Season’s Greetings! All good wishes for 2010. This year has been a time of exciting developments and this issue of the newsletter is packed with stories of work and events designed to make life better for people from BME communities who have learning disabilities and their families. The work however has been overshadowed by the financial crisis. This has resulted in a delay in getting the newsletter out as we waited for confirmation of our funding. The future for the Network is uncertain but we are endeavouring to find sources of money.

There is however some real positive action taking place. The National Advisory Group on Learning Disability and Ethnicity (NAGLDE) have been working closely with the Office of the National Director (for Learning Disability) and has been acknowledged as a key delivery partner, along with the National Forum for people with Learning Disabilities and the National Valuing Families Forum. It has been announced that there will be a National Lead Person with responsibility for Learning Disability and Ethnicity working in the office of the National Director. NAGLDE also is busy developing its work plan for the next year and looking at best ways to support regional work.

The new project funded by the Department for Local Government and Communities under its Tackling Race Inequalities Fund (see page 13) is being run jointly by ARC, BILD and Mencap. The project is called ‘Giving Us a Voice’ and will organize nine regional events. These will enable BME people who...
use services, their families and representatives from local authorities, health services, and the voluntary sector to meet together and have frank and clear discussions on making services deliver the possible outcomes for BME people. There will be six project workers working with the different stakeholders and hopefully one of them will be contacting you.

We regularly update Network Members on news and events, especially as we do not produce as many newsletters so PLEASE can you send your email address to Pam (pam.smith@arcuk.org.uk) if you are not receiving our updates.

ARC have also heard last week that we have a Big Lottery Research grant (see page 3) to find out the needs of new communities who have settled in England since 2000. This will be a five-year piece of work led by Professor David Sallah and the University of Wolverhampton. We would welcome hearing from you if you are working with anyone who has settled here in the last ten years and we would especially like to hear from any newly arrived communities themselves.

I hope you find time to read this newsletter and to share it with colleagues. We welcome any information that we can share round and hopefully 2010 will see lots of opportunities for us all.

Bridget

UK Telehealth Trials Missing Minorities

Concerns have been raised that the UK’s biggest ever trial of telehealth technologies is excluding non-English speaking people, despite the promises of social inclusion.

The Department of Health’s Whole System Demonstrator programme is aimed at evaluating the impact of telehealth and telecare systems on the quality of life for users and carers.

The pilots are being run at scale, with 6,000 users to be recruited, and are intended to reach ‘a variety of demographic and geographical contexts’.

Those behind the three WSD sites say that many of those who may benefit most from telecare and telehealth systems, including non-English speakers and those without a phone line, were not able to take part.

At the WSD road show in Leeds, Tim Ellis, Department of Health WSD project manager, told EHI that the three sites chosen for the £12m programme funded by the Department of Health were chosen because of their diversity.

Ellis said: “Newham was chosen because it is considered to be inner city urban with a varied ethnic mix of population, Cornwall is very rural and quite poor and Kent is a combination of the two.”

He added: “We need a large number of people on the trial in order to ensure that it is statistically valid when we present our results.” Ellis said it had proven a “real challenge” to recruit the 6,000 people needed for the trial.

Ellis explained that language issues were presenting difficulties: “Some of the telehealth systems rely on pushing information to the service user, for example, videos and questionnaires, and similarly the evaluations have a large number of questionnaires they ask users to fill in and the main language that the technology and evaluation works in is English.”

Taken from Telecare Aware
Here to Stay’ is a major five year research grant awarded to examine the needs of people with learning disabilities from recently arrived migrant communities.

The Big Lottery Fund announced a grant of £478,099 for a joint learning disability research project by the Association for Real Change and the Centre for Health & Social Care Improvement at the University of Wolverhampton.

The ‘Here To Stay’ project will answer two issues:

1) Research to gain a clearer picture of the number of migrants in England who need support from Learning Disability services. In order to achieve this we will collect numerical data from a number of sources, such as PCTs, local authorities, etc.

2) Looking at how the voluntary and community sector can engage better with migrants who have a learning disability in order to promote well-being and improve life chances.

We hope to achieve this through (1) stakeholder events, (2) interviews with migrants with a learning disability and (3) the design and implementation of a National set of guidelines which highlight best practice for providing improved services for migrants with a learning disability.

The research will benefit around 2,000 voluntary/third sector organisations involved with learning disability services and about 70,000 people in the recently arrived migrant communities who have or support someone with a learning disability. Research findings will be disseminated by (1) a dedicated website, (2) in publications, and (3) at conferences or special seminars.

The project will be managed by ARC who will oversee the work carried out by researchers at the University of Wolverhampton, which is anticipated to take five years to complete.

Speaking on behalf of the two organisations James Churchill, Chief Executive of ARC and Professor David Sallah, Emeritus Professor at the University of Wolverhampton said:

“This significant BLF grant is an important opportunity not only to establish the facts of how many people with learning disabilities there are in recently arrived migrant communities but also to find out how best to help them. It gives us all the chance to avoid repeating the mistakes of the past when we have largely failed to understand or respond to such needs in earlier migrations. We are delighted to have won this grant in a very competitive research grant round.”

Contact details:
For more information about this bid or the planned research project contact Bridget Fisher, Head of ARC’s BME Unit. Email: bridget.fisher@arcuk.org.uk or write to her at ARC, ARC House, Marsden Street, Chesterfield S40 1JY (www.arcuk.org.uk) Tel: 01246 555043.

ARC is the national umbrella charity for community care providers of services to people with learning disabilities. ARC’s members provide more than 15,000 residential places nationwide, plus a similar number of day care, educational and training places.

For more information on the methodology and detailed academic research plans contact Professor David Sallah, Emeritus Professor, Centre for Health & Social Care Improvement at the University of Wolverhampton. Email: David.Sallah@leicspart.nhs.uk or write to him at CHSCI, Mary Seacole Building Molineux Street Wolverhampton WV1 1AD (www.wlv.ac.uk) Tel: 01902323100.
Consultation with BME Carers on the Green Paper ‘Shaping the Future of Care Together’

The Afiya Trust is a London-based, Black and Minority Ethnic (BME) led, second tier organisation with a nationwide remit to reduce inequality in health and social care provision for racialised groups.

On 10th November 2009, the Afiya Trust together with the National Black Carers and Carers Workers Network (NBCCWN), hosted a consultation event in Central London. The main objectives of this event were to provide information on the content of the Green Paper ‘Shaping the Future of Care Together’ and to stimulate discussion and involvement in the consultation process. The document spells out a vision for a National Care Service, the options for reform and how the new system could be organised and paid for.

