



Association for Real Change (NI)

Response to the
PROGRAMME FOR GOVERNMENT
2017-25

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ARC NI
Wildflower Way,
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Association for Real Change, Northern Ireland

Association for Real Change, Northern Ireland (ARC NI) is an umbrella body, representing 38 providers of learning disability services. Members include statutory, voluntary and private organisations, all of whom provide a range of services to the learning disability population. ARC NI welcomes the opportunity of responding to this consultation. As a sector of organisations, our expertise shape the support provided to children and adults with a learning disability and their families/carers throughout all aspects of their lives, including: education, employment, transitions, lifestyle support and housing. We welcome the governments cross departmental, co-production outcomes based approach that is based on impact rather than volume.

All Party Group on Learning Disability

Established in 2009, The All Party Group on Learning Disability is a cross party collection of 14 MLA members who are supported by the Learning Disability community.

An All Party Planning Committee supports the work of the All Party Group. Members of the All Party Planning Committee include; ARC NI; Camphill Mourne Grange; Compass Advocacy Network (CAN); Caring Breaks; Kilcreggan; Orchardville; Positive Futures; & Triangle Housing Association. The secretariat is provided by Mencap.

The All Party Planning Committee support a sector wide response to the Programme for Government.

1. The key strategic issues to achieve better outcomes for people with a learning disability

ARC NI welcomes Indicator 42, however acknowledges that many of the other indicators are also pertinent and relevant to people with a learning disability. The Equal Lives Report (2005) concluded that progress needed to be accelerated on establishing a new service model, which draws a line under outdated notions of grouping people with a learning disability together and their segregation in services where they are required to lead separate lives from their neighbours.

Whilst some progress has been achieved, it is fair to say the model of the future continues to need to be based on integration, where people participate fully in the lives of their communities and are supported to individually access the full range of opportunities that are open to everyone else.

In summary, the key challenges ahead in achieving positive outcomes for people with a learning disability can be summarised as follows:

- Suitable levels of services offering diverse provision/support
- Sustainable services
- Cross-departmental communication to address the planning of provision
- The solutions to support addressing these challenges include:
- The development of a cross-departmental database documenting the learning disability population in Northern Ireland
- The Programme for Government strengthens its Rights Based Approach by adopting UNCRPD in particular Articles 4.3, 5, 6, 7, 19 and 28 into the Delivery Plan of Indicator 42
- Cross-sector collaboration in forward planning provision to meet population requirements

2. Relevant Context to achieving sustainable change and achieving positive outcomes

2.1 About Learning Disability

A learning disability is a reduced intellectual ability and difficulty with everyday activities, for example: household tasks, socialising or managing money all of which affects someone for their whole life. The level of support someone needs depends on individual factors, including the severity of their learning disability. The Equal Lives report defined learning disability as the “presence of a significantly reduced ability to understand new or complex information or to learn new skills (impaired intelligence), with a reduced ability to cope independently (impaired social functioning) which started before adulthood with a lasting effect on development”.¹

There are an estimated 36,000 adults with a learning disability in NI. Too many of our children and adults with a learning disability face significant challenges and barriers that exclude them from reaching their full potential and participating fully in society. To have a fully inclusive society means ensuring those who are most vulnerable and marginalised are included; this without doubt is those with a learning disability. The Programme for Government must ensure that the lived experience of children and adults with a learning disability significantly improves over the Assembly term and that this can be clearly evidenced and measured.

¹ Equal Lives Review of Policy and Services for People with a Learning Disability in Northern Ireland, DHSSPS 2005

2.2 Crisis in Social Care

Northern Ireland in common with England, Scotland and Wales is facing a crisis in social care in terms of its delivery cost and ensuring we meet the needs of the most vulnerable adults within our society. While this is often focused on primary health care it has a disproportionate effect with adults with a learning disability and in particular those with complex multiple needs who will require care for most of their adult life.

The voluntary and community sector provide many excellent models of innovative and efficient care. However for the sector to continue such provision it must be adequately funded and must take account of the considerable pressures on those who deliver social care.

