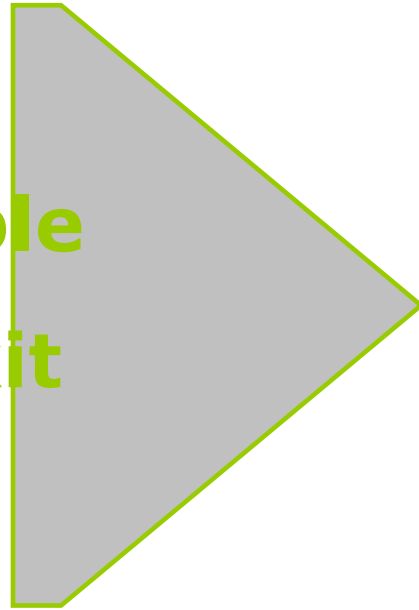


Connecting People Diagnostic Toolkit



Foundation for People with Learning Disabilities

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Date Completing the Tool:

People who helped:

A diagnostic toolkit offered by the Foundation for People with Learning Disabilities as part of the Third Sector Investment Programme - Developing Business Skills for Community Connecting Services

Developing Community Connecting Services Project

Diagnostic tool – are you ready to connect?

About the tool

Our research into what makes community connecting effective suggests that some organisations are better placed than others to deliver an effective service. This tool is based upon those findings. It is designed to highlight what we believe to be the 'necessary but not sufficient' conditions for establishing a good connecting service. In other words we believe that organisations that are doing well in the areas listed here have the best chance of getting it right.

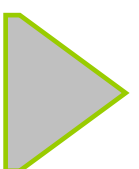
Our project offers a number of supports to organisations that want to put community connecting on a sustainable footing. However, we are clear in our desire to avoid promoting a particular model of community connecting since part of the journey for any organisation must be about matching local need to what it is able to offer.

How to use the tool

The tool should generate an accurate appraisal of your readiness to think about community connecting. That outcome depends on your willingness as an organisation to be both honest about what you do now (as opposed to what you aspire to achieve in the future) and to seek a range of perspectives about it. We recommend that you seek the views of people who are external to the organisation to contribute to your review.

The tool has 6 Theme Areas and statements that ask where you think you are in meeting that statement in your current services.

Each statement asks for you to think about the statement and then check **Red** for **Not Doing** if you think the service is not doing this at this time; check **Amber** for **Doing Some of the Time** if you think the service is doing this for

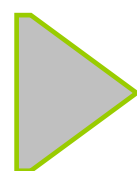


some people, or some of the time but not across the board; check **Green** if you think the service is **Doing this All of the Time**, for all the people across the service/organisation.

At the end of each section there is an opportunity for you to think about those areas you feel are priorities for action. Choose ones that you would like to work on as part of the action plan to establish a pathway for future direction. This is also an opportunity to think about What You do Well, What is stopping you, and What You Need to Achieve as the priorities for action.

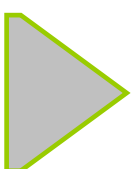
Final Analysis Checklist

At the end of the Theme areas and statements there is a section called Analysis which you can use to tally up the number of **Red**, **Amber** and **Green** you have checked in each theme area. You can then see which area you are strongest in and which area you might want to prioritise to take action or plan for action.



1 Your Organisation

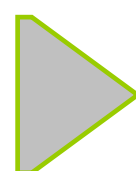
<p>The organisation has a clear vision and values about how they support people with learning disabilities to be active citizens in their communities. All people involved in the organisation know the vision and values that have been set and this can be seen through regular satisfaction evaluations.</p>	
<p>Check each statement based on how it currently applies to your service <input type="checkbox"/> = Do all the time <input type="checkbox"/> = Do some of the time; <input type="checkbox"/> = Not doing</p>	
<p>a) The structure of the organisation is not heavily reliant on bureaucratic and hierarchical approaches that focus on risk.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>b) The organisation encourages the individuals strengths and creativity of team members and allows them to use these in their work.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>c) The organisation provides enough support to enable people to be part of their community and reduces support when not needed.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>d) Volunteers are used as a way of matching people with learning disabilities to others in their communities who can support them in developing community connections.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>e) Turnover of staff who support people is low.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



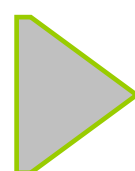
<p>f) Staff move on when the person they are supporting does not need their support any more.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>g) The organisation does not use bank staff or agency staff as fill ins when providing direct supports to people.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Priorities and Actions</p> <p>What we do well</p> <p>What's stopping us</p> <p>What do we need to do to achieve our actions</p>	

2 Values and Culture

<p>The values and culture in the organisation are based on the acknowledgement that all people with learning disabilities are equal citizens and must be supported to be active in this role</p>	
<p>Check each statement based on how it currently applies to your service <input checked="" type="checkbox"/> = Do all the time <input type="checkbox"/> = Do some of the time; <input type="checkbox"/> = Not doing</p>	
<p>a) Risk is managed in a way that encourages people to talk about concerns, listen to them and act on them in positive ways.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>b) People have circles of support and identified people who are committed and care about the person and these people are involved in any decision making with the</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>



person about their services and supports.	<input type="checkbox"/>
c) People are shown care and respect and this is demonstrated and acknowledged by those they support and their families.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d) People are supported to learn through everyday opportunities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
e) Risk management is viewed as an opportunity for reducing barriers to social inclusion and is defined within the individuals person centred plan.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
f) The service knows that discrimination, oppression and inequality exists for people and they are actively confronting this in local communities to ensure equal opportunities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
g) Family members, friends, acquaintances, are seen as opportunities for increasing people's influence in their communities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
h) People supported, family members, community members and staff are regularly asked about the quality of the services provided. This is part of a structured quality assurance programme of the organisation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



<p>i) The organisation has a systematic review of its effectiveness and efficiency in making the necessary changes to ensure people's expanded roles as citizens.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Priorities and Actions

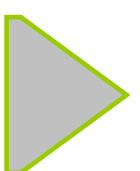
What we do well

What's stopping us

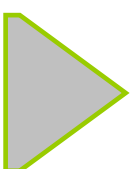
What do we need to do to achieve our actions

3 The Services You Offer

<p>The types of services you offer reflect the need to increase the inclusion and reduce the isolation and segregation of people with learning disabilities. Services offered increase people's unpaid relationships, and reliance on community people and places which are typical for those who do not have learning disabilities.</p>	
<p>Check each statement based on how it currently applies to your service <input type="checkbox"/> = Do all the time <input type="checkbox"/> = Do some of the time; <input type="checkbox"/> = Not doing</p>	
<p>a) Much of the organisations time and money is spent on developing new community opportunities, creating new connections and roles for people and supporting people's continuing participation.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>b) The organisation provides more individual supports rather than segregated group based activities and sessions.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



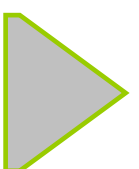
<p>c) There is cooperation between your organisation and other organisations and services to enhance the connections and relationships of people in their communities.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>d) The organisation is funded mainly through individual budgets and community support resources rather than relying on social service funding.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>e) The organisation does not rely on building based services to provide supports to people.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>f) The organisation does not utilise block funding to provide services.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>g) People use personal budgets and are purchasing non-traditional services.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>h) There is a stimulated full range market of support and services that people can purchase based upon identified outcomes in the person centred plan.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>i) Employment is a priority for people who have learning</p>	<input type="checkbox"/>



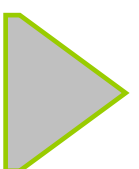
disabilities as part of the conversion of day services.	<input type="checkbox"/>	<input type="checkbox"/>
j) Young people in transition are able to access personal budgets to access the supports they need to develop career, employment goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
k) Transport is provided by the person using their own vehicles, public transport, staff vehicles or other means typical for any other community member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Priorities and Actions</p> <p>What we do well</p> <p>What's stopping us</p> <p>What do we need to do to achieve our actions</p>		

4 Meeting Individual Needs

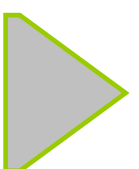
<p>The individuals supported by the organisation have a strong voice in determining how they wish to be supported. Families are respected in their roles as carers in supporting their relative in getting the best quality services possible.</p>	
<p>Check each statement based on how it currently applies to your service</p> <p><input checked="" type="checkbox"/> = Do all the time <input type="checkbox"/> = Do some of the time; <input type="checkbox"/> = Not doing</p>	
a) Everyone has a person centred plan that is implemented which results in outcomes and actions based on what is most important to the person, their relationship and community connectedness.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



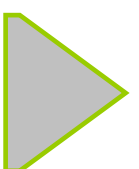
<p>b) Each person is supported in their own way and with as much time as needed to develop a person centred plan which details how best to communicate and support the person in their community.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>c) Each person supported is given time to get to know who will be supporting them in all areas of their lives – at home, community places, services, etc.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>d) Each person has an identified circle of support inclusive of family members, friends, and others who know and care about them.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>e) Each persons' circle of support is engaged in developing the person centred plan, support plan and in any other decisions that affects the quality of life for the person.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>f) People are supported to access personal budgets/individual budgets based on their person centred plan and support plans.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>g) People are supported to get the chance of joining in all aspects of community life.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



<p>h) People are thoughtfully and respectfully supported to develop active contributions within their community.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>i) There are resource restrictions that prevent some people from fully accessing the community.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>j) People are active in their community.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>k) People have varied relationships and most of these are non-paid supports.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>l) The places that people are involved make sense for the person and have significance for the person.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>m) Connections are developed around the persons' values, interests and competencies.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



n) People are learning skills which are critical to community acceptance.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
o) People have a variety of meaningful roles in their communities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
p) People are supported into paid employment opportunities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
q) People are supported to engage in activities which offer reciprocity - ability to contribute and receive from others.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
r) All people have a community places map that identifies their communities and an action plan on how to enhance their connections and relationships in these communities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
s) The Community sees the supports provided as enhancing people's images in their local community.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



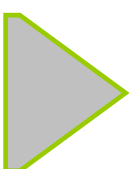
5 Your Staff

Staff who provide supports to individuals have a variety of experience, backgrounds and skills that is based on those needed by individuals supported.

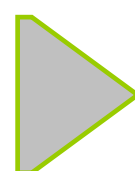
Check each statement based on how it currently applies to your service

= Do all the time = Do some of the time; = Not doing

a) Support staff are recruited and provide supports to people based on identified needs and outcomes from their person centred plan/support plan.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b) Staff understand that their primary role is to support people in developing relationships which are sustainable in their communities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
c) Managers see their role as mentoring support workers on how to develop connections for people with learning disabilities in their communities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d) Staff see their relationship with those they support as one of solidarity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
e) Policies and procedures support personalisation, community connecting and risk enablement.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



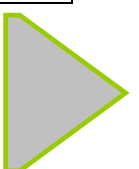
<p>f) The organisation actively recruits, trains and promotes community connectors who are creative in their supports to connect people in community roles and relationships.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>g) All staff know how to confront prejudice and discrimination and know how to take action as appropriate</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>h) Staff are recruited based on their abilities to connect people with learning disabilities and are given the appropriate roles that reflect the differences between connecting and personal assistance/care.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>i) Staff who are responsible for connecting use their own networks as a starting point.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>j) Staff job descriptions identify community connecting as the key part their role. Person specifications identify the qualities, attributes and skills required of people likely to make good connectors.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>k) Staff enjoy the company of being with the people they support, they talk positively about people's capabilities not their disabilities, problems or 'behaviours' .</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>l) Staff are knowledgeable about the implications of various ways of supporting individuals which includes confidentiality, communication, choice and decision making.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>



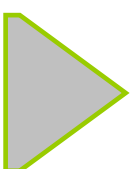
	<input type="checkbox"/>
<p>Priorities and Actions</p> <p>What We do Well</p> <p>What's stopping us</p> <p>What do we need to do to achieve our actions</p>	

6 Supervision and Mentoring

<p>Managers see their role as coaching and mentoring team members in how to value, see the gifts, capabilities of the people they support and how to use these to build positive relationships with others.</p>	
<p>Check each statement based on how it currently applies to your service <input checked="" type="checkbox"/> = Do all the time <input type="checkbox"/> = Do some of the time; <input type="checkbox"/> = Not doing</p>	
<p>a) Managers identify the individual strengths, interests and talents of the support workers and encourage them to use these in their work.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>b) Managers ensure support workers are clear on where they can use their judgement and creativity.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>c) Managers know how to match supporters with people supported to ensure a quality relationship which focuses on achieving positive outcomes for the person.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>d) Managers have an open door policy for which supporters and people supported use to collaborate and problem -</p>	<input checked="" type="checkbox"/>



<p>solve together to make things happen.</p>	<input type="checkbox"/> <input type="checkbox"/>
<p>e) Managers have the qualities, skills and abilities to enable them to support staff to connect people in the community. They motivate, communicate with and inspire others.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>f) Managers can identify the 'natural' connectors versus those that need more development and manage them based on those differences rather than treat everyone the same.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>g) Managers are aware of the outcomes being achieved and those that are not and take action to celebrate and to support as needed.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>h) Managers can identify supporters who genuinely like the people they support, have reciprocal relationships and share common interests. They encourage these types of characteristics when matching supporters to those they will support.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>i) Managers do not require staff to seek approval before they can act or make a decision but manage the way they develop their work responsibilities.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Priorities and Actions What We do Well What's stopping us What do we need to do to achieve our actions</p>	



Checklist for Analysis

Scores	Green <input type="checkbox"/>	Amber <input type="checkbox"/>	Red <input type="checkbox"/>
1 Your Organisation TOTALS			
2 Values and Culture TOTALS			
3 The Services You Offer TOTALS			
4 Meeting individual Needs TOTALS			
5 Your Staff TOTALS			
6 Supervision and Mentoring TOTALS			
OVERALL			