In order to avert the marginalisation of BME perspectives, Afiya began a strategic campaign in July 2009 to engage and involve BME organisations in the wider government consultation process. 50 organisations completed a questionnaire posted on the Afiya website and more than 75 delegates registered for the conference including BME carers and professionals from the statutory, voluntary and community sectors. The main speaker, Phil Hope Minister of State for Care Services, outlined the proposals for a National Care Service. He acknowledged the invaluable role of informal carers, their contribution to society and the additional challenges that BME communities face in accessing appropriate services. The Minister admitted that the current system of social care is ‘too complicated’ and that BME carers have to ‘battle’ to get the services they need.

Patrick Vernon, Chief Executive of the Afiya Trust, expressed concern that the proposed restructuring of social care will continue to conceal and reinforce existing inequalities and barriers to service access. Historically, lack of attention to race equality within social policy has resulted in the specific needs and circumstances of BME communities being absent from the policy agenda. The introduction of the single Equality Bill 2009 is likely to decrease the visibility of race equality issues. Patrick pointed out that BME organisations are still not involved in the early stages of government consultation and policy development whilst BME service users and carers tend to be marginalised by mainstream consultation structures and processes. The early involvement of the Afiya Trust and other key BME stakeholders could help to ensure that the economic and social impact of policy change on BME communities is explored and understood.

The important role of service users and carers in shaping policy and provision was stressed by Dr Ade Adeagbo, Director of Operations for National Voices. Promoting this role involves removing barriers to participation, respecting service users and carers as equal partners and recognising their unique knowledge as those at the receiving end of policy and provision. In contrast to the growth of service user movements and user organisations more generally, there has been a gradual decline in the participation of individuals from BME communities. This has been associated with marginalisation from mainstream services, inadequate funding and lack of citizenship rights and entitlements. Unless
specific provision is made to engage marginalised groups, user involvement will continue to reflect broader social divisions and exclusions. The participation of BME service users and carers is key to improving services and reducing health inequalities. A member of the NBCCWN Carers Panel, Ghzala Ahmad, provided a carer’s perspective and described how her experience of health and social care contrasted starkly with the six National Care Service objectives; prevention, national assessment, a joined-up service, information and advice, personalised care and fair funding. The experience of many BME carers is undermined by structural disadvantage and additional barriers to service access such as language difficulties, lack of medical/other information and culturally inappropriate services.

Karen Chouhan (pictured left), from Equanomics UK, emphasised the contribution that BME communities make to the economy and to British society in general yet many continue to experience disproportionate poverty and disadvantage. Proposals to change the way that social care is funded must recognise that social equality cannot be achieved without economic justice. The Green Paper’s concept of ‘fair funding’ needs to be interrogated to make sure that it addresses existing inequalities.

Delegates welcomed the proposals to create a new National Care Service, to personalise services and to establish a publicly funded safety net. However, policy changes need to address structural disadvantage and the cultural, identity and faith needs of multicultural Britain. Speakers commended the fact that the government had applied an equality impact assessment to a major national policy. However, the document is ‘flimsy’ and fails to address race equality issues and cultural diversity in any meaningful way. As a result, references to these issues are barely visible in the consultation paper.

Feedback from the workshops evidenced a lack of confidence that the government will pay sufficient attention to the needs of BME communities in the new care service design. A staggering 72% of internet respondents expressed a lack of faith in the current social care system. Despite these reservations, many solutions were offered including the recommendations below.

All information relating to this event will be posed on: www.afiya-trust.org

Nita Devabhai
National Network Manager – NBCCWN
nita.devabhai@afiya-trust.org

Key Recommendations:

• BME organisations working to support carers need to be involved in the development of the White Paper.
• The NBCCWN needs to be resourced and included in the whole process. It can provide tangible benefits.
• Produce commissioning guidance to support organisations in meeting the needs of carers from BME communities. This could compliment the current commissioning guidance.
• Guide and support the government to reach hidden BME carers, in particular those who are not engaging with third sector organisations.
• Develop and support a marketing campaign around both the subsequent White Paper and Carers Direct (helpline).
• Support the production and implementation of a Race Equality Impact Assessment.
• Support the monitoring and evaluation of a Race Equality Impact process.
The Commission set out its plan to preserve the rights in the Human Rights Act and to protect and promote respect for human rights principles. One of the core principles in the Commission’s three-year strategy is for any future legislative developments, such as a proposed Bill of Rights, to have the rights and remedies of the Human Rights Act at their heart, so that the protection it provides is retained.

The Commission’s strategy aims to create a climate of respect for human rights – through promoting understanding, demonstrating the value of human rights law in people’s everyday lives, and using its legal powers. It intends to promote widespread accurate understanding of human rights and help to translate the law into practical action by public, private and voluntary organisations. The Commission will develop innovative ways to measure the performance of government and public authorities on human rights and work to strengthen the degree of accountability of the UK Government to the United Nations in relation to torture, race discrimination and disability rights.

In July this year, the Commission published its Human Rights Inquiry. With evidence gathered from more than 2,800 people, it is the most comprehensive research to date into the Human Rights Act’s first ten years and how human rights principles have been adopted by public institutions. The Inquiry found that eight in ten people in Britain want human rights protection enshrined in the law and recognise the importance of human rights in creating a fair and equal society. It also revealed that where a human rights approach is incorporated into the delivery of public services, both users and providers benefit.

Alongside the Inquiry, the Commission has carried out extensive work on human rights issues in its two-year existence. Examples of its achievements so far include:

• Becoming Britain’s first UN-accredited National Human Rights Institution – one of only 68 organisations in the world with this status – following a rigorous assessment of its human rights role and work.

• Using its legal powers to intervene in a high-profile human rights case, the result of which is that the Ministry of Defence is legally obliged to provide proper protection to soldiers serving overseas.

• Assisting the Government to close a loop-hole in the law, so that people living in privately run residential care homes who have their care paid for by the state are now covered by human rights legislation.

• Successfully lobbying for the UK government to ratify the UN Convention on the Rights of People with Disabilities.

The Commission’s responsibilities to protect and promote human rights are to:

• Promote understanding of the importance of human rights encourage good practice in relation to human rights.

• Promote awareness, understanding and protection of human rights.

• Encourage public authorities to comply with section 6 of the Human Rights Act 1998 (c. 42) (compliance with Convention rights).

• Monitor the effectiveness of laws relating to equality and human rights and monitor and report progress towards identified desired outcomes.

The Commission’s five priorities for human rights are:

• No regression in law from the levels of human rights protection and mechanisms for enforcement under the Human Rights Act and other ratified human rights treaties.

