities that can that can be a connection to us living our good life. And I guess that's why we're really interested in trying to think about what that means for all bits of people's lives. And before you all came on, we had a bit of a conversation about public transport in the north. If any of you have heard any news today, public transports conversation in the north and I live in the north, so you know.

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But actually that really matters because when we spoke to people learned spotters, they said

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if there are no buses or there's no way for me to get out, I don't see family and friends, I don't go volunteering and I'll never get a job

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and that all really matters. That's all about our community presence, isn't it? So we think we've got to think about this in the round, not only your work in direct support,

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but when we spoke to members on those members from all those 3 voice groups that I said when we asked about the right support,

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they said social care is about a life, not services.

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So they really wanted us to think about,

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in how services are designed and delivered,

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um, that it's much more about trying to find ways to move us to supporting people's good life, not

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purely the delivery of a direct, say, personal care service. And I know that at the moment there's this is not where we're at for lots of people and there's loads of barriers.

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And Mel, you just said in the chat they have a purpose. Yeah, whatever that means to you. Purpose is so important, isn't it? And the other thing

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that we heard enormously from members

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was about relationships.

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So consistency in the support, the direct support that you get in, but also that relationships really matter to everyone. And in the Good Lives Framework there's a there's a chapter called To Love and Beloved

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but also that is really about

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that thing about your connection to your community.

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Because we all know that relationships what make our lives work and this asset based working

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can help

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shift people's lives considerably by helping them develop work for loads of people who learns parties they don't have relationships outside of their paid staff.

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And I, when I managed a service, used to have we had an informal in our service performance indicator. That was how many people we support, have people in their lives that aren't paid to be there,

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because we thought that was one of the things that really mattered. How are we enabling that? How are we in every way we work? Helping them keep in touch with their friends and family, not getting in the way, helping them make connections.

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And I think that is like it's a mind shift as well as time and capacity. It's also really about

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how do we organise ourselves

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in a way that enables that doesn't get in the way at least. So the first thing we can do is not get in the way

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and then on the left hand side of this screen and we'll send it to you is learnt to put England members talked about our vision for social care and direct support

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and loads of it

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was about the things Helen's gonna talk about in a second, which is about helping people

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be active members of their community, How we're enabling that and how we are

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thinking of what people are good at,

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what people care about. Because sometimes what we care about is what we're good at Is it? So Jim's example of maybe being a guitar player, you might really care about it and it might make you very happy, but you might not be the best guitarist that we're ever going to make. But that's still important.

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So I think for us, we wanna help

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all our members and all of us as a community think about this shift, how we do it

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and what it is we need to change.

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And the Good Lives Framework is all about action. So what can we do now? What can you do in your teams today? Somebody mentioned going to talk about it in a house meeting or something. You know, what can you do now

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and what do we need to do legally? Policy with commissioners whatever longer term but let's not accept

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that people shouldn't have rich purposeful good lives and that part of the way we work can help us get there.

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So I'm going to hand over to Helen now I think who can control slides as well. Is that right? I'm Ohh, look at that. Fantastic. Thanks Sam. Thanks James. It really, really great to be here so quick with through of who who we are and then get to the stories really. So community Catalyst, we're a small social enterprise. We're based in Yorkshire but we cover the whole of the UK and we work with people communities organisations, council. So we're currently working in probably about 28 council areas but we have worked with some amazing providers as well. United response McIntyre Hansel who want to do some funky creative stuff

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and to help people to get their their good lives. So we really try and help. We we think differently about the care and support that some people need and So what we do in a bit more detail we we help people who want to start their own business. So local people who want to set up a little enterprise that is going to help other local people. That's what it's all about and we see that can help with helping to to self direct their own care and support. We talk a lot about choice and control choice and control it is not a lot of choice out there. Then actually people you know that their their choices are limited. We help people who want to do something for their community

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ohh run their own activity in Group and the whole reason we do it is to give people that choice of what they do with their life and how they get the help they need to do it. So, right support, right time, right place.

