DWP Department for
Work and Pensions

Fulfilling Potential
The Discussions So Far

Working together to enable disabled people to fulfil their potential and have opportunities to play a full role in society

This document refers to a wide variety of policies, some applicable across the whole of the UK and many specific to England only. The devolved administrations have their own policies with regard to devolved matters.

Contents

Foreword by the Minister for Disabled People

When the 'Fulfilling Potential' discussion document was published in December 2011, its focus was to make independent living for disabled people a reality. The intention being that Government and disabled people work together to develop a new strategy, to ensure we continue making the progress that is so critical to the lives of millions of people in the UK today. I therefore want to say a personal thank you to all of the many thousands who gave their time to respond with ideas that will make a real and significant difference to the lives of disabled people and their families.

The quality of the responses received was exceptional, and I know my predecessor Maria Miller met and spoke extensively with many disabled people before, during and after the discussion period. I was interested to understand better the different barriers faced by disabled people in different communities, and the need for support and advocacy for disabled parents and parents of disabled children. I understand how important it is that all disabled people of every age, gender, culture, faith, ethnicity and sexual orientation have a voice and are empowered to participate in a society that values their contribution.

This document focuses on what disabled people have told us and what we as Government currently have planned or are already working on. It builds on what we have said in our 2011 report to the United Nations about our commitment to the UN Convention on the Rights of Disabled People and what disabled people told us when we were producing the report. It is clear that whilst this shows part of the picture in terms of what is happening now, it is by no means a complete picture. We need to acknowledge the role of all sectors in society at all levels. As we develop our plans and actions, we will ensure that we involve other sectors, particularly disabled people's organisations and those involved in disability issues, as well as the private sector.

The Coalition is committed to ensuring every citizen has the opportunities needed to fulfil their potential. We want to build on the good discussions we have had and the many ideas you have put forward and we are in a good place to do just this. We have already set out a reform agenda that will support the changes that need to be made.

It is clear that we all have a part to play in effecting the change that needs to happen. But my commitment to you is that this will be based on the principles of the UN Convention and done in partnership with the people that matter – disabled people.

Esther McVey.

Esther McVey MP
Minister for Disabled People

Introduction 1

1.1 The Government's ambition is to enable all disabled people – of all backgrounds and ages – to fulfil their potential and have opportunities to play a full role in society. To realise this ambition, and help make a reality of the aspirations set out in the United Nations Convention on the Rights of Disabled People (UN Convention)[1], we want to tackle barriers to realising aspirations and individual control, as well as change attitudes and behaviour towards disabled people.

1.2 We published 'Fulfilling Potential' a discussion document[2] in December 2011 to engage as many disabled people, disabled people's organisations and other stakeholders as possible in helping us shape a **new cross-government disability strategy**.

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[1] United Nations, December 2006, United Nations Convention on the Rights of Persons with Disabilities.

[2] Office for Disability Issues, December 2011, Fulfilling Potential a discussion document.

1.3 The 'Fulfilling Potential' engagement lasted from 1 December 2011 to 9 March 2012. During that period we received 549 written responses in total from all parts of the UK: 299 from individuals, 63 from groups who held events, and 187 from organisations representing and/or working with disabled people. Of the individual responses, 254 respondents declared themselves as having an impairment. The groups and organisations that responded in writing and participated at events are listed in Annex A.

1.4 We estimate that over 5,000 disabled people were involved in the 'Fulfilling Potential' discussion exercise, either through individual responses, participation in events and engagement activity, or via organisations making a response based on engagement with members.

Purpose of this document

1.5 This document summarises the responses to 'Fulfilling Potential'. It aims to give an overview of the breadth and depth of responses, and to provide an indication of the themes that were raised most frequently in responses. It also includes quotes and case studies from the 'Fulfilling Potential' discussion exercise. The quantity and quality of responses was very high. It would therefore be difficult to reflect the full range of issues and ideas that were raised during the discussion exercise in this summary. Some responses, for example, focused on individual circumstances or the needs of specific groups.

1.6 While this document can only provide a snapshot of the responses, we do want all of the ideas and information in the responses to be available to anyone who wishes to see them. We want the process of developing a new disability strategy to be transparent and open. We are therefore publishing today all of the written responses received during the discussion exercise. The responses are a crucial resource for those involved in developing the new disability strategy. We also want to encourage as many other people as possible to use the valuable information and evidence the responses contain.

1.7 We also want to make sure that we give all of the responses received the full consideration they deserve. Given the high number of responses, and the variety of ideas about how best to make progress towards disability equality, we want to take the time to develop an effective action plan, working in partnership with disabled people and their organisations to make decisions about which actions to take forward. As not all of the ideas suggested are for Government to take forward, we also want to involve other sectors of society, including the private sector and community sector, when developing specific actions. In making decisions, we will take into account what is practical and achievable, as well as what will have the most impact in improving the lives of disabled people, their families and carers.

1.8 As well as providing a summary of the issues and ideas raised during the 'Fulfilling Potential' discussion period, this document also sets out current and planned actions across Government. The discussion exercise showed that people want to know more about the Government's plans. The summary provided here will show that there is much work already being done to put in place a framework of positive action based on discussions with disabled people.

How we have worked together to share and develop ideas

1.9 To ensure that as many disabled people as possible took part in the discussion, we supported some voluntary and community sector organisations to run their own engagement activities by providing guidance, speakers and funding for expenses. Fifty-four organisations used the funding for 99 engagement events.

1.10 Maria Miller MP, who was then the Minister for Disabled People, and officials in the Office for Disability Issues (ODI) took part in a wide-ranging programme of events and visits during the discussion period. Officials spoke at workshops around Great Britain, from Brighton to Edinburgh, from Bath to Chelmsford. We held themed roundtables involving disabled people and their organisations and met groups of disabled people about particular issues such as disability hate crime and the barriers faced by black and minority ethnic (BME) disabled people. We invited disabled people and representatives of disability organisations to ministerial events at both the beginning and end of the engagement period.

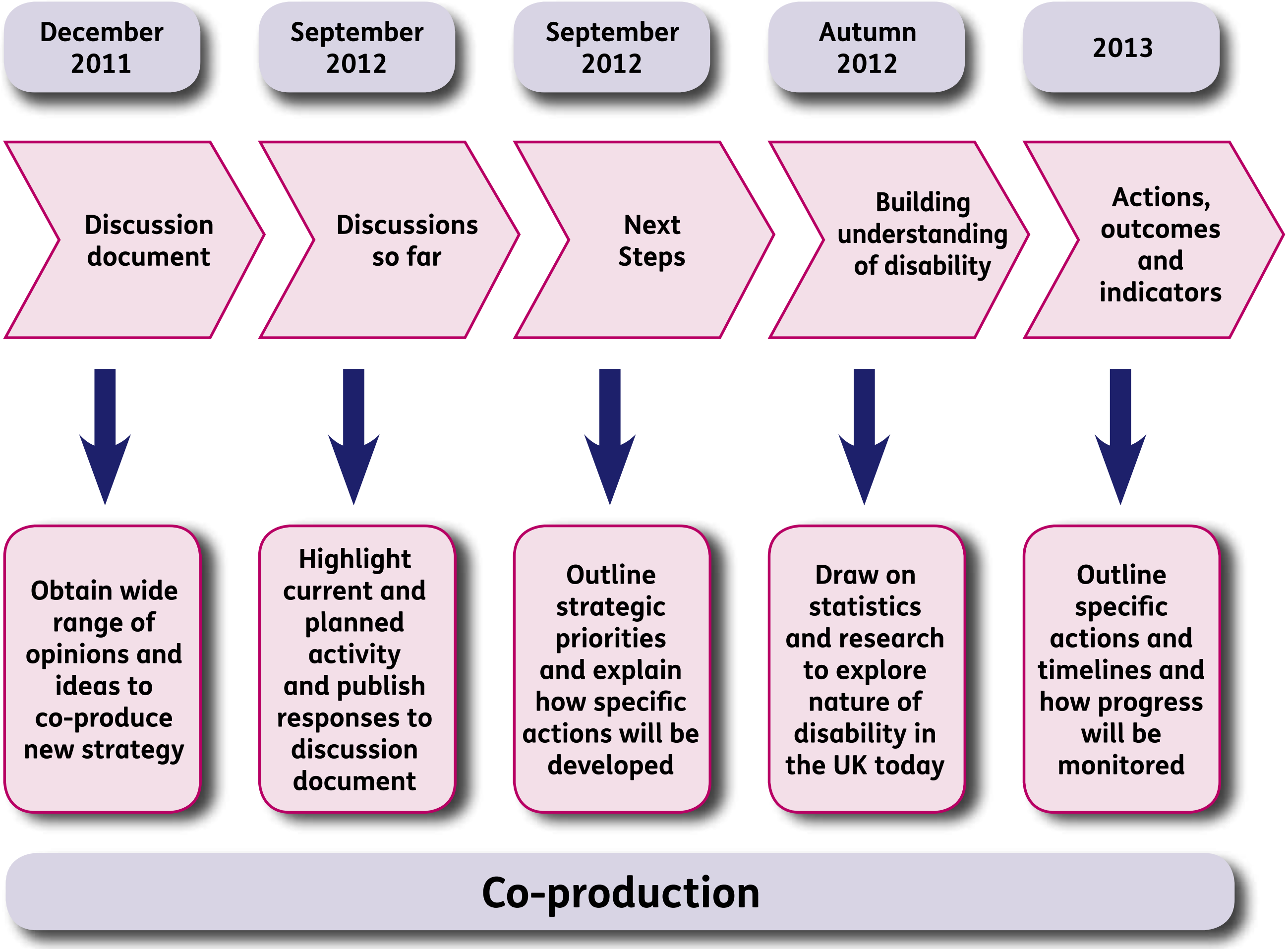
1.11 We publicised the many events via our Twitter account: @ODIgovuk. This encouraged dialogue and helped to raise awareness of the ‘Fulfilling Potential’ agenda, increasing engagement around the key issues with disabled people, their organisations and other stakeholders.

1.12 We have also worked with a group of disability organisations and Equality 2025, the Government’s advisory body on disability issues. We continue to meet and discuss the ongoing development of the strategy with both groups.

Next steps in our strategy

Fulfilling Potential Timeline

Fulfilling Potential is an ongoing activity involving Government, disabled people and their organisations and other organisations from the public, private and third sectors. It aims to find new ways to support disabled people to realise their aspirations.



December 2011	September 2012	September 2012	Autumn 2012	2013
Discussion document	Discussions so far	Next Steps	Building understanding of disability	Actions, outcomes and indicators
Obtain wide range of opinions and ideas to co-produce new strategy	Highlight current and planned activity and publish responses to discussion document	Outline strategic priorities and explain how specific actions will be developed	Draw on statistics and research to explore nature of disability in the UK today	Outline specific actions and timelines and how progress will be monitored

1.13 We will continue developing the strategy in partnership with disabled people and their organisations. Our companion document **'Fulfilling Potential – Next Steps'** is also being published today, and sets out how we will continue to co-produce this work. It also sets out the Government's strategic priorities and provides a framework, within which specific actions will be developed, with the principles of the UN Convention at its heart. That framework is based on the themes that were raised most frequently in responses to the 'Fulfilling Potential' discussion exercise, as outlined in this document, on what people told the Government during specific policy consultations, and on the issues raised most frequently by disabled people during production of the UK's UN Convention Report[3]. These discussions have given us a clear indication of the issues that people wanted us to focus on when developing the disability strategy.

1.14 We want to ensure that any policy interventions and actions are evidence based, using both the lived experience of disabled people, and evidence from research and statistics. We want to be sure we have a method both of understanding if services that are being developed and delivered are accessible to disabled people, and that gaps are identified and actions are focused on areas where support needs to be more personalised. To inform this, we will publish an analytical document in autumn 2012, drawing on available research and statistics, and exploring the nature of disability in the UK today.

1.15 We received many comments on the overall development of the strategy, which are summarised below. **We have separate chapters on each of the three key themes within 'Fulfilling Potential': realising aspirations, individual control, and changing attitudes and behaviours.** These chapters provide a short summary of the specific issues and ideas raised during the engagement period, followed by current and planned actions across Government. The chapters should not be read in isolation, as all of the issues covered need to be considered holistically.

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[3] Office for Disability Issues, November 2011, UK Initial Report, On the UN Convention on the Rights of Persons with Disabilities.

Developing the overall strategic approach

1.16 In addition to answering the specific questions raised in 'Fulfilling Potential', several organisations commented on the overall approach to developing the new strategy. Comments addressed the need for openness and transparency, so that disabled people could see how their experiences and ideas would be used to shape the final strategy. A key message was the desire to be involved and engaged throughout the development of the strategy, reflecting one of the UN Convention's key principles of the active involvement of disabled people and their organisations in policy making.

1.17 We were told that the strategy must be done well if it was to be done at all. Some comments expressed the need for long-term ambitions – from across the whole of Government – with clear actions, timelines and potential risks that could affect progress. It was felt that the new strategy must be based on the social model of disability, build on existing protected rights and entitlements, and promote the principles of independent living. It must build on previous work, including the **Life Chances report**[4], the **Roadmap**[5], the **Independent Living Strategy**[6] and the **report to the UN on implementation of the Convention on the Rights of Disabled People in the UK**[7] – noting where progress had been made or where further work was needed. The strategy should promote disabled people's right to be included in the communities where they live, and to have services that are accessible and inclusive so that they can participate and contribute.

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[4] Cabinet Office, January 2005, Improving the Life Chances of Disabled People.

[5] Office for Disability Issue, 2006, Roadmap 2025.

[6] Office for Disability Issues, February 2008, Independent Living: A cross government strategy about independent living for disabled people.

[7] Office for Disability Issues, November 2011, UK Initial Report, On the UN Convention on the Rights of Persons with Disabilities.

> **“To assist the Government to deliver meaningful progress, the Strategy and Action Plan should set out evidence-based objectives which are developed with the active participation of disabled people.”**
>
> **Equality and Human Rights Commission**

1.18 A number of ideas were proposed which cut across the ‘Fulfilling Potential’ themes, including:

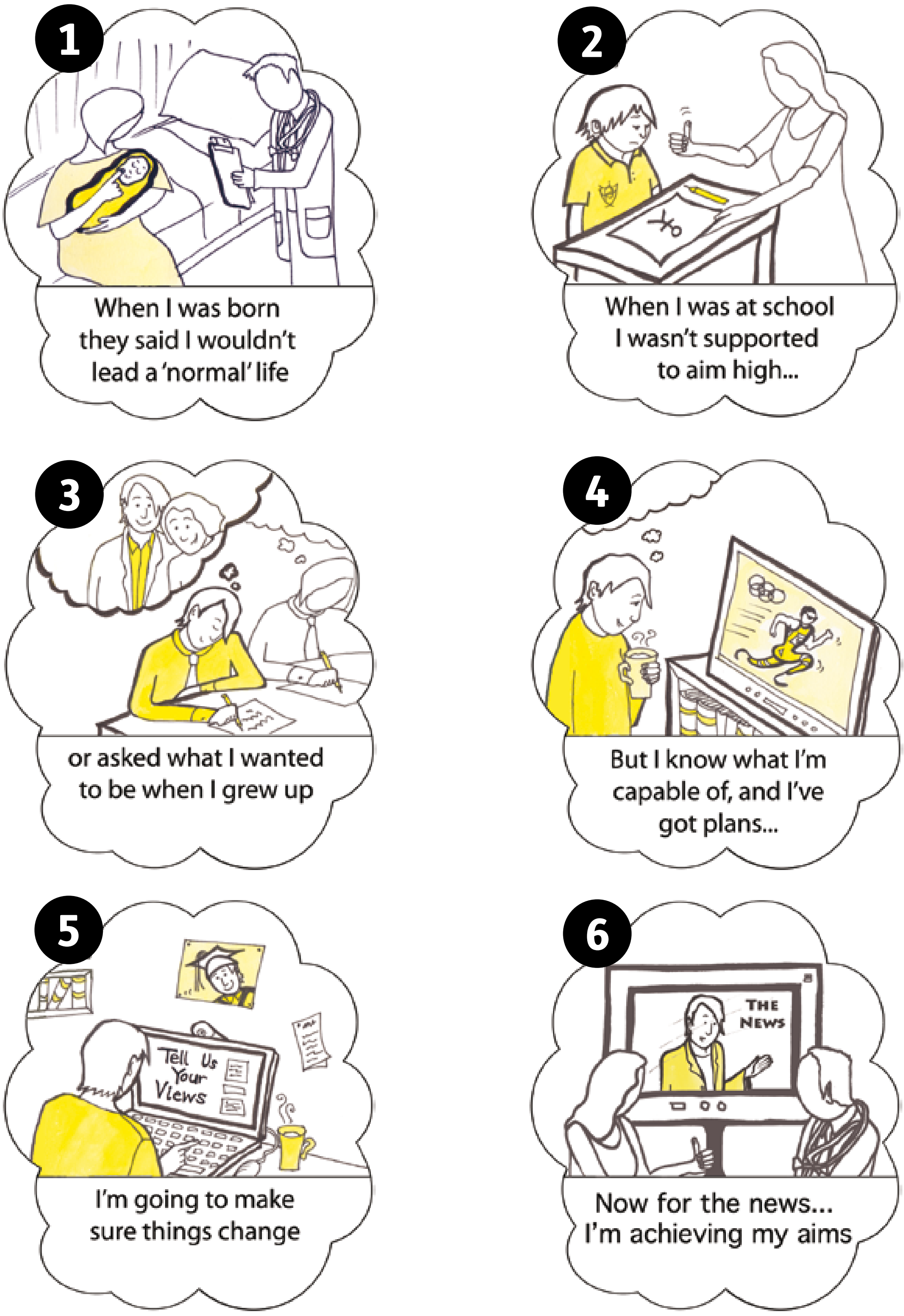
- disabled people taking part in a ‘red tape challenge’ to identify wasteful and inefficient bureaucracy and regulation which affects their lives negatively, and proposing ways in which these might be overcome; and
- the Office for Disability Issues exploring how it (or another body) could act as an innovation and learning hub, identifying, evaluating, piloting and promoting good practice in relation to disability rights both domestically and internationally.

> **“I am supported by people who love and care for me and held back by a mountain of bureaucracy.”**
>
> **Individual response**

1.19 We also asked for views specifically on how progress towards equality might be monitored. Over 150 responses from both individuals and organisations commented on how we might monitor the strategy. Overwhelmingly, the responses mentioned the involvement of disabled people as key to effective monitoring. This included involving disabled people who were not usually engaged in Government policy making, and also making sure that those involved in supporting disabled people, including carers, could input. Some of the ideas for doing this included having regional meetings, undertaking mystery shopping, or setting up a website where individuals could post issues and ideas. There were also comments that those responsible for any actions in the disability strategy should be held to account if sufficient progress was not made, with a suggestion that the strategy outcomes should be reviewed annually by the Work and Pensions Select Committee.

> **“Make sure the involvement includes NEW disabled people. Go to the clinics and hospitals. Don’t rely on the same old voices who have been involved in strategy consultations or committees before.”**
>
> **Individual response**

Realising aspirations



Realising Aspirations: priority issues and actions

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2.1 In the ‘Fulfilling Potential’ discussion document we said that the Government is committed to ensuring appropriate support and intervention for disabled people at key life transitions, to realise their potential and aspirations for education, work and independent living. We asked for ideas that could make a difference in getting an education, getting a job or being able to live independently. We asked what would help disabled people to manage better at times of change and how they are supported or held back by other people.

2.2 We had over 1,100 comments on this section, both from individuals and organisations, over half of which were about **education and employment**. The next highest number of comments was about **life transitions and times of change**. This may have been because these were the issues that were specifically asked about in the discussion document. However, respondents also made it clear that disabled people of all ages and backgrounds, including older people, have aspirations to participate in every aspect of life – home and family life, community life, education, training, employment and volunteering – but often there are barriers in the way and this can affect both the opportunities and confidence that is needed to realise those aspirations. Respondents also said that there needs to be better support for parents, as they can have a big influence on children’s aspirations.

What do the research and statistics tell us?