• Widespread awareness and accurate understanding of human rights at all levels of society, including how they can be used by individuals and applied by public, private and voluntary organisations.

• Human rights mainstreamed into the work of at least five of the most significant regulators, inspectorates and complaints handling bodies.

• To have developed a credible and widely utilised measurement framework for human rights widely and to report against this framework in our Triennial Review.

• To have clearly influenced the concluding observations of the Treaty Monitoring Bodies for the UN Conventions.
on the Elimination of All Forms of Racial Discrimination, against Torture and Other Cruel, Inhuman or Degrading Treatment and on the Rights of Persons with Disabilities concerning Britain’s performance on respecting, protecting and promoting human rights.

To read more: http://www.equalityhumanrights.com/media-centre/commission-launches-human-rights-strategy/

The Reaching Out project has now been supporting the BME community in Birmingham for five years, which resulted in the launch of the nationally acclaimed Reaching Out report and DVD in September 2006. The project now has been nationally recognised as a model of good practice in engaging with the BME communities.

Copies of the report are available as a PDF file. Please contact Satpal Badham (Reaching Out Project Coordinator, Midland Mencap, Birmingham) email: satpal.badhan@midlandmencap.org.uk or tel: 0121 442 2944

Midland Mencap is one of the first Mencap groups to recognise the needs of young people with a learning disability from BME communities. The Reaching Out project aims to appropriately inform, support and educate parents and carers of disabled young people on the workings of health, education, and social systems. The project has unpicked some of the issues, which contributed to some BME carers and young people becoming disillusioned with the various support agencies. Individuals are empowered through services, which recognise their needs, including cultural needs, which are accessible and also offer a choice.

The project was also short listed for the Guardian Public Services Awards 2009 http://www.guardian.co.uk/publicservicesawards – Families and Communities category.

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Runners-up Midland Mencap for their Reaching Out project,

“A super achievement and congratulations to all staff who have contributed to this excellent service”

Dave Rogers, Chief Executive, Midland Mencap

The winner of the Brap West Midlands Minority Ethnic Achievement Awards 2009: Reach Out Award

Sponsored by NHS South Birmingham, Midland Mencap, Reaching Out Project

Voice UK is a national charity which provides support to people with disabilities to help them stay safe in their day to day lives. We also support parents, carers and professionals.

The organisation has recently been awarded Big Lottery funding to raise awareness of disability hate crime, reduce its incidence and provide local support to victims of disability hate crime in the West Midlands, Greater Manchester, Devon and Cornwall.

We urge people to contact us to find out more about how we can support you.

• Keeping Safe workshops
• Local face to face support
• National helpline
• Volunteer opportunities

We are also collecting data on the incidence and prosecution rates of crime, bullying and abuse of people with disabilities throughout the West Midlands, Greater Manchester, Devon and Cornwall.

For further information please contact Jane Kirby, Senior Regional Coordinator, Voice UK: janek@voiceuk.org.uk
Tel: 07879 555 456

Voice UK Helpline: 0808 802 86 86
Email: helpline@voiceuk.org.uk

Satpal Badhan, Arti Sirpal
Midland Mencap and Robin Landman, Network for Black Professionals
Black Britons are under-estimating how much care in old age could cost them, according to a new Big Care Debate poll.

As the Government’s consultation on the future funding for long-term care enters its final week, the survey shows they were unaware that some individuals end up paying out £50,000 or even have to sell their home.

42% of Black respondents thought that if they needed intensive care in their old age that it was likely to cost them between £5000 and £10,000.

The figures also reveal that Black Britons are more likely to want to care for their parents in old age. They worry more about how they will cope and about being a burden on their own children in the future.

The Big Care Debate is giving everyone the opportunity to have their say and shape policy on the future of care and support.

This debate affects everyone. In 20 years time a quarter of the entire adult population in England will be over 65 and the number of people over 85 will have doubled. Half of all men and two in three women will end up needing care, and if someone has more than £23,000 in savings, they will need to meet all the costs themselves.

Under the current system, the average cost of care and support is £30,000, but for someone with dementia it could be as high as £200,000. The Government wants to change this.

The Survey was carried out by Opinion Matters for the Department of Health. The table below gives relevant figures.

For further information contact: The Department of Health Press Office: 0207 210 5221
Or visit: http://nds.coi.gov.uk/Content/detail.aspx?NewsAreaId=2&ReleaseID=408192&SubjectId=2

<table>
<thead>
<tr>
<th>Question</th>
<th>Black or Black British respondents</th>
<th>Overall response</th>
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<tbody>
<tr>
<td>If you needed care and support at home as you got older, such as help going to the bathroom or washing and dressing. How much do you think this would cost?</td>
<td>41.8% thought it would cost between £5k and £10k</td>
<td>33.6% thought it would cost between £5k and £10k</td>
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<tr>
<td>Have you thought about what you would do if one or both of your parents became unable to look after themselves?</td>
<td>36.9% said Yes, I’m very worried about it.</td>
<td>19.2% said Yes, I’m very worried about it.</td>
</tr>
<tr>
<td>What would be your preference if your parents or your in-laws did need intensive care and support as they got older?</td>
<td>25% said I’d want them to move in with me.</td>
<td>11.8% said I’d want them to move in with me.</td>
</tr>
<tr>
<td>Would you be comfortable looking after one or both of your parents in their old age or one or both of you in-laws? This means things like taking them to the toilet, washing or dressing them.</td>
<td>60.8% said Yes</td>
<td>39.1% said Yes</td>
</tr>
<tr>
<td>Which of a given range of statements do you agree with when thinking about getting older?</td>
<td>43% said I worry about being a burden</td>
<td>33.7% said I worry about being a burden</td>
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ARC ‘Training for All’
Capacity Builders Project

The Project: 
Training For All
With funding from Capacity Builders ‘Improving Reach 2008-11’ investment programme ARC is working with BME Voluntary and Community Sector (VCS) social care organisations (including learning disabilities) and training sector organisations to develop protocols to improve access to and knowledge of the training needs of the BME VCS Social Care sector.

Project Background
It is widely accepted that many Third Sector BME VCS organisations encounter inequalities regarding access to resources, information and training opportunities. BME VCS social care organisations including those who work with and/or for people with learning disabilities often have limited or no access to culturally appropriate training through no fault of their own. This in turn can impact on their ability to provide a quality service to service users.

Project Outcome
The development of these protocols to improve access to and knowledge of the training needs of the BME VCS Social Care sector will ensure more small BME VCS social care organisations in England receive high-quality support services which are appropriate for them. The protocols will enable them to link into nationally recognised training that takes account of their cultural needs, thereby ensuring such organisations are fully able to maximise their potential and increase their day-to-day focus on services that they deliver to BME service users including people with learning disabilities.