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We started off our work was very much about working with people without a disability, just folks in communities, you know. And what we realised was that setting up these tiny, taking these very small steps like we talked about, was a great opportunity for people with a disability, older people, anybody with a label really who you know has been shoved to one side maybe for for much of their life. So we we there, our messages are very much everybody's got skills and talents.

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Quite often for people with a disability they are hidden. They're undervalued by the person themselves, other people's society as a whole, our system it's all about needs assessments. It's not about obviously we do talk about strengths based and what have you, but you know it's it's it's coming a bit late, late in the day. You know I I come from a, I work for council for many years my background was supporting people with learning disabilities. I've got a real a real passion and really wanted to make a difference to people's lives and things are definitely going in the right in the right direction. So we know people, many people want to make a difference to their own lives

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on the lives of others. And we want to unlock that potential and challenge the way that people see themselves and how others see them as well. And if we, if we manage to do this, it's it's all about creating positive impact for citizens and society. So people with disabilities, with those labels in communities, absolutely. Showing what they're, what they're good at.

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So yeah, focusing on what people are good at and what they can offer their talents and contribution, helping people to get a good life. And I've got a couple of examples. But just to say in in some of where we're working, we actually run some workshops with social workers because it's getting everybody to think differently and we run a workshop and maybe this is something you could take back to your place of work,

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get your stuff in, ask people, take your work glasses off, what does the good life look like to you? And it family, friends are always top of the list. But what are those other amazing things that that really small little things. And I can tell you nobody wakes. Nobody says having my personal care needs met, having my cultural needs met, having my social emotional. We talk about, you know, going to the pub, volunteering and it's kind of when we come back to the work we've gotta work glasses on. And then we start talking and there's complicated,

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convoluted ways and it just has quite a good impact of saying we're all trying to help with personalisation. But actually it's really difficult because my good life is very different to sons, to gyms. I don't know what their good life is, but if somebody said to them good life is swimming, that would be my worst case scenario. I cannot swim. I do not like water. So yeah, that's just a little. Just just throwing that in there. So we've got Ohh. Sorry Daisy. You going to show our video for us?

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We've got a couple of examples where we've supported people with disability to set up their own venture group based on what's right for them and we've got a great example. If the film works, I'm glad I'm not doing it because Michael Wildlife is not using technology. And this is of Andy who supported James to set up his own little group called Local Social. James is background he was in an institution for. And I I know it's OK to share this because he talks about it in an institution for years and years and years. So sometimes

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and said, well, that's OK Bob can do that because he, you know, but actually some people have got different needs, different experiences. It's finding a way around it. And he moved out of that institution and moved him with a carer under the shared lives scheme, fantastic scheme. And then between them, Andy and James have settled local social. I don't know, Daisy, if it's set up. If it's not, we'll send it round. It's not a problem.

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Are you there, Daisy?

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Stacy gone. Don't worry, we'll go back. It's like a it's like a like a silence, isn't it? You know,

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yeah, coming mother worked earlier. It did work, don't worry. But local social, I can tell you about it. James wanted to make friends in his local community. And did did you, did you close the slides down? Well, I didn't think of it.

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I think Daisy might have

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you carry on talking now. Ohh, right. I was like, hey, now the videos there, Helen, is it? Where is it

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click? It should just work.

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I can't see the link to the video at all there. Remind me to make this a face to face webinar next time When? Don't worry, I'll move on. I'll move on. So local social Andy shared lives Carer help James to connect with folks in his He wanted to make friends. He didn't know anybody in the community

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takes, so they they run little coffee mornings and James now helps. He's become a master Baker and he's there. There's no money involved. They use their assets in the community community centres and he brings the community in and he's making tea, you know, and it's he is helping older people in that community who are isolated and also have have perhaps had the opportunity, particularly with COVID, to get together and it's just and it's now turned into a community interest company. Wonderful, but it doesn't have to go quite as far as that. There's some other

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examples I've just talked to you about. Another wonderful example. So Jen here