- Disabled adults are nearly three times as likely as non-disabled adults not to have any qualifications (20 per cent compared with 7 per cent[8]).
- For children with special educational needs who have a statement, the gap in educational attainment has increased from 58 percentage points in 2005/06 to 64 percentage points in 2010/11[9].
- Disabled people are around half as likely to hold a degree level qualification (15 per cent compared with 27 per cent in 2011)[10].
- The Life Opportunities Survey 2009/11[11] found that adults with an impairment were more likely than those without an impairment to report barriers to learning opportunities (16 per cent compared with 9 per cent). Barriers cited were: a health condition, illness or impairment, being disabled, difficulty with transport, lack of help or assistance, attitudes of other people.
- 46 per cent of disabled people were in employment compared with 76 per cent of non-disabled people in 2011.[12] The employment rate gap between disabled and non-disabled people stands at 30 percentage points. This gap represents just over two million people. Employment rates differ by type of impairment, with rates for those with depression, mental

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[8] Office for National Statistics, July 2012, Labour Force Survey.

[9] Office for Disability Issues Indicator A5.

[10] Office for Disability Issues Indicator B8.

[11] Office for Disability Issues, December 2011, Life Opportunities Survey Wave one results, 2009/11.

[12] Office for Disability Issues Indicator B1.

What do the research and statistics tell us? (continued)

health conditions or learning disabilities being much lower than for those with other types of impairment[13]. The employment rate for disabled people with qualifications is 54 per cent compared with an employment rate of just 17 per cent for those with no qualifications[14].

- Disabled people are more likely than non-disabled people to work part time and less likely to work full time. Disabled people are more likely than non-disabled people to work in the public sector[15].
- Around 7 per cent of disabled people are self-employed, compared to 10 per cent of non-disabled people.
- More than one-third (35 per cent) of disabled people not in work in 2011 would like to have been in work[16].
- The 'Life Opportunities Survey' looked at enablers to employment and reported that the most common enabler was modified hours or days, or reduced work hours. Employed adults with mobility and dexterity impairments were more likely to require building modifications. Those with a mental health condition were more likely to need a job coach or personal assistant.

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[13] Office for Disability Issues Indicator B2.

[14] Office for National Statistics, 2012, Labour Force Survey, Quarter 1.

[15] ibid.

[16] Office for Disability Issues Indicator B9.

Inclusive education and choice

2.3 Responses highlighted that education is fundamental, not just in school, but in higher and further education, and in lifelong learning. They stressed that disabled people have the same rights to education, and there needs to be genuine choice for disabled children and young people, with support based on each person's needs and a clear route from education into employment linked to individual's career aspirations. Some respondents pointed out that fulfilling potential should not only be about educational attainment. Others highlighted that home life is as important to achieving aspirations as education, and that it is necessary to look at wider factors that affect the aspirations of disabled children and young people.

2.4 The barriers to education – in schools and in further and higher education – that were mentioned most frequently in responses were **accessibility and attitudes**. For example, the respondents said that educational providers do not always make the right adjustments to enable deaf and disabled people to access lessons (including physical education lessons) or exams. They suggested that curricula are not flexible enough, and a lack of awareness or low expectations of educational professionals can mean that support needs are not identified early enough.

> **“I wanted to take French lessons at school but because the class was upstairs and the teacher refused to bring it downstairs, I was told to drop the subject. The school should have met my needs; I had a right to take French lessons.”**
>
> **Council for Disabled Children**

> **“A student in a wheelchair was prevented from receiving the degree, due to the fact that the location for the graduation ceremony and the stage, were not accessible.”**
>
> **Access Group Tunbridge Wells**

2.5 The ideas provided in responses broadly came under three main themes:

- Firstly, providing better flexibility in order to make education and qualifications more accessible. Ideas included extending the time allowed to complete school education or a degree for people who have had their education disrupted by illness or disability or caring responsibilities – or providing **a ‘catch up’ system**, or distance learning, or exempting those people from repeating or restarting a course. Ideas also related to better flexibility in the **availability of courses and funding** in further and higher education, for example funding for specialist courses such as lip reading or life skills courses, more flexibility in the way Disabled Students’ Allowance is delivered, and flexibility in funding provision for colleges and universities to make reasonable adjustments.
- Secondly, providing better support for disabled children and young people. Ideas ranged from introducing a buddy system to support disabled pupils with socialising, to providing access to other activities outside the school system, to having a full-time support worker in schools with more than three disabled pupils.
- Thirdly, ensuring staff and pupils have a better understanding of disability, particularly about the rights of disabled children and how best to make reasonable adjustments, and ensuring education professionals have high expectations of young disabled pupils.

> **“Some teachers don’t want to understand about my aspirations and just see the difficulties.”**
>
> **Whizz Kidz**

> **“It’s important that educational providers, including providers of special education have a mindset of raising the aspirations of the children they teach. Too often, there have been lower expectations of disabled children.”**
>
> **Equality 2025**

2.6 Responses included views both for and against **specialist education**, as well as views about the ability to choose whatever kind of education meets the needs of the individual concerned. A recommendation was made to remove the UK reservation and interpretive declaration for Article 24 of the UN Convention[17], which concerns education. The interpretative declaration clarifies the UK’s understanding that the UN Convention allows for general education systems to include both mainstream and special schools, as is the case in the UK.

2.7 The Government is fully committed to improving educational outcomes. There is already strong legislation in place. Under the Equality Act 2010[18] (the Equality Act), each local authority must put in place, implement and review an accessibility strategy for the schools for which it is responsible. The strategy should aim to increase the extent to which disabled pupils can participate in the school’s curricula, and to improve the physical environment of schools to enable disabled pupils to access the education and facilities or services offered by schools. Local authorities are also required to implement, monitor and review the strategy. In addition, under the Act, schools are

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[17] United Nations, December 2006, United Nations Convention on the Rights of Persons with Disabilities.

[18] UK Government, April 2010, Equality Act 2010.

required to put in place accessibility plans which have similar aims around access to buildings and curricula, but also include a requirement to improve the delivery of information to disabled pupils.

2.8 In terms of support while in education, the special educational needs system is there to provide appropriate support to children and young people to help them make progress in their education. Each local authority maintained mainstream school and each Academy, through their funding agreements, must have a special educational needs co-ordinator. Schools also have learning support assistants whose role is to support students in overcoming barriers to learning. The type of support that a learning support assistant provides is dependent on the individual needs of the student.

2.9 The special educational needs system is also there to provide appropriate support to children and young people where they face barriers to socialising, supporting them to communicate better with other children. Local authority maintained schools and Academies, through their funding agreements, have a duty to ensure, as far as reasonably practical, that children with special educational needs engage in all the activities of a school along with children who do not have special educational needs. The Equality Act also provides for disabled children not to be discriminated against in the provision of activities such as school trips.

2.10 We recognise that disabled children and young people continue to face barriers to education, and we have already started the work needed to effect change.

2.11 Following the success of the '**Achievement for All**'[19] pilot, which showed progress in learning around Maths, English and attendance, we are rolling out the programme so that it is available to any school that wants it. The programme features regular structured conversations about educational outcomes and looking at what barriers may be in the way of learning – to ensure children are supported from an early age.

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[19] Department for Educations, April 2012, Achievement for All.

2.12 Our Green Paper ‘Support and aspiration: A new approach to special educational needs and disability’[20], was published in March 2011. It sets out the Government’s proposals **to improve support for disabled young people from birth to adulthood**. The vision set out in the Green Paper was informed by the views and expertise of families, teachers, local authorities, health professionals and national and local organisations working with them.

2.13 The Green Paper proposes a new approach to identifying special educational needs through a single Early Years setting-based category and school-based category of special educational needs. **Early identification** of special educational needs and putting the right support in place is important to ensure disabled children, and children with special educational needs, receive the best education. Additionally, there are proposals to improve the quality of special educational needs provision within initial teacher training and ongoing professional development, which will mean that teachers and other staff in schools and colleges are well trained and confident to identify and manage whatever support needs a child has.

2.14 The Schools White Paper[21] introduces **new standards for qualified teachers**, to take effect from September 2012, which will require all teachers to adapt their teaching to respond to the strengths and needs of all pupils. We are funding scholarships for teachers and support staff to develop their skills in supporting disabled pupils and pupils with special educational needs, and we will support the development of **special educational needs and disability training** for those teaching in colleges to ensure that as many teachers as possible are able to conduct a teaching placement in a special school.

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[20] Department for Education, March 2011, Support and aspiration: A new approach to special educational needs and disability.

[21] Department for Education, November 2010, The Importance of Teaching: Schools White Paper.

2.15 We are also funding **increased placements for trainee teachers in special schools** and are working with the Teaching Agency and others to launch a range of Continuous Professional Development materials for teachers and other professionals to support their work with pupils with a range of impairments, including dyslexia, autism and behavioural, emotional and social difficulties.

2.16 A key proposal in the Green Paper is to give families a **real choice** of school, either mainstream or special school. Latest statistics[22] show that the majority of special educational needs pupils without statements attend mainstream schools and 39 per cent of special educational needs pupils with statements attend maintained special schools.

> **“Children being taught alongside each other would begin to break down barriers at an early age and would improve everyone’s understanding in time.”**
>
> **Hertfordshire PASS**

> **“The selection process should be child-centred – the child should come first when determining the school. If an out-of-county placement is the best option for the child then the family should be supported in gaining a place.”**
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> **Medway LINK**

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[22] Department for Education, December 2011, Special Educational Needs Information Act: An Analysis 2011.

2.17 The Government believes that the ability to seek specialist education away from the home should remain an option for parents as this may be the best choice for a particular child. This is supported by research evidence[23] which shows that no single type of placement could meet all the needs of all disabled students. The reservation on the UN Convention allows for disabled children in the UK to be educated outside their local community if that is where their educational needs can best be met through specialist provision. This also maintains parental choice for schools outside their local community.

2.18 We want to raise the level of provision across all types of providers. The Department for Education together with the Department for Business, Innovation and Skills, have funded the Learning and Skills Improvement Services to set up clusters of further education providers to encourage greater partnership working between independent specialist colleges, general further education colleges, and special schools. The aim is for them to work together to share knowledge and expertise, build capacity and share delivery arrangements. Phase one of this work established a cluster in each of the nine English regions involving 55 providers. The work has been very successful, and we plan to expand the clusters of further education providers to include additional providers from September 2012.

2.19 The Government believes that parents, children and young people should receive the information they need to make informed decisions and choices about education. The Schools White Paper ‘The Importance of Teaching’, included a commitment to introduce a new requirement for schools to publish key information on a website.

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[23] Sonali Shah, December 2008, Young Disabled People: Aspirations, Choices, and Constraints.

2.20 From September 2012, regulatory changes[24] require schools to publish specified information on a website and this includes its admission arrangements (including its selection and oversubscription criteria, published admission number and the school's process for applications through the local authority) and special education needs and disability policy.

2.21 Local authorities will continue to have a duty to ensure that parents receive the help and support they need to work through the admissions process. The local authority duty to produce a composite prospectus every year remains unchanged[25].

2.22 Currently, the parents of children with statements of special educational need, have a conditional right to have the local authority maintained school they want named on a statement as the school the child will attend. The Government intends to change the law so that parental requests for all state funded schools, including Academies and Free Schools, will be treated in the same way, so that the local authority will have to name the school unless one of the conditions apply.

2.23 As far as higher education is concerned, universities are responsible for determining academic progression and the length of their own degree courses, but many do offer part-time learning opportunities enabling access to higher education for students who may not wish to study full-time. Recent changes to part-time support mean that eligible part-time students no longer have to find their fees 'up front' and can take longer to complete their courses and still receive tuition loan support. Under the Equality Act, universities must of course also consider what reasonable adjustments should be made for disabled students, and many higher education institutions already have disability coordinators in place.

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[24] UK Government, April 2012, The School Information (England) (Amendment) Regulations 2012 (SI 2012/1124).

[25] UK Government, December 2008, The School Information (England) Regulations 2008 (SI 2008/3093).

2.24 In higher education, support is available to eligible disabled students through Disabled Students' Allowances (DSAs), which are personalised allowances to help meet the extra costs a student may face to access higher education because they are disabled. They are not means tested, do not have to be repaid, and are paid in addition to the existing standard student support package. In England, £87.8 million was spent on providing DSAs to 41,700 students in 2009/10.

2.25 The other type of funding available in higher education is grant funding through the Higher Education Funding Council for England, which is provided to help education institutions recruit and support disabled students. They can decide how to use this money according to their own priorities and what their students will need. We provided £13 million in 2011/12 and will provide £13 million in 2012/13.

2.26 In terms of further education, we have given local colleges and other training organisations the freedom and flexibility to determine how best to use their funding to meet the skills needs of their community. Within these freedoms we do expect colleges and other providers to be innovative, accountable and in particular, responsive, and to provide learning opportunities that specifically meet the needs of learners with learning disabilities and from other disadvantaged groups.

2.27 Additional Learning Support (ALS) funding is also available to colleges to enable them to provide direct support over and above what is normally provided. The Education Funding Agency and the Skills Funding Agency both provide ALS funding to colleges who allocate it at their discretion to the students who require it. Typical uses of ALS include additional teaching, specialist staff such as a personal care assistant, mobility assistant, communication support assistant funding for a speech therapist and/or a physiotherapist (where such support is identified in a learning agreement), personal counselling and the use of alternative technology.

2.28 Although there is already a lot of work going on to make specific improvements to how young people's learning requirements are identified and supported, we intend to explore further ideas around more flexible learning to support those pupils who need more targeted support or adjustments and will be talking more to our stakeholders to see how best to do this.

2.29 In 'Support and aspiration, progress and next steps'[26] which we published in May 2012, we said that we will work with existing groups to establish a Young People's Advisory Group to help shape the next stages of our reforms nationally and drive young people's participation at local level. The Group will be part of a broader National Advisory Group which will support us in implementing the reforms. We will continue discussions about how best to improve educational outcomes within that context.

2.30 We have included more detail about what we are doing to support families with a disabled member in a later section in this chapter. We cover information about what more we are doing to make sport more inclusive to disabled people in Chapter 3. The work being done in respect of raising awareness around disability and around legal requirements such as reasonable adjustments is included in Chapter 4.

Opportunities for training and work experience

2.31 While we received many comments about skills for independent living, which are covered in the section above, the majority of comments about training and skills were work-related. Respondents wanted more training and retraining opportunities, including apprenticeships, volunteering, work experience and supported internships, including within Government, and more flexibility about what is available. Respondents talked about how important these opportunities are, not only for disabled people to gain valuable experience, but also for employers to gain a better understanding of disability. They also wanted more support and flexible funding systems for training and retraining. A clear message was that even where these opportunities are available, the **extra costs** associated with attending can be a big barrier to disabled people taking part. Many respondents said that

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[26] Department for Educations, May 2012, Support and aspiration: A new approach to special educational needs and disability: Progress and next steps.

funding should be available to support extra costs, for example allowing employment support (including Access to Work) to extend to internships, work experience, volunteering and job search activity. Others suggested that disabled people should be able to undertake short work trials before applying for a job, without losing their out-of-work benefit entitlement.

2.32 Respondents provided a number of different ideas about how **partnerships with private industry** could help to widen the work-related training opportunities available for disabled people, for example:

- asking major employers to contribute to a work experience fund;
- encouraging industry and training providers to partner up to establish a programme of taster courses in different sectors; or
- enabling people who have finished courses to work voluntarily in order to consolidate their new knowledge and skills.

> “**Volunteering is very worthwhile and we agree can be undervalued. However, clear pathways to employment need to be defined where people want jobs.**”
>
> **Newcastle City Council**

> “**People who are capable of work should be guided towards a career by offering retraining or further education... the direction towards a career path should be open at all levels not the decision of the adviser but of the trainee.**”
>
> **Individual response**

> **My place of work tried to keep me after becoming blind but I couldn't continue. Once I had adapted to retirement I had low self-esteem and stuck at home all the time and so I retrained to do different work, which is what I do now and I would not have discovered what I can actually do if I hadn't lost my sight.**
>
> **Vassall Centre Trust**

2.33 The Government is already taking forward plans to expand work experience opportunities for disabled people, including supported internships and apprenticeships. As announced in 'Building engagement, building futures'[27], we have already made funding of £4.5 million available to 25 colleges over the next two years to test **innovative ways of delivering high quality work experience placements to 16 and 17 year olds who are not in education, employment or training**. Thirteen of the colleges will be testing approaches which will include support for young people who are disabled or have special educational needs and between them they will be offering work experience placements to over 200 young people who are disabled or who have special educational needs. We will evaluate these placements and plan to publish a final report in autumn 2013.

2.34 In the 'Support and aspiration, progress and next steps' document we announced that we are making **£3 million available to trial a Supported Internships model in 15 further education colleges** in autumn 2012 for 16 to 25 year olds with the most complex learning difficulties or disabilities. The trials will test this model so it can be adopted by all further education colleges from September 2013.

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[27] Department for Education, December 2011, Building Engagement, Building Futures: Our Strategy to Maximise the Participation of 16-24 Year Olds in Education, Training and Work.

A Supported Internship programme will provide a structured study programme, based at an employer, that is tailored to the individual needs of the young person and will equip them with the skills they need for the workplace. This will include on-the-job training, backed by expert 'job coaches' to support interns and employers, and the chance to study for relevant qualifications, where appropriate. The aim therefore is for the young person to move into paid employment at the end of the internship.

2.35 In addition to this, we recently announced that raising the proportion of disabled people doing apprenticeships is a priority. We are **prioritising funding for apprenticeships for disabled people aged between 16–24 years old**. We are keen to increase diversity within apprenticeships, and believe that the best way to do this is by developing and disseminating a clear action plan based on evidence. We have recently received advice on creating an inclusive apprenticeship offer and the final evaluation report for the recently held Apprenticeship Diversity Pilots. We will now take stock of the current situation and plan what we can do to remove unnecessary barriers that prevent employers or providers from taking on disabled people, and barriers to engagement or completion for people with learning difficulties.

2.36 We are also considering how Access to Work can be used more flexibly to help with the extra costs of work experience. Access to Work support is being extended to cover disabled young people undertaking work experience placements, (of between two to eight weeks and in some cases of up to 12 weeks where linked to apprenticeship opportunities) that have been agreed with or brokered by Jobcentre Plus. In the 'Support and aspiration, progress and next steps' document we also announced that **supported internship trials will consider how Access to Work can be more closely involved** in supporting young people and enabling them to make a smooth transition to supported paid employment.

2.37 In terms of wider skills and training for adults, our reforms of community learning and the piloting of community learning trusts models also aim to widen participation and improve people's personal achievements and progression, according to their personal needs and circumstances. This includes supporting independent living through improved digital skills and ability to access online services, enhanced financial capability and communication skills, and more confident social interaction.

2.38 We are keen to further explore with stakeholders how we could encourage more partnership working, and the role that private industry can play.

Gaining employment and staying employed

> “**The worst job I can think of is sitting at home doing nothing.**”
>
> **Medway LINK**

2.39 Respondents were clear that the low employment rate for disabled people needs to be addressed, particularly for specific groups, and there needs to be more support for disabled people to be self-employed or to set up cooperatives. Responses also highlighted the importance of **retaining a job**, especially for people who acquire an impairment as adults, and career progression, making the point that while the employment gap has reduced, there are still not enough disabled people in high ranking roles. Some respondents felt that the Government is focusing on support for younger people and there is a need for more support for **older disabled people** looking for work or wanting to become self-employed.

2.40 Accessibility and employer's attitudes were key themes raised by many respondents. They also highlighted the need to consider wider factors that impacted on people's ability to find and stay in work, for example transport and portability of social care, and felt that Government should lead by example by employing more disabled people.

2.41 Respondents provided a wide range of ideas about supporting disabled people into employment, for example:

- ensuring job adverts and recruitment practices are accessible;
- introducing an assessment system that enables disabled people to give early information to employers about their support needs;
- promoting positive action employment schemes;
- providing information on jobs in places other than Jobcentre Plus;
- placing a marker on Jobcentre Plus systems to flag up ex-service personnel so they can be signposted to tailored organisations;
- encouraging buddy and mentoring schemes, and developing disability employment networks; and
- providing financial support to disabled people to become self-employed, whether a start up fund for entrepreneurs provided by major businesses or tax incentives for disabled people to become business generators.

> **“I registered as a sole trader and got advice from Business Links. That way I can do the hours I want and can fit it around my other voluntary work.”**
>
> **Individual response**

2.42 A key theme that was raised in many responses was the need for more **flexibility in employment**, for example more part-time and home working jobs, a more staggered return to work, more flexibility in the way Access to Work is provided, and more flexibility in working practices. Another key theme was working with employers to encourage them to employ more disabled people. Some felt this should take the form of a campaign to enforce legislation. Others felt employers, particularly small and medium-sized organisations, needed better guidance and support. Ideas included training from mentor organisations, information about support available like Access to Work, and a dedicated support phone line or website. There were also suggestions about promotion of best practice about employing disabled people to show that adaptations are not necessarily difficult, complex or expensive, a recognition scheme to promote organisations that recruit and develop disabled staff, and incentives such as discounts for advertising jobs in the disability press.