The Project So Far …
The first year of the project involved developing links and close working with BME VCS social care organisations and training providers based in the East Midlands. This led to the development of a set of flexible protocols for both BME VCS Social Care organisations and Training Providers.

The 2nd year (2009-10) has seen the project rolled out to other areas of England including the North West and the West Midlands whilst continuing work with organisations in the East Midlands.

The aim of this next stage of the project is to involve and encourage BME VCS social care organisations in the above areas to ‘sign up’ to the developed protocols emphasising the potential benefits not only to the organisation itself but also to its service users. The project also aims to work with training providers within these regions to encourage them to adopt the developed training provider’s protocols highlighting equality and business case reasons for addressing this issue.

So far we have held regional events in Chesterfield, Manchester and Birmingham to promote the project and the protocols to BME VCS Social Care organisations and Training Providers. Those who attended agreed on the importance and the potential benefits of the project for all involved.

We are also working with Training Developers and Assessors to develop the third set of protocols and will be holding a national event early next year in London, inviting all such organisations for their input into the project.

This year has also seen the development of the ‘Training For All’ project website (www.bmetrainingforall.co.uk). The website currently includes project background information and will be developed over the coming months to include mechanisms to sign up to the protocols and how they will be monitored.

The final year will see the project promoted nationally through events and the website. We would welcome all interested organisations to engage with us in this very important project.

If you would like further information about the Training For All project please contact Bridget Fisher (01246 555043 / bridget.fisher@arck.org.uk) or Sid Jeewa (01604 765661 / disabilityworks@aol.com).
As a Project Worker for ARC, I have spent time working on different projects related to the transition needs (i.e., from school to adult life) for young people with learning disabilities, with particular focus on those from minority communities.

In the July issue of the Learning Disability Today magazine, Richard West, (chair of the National Advisory Group on Learning Disabilities), made the comment ‘Things are bad for all people with learning disabilities, but it’s even worse if you’re black as well.’ This sums up the situation that many young people with learning disabilities from minority communities may experience.

This is not about the hate crime or distressing attacks made on vulnerable people that make headline news, rather the day-to-day struggle that can impact on a young person’s life and prevent them from enjoying the choices and exciting opportunities that should be available to them as they become an adult.

Transition reviews for young people after their 14th birthdays were introduced by the Education Act of 1993 and DfEE Code of Practice 1994, and the Connexions service evolved in order to provide them with information about adult services. Where a young person has a learning disability, there are likely to be a number of ‘professionals’ involved, which, combined with the changes that need to take place as the young person becomes an adult, start to make things quite complex, especially where there are no equivalent adult services to transfer to. Added to this the transition process does not take place at one point in time; it happens at specific ages, e.g., 16 or 18 years, and the whole process evolves over a number of years.

The government’s ‘Aiming High for Disabled Children’ initiative has recognised the focus needed in order for young people with disabilities to achieve and enjoy the same rights as their non-disabled peers, and is working towards transforming all local services in England for disabled children and their families. The Transition Support Programme is part of this – a national government programme working to support disabled young people in their transition to adulthood, coordinated by The National Transition Support Team based at the Council for Disabled Children. As a result, all local authorities have been actively involved in the self-assessment of their transition processes and are currently being supported in sharing good practice and developing services as needed.

The details of this assessment can be found in the National Transition Support Team’s ‘Transition Planning and Development Tool.’ As quoted in the introduction, “This tool brings together essential elements of effective practice which makes transition work.” This includes:

1. Having a clear transition process; ensuring a smooth transition for the young person, with accessible information for them and their families as well as those involved from the various agencies being aware of their roles and responsibilities.

2. Opportunities for young people which identifies the importance of person-centred approaches in transition planning as well as looking at future education, employment and other meaningful activities.

3. Participation and further support which includes ensuring young people are at the centre of the decision making processes and that their families are involved.

Local authority transition teams are all at varying stages in developing their work around transition, so why the need to focus on young people from black and minority ethnic communities?

• The term ‘learning disability’ – this can be very confusing and often misunderstood by many. However, in some cultures, there are no equivalent words to express its specific, yet wide-ranging meaning, and
where there may also be beliefs that having a child with a disability is shameful, or is the result of a generational curse, perhaps starts to identify how some families may have incorrect beliefs about their child’s condition – either that they are going to get better, or will never achieve anything. Both of these will have a significant impact on how they engage in transition planning – even when they have the appropriate information to understand the process and their role within it.

- A young person with a learning disability often needs extra support and preparation, to ensure they understand both the transition process and the part they should play, with the information in an appropriate, accessible format for them. In addition, for someone from a minority community, issues of language (i.e., English not being their first language) and culture, which may have a community identity rather than an individual one, need consideration.

- Families often need extra support and information too. They may face similar issues with regard to language and may need someone to explain the process of transition and the part they can play. Particular consideration may also need to be given to the venue and timing for the meeting, as well as making provision for them to invite community members such as a faith or community leader to be present, if they so wish.

So staff involved in the transition process need to be aware of the preferred spoken language for the individual (and their family), and make appropriate arrangements for the use of a (professional) interpreter where needed and be aware of the cultural differences that may have an impact on transition planning.

This raises potential staff training needs, more substantive than a one-day course on diversity, to understand the needs of the individual and their families. Staff also need to listen carefully to what the young person and their family want, to ensure what is suggested is appropriate – for example, some families will expect their child to be in same gender activities. There is enormous potential for misunderstanding without discussing these types of needs, and staff need the right knowledge and awareness in order to make sure such vital information is not missed, resulting in inappropriate activities being arranged and not taken up for this type of reason.

These factors show how it is all too easy to hold a statutory review meeting, without the person at the centre of their planning, and the family not playing an appropriate part in the process – or even be inadvertently excluded. Transition is not just about the next stage after school in terms of education, employment or other activities, as important as these may be. It is planning around all the elements of a person’s life, so although the next stage after leaving school is important, so too is thinking about leisure time and retaining and making new friendships and knowing what to do in the future when they may be ready to leave home.

In summary, good transition planning for black and minority ethnic communities should mean good transition planning for all. The skills and resources required to meet the needs of these communities can be translated into work with others and accessible information is useful to every community. The use of quality Person Centred Approaches, and the consideration of all the factors in a young person’s life will result in good transition planning for everyone.