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and when she was leaving school, her passion was dance. Her mum was an absolute force to be reckoned with and Gene didn't want to go to the other dance workshops. She wanted to lead them and they didn't exist. So we helped Jen and her mum and lots of other people set up Down syndrome. Now they you may have heard of them because they're kind of hit the the, the, the headlines an awful lot. They operate mainly in the Northwest. They have a team of disabled dancers, non disabled dancers and they go around the the

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well now they're in, they go to Edinburgh Fringe and all sorts. They do amazing dances and showcasing those dancers. They've got people in wheelchairs and they're absolutely a key part of their dancing troop. They run workshops for the people with a learning disability and if those people join in, have got a passion and a talent, they can then become a dance leader and lead their own dance sessions. They dance syndrome will work with others, with other providers to help them run sessions as well for people.

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And it was she had a personal budget, she had somebody to employ her and her life has changed immeasurably. She's won many, many awards up and down the country and that is something that's quite an amazing opportunity. But actually we've got some great examples.

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A guy we work with, McIntyre, who wanted to support people to use their gifts and talents. A young man called Kieran had a passion for film. He also had autism, didn't like going to the cinema. He now runs his own film club.

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It says he's got a name for it. He does it in the local, in a local pub. It might be once, once a month, but it's his. He has to get a name for it. He has to kind of find a venue with support. But it's given him the confidence now to say, well, actually, yeah, what what do I do? I run, I run a film club. We've got people, and sometimes it's not even people's assets and skills. It's fine. And it's that thing that can be a little bit tricky to deal with. There was a guy that we worked with that we found out about who's PA

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used to think out in the community and he would run up to everybody's doors and knock on the doors and you know, and come on Greg, come away and actually join the Jubilee. There was an opportunity for people to distribute leaflets.

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Fantastic. So he was known in the community. Give him a load of leaflets, he'll run up people's pass, put him through the doors so it doesn't have to be big, complicated.

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Another lady who has Ashley, uh, we work with Hansel. She was in a wheelchair. She has a sight impairment under learning disability and we did the whole thing. What you good at? What do you care about? She wanted to. She loved bacon. She wasn't very good at it, but a little bit like Sam said, the little bit like me. She wanted to bake cupcakes and sell them. Actually, that wasn't realistic because they just weren't good enough. But her passion was her dog. So actually she now makes doggy biscuits. She's got a name.

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It's called Bow Wow because this is in Scotland. I don't know if it's still going. I'm sure it is. And it's her PA that supports her in her kitchen to make those biscuits. She's known in the village. She sells them at the pubs, she sells them in the local stores, She sells them in the vets, the poodle parlours and what have you. One one point, somebody wanted to take it on as a bigger thing and grow. It's like, no, no, this is Ashley's. It's small, it's hers. In her review she said

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she wanted to be a businesswoman. And that's that's what we want to hear, you know, And it's just those little, little, little steps. It isn't complicated. Get your staff to think with people, what are they good at? What? What do they care about? What is going to make them get up in the morning? And this all links back to Sam and the LED that the Good Lies framework, Chapter 6, employment and contribution. I think a lot of the time for people with a learning disability, the choices have been you go to a day centre or you volunteer or your work. It's a huge leap from day

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and to employment. But actually, what little steps could we take that's just small enough that it's going to get them out of bed and think actually, yeah, I can do that.

34:58
So that's that's me. Thank you.

35:03
I I think that that that's absolutely amazing Helen and Salmon and you reminded me of one of the stories that we put in the track the skills of care training pack about older people and older people who are living in residential care. And one of the kind of stories in there is about is is the staff in this particular residential care home were were were finding that even the people who lived there

35:33
were were were starting to label themselves. So ohh I'm the frail cripple hmm yeah. And what what one of the things they did was to kind of answer So what what what was your job. Yeah, because a lot of us identify who we are

35:51
in some way about how or where we were, you know in some description or our hobbies or whatever or things like that. And and what they found was that by getting people to re identify with

36:03
what they've done in their working life or what their interests were they actually they managed to get people to begin to engage in their

36:11
that their local communities with.

