



King's Fund

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CHANGING DAYS

THE STORY SO FAR...

August 1997

This bulletin gives a brief progress report on the work of Changing Days. Whilst it doesn't attempt to cover every important issue, we hope it will serve to share some of the lessons emerging from the past two years' work. Much of its contents will be written up in more detail in our second book to be launched at a conference early next year.

Inside.....

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Background

Changing Days is a 3-year initiative managed by the King's Fund and the National Development Team to help people with learning difficulties find better quality day opportunities. The focus is on moving away from segregated services and traditional day centres, to community participation in employment, leisure and adult education in response to the wishes and abilities of individual service users.

In our conversations with people who use services, common themes emerge. Many want real jobs, friendships and relationships, more control over their own money and more say on who is employed to support them. With the right amount of support individuals can participate in and contribute to the same range of life opportunities that most people enjoy. The transition from providing a segregated service based in a specialist building for a large number of disabled people, to supporting one individual at a time to participate in the community is happening nationally and internationally. This approach often uncovers abilities and talents of users and staff and decreases the need for life-long dependency on services.

Changing Days began in November 1994 with funding from Joseph Rowntree and the Gatsby Foundation. Since then we have:

- * published a book entitled "*Changing Days*" to set the values and visions for the future of day services in the UK;
- * worked in five sites to develop these ideas:
 - South and East Belfast Health and Social Services Trust,
 - Joint Purchasing Consortium (Learning Difficulties) Cambridge,
 - Cardiff Community Healthcare Trust (Learning Disability Directorate) Ely Hospital,
 - Hackney Social Services Department
 - Hereford and Worcester Social Services/Health Authority Single Agency Purchasing Project
- * established a network of action learning sets to bring managers together to exchange ideas, problem solve and give one another support;
- * participated in conferences, seminars and events to share information about Changing Days.

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KEEPING USERS CENTRAL

As individuals:

Developing a service which knows and acts on the individual needs of each person with learning difficulties who uses the service is at the heart of this work. The essential first step is a profiling process or assessment which captures the hopes, dreams and abilities of each individual.

All five Changing Days sites have been working to put individuals' needs first. In Hackney, extensive consultation about what people would like to do along with an individual profile of each person has been translated into Project Teams, each of which focuses on a particular area of activities and opportunities - Performing Arts, Sports, Fitness and Outdoor Pursuits, Homes and Gardens, Food and Drink, Creative Arts and Me and My Life. People are linked into different teams according to what they want to do. Instead of being connected to a day centre, people are connected to their interests.

Ely Hospital has developed a profile of each resident. With the aid of a Planning Circle made up of people who know the person well, each person can begin trying new things, before leaving hospital. When they move out, instead of going to a day centre, each person has an individualised programme based on being in the community and using ordinary services.

Key points

- Everyone who knows the person well should be involved in the profiling/assessment process. This seems obvious but by no means

always happens. Sharing not only increases the pool of knowledge about somebody but also releases creativity and imagination and strengthens mutual support.

- Front-line staff who support the person on a regular basis hold much information which it is vital to record, particularly in times of radical service changes.
- Record small details as well as large, particularly for people who can't easily communicate their needs. This is important because:
 - it ensures more consistency for the person;
 - it helps staff to work consistently - across shifts, between home and day-care;
 - it makes it easier to get to know the person quicker - new staff, a new friend, agency staff;
 - it helps make sure information doesn't get lost or forgotten - e.g. when a member of staff moves on to another job;
 - it is a valuable way of recording change and development in the person.
- Make a life history book, including as much detail as possible about the person's past. This can help understand what makes that person tick and can uncover past interests or skills lost or forgotten through changed circumstances.

- The profile should be in a form that the person can understand: use pictures, photographs, tapes and videos. This does not preclude it containing all the detail necessary for proper planning, safeguarding health etc.
- The profile should be the first step in developing the person's community care plan. It should be closely linked with the process which leads through to service planning. It is one important way of feeding in an individual's voice so that it influences at the planning level. Unfortunately it is too often the case that information gathered second-hand by someone who has met the person only briefly, if at all, is what actually determines the service the person receives.

All managers and staff should focus on supporting individuals rather than providing group activities.

KEEPING USERS CENTRAL

The collective voice:

Involving users as partners in the Changing Days work has been a key element from the start. Jackie Downer, Mark Drake and John Sims, all people who have experience of using services, have been involved as advisers and trainers working alongside Barbara McIntosh and Andrea Whittaker.