3. The details of Indicator 42 and its Delivery Plan

3.1 Bamford Vision

The Bamford Review in 2007 highlighted 76 recommendations to bring about positive change for people with a learning disability, many of which have yet to be fulfilled. ARC NI welcomes the reference to Bamford within Indicator 42 Delivery Plan, however considers the true focus should refer to the 'Equal Lives Report'. A recent evaluation of the Bamford 2012-15 Action Plan has been undertaken by the Department of Health, but is yet to be published. **ARC NI recommends the inclusion of unfulfilled, or partially achieved recommendations be evidenced and measured within the delivery plan for Indicator 42.**

ARC NI would expect these to include:

- Regional Key Performance Indicators with outcome measurements associated to the implementation of the Day Opportunities Review
- Acknowledgement of the role of carers and include specific measures to address the future planning for the needs of carers; increased levels of available respite and increased uptake of carers assessment
- Evidence of person centred practices resulting in an increased uptake of Self-Directed Support
- A regional plan for suitable and sustainable housing; with the commitment to develop Standards for Supported Living
- Cross-departmental Transitional support; to include all children and adults with a learning disability throughout the various stages of their life e.g. early years intervention from Nursery to Primary to Secondary, to FE, to Paid Employment, to living independently to older person service to planning for the future.

- The prevalence and prevention of Disability Hate Crime; with particular focus on issues pertinent to people with a learning disability e.g. mate crime

3.2 Measurement tools

3.2.1 Labour Force Survey

Highlighted in our previous response ARC NI has continuing concerns regarding the measurement of indicator of 42: average life satisfaction of people with disabilities and in particular, using the Labour Force Survey (LFS). ARC NI welcomes the open acknowledgement of the limitations of said tool within the delivery plan.

That said, it also states the tool will be used in the interim or an alternative. ARC NI still wishes to seek confirmation that the survey enables each individual within a household to be fairly represented, as there may be multiple occupants with a learning disability living together. Given the sample size of the survey is so small, ARC NI would seek confirmation that it is truly reflective of individuals with a learning disability and their circumstances.

Furthermore, the survey does not allow people to submit proxy questionnaires and will therefore not reflect a large proportion of adults with a learning disability who are non-verbal and/or have complex needs. ARC NI would seek clarity on additional measures to ensure people with a learning disability are not excluded.

3.2.2 New measurement tool

As highlighted in ARC NI's previous response, there is an opportunity to utilise evidence of outcomes as documented across the five Health & Social Care Trusts, and across all programmes of care through Adult Social Care Outcome Tool (ASCOT).

ARC NI would also highlight the review of Quality of Life Measures undertaken by Townsend et al (2012), which highlights international best practice within Quality of Life measurement (QOL)². **ARC NI recommends Townsend review be considered to create a more suitable, robust and statistically valid measurement tool that is fit for purpose.**

²Townsend et al (2012) A systematic review of quality of life measures for people with intellectual disabilities and challenging behaviours

3.3 Children with Disabilities

Many learning disability providers are concerned that neither outcome 14 nor indicator 42 specifically identify or address achieving positive outcomes for children with a learning disability. **ARC NI recommends an additional indicator to look at children with disabilities.**

4. Concluding Comments

To assist the Programme for Government we have compiled a number of tried and tested successful initiatives from across the sector, these are included in Appendix One.



Association for Real Change (ARC)

ARC across the four countries within the UK plays a significant role, in enabling cross-sector connections and encouraging collaboration through its honest broker role.

ARC Scotland has been enabling a 'Transitions Forum' since 2008. The Scottish Transitions Forum is for cross sector professionals or individuals who may want to explore these difficulties and solutions to them.

The Scottish Transitions Forum aims to improve the experience of people with additional support needs. Particularly those with high support needs, as they go through life transitions. The forum has a focus on the transition of young people from school or college to adult life. The Forum achieves its aims by:

- bringing together people working in transitions for people with additional support needs
- identifying and sharing good practice, learning and resources
- generating new ideas, challenging our thinking and improving our work practice
- involving and consulting with people with additional support needs and for their views to influence and guide the work of the forum
- working collectively to raise awareness, inform and influence approaches to transitions for people with additional support needs at a local and regional level.

ARC NI would recommend this as a best practice solution in addressing the continued challenges in planning and implementation of a person centered transitional process for people with learning disabilities and additional support needs.

For further information please visit: <http://scottishtransitions.org.uk/>



Caring Breaks

A Respite Service for Family Carers of Adults with a Learning Disability

Caring Breaks was originally set up in 1999 by family carers of adults with a learning disability in the South & East Belfast area in response to the scarce supply of respite options available for them. It works as a partnership between carers themselves and people from the business community and statutory sector.