This work has enabled ARC to compile a Guidance Pack and more resources are now being produced in the form of a Framework and a Guidance document in the use of transition planning and development tools for young people from minority communities. These will be launched at the good practice event for local authorities and transition team members at Sheffield Hallam University on January 29th next year.

For further information please contact Pam Smith
Tel: 01246 555043
Email: pam.smith@arcuk.org.uk

Lesley Dean
MOUT Transition Project Worker
ARC
Helping you to embed equality in your organisation

It has long been recognised that to deliver better policies and services we need to understand and value equality and diversity.

What we at Reddenhill do is provide organisations with the tools and support to help them understand the importance of the equality agenda. Helping individuals to develop the confidence and courage to embrace equality and bring credibility to their personal equality journey and to how they approach embedding equality into their work.

We would like to give you an equality gift – our top 10 Equality CREDIBILITY tips. These encapsulate our ethos and approach to helping individuals, communities and organisations on their equality journey. They underpinned our work with Bradford District Care Trust. We hope they will help you to embed equality, diversity and human rights into all that you do, start to consider equality impact assessment of your organisations policy and practices and show you how you can plan to make a difference:

C is for Clear policy, procedures and outcomes
Understand how your policies and practices can and do affect equality groups.

Give clear direction and embed an equality perspective in all your policy and practice that is based on fairness, respect, equality, dignity and autonomy. This will inform action planning and help you to make a positive and lasting difference to the experiences of your staff, your stakeholders and the people who use your services.

R is for Relevance to equality groups
Know what equity looks like and ensure that your work reflects upon and embraces diversity. Equality Impact Assess your policies and strategies to help you think through and understand the impact that they will/may have. You will then be able to prioritise action.

B is for Building good relationships with key stakeholder
Promote equality and a culture of partnership working for equality solutions. Engage and communicate with those organisations with whom you work and could work to help break down barriers, overcome resistance and find joint solutions to your equality challenges. Delivering services in partnership is key to embedding equality.

I is for Involving equality groups
Involvement and integration is essential to embedding equality and achieving your aim of making equality ‘the way we do things around here’. So involve people from equality groups at all stages of policy and practice implementation. This inclusive approach will bring richness, vibrancy and creativity to your processes and ensure that your outcomes are relevant and importantly, owned. Maintain involvement so that you can continuously improve what you do and make sure your services are fit for purpose today and in the future.

D is for Discriminatory attitudes and behaviours eliminated
Understand your organisational culture. Promote a nurturing, empowering environment where staff feel safe and able to challenge unacceptable practice or behaviours. Work together to stamp out discrimination and promote equality.

L is for Leadership
Strong leadership at all levels of an organisation is an essential part of ensuring that equality becomes a part of all that you do. Build equality insight.
into your portfolio of skills as a leader, act as an advocate for change and raise awareness across the organisation on equality and diversity issues. Invest time and energy in communicating your equality goals. Lead by example and help staff to understand that you all have a part to play in taking forward your equality agenda.

I is for Innovative solutions captured and shared.
Take your staff on the equality journey and provide them with the ability, competence and experience to think and act creatively. Create an environment that encourages, nurtures and supports them. Innovation and a solutions focused culture increases a ‘can do’ mindset for equality.

T is for Timely interventions at all levels of the organisation
Scan the organisations state of readiness for innovation and undertake a baseline assessment. Ensure that you think about equality and diversity in a timely manner. Build equality into your monitoring and review processes to ensure it is always considered.

Y is for Your own responsibility
Understand that the equality journey is one which we all need to embark on. Know why equality needs to be a part of all that you do, how it will benefit you and your organisation and how you can make it happen. Take personal responsibility for your own actions and guiding the actions of others. Build equality into governance systems.

We hope our equality CREDIBILITY tips will provided you with a helpful guide to embedding equality.

Our equality gifts and tips will be a key feature of our website which should be ready to launch in the New Year. (We will provide details of our website in a future edition of this newsletter)

CREDIBILITY must be the bi-word for embedding equality, in other words actions to embed equality should be convincing, realistic, reliable and sincere.

Maroline Lasebikan
Director
Reddenhill Consulting Limited

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‘Giving us a Voice’ is an 18 month project working right across the country to involve people with a learning disability, their families and carers from minority ethnic communities in regional meetings to inform local policy makers about what they need and expect from services. There is clear evidence at present that services are not reaching these communities and their families, who are effectively excluded from local participation by lack of contact, language difficulties and the belief that no-one will listen. ‘Giving us a Voice’ is a systematic way of tackling this problem and challenging local statutory bodies and providers to sign up to the ‘Charter for Inclusion’ which the project will produce from meetings with users and families. Eight regional Summits will also inform future decision-making about services for this group and encourage participation in local consultations.

“BILD, Mencap and ARC are delighted that DCLG have recognised the needs of these excluded groups and have supported our joint bid. We look forward to seeing all local authorities hearing clearly from the Giving us a Voice regional groups and supporting the Charter for Inclusion. This is a major opportunity to help local people who have historically been excluded join in and have their voice heard about what kind of services are needed. Here is a real opportunity to improve participation and the better understanding of exactly what some people really need in services.”
In 2010, the Office of the National Director for Learning Disabilities (DH) will be appointing someone to lead work addressing the needs of people from BME and newly arrived communities, to fulfil the commitment in Valuing People Now (DH, 2009).

Consultations on a draft of the Valuing People Now strategy made it clear that service providers, commissioners and policy makers were not specifically addressing the needs of those who are least often heard and often most excluded. As a result Valuing People Now, subtitled ‘Making it happen for everyone’, prioritises work to improve things for people from black and minority ethnic groups and newly arrived communities.

Earlier this year, Cally Ward, who leads the National Families Work programme on behalf of the Valuing People Now Team, commissioned the National Family Carer Network (NFCN) to help identify what additional work would help families from minority and newly arrived communities benefit fully from Valuing People Now during the next three years.

The National Family Carer Network was asked to bring together people who were not already working in the fields of learning disability and carer support with those who were, to see what new ideas might be generated to tackle the inequalities experienced.

Using research by Home Farm Trust’s Family Carer Support Service and advice from others, the NFCN identified a range of active people with first hand knowledge of effective work within learning disabilities, carer support, community connecting, diversity and equalities, or BME focussed health and social care.


A local Equality Group Lead for a Mental Health Service NHS Trust who specialises in the religious and cultural needs of different groups of BME communities, a family carer working with a refugee organisation, a commissioner and lead on users’ and carers’ services and a senior planning officer from Leicester City Council also participated in the day’s discussions. Everyone was taken through the PATH planning process and made some recommendations.