2.43 Supporting disabled people into work is a key priority for this Government. We are working to ensure that the current inflexibility of welfare benefits is reformed so that this does not present a barrier for disabled people to work. **Universal Credit will support people with fluctuating conditions** as it removes the distinction between in-work and out-of-work support and removes the risk of time lag in getting benefits reinstated. Universal Credit will be delivered for new claims from October 2013, migrating existing benefit recipients who are eligible onto Universal Credit by the end of 2017.

2.44 We are also looking at how we can improve specialist disability employment support. We asked Liz Sayce to undertake **an independent review of disability employment support** last year. Following that review 'Getting in, staying in and getting on'[28], we have proposed changes which include looking at how Access to Work works. We are reviewing how Access to Work is communicated, and also whether it meets the needs of disabled people. We have established an Access to Work Expert Advisory Panel, chaired by Mike Adams OBE which will operate in two phases – a short phase to look at **implementing the Sayce recommendations** on Access to Work, and then a longer phase to look at a more **radical reform of the programme**. The findings from the panel will either be put in place immediately or fed into the ongoing development of the disability employment strategy.

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[28] Liz Sayce, June 2011, Getting in, staying in and getting on.

2.45 Based on the Sayce recommendations on Access to Work, we will be delivering a targeted information-sharing campaign. This will initially focus on the groups below, but targeted marketing activity will broaden out to cover other audiences, as recommended by Liz Sayce, over a two-year period:

- Under-represented disabled people who are not currently accessing Access to Work. These are:
  - those with learning disabilities;
  - those with mental health conditions;
  - young people aged under 24;
  - black and minority ethnic (BME) groups; and
  - employed people who have been diagnosed with a relevant condition (to enable them to retain work).
- Small and medium-sized enterprises (SMEs).
- Under-represented geographical areas; currently Wales and the East Midlands.

Case study

Jenny is profoundly deaf and uses British Sign Language (BSL) as her first language. Although Jenny has developed a good understanding of written English, she relies on the use of sign language as a primary means of communication.

Jenny has been appointed as the Co-Artistic Director of the opening ceremonies of the Paralympic Games 2012. In this challenging and high-profile role, Jenny is involved in every aspect of the development of the opening ceremonies including design, production, auditioning, choreography, costumes, press calls and rehearsals.

Jenny was delighted to accept the position stating it was “a once in a lifetime opportunity to work collaboratively with leading Deaf, disabled and non-disabled artists to create a unique and unforgettable spectacle enjoyed by millions across the globe”. At the same time, she also had concerns regarding the high level of communication support she was likely to need in the role and worried about the speed with which this could be implemented. Jenny became concerned that she could ‘lose face’ if she couldn’t carry out her responsibilities effectively.

Jenny is a long standing user of the Access to Work service so she was aware that support in this new role could be made available and promptly contacted Access to Work to make an application for her new position. When her application was received, the Access to Work case manager quickly realised that there was a very short timeframe in which to appraise the case. Jenny was contacted via her preferred method of contact (email) to discuss aspects of her role where support was needed and different potential options of support available. The Access to Work team was able to confirm the level of support Access to Work would agree to provide funding for just one day after receiving the signed application.

Following receipt of the confirmation, Jenny got in touch to thank the Access to Work team:

> **“The efficiency and speed at which you dealt with everything and your communication with us was clear, concise and respectful. The 2012 Ceremonies HR department are impressed and at no point have I had to lose face because of lack of access. So now thanks to you I can just get on with creating the biggest show on earth which will be profiling deaf and disabled people all of whom will have been supported by you and your team in some way.”**

2.46 Supporting disabled people to remain in work, and to progress, is equally as important as supporting disabled people to move into work. Research evidence[29] shows that the risk of leaving employment is increased following the onset of impairment. Because Universal Credit is an in and out-of-work benefit, it will result in people being supported by the Department for Work and Pensions (DWP) past the point where previously they would have transferred to tax credits. This will enable DWP to support people to obtain sustainable employment and, once employed, incentivise them to progress.

2.47 Both the National Heath Service (NHS) and Public Health Outcomes Framework include **outcomes on employment for people with long-term health conditions or who are disabled**. We are keen to promote understanding of how work can be good for health and to ensure that having or acquiring an impairment or long-term health condition does not necessarily mean facing barriers to work. The new Public Health Outcomes Framework takes a more holistic approach to assessing someone's health and well-being needs, at a local level, including aspects such as employment.

> **“Care and support ought to be about ordinary lives. We had lots of discussion about care packages, it made us feel old and quite honestly a bit useless. I had been talking about expensive replacement care to help me at least work part-time. It didn't seem affordable. Then we heard about Access to Work for my husband – ironically I heard about access to work for him from the HR people at my office. I was talking with them about giving up work, too difficult etc. They said why couldn't your husband go back to work instead of thinking about a day service – and with some extra support, he did. We all need to think outside the 'box'!”**
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> **From the Standing Commission on Carers fact finding report**

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[29] Tania Burchardt, November 2003, Being and becoming: Social exclusion and the onset of disability.

2.48 'Fit for Work Service' (FFWS) pilots are testing different approaches to supporting people in the early stages of sickness absence to get back to work as quickly as possible. The first year report findings identify the benefits of looking at all needs, not just around health conditions, but also personal and family problems or issues with employers or in the workplace. The pilot aims to show that early intervention and case managed support can **help people get back to work** more quickly than they would otherwise have done.

> **"Many job roles do not provide disabled employees with the flexibility to work around their condition or maintain their role through periods of illness; as a result these people are economically inactive despite being able to contribute when well."**
>
> **The Migraine Trust**

2.49 We recognise the importance of flexible arrangements for disabled people to move into, and stay in work. The '**Modern Workplaces**' consultation[30] (May 2011), sets out proposals on extending the **right to request flexible working** to all employees. The Government response will be published later in 2012 with changes to legislation implemented in 2014 which will be published in due course.

2.50 As our aim is to have a tax system that is simple to understand and easy to comply with, we would not necessarily want to consider introducing specific incentives for one particular group of people, such as tax incentives to support disabled people to set up in business. We are, however, already **growing the mentoring network which connects small businesses with mentoring organisations** that can support and guide their development. And we are ensuring the support and advice that people need to start and grow their business is accessible to everyone.

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[30] Department of Business, Innovation and Skills, May 2011, Consultation on Modern Workplaces.

2.51 We also **promote role models through the Business in You campaign**[31] by developing case studies to inspire people, including disabled people to start and grow business, and have launched **'Be the Boss' – a £5 million fund to help ex-service personnel** to set up and grow businesses by reducing the costs and barriers associated with self employment and start-ups, including mentoring support.

2.52 Older people face particular barriers to remaining in work or returning to work due to ill health, impairment or caring responsibilities. Evidence shows that once out of work, people over 50 are more likely than younger people to remain unemployed for longer or become economically inactive. Evidence also suggests that, except in a limited range of jobs, work performance does not deteriorate with age, at least up to the age of 70[32]. Thirty per cent of employees say that they would work past State Pension age, this figure doubles when flexible working is made available[33]. Supporting people to stay in work up to age 60 and beyond is critical to their financial and social well-being and to the economy and pensions sustainability.

2.53 To support older people who want to continue working, the default retirement age has been removed from legislation. This means that people can now choose to retire when the time is right for them. Employers can no longer force employees to retire just because they reach the arbitrary age of 65.

2.54 We are modernising the way we deliver working-age services, including handing more responsibility to District Managers and their Jobcentre advisory services, to enable them to commission locally tailored support. This support includes providing older job seekers with modern job search skills and relevant IT skills, which we know from recent research, are things which would support older people back into work. We are also improving advisor training and guidance to ensure that advisers are better equipped to address the needs of older job seekers,

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[31] Department of Business, Innovation and Skills, January 2012, Business in You campaign.

[32] Health and Safety Executive, 2011, An update on the literature on age and employment.

[33] Department for Business Enterprise & Regulatory Reform, December 2007, The third work-life balance employer survey: main findings.

and we are working in partnership with key business sectors to drive forward sustained improvements in the employment, training and retention of older workers as part of a mixed age workforce.

2.55 As an employer, we are introducing a pilot to centralise reasonable adjustments for the whole of the Civil Service, which will include introducing a 'passport' system to establish any barriers to work that a person working for the Government may have, and what reasonable adjustments are needed to remove them. Currently, reasonable adjustment provision across the Civil Service varies greatly, with some departments having a centralised team and others having nothing in place at all. The pilot will look at setting up a small team of people to deal with the more complex adjustments that many departments may not know how to deal with. It will provide advice and will act as an escalation route if a member of staff is experiencing blockage at a local level. We are also currently developing a Positive Action Pathway in the Department for Work and Pensions with Civil Service Learning and Capita, which aims to take those members of staff who have protected characteristics (including disabled staff) and who have the potential for promotion, and putting them through a development centre to allow them to reach their potential and progress in their career.

2.56 We want to continue to find better ways to support disabled people in employment. In response to the recommendation from Liz Sayce in her review of disability employment support, we have set up an Inter-Ministerial Group on disability employment chaired by the Minister for Disabled People. The purpose of the group is to lead the cross-government strategy for improving employment outcomes for disabled people. Going forward, the group will consider a range of issues on disability employment, and in the short to medium-term will consider how Government and employers can work together to increase opportunities for disabled people in the workplace. This will include considering how government departments currently engage with employers on disability employment and considering options for future engagement.

2.57 Work on a disability employment strategy will include the development of a specific evidence base around disability employment, an evaluation of the impact of existing employment support provision for disabled people and of the support available for employers, and ultimately will aim to present policy options for the future Government direction and focus on the issue of disability employment support. These options will be fed into the Inter-Ministerial Group.

2.58 We recognise that there are some groups who require additional or more specialised support. We know that people with 'hidden' impairments, such as mental health conditions, learning disabilities, and neuro diverse conditions, fair the worst in terms of getting a job. We will make sure that this strategy development work will take consideration of those furthest from the labour market. The Government is also committed to continuously reviewing the support offered to wounded, injured and sick veterans and we are working across Whitehall and with other agencies to support this agenda and strengthen provision further.

2.59 We intend to co-produce the disability employment strategy development work with disabled people, and other relevant groups – for example, employers and disability organisations. This will give us an opportunity to discuss which aspects of employment support provision do not currently adequately support disabled people and employers, and will allow us to test proposals for alternative models of support or potential amendments to the current support available.

2.60 As part of our thinking we will also consider the ideas provided as part of the 'Fulfilling Potential' discussion exercise. For example, we will talk to stakeholders about how existing initiatives can be better publicised, and whether there is any more we can do in partnership with employers and disabled entrepreneurs. Also, the introduction of buddy systems and role models is something we would like to explore further involving disabled people's user-led organisations.

2.61 We will also take forward our commitment to work with stakeholders, including those with expertise in special educational needs and disability, to make sure that welfare reforms, and in particular the development of the Universal Credit, are flexible enough to support young people with special educational needs or who are disabled as they look for work. We will work with experts, and **take their feedback and experience into account in the design of Universal Credit**.

Case study

Nadeem left school with no qualifications. As a result, potential employers had low expectations of him and his early career did not reflect his ability. However, once he did get a job, he was able to show what he could achieve. Subsequent training and studying built on these foundations and he went on to study for a Master of Business Administration (MBA) degree.

Nadeem believes that you should approach each day with confidence in your own abilities and with the belief that you will achieve.

> **“Plan your next steps, anticipate the barriers and develop solutions to them. Take responsibility for personal and professional development, shadow people, develop networks and get a mentor or coach. Ability will out! People can and will be convinced and, once you have proven your ability they will respect you.”**

Successful transitions at key life stages

> **“It was felt that the transition from not being disabled to becoming disabled was a very traumatic experience, and there was a lack of information and advice which makes the transition all the more harrowing.”**
>
> **Disability Association Carlisle and Eden**

> **“You are allegedly an adult at age 18 and just have to get on with it. There isn’t a transition age; there’s a birthday.”**
>
> **Trafford Centre for Independent Living**

2.62 People told us they need most support at **times of change** in their lives, for example moving schools, moving from education into employment, moving from child to adult services, acquiring an impairment, or retiring. We were told that times of change are not always ‘key events’, it can also mean a change to support needs or the way a service is provided, or the many ongoing changes that occur in someone’s life. Planning for even small changes can be difficult due to the rules and bureaucracy around current systems. There needs to be better joined-up support, consistency, better data sharing, streamlined assessments, and better partnerships between schools, local disabled people’s organisations, local employers, local authorities and key workers. There also needs to be support and information available at an early stage, including prompt diagnosis where relevant to ensure the right support is put in place, and transparency to ensure disabled people and their families are able to make informed decisions and are involved in decision making.

2.63 Ideas provided in responses included setting up specific support mechanisms for people moving out of supported medical teams back into GP care, setting up an agency to support transitions and portability of support, introducing buddy or peer support schemes to support families or individuals when circumstances change, dedicated services for particular impairment groups, lifelong support plans, and providing a key worker to give people consistency of support throughout their lives and across different services. Many felt that ongoing specialist support services needed at a community level should be provided by disabled people's user-led organisations.

> **“My son would be better able to find a job and live independently if he was allowed to stay in full time education until at least 25 in order to develop the skills that are lacking at the moment.”**
>
> **Individual response**

> **“Need to know an area before you move. Training required before move.”**
>
> **Kent County Council Independent Living Scheme**

2.64 Currently, young people with a Learning Difficulty Assessment can access education up to age 25. However, we know that the transition for disabled children as they become adults can be particularly challenging for both the young person and their family.

2.65 The Green Paper ‘Support and aspiration: A new approach to special educational needs and disability’, proposed the introduction of a birth to 25 single assessment planning process, and the Education, Health and Care Plan. The plan will follow the child or young person from birth up to age 25 if they need more time to complete their education and to gain the skills they need to make a successful transition to independence. Government’s aim is for the Education, Health and Care Plan to provide statutory protections comparable to those currently associated with a statement of special educational needs to young people aged 16–25 while they are in school or further education. The Education, Health and Care plan will also ensure that all the agencies work together in the best interests of the child or young person to agree a plan which reflects the family’s needs, and the ambitions of the child or young person about their future outcomes.

2.66 The Green Paper also sets out a commitment to introduce the option of a **personal budget for families** with an Education, Health and Care Plan from 2014. This will help give families the control they need and the ability to make decisions about the services they have.

2.67 In ‘Support and aspiration, progress and next steps’ – we set out progress made in taking the Green Paper reforms forward. In 2011 we set up a pathfinder programme, where 20 local pathfinders, involving 31 local authorities and their health sector partners, are testing the key reforms including: a local offer of services, integrated assessments and Education, Health and Care Plans, personal budgets and involving voluntary and community sector organisations in the assessment process. The pathfinders will help us to decide how best to change the law, and we intend to introduce legislation in early 2013 so that we can fulfil the commitments made in the Green Paper.

2.68 We recognise that older people's transitions are also important. We have already committed £1 billion over the four years to 2014/15, through the NHS, to the **development of re-ablement services to support transition for older people from hospital to home**.

2.69 It is important that all disabled people have a place and voice within their community. Community Budgets give local public service partners the freedom to work together to **redesign services around the needs of citizens**, improving outcomes, reducing duplication and waste. The Community Budget approach is a new way to ensure excellent, joined-up services are delivered around local priorities, which has the potential to support transition for disabled people more effectively than a central body. We want to look at ways of learning from this and want to continue our discussions with disabled people and their organisations to think about how to implement this at a local, community level.

Importance of family life

2.70 In a number of responses people referred to the family unit when talking about other issues, for example in relation to the support and information available. Respondents mentioned that parental attitudes have an **impact on their children's aspirations**, and that if parents of disabled children feel unsupported this could affect the expectations they have for their children. Some respondents felt that local authorities should be encouraged to **support the entire family** and not just the disabled member. Other respondents mentioned **peer support** being a potential source of such support. Ideas to improve what is available included, for example, setting up more family and social networks.

2.71 Respondents also talked about some disabled people having specific difficulty in developing and maintaining relationships, and about disabled people's rights to relationships and friendships. Attitudes towards disabled parents was highlighted, especially in relation to those who may feel at greater risk of being judged as parents, and may need more support than non-disabled parents.

> **“Access to information and support to understand about personal relationships and sexuality. Recognition of my human needs for friendships, relationships, partnerships or marriage: the legislation, policy and guidance to support this aspiration.”**
>
> **Individual response**

2.72 The Government is providing practical support to families in a variety of ways. We have committed £30 million over the Spending Review period for **relationship support** which is a significant increase on previous funding levels. The majority of this funding will be **allocated to voluntary and community sector organisations** via grants and activities, including specific activities for families with disabled children.

2.73 We have provided over £800 million for short breaks for families with disabled children between 2011/12 and 2014/15 through the un-ringfenced Early Intervention Grant, and required local authorities to provide a range of short breaks and publish a statement of the services they offer, building on the growth of short breaks in recent years (105,000 more children received breaks in 2011 than in 2008).

2.74 The **Early Support Programme**[34], which has helped more than 10,000 families to navigate health and care systems, and get the help they need to also support school-age children, is being extended, and the reformed statutory Framework for the early years (Early Years Foundation State) came into effect on 1 September 2012. The Framework reflects and responds to the needs of disabled children and those with special educational needs.

2.75 Early support is a way of working that aims to improve the delivery of services for disabled children, young people and their families. It enables services to coordinate their activity better and provide families with a single point of contact and continuity through key working. See www.ncb.org.uk/earlysupport for more information.

2.76 We also fund 11 national voluntary and community organisations to provide **support to parents and families** both on line and through telephone helplines. Ten per cent of users of these family services are disabled or have a special educational need. These family services cover a wide range of issues, including specific information and advice for the parents of disabled children and children with a special educational need. We provide £1.5 million each year to support **local parent carer forums**. These forums support parents to come together and work with the local authority to improve policies and services.

2.77 Information provision for families will be strengthened through proposals in the 'Support and aspiration: A new approach to special educational needs and disability' Green Paper, to introduce a local offer which will provide **accessible information on services and provision** that young people who have special educational needs or are disabled, and their families and carers, can readily access or expect. Local areas will be responsible for determining the content of the local offer in their area, working in collaboration with local parents and families and local services.

2.78 People do not usually stop being members of families when they reach adulthood. Many disabled people continue to receive support from their families and support networks to enable them to pursue education and employment opportunities, and to live as fulfilling and independent a life as possible.

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34 Department for Education, July 2006, Early Support and You – A guide to the Early Support programme.

2.79 In November 2010, we published 'Recognised, valued and supported: next steps for the Carers Strategy'[35] which commits the Government to:

- supporting those with caring responsibilities to identify themselves as carers at an early stage so they can provide effective support;
- enabling those with caring responsibilities to fulfil their own educational and employment potential;
- providing personalised support for both carers and those they support;
- enabling them all to have a family and community life; and
- supporting carers to remain mentally and physically well.

2.80 In June 2012, we announced a new joint Government and employers working group to help give carers the support they need to stay in work alongside their caring responsibilities. The group will explore how employers, statutory services and providers can work better together, and look at how reform and innovation in the social care system, and stimulation of the market in care services, could help provide staff with the support they need.

2.81 In July 2012, we published for consultation the draft mandate for the NHS Commissioning Board. This will be at the heart of the accountability relationship between the NHS Commissioning Board and the Department for Health. It contains an objective about improving the support that carers receive from the NHS in terms of early identification and signposting to information and sources of advice, and working collaboratively with carers' organisations to enable the provision of support, including respite care.

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[35] Department of Health, November 2010, Recognised, valued and supported: Next steps for the Carers Strategy.

2.82 The Government believes that the right to marry, or have a civil partnership, is both a civil and human right; and that local systems should enable practice that supports the individual's choice with regard to forming and sustaining relationships.

Making your voice heard

2.83 Several respondents emphasised that although certain groups were less likely to respond to the discussion exercise, it was important to recognise that they also have issues and aspirations. We are aware that many disabled people may not have taken part in our discussion period due to the particular barriers they face, for example, people living in residential homes or homeless hostels, disabled people from black and minority ethnic communities, disabled prisoners or young carers. We are aware that people from all of these groups have the same aspirations as others and may face additional barriers to making their voices heard. We will consider what further steps we need to take to encourage as many more members of these groups as possible to engage with us during the next stage of our partnership working.