Three Changing Days User Groups have been established - in Cambridge, Hackney and Hereford. All have resulted in increased self-confidence and

skills for individuals, enjoyment in meeting and getting to know people, and a strengthened collective user voice locally.

Achievements of these groups have included:

- visiting different parts of their own and other people's services
- making videos of their lives and services
- searching out new places and opportunities in the community
- creating a booklet on things to do in the community which cost nothing or little
- speaking to social services committee members about their ideas for future day services.

Key points

The development of the groups has been achieved through:

- strong, consistent support to the groups from committed staff, often over and above the 'call of duty'!
- verbal, written and financial support from management
- pictorial versions of documents about changes in services
- managers keeping direct and regular contact with users
- willingness to adapt meeting times, places and structures

A CHANGE STRATEGY

Services of the future should be based, first and foremost, on information from assessments of service users' needs and wishes. It is also important to know the local area in order to explore the potential for new opportunities for people e.g. what small business opportunities might fill gaps in local need.

In order to move forward, a broad framework needs to be drawn up with the help of users, carers, employers and other stakeholders. This will form the basis of the service strategy. The views of all stakeholders should be woven into the strategy.

Parents in particular should be fully involved in order to build trust and lessen their anxieties and fears. Many will want to see tangible ways in which new services will work. Visiting examples of good practice and talking to other parents who have experienced change can be very powerful.

The strategy needs to show how the service plans to move away from focusing on day centres to supporting individuals to participate in a range of options in the community. Important features will be a major commitment to supported employment, accessing mainstream college courses and providing community-based alternatives for people currently attending special care units. This will mean transferring funding and staff to support people in these activities. Natural supports need to be encouraged such as co-workers in the place of employment or fellow students in adult education classes.

Sunderland Social Services closed one of its five day centres and used the revenue to:

- increase the number of staff hours in small residential homes to improve the quality of people's day and evening activities;
- set up a theatre arts workshop and a horticultural service;
- pay for 100 hours per week of individualised support to people to participate in mainstream activities
- set up a supported employment service.

Contact: Les Pickering, Sunderland Social Services. Tel: 0191 553 1000

Community Involvement in Hackney.

After consultation and completing individual assessments for all service users, the London Borough of Hackney made radical changes in services. Specific projects have been set up to support people in a range of leisure activities, education opportunities and participation in volunteering and community organisations. 12-week programmes have been organised for each of the specialist areas. There is also a supported employment service to help people find jobs.

One day centre will close and the remaining two will be used as administrative and planning bases. All staff in the day service had their job descriptions re-written and had to apply for new jobs including Job Coach, Leisure Link Worker, User Involvement Worker and Sport and Fitness Worker. Working hours are flexible so staff work when service users need them, including evenings and weekends.

This culture shift of moving away from day centre to community inclusion is not easy. Managing the complex mix of personal and practical issues, took strong leadership and a group of dedicated staff prepared to stick at it, and support each other through a turbulent time of change.

Contact: Angela Cole, Hackney Social Services. Tel: 0181 525 4548.

The new service is likely to mean radical changes in the way staff work. The types of jobs needed are job coaches, community bridge-builders, personal support workers, leisure-link workers and college coaches. Terms and conditions for staff will need to allow for flexible working including evenings and weekends so that staff work when service users need their support.



WHAT HELPS TO ACHIEVE CHANGE?

- A values-driven service

If the values are not there, the service is unlikely to achieve its aims. This should be a continuous process throughout the period of change, perhaps included as part of the training strategy. One workshop or series of workshops on social role valorisation or John O'Brien's Five Accomplishments is not enough. Values need reinforcing for the benefit

of new staff, to renew and revitalise long-serving staff or to help temporary or agency staff fit into the service culture. Once rooted and owned by all, values are a powerful catalyst. South & East Belfast Health and Social Services Trust decided to adopt Essential Lifestyle Planning as their underlying value system and all staff across the whole of the Trust have been trained in this way.

- Make time to listen to people individually

Parents need the chance to express their unique needs, worries and anxieties. Staff also need the opportunity to put their views individually. In large groups, anger cannot be responded to appropriately and only the most vocal people are likely to be heard. Anxiety is better expressed than contained.

Recognise that change takes more time to achieve than is normally given to it. People will go through a period of transition where they feel they no longer belong - where they are redefining their roles and objectives - be it as a user, staff member or carer.