The group wanted to see actions that would ensure:

- ‘Giving us a Voice’, the joint ARC, Bild, Mencap project, gets as much local support as possible;
- Examples of successful personalised solutions, from within minority communities, are promoted so everyone learns about positive possibilities;
- Parents from minority communities get good support, particularly during the transition of their learning disabled young people into adulthood.
- The Care Quality Commission is enabled to develop its regulatory role in culturally sensitive ways;
- The new Valuing People Now website has good resources to encourage effective work for BME and newly arrived communities;
- People within learning disability and carer support fields, work alongside diversity, equality and health teams who know, and are known well by, their communities.
The group recognised that widening the networks and promoting positive practice will be very important if we are to achieve the best outcomes for excluded groups and hope that next year things should really move forward!

In the meantime, the Office of the National Director (DH) is continuing to work closely with the National Advisory Group on Learning Disability and Ethnicity (NAGLDE) to scope out the Valuing People Now Ethnicity strand of work, and further work (including around supporting BME families) will be commissioned in the new year. NAGLDE, the National Valuing Families Forum and the National Forum for People with Learning Difficulties are involved in this work with DH.

A voice for the seldom heard

National Voice is a coalition of more than 200 health and care charities speaking for patients, service users and carers. We believe in people shaping health and social care services. We want people to have better quality care and more choice, control and autonomy in the way they receive treatment and services. We campaign for people to have a stronger voice in the design and delivery of services.

National Voices is committed to giving a voice to BME and ‘seldom heard’ communities. Our Service User Panel is the main opportunity for individuals to shape care. Our panel members inform our policy priorities, feed into national policy-making at a high level and develop guidance on good practice in user involvement. The Service User Panel membership reflects the wide range and demographic profile of people represented by National Voices’ member organisations. Recent work has included events on BME communities; Gypsy, Roma and Traveller communities; young people; LINks and the national voluntary sector; the role of African culture in involvement, and the Adult Autism Strategy from a BME perspective.

For more information please visit the website www.nationalvoices.org.uk

For more information on Service User Panel membership please contact Lizzy Allen, Involvement Co-ordinator.
Tel: 020 3176 0734
Email: lizzy.allen@nationalvoices.org.uk

Advocacy News: Celebrating Culture

People experience a bit of diversity

In Telford and Wrekin a BME project has been working with people from BME communities to look at how services can be improved to meet their needs.

A project of activities took place over the summer involving people in lots of different activities. Some of these were music, art and dance workshops with groups such as the Telford Chinese School.

An event was held at the Place Theatre Oakengates, where there was a display of all the activities and the art works that had been created during the six week programme. With performances from the Caribbean Sunshine Steel Band, Dave and Co. gospel singers and the Gidda Bhangra music and dance group. The highlight of the event was when service users took to the stage with drumming group Tamala to perform their drumming piece.

This article was submitted by Setia Thomas-Amair, Wolverhampton, Valuing People Now Newsletter For the West Midlands Issue 1 – Autumn 2009
In January 2007 Sunderland’s Learning Disability Partnership Board, working in partnership with the Sunderland Bangladeshi Community Centre, employed two part-time Learning Disability BME Development Workers. The purpose of these posts was to locate people with learning disabilities from BME communities and to support them and their families to access the services and support they needed.

Despite slow growth in the early stages of the project a great deal of progress has been achieved since January 2007. The Development Workers have supported seven families to access the services they require and have achieved very positive outcomes for the individuals and families involved. In many cases they have assisted the individual and family through the whole process from the diagnosis of a learning disability to the provision of services from social and health care professionals. The Development Workers have also supported family carers to help them access the support they require to enable them to live their own life whilst also carrying out their caring role. The Development Workers act as a conduit between the families and service providers to ensure that the individuals and families feel confident that the support is available to them when needed. They can also advise service professionals of any cultural or religious issues which need to be taken into consideration when services are being provided.

Although progress has been made in the provision of learning disability services the Development Workers recognised the need to expand the work to other client group areas within Adult Services. Whilst carrying out visits and assessments within BME communities the Development Workers developed a database of people who required the support of services but were not seeking out this support for a number of reasons.

In response to this, both Development Workers will continue to be based at the Bangladeshi Community Centre and retain their learning disability focus, however, they have accepted full time posts in order to expand their role and remit to cover all client group areas. To support the Development Workers a representative from each client group area has also been identified. This representative will provide an invaluable link between service providers, the Development Workers and the families, which has previously been missing. In the early stages of this expanded project it has quickly become apparent that we need to include other representatives from outside of adult social care to make the changes required and this is what the new Steering Group are currently working on.

If you would like more information please contact:
Nahida Akhtar / Kamal Hussain
BME Development Workers
nakhtar.sbcc@btconnect.com
kamalhussain.sbcc@btconnect.com
(0191) 564 0888

Ian Hall, Learning Disability
Ian.Hall1@sunderland.gov.uk
(0191) 566 1820

Dear Colleague,
I was wondering if you could help?
I am looking for organisations who currently offer or who have provided services for Chinese adults with learning difficulties. As you know the aim of my PhD is to understand the ways in which both Chinese and Anglo English services include Chinese adults with learning difficulties who live in England.

These services would contribute towards my study through semi-structured interviews and add to the ethnographic work I am doing. If you have come across or know of any Chinese people or any organisation who may also have had some experiences with this underrepresented group, could you let me know? If you are able to help in any way I would be very grateful.

All the very best,
Martin Partridge, Research Student,
Norah Fry Research Centre,
Skills for Care TSI Funding 2009/10

Do you need funding for staff completing training?

Skills for Care TSI funding will give you money towards staff completing the following training:

• Inductions (LDQ and CIS)
• NVQs Health and Social Care level 2, 3 or 4
• Mandatory courses: First Aid, Food hygiene, Moving and Handling and ESOL.

How do you get the funding?

• You must be in England
• Providing ADULT services
• Your organisation must have completed the NMDS – SC (National Minimum Data Set – Social Care) at least the organisational section and be able to provide us with your unique reference number
• The training has to be completed in the funding year 1st January 2009 to March 2010
• JOIN a funding partnership, ARC has several, contact us for how to join
• Fill in some basic partnership forms.

How much do I get and when?

• You can get £70 towards the cost of an induction, mandatory course or NVQ unit
• You must complete the training first
• You claim by filling in the right forms (we send you them) and supplying evidence (we explain what you need when you join our partnership).

This year we have supported hundreds of organisations with their training.

Just think you can get £420 towards the cost of a staff member completing their NVQ level 2 in Health and Social Care!