> **“Sometimes some people wrongly think that people with learning disabilities don't have the ability to make choices or understand information or cope with change.”**
>
> **Bradford People First**

2.84 The Department of Health Review: 'Winterbourne View Hospital Interim Report'[36], published in June 2012 states that 'The NHS and Social Care Act 2012 principle of no decision about me without me applies to all people who use services'. However, the experience of people who have contributed to the Review is that their voice is still too often not heard, and that they are not sufficiently involved in decisions about their health and care. The Mental Capacity Act 2005[37] makes clear that providers of services must start from the presumption that people have capacity to make decisions about their care – and so should be consulted on all aspects of their care. We are establishing HealthWatch, both locally and nationally, which will act as champion of those who use services and for family carers, ensuring that the interests of people of all ages with impairments, including mental health conditions, are heard and understood by commissioners and providers of services across health and social care.

2.85 In response to the Department of Health commissioned report by Professor Mansell 'Raising our sights: services for adults with profound intellectual and multiple disabilities'[38] we are providing funding to commission:

- a series of online 'How to' guides which will enable commissioners to deliver the recommendations made in 'Raising our sights' and for families to know what they should ask for/expect;
- a series of film clips to illustrate each guide; and
- an expert readers group which is inclusive of family carers and commissioners.

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[36] Department of Health, June 2012, Department of Health Review: Winterbourne View Hospital Interim Report.

[37] UK Government, April 2005, Mental Capacity Act 2005.

[38] J Mansell, March 2010, Raising our Sights: services for adults with profound intellectual and multiple disabilities.

2.86 Scope[39] have carried out some research with BME disabled people which highlighted difficulties with communication as a key issue. Even those who speak good English struggle with technical or medical terms. There was also evidence of misdiagnosis where patients do not speak English or cannot communicate with their doctor. Patients can fail to understand their impairment accurately as a result of these communication difficulties. We will ensure we take account of groups who may face multiple disadvantages as we move into the next phase of work on developing a disability strategy.

2.87 We are **improving procedures for identifying disabled prisoners**, specifically screening to identify prisoners with learning disabilities, which we have piloted in a number of prisons and which we are committed to implementing nationally. We intend to monitor key outcomes for disabled prisoners to ensure they are not disadvantaged and any actions to address areas of disadvantage can be put in place. We will ensure that reasonable adjustments are made for prisoners with learning disabilities, including in respect of resettlement.

2.88 In 'Support and aspiration, progress and next steps', we set out our commitment to ensure young offenders in custody who have special educational needs which may not have been recognised while they were at school or in college will have the right to ask for an assessment for an Education, Health and Care Plan. If the young person already has an Education, Health and Care Plan when they enter custody, we will ensure the Plan is shared in a timely way with the institutions where they are in custody, so that services can prepare provision which meets their needs and work together to enable them to make progress in their education. And we will ensure that they receive appropriate support when they return to their communities, with an updated Education, Health and Care Plan, and do not have to start the process again.

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[39] Scope, March 2012, Overlooked communities, overdue change: how services can better support BME disabled people.

2.89 'Caring for our future: wellbeing and independence, quality and control'[40] signals the intention, in principle, to explicitly extend adult care and support law to offenders, and to be clear about the roles and responsibilities of local authorities and prisons. Work will take place with stakeholders to design a framework for the provision of care and support in prisons, which will include disabled prisoners.

2.90 'Caring for our future' also includes a commitment to change the charging system for residential care from April 2013, so that the income that people earn in employment is exempt from residential care charges. This will help encourage those in residential care to pursue employment opportunities if they are able to do so.

2.91 Young carers also often lack a strong voice. Estimates vary but there could be as many as 700,000 young carers in the UK.[41] Young carers should have the same opportunities as other children to be healthy and achieve what they want in life. The recently revised Carers Strategy, 'Recognised, valued and supported: Next Steps for the Carers Strategy', recognises this and has a strong focus on supporting young carers. We are funding The Children's Society and Carers Trust for two years, to work with local authorities and voluntary and community organisations to encourage children's and adult services to work more closely together and adopt 'whole family' approaches to supporting young carers, identify and share existing good practice, and promote an e-learning module we have developed for school staff, to help them identify and support young carers in schools.

2.92 Additionally, the Inclusion Health programme is exploring how best to capture the needs and experiences of those more vulnerable to poor health outcomes, such as those who are homeless, whose views are not collected routinely. The Inclusion Health Board will report to Government later in 2012 with proposals.

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[40] Department of Health, July 2012, Caring for our future: reforming care and support.

[41] BBC and University of Nottingham, 2010, Number of young people providing personal care in the Home.


Relationships are key
LIBRARY
Office Space
SALE
TAXI

Individual control

1

I had always been the one who looked after everyone else

2

All of a sudden I found myself alone and struggling to cope

3

So many rules & forms, I felt I was losing control

4

But I explained how I wanted to live & what help I needed

5

A local support group & social services helped me turn it into a plan

6

I'm now in control of the support I need to stay in my own home

Individual Control: priority issues and actions

3

3.1 In the ‘Fulfilling Potential’ discussion document, we said that the Government is committed to enabling disabled people to make their own choices and have the right opportunities to live independently. We want to ensure that disabled people have personal control over the services they receive and that support is delivered in the way they want it. We asked for ideas that would increase the choice and control available, and help individuals to access services and activities that support their needs. We also asked for ideas about how disabled people could be better involved in decisions that affect their local area.

3.2 We received over 2,500 comments on this section, just over 1,000 of these from individuals, the remainder from organisations. Comments were wide-ranging, covering different aspects of choice and control, independent living, and access to services and communities. The highest number of responses from both individuals and organisations was in relation to financial support, followed by personalisation and choice, transport, the availability of information and access to services.

What do the research and statistics tell us?

- 26 per cent of disabled people did not believe that they frequently had choice and control over their lives in 2011[42].
- The key factors associated with choice include: access to appropriate transport; financial constraints; removing barriers to education, training and employment; caring responsibilities; access to equipment and adaptations; and confidence[43].
- The Life Opportunities Survey 2009/11 found that a higher proportion of adults with impairment than those without impairment experienced difficulty accessing public services (36 per cent compared 24 per cent) in 2009/11[44].
- The Life Opportunities Survey 2009/11 found that 8 per cent of adults with an impairment experienced difficulty getting into any room within their home. The most common barrier to accessing rooms was ‘stairs, lack of ramps/stair lift’[45].
- The proportion of disabled people who report having difficulties accessing transport has reduced since 2005, but in 2011 22 per cent[46] of disabled people experienced difficulties when using transport.

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[42] Office for Disability Issues Indicator I1.

[43] Office for Disability Issues, 2010, The Life Opportunities of Disabled People Qualitative research on choice and control and access to goods and services.

[44] Office for Disability Issues, December 2011, Life Opportunities Survey Wave One results, 2009/11.

[45] ibid.

[46] Office for Disability Issues Indicator F2.

What do the research and statistics tell us? (continued)

- The Life Opportunities Survey 2009/11 found that the mode of transport that adults with impairment were most likely to experience a participation restriction was using long distance buses (38 per cent), and the least likely was travelling by taxi (24 per cent)[47].
- The proportion of disabled people living in households with internet access has increased from 39 per cent in 2005 to 58 per cent in 2010, but disabled people are significantly less likely than non-disabled people to live in households with internet access (58 per cent compared with 84 per cent)[48].
- 32 per cent of disabled people experienced difficulties related to their impairment in accessing goods or services in 2011[49]. This has decreased from 40 per cent in 2005.
- People in receipt of an individual budget were more likely than those in a comparison group to report that they felt in control of their daily lives (48 per cent compared with 41 per cent)[50]. Research[51] shows that those using direct payments need ongoing help and support in managing direct payments as their circumstances and capabilities change over time.

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[47] Office for Disability Issues, December 2011, Life Opportunities Survey Wave One results, 2009/11.

[48] Office for Disability Issues Indicator F3.

[49] Office for Disability Issues Indicator F4.

[50] Glendinning C et al., October 2008, Evaluation of the Individual Budgets Pilot Programme – Final Report.

[51] Glendinning C et al., December 2011, Choice and Independence over the lifecourse – Final Report to the Department of Health.

Better support for independent living

3.3 It was clear from individual responses that many people had a different and specific understanding of what independent living meant to them. It was often associated with the particular aspects that were a barrier to achieving independence for different individuals, whether that was about decisions being made by others, accessibility, the need for advocacy and support, or services not being joined up. Responses from organisations highlighted the need for person-centred and outcome-focused planning, including for older disabled people, those in residential care or ex-service personnel for example, and for disabled people and their organisations to be involved in the development of national and local strategies and policymaking, so that the impact on disabled people's daily lives could be better understood. An idea was suggested for disabled people to lead a review of red tape and bureaucracy that was holding them back from leading independent lives.

> **“To live independently I need a fire alarm, pager, alarm clock and timer.”**
>
> **Deaf Student, Deansfield Community School**

> **“I never have control because my mum and dad argue about what is best for me. I would like to have more control...like moving out...where to live...”**
>
> **Royal London School for Blind People**

> **“Living independently should be a priority to be tackled as early as possible so that disabled people do not become totally reliant on parents as full time carers.”**
>
> **Individual response from mother and daughter**

> **“Greater independence will also necessitate more inter-dependence with families, friends and other supporters in many cases.”**
>
> **From the Standing Commission on Carers fact finding report**

3.4 The Government shares the aim of independent living as described by disabled people, where ‘all disabled people have the same choice, control and freedom as any other citizen – at home, at work, and as members of the community. This does not necessarily mean disabled people ‘doing everything for themselves’, but it does mean that any practical assistance people need should be based on their own choices and aspirations.’[52]

3.5 As we said in our response to the investigation into the right of disabled people to independent living by the Joint Committee on Human Rights, the Government believes the right approach is to **work with disabled people to ensure they have choice and control** over the services they receive with the aim of personalised and outcome-focused support to enable them to live independently.

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[52] Disability Rights Commission, August 2002, Policy Statement on Social Care and Independent Living.

Case study

Matthew has Down's Syndrome; he is 22 and has been living independently since 2010. Even as a teenager, he was very clear about what he wanted from life. He told his mother and his transition officer that he wanted five things: to work (preferably in an office with lots of women); to live in his own home; to go on holidays; to go to the gym and football matches; and to have a girlfriend and lots friends.

Several years on and, with support from his transition officer and a number of programmes and services such as Connexions, DWP's Getting a Life Project and Project Search, Matthew has achieved most of his ambitions. He loves living independently and he has not just one but two jobs as well as a girlfriend and lots of other friends.

His mother has fully supported him to achieve these aspirations.

> **“I have learnt to listen to Matthew and to work out what he is actually asking for rather than thinking that I know what he wants. In the end, all that Matthew is really after is a normal life, a place to live, places to go, friends, work and some money in his pocket, just like everyone else.”**

3.6 In 'Caring for our Future: reforming care and support'[53], published on 11 July 2012, we said we will **transform the system of care and support** so that it promotes well-being and independence instead of waiting for people to reach a crisis point. This applies not only to individuals needing care and support, but also to carers. Carers are recognised for their vital contribution to supporting people to live independently, and should also be supported to reach their own potential and to lead the lives they want. We set out our principles which underpin this reform:

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[53] Department of Health, July 2012, Caring for our future: reforming care and support.

- The health, well-being, independence and rights of individuals are at the heart of care and support; timely and effective interventions help to ensure a good quality of life for longer.
- People are treated with dignity and respect, and are safe from abuse and neglect; everybody must work to make this happen.
- Choice, control and personalisation are achieved when a person's goals, abilities, needs and preferences are central to their care and support journey.
- The skills, resources and networks in every community are harnessed and strengthened to support people to live well, and to contribute to their communities where they can and wish to.
- Carers are recognised for their vital contribution to society, are supported to reach their full potential and to lead the lives they want.
- A caring, skilled and valued workforce delivers quality care and support in partnership with individuals, families and communities.

3.7 The draft Care and Support Bill[54] sets out **new duties on local authorities** to **ensure that adult social care and housing departments work together** to ensure disabled people get the right outcomes. We will remove barriers to disabled people moving to the home of their choice, for example, by ensuring that care and support is uninterrupted if disabled people move to a different local authority area. We will also look at the **role of assessment** in the reformed system to ensure that individuals and local authorities have a clear view of the skills, talents and goals of people seeking to access support.

3.8 Specific aspects of independent living, for example transport, housing, employment, personalisation, and information provision are covered in other sections of this document. We will build on previous work with disabled people on all aspects of independent living when continuing to take forward work on a disability strategy.

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[54] Department of Health, July 2012, Draft Care and Support Bill.

Greater financial control

> **Cuts to services and the benefits that disabled people currently receive are of great concern and these are seen to be lessening people's choices, independence and their control over their own lives.**
>
> **WISH**

> **One older disabled person said she was really happy with her personal budget and that she felt disabled people have to accept they can't have everything and life is a compromise.**
>
> **Gateshead Access Panel**

3.9 A wide range of issues were raised around financial support, including the level of funding for both individuals and organisations; and uncertainty and anxiety caused by welfare reform, public spending decisions, and the introduction of the Personal Independence Payment. Concerns were raised about the effect these would have on the well-being of disabled people. People wanted clarity about what these changes would mean in practice, without which they felt a loss of control about their support and their future. Respondents also raised concerns about the rigidity of the rules around personal budgets, and benefits which were often very complex and acted as barriers to disabled people achieving positive outcomes such as work or independence.

3.10 Ideas provided in responses included better joined-up assessments for support, with better information sharing and greater consistency of outcomes based on personal needs and circumstances. Respondents also proposed that guidance (in a variety of formats) to help people manage money, avoid debt and live independently should be available.

> **“Finance is a major issue at times of change.”**
>
> **Cheshire Centre for Independent Living**

3.11 We accept that **the current system of support for disabled people is too complex, insufficiently joined up**, and does not target resources quickly enough to help ensure disabled people get the early support needed to stay well, active and employed as long as possible. That is why we are committed to **reforming the welfare system** so that it is fairer, easier to understand, supports people who need it and ensures that work always pays. The system will be simpler and more efficient and people will no longer need to be ‘benefits experts’ to find out what benefits they can get. This will facilitate an increased take-up of benefit and reductions in poverty. We want to simplify the claims process to ensure that everyone who might be entitled is able to apply, and create a fairer, more transparent and sustainable system, ensuring that it continues to support disabled people who face the greatest barriers to participating in society.

3.12 A key element of welfare reform is the replacement of Disability Living Allowance (DLA) with Personal Independence Payment (PIP), a new benefit for people of working age benefit (16 to 64). DLA is confusing for individuals to understand, based on unclear criteria and often results in inconsistent awards. Our intention is that the introduction of PIP will focus financial help on those disabled people who face the greatest challenges to remaining independent and leading full, active and independent lives. We will do this by delivering a more objective assessment process that will enable a more accurate and consistent assessment of individuals to determine who will benefit most from additional support. We will not judge people purely on the type of impairment they have.

3.13 We have had extensive discussions and consultation with disabled people, their families and organisations of and for disabled people, and adopted the principles of user-centred design for **Personal Independence Payment (PIP)**. By placing customers at the heart of the design process we can ensure their needs are reflected in the way policies are delivered. PIP, like DLA, will be a non-means-tested and non-taxable cash benefit that is available in and out of work, and which people can spend in a way that best suits them. Central to PIP will be a new, more objective assessment of individual need, that has been developed in collaboration with a group of independent specialists in health, social care and disability, including disabled people. As we have developed the detail we have continued to consult and involve disabled people and their organisations in order to get the detail right.

3.14 Children will remain entitled to claim and receive DLA until the age of 16 at which point they will be invited to claim PIP. We want to build on the experience of developing the assessment for claimants of working age to inform our decisions about the future arrangements for children. We have committed to consult before extending PIP to children.

3.15 In developing the arrangements for children on DLA, and young adults claiming PIP, we want to take account of ongoing work across Government. As part of our commitment to streamline the amount of information gathered, we will use learning from the special educational needs pathfinders, announced in the Green Paper 'Support and aspiration: A new approach to special educational needs and disability'[55], to explore whether information collected during the single assessment process might also be used to support claims for the DLA and PIP.

3.16 We have also said that we want to use the experience of reassessing the working-age caseload to inform any future decisions about the treatment of existing DLA recipients who are aged 65 and over when PIP is introduced. This will enable us to ensure that learning is properly considered and taken into account before we consider introducing changes in respect of this age group.

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[55] Department for Education, March 2011, Support and aspiration: A new approach to special educational needs and disability.

3.17 As mentioned in Chapter 2, the Government is also introducing Universal Credit from 2013 to reform the current welfare system and meet the needs of the 21st century. Universal Credit will simplify the benefits system, providing a single benefit payable to working-age claimants in place of income-related Jobseeker's Allowance and Employment and Support Allowance, Income Support, Child Tax Credits, Working Tax Credits and Housing Benefit.

3.18 This simplified structure and single taper of Universal Credit will provide greater certainty and reward people for taking the step from benefits into employment. Support will be provided both in and out of work thereby eliminating a major barrier for people on low incomes, especially disabled people and those whose health or impairment limits the hours they can work. Entitlement to elements within Universal Credit will be based on a Work Capability Assessment which determines whether someone is fit for work, is limited in their ability to work, but is expected to take steps towards work, or is not expected to take such steps. This means the right levels of financial support can be provided based on an individual's circumstances. Universal Credit will continue to provide support for those disabled people unable to work.

3.19 So that disabled people can have the **support they need from carers** in the sort of accommodation that meets their needs, we introduced a change last year which allows an extra bedroom to be included in the Housing Benefit assessment for claimants in the privately rented sector who require overnight care and support, and we have announced an additional £30 million for the discretionary housing payment budget from 2013/14 which will be available to assist disabled people who live in significantly adapted accommodation.

3.20 We provide more information on personal budgets, information and advocacy – which people have highlighted as important in having more control over financial support – later in this chapter.

More personalised and supportive services

3.21 A key issue raised in responses was the need for personalised and joined-up services, with clear accountability, and assessments that are focused on the individual and not just tailored to existing services. A clear message was that every individual should be in control of their support. Respondents also raised issues around lack of choice in what is offered to disabled people, and a concern that some local authorities are reluctant to hand over control.

> **“Greater flexibility in support planning can be achieved with the same amount of funding. It just requires Social Services to be less prescriptive and controlling.”**
>
> **Independent Living Association**

3.22 Respondents said it was important that:

- disabled people are **involved in designing services**;
- there is better support for disabled people to use personal budgets, particularly when they employ their own assistants;
- disabled people are able to **pool their budgets** to buy shared services or pay for group activities;
- there are streamlined assessments for individuals and a single, holistic budget and support plan covering all areas of life that evolves over time;
- **reviews of support are responsive** to need and centred on changes to individual circumstances. Where **circumstances have not changed** then users should have a degree of certainty that their support will not change for a set period;
- individuals own their personal information record, to have control of the information used for assessments;
- support packages can be transferred between local authorities if the individual moves; and
- disabled people’s organisations are involved in assessments.

> **“So many things that happen to disabled people especially people with a learning disability happen behind their back. It would help us considerably if people talked and listened to us and involved us in plans about our life. It would also help us if we had choices.”**
>
> **York People First**

> **“When my circumstances change and I do need more personal care, I will be grateful if I can be involved in assessing my needs, deciding what help I require and choosing who gives me that help (The six golden questions: Who? What? Why? When? How? Where?)”**
>
> **Individual response**

3.23 To help deliver the joined-up services and greater choice that disabled people have told us is important to them, the Government is currently testing a new legal **Right to Control for disabled people in seven Trailblazer areas**. This allows disabled people to combine the support they receive from six different sources and decide how best to spend the funding to meet their needs. The evaluation of the Right to Control Trailblazers will be published in the spring of 2013 and a final decision on the future of Right to Control will be made when all the evidence has been received and considered. Early evaluation[56] of the seven Right to Control Trailblazers running in England found that awareness and understanding of the Right to Control was low among disabled people, with many thinking it was the same as direct payments. Where individuals were aware of the Right to Control and had followed the intended customer journey, they were happy with the process and felt that they were able to exercise choice and control over the funding they received which often resulted in more flexible and tailored support.

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[56] Office for Disability Issues – Tu T et al. February 2012, Right to Control Trailblazers Process Evaluation Wave 1.