- Make best use of direct payments to help individuals have tailor-made opportunities and choose their own support workers.
- Get all stakeholders to agree a risk-taking policy which is flexible enough to allow for individual planning. It needs to include appropriate safeguards but not restrict new opportunities.

- Staff development

Many staff will feel concerned about their future and need the chance to talk one-by-one about their hopes and fears. Some will embrace the challenge of the new ways of working and will welcome the opportunity to use hitherto unidentified skills and interests or to develop new skills. Others will find the changes too great and choose not to work in the new service. Experience shows that staff who have good links to the community, who feel valued in the workplace and are helped to develop new skills, will be most successful in creating a community-based service which meets the needs of individual users.

One way of keeping the service person-centred is to arrange opportunities for staff and users to train together. Small teams - e.g. service user, health and social services staff working together - can help to break down service and organisational barriers and foster more equitable partnerships.

- Leadership

Leadership is vital. Leaders who have a participative style, who are inspirational, whose value base is firmly rooted in person-centred planning and community participation, will do best at influencing staff and carers to help create better quality lives for individuals.

Leaders need to be able to:

- * Make sure everyone understands and works with the same values base;
- * Identify other leaders (change agents) from users, carers and staff who believe in the new way forward and can influence others to think and work differently;
- * Trust others to take responsibility for implementing the changes; one manager can't do this alone;
- * Ensure changes are carried out so that everyone builds up confidence and belief in the organisation to do things differently and better.
- * Accept criticism and anger while sticking with the plan for the future. Adapt his/her own ideas by taking on the good and creative suggestions of others.

**Community Resource Service
and Hackney Independent
Living Team.**

These two services in Hackney are showing how it is possible to offer people a day service which doesn't rely on special buildings. They both support people with complex needs, many of whom had no service at all previously. One by one - for some individuals very gradually over a long period of time - people are being supported to take part in 'ordinary life' and build networks of friends and acquaintances.

FROM HOSPITAL TO A LIFE IN THE COMMUNITY

Resettlement planning has been dominated by decisions around buying houses, financial arguments and closure plans. Planning for good individual day activities and community participation is too often left until the person has moved out.

Key points

- Funding for day services (including evenings and weekends) must be on the agenda from the beginning and specifically designated in contracts. It can so easily get swallowed up as part of residential service contracts.
- Start early to make links outside the hospital - don't wait till people's arrangements to move out are well on the way. This includes:
 - secondment of good community based staff who can bridge the gap.
 - active working links with counties and areas other than the one where the hospital is situated. Not everyone will be living locally.
- Cardiff's Community Access Officers have been key people in Ely's resettlement plans.
- Have an on-going, cohesive training programme and arrange secondment to the community for hospital staff. Mind-set shifts happen with opportunities for re-training and education.
- Record people's past history. Make use of the accumulated knowledge of staff who have known people for many years and who may not move out with the person.
- Devolve funding to ward managers to buy in new, ordinary day opportunities and help create a more flexible lifestyle for individuals even before people move out.
- An effective communication strategy with all stakeholders is vital.

FROM HOSPITAL TO COMMUNITY - A PARENT'S VIEW

On Monday 13 January 1975, I conceded defeat and took my two sons, P and R to be admitted into hospital. After 10 unhappy troublesome years they were transferred to another hospital. As the boys grew older, their behaviour problems increased. Home visits became a weekly nightmare. Neither wanted to return to hospital and R, in particular, would bang the car windows once he realised we were on the return journey. I believe he was showing his frustration and distress in the only way open to him. I love my children dearly, but that love was sorely tested and then the feelings of guilt would take over. I could not ignore their existence but seeing them was causing fresh grief every week to all the family.

When the possibility of resettlement was put to me, my reactions were varied and, if I am honest, negative. I was worried about funding, about support and about neighbourhood reactions. I also felt guilty - were those years in hospital unnecessary?

Now both P and R are living in their own homes. I was involved with the planning at every stage - their IPs, interviews for the staff, selecting furniture and fittings for the houses.

Both are extremely happy and leading full and rich lives. P still enjoys coming out in the car, but is always happy to return - signing 'home' to convey his meaning. R is less eager to come out, I think he worries I will return him to hospital. I am invited in for a cup of coffee, then shown the door with a hug and a wave.

Yes I still have worries but what mother doesn't? I am learning to put my concerns into perspective. P & R are thoroughly enjoying their new life. God and Government willing, it will continue for the rest of their lives. Nobody should be committed to a hospital ward just because they are born less able.