Initially, a number of small grants from various Trusts helped to launch the service in the South & East Belfast area. The needs of the target population were identified as twofold:

- Family carers need time for themselves to have a break from their continuous caring responsibilities. The respite breaks they receive allow them to pursue their own interests and provide relief from the stress, pressure and anxiety of caring for their loved one.
- Adults with a learning disability require stimulating activity which has the potential to assist their personal development and help integrate them into their local communities.
- Caring Breaks now operates across the Belfast area and has small projects in Bangor and Lisburn. 200 family carers benefit from regular short breaks and 135 adults with a learning disability participate in social and recreational activities of their choice. Family carers say that Caring Breaks is a lifeline for them and is a crucial element in making it possible for them to continue to care for their loved ones at home.

The Nature of the Respite Breaks

The level of care provided is in the form of short respite sessions (4-5 hours) offered on a weekly basis, which provides regular breaks for carers in the evenings and at weekends. Extended breaks are also provided which span a weekend - Friday to Sunday, where adults with a learning disability have the opportunity to get away for the weekend, stay in self-catering accommodation and participate in activities in the local community.

The core themes of the respite service offered by Caring Breaks are social inclusion and community involvement. The time is spent in an active and constructive way, where the adult with the learning disability has the opportunity to engage in personal and interpersonal development opportunities, integrating with the local community and accessing leisure facilities. The family carer experiences 'conscience free' respite as a result of the meaningful and enjoyable activities their loved one is having. This term 'conscience free' was coined by family carers themselves and by that they mean that they can take a break, secure in the knowledge that their son or daughter is not only being well cared for, but is actually doing something that they enjoy. During the lifetime of Caring Breaks, the variety and level of services provided has widened significantly in response to the changing needs of clients and carers.

The Mission & Ethos

Caring Breaks is registered with the Charity Commission for Northern Ireland NIC103342. The Caring Breaks model sits very well within government policy in relation to services for carers and vulnerable adults. The service delivered is reflective of the government recommendations arising from:

- The Bamford Review of Mental Health and Learning Disability (Equal Lives) (2005)
- Caring for Carers – Recognising, Valuing and Supporting the Caring Role (2008)
- Transforming Your Care: From Vision to Action (2013)

Caring Breaks has the following Mission:

'To provide regular short respite breaks for the family carers of adults with learning disability'

This Mission is set in the context of the following Vision:

'Every family carer of an adult with a learning disability in Northern Ireland will have access to short breaks. Every adult with a learning disability living at home with their family carer will be provided with support to enable them to participate in social and recreational activities of their choice.'

Outcomes

95% of carers who responded to a recent independent evaluation of the service (Dec 15) reported that the service had a positive impact on their lives and that stress levels were reduced as a result of receiving regular respite breaks. There is no doubt that regular respite offers relief from the burden of care and this relief often translates to more tolerance and understanding within the home.

The evaluation also highlighted that 98% of carers who responded indicated that their son/daughter with a learning disability had increased their social and personal development as a result of being involved in the regular activities provided by Caring Breaks.

Caring Breaks aims to reduce social isolation and promote inclusion for both family carers and adults with a learning disability. Clients and carers stated that the activities provided by Caring Breaks helps them feel less isolated as they interact with each other and the wider community.

Comments from Carers

‘We never went out anywhere on our own. We always took _____ with us. We never got a break because we couldn’t leave him on his own. Now we can go out for a meal or meet friends and we know ... is having a good time.’

‘Caring Breaks has changed our lives. We feel ____ is part of a community. He enjoys getting out. He loves the activities and the weekends and we are able to relax and be content that he is safe and happy when he is out with Caring Breaks.’

‘I feel so much better and not under so much pressure or stress. I can do things with other family members.’

Contact details: Dolores Finnerty, Chief Executive, Graham House, Knockbracken Healthcare Park, Saintfield Rd, Belfast BT8 8BH

www.caringbreaks.com



Cedar Foundation

Imagine you are a young university student planning a career in medicine. It's Saturday and you're looking forward to playing for the University's Rugby Team. You bounce out of bed in your student house, shower, and dress, switch on Sky, check email on your iPhone, make breakfast and drive off to the match.

It's now Sunday and you are starting to realise that your life will never be the same again. An event on the rugby pitch has left you with quadriplegia, your career ambitions now shredded.

You come home to Northern Ireland as a wheelchair user; your rehabilitation complete. Living at home is no longer an option, you have to move into residential care.