3.24 In the White Paper 'Caring for our Future: reforming care and support', published on 11 July 2012, we set out our intention to develop, in a small number of Trailblazer areas, **new ways of investing in preventative services**, such as Social Impact Bonds. The draft Care and Support Bill which we published alongside the White Paper would give people a **legal entitlement to a personal budget** as part of their care and support plan. The provisions in the draft Bill would also help ensure disabled people are provided with more information about the quality of care providers and the services they offer and would help drive **greater integration of services**. We are providing a further £100 million in 2013/14 and £200 million in 2014/15 through joint NHS and social care funding to support better integrated **health and social care services**.

3.25 We will introduce a **national minimum eligibility threshold** to clarify the care and support system. We have also developed the new **Adult Social Care Outcomes Framework**[57] effective from 2011/12 which includes measures on employment and housing for people with learning disabilities. Through Community Budgets we are exploring how service providers and commissioners in local areas can join up their funding streams to better deliver more efficient and more effective services, and are providing a further £100 million in 2013/14 and £200 million in 2014/15 through joint NHS and social care funding to support **innovative health and social care services**.

3.26 The Government believes that **commissioning practices** which put tight constraints on how care and support is provided, for example, by being prescriptive in what tasks will be performed in a short period, risk stripping people of their dignity and cannot be part of a reformed care and support system. We will, therefore, work with commissioners, care providers, people who use services and carers, as part of the Think Local, Act Personal programme, to ensure that local authorities bring an end to commissioning practices that undermine dignity and choice.

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[57] Department of Health, March 2012, Adult social care outcomes framework.

3.27 As part of our ambition to help more people experience the benefits of a direct payment, from 2013 we will develop, in a small number of areas, the use of direct payments for people who have chosen to live in residential care to test this approach.

3.28 Going forward we will work with disabled people to **develop new ways of bringing together funding streams, building on learning from the Right to Control, and simplifying assessments** so that disabled people have more choice in how they receive the support they need to live independently. For example, we will look at how we can create more streamlined ways of accessing benefits, personal and work-related support, and seek to find ways of avoiding people having to go through separate and unrelated assessments when a more holistic package of support would be more effective in supporting them, and more efficient to deliver.

3.29 We are also looking at how we can encourage local authorities to develop a **market in local services** to help make choice a reality. The Government’s view is that there should be a duty on local authorities to promote the way in which the ‘market’ of care and support services in their local areas meets the needs of local people. We will define in legislation some of the key characteristics that we want the market to have, to support how local authorities go about meeting their duty, and focus on the quality and diversity of services. Such factors might include for instance, taking steps to understand the current and likely future needs for care and support in the area, or gathering information about providers of care and support services within the area, the services that they provide and the quality of those services. By understanding and influencing what is available across the market as a whole, local authorities will be in a better position to improve the quality of local services, and to support people to exercise an informed choice about how they meet their needs.

Advice, support and advocacy when you need it

> **“Sometimes some people wrongly think that people with learning disabilities don’t have the ability to make choices or understand information or cope with change. This can mean that changes take place in their lives that they have no choice or control about. It is important to make sure that independent advocates are involved and that people with learning disabilities are supported to make choices and decisions that are right for themselves and no one else.”**
>
> **Bradford People First**

3.30 Respondents talked about the importance of having a knowledgeable and well trained person to help them understand the options available, and support them to make informed choices when needed. This was particularly important at times of change, either in an individual’s life or when services are reformed. The importance of this role for those people who could not easily express their wishes was emphasised. Ideas were focused around legislation on advocacy, increasing the numbers and training of advocates, using the skills and experience of disabled people’s user-led organisations in supporting disabled people to make choices and exercise their rights, introducing an accreditation system for independent advisers, and ensuring that advocates were able to represent groups of people as well as individuals where appropriate.

> **“The right assistance at the right time is vital. In other words, a competent, listening advocate, who has the ability to “see” the problem. Many people are so unaware, that their comprehension is very limited.”**
>
> **Individual response**

> **“I used to live with my mum but wanted a place of my own. People First helped me talk to Derek at the council and he told me about the support available. I was able to move into a house with other people and I really like it. I miss my mum but its better on my own.”**
>
> **Sefton Learning Disabilities Partnership Board**

3.31 The Government agrees that the availability of advice and advocacy services is important to support people to live independently and have control over their lives. This is recognised and encouraged as part of the broader focus on information, advice and support which we set out in the ‘Caring for our Future: reforming care and support’ White Paper. This sets out our plans to improve access to independent advice and support for people who are **eligible for support from their local authority**, to help them develop their plan for care and support and help them choose how their needs could be met. The draft bill on Care and Support will set out new powers, so that people can ask for help and advice from their local authority when choosing and organising care and support to meet their eligible needs, even where the person concerned will not be relying on the State to pay for their care and support.

3.32 We are already working with disabled people to build the capability of disabled people’s user-led organisations so that they can better support disabled people in this way. In July 2011, we launched a programme that aims to promote their growth and improve their sustainability. Building on this existing work, we will explore further ways to improve advocacy and peer networks as we take forward the next phase of work on the disability strategy.

Case study

Failure of support systems, services and the structures which should (but often do not) meet simple daily living requirements can increase the levels of disadvantage faced by disabled people from black and minority ethnic (BME) backgrounds.

Equalities National Council has said:

> **“This is why advocacy is so important. Our Advocacy Programme supports service-users to engage effectively with decision-makers to get the outcomes that they need.**
>
> **One service-user had severely restricted mobility due to an undiagnosed condition. His GP wasn’t taking his condition seriously and his increasing impairment and lack of support meant that he was facing eviction.**
>
> **Our advocacy team wrote to the local adult care department on his behalf. This started the process of getting him the right support and he has now had an assessment of his needs. This would not have happened without support from the Advocacy Programme.”**

Better access to services and information

3.33 Responses covered a wide range of issues around accessing services, including better access to buildings, the need for local access points to remain open, and the need for services to join up better across local council boundaries. The statutory requirement for impact assessments when policy or services change was highlighted. Respondents also underlined the importance of accurate, up to date, relevant, timely and joined-up information about the services that are available – and also information about support organisations, and how to get involved in local decisions and local activities. Issues raised included inaccessible formats, and the use of technical terms or complex language. The impact of the increased use of telephony and the internet was also raised, with concerns that moving more services online would mean that only those accessing the internet would be able to participate fully in society. Respondents pointed out that the increasing pace of **technological development** has the potential to break down many barriers for disabled people, but also the potential to create new ones.

> **“Social services might understand what they are saying but no one else does!”**
>
> **PohWER Independent Advocacy Service**

3.34 Different ideas were provided for setting up information points, including a one stop shop or website; using libraries, doctors’ surgeries or disabled people’s user-led organisations; using local newspapers or local authority publications; or expanding **the DirectGov website**[58] to provide information about local services and promote good practice. Many respondents felt that disabled people should be involved in the design and transmission of information. Respondents also proposed that there should be greater promotion of **skills swaps** and **time bank schemes** including free or low cost services for disabled and older people who cannot do their gardening or maintenance work. In terms of technological advances, ideas included Government adopting a more **strategic commissioning strategy** on how technology providers could work together to produce compatible and effective products, and how disabled people can access the training and support they need to use the technology available.

3.35 The Government is clear that disabled people have a right to access the same services as everyone else. The Equality Act[59] requires employers, educational establishments, service providers and landlords to make reasonable adjustments where a disabled person would otherwise be

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[58] http://www.direct.gov.uk

[59] UK Government, April 2010, Equality Act 2010.

put at a substantial disadvantage compared with a non-disabled person, and places a **public sector equality duty** on public authorities to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people.

3.36 We have already ensured that on the single NHS and social care information website www.nhs.uk every registered residential or home care provider will have a **quality profile**. This will mean that anyone can access information about the quality of the care provided and will help ensure that disabled people can make informed choices.

3.37 In 'Caring for our Future: reforming care and support' we set out additional funding to local authorities of £35.2 million over two years from 2014/15 to further develop their **online information services**. These will provide improved information on local services, allowing greater opportunity for transactional services and supporting self- and supported assessments of needs. They will provide access to a reliable source of local information on care and support. The draft Care and Support Bill will modernise the duty on local authorities to provide information and support services to ensure that information and advice supports awareness of the care and support system, including the availability of services locally.

3.38 Local developments will be supported by a national Department for Health (DH) information portal that will bring together information on the NHS, public health and social care. This was set out in the DH information strategy, the 'Power of Information: putting all of us in control of the health and care information we need'[60]. From April 2013, we will provide a **clear, universal and authoritative source of national information about the health, care and support system**. This will help people find out about how the care and support system works, who might be eligible for financial support, how much care costs, and how people can access care and support, including housing support.

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[60] Department of Health, May 2012, The Power of information: Putting all of us in control of the health and care information we need.

3.39 The Department for Work and Pensions has set up a project team to explore ideas for improving service and information provision. The team will focus on:

- joining up areas of best practice in order to improve services;
- identifying gaps in support and services and working with disabled-people and their organisations in order to address them; and
- reviewing the literature products and information on disability related issues to ensure they are consistent and fit for purpose.

3.40 The Government is also developing an **eAccessibility One Stop Shop** for information on access to web-based services for disabled people to be launched at the end of summer. The **eAccessibility Action Plan**[61] and the **eAccessibility Forum** are taking forward improvements to technology and digital equipment to suit the needs of disabled people and tackling issues of affordability and the availability of equipment. We are also improving the design of public sector websites to make them more accessible to disabled users. We are promoting awareness of the issues facing disabled groups in the digital economy to achieve a more inclusive society.

3.41 We are aware of the need to improve access to information for the deaf community and the importance of unrestricted Video Relay Services (VRS) in order for this to happen. Within the e-Accessibility Forum Action Plan is a work stream to improve current Text Relay Services and widen access to VRS. Ofcom have also been consulting on the Relay Services in the UK[62] as part of the UK's implementation of the EU Framework Review, and we will take forward discussions between industry, the voluntary sector and VRS providers in the UK to find a solution for VRS implementation in the UK under the guidance of the eAccessibility Forum. We will also look at ways to increase the amount of British Sign Language interpreters, in order to ensure they can support the widening use of VRS.

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[61] Department for Media, Culture and Sport, June 2011, The e-Accessibility Action Plan.

[62] Ofcom, July 2011, Review of relay services.

3.42 We recognise the importance of accessible services and information provision, and will further consider the ideas provided in 'Fulfilling Potential' responses as we take forward the next stage of development of the disability strategy.

Case study

A major UK banking group has reviewed its services for disabled customers and is working towards embedding processes to ensure business as usual for all customers.

> **“As we have a large number of disabled customers, we want to improve their experience and meet their needs effectively.”**

The bank has introduced disability subject matter experts in its customer services team, and a disability services support team to help colleagues with customer enquiries.

By working with disability groups such as Disability Rights UK, RNIB and the Alzheimer's Society, the bank is gaining a clear understanding of their customers' needs.

As a result, branches and services are now more accessible – this includes the installation of adjustment ramps, clearer signage, power-assisted doors and lifts. Visually impaired customers can order large print, Braille or audio tape leaflets, and bank note guides to help them identify their value. All branches have the hearing loop facility, interpreting services and typetalk. The bank has also introduced technological measures including talking cash machines and is planning additional communication channels for hearing impaired customers. It was the first bank in the UK to have a text only version of its website.

Better health outcomes

3.43 **Access to appropriate healthcare** was an issue for some respondents who felt that the healthcare system too often did not treat them as individuals, but as a set of symptoms or impairments and did not listen to them.

> **“It took ten months for me to be allowed any kind of pain medication that was stronger than paracetamol and actually worked. I was in tremendous, indescribable pain for those months. Nobody should have to go through that.”**
>
> **Individual response**

3.44 Ideas included making sure that **services are delivered in accessible buildings** and that communications are accessible, for example, prescriptions available in accessible formats so that disabled people can access information about their treatment. **Staff should be properly trained** to understand and meet the needs of disabled people **and services should be focused on outcomes** for disabled people, rather than being focused on the services themselves.

3.45 In ‘Caring for our Future: reforming care and support’ the Government undertook to improve the **access to primary and community health services for people living in care homes**.

3.46 **Public Health England (PHE) will be established in 2012/13**. It will have a key role to provide public information and advice on health matters, for example, through national campaigns. PHE will have a duty to promote equality and will work with stakeholders and partners to make sure messages and campaigns have the greatest impact.

3.47 We are committed to reducing the health inequalities that exist for some groups of disabled people, and have included specific indicators within the Public Health Outcomes Framework relating to disability. We are also developing an outcomes **strategy for long-term conditions** which will detail how all parts of Government can work together to improve outcomes for people with long-term conditions, including supporting those people to stay as well as possible so they can remain active, independent and in work.

3.48 In November 2011, the British Pain Society, the Chronic Pain Policy Coalition, the Faculty of Pain Medicine, and the Royal College of General Practitioners came together to produce the First National Pain Summit for England. All four organisations responsible for delivery of the summit have agreed to collaborate to achieve practical progress against the priorities for action identified.

3.49 From April 2013, local health and social care services will be commissioned in accordance with local Joint Strategic Needs Assessments and Joint Health and Wellbeing Strategies which will give local disabled people and their organisations the opportunity to ensure that this is informed by their lived experience, their priorities and choices.

3.50 Also, from April 2013, clinical commissioning groups will be responsible for commissioning the majority of healthcare services for their local populations and will have a key role to play in improving health outcomes and reducing inequalities. They will work with local authorities to commission for increasingly integrated care for disabled people. They will also have a key role in working alongside the NHS Commissioning Board to improve the quality of primary care services.

3.51 Alongside this the **Children and Young People's Health Outcomes strategy** aims to identify those health outcomes that matter most to children, young people and families, and make recommendations about what improvements are needed to ensure that the reformed health system develops those outcomes. This strategy has been developed around four themes. One of these themes specifically looked at the needs of children and young people with a long-term condition or impairment, while another of the themes looked at the needs of children and young people with mental health conditions.

3.52 Most people with learning disabilities have poorer health than the rest of the population and are more likely to die at a younger age. The NHS Outcomes Framework 2012/13[63] recognises the need to advance equality and reduce health inequalities and acknowledges that outcomes for some people, such as those with learning disabilities, have not been effectively addressed. **We are committed to developing an indicator in this area** while recognising it may take some time because of data issues. We have also commissioned an inquiry to **investigate premature and avoidable deaths of people with learning disabilities**. People with learning disabilities are helping us monitor and evaluate the performance of this inquiry. Alongside this, health checks, as part of a Directed Enhanced Service, increased from 58,919 in 2009/10 to 72,782 (or 49 per cent of adults with learning disabilities known to services) in 2010/11.

3.53 The Health and Social Care Act 2012[64] contains the first ever specific legal duties on health inequalities for NHS commissioners and the Secretary of State. The duties include:

- The NHS Commissioning Board and clinical commissioning groups are under a duty to have regard to the need to reduce inequalities in access to, and the outcomes of, healthcare.
- The Secretary of State has a wider duty, to have regard to the need to reduce inequalities relating to the health service (including both NHS and public health, and relating to all the people of England).

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[63] Department of Health, December 2011, NHS Outcomes Framework 2012–13.

[64] UK Government, March 2012, Health and Social Care Act 2012.

3.54 The **Mental Health Strategy** 'No Health Without Mental Health'[65], published in February 2011 set out the high level vision to improve mental health for people of all ages, including people with severe or enduring mental health conditions and people with both mental health and long-term physical health conditions. An **implementation framework**[66], published in July 2012 sets out what local organisations can do to implement the strategy.

3.55 The Healthy Child Programme[67], pregnancy and the first five years of life is led and delivered by health visitors and their teams. It is the key universal service for improving the health and well-being of children, through health and development reviews, health promotion, parenting support, screening and immunisation programmes. The goals are to identify and treat problems early, help parents to care well for their children, change health behaviours and protect against preventable diseases. The programme is based on a systematic review of evidence and is expected to prevent problems in child health and development and contribute to a reduction in health inequalities.

3.56 We recognise also that there is a clear relationship between poor health and caring that increases with the duration and the intensity of the caring role. Those providing high levels of care are twice as likely to have poor health compared with those without caring responsibilities.[68] Poor physical health, for example high blood pressure and heart conditions, can be attributed to the anxiety associated with caring, and musculoskeletal conditions can be the result of inappropriate lifting and moving. Our new mental health strategy sets out our vision for improving everyone's mental health, including those with caring responsibilities. We have made an additional £400 million available to the NHS to support carers to take breaks from their caring responsibilities.

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[65] Department of Health, February 2011, No health without mental health: a cross-government mental health outcomes strategy for people of all ages.

[66] Department of Health, July 2012, No health without Mental Health: Implementation framework.

[67] Department of Health, October 2009, Healthy Child Programme: pregnancy and first five years of life.

[68] Carers UK, December 2004, In poor health: The impact of caring on health.

Accessible housing

3.57 Respondents said there are many issues that stop disabled people from accessing appropriate housing. For example, there are too many **delays in getting properties adapted, new developments** are not designed with disabled people in mind, and many of the rules around allocating social housing are too inflexible.

3.58 Ideas included in responses to the 'Fulfilling Potential' discussion document included making sure home adaptations are available when required and ensuring rules are based on need, not on inflexible and possibly irrelevant factors like age. Other ideas included **'accessibility champions'** to help promote accessible design and build. Responses also suggested that buildings inspection, architecture, design, construction and facilities management qualification courses should include the concept of **universal design and accessibility**, also Government funding of developments should be dependent upon housing being built to **lifetime homes standard**, with a minimum percentage being wheelchair accessible.

3.59 In December 2011, Government published the independent '**Lifetime Neighbourhoods**'[69] report to share good practice and enable local partners to create **inclusive neighbourhoods** where everyone can participate fully in his or her local community. The **National Planning Policy Framework**[70], which was published on 27 March 2012, asks local planning authorities to assess the full housing requirements in their area and plan for a mix of housing based on demographic trends and the needs of different groups in the communities, such as disabled people.

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[69] Department for Communities and Local Government, December 2011, Lifetime Neighbourhoods.

[70] Department for Communities and Local Government, March 2012, National Planning Policy Framework.

3.60 To help stimulate the development of more housing options, we will set up a new care and support housing fund, which will provide £200 million of capital funding over five years from 2013/14 to encourage providers to develop new accommodation options for older people and disabled adults. We believe however, that there is a particular need to develop a greater supply of accommodation for the growing number of older people who are home owners. We will therefore look at ways for our capital fund to encourage the development of specialised housing for this group.

3.61 Disabled people can get help to buy a home on shared ownership terms through the Home Ownership for People with Long-Term Disabilities scheme and the Affordable Housing programme. Alongside this, as part of our commitment to providing increased levels of care and support to disabled people to live independently in their own homes, we are investing £745 million in the Disabled Facilities Grant over the Spending Review period, and provided £51 million of funding to local authorities for handyperson services to deliver minor home repairs and adaptations.

Accessible communities

3.62 There were many comments about the need to ensure that **community facilities and services are fully accessible**, for example, ensuring that disabled people can get to and use local shops, and incorporating inclusive design principles into any new infrastructure.

3.63 One suggestion was an **online assessment tool** to assess the disability awareness of communities, and to create a league table of businesses and organisations. Other suggestions included **removing all unnecessary street furniture** to allow a clear passage for all disabled people, making shops and other places disabled people need to go to more accessible. For example, by using temporary ramps and means to call for assistance, and a requirement to provide access statements on all buildings used by the public.

3.64 The Government is considering ways to improve the design of communities through its work on 'Lifetime Neighbourhoods'. The 'Lifetime Neighbourhoods' report brings together existing writings and research and practice examples of Lifetime Neighbourhoods, that is, places designed to be inclusive regardless of age or disability. The report should help to prompt thinking around how, for example ageing, design, housing, transport, participation and green spaces can be linked when creating Lifetime Neighbourhoods.

Transport for all

> **“This project (a travel buddy scheme) supports people with learning difficulties to learn how to use public transport… which genuinely helps disabled people learn the skills they need to achieve their aspirations.”**
>
> **Equality BANES**

3.65 We received a wide range of responses about the importance of transport for disabled people, ranging from a need for **accessible public transport**, particularly in rural areas, to a need for **adapted cars and other vehicles**. We were also told about the importance of **accessible information**, such as announcements or displays of timetables, delays and disruption. There were several comments about inconsistency in policies on electric wheelchair and scooter access on public transport and the attitudes of transport staff. The importance of transport to every aspect of daily life was highlighted, for example accessing services, employment, community life, and family and social life.

3.66 Ideas in this area ranged from introducing **travel buddy schemes,** to greater **standardisation in the rules for small mobility scooters** on trains and buses, and ensuring **timetables** and other travel information such as delays and cancellations, are delivered in ways that are accessible to all.