36:14
I can't think of another with what they used to be. I can't think of another way of describing that. Yeah, at this moment in time. And one of the examples that really stuck with me was this lady who really did not want to live in this residential home but got to the point where she was too frail to be on her own at home. And so she moved into this home and and this residential home had a had a a children's nursery in a building on their site.

36:43
Right. OK.

36:46
And and and and I think it was originally just there because well they had this empty building and they might as well do something with it. So why not, you know, have a nursery there.

36:55
And this woman used to be a French teacher

37:00
and and I can't remember how it happened, but they've they've got her teaching French to the four year olds

37:08
at the nursery and the staff were saying it just brought her back to life. She was no longer this really depressed, frail, tired old lady. Yeah,

37:21
she was a French teacher who was passing on her skills to the next generation.

37:28
And I think that's the bit we kind of really need to to kind of like hang on to is is that you know whatever the barriers they're probably easy. As I said earlier even if it's only in a tiny way,

37:40
there are ways we can enable and empower people and that So that person she, you know, she's afraid she's not this frail old lady who lives in this residential cab to to these four year olds. You know, she's teaching them a life skill. And and

37:56
those four year olds will say, yeah, somewhere in somewhere. Years and years ago we had this old lady come and teach us French. Do you know what I mean? Yeah,

38:04
yeah. You know, and it's completely that though, isn't it, Jim? It's all about how we view ourselves and how we view other people, isn't it? And I think, and I think as well, I don't know whether anybody who's with us on the webinar is sat thinking. Yes. But it's not only about time, it's about risk or it's about, you know,

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and actually

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we can view

38:29
the world out there is very scary.

38:32
Yeah. Or we can view it as just an extension of us. And as Helen says, it's people we know our. And I think we've got the resources to manage the stuff that matters. We know that. So loads of that is in skills for cares resources, isn't it? Committee catalysts know it. Loads of other people will share how they've addressed the fears. Yeah. And then actually we can see,

39:00
you know, you know, Halley's just put I used to sing and dance. That's my passion. You know, people being able to join a dance, a local dance class or go and join a choir or whatever

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is properly,

39:14
properly, like heart lifting, isn't it? It's the stuff. And I also think

39:20
it changes how we see ourselves, It changes how people see ours. We can build connections that will hopefully help us keep safer and better and be well, but also

39:33
it can make a real difference to people's support because often we put support in place, formal support is stretched or put in place to make up for the lack of the rest of life. Yeah so I, you know, I think of a man with a lens pretty who was being offered extra support because he was he was monitoring his neighbours.

39:58
Free webcams. Yeah. No call, not quite that bad. But he'd he'd moved and he'd he'd changed but he was he was kind of almost like he used to work being a day centre where he knew everybody that was coming and going. So he was doing that with his neighbours and he was saying ohh, you were late last night and and that kind of stuff and and this was not viewed as positive by his new neighbours.

40:23
People supporting him.

40:26
Um, there's been a whole spate of small UM incidents in the close so people having plant pots nicked or things going not mega but like and so they started up neighbourhood watch again and he was the person who coordinated it. Ohh wow. And what had been a very negative thing for other people became a positive thing, had a focus for him and over time he needed to do it less because he filled his life with other things and and he built a new life. But

40:52
it changed the perception of him in the area considerably. And and that stuff. When you are a support team or a care worker desperately trying to work out how to

41:04
stop somebody doing the thing that's bothering everybody else, that's just their natural expression of what's going on for them. Huge.