PARENTS AND FAMILIES

Creating a partnership with parents and other family carers from the outset is essential. Some parents will embrace the changes, others will find it very difficult. If parents feel they are working with the services as trusted partners, real progress is much more likely. People who start out fiercely opposed can become staunch allies.

Key points

- Many parents will be willing and able to use their own community links to find new opportunities for people.
- Parents' stories of change are very influential in helping other parents accept change.
- Reliability and consistency of service are key features for parents. When major changes are being proposed, some may need a guarantee that an equivalent level of service will be provided. Others are prepared to accept slightly less in quantity if they are assured of significantly higher quality.

Talking with parents in the development sites, the following points come up time and time again:

- Consult us at the beginning - not after you've done three drafts of your plans!
- Listen to us
- Be honest
- Communicate regularly with us.

PEOPLE WITH HIGH SUPPORT NEEDS

The national picture shows that there are an increasing number of people with high support needs including people who have non-verbal communication who will be entering the service in the near future.

As more people with learning difficulties go straight to college and jobs, day services are likely to be supporting a greater proportion of people who have high support needs. Unless we prepare now to develop staff skills and the capacity of organisations to support this group, we won't achieve the quality of life that people are seeking.

Many people spend a good part of the week doubly segregated in special care units based in day centres. Moving from this to achieving their place in the community - to be an ordinary participant and citizen - is difficult. The principles are the same as for those who are more independent.

- Start with the hopes and dreams of the person, ensuring that you have effective ways of communicating.
- Support him or her to be actively involved in their choice of activities, job etc.
- Meet the special needs of each person in the least special way.
- Focus on people's abilities rather than their disabilities.
- For people who communicate non-verbally, work to get basic communication e.g. yes/no signals; pain/pleasure signs.

Key points

- Staff in centres still spend less time communicating and interacting with people who have complex needs than with those who are more able. Staff can feel unskilled and unclear about what they can or should do and end up 'filling the time' with personal care.
- With good person-centred planning and communication, we are seeing people participate in work, college and a range of activities in purposeful ways.
- A helpful tool is multi-media profiling where information can be put together on a touch screen computer to capture the essence of an individual's hopes and wishes (see Acting Up).
- In Ross on Wye (Herefordshire), closure of the special care unit at the Ryefields Centre has shown that people's potential can be revealed when they are included in a wider range of activities like everyone else.
- Sensible but flexible risk-taking policies are important to help people find ordinary opportunities. The person, their carers and staff, need to agree how to deal with potentially risky situations. Taking some measured risks is important in supporting people to achieve a wider range of life's goals.

In Cambridge, Granta Housing provides supported living for young people with high support needs who have left Ida Darwin Hospital. Instead of going to a day centre, the young people go out each day from their homes with staff whose sole brief is to support them in community-based activities.

Cambridge Social Services runs two small day services for people with complex needs, from ordinary premises in the villages of Fulbourn and Bottisham. These locations have made it possible to help people take responsibility for work such as arranging the flowers in church and winning a contract to keep the village litter-free.

In Herefordshire people are contributing positively to their local communities through schemes like:

- clearing paths for National Heritage
- making props for the local dramatic society
- renovating the cricket pavilion
- maintaining and improving the railway station waiting room.

ACTING UP

Acting Up has developed new ways of helping service users stay central in the process of planning and information-collecting about themselves. The work is called 'multimedia profiling'. By using information from past and present in the form of still and moving images, sound statements and captions, people with high support needs and very little verbal communication can own this material, share it with others and help plan their future.

A portfolio of photographs, sound and text statements and video clips is created and filed in a computer to create an attractive and accessible picture of the service user. The profile is available on computer and/or video. The collated information can enhance the written notes that are kept but will communicate in a different form the individual needs and strengths of the person. It provides an important process that empowers a person and engages them from beginning to end. Much can be learned in collecting the information about an individual's non-verbal communication.

The multimedia profile on computer is interactive. The person can use and share it - for example when new staff come into the workplace. It moves away from being dependent on written communication. Profiling carried out alongside a community care assessment can be a powerful tool for collecting and keeping information and informing individual care plans.

Contact: John Ladle, Acting Up, 90 De Beauvoir Road, London N1 4EN. Tel: 0171 275 9173.

AFTER SCHOOL... THEN WHAT?

