

Housing Support Good Practice Guide: Diversity & Inclusion

Bradford Supporting People Provider Forum



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1. Introduction

The Diversity and Inclusion sub group was commissioned by the Bradford Supporting People Provider Forum to develop and promote a Good Practice Guide to assist support providers to deliver services more effectively with regard to Diversity and Inclusion.

The Guide will support one of the key elements in the vision for Bradford Supporting People:-

“To develop and promote accessible and responsive housing related support services which aim to meet the diverse needs of all communities within Bradford District”

The aim of this good practice guide is to provide a range of ideas and case studies to illustrate effective support planning, user involvement and empowerment in order to improve the quality and accessibility of services in the district. There are also some practical examples from current services provided.

2. What is good practice?

“Good practice” may mean different things to different people. Good practice relates to ways of working that are effective and achieve positive outcomes for service users. Good practice in diversity and inclusion aims to remove barriers to accessing services, and to provide a range of ideas and case studies to illustrate effective support planning, user involvement and empowerment. For the purposes of this guide, we have defined “good practice” as approaches that are working well and can be replicated elsewhere.

We are keen to promote practices that have a positive impact on the lives of service users and to support inclusion in the wider community.

Quality Assessment Framework standards

The Quality Assessment Framework (QAF) is one of several tools to help support providers to improve the quality of service delivery and meet the needs of service users. There are a number of standards that are measured as part of the QAF and we have used two that relate directly to diversity and inclusion.

2.1 Support Planning

Housing related support should help service users to move on from temporary accommodation or maintain independent living. Support plans are a way in which this is managed.

Support planning is a fundamental part of ensuring a customer receives the best service, tailored to the individual and inclusive of their specific needs, interests and aspirations. This involves spending time with the service user, and finding out what their short and long term goals are and how they would like to go about achieving these, and making step by step plans to do this.

To support service users in their plans to achieve goals and aspirations is essential in the development of self esteem, and goes towards empowering them to live an independent life.

Good support planning is always service user led, and is based on anything the service user wants to do. This could for example include employment and training opportunities, support with budgeting to run a home, support with drug and alcohol issues and accessing agencies, accessing local amenities and services for religious/cultural purposes and help with social inclusion to name a few.



Regular support plan reviews with the service user are so important, as we recognise the individual is always changing, and it is vital to adapt to the changing needs of the individual to ensure they can move forward and continue to make steps to achieve their dreams.

Foundation Housing

Various services for offenders or people at risk of offending

From Isolation to Social Inclusion through Outcomes Led Support Planning

Whether we are supporting Black and Minority Ethnic, learning disabilities, mental health, homelessness or other socially excluded groups the route from isolation to social inclusion is a difficult, varied and very personal journey.

Our view is that people need to be able to assess for themselves:

- Where they are now
- Where they would like to be
- How they would like to get there

The use of an Outcomes Models is crucial because we are otherwise working with a 'blank sheet of paper' and hoping that support workers and /or service users will think of all possibilities in support plan meetings. An outcomes tool guides us through the possible options for support planning so that all areas of life are covered and we can then focus on the most relevant areas for a personalised support service for the individual.

For this at City Homes in Mind we offer a framework of opportunities for people to plot their own path to improvements in their lives and life chances. We then support them to achieve those goals in whatever way they need. This generally involves raising capacity levels through knowledge and skills training and /or assisting them to learn by experience. If we cannot provide, then we signpost them and encourage attendance elsewhere. Assertiveness skills training, is of course popular and this is done in house by support staff. Regular or more frequent self assessment along with support helps to maintain motivation to meet their chosen and changing aspirations. We then celebrate achievements and record them as 'hard outcomes' for easy completion of the Communities and Local Government outcome monitoring forms.

We manage this process by underpinning our support plans with the Outcomes Model Stepping Forward but there are many others. Stepping Forward is a self assessment tool. It allows people to assess where they are in terms of the skills and knowledge they need to meet their aspirations. The model's diverse questions guide support planning to ensure that it focuses on individual needs and ensures that the service user or citizen is in the driving seat of their support plan.

Other providers in and around Bradford including Bradford District Care Trust are now using this model.

Stepping Forward is free for all Bradford Providers and is readily available on www.steppingforward.uk.net

City Homes in Mind
Mental Health Service Provider

Further sources of information on good practice in support planning are listed in Appendix A

2.2 Fair access, diversity and inclusion

This standard expects services to demonstrate the following:

“There is a commitment to the values of diversity and inclusion and to the practice of equal opportunity (including accessibility in its widest sense) and the needs of Black and Minority Ethnic clients are appropriately met.”¹

“Policies and procedures should cover discrimination on the grounds of age, gender, race, disability, religion/belief and sexual orientation, but also for any other reason that does not pertain to membership of one of these groups for example appearance or dress.”²

Please see Appendix A for further Information about organisations that can provide further advice regarding legal requirements in these areas.

2.2a. Raising the profile of your service

“Particular attention is paid to ensuring fair access to minority and ‘hard to reach’ groups”

Service users are more likely to find a service appropriate to their needs, if it is publicised and targeted in the places they are likely to visit. For example, distribution of leaflets and posters in drop in centres, GP surgeries, local community organisations, local religious centres etc.

Providers should consider holding open days, or visit local community groups to raise awareness.

The content and style of the leaflet or poster should be accessible. For example, older people may require large print; people with learning disabilities or poor literacy skills may prefer picture format.



¹ “Quality Assessment Framework - Core Service Objectives” ODPM March 2004

² “Using the Quality Assessment Framework Draft” CLG July 2008

2.2b. Access to services

The Disability Discrimination Act says public bodies (this also includes support providers who contract with the Local Authority) who provide services to the public must make “reasonable adjustments” for disabled people.

See below for an example of how a service adapted to meet the needs of a service user.

Case Study...

A resident moved from the hostel to one of our move on properties. Staff were aware that he had a disability with his hands and had limited hand mobility. We were concerned that he may experience problems once living on his own, particularly with cooking meals for himself.

We discussed this with him through keywork sessions as part of our support planning. Although the tenant was adamant that he would be able to cope we suggested that in order to make things easier for him we would purchase a microwave oven as he might find this easier to use than a cooker. He agreed to this.



His keyworker arranged to see him twice a week initially for keyworking sessions at his flat so that we could monitor how he was coping. He was also referred to Social Services Disability Team so that they could assess him for any aids or adaptations. The waiting list for an assessment was quite long and so his keyworker continued to monitor through discussions in terms of how he was coping and if there were any aids, which Bradford Cyrenians could provide. He explained that he was having problems using a can opener and opening jars. His keyworker researched what disability aids were available to help him and we purchased large handled easy grip kitchen aids for him. These aids have helped the tenant overcome any disability issues and continue to allow him to live independently.

**Bradford Cyrenians
Hostel for single homeless men**

2c. Training

“Staff understand and are sensitive to particular needs of clients from minority groups.”

It is important that staff receive training on services equality and diversity policies as part of their induction programme and have opportunities for ongoing training to update themselves in good practice.

Some organisations may be able to provide their own in house training but others may need to access external training. Please see Appendix A for a list of local training opportunities.

Encourage staff to feedback to the team on any training they have attended and discuss how this can impact on your service delivery.

Note the case study below to see how staff training can have a positive impact on service delivery.

Case Study...

Sexuality can include a wide variety of issues and crosses over into other subjects such as personal identity, gender identity and sexual health. It will include those young people who are unsure and undecided as well as those who already confident about themselves. Some young people will be exploring the issues from a personal perspective others will want to know more because of the experiences of family and friends

All Housing Support Workers in the service have received training in the Lesbian, Gay and Bisexual awareness. There are individuals in the staff team who are more able to offer further support and young people would also be directed to local and national agencies who offer support specifically to Lesbian, Gay or Bisexual young people.

There is a zero tolerance approach to homophobic abuse as there is with other forms of abuse. Residents and staff know they can report incidents, which will be investigated.

We have spoken to two young people about their experiences of handling their sexuality including whilst they have been at the service. One has accessed a lot of support and has said that she feels staff have had a very positive attitude to her. The other said he was ‘out and proud when he arrived’, has never encountered any homophobic abuse at the service and he would feel comfortable in speaking to staff if he had any issues.

Young person’s service Bradford

2.2d Action plans

“There is a documented plan for ensuring equality of opportunity and anti-discriminatory practice.”

Developing an equality action plan is one area that many service providers may need support with. Here is some advice from a service provider about how to go about developing a plan, see below.

Equality & Diversity Action Plan -

What's that?

It is a plan to ensure that the detail of the policy is carried out.

So, what is it about?

Well it's about ensuring that our practices are inclusive and that we don't discriminate against people in our service delivery or employment practices in respect of age, gender, race, religion, sexual orientation, disability etc.

Let's break it down into the areas that it covers.

Attractiveness of the project

Do you know whether your services are attractive to a balance of people in terms of referrals or people choosing to leave your project measured against the surrounding population?

Use of the service

Once in the service, do you know whether your service is meeting the diverse needs of service users or groups of service users in a balanced way.

Recruitment

Do you know whether your organisation attracts a balance of candidates proportional to the surrounding population?

Team Development

Are you happy that you are doing everything necessary on an ongoing basis to ensure that your delivery team is up to speed on diversity and inclusion issues? Are they involved on an ongoing basis in developing and monitoring your policies and action plans?

Inclusion in Society

Are you satisfied that your service users are being sufficiently supported to involve themselves in the wider community?

Why have an Action Plan?

How will you know whether you are carrying out the good intentions of the policy that you have adopted if you don't know the details in the areas above or any others that are more important or relevant to your project?

The drawing up of an action plan will prompt you to set targets, develop statistical gathering mechanisms and set dates throughout the year to monitor progress against the targets. You will then be in a position at the end of the year to review the effectiveness of your policy.

City Homes in Mind Mental Health Service Provider

Involving service users in developing action plans is good practice. Services will benefit from including a service user perspective and service users themselves can benefit from being involved in influencing and improving service delivery.

3. Communication

One of the barriers that can prevent people accessing services can be the lack of information that service users understand.

Whatever the means of communication here are some tips for good communication: -

Top Tips

- Be mindful of your target audience
- Use plain English and avoid jargon
- Train staff in how to access and use translation/interpretation services effectively
- Make use of existing services when necessary i.e. benefits agencies, local councils and G.P's.
- Consider employing front line staff who are representative of the local population.
- Link up with other services to pool resources
- Encourage service users to attend English classes
- Train staff in deaf awareness
- Ensure staff are aware of the challenges people with a learning disability may face
- Try to involve service users in the writing and reviewing of policies, handbooks, posters etc. This is the best way to ensure you are getting things right
- Always check that service users understand written and spoken information
- Try and use independent translation rather than relying on relatives, friends or other service users. Confidential information may be exchanged and it will be hard to ensure the accuracy of translation.
- Do not presume that because a person speaks a community language they can also read it.

Local Information

Horton Housing Training Centre is next door to Bradford Day Shelter. The Training Centre offers a range of flexible learning opportunities to suit service users/learners, service providers and funders. In 2009 the Training Centre will, for example, be providing ESOL (English for Speakers of Other Languages) lessons, citizenship classes, a cultural orientation course and support with literacy, numeracy and basic skills.

All training will be linked to social enterprise schemes. If people accessing the Training Centre have housing or support issues the Day Shelter next door will be happy to assist.
Horton Housing Training Centre Tel 01274 393234

Case Study...

At the Black Womens Support Project and the Oasis Project the residents are encouraged to speak in English with the Project Workers when making simple requests. For example at the refuge the residents have to inform a member of staff when leaving the project and they are encouraged to ask the workers to open the doors for them or to give them the laundry key in English.

The residents are also encouraged to speak in English with the children during the children's sessions and are encouraged to use simple words like please, thank you, yes, no, may I, etc. We have found that by doing so it increases the women's confidence when communicating with external agencies and the local community and helps the women in moving towards independent living.

Manningham Housing Association

Specialist service for women from BME communities experiencing domestic violence

Case Study...

Clients at the Anah Project come from all walks of life and different backgrounds. Every client has a different level of communication, some clients are able to speak and understand English whereas others may not.

Clients are encouraged to learn English by attending ESOL classes at college and community centres, staff encourage service users to speak in English at the project also as this helps to develop their confidence and self esteem.



Television Rota

At the project we provide T.V channels that accommodate the needs of English speaking clients and clients who speak Urdu and Punjabi. Staff devised a T.V Rota for all the week days to ensure clients who speak Urdu or Punjabi are able to watch the Asian channels but also watch the English channels on the days assigned – this increases clients awareness of different cultures, ways of life in England, this also promotes community cohesion. Clients are able to relate and interact with each other much more effectively. When non English speaking clients started watching the English channels we found their English improved and they communicated with staff more in English than in Urdu or Punjabi. This also increased their level of independence and confidence, they are able to go out shopping, into town and go to other agencies on their own.

Anah Project

Specialist refuge for women from BME communities experiencing domestic violence

4. Customs and traditions

Customs and traditions are ways of behaving or a belief that have been followed for a long time. They are used by societies all over the world to pass on cultural knowledge and can include oral traditions and stories, social manners and etiquette, ceremonies or holidays.

Case Study...

Non-verbal Communication Training Session

The staff started facilitating and delivering 'Non -verbal communication' sessions in house to educate the clients on different cultures, gestures and body language. The initiative started due to the fact that there were some issues with clients in terms of behaviour.