For more information contact:
Wendy Adamson: wendy.adamson@arcuk.org.uk
Shirley Potter: Shirley.potter@arcuk.org.uk
Or either of us by phone: 01246 204780
Children’s Hospices UK Diversity toolkit launched

Children’s Hospices UK Diversity toolkit was launched on Monday 12th October in Birmingham.

With the support of two co-opted consultants, and the Children’s Hospices UK Diversity Working Group, Children’s Hospices UK has produced a diversity toolkit which will not only be useful to its hospice members but to many individuals working in health, social care and education organisations. It has been designed to ensure that organisations pay particular regard to equal opportunities and the needs of diverse communities but have limited resources when it comes to assessing those needs and how best to respond to them.

In 2007, Children’s Hospices UK commissioned research which sought to ascertain the reasons for the apparent under representation of black and ethnic minority communities (BME) using children’s hospices. The researchers could not find a toolkit for staff to support children and families specifically using children’s palliative care services either in community or hospice settings. A key recommendation from that work was to produce a toolkit to support children and families using palliative care services from BME groups.

The toolkit which can be used interactively is divided into six modules.

1. Equality and Diversity Monitoring and Data Collection
2. Collaboration and Community Links
3. Service Planning and Access
4. Listening to Children and Families
5. Monitoring
6. Employment Practice, Policies and Legislation

The toolkit also includes examples from practice, current law and policy, a glossary of terms, a diversity quiz and explanation of how to use the toolkit in practice. The final text has been produced in a pdf format with a word facility for ease of interaction.

For more information about how to purchase the toolkit and to register for workshops on how to use it contact: sarah@childhospice.org.uk

Tamarind Books: Multicultural children’s books for a multicultural world

At Tamarind they believe all children should be valued for who they are. They should live in an environment which respects their own identity, culture and heritage and they should meet people like themselves in the books they read.

Tamarind Books was founded by Verna Wilkins in 1987. Verna’s mission was to redress the balance in publishing by giving a high positive profile to children from ethnic minorities and those with disabilities. This is done unselfconsciously with engaging and enjoyable stories and stunning illustrations. All Tamarind stories, including the biographies, offer positive role models for success. Many of the books feature on the National Curriculum and on children’s television. Tamarind titles have also been chosen among the Children’s Books of the Year.

The company has won many awards for its contribution to children’s literature. Most recently Tamarind won the Decibel Award for Cultural Diversity at the British Book Industry Awards 2008.

Book selections include picture books, black stars, board books, picture books, readers, history and biography.

Titles included in the reader books (books that can be read in one sitting with uncomplicated language):

Hurricane by Verna Allette

Ferris Fleet the Wheelchair Wizard by Annie Dalton

A catalogue can be downloaded and books can be ordered at: www.tamarindbooks.co.uk
Forced Marriage

Guidance for local authorities on applying for forced marriage protection orders and information for other agencies.

Anyone threatened with forced marriage or forced to marry against their will can apply for a Forced Marriage Protection Order. Third parties, such as relatives, friends, voluntary workers and police officers, can also apply for a protection order with the leave of the court.

Fifteen county courts deal with applications and make orders to prevent forced marriages.

Local authorities can now seek a protection order for vulnerable adults and children without leave of the court.

The guidance explains how local authorities can apply for protection orders and provides information for other agencies.

Guidance documents can be found at: http://www.justice.gov.uk/guidance/forced-marriage.htm

Overseas:

**Autism and Family in the People’s Republic of China: Learning from Parents’ Perspectives**

McCabe H

Although there is some reported research on the experiences of parents who have children with autism, very little is known about the experiences of parents in other countries – specifically, China. With both positive and challenging impacts, the article discusses the unique situation of families in China as well as commonalities with Western families.

ISSN: 0274-9483

**Research and Practice for People with Severe Disabilities**


**Information book for prisoners with a disability**

Offender Health and the Prison Reform Trust have recently published two new information books for prisoners with a disability. The first book is a short, easy-read version (blue book) for prisoners with learning disabilities, the second book (purple book) contains more in depth detail for prisoners on their health, daily life, and how to get help in prison and on release.

The full version is also available in CD format and available to download in 26 languages:

Albanian, Arabic, Bengali, Chinese (simplified), Croat, Dutch, Farsi (Persian), French, German, Greek, Gujarati, Hindi, Italian, Lithuanian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Somali, Spanish, Tamil, Turkish, Urdu and Vietnamese.

All the above are available to download at:


Diabetes Lifestyle – Newsletter Catered for Black Asian and Minority Ethnic Communities

A new-look version of Diabetes Lifestyle newsletter specifically catered for people from Black Asian and minority ethnic communities is now available.

The newsletter gives readers important news and information that are dedicated and culturally tailored.

People from BME communities can be up to six times more likely to develop diabetes than the white population living in the UK. For this reason alone, this newsletter is committed to providing support and crucial diabetes information.

The newsletter includes important news for communities with updates from Diverse Communities Officers.

Available to download at:


Or telephone: 0207 424 1000

Equality and Diversity Team

Diabetes UK

Macleod House

10 Parkway

London NW1 7AA
“Yes We Can!”

Helping people with learning difficulties from black and minority ethnic communities move on and up

**Tuesday 19th January 2010, ORT House Conference Centre, London NW1**

The government’s Valuing People Now strategy includes a commitment to improving services for people with learning difficulties from black and minority ethnic (BME) communities. The strategy also includes the appointment of an ethnicity lead (champion) within the new national programme team at the Department of Health. Valuing People leaders will work with the National Advisory Group for People with Learning Disabilities and Ethnicity (NAGLDE) to develop and disseminate good practice to inform policy. BME communities have waited a long time for these welcome changes, and want to see their services improve quickly.

This conference will consider how the messages on ethnicity and learning difficulties, which have been available for at least 10 years, can be put into practice. This will include messages from Valuing Employment Now. It will concentrate on the theme of ‘transitions’, drawing on speakers with high national profiles to present overviews of research, policy and practice. Workshops led by additional experts will develop different strands of the ‘transitions’ theme and present these from their own experiences.

To book your place: Tel: 0844 880 5061

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**Achieving Equality in NHS Service Delivery**

**Embedding effective internal systems and fostering a culture of equality to improve health outcomes**

**23rd February 2010, London**

This conference promises to be an essential strategic event focusing on embedding equality into health commissioning and provision.

The event will have a particular focus on the Equalities Bill, due to gain Royal assent in the spring of next year, and its implications.