You need personal care for every activity of daily living. You wake at 3 in the morning and are a prisoner in your own bed because of your disability. You can't turn on a light or a radio by yourself to chase away the terrors of the night. Your life is now characterised by high dependency on others for all those little as well as big things that you previously took for granted.

Fast forward 10 years, you still have quadriplegia, you still need personal care for a number of activities of daily living, but you are now living a life with increased opportunities for social inclusion and independence and you feel you are an equal citizen. This is because you now have your own tenancy in a technology enriched apartment, known as a Smart Home.

You will never bounce out of bed again but with tablet technology you can now control your lighting, heating, entertainment system, open doors, windows, shut the blinds. You can do online shopping. Your security is enhanced with devices that control flood and fire and door entry systems.

Your life has been transformed by innovative housing projects which have been pioneered since 2003 by the Cedar Foundation in partnership with Housing Associations such as Habinteg and Triangle, with NIHE Supporting People and the Belfast and South Eastern Health and Social Care Trusts. Together these partners have played to their individual strengths in creating a scenario which has exploited the advances in technological innovation to provide permanent housing and new opportunities for people with physical disabilities.

It is clear that Electronic Assistive Technology is of key strategic relevance in recognising the role it can play in enabling people with disability to live more independent lives. However, it is also clear that interagency working is required to support people with a disability to live in the community; optimal environmental design and assistive technologies combined with care and support packages are needed to support autonomy, independence and social inclusion.

At Cedar we have the solution, but as Departments we recommend the need for a joint review into the commissioning of technology enriched housing.

Sharon Butler, Co Head Living Options

<https://www.youtube.com/watch?v=JvytlhIteCY>



Mencap Response of Sector Best Practice

1.0 Early Years and Family Centred Intervention for Children with a Learning Disability

1.1 Whilst the Programme for Government recognises and supports Early Intervention for children it is regrettable that Children with a disability are both hidden in language and within the **Delivery plan of 42 and Outcome 14**.

1.2 The Need

Within Children in NI 's response the current indicator 42 is not always directly applicable to or related to indicator 42 in its current form. Either there should be a separate delivery plan for children with a disability or indicator 42 must integrate the over-arching guiding principles of the United Nations Convention on the Rights of the Child (UNCRC) to be family-centred and responsive to the rights and needs of children and young people with disabilities, be in a non-discriminatory manner (UNCRC article 2). Fundamentally children and young people with disabilities must be given the opportunity to be heard and have their views given due weight and consideration (UNCRC article 12) at all levels in the planning and policy process. This is supported by the UN Convention on the Rights of Persons with Disabilities (UNCRPD) which includes an important and specific focus on children with disabilities. Article 7 provides that in all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

1.3 Research Evidence & Sector Best Practice

Research from Pickles³ (2016) proves that family centred early intervention can have a lasting positive effect both in reducing mental health problems and challenging behaviour.



1.4 Mencap NI has provided an early years integrated wraparound service for children with learning disabilities for 30 years. With a brand new purpose built Children's Centre that provides a hub of services provided by HSCT and experienced nursery staff it plans to develop and expand these services



It's success measures not only the progress of the child's development, but also the the family's understanding and access to information and services. We are about to engage in an innovative evidence led family support programme that ensures early family support for children with a learning disability.

2.0 Role of Advocates

2.1 Indicators: Self Efficacy Indicator 28

2.2 Need

Children and Adults with a Learning Disability can face many challenges throughout their lives in having their voices heard and their needs met. Independent advocacy is central in assisting them to achieve this and in particular in their interaction with statutory services.

2.3 Unfortunately the funding for advocacy services for people with a learning disability has been significantly reduced and it has become more and more difficult to access advocacy services in almost every Trust area. Many HSCTs are choosing to fund advocacy on an as and when basis which makes it almost impossible for independent organisations to provide a quality advocacy service. The Programme for Government must ensure advocacy is appropriately funded if it wants to meet the outcomes for adults and children with a learning disability,

³ Pickles et al (2016) Parent-mediated social communication therapy for young children with autism (PACT): long-term follow-up of a randomised controlled trial. Medical Research Council

2.4 Mental Capacity Act

Although the sector welcomes the Mental Capacity Act. The experience in England on the introduction of the mental capacity act has been a hugely increased need and demand for advocacy services. It would be essential that PfG takes this into account as the Mental Capacity Act comes into effect.