- Younger parents in particular are voting with their feet, ensuring that their sons and daughters go on to college or work opportunities rather than day centres;
- Good planning at age 14+ (Section 5 and 6 of the Disabled Persons Act) can prevent young

people from slipping into institutionalised day care;

- Attending mainstream schools, going on to college and various work opportunities, helps people keep a range of friends and acquaintances and maintain an ordinary life in their own communities.

PROJECT CAREER - is a 2-year programme funded through the European Social Fund to enable people with learning difficulties to explore the career of their choice, through sampling a range of work placements. A career adviser draws up a personal development programme and provides direct support to people placed with employers, including training and liaison duties with trainees, employers, families and professional staff.

Local Partnership

The overall management responsibility of the project lies with the a sub-group of ACET (Agencies in Consortium for Education and Training) with representatives of:

- The Orchardville Society
- South & East Belfast Trust
- Training and Employment Agency
- Tor Bank and Glenveagh Schools
- Belfast Institute for Further and Higher Education.

A parents' council engages the support and expertise of parents and carers. The day-to-day managing of the project is the responsibility of the Orchardville Society.

Transnational Partnership

Working with partners in other European member states, Project Career was set up to develop a transnational system which can be used in other member states and across other disability groups. Transnational partners are in Sweden, The Netherlands, Finland, the Republic of Ireland and Belgium.

For further information on *Project Career* contact: **The Orchardville Society, 98 Fane Street, Belfast BT9 7BW.**
Tel: 01232 663289. Fax: 01232 666079.

SUPPORTED EMPLOYMENT

All five pilot sites in Changing Days have supported employment agencies. The wider picture nationally has shown us that:

- the benefits trap holds people back; but there are other ways employers can contribute such as paying for taxis and rewards 'in kind';
- there is an under-investment in supported employment with many agencies operating on short-term funding;
- there is a reluctance on the part of planners and managers to transfer substantial amounts of mainstream funding to supported employment. As a result it remains a service for the minority rather than the majority;
- recent studies have shown that while employment services are more expensive initially, after five years the cost of supporting a person in the workplace is the same as at a conventional day centre;
- people in supported employment have many more opportunities to develop skills in the workplace but less than half are developing real relationships;
- more effort needs to be put into turning work experience into real jobs;
- involving employers in decision-making forums can create more jobs, and benefit the service from their "business" ethos.

HELPING PEOPLE STAY LOCAL

Sawston is an attractive village about 12 miles from Cambridge. Around a dozen people with learning difficulties currently travel from Sawston and the surrounding area each day to day centres in Cambridge. These people will be helped to base their lives in and around their local community. They will be supported to continue doing things they already enjoy and develop new opportunities in and around Sawston.

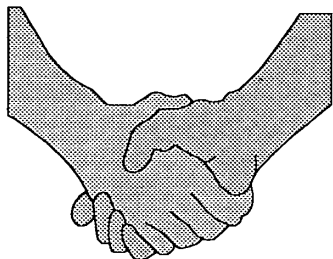
Sawston already has a number of advantages:

- The Compass Centre - a small day centre in an ordinary house which currently supports about 15 people with complex needs.
- A village college firmly committed to community involvement and to enabling access to all its facilities for everyone, including people with disabilities.
- Compass Point Cafe run by people with learning difficulties.
- The Huntingdon Trust - a charitable Trust able to offer financial help to local projects.
- An enthusiastic staff group committed to inclusion principles.

A community social evening provided an opportunity to increase understanding and knowledge of the future plans to help people in Sawston and encourage local citizens to get involved.

The work in Sawston is demonstrating the benefits of developing partnerships between social services, the voluntary sector and other local resources. Cambridge Social Services aims to replicate the Sawston practice in other local areas.

Further information from Alan Kent, Cambridge Social Services.
Tel: 01223 718011.



FRIENDSHIP AND BELONGING

For all of us including people with learning difficulties, friendship - in all its variety - is a very important area of our lives. When a day centre is closing, one of the most frequently mentioned concerns is - *'how will I keep in touch with my friends?' 'How can I make new friends?'*

It is disappointing that services, on the whole, continue to act as if friendship was a relatively unimportant fringe activity. They seem to be so caught up in the 'bricks and mortar' side of providing services that relationships are largely over-looked - and hardly ever invested in. Staff are not given the time or the opportunity to help people develop a wider network of friends outside services.

It is positive that so many more people are getting out into the community - going to leisure centres, pubs, shopping, cafes, etc. But group activities are still the norm: special classes at the community centre or college, rather than integrated classes with other students, for example.