Case study

Some people with learning disabilities in Bath didn't feel comfortable using public transport. People First in Bath realised that with the right support, they could be helped to feel confident enough to travel on public buses.

So the People First Bath and North East Somerset Travel Buddy Scheme was set up. The scheme supports people with learning disabilities to learn how to use public transport, providing independence from specialist transport services or the cars of family and friends.

3.67 The Government is developing a **Transport Action Plan** to complement the Government's disability strategy. Progress is being monitored to make sure buses and trains are compliant with accessibility regulations by specified end dates, and that the Railways for All programme for accessible stations is delivered on time. The Department for Transport will also monitor **satisfaction levels with the public transport system**, including through **take up of discount cards and booked assistance on trains**.

Participation in social life, sport and leisure

3.68 Respondents told us about issues around **access to, information about, and availability of social, cultural and sporting activities**, for example, around opportunities for British Sign Language users to take part in swimming lessons, the theatre or cinema. Access to public transport was mentioned as a key enabler to participation in leisure and social life. A key message was that sport and leisure activities are not just an area where barriers need to be removed, but also an area that itself removes barriers. Ideas included, for example, setting up systems (perhaps using social media) where support volunteers could be matched to individuals with the same interests.

Case study

A national cinema chain was approached by Dimensions and some of their customers to discuss providing regular screenings of recently released films in an environment which was specifically tailored to the needs of people with Autism Spectrum Disorder. The company responded with an initial screening at 40 cinemas covering the whole of the UK.

The company worked with their staff to ensure that they understood the reasons for these special screenings and the positive outcomes that they hoped to deliver to those attending the screenings. These first screenings were extremely well received by both customers and staff. They now have around 90 cinemas participating each month and continue to receive very positive messages from those attending the viewings.

> **“It was the first time that we have been able to go to the cinema as a family and we wanted to let (the company) know how much we appreciated this special screening.”**

3.69 The Government is operating programmes to help remove the barriers to sport and physical activity for disabled people with the aim of reversing the trend of reduced participation among disabled adults, young people and children by widening sports opportunities and increasing the supply of accessible facilities.

3.70 The Sport England **Youth Sport Strategy**[71] will ensure that investment in National Governing Bodies of Sport include outcomes for a growth in participation of disabled people. For example, **The Inclusive Sport Fund** recently announced by Sport England is an £8 million fund designed to grow the number of disabled young people and adults regularly playing sport. It forms part of Sport England's 'Places, People, Play' 2012 legacy programme. In addition, **The English Federation of Disability Sport** has been awarded £1.5 million to work with National Governing Bodies of Sport to increase sports participation by disabled people and make grassroots sport more inclusive.

3.71 We are committed to leaving a strong legacy for Paralympic sport from the 2012 Games, with one of the three priority areas being opportunities for disabled people to participate in sport and physical activity. More than 20,000 schools have signed up to the Get Set programme, teaching children about Paralympic sports and values. Through the School Games, more than 10,000 schools are giving disabled children the chance to play competitive sport. The schools involved in the **'School Games'** will offer meaningful competitive sporting opportunities to young disabled people at every level of the programme. Fifty schools will drive **'School Games Project Ability'** which aims to build capacity and develop further sporting opportunities for disabled young people.

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[71] Department for Culture, Media and Sport, January 2012, Creating a sporting habit for life – A new youth sport strategy.

3.72 **Change4Life School Sports Clubs** will help get more children and young people involved in sport and physical activity. Offering seven Olympic and Paralympic sports chosen to offer the widest range of appeal, and applying an inclusive focus on the least active children, the clubs will seek to harness the inspiration of the Games to help disabled children and young people find an activity they enjoy and provide them with the skills to excel. Also, Sainsbury's, the first ever Paralympics-only sponsor, **launched '1 Million Kids Challenge'** which aims to encourage one million children from across the UK to get a taste of the excitement of the Games by trying out a Paralympic Sport – regardless of whether they are disabled or not. We are hopeful that this approach, while focusing on sport, will also bring about better understanding and awareness.

3.73 It is important that services and support providers understand the need for social and community life, including the importance of online entertainment and social networking. There are good examples of voluntary and statutory organisations working hard to ensure that access to leisure and social activities are met at a community level. We will look for ways to encourage good practice in this area as we take forward the next phase of work on the disability strategy.

Changing attitudes and behaviours

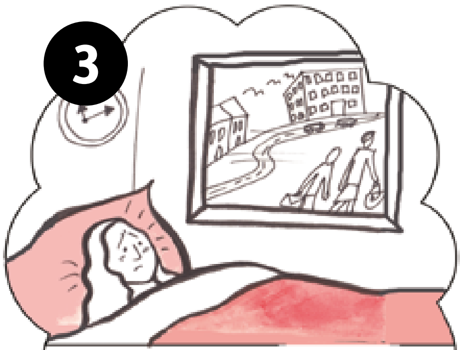
1

When I became ill
they didn't know
what to do

2

They didn't understand
that I'd have good
days...

3



as well as bad days. A
few adjustments would
have really helped

4

If people had better
attitudes, and were
more flexible,

5

and understood my
needs better,

6

I could do so much more
for myself, my family,
and my community

Changing Attitudes and Behaviours: priority issues and actions

4

4.1 In our ‘Fulfilling Potential’ discussion document we said that the Government wants to promote positive attitudes and behaviours towards disabled people to enable participation in work, community life and wider society, tackling discrimination and harassment wherever it occurs. We asked for ideas that could help change the way other people treat disabled people and make sure that everyone recognises the contribution that disabled people make.

4.2 We received over 2,200 comments which related to changing attitudes and behaviours towards disabled people. Just over a third of these comments came from individuals and the rest came from organisations and events. Both individuals and organisations commented heavily on **disability awareness** and **portrayal of disabled people**, including Government messaging and how disabled people are portrayed in the media. We also received a significant number of comments, from both individuals and organisations, about the importance of **participation and community involvement**.

What do the research and statistics tell us?

- In 2011, 67 per cent of the general population were aware of the Disability Discrimination Act (DDA)[72] and/or the Equality Act[73]. This is less than in 2005, when 73 per cent of the population were aware of the DDA[74].
- The ‘Life Opportunities Survey 2009/11’ found that 4 per cent of respondents had experienced discrimination due to a health condition, illness or impairment in the 12 months prior to the interview. These people reported that it was health care practitioners, strangers in the street and employers who were the most likely groups that would discriminate against them[75].
- The ‘Life Opportunities Survey 2009/11’ showed that among unemployed adults, 20 per cent of adults with an impairment thought attitudes of employers were an employment barrier compared to 6 per cent of adults without impairments in 2009/11[76].
- The ‘Fair Treatment at Work Survey’[77] reported that, in 2008, 19 per cent of disabled people experienced unfair treatment at work compared to 13 per cent of non-disabled people.

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[72] UK Government, November 1995, Disability Discrimination Act 1995.

[73] UK Government, April 2010, Equality Act 2010.

[74] Office for Disability Issues Indicator D2.

[75] Office for Disability Issues, December 2011, Life Opportunities Survey Wave One results 2009/11.

[76] ibid.

[77] Department for Business, Innovation and Skills – Fevre et al., September 2009, Employment relations research series no 103: fair treatment at work report: Findings from the 2008 survey.

What do the research and statistics tell us? (continued)

- Findings from the combined 2009/10 and 2010/11 Crime Surveys for England and Wales (formerly known as the British Crime Survey) suggest that there are around 65,000 instances of disability hate crime on average per year. Around 55 per cent of these offences were household crimes, with the remaining 45 per cent being personal crimes[78].
- More than four-fifths of 16-year-olds with a statement of special educational needs have reported being bullied[79].
- There has been an increase in negative reporting of disability in the print media[80].
- Disabled people aged under 55 are less likely than non-disabled people to be confident in the Criminal Justice System (CJS) in 2010/11[81].
- Disabled people were just as likely as non-disabled people to have been involved in civic participation, civic consultation and civic activism in 2010/11[82].

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[78] Home Office – Kevin Smith (Ed.), Deborah Lader, Jacqueline Hoare and Ivy Lau, March 2012, Hate crime, cyber security and the experience of crime among children: Findings from the 2010/11 British Crime Survey Supplementary Volume 3 to Crime in England and Wales 2010/11.

[79] Department for Education, June 2008, Youth Cohort Study & Longitudinal Study of Young People in England: The Activities and Experiences of 16 year olds: England 2007 – statistical bulletin.

[80] University of Glasgow – Briant E, Watson N, Philio G, October 2011, Bad news for disabled people: How the newspapers are reporting disability.

[81] Office for Disability Issues Indicator H2.

[82] Office for Disability Issues Indicator E2.

Knowing your rights

> **“We are not looking for any favours just a level playing field.”**
>
> **Individual response**

4.3 We received many responses which highlighted the difficulties faced by disabled people in knowing what their rights were. Furthermore, many disabled people said that they did not feel able to challenge where they believed that their rights were being ignored or the law was being broken. Respondents provided a number of different ideas about **increasing awareness** among disabled people and non-disabled people of disabled people’s rights, for example, courses for disabled people and carers to understand their rights and to be empowered to challenge. Some responses mentioned the internet as a good channel of delivering information about rights. Others felt that local authorities and local voluntary organisations, especially disabled people’s user-led organisations, were best placed to provide this role.

4.4 Some respondents suggested new legislation, for example, extending the legal protection against discrimination to cover volunteer workers. Other responses focused on making sure existing legislation is implemented and enforced. Ideas included having a central body that prosecutes people who discriminate, more awareness of the possible penalties for non-compliance with the Equality Act, and more enforcement of rights.

4.5 This Government is **committed to ensuring that disabled people have, and can enjoy, the same rights as everyone else**. Our first priority is to consider whether progress towards equality can be achieved by implementing existing legislation, for example, through guidance and education. The Government has legislated, and will continue to consider legislating, where it is necessary to ensure disability equality, for example, in respect of the right to a personal budget for health and social care, and implementing the European Union Bus and Coach Passenger Rights Regulation.

4.6 In this country, there is a **strong legal framework** for the protection and promotion of human rights. For disabled people, this framework is reinforced by the commitment the Government has shown to the principles of the **UN Convention**[83], and the vision of the social model of disability that is at its heart. The UN Convention sets out in one place the rights that disabled people have, and serves to raise the profile of these rights so that they are not overlooked. In Annex B we have set out the rights and how they relate to the themes of this document.

4.7 The UN Convention is given effect through a comprehensive range of existing and developing legislation, policies and programmes, and in particular through the Equality Act. These were detailed in the report about the UN Convention that the Government sent to the United Nations in November 2011[84]. This report describes how the rights of disabled people are being met.

4.8 It is not just up to the Government to say how the UN Convention is being implemented. There is an independent mechanism, formed by the four equality and human rights commissions – the Equality and Human Rights Commission, the Northern Ireland Human Rights Commission, the Equality Commission Northern Ireland and the Scottish Human Rights Commission – that **independently monitor** how the UN Convention's rights are being met. The Commissions may also send a report to the United Nations setting out their assessment of the situation, and should work with disabled people to collect evidence of this.

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[83] United Nations, December 2006, United Nations Convention on the Rights of Persons with Disabilities.

[84] Office for Disability Issues, November 2011, UK Initial Report, On the UN Convention on the Rights of Persons with Disabilities.

4.9 Disabled people and their organisations can also send their own reports to the United Nations, and express their views directly. The Committee of the Rights of Persons with Disabilities at the United Nations, which has been set up to monitor the UN Convention, will consider all the reports it receives when it is looking at how the UK has implemented the UN Convention, before it makes a public assessment of the situation. The Committee's findings are not legally binding, but the **Government will consider any recommendations** that it makes very carefully.

4.10 The Equality Act:

- **protects disabled people** from discrimination, harassment and victimisation at work, in access to services, education, housing, private clubs;
- requires employers, educational establishments, service providers and landlords to make **reasonable adjustments** where a disabled person would otherwise be put at a substantial disadvantage compared with a non-disabled person; and
- places a **public sector equality duty** on public authorities to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations in respect of disabled people as well as others protected under the Act. Public authorities, including government departments, have to publish one or more **equality objectives** to help them meet the aims of the general equality duty. Public authorities must also publish information at least annually showing how they are complying with the duty. This enables disabled people and others to see how they are performing, and hold them to account.

4.11 The majority of the Equality Act is in force and a range of guidance, codes and other such material is already in the public domain. The Act was subject to scrutiny, as part of the Government's 'Red Tape Challenge', which gives businesses and the public the chance to have their say on all 21,000 regulations currently in force, that affect their everyday lives. The Government believes that bureaucracy and prescription are not routes to equality, and that over-burdening businesses benefits no one, including disabled people. In May 2012, the Government announced a package of measures in respect of the Equality Act that strike the right balance between protecting people from discrimination and letting businesses get on with their job. Alongside this package, the Government also announced a review of **the public sector equality duty** to determine if it is operating as intended. The review is due to be completed in April 2013.

4.12 In parallel, the Government unveiled reforms to the **Equality and Human Rights Commission** (EHRC) to focus it on its two core roles. Firstly, to provide national expertise on equality and human rights issues as an 'A'-rated National Human Rights Institution, monitoring the effectiveness of equality and human rights law, undertaking research, conducting inquiries, making recommendations and monitoring progress in reducing persistent inequalities. Secondly, in its strategic enforcement role to promote awareness and understanding of rights, support victims of discrimination, and use its powers to ensure the law is working as intended.

4.13 We talk about information provision for disabled people in Chapter 3. The following section provides information about disability awareness for employers, service providers and others. To make progress we need to raise awareness of the rights framework, both amongst disabled people and everyone else. We provide information on access to justice later in this chapter.

Positive awareness and understanding of disability

> **“We need to quite literally change society, and we need to do it across the board, from reception classes to FTSE100 boardrooms, in bars, and in the Cabinet.”**
>
> **Joint response from Inclusion London and UK Disabled People’s Council**

4.14 Nearly all of the responses received referenced **disability awareness** in one way or another. A number of responses talked about individual’s experiences of interacting with people who did not understand the barriers faced by disabled people, and how that limited opportunities and choices, or affected self-confidence or health. Many responses talked about a lack of understanding of particular impairments, such as mental health conditions, deafness, hearing loss, autism and learning disabilities. Some talked about specific sectors of society that needed a better understanding of disability, for example, teachers, healthcare practitioners and employers.

4.15 There was a strong message that disability awareness and understanding should be embedded from an early age. Ideas for achieving this included making disability awareness training part of the curriculum, enabling more integration of disabled people at school, inviting disabled people to give talks at schools, and including disability sports in physical education lessons for all pupils. Other areas considered to be important were:

- ensuring all public-facing staff have disability awareness training, such as local authority staff, Jobcentre Plus staff, transport staff, teachers, doctors, and bodies such as the Police and the Crown Prosecution Service;
- introducing a disability element to all vocational courses and professional qualifications;
- encouraging workplace disability training and having an award to recognise best practice among employers;

- encouraging community integration, for example holding community events to bring together disabled people and non-disabled people;
- training MPs, who should champion disability in their constituencies; and
- involving disabled people as training providers.

4.16 The Government recognises the importance of promoting awareness and understanding of disability, and is working across Government to ensure that **frontline staff** have appropriate and effective **disability awareness training**, and encouraging other public and private sector providers to do so.

4.17 General equality and diversity training is already mandatory for all staff in Her Majesty's Courts and Tribunals Service. The training includes guidance on the relevant responsibilities of staff, including building awareness around disability issues, promoting equality and diversity, and challenging discrimination. Staff are also issued with detailed guidance on making reasonable adjustments for court users and disability fact sheets to support them in assisting disabled court users. The National Offender Management Service has responsibility for training new prison officers. Their training includes a session on how to ensure the safety of prisoners, and a specific example about how to recognise and respond to disability-related harassment is being developed for inclusion within this.

4.18 As part of its training for frontline staff, the Department for Work and Pensions is considering introducing disability champions in local offices, and inviting disabled people to speak to staff about their experiences and the barriers they face in their day-to-day lives.

4.19 We are increasing disability awareness among **NHS commissioners and practitioners** and updating the NHS Choices website to add information on disability awareness. The **Mental Health Strategy** 'No Health Without Mental Health', published in February 2011[85], set out the high level vision to improve the public understanding of mental health, including understanding among front line health and social care staff. The implementation framework[86] sets out what local organisations can do to implement the strategy, including raising awareness of mental health among their staff to ensure that they are sensitive to the needs of people with mental health conditions.

4.20 To ensure greater disability awareness amongst transport staff we worked with the **transport industry** in preparation for the Olympic and Paralympic Games and as part of ensuring a lasting legacy for the Games we supporting the development of a disability module in the Certificate of Professional Competence for bus driver training and for accredited training courses for taxi drivers. We also ensured that UK Border Force staff were skilled in preparation for the large numbers of disabled people arriving for the Olympic and Paralympic Games, and worked with **sector skills organisations** to help identify appropriate disability awareness training for delivery in the hospitality, leisure, travel and tourism industries.

4.21 We are ensuring that **teachers** are well equipped to identify and meet young disabled people's needs by:

- sharpening the focus on special educational needs within the standards for qualified teacher status;
- increasing the number of initial teacher training placements in special schools; and
- providing for scholarships, continuing professional development and training opportunities in special educational needs, including in specific impairments.

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[85] Department of Health, February 2011, No health without mental health: A cross-government mental health outcomes strategy for people of all ages.

[86] Department of Health, July 2012, No Health Without Mental Health: implementation framework.

4.22 Schools have a duty to teach a broadly-based and balanced curriculum which must promote the spiritual, moral, cultural and physical development of pupils and prepare them for the responsibilities and experiences of later life. This may include coverage of issues such as disability awareness. Currently, disability awareness does not form part of the national curriculum or basic curriculum. It is left to the discretion of the schools themselves to decide how they approach this within the framework of their overarching duty, and under the requirements of the public sector equality duty in the Equality Act.

4.23 The Government is also **working with employers** and their organisations to improve understanding of disability within the workplace, for example:

- We are supporting the Autism Employer Roundtable, an employer led group considering ways to improve understanding of autism among employers.
- We are leading the Age Positive Initiative, to challenge outdated assumptions about older workers' capabilities and encourage practices that support later flexible retirement.
- We are working in partnership with key business leaders to drive forward sustained improvements in the employment, training and retention of older workers as part of a mixed-age workforce. This includes the promotion of flexible working practices, which are key to supporting older workers, some of whom will have acquired an impairment, to stay in the labour market.
- As part of our commitment to be an exemplar employer, we included a category in the 2012 **Civil Service Diversity & Equality awards** that specifically looked for employees who have made a real difference to improving the experience and engagement of disabled members of staff.

4.24 We recognise that disability awareness and understanding is a key priority, and the Office for Disability Issues will continue working across Whitehall with the voluntary sector, and with disabled people, to implement some of the ideas raised during the 'Fulfilling Potential' discussion exercise. The responses provided a wide range of ideas and suggested there were many groups that could have a better understanding of disability. We therefore want to hold further discussions with stakeholders to agree specific actions in this area, not just for Government, but for other sectors of society who have a key role to play in increasing awareness and understanding of disability.

4.25 The importance of the media in promoting awareness and understanding of disability, and the impact that greater integration and participation can have on perceptions of disabled people, are covered in separate sections in this chapter.

Case study

United Response ran a successful project in Greater Manchester called UR On Board, which provided anti-bullying resource packs for secondary schools that aimed to raise awareness of learning disabilities and to encourage pupils to think about the effects that bullying has on disabled people. United Response said,

> **“Our experience is that many people have had very limited or no contact with disabled people, especially people with learning disabilities. We believe that perhaps the best way to change attitudes and behaviour towards disabled people is to raise awareness of the reality of different impairments and to dispel myths that may exist.”**

United Response runs a social enterprise called UR Consultants, which provides disability awareness training, Easy Read translations and consultancy, all delivered by people with learning disabilities.

Zero tolerance towards hate crime and harassment

> **“I want confidence to speak up and report a hate crime.”**
>
> **Individual response**

4.26 Both individuals and organisations talked about their concerns in relation to bullying, harassment and hate crime against disabled people. Some felt the media portrayal of individuals in receipt of disability benefits was fuelling an increase, some felt there needed to be better awareness among disabled people of what hate crime is, others felt the police could do more to recognise and tackle hate crime.