3.0 Mencap Housing

3.1 Mencap are experts in providing adults with a learning disability real choice about where they live and who with. All our housing options are person-centred and tailored to meet an individual's needs and aspirations. Mencap has a vision of ordinary houses in ordinary streets by providing a range of different ways to ensure that flexible, responsive, timely and community based solutions are created for individuals with a learning disability.

3.2 Mencap are currently trialling a number of models in partnership with Golden Lane Housing and will be providing more detailed outcomes in the New Year.



TENANT SAID:
"I love living on my own and I am happy in my new flat. I have more independence and I would like to live here for a long time. My goals are to get a placement working with animals and I would like to get a dog."

MENCAP SAID:
"We're delighted our tenant has made this move - she felt herself it was time to move into more independent living and we were delighted to help. We've worked with a responsible landlord, who has upgraded their new home in advance of her moving in and this included the installation of a brand new efficient heating system to keep her warm during the winter."

GLH SAID:
"We're delighted that the individual has managed to find a very suitable new home and Golden Lane Housing are thrilled we can help make her dream of independent living come true"

WHSCT SAID:
"The Trust is very happy to see this type of development in our area. It is a positive move that people with learning disabilities are now being offered much more flexible options in housing than were previously available."

4.0 Lifestyle Support Model

Need: Social isolation is a continuing issue for adults with a learning disability with lack of engaging options for individuals to choose.

Indicator: 42 & SDS

4.1 Research & Policy Best Practice

Policy directions of Bamford, Transforming Your Care and Self Directed Support.

4.2 Since 2011 Mencap has successfully provided opportunities for adults with a learning disability to engage and participate in their local community by accessing community facilities and services.

4.3 Mencap Currently Provide Solutions to: reducing the number of people seeking places in day care centres, reducing large numbers of people attending day centres from a wide geographical area which make it difficult to maintain friendships at evenings and weekends. Mencap Supports a diverse range of clientele of day centres, aged from 16-87 years, all with different needs.

4.4 **We do this by:** Creating an alternative to the traditional model of day care personalised programmes of activity, exploring individual aspirations and agreeing measurable action plans, activities identified and sourced in the local community', Support provided to access community & public transport.

4.5 Individual's day opportunities are regularly monitored and reviewed and we continue to partner with other relevant organisations in the community to meet individual's needs. This includes Disability awareness training Close working with families/ social workers/ carers

5.0 Paid Employment Opportunities

5.1 **Need:** The rate of adults with a learning disability in employment continues to lag significantly behind that of the general population. There are far too many adults with a learning disability who are actively looking for jobs, who cannot access meaningful, long-term paid employment because their learning disability becomes a barrier. Around two thirds of people with a learning disability want to work (Mencap 2008; also NHS surveys 2010) – however only 17% of people with a learning disability are in any form of paid work (Centre for Disability Research 2008), compared with 46% of disabled people as a whole (Office of Disability Issues 2012) and 80% of the general population.

5.2 **Related Indicator 14: Proportion of the workforce in employment...**

5.3 **Best Practice**

5.4 Through programmes such as Workable and ESF Projects, Mencap has a solid reputation in supporting young people and adults with a learning disability to find and keep paid jobs in their local communities.

5.5 We achieve this by: improving public perceptions, regarding people with learning disability in the workforce. Mencap provides tailored support in: transitions, identifying vocational aspirations and creating opportunities to develop skills such as: College Support: Vocational Profiling, Job Clubs, Work Placements, Job Matching

5.6 Our supported employment team map an individual's journey into suitable & sustainable voluntary work or paid employment and also provide successful employer engagement including delivering Learning Disability Awareness Training to employers across NI



5.7 To fully address the rate of adults with a learning disability in employment there is a need for a much more focused transition support service. Mencap has experience of working with young people from 14 years of age to identify and support their transition into employment or training. This early transitions service has proved to be very successful.

5.8 However, significantly reduced funding has reduced the availability of this service. This is in-effect an early intervention service and to achieve the outcomes outlined in the Programme for Government it is essential that funding is made available to ensure current young people with a learning disability can and do access employment.

For more details please contact: Fiona.Cole@mencap.org.uk

Positive Futures

Please note this is a very brief summary providing a few examples of Positive Futures' (PF) best practice work linked to PfG outcomes. Please liaise directly if more comprehensive information is required in relation to the work undertaken by PF.