Most of the progressive work in this area is being done by voluntary organisations, often single worker projects, relying on short-term, hand-to-mouth funding. Workers who feel relatively secure about their funding are as rare as gold dust. It seems we still need a significant mind-shift within statutory services before inclusion becomes a reality for any more than a minority of people with learning difficulties.

- Leeds Sharing Care run integrated neighbourhood-based social groups but limit the membership to 10 per group. Keeping the groups small makes it possible to promote integration and allow people to develop individual interests within or outside the group.
- Using a grant of £15,000 from the Bridge House Trust, London Mencap has employed four facilitators, working five hours a week, to develop circles for young people in South London. Within four months five circles have been started. The facilitators' sole task is to develop the circles. Freed up from office and other organisational tasks, they can concentrate on building relationships and community links.

- People who have a circle of support have a substantial improvement in the quality of their life and their relationships. Ely Hospital has appointed a worker to set up circles of support for people leaving the hospital. Another worker works alongside people to make sure they can keep in touch with old friends after they leave hospital.

John takes his light-writer (communication aid) everywhere he goes. Curiosity to find out more about this gadget brings people in the cafe over to talk to him.

When Julie goes swimming, we take fun equipment (large ball, floats etc). This has attracted people over to join in - adults - not just children!

Key points

Developing real inclusion requires:

- Secure, on-going funding and service commitment to help people develop relationships.
- Building relationships to be a part of job descriptions.
- Sensible but flexible risk policies which don't inhibit people's opportunities for new relationships and new experiences.
- Non-bureaucratic volunteer recruitment procedures.



Circles of Support - a brother's view

My brother's circle has now been running for about two years and from my point of view, it has made some big differences. Andrew is genuinely the focus of attention. It's his circle - he owns it and he knows this is different. He plans the dates, we talk about what he wants to do in the meetings, hold them where he wants to, and do social things that he wants to do. I've never seen him so enthusiastic. It's like he knows that within his circle people will actually listen to him.

I work in services and I know that no matter how well-intentioned we are about trying to empower a person, real improvement rarely happens. Planning meetings especially are seldom 'owned' by the person.

Another important difference is how we are relating as brothers. I guess before we had a typical relationship in that Andrew would keep a lot of things close to his chest. He would often tell me to "get lost" if I tried to talk with him about the future. Now I am helping him to facilitate the circle. We work very closely together and he regularly approaches me to discuss things that are important to him. It's hard to describe, but we definitely relate differently when talking about his circle.

I believe Andrew's circle is for life, so that when perhaps family members are not around, Andrew has other people who will always make sure his best interests are listened to and acted on.

A circle is a brilliant way of involving ordinary people in a meaningful and mutual way. Supporting a person who has previously been isolated or restricted to realise their potential.

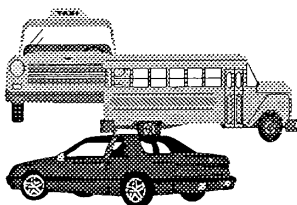
Mark Williams, Cardiff.

TRANSPORT

Across the country block contracting for transport increases inflexibility and absorbs a large proportion of funding.

New initiatives include:

- * devolving the transport budget as close to service users as possible and using it to buy more flexible individualised solutions;
- * setting up a travel agency to encourage individual travel, provide jobs for people with learning difficulties and set up a shared travellers information list
- * Hackney - with a grant from Bridge Housing Trust - are developing more flexible, accessible systems of neighbourhood transport.



Finally...

We hope this brief summary gives some indication of the rich variety of situations and people we have had the opportunity to work with and learn from over the past two years. We have been acutely aware of a great desire for change and the amount of goodwill, creativity and determination of so many people to improve day opportunities and lifestyles generally for people with learning difficulties.

although the changing days project formally comes to an end in december, we aim to continue the network which has been built up and will welcome news, views, stories, requests for information, advice or contacts.

The Changing Days Team

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This briefing paper summarises the key findings of two literature reviews jointly commissioned by the Audit Commission and the King's Fund. The reviews provide evidence of shortcomings in the current health and social care system and practices and processes that are known to be effective in achieving good outcomes for service users and for organisations that are responsible for financing or providing services.

The summary is provided to assist health and local authorities as they work together to develop better opportunities for the rehabilitation of people whose independence has been impaired by illness or injury. It presents findings on five key issues that are essential if progress is to be made.