This event aims to empower delegates with the tools and techniques to:

- Understand the implications of the Equality Bill
- Formulate and implement a robust single equality scheme and one that will ensure that obligations under World Class Commissioning are met
- Effectively collaborate with community partners to tackle inequality
- Innovative ways of utilising patient data to identify where inequality exists
- Make sure workforces understand the importance of dealing with inequality and develop the skills to do so
- Ensure that equality impact assessments are as effective as they can be as a way of measuring the performance of existing strategy.

For more information go to: http://www.hsj-equality.com/

To register telephone: 0845 056 8299
The Autism Education Trust (AET) believes that all children and young people on the Autism Spectrum should receive an education which enables them to reach their individual potential to engage in society as active citizens (and that individuals, families and professionals are informed, supported and equipped to enable this to be achieved).

AET Events

‘Transition: practical steps for moving forward’

The AET is holding a series of events presenting a range of keynote speakers and practical workshop sessions. The events will focus on “transition”, which is a crucial issue in the education of children and young people on the autism spectrum.

The events are aimed at all those working in the autism education sector, the schools workforce, local authority representatives, health professionals as well as adults and young people on the autism spectrum and their parents and carers. As well as the wide range of speakers and workshops the events will provide an opportunity to share experiences and good practice in autism education.

The Autism Education Trust (AET) is England’s only umbrella organisation for autism education and is funded by the Department for Children, Schools and Families (DCSF). Its work is currently supported by over 25 voluntary, statutory and community groups who contribute to the work of the AET through its Steering Group and Advisory Council membership.

We will be at these locations:

**AET London Conference**
Thursday 28 January 2010 – Savoy Place, London

**AET Roadshow, Birmingham**
Tuesday 9 February 2010 – Radisson SAS, Birmingham

**AET Roadshow, Newcastle**
Thursday 11 February 2010 – Jury’s Inn, Newcastle

**AET Roadshow, Hull**
Thursday 25 February 2010 – Ramada Jarvis Hotel, Hull

**AET Roadshow, Brighton**
Tuesday 9 March 2010 – The Hilton Brighton Metropole

Copies of the booking forms can be downloaded from www.autismeducationtrust.org.uk

To register for any of these events please download and complete the relevant booking form and send to:
Conference & Events Team, 6th Floor Castle Heights, 72 Maid Marian Way, Nottingham, NG1 6BJ

T: 0115 9113367 F: 0115 911 3362 E: aetevents@nas.org.uk
Introduction to Islam & the Muslim Culture Course for NHS Workers & Healthcare Professionals

A one day introductory course offering:

- A better understanding to basic beliefs and practises
- Information regarding the background to Muslims in Britain
- Information which will help to meet requirements for the Patients Charter Standard 1 – “Respect for Privacy, Dignity & Religious Belief”
- Group work that will enable delegates to discuss case studies relevant to the healthcare fields
- Implementation of the Race Relations (Amendment) Act and the Religion and Belief regulations.

The chance to ask questions in a friendly and peaceful environment.

With the introduction of the Race Relations Amendment Act 2000 and the Religion and Belief Regulation, there has been an increase in demand from public sector organisations for greater access to courses and information regarding people from various cultures and religions which make up their communities.

This course is designed to increase your knowledge of Islam and help you to promote equal opportunities and equal access in service provision.

It has been specifically designed for non-Muslim NHS Workers and Healthcare Professionals who work with or for Muslim patients.

Cost: £135 per person (+ VAT)

To book a place please contact AKSAA Ltd Management & Training Consultants
Email: info@educationislam.org  Tel: 01924 466117  Web: www.educationislam.org
Mother tongue or non native language?

Working effectively across languages in frontline services

**Tuesday 9th February 2010, Central London**

**About the Seminar**
An increasing variety of service providers now have service users (and also staff) whose first language is not English. To try and meet new needs, the services of interpreters and staff, who speak other languages are employed. These services are expensive and are not always effectively used or managed but, with a better understanding of the link between language, identity and communication, it is possible to achieve a more valuable service with a more effective use of budget.

This seminar is hosted by Mothertongue multi-ethnic counselling service, an award winning specialist provider of cross-cultural counselling services across languages, to address some of the challenges.

**The aims of the day are:**
- to equip service managers with a better understanding of what language means and when it is important to communicate in the mother tongue
- to consider situations where a better outcome may be achieved by communicating in a second language
- to reflect on recent research on the impact of language and communication in therapeutic environments
- to learn about practical approaches from services which work at the forefront of cross-language communication

The seminar will explore some of the difficulties which can surround the use of an interpreter, particularly in the context of mental health services. In response to this issue, Mothertongue has created a training package – incorporating a DVD (clips of which will be shown at this seminar) – to assist in situations where therapists and support workers find difficulty in involving a ‘third person’ (the interpreter) in their relationship with clients.

This seminar is a rare opportunity to hear from, and meet, some of the UK’s leading experts on language and consider some of the most effective practice working across languages.

**Who Should Attend**
This seminar is aimed particularly at mental health, therapeutic and family services which work with clients who often prefer to communicate in a mother tongue which is not English.

**Delegate Fee**
Full rate: £165 + VAT
Reduced rate: £130 + VAT (limited number of places for small community organisations with fewer than 10 employees)

If you have any queries about the conference or would like to book a place please contact Central Conference Consultants Ltd
Tel: 0115 916 3104
Email: ccclimited@aol.com
Transitions for Young People from Minority Ethnic Communities (NTST)

Transition and Best Practice: 29th January 2010
Sheffield Hallam University, City Campus,
Hallam Hall, Howard Street, Sheffield S1 1WB

9.30am - Registration and coffee
10.00am - Introduction
   Helen Wheatley, Council for Disabled Children
10.15am - Fact and figures on transition for young people from BME communities
   Bridget Fisher, BME Services, ARC
11.00am - Presentation 1: Transition Pathway
   Fran Dancyger, Birmingham (tbc)
   Followed by an example of how Transition Pathways can work for all
11.30am - Break
11.45am - Presentation 2: Support for families and using link workers
   Followed by an example of positive support and good information practice
12.15pm - Presentation 3: Opportunities for living life
   Dr Raghu Ragavan, University of Northumbria (tbc)
   Followed by the value of ARC’s ‘Fun Day’ events
   Lesley Dean, ARC
1.00pm - LUNCH
1.45pm - Role of Transition Information Network and Information for young people and families
   Helen Wheatley, Council for Disabled Children
2.00 pm - Presentation on key points of Framework and Guidance
   Lesley Dean and David Grundy, ARC
2.30pm - Action Plan case study
3.15pm - Summing up
3.30pm - Close of day

To book a place please contact Pam Smith at ARC. Tel: 01246 555043 Email: pam.smith@arcuk.org.uk

national transition support team
working together to improve transition
for disabled young people