Outcome 1: We prosper through strong, competitive, (regionally balanced) economy

Outcome 3: We have a more equal society

Outcome 7: We have a safe community where we respect the law, and each other

Best practice examples:

Within PF's SLSs, we have implemented The Life I Want (TLIW) Project. TLIW enables people we support to plan the support that they want, with the staff that they choose, to achieve outcomes that are important to them. Within TLIW, the ASCOT tool is used to measure and track progress against outcomes that people have identified to achieve the life they want e.g. in relation to health and well-being, social and community connections, training / vocational and employment options.

Within PF, we are now supporting more and more people with complex needs through individualised day support programmes (for many of these people, traditional 'day opportunities' have not been able to provide the range or bespoke support needed to ensure their successful inclusion within their communities).

Within our Better Together Project, we support people who may, in addition to a learning disability, have autistic spectrum disorders and / or mental health issues and / or behaviours that challenge including anti-social behaviours and involvement in high risk and criminal activities. People who are often described as 'hard to reach' are supported by peer mentors to engage with their local communities and enable them to achieve key outcomes that they have identified e.g. health and well-being, healthy relationships, volunteering, return to further education / training / employment and / or independent living options. The model of service delivery has proved to be both highly effective and cost effective.

Outcome 4: We enjoy long, healthy, active lives

Best practice examples:

Within Positive Futures, all of our services / projects and support through SDS for children / young people, adults and older people provide individually tailored, person-centred support. Our services / projects all use a range of person centred tools and person centred thinking approaches to plan, deliver and review support. Feedback from the people we support, families and key external stakeholders evidences the impact of well planned, flexible support that meets the individual and changing needs of people. Our new Brighter Futures Project for children aged 0-12 years and their families will provide early intervention support to provide the support needed to achieve positive outcomes for the child and the whole family.

All of our services can avail of in-house Positive Behaviour Support (PBS) that ensures appropriate, well planned support to meet people who have behaviours that challenge. This in-house expertise has been widely recognised as crucial in the successful support of people with particularly complex needs e.g. within our LkSLS a young man who has always had 2:1 support and a high level of self-injurious behaviour is now successfully supported by the service, the level of self-injurious behaviour has dramatically reduced and support levels are in the process of reduction.

A key focus of our PBS is the review and reduction of restrictive practices. Over the last year, our services can demonstrate a range of examples where restrictions have been removed or reduced (e.g. people managing their own medication / finances, night time support arrangement changes to remove / reduce sleepover support and ensuring people having greater choice and control over decisions in their lives).

Outcome 8: We care for others and we help those in need

Outcome 11: We have high quality public services

Best practice example:

Our Better Futures Project supported older carers who care for people with a learning disability providing practical ways to reduce isolation, increase confidence and skills and prepare carers and their loved ones for the future when the carer is no longer able to provide care. While this Project has now finished, we continue to support many older carers through SDS support and we have supported older carers to develop a Carers Charter and are supporting carers to advocate for the introduction of a Carers Charter in Northern Ireland, similar to that introduced in England and Scotland.

Jo Corcoran

Operations Director



PRAXIS CARE – CASE STUDY

Praxis Care were commissioned to provide a bespoke service for an 18 year old man with Autism, a mild to moderate learning disability and rapid cycling bipolar disorder who had lived in a secure hospital setting since he was 12 years old due to high levels of challenging behaviour. He also has limited verbal communication. The provision of a support package in the community for an individual who displayed such a high level of challenging behaviour was unprecedented, as historically he would have spent his entire life in a locked ward.

Praxis Care worked in partnership with the young adult, his family and the MDT to develop an effective behavioural plan that met his needs. This together with giving the service user choice in designing his living environment, helped his transition from inpatient children's service to community adult living.

As the Praxis Care team built relationships with the service user, it became clear that he wanted to decrease his behaviour that challenged and spend less time isolating himself in his room. His communication gradually improved so that he was able to verbalise that he was anxious and why more often, rather than using aggression to communicate he was unhappy.

As a result he has been able to integrate more in to the local community, for example, by doing his shopping with staff instead of this being completed for him, attending a placement at an animal welfare charity and recreational activities such as walking, swimming and horse riding. The service user has stated he has learned to trust the staff team to help him manage his behaviour while he is out in the community and feels less anxious when he is out.

There has been a very significant decrease in Untoward Events involving physical aggression which has been a big positive for the service user who found these episodes upsetting and was often very remorseful afterwards. He now feels he can live a life like other people, trusting in the support of his staff team to do the everyday activities which he enjoys.