41:11
Yeah, you can do that differently. And and just coming back to Alex's point they're fantastic. Community cafe run by people with learning disability had to close due to money

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and you know that is so sad and I think our our when we support people who are setting up brand new enterprises, sometimes they can think right, I'm going to go and I'm, I'm going to the bank, I'm getting a loan and I'm going to that bank that's closed. I'm going to repurpose it. It's going to be a community cafe and we're all going to run it. You know it's like actually that's huge and you've got to get a big income for that. But what can you do that's just a little bit smaller but has the same

41:43
the same purpose and the same outcome really. So you know the the costumes are absolutely none of this is is what what I'm talking about is about needing money to do stuff. It is using the assets of the people. We talk about assets and community but it's like you know could somebody run the the the cafe in the community centre that's now closed. We've got a brilliant enterprise. I urge you to look this up called Pulp Friction

42:07
and mum and daughter combo daughter with a learning disability and they got a smoothie bikes and they go to community events and they have other people who pay for them to go with their direct payment and they learn about health and safety, food hygiene. These bikes blender at the front put the fruit fruit in smoothie bikes. They've been asked by the local fire service to run their canteen. There's absolutely no, you know it's like God what's that going to? No, we've got it for free. They want us to do it. They've expanded massively across. This is in Nottingham, so

42:37
modifies services the police want them to. There is no, there's no cost and I know that's one example and you know it's it's blooming. Frustrating isn't it? Well that's fine in that area, but you know, it really is looking for those little winds where don't think about money, don't think about going for huge grants for stuff. It's making it happen with the resources that you've got and we would just love, you know, staff,

43:00
particularly for our passion is really the younger people coming through in transitions. You know what, How can we get staff thinking differently, families thinking differently, people that their options aren't just kind of, you know, day centre or a personal assistant, but employment. What is it that those people could do themselves with? Obviously with some support and I shut up there. Sorry.

43:24
Need to no need. Because I I think I think you're right. It's the

43:29
IT, it's the, it's the it's the little pebbles that make the biggest difference, isn't it? And huge ripples, yeah, you know, and a big splash might make a big splash but then then it goes and it's it's gone and it doesn't come back And and also there's that there's also that risk that if you start saying oh right, OK we're going to get all this money in to do this, you you then actually start being depersonalised about what you're what you're doing and you think wrong. Oh yeah, let's have a

43:59
we can do this community support where? I don't. I can't think of anything

44:06
we can get all of our people to in our in our day system to run the local library will then have to be something just transferring the data centre to the library thing and and you know that might be right for some people but what if you've got people that hate books?

44:22
Don't I

44:24
and and and and it's just really really important to look carefully at where you're personalising it and where you're creating a group thing out of it and and and sometimes the group thing is right sometimes the group thing is not right. But all the times sticking to thinking about the the why and the what all the time and and now you're right there there is that thing about older people can really benefit from interacting with different generations. And I'm,

44:54
I'm reminded again of another story that's in the skills of care resource about how

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during the pandemic, a local authority down in London,

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they

45:07
of thought, right what can we do to kind of engage with older people living on their own with to try to kind of help them feel less likely. So they started with a pen pal scheme of of kids in primary schools writing to older people who they knew lived alone.

45:22
Yeah, And. And it grew so much in terms of this pen pal, pen pal scheme that they've now appointed a full time pen pal coordinator

45:35
to me. Sounded a bit mad to start off with, but actually when you think about it, that kind of connection between the generations,

45:44
these kind of probably still need to coordinate it because they had, they got loads of older people living that locally, loads of kids and they had more they did just couldn't cope with all the demand for that pen pal relationship. And that that to me was a really good thing because it wasn't. The thing that they said is, is we've now got kids living in the local neighbourhood who are seeing older people out and about who they are pen pals with and having chats with them outside of that. And also at the same time,

46:13
at the same time not seeing those older people as weirdos in their neighbourhood and the older people not thinking that all the kids are troublemakers. Now I know there's a terrible generalisations, but but you know that kind of thing and it comes back to how we where we start, doesn't it James? Do we start with what matters to you

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or do we start only with,

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you know what are your eligible needs? Absolutely. Yeah. You're they're very different questions aren't they But and and you know that point about

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you know the the Care Act and you're eligible needs and what services for is is really you know it's significant and lots of you will be involved in having to deliver against that and all that stuff and that matters.

46:57
But if you also know what matters to somebody. Yeah.

47:02
Than how you deliver that,

47:04
Yeah, can be the way that that you know makes a difference in that. And I guess I, I come back to that thing I said, I suppose I know how tough it is.