We found that there were misunderstandings between clients due to not understanding different cultures, what is acceptable and what is not acceptable. For example one client felt that another client was looking at her all the time, she felt that the client was giving her "looks"- it was explained to this client that in some cultures it is considered o.k. to look or stare, however it would be considered very rude to a person who has grown up in a western society. The 'non-verbal communication' sessions opened up a whole new way of educating and explaining differences between people, creating more opportunity for friendship in a positive and friendly atmosphere.

The sessions were delivered in English and Punjabi to ensure everyone understood the contents of the session. With each group this session proved very beneficial to all the clients, it improved client's interactions with each other and cleared up many misunderstandings. The sessions also provided an insight to clients on how their gestures, body language and expressions could be perceived to someone from another country i.e. India or Pakistan and vice versa.

The Anah Project – Specialist service for women from BME communities experiencing domestic violence

Case Study...

Homekey Project provides accommodation and support for homeless people. Refugees who come from different backgrounds and cultures are one of the client groups that we offer support to. We provide these clients with pans and plates to cook their own traditional food; however we have found that some of our Refugee clients are using the pans to make tea instead of using a teapot, as this is their tradition back home. This has made us realise we may need to provide this particular client group with more pans.

We have also found that some of our Refugee clients prefer to sit together on the living room floor at meal times, instead of using the furniture provided, as this is also traditional back home.

Homekey Refugees – Supported housing for refugees

5. Beliefs

Beliefs can include a wide range of views and values whether these are religious, spiritual or philosophical. Beliefs are personal and it is important that support workers seek to understand how service users own beliefs may impact on their lives without generalising or stereotyping. However belief systems do inform cultural values and behaviour. By understanding key aspects of different religions and cultures, services can ensure that the support they deliver is able to respond to service users' individual needs.

There are many useful websites that can offer further guidance on different belief systems. Understanding what is important to service users can help you deliver support in a sensitive way.

www.bbc.co.uk/religion

www.religionfacts.com

www.b-equal.com

Case Study...

Water temperature is set for relevant prayer times as Muslim residents make ablutions five times a day. As prayer times change the water temperature settings are also changed.

**Manningham Housing Association
Sheltered Accommodation service for
older people from BME communities**

Religious Calendars

Bradford Council Equalities Unit produce an annual calendar of religious festivals and cultural events available at www.bradford.gov.uk/life_in_the_community/religion

Case Study...

Dietary Needs

Bradford Cyrenians provides breakfast and an evening meal to all residents at the hostel. When a resident moves into the hostel the house book, which is always read to residents, prompts staff to ask if they have any special dietary requirements. We regularly accommodate residents who eat halal meat, are vegetarian or have food intolerances. Although we have food delivered on a weekly basis, we keep a stock of alternative meals to cater for residents who move in with specific dietary requirements.

An example of our procedure is a resident who lived at the hostel. Whilst booking him

into the hostel, staff asked if he had any specific dietary requirements and he informed us that he ate only halal meat. Because we have a stock of frozen halal meat and other fish and vegetarian alternatives we were able to provide him with an evening meal of his choice until the food ordering was done the following Friday.

We encouraged the resident to discuss and plan his meal requirements on a weekly basis with staff so that we could order food for him.

This approach worked well for the resident and the staff.

**Bradford Cyrenians
Hostel for single homeless men**

Awareness and understanding of different beliefs can be important for service users as well as staff. See the example below of information provided to service users.

Eid Al Fitr A Muslim Celebration

Muslims have two major celebrations in the year. Both are called Eid (meaning celebration). Eid Al-Fitr, or the celebration of Breaking the Fast, marks the end of Ramadan. Ramadan is the month of fasting.

Eid Al-Fitr is the celebration that comes at the end of Ramadan. Ramadan is a month of fasting, every day from dawn until sunset. The Islamic Calendar follows the moon and so each year, the dates are shifted forward by about eleven days in the normal calendar.

What it is

Eid Al-Fitr is all about celebrating the good things that we have received, God's (Allah's) bounty and our family and friends. Every household who can afford it must pay a form of tax in the days leading up to Eid. It is a very small amount, and is paid for each person in the family. Traditionally the tax was in the form of food, although most people now give the equivalent in money. The money or food is given to poor people, so that they can celebrate Eid, too. The tax is not collected by anyone, and no one is forced to pay it, but is required as a religious act, and almost everyone pays.

The Celebration

Ensuring the house is clean and tidy for celebrations is important. Some people decorate their houses for Eid, which is rather an odd thing, since no one is sure when Eid is, until the last minute, and so decorations are put up very late on the last day of the month.

Lots of people will get clothes for Eid. During the last few nights of Ramadan it is almost impossible to get into the shops, as everyone is buying their clothes. A complete outfit is normal, right down to the shoes, and even the headscarves for the