4.27 There were a number of ideas to improve reporting of hate crime, to support disabled people in feeling ‘safe’ and deter people from committing hate crime. These ranged from bringing the sanctions for disability hate crime in line with those for other hate crimes, introducing a new legally enforceable crime of incitement to disability hatred, having a designated person in the Police that disabled people could go to in each area, taking action against the press for stories which incite hatred against disabled people, and educating and training police in disability hate crime. Some responses mentioned particular things that worked in their local areas, such as an emergency card scheme or ‘safe places’ and suggested making these national.

4.28 The Government wants to intervene early and prevent and tackle bullying at the earliest opportunity to prevent this behaviour escalating to hate crime. Within the Educational System, we have made **tackling all forms of bullying** among pupils, particularly bullying motivated by prejudice, one of our top priorities. We are working with special educational needs and disability partners to reflect the needs of this particular group in anti-bullying and behaviour policy. We have given teachers the powers they need to deal with bullying, including when it happens outside of the school. We have also issued new advice to schools which summarises the powers schools have to tackle bullying and signposts schools to key specialist third sector organisations, such as MENCAP, which can provide help and support.

4.29 The Government has set out a new approach to cutting crime, which is based on freeing professionals from top down micro-management and performance targets, and making the **police democratically accountable to the communities** they serve, through elected Police and Crime Commissioners. We believe that this will enable police forces to better focus on the issues that matter to local people. The lead for tackling hate crime must come from the local level, with professionals, the voluntary sector and communities working together to deal with local issues and priorities. However, Government has a vital role to play in setting the national direction and supporting those locally-led efforts.

4.30 In March 2012, the Government launched **'Challenge it, report it, stop it'**, the Government's plan to tackle hate crime[87], including disability hate crime. This action plan is a blueprint for the Government's role over the next three years and includes actions for a range of government departments, working with local agencies and voluntary organisations and is based on three core objectives to:

- prevent hate crime, by challenging the attitudes that underpin it, and intervening early to prevent it escalating;
- increase reporting and access to support, by building victim confidence and supporting local partnerships; and
- improve the operational response to hate crime, by better identifying and managing cases, and dealing effectively with offenders.

4.31 Significantly, the Association of Chief Police Officers (ACPO) has committed in the action plan to updating the training for all police roles that are responsible for tackling hate crime. ACPO will publish a new **Hate Crime Manual** for police officers, which offers guidance for all police organisations and partners on handling cases of hate crime. The manual is currently being agreed and is expected to be published this summer.

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[87] Home Office, March 2012, Challenge it, Report it, Stop it: The Government's Plan to Tackle Hate Crime.

4.32 Also, the cross-government Hate Crime Programme has committed to conducting a review of sentences for offences motivated by hostility on the grounds of disability, sexual orientation and transgender. The review will **consider whether there is a need for new aggravated offences** similar to racially and religiously aggravated offences. The Programme will also consider any evidence provided by disabled people's organisations to assess whether it provides a case for changing the law on incitement to hatred on the grounds of disability.

4.33 As set out in the action plan, the Government is committed to developing a better understanding of disability hate crime by improving our **evidence base**. As a first step we published analysis of data on the extent of, and perceptions towards, hate crime; findings from the 2009/10 and 2010/11 British Crime Survey (BCS) on 29 March 2012[88]. The British Crime Survey data indicated that there are some 65,000 disability hate crimes a year on average in contrast to 1,569 that were recorded by the police in 2010. This underlines the importance of our efforts to build victim's confidence.

4.34 Police figures on reported hate crimes, including disability-related hate crimes will be published as Official Statistics for the first time this summer. This will ensure transparency and enable local communities to challenge the priority and resources that are put on policing in local communities.

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[88] Home Office – Kevin Smith (Ed.), Deborah Lader, Jacqueline Hoare and Ivy Lau, March 2012, Hate crime, cyber security and the experience of crime among children: Findings from the 2010/11, British Crime Survey Supplementary Volume 3 to Crime in England and Wales 2010/11.

4.35 The Government is also considering the recommendations made by the Equality and Human Rights Commission in 'Hidden in Plain Sight'[89], the report setting out the findings of its inquiry into disability-related harassment. The Government's response to the report was published on 17 July 2012. We will continue to analyse how the recommendations can best be implemented in practice, and we look forward to continuing to work closely with the Equality and Human Rights Commission to tackle hate crime and discrimination in all their forms.

Improving access to justice

> **"The only avenue for redress at the moment is the Courts, which can be a costly and time-consuming business."**
>
> **Individual response**

4.36 We received a number of responses from organisations expressing concerns about legal aid funding. Individuals expressed concerns about support to access justice, closure of the helpline provided by the Equality and Human Rights Commission and levels of sanction against disability hate crime and harassment.

4.37 Ideas provided in responses ranged from working with the voluntary sector to support disabled people in accessing justice, using the internet to provide disabled people with information about accessing justice, making the legal system more accessible, monitoring the level of confidence among disabled people of the criminal justice system, higher penalties when people act in a discriminatory way towards disabled people, more support for witnesses with impairments, such as a learning disabilities or mental health conditions, and continuing legal aid to support disabled people to challenge harassment and discrimination.

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[89] Equality and Human Rights Commission, September 2011, Hidden in Plain Sight.

4.38 The Government is commissioning a new **Equality Advisory and Support Service** (EASS) for individuals in England, Scotland and Wales who experience discrimination. From October 2012, the new service will provide expert advice and support, where possible tailored to the individual's circumstances, with a particular focus on providing in depth support to disadvantaged individuals to find early and informal solutions. If the matter cannot be resolved informally or through alternative dispute resolution and they do not have access to legal advice, the EASS will provide some support for the individual to help them pursue a claim themselves. Everyone will be able to use the new service, whatever their means. It will strive to meet the highest standards of accessibility for disabled people. For clients who, because of a learning disability for example, are unable to understand advice given over the telephone, the new service will be able to fund some face-to-face support from a locally-based independent lay advocate.

4.39 The **Legal Aid reforms** to be introduced in England and Wales through the Legal Aid, Sentencing and Punishment of Offenders Act 2012[90] will see people continuing to be able to apply for civil legal aid in discrimination claims, at the levels of service where it is currently available. People with disability discrimination claims, relating to a contravention of the Equality Act or previous discrimination legislation, will therefore be able to continue to apply for legal aid. This will include employment and education cases. Discrimination will be established as a separate legal aid contract category, potentially raising the awareness of discrimination issues.

4.40 The **Community Legal Advice** helpline is a legal aid telephone advice service for England and Wales which currently provides free advice in six categories of law for eligible callers. It provides reasonable adjustments to enable disabled people to access the service. For example, it offers a British Sign Language webcam, Text Relay, and minicom services. It has the facility to allow an authorised third party,

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[90] UK Government, May 2012, Legal Aid, Sentencing and Punishment of Offenders Act 2012.

such as an advocate, to contact the helpline. It is also developing a secure email system to enable people to contact the helpline electronically for advice. As part of work on the future provision of legal aid advice by telephone in England and Wales, the Ministry of Justice is engaging with a number of disability organisations to discuss the development and implementation of proposals. Future provision will include:

- enhanced reasonable adjustment provision, including additional training for helpline staff in mental health conditions and learning disabilities;
- reviewing the disability monitoring questions for all those clients referred to telephone legal aid advice; and
- raising awareness about the future provision of telephone legal aid advice services, by engaging with a range of advice sector, non-profit and equality organisations, to ensure that disabled people are aware of the service and how it can assist disabled callers.

4.41 The Government published the response to its consultation document, **'Getting it Right for Victims and Witnesses'**[91] on 2 July 2012. The Government plans to prioritise certain victims for receiving support. This includes victims of serious crime, the most persistently targeted and those in the most vulnerable situations. These are people who are most likely to become victims, or who need particular assistance in coping with the consequences of crime, or to engage with the criminal justice system. They might include people who are isolated or lack social or family support, those who need assistance in managing their own affairs, those who are more likely to be a victim of crime than members of the community generally (for example, by reason of age or medical condition) or less able to cope with the consequences if they do, and those who are able to benefit from additional or special measures in relation to court proceedings.

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[91] Ministry for Justice, January 2012, Getting it right for victims and witnesses.

4.42 We are ensuring that any legislative proposals relating to the **Family Justice System**, made in response to the Family Justice Review, take account of the needs of disabled people. The equality impact assessment on the proposals in the Family Justice System identified that there may be a possibility that the introduction of the six month time limit in care and supervision proceedings may adversely affect some disabled parties, including those with mental health conditions, learning disabilities and those lacking capacity. Therefore, in accordance with the public sector equality duty, we have consulted with stakeholders on the best means of addressing these possible adverse effects, and received responses from the Family Justice Council, Family Rights Group and the Court of Protection. We will use these responses to help develop our policies to ensure that any legislative proposals and guidance relating to the Family Justice System take account of the needs of these groups.

4.43 As part of the Government's reforms to the exclusion process, there will be a new **system of review** which will take account of special educational needs and disability through the introduction of the role of **Special Educational Needs experts**, and the ability for parents to make a claim to the First-tier Tribunal special educational needs and disability where they allege disability discrimination in relation to a permanent exclusion.

4.44 Her Majesty's Courts and Tribunal Service will continue to offer and make reasonable adjustments to its processes in order to ensure disabled customers have equality of opportunity to access justice, (this includes the provision of communications in alternative formats, and familiarisation visits), coupled with which it will use the data captured from making these adjustments to better understand the needs of its disabled customers and make service improvements where necessary.

Promoting participation and involvement

> **“Often, though, I feel that all I can do is complain to specific bodies. I would like to be more involved but there seems to be no way to do that.”**
>
> **Individual response**

4.45 A number of responses from individuals talked about the importance of disabled people being involved in community activities and decision-making processes. Some responses highlighted that in order to change perceptions of disability, more disabled people needed to be in senior positions or public-facing roles. There were concerns from organisations that a move towards localised service provision would marginalise those who currently do not have a voice – and they stressed that disabled children, older disabled people, and marginalised groups must be heard. Certain communities, such as the deaf community, highlighted the greater barriers faced by them to participate. Respondents also felt that the current system of Government procurement made it too difficult for smaller organisations, and organisations of disabled people to bid for contracts. One example was the short nature of many one or two-year contracts.

4.46 Respondents provided a number of ideas to increase participation and involvement of disabled people. These included:

- providing more accessible information about how to get involved in decisions affecting local areas including Big Society initiatives, and funding decisions;
- providing opportunities for disabled people to volunteer with local charities;
- providing mentoring, coaching and self-esteem building to enable disabled people to get involved in decision making;

- involving disabled people when shops, services and housing are being designed;
- monitoring diversity of candidates standing for election; and
- **making local performance information** and other data available in accessible formats to ensure that disabled people are able to influence local decisions and delivery.

4.47 Organisations in particular talked about the influence that public bodies have through the way that they **commission and procure services**. Respondents said that this influence should be used by Government so that disabled people are employed in the design, development and delivery of services. Ideas ranged from ensuring that tender documents are made available in accessible formats, providing longer term contracts to give successful bidders time to bed in cost-effective long-term investment in delivery of good quality innovative services, awarding contracts to organisations which would better promote the engagement and involvement of disabled people, and who would ensure disabled people had more control about how services would be built and delivered.

> **“Quite a few respondents said non-disabled people had no understanding of the different disabilities and the different barriers, and that is why it is vital to have disabled people involved at all levels of decision-making... Benefits included better policy making, better service design, greater understanding of barriers faced by disabled people, more positive attitudes.”**
>
> **Disability Rights UK**

4.48 In line with the principle underpinning the UN Convention that disabled people should be involved in decisions that affect their lives, the Government engages with disabled people at a national level through a number of different forums, for example:

- We continue to involve older people in the development of policies that affect them through the **UK Advisory Forum on Ageing** (UKAFA) which is attended by older people's representatives from the nine English Forums, which is co-chaired by the Minister of State for Pensions and the Minister of State for Care Services.
- Several government departments are members of the Age Action Alliance which is focused on finding practical solutions to improve the lives of older people.
- The **National Learning Disability Programme Board** continues to meet under the chairmanship of the Minister for Care Services to assess progress in delivering improved outcomes for people with learning disabilities. Board members include external partners (the National Forum of People with Learning Difficulties, the National Valuing Families Forum, and Mencap), as well and health and care leaders and other key government departments.
- The **Ministerial Advisory Group on the Mental Health Strategy** continues to advise on issues relating to the implementation of 'No Health Without Mental Health' and how we can continue to improve mental health outcomes. The Group includes representative of professional and service user-led organisations, as well as four Service User/Carer members.

4.49 As localism becomes a reality, we will continue to identify and remove barriers faced by disabled people to participation and involvement at a local level. Enabling greater participation in community life is at the heart of this Government's policy agenda. The Big Society is about putting more power into people's hands. In particular, Big Society is about:

- **Community empowerment** – giving local councils and neighbourhoods more power to take decisions and shape their area.
- **Reforming and opening up public services** – enabling charities, social enterprises, private companies and employee-owned cooperatives to compete to offer people high quality services.
- **Social action** – encouraging and enabling people to play a more active part in society.

Case study

Once a week Mrs G, a former teacher and resident in a Sue Ryder neurological centre, volunteers at a local primary school. She sits with the children, and listens to them read. Volunteering in this way has been important for her so that she can continue to participate in and contribute to the community. It also helps to tackle any negative stereotypes about wheelchair users early on.

> **“I listen to them read, and I am able to give them quality time. The teachers love it; the head likes me going in. When I was young, you didn't see people in wheelchairs. When the teacher asks the kids about me, they say I don't see Mrs G's wheelchair, we just see Mrs G. The kids learn a lot. And I learn from them.”**

4.50 The Community Organisers programme is about catalysing community action at a neighbourhood level – 'igniting the impulse to act'. Community Organisers will help communities to take advantage of other Big Society initiatives, as well as initiatives in the new Community Rights programme, such as the **'Right to Bid'** to run local services, the **'Right to Build'** new housing, shops or community facilities, and the **'Right to Challenge'** if local communities think they can run a local service differently and better.

4.51 From April 2013, local authorities and clinical commissioning groups (CCGs), together with local **HealthWatch**, will be required to prepare **Joint Strategic Needs Assessments (JSNAs) and Joint Health and Wellbeing Strategies (JHWSs)** through health and well-being boards. JSNAs are a comprehensive analysis of the current and future health, and social care needs and assets of the area, and JHWSs will set out key priorities and how partners will work together to address these. JHWSs will set the framework for both CCGs and local authorities' commissioning plans. Health and well-being boards have a duty to involve local people in developing JSNAs and JHWSs. These processes will give local disabled people and their organisations the opportunity to feed in their lived experiences, priorities and choices, informing delivery of services.

4.52 The **community budget** approach encourages the involvement of voluntary and community groups. Ten neighbourhood level pilots are developing smaller scale community budgets that will give residents a micro-local level say over the services they want and use; local communities will play a leading role, working with the local council and other services, to shape the services they receive so they work from a customer's perspective.

4.53 There is currently a big push across Government to award contracts to small and medium enterprises and voluntary organisations. The Government is committed to enabling charities, social enterprises and user-led organisations to do more. In June 2012, we appointed a Crown Representative for the voluntary sector. This new role will open up more public sector business opportunities for these types of organisations.

4.54 The **Strengthening Disabled People's User-Led Organisations Programme** supports disabled people's user-led organisations through bids to the Facilitation Fund as well as practical support from the National Lead and Ambassadors to become more sustainable. The Programme was originally launched in England, however, to mark its first anniversary in July 2012 the Government extended the Programme to include Scotland and Wales. As well as raising the profile of disabled people's user-led organisations, this Programme seeks to support them to demonstrate to commissioners the added value their skills and expertise bring to the Public Service delivery, which will lead to disabled people becoming more highly valued and active in decision-making in local communities.

4.55 Through the 'Making a Difference' series of projects the Programme is collating a collection of case studies to demonstrate to commissioners the added value disabled people's user-led organisations can bring to commissioning. The Programme will also be working with the Department of Health (DH) to ensure disabled people's user-led organisations have the opportunity to be included in shaping and delivering local HealthWatch organisations, which will make sure that the views of disabled people are represented in health and social care.

4.56 The Government is providing public sector staff with a new Right to Provide – to request or bid to spin out to provide public services through new Public Service Mutuals. Mutualisation gives committed public sector workers the autonomy to do what they do best, providing the freedom to innovate and improve the services that they run, including using new freedoms to collaborate with private, community and disabled people's organisations that leaving the restraints of the public sector will bring.

Case study

Trafford Council's Transformation Strategy for Adult Services identified that in order to achieve its objectives under Putting People First, local structures to enable disabled people to influence and engage in the design and delivery of policies and services needed to be strengthened.

The local Strategic Partnership structure included a Disability Partnership Sub-Group but representation was limited. Consequently, Trafford Council commissioned Breakthrough UK to lead a wider consultation exercise to assess the level of interest and commitment among local disabled people for a more substantive entity through which they could influence local public services. This process established that there was broad support among disabled people for the concept of a new independent organisation in the form of a disabled people's user-led organisation (DPULO).

Over the following 18 months, Breakthrough UK recruited and supported a number of local disabled people to act as a Shadow Board for a proposed DPULO. The Shadow Board members determined the preferred legal form of the proposed organisation and developed aims, governance structures, policies and procedures and a business plan, guided and supported by Breakthrough and drawing on Breakthrough's own experience as DPULO and provider of services to disabled people.

In January 2012, the Trafford Centre for Independent Living attained registration by the Charity Commission as a Charitable Company. The Company has entered into a contract with Trafford Council to deliver a range of services to local disabled people including advocacy, brokerage and information services.

This collaborative approach by Trafford service commissioners, Breakthrough UK as an existing third sector provider organisation and individual local disabled people, has led to the creation of a sustainable business, run by and for disabled people, and providing a focus and vehicle through which disabled people can inform and influence the further development of policy and delivery of public services in Trafford.

4.57 The Government is also committed to greater integration of disabled people, and ensuring disabled people have equal opportunities to high-profile roles. One of the three key priorities of the 2012 Olympic and Paralympic Games legacy[92] plan is to promote greater participation of disabled people in the community.

4.58 The National Citizen Service (NCS) will help promote a more cohesive, responsible and engaged society by bringing 16 and 17-year-olds from different backgrounds together in a residential and home-based programme of activities and service. Sixteen per cent of 2011 participants were disabled or had a health condition expected to last more than a year, compared to 12 per cent in the general population. Providers delivering NCS are given training, for example, by the National Deaf Children's Society, and funding to ensure that there are no barriers to young disabled people participating in NCS. We have also adapted the programme, for example, in the residential parts of the programme, where this is a barrier for participants. We expect NCS providers to recruit young people from a wide range of backgrounds and this will be covered in the 2012 evaluation.

4.59 In November 2011, the Government consulted on whether the process for appointing judicial office holders should be amended in order to allow the use of the Equality Act 'positive action' provisions, which provide for where two candidates are essentially indistinguishable in merit, then the selection commission may take into consideration a person's declared protected characteristics (including disability) to make the final determination. This policy is now being taken forward and the **Crime and Courts Bill**[93] was introduced in the House of Lords on 10 May 2012. The changes will allow the principles behind the Equality Act provisions to be applied to judicial appointments, but the fundamental principle that **judicial appointments** will always be made on merit will not be altered or diminished.

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[92] Department of Culture, Media and Sport, December 2010, Plans for the Legacy from the 2012 Olympic and Paralympic Games.

[93] UK Government, May 2012, Crime and Court Bill.

4.60 In 2011, we publicly consulted on a number of proposals to provide support for **disabled people seeking elected office**. Following this consultation, we have worked closely with political parties and disability organisations to develop the Access to Elected Office Strategy[94]. We launched the Strategy in July 2012 and have delivered the following:

- Set up a new fund to help individual candidates with disability-related costs which will be open for applications between 2012–2014.
- **Provided new training and development opportunities** for people who are interested in a political career, including an introductory online training course for disabled people interested in a political career and a limited number of paid internships on the Speaker's Parliamentary Placement Scheme.
- Produced new online guidance in April 2012 on reasonable adjustments to help political parties meet their **legal obligations** under the Equality Act.

4.61 The Government also supports the introduction of the Mental Health (Discrimination) Bill, which proposes the repeal of current discriminatory provisions that exclude people with mental health conditions from acting as MPs, jurors and company directors in certain circumstances.

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[94] Home Office, July 2012, Access to elected office for disabled people.

Case study

Disability Rights UK provides award-winning leadership and empowerment programmes for disabled people, including for young deaf people in Yorkshire and young disabled people from black and minority ethnic communities. The programmes are run by disabled people, and provide participants with the skills and confidence to improve their lives and make a difference to the lives of other disabled people across every sector of society. Many delegates have gone on to become more involved in their communities, including becoming councillors. One stated,

> **“I attended the Radar disability leadership course which stimulated me into becoming a trade union activist.”**

Disability Rights UK also produces the MPs’ Guide on Disability, which provides practical tips for MPs to help them interact positively with disabled people, and so better represent their disabled constituents. Disability Rights UK has said,

> **“We believe that our programmes provide a model for greater participation of disabled people in decision-making. Furthermore our MP Disability Dialogue could provide a model to foster stronger local engagement between disabled people and elected office holders.”**

Fair portrayal

> **Messages from the Government and Media need to change. Messages from the Government and Media should be accurate.**
>
> **East Sussex Disabled Association**

4.62 We received a significant number of responses from individuals expressing concerns about the impact of Government and media messages, and how those messages can reinforce or promote negative perceptions of disabled people. Ideas included a national audit of Government and media language about disabled people, media watchdogs taking action when discriminatory content is printed or broadcast, and ensuring social model language is used across society. There was also a clear message that Government should lead by example to ensure that disabled people are portrayed fairly and to challenge inaccurate messaging.

4.63 We also received a range of ideas about increasing the use of media and communication campaigns to improve perceptions of disabled people. These included publishing and celebrating the talents and successes of disabled people with different impairments, running a national awareness campaign promoting the achievements of high profile disability champions, showing more educational programmes about disability, and having more disabled actors in soaps, films and as presenters. Across these ideas, a key message was getting the right balance in how disabled people are portrayed, for example, promoting stories that focus on the achievement not on the impairment or the perceived 'adversity', having storylines in soaps that are not about the impairment, and having educational programmes that do not present disability as a sideshow. Responses proposed that there should be stronger media directives so that the right balance can be struck when portraying disabled people, and that the media should be challenged publicly when they reinforce disability stereotypes.

> **“In these days of high level communication technology we need to reach out and educate people about disabilities. Seeing people with disabilities on TV is great and a real tool in educating the public to a greater level of awareness.”**
>
> **Individual response from mother and daughter**

> **“The more exposure [of disabled people] especially in the fickle world of the media can go a long way to subtly altering the way people think. However it is important to maintain this exposure in a positive way.”**
>
> **Individual response**

4.64 Government has committed to **challenging negative attitudes and promoting positive** behaviours towards disabled people. Meeting this commitment is a long-term task.

4.65 In the short-term, the **2012 Olympic and Paralympic Games** provided a catalyst for changing perceptions of disabled people, with unprecedented TV and radio coverage of the Paralympic Games, and wider opportunities to showcase the talents of disabled people and raise awareness and aspirations. We are committed to leaving a **strong and lasting legacy for disabled people** from the Games all over the UK, and one of the three priority areas of the legacy plan is ‘to transform the perception of disabled people in society, particularly their economic contribution to society’. Before, during and after the Games, government departments, delivery partners and organisations, such as Channel 4 and Sainsbury’s, have attempted to capitalise on the opportunity by, for example:

- encouraging media coverage of the Paralympic Games that promoted positive images of disabled people. The Government supported the British Paralympic Association to produce a media guide for journalists to encourage and support journalists to report on the Paralympics;

- organising events and campaigns promoting disability sport; and
- increasing opportunities for disabled people in employment, volunteering and arts and culture, all of which were made more visible through Games coverage. Ahead of the Games, Channel 4 chose six new journalists – who are all disabled people – to cover and commentate on the Games. This put disabled people firmly in front of the camera and increased their representation in the media.

4.66 The Government has also joined forces with Comic Relief to help tackle stigma around mental health, with funding of up to £20 million over the next four years for 'Time to Change', a stigma and anti-discrimination campaign, run by Mind and Rethink Mental Illness. The funding will help 'Time to Change' continue its work until March 2015 and help change attitudes and behaviours on a mass scale, empowering individuals to tackle discrimination across all sectors and communities. Many employers and service providers have signed up to 'Time to Change' to demonstrate their commitment to tackling mental health stigma. The 'Time to Change' website (www.time-to-change.org.uk) includes more details of their pledge to talk openly about mental health.

4.67 We recognise that work in this area needs to be long-term and sustained, and is not something that Government will be able to achieve alone. We will need to work in partnership with disabled people, their organisations and other sectors to prioritise and develop actions to challenge and change attitudes in the long-term. Government activity aims to lay the groundwork for that long-term change and will include:

- benchmarking attitudes in order to understand the most effective and sustainable ways to bring about the necessary social change and to inform work in subsequent years;
- producing and launching a media guide for journalists reporting on disability and related issues, building on the British Paralympic Association guidelines mentioned above;

- working with the Press Complaints Commission and its successor body, to promote the media guide which will support and supplement their advice, and provide guidance to help train journalists; and
- leading by example by developing and delivering a programme of disability confidence and capability building across Government. This programme will ensure that Whitehall and frontline staff understand the need to embed disability issues at the start of the policy-making process, and to use appropriate language and messaging about disability.

Case study

The London 2012 Paralympic Games presented a fantastic opportunity to raise the profile of Paralympic sports and athletes and to shift the perceptions of the general public about disability.

The British Paralympic Association (BPA) was conscious, however, that for many journalists this may be their first time reporting on the Paralympic Games or disability sport. The BPA wanted to support journalists in engaging with the Paralympics and reporting on the Paralympic Games in a positive way.

As a result, they worked with the Office for Disability Issues to produce an easy-to-use reference guide which was designed to help media report accurately and appropriately on the Paralympic Games and on wider disability subjects. The guide also highlighted to journalists the significance of the Paralympic Games as the world's second largest sporting event by athlete numbers and the importance of portraying Paralympic athletes as elite athletes first and foremost, rather than portraying them as people who have overcome great adversity.

The BPA launched the guide in March 2012 and to their delight the guide has been a huge success among the media. It has been reported about in the media, twitter and various blogs. The BPA decided to include the guide in their official media handbook for London. The guide was circulated to several hundred media over the course of the 2012 Games.


Inclusive Communities
Proactive approaches
Information & advocacy
Positive attitudes & flexibility
Rights & equality choice & control
Higher expectations Higher aspirations
Accessible public services
Personalised support
EMPLOYER
YOUTH CLUB
UNIVERSITY
Cafe
BETTER OUTCOMES FOR DISABLED PEOPLE
EARLY INTERVENTION
INNOVATION
CHANGE WHOSE VOICES WELL & THOSE LESS ARE HEARD
INNOVATE & INVOLVE
RIGHTS
DISABLED PEOPLE IN TO INFLUENTIAL ROLES
WORK WITH & INVEST IN LOCAL NETWORKS & ORGANISATIONS
BUILD INCLUSIVE COMMUNITIES & COMMUNITY CAPACITY
IDENTIFY & SHARE GOOD PRACTICE & CHANGE BEHAVIOUR
NEW DISABILITY ACTION ALLIANCE
BRINGING TOGETHER PRIVATE/PUBLIC/THIRD SECTORS
PROMOTING INNOVATIVE -DELIVERY -FUNDING -COMMISSIONING

Conclusion 5

5.1 The issues and ideas in the preceding sections of this document are primarily those which featured most strongly in the responses we received. The issues and ideas broadly came under the following themes:

- Actions that support positive outcomes for disabled people rather than processes.
- Accessibility and flexibility, leading to personalised services and support, independent living, and choice and control across all life areas.
- Disability awareness and understanding across society – including the rights of disabled people – and positive portrayals of disabled people.
- Involvement in decision-making, at national, community and individual level.
- Advocacy, information and support – including making disabled people aware of their rights.
- Greater financial control, including simplified assessments and pooled budgets.

- Recognition of the range of impairments, backgrounds and individual need, including recognising the needs of people who didn't respond directly to the engagement exercise, for example, people in residential homes, disabled prisoners, disabled children, older disabled people, and families and carers.

5.2 The breadth and variety of ideas were impressive and we are keen that none of the information is lost. 'Fulfilling Potential' discussion responses received from organisations and individuals can be accessed here www.odi.gov.uk/fulfillingpotential

5.3 We want to ensure that we make the very best use of the willingness to work together and the ideas put forward. We are committed to ensuring that we have a strategy that is achievable, realistic and aspirational – one that builds on the commitment we have shown to the UN Convention[95] and one that as many disabled people, their organisations and other groups as possible can feel a part of. This will not be easy so we need to have a planned approach to ensure the impact of our strategy is maximised. Our companion document 'Fulfilling Potential – Next Steps', is published today and sets out our strategic narrative, priority areas for further action, specific next steps, and how we will co-produce further plans.
It can be accessed here www.odi.gov.uk/fulfillingpotential

5.4 We want to make sure that the actions we develop with disabled people and their organisations take full advantage of the opportunities afforded by the principles this Government has set in place – particularly the aim to **change the relationship between citizen and state**. The framework set out in our 'Next Steps' document will include, for example, a new partnership approach which aims to build the capability of communities and explore new ways to put power in the hands of individuals. There will be a focus on how we can strengthen the role of disabled people's user-led organisations and other community groups. It will include key issues raised, such as improving key life transitions, improving information and advice, new approaches to early intervention, and improving the accessibility of the environment and services.

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[95] United Nations, December 2006, United Nations Convention on the Rights of Persons with Disabilities.

Annex A
Organisations who participated in this exercise

Ability Housing Association

Access 1st Assessment Centre

Access to Work External Relations Team

Access2all

Action Disability Kensington and Chelsea

Action for Blind People

Action for ME

Action on Hearing Loss

Active Independence

Afiya Trust

Age UK

Agewell (Sandwell)

Agree Together Group

Alliance for Inclusive Education

Ambitious about Autism

Andover and District Mencap

APASENTH (Greater London)

Arun Access Group

Association of Directors of Adult Social Services

Association of Disabled Professionals

Association of National Specialist Colleges

Autistic Rights Movement UK

Avanta Enterprise Ltd

Bury Involvement Group on Mental Health

Baddac Access Community Interest Company

Barking and Dagenham Disability Equality Forum

Black Mental Health UK

Bolton Active Disability Group for Everyone

Bolton Link

Bradford People First

Bradford Social Services

Bradford Strategic Disability Partnership

Brandon Trust

Breakthrough UK

Brighton Adult Attention Deficit Hyperactivity Disorder

Bristol Disability Equality Forum

British Association for Supported Employment

British Deaf Association

British Dyslexia Association

British Society for Mental Health and Deafness

Brittle Bone Society

Bromley Experts by Experience

Buckinghamshire Disability Service

Bury Independent Living Development

Canterbury Oast Trust

Capability Scotland

Care Quality Commission

Carers UK

Carers with Learning Disabilities Network

Chartered Institute of Housing

Cheshire Centre for Independent Living

Choices and Rights Disability Coalition (Hull and East Riding of Yorkshire)

City of Bradford and Bradford and Airdale NHS

CLIC Sargent

Combined Scottish Response – consisting of Independent Living in Scotland, Inclusion Scotland, Capability Scotland, Scottish Disability Equality Forum, Long Term Conditions Alliance Scotland, and Sense Scotland.

Communication Workers Union

Community Futures – West Kent

Connect in the North (Leeds)

Contact a Family

Council for Disabled Children

Council of Disabled People

County Access Groups and members of Centre for Independent Living in Kent/IAM

Creative Support

Dagenham Disability Equality Forum

Darlington Association on Disability

Deaf Parenting UK

DeafBlind UK

Derbyshire Autism Services Group

DIAL Barnsley

Dimensions

Disabilities Charities Consortium – consisting of seven organisations: MIND, Leonard Cheshire Disability, MENCAP, Action on Hearing Loss, Royal National Institute for the Blind, Disability Rights UK and SCOPE

Disability Alliance

Disability Action (Northern Ireland)

Disability Association Carlisle and Eden – Kendal

Disability Cornwall and the Isles of Scilly

Disability Equality (NW)

Disability Partnership Calderdale

Disability Rights UK

Disability Wales

Disabled Living Foundation

Disabled People Against Cuts

Disabled Persons Transport Advisory Committee

Discrimination Law Association

Diverse Cymru

DORCAS Ministries

Dudley Voices for Choices

eAccessibility Forum

Easier Access Bradford

East Grinstead and District Access Group

East Sussex Disabled Association

Elcena Jeffers Foundation

Enfield Disability Action

English Federation of Disability Sport

Enham

Equality 2025

Equality and Human Rights Commission

Equality Bath and North East Somerset

Equality Commission Northern Ireland

Equalities National Council

Essex Coalition of Disabled People/ Insight

Essex South – Extra Help

Family Fund

Fibromyalgia Myalgic Encephalomyelitis/Chronic Fatigue Syndrome Support

FLAG

Free to Live Leeds

Future Visions Trafford

Gateshead Access Panel

Gateshead Physical Disability and Sensory Impairment Partnership

Grapevine and Actively Influencing Mental Health Services Coventry

Greater London Authority

Greater Manchester Coalition of Disabled people

Greenwich Mencap

Halton Adult Learning Disability Partnership Board

Hambleton and Richmondshire Advocacy/Agree Together Group

Hambleton and Richmondshire Advocacy/Yatton House

Hambleton and Richmondshire Advocacy/Boot Shop

Hampshire Personalisation Expert Panel

Hard of Hearing/Lip Reading Group (Essex)

Herefordshire Disability United

Hertfordshire Pass

Hft (formerly known as Home Farm Trust)

High Peak Community and Voluntary Support

Ideal for All

Ideal for All (Sandwell)

In Control

Include Me Too

Inclusion East

Inclusion London

Inclusion North

Inclusion Now

Inclusion Scotland and Lothian Centre for Inclusive Living

Independent Living Association

Independent Living Fund Advisory Group

Independent Living Scheme Kent

INDIGO Dyslexia Centre

Interactive (Disability Equality in Sport)

Interface (Parent Forum, Redbridge)

Independent Living Scrutiny Group

Kairos Forum

Kent Wide Down Syndrome Group

Kidz Aware

Kingston Centre for Independent Living

Kingston Mencap Carers Group

Kirklees Neighbourhood Housing Disability Forum

Knowsley Disability Concern

Lancashire Centre for Independent Living

Learning Disability Coalition

Leicestershire Adult Learning (Mental Health and Wellbeing)

Leicestershire Adult Learning services

Leicestershire for Integrated Living

Leonard Cheshire Disability

Lesbian and Gay Foundation

Life Balance Ltd

Linkage Community Trust (Lincolnshire)

Listen Not Label (Telford)

Livability Service Users Network

Living Options Devon

Manchester Area Partnership Design Group

Manchester People First

Mariners Resource Centre

Medway Link

Medway Parents and Carers Forum

Mencap

Mencap – Sevenoaks

Merseyside Disability Federation

Merton Centre for Independent Living and Inclusion London

Middlesbrough LINk

Migraine Trust

MOVE Europe

MS Society

National AIDs Trust

National Association of Deafened People

National Development Team for Inclusion

National Federation of the Blind of UK

National Family Carer Network

National Lesbian Gay Bisexual and Trans Partnership

National Rheumatoid Arthritis Society

New Mills Volunteer Centre (High Peak)

Newcastle Champions

Newcastle City Council

Newlife Foundation for Disabled Children

Norah Fry Research Centre

Norfolk Coalition of Disabled People

Northern Ireland Human Rights Commission

Northstar Centre Leading Group (Berwick upon Tweed)

Papworth Trust

Partners for Inclusion (Sheffield)

Partnership in Enablement (Hull and East Riding of Yorkshire)

People First

People First Merseyside (Sefton)

POhWER

Portland College

Queen Alexandra College

Queen Elizabeth Foundation, Dorincourt

Radian (Winchester)

Redbridge Community Housing Ltd

Rehab Group

REMPLOY

RESCARE

Richmond Users Independent Living Scheme

Ross and Cromarty Access Group

Royal British Legion

Royal London Society for Blind People

Royal National College for the Blind

Royal National Institute of Blind People

Rutland County Council

Sandycroft Wellbeing Centre CIC

Scottish Council on Deafness

Scope

Sefton Learning Disabilities Partnership Board

Sense

Shaw Trust

Shout Out (Gillingham)

Skillnet Group

Sorenson Communications

Soundwell Centre (Bristol)

South East Regional Initiatives

South West Disability Equality

Spinal Injuries Association

St Mungo’s

Standing Commission on Carers

Stoke on Trent City Council and Local Stakeholder Alliance

Stoke on Trent Disability Solutions

Sue Ryder

Taking Part Telford and Wrekin

Talkback UK (North Yorkshire)

The Children’s Society

The Disabilities Trust

Thurrock Coalition

Tourism for All

Trades Union Congress

Trafford Centre for Independent Living

Turning Point

UCanDoIT

UK Council on Deafness

UK Disabled People's Council

United Response

University and College Union

Vassall Centre Trust

VoiceAbility

Voices for People

Wave-Length Community Interest Company

West of England Centre for Inclusive Living

West of England School and College

West Sussex Independent Living Association

Whizz Kidz

Wiltshire Centre for Independent Living

Wiltshire People First

Women In Special Hospitals – A voice for women's mental health

World of Inclusion Ltd

YMCA Training

York People First

A few organisations submitted more than one response, they have only been mentioned once in the above list.

This photograph shows members of a local user-led organisation participating in a drama workshop during the 'Fulfilling Potential' discussion period. They are acting out the barriers disabled people face in terms of bureaucracy and red tape.

Annex B
UN Convention articles

Realising Aspirations

6 Disabled women – Disabled women have the right to achieve their full potential in all areas of their lives.

23 Respect for home and the family – Disabled people have the rights to marriage, family, parenthood and relationships.

24 Education – Disabled children and adults have the right to all educational opportunities.

26 Habilitation and rehabilitation – Disabled people should be enabled to have full inclusion and participation in all aspects of their lives.

27 Work and employment – Disabled people have the right to work and progress in employment.

Individual Control

7 Disabled children – Disabled children have the right to express their views about issues affecting them and for those views to be taken into account.

9 Accessibility – Disabled people have the right to be able to access all areas of life including buildings, transport, information and communication.

19 Living independently and being included in the community – Disabled people have the right to choose where they live and be fully included in their community.

20 Personal mobility – Disabled people have the right to independent personal mobility, including the provision of mobility aids and training in mobility skills.

25 Health – Disabled people have the right to the best possible personal health and access to general and disability specific health services.

28 Adequate standard of living and social protection – Disabled people have the right to an adequate standard of living, including food, clothing and housing.

30 Participation in cultural life, recreation, leisure and sport – Disabled people have the right to enjoy and take part in leisure and recreational activities.

Changing Attitudes and Behaviours

5 Equality and non-discrimination – Everyone is equal under the law and discrimination against disabled people is not allowed.

8 Awareness-raising – Countries should adopt effective awareness-raising policies to promote a positive image of disabled people, including their rights.

10 Right to life – Disabled people have the right to life and to enjoy it.

11 Situations of risk and humanitarian emergencies – Disabled people have the right to be properly protected in situations of risk, including natural disasters.

12 Equal recognition before the law – Disabled people are equal in all legal measures of life.

13 Access to justice – Disabled people have the right to justice, liberty and security.

14 Liberty and security of the person – Disabled people have equal access to justice, liberty and security.

15 Freedom from torture or cruel, inhuman or degrading treatment or punishment – Disabled people must not be treated cruelly, tortured or experimented on, especially medically.

16 Freedom from exploitation, violence and abuse – Disabled people have the right to be protected from violence and abuse, and not to be misused or mistreated.

17 Protecting the integrity of the person – Disabled people have the right to respect for their physical and mental abilities.

18 Liberty of movement and nationality – Disabled people have the right to liberty of movement, nationality and choice of residence.

21 Freedom of expression and opinion, and access to information – Disabled people have the right to seek information, and to express themselves and their opinion.

22 Respect for privacy – Disabled people have the right to privacy including personal information.

29 Participation in political and public life – Disabled people have the right to take part in political and public life.

32 International cooperation – Countries should work together to enable disabled people across the world to have equal access to their rights.

Implementation and Monitoring

31 Statistics and data collection – Countries should collect disaggregated appropriate information to enable them implement the UN Convention. They should ensure that statistics and data are fully accessible to disabled people.

33 National implementation and monitoring – Countries should have a focal point to co-ordinate the work on the UN Convention and should involve disabled people in this process.

Notes

This publication is available in Easy Read and Braille. A summary is available in BSL with audio voice-over and subtitles. Please contact us if you require these or other formats.

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