47:14
Yeah, you know, I mentioned that we started this session today talking about public transport in the north. If any of you are from the north, how frustrated away by our trains, you know, and our buses. But

47:27
we can't accept that people's lives should be dominated by their eligible needs. Yeah. Yeah.

47:33
We should be saying no, no, it's not good enough. We're going to find a way of bringing in what matters. Yeah, you're absolutely right. Something you remind me of something else a number of years ago that I was involved in developing a something called the commissioning for well-being qualification. Yeah. And there's lots of people in commissioning roles still doing that qual now and and and in that qualification there were

48:00
a few things we said had to be first. It had to be nothing about finance and contracting in it.

48:06
Yeah, that's why I seem a bit weird if you're being a training to be a commissioner. But we've said well you can learn all that stuff elsewhere. What we actually need you to learn is we need to learn how to do Co production.

48:18
We need you to have to learn how to engage with your your local citizens and your communities. Yeah, and it was amazing how many people who did the course who said those were the most important things for them. Because they said

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we'd never tried to really engage with our local citizens because we were scared of what they were gonna say

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and we were scared that Co producing thing because it might not

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come out with the thing that we wanted to come out with. And those are really important things. But the more important thing I was going to say was that

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there's a part of the part of the call is about policy and legislation

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and you'd be, I don't. I don't think you would be surprised at how many people in commissioning roles have never actually properly studied all the policy and legislation that's out there there to. Because I don't think I have, because I think it's blooming hard to keep up with it all. Yeah, but what they said was that

49:11
because I know how the good understanding of not just the Care Act but lots of other policy and legislation as well, they were in a much better permission to find work arounds for things like eligibility criteria and stuff like that to say, well, actually we need to do this because the Disability Discrimination Act allows us to do it. Yeah and that's the that's the important we can find barriers in everything, but we can also find opportunities as well. And and for me that's a key element of thinking about

49:41
how you be person centred and how you develop

49:46
your local community is through that kind of you know yeah there are barriers but actually what's the work around how do we go up over round and about without

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in a sense without putting ourselves in a position where we're putting each other at risk of of of of

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fully foul of legislation at the same time because we do have to be aware of that at the same time

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is there is there anybody you'd like to talk to us before we kind of like begin to wrap this up or I have have we all made you really shy and nobody dares speak

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not that I can actually see any of you. So Daisy, if anybody is interested in coming out of the chat and

50:31
talking, it would be great. And if if you don't that's cool as well.

50:36
I just think it's it's I think Vicky mentioned in the chat, it is a shame that we're here kind of talking about this really you'd think like you know we would be out and about and and getting more involved in community based activities and and more involved in the community generally

50:54
thing. Obviously there's been a couple of comments there where there's potential barriers and it it's just getting over those barriers over that final line and rather than foots you know negatives like what can we do now, what can we do to make things better. Let's try and forget the past and move forward. And the only way we're going to improve is by moving forward. And it's for the benefit of all customers and communities alike.

51:21
Yeah, I I think you're absolutely right. And you know, we could, we could, we could spend. We could have, we could have spent all day talking about how terrible things are, couldn't we? Yeah. And

51:33
and what we have to try to do is to say yeah, it's not great. However, there are still loads of things that we can do that don't really cost very much money And and and it's about how can we be brave at times and how can we help and enable people to be brave and how can we enable people's family carers to be brave to and it's not about actually it's not about taking risks. It's about being brave because there's loads of things we do that don't require us to take risks,

52:04
they just require us to be brave.

52:09
And I think the the CQC assessment frameworks now that are that are out there, there's much more of a push to take in you know those assessments to to link with the making it real statements, the eye statements really about people personalised service at Co production and what have you. So actually I don't know, I don't know who's on the call, but if you're working for a CQC registered service it's in there if you, you know you've got to do it. So actually you know, if you can be the little catalyst in your organisation say actually theme three

52:40
is about community participation. We're not doing a great deal. What can we do? Let's take some little steps. I know with ours we we link the majority of services we we support aren't secrecy register but we go into the councils to say right, you're going to be assessed on all these things. You need to use the evidence of what we're doing because often the councils don't kind of click it all together and we're like you know knitters in. We've got loads of examples of you know of how you're working with the third sector and all that sort of stuff. So I think use the

53:11
the stuff in the Care Act, it's there, the legal frameworks there isn't it. It's it's just it's there's a lot of challenges around the the resources and the money. But I think the CQC stuff now is a real opportunity to make, you know, to make those small steps.

53:25
Yeah, yeah, yeah. You, you, you, you're absolutely, absolutely right, Helen. And and you know, it's it's just about saying, you know, I'm not actually doing anything here. That's rocket science. I'm just kind of looking to do the right thing in the right place at the right time and also to experiment, you know,

53:47
if you get it wrong, that's OK. It's absolutely fine to get it wrong. I get it wrong every day or so my family tells me probably right, you know, and and and that's the same for all of us. You know, I I know I get things wrong.

54:03
A lot of things I'm really good at is saying something's a fact. But actually I, I, I God knows where I've read it and it wasn't a fact in the 1st place. But you know, in in in, in a sense, we have to kind of grow and learn and experiment because actually we learn more by the things that go wrong

54:20
than we do by the things that go right. And I know we really need to wrap up, but Mel has asked a question about the best way to approach and get people to attend an art group. And we don't have time to do that because, I mean, I've run whole workshops about this. But one of the things I would say to you, Mel,

54:36
is the most critical thing I've ever heard learn from helping people connect people to their community. And for workers,

54:44
it's for them to think about that language they use. Yeah, Yeah. So um, I think go in and saying I have a service user with really complex needs who'd like to join your art group is not going to bring people in an asset based inclusive way, contacting some people and saying how do people join your group? I know somebody who's really passionate about art is a different conversation, isn't it? So I know we don't have time for that now, but I just would say to you, all the language

55:15
uses often sweating. I have a lovely story of a woman who there was a massive community crafting group in the local church that met at like 11:00 every Tuesday. Whatever it was, it was huge. It's really vibrant

55:28
and she went and said several of our service users would like to come here and the organiser said we have no more spaces because I think they thought they were going to empty their service, their out group. You know, it was really threatening to the group when somebody went a month later and just said how do you join and can I come with somebody that's very welcome. Some people joined and were included,

55:51
and I just think that's really big learning for us all. Yeah, I think you're absolutely right, Sam. You kind of have to just say, you know, this is Jim, this is Sam, this is Helen. We're all really interested in all, but we're not very good at it. But we would really like to join and just have some fun with people and meet a few people rather than say this is Jim, he's got this wrong with him, Sam's got that wrong with him, Alan's got that with him. How do we engage and involve in our local community?

56:22
Through all

56:24
language we use is often really alienated. Yeah. Can I leave 1 little thing? Sorry, I know we're out of time. So where we work and we help people set up little enterprises, quite often people don't come and and a big part of our work is how do we market the little local art groups. And I think we have a website called Small Good Stuff

56:41
and that that has its national, but particularly in areas where we work, there's a plethora of stuff. Some of it's free and it is aimed at people with disabilities, older people and what have you. And you could go with people, you could make use of some of those low that local stuff and that they would absolutely be welcoming and they'd want you in in bucket loads. So yeah there is stuff there. We've just it's it's just connecting the doctors, it's relationships like Sam said and it's connecting the the dog, the dogs. I love dogs. They're my passion.

57:15
You know, I think that's a great place to to stop. Sam. How do you think? Yeah, yeah, yeah, You know, you know, small stuff. Keep it small. Keep it simple.

57:26
Follow. Follow your heart?

57:29
Yeah definitely sounds good.

57:33
Care everybody thank you so much for listening to us today. We hope you found it useful. We are going to send round a send round stuff later on. You might take us a few weeks to to to to sort that out but but you will get something with more stuff from us eventually I promise Have enjoy the rest of your day and look after yourselves. See you soon. Bye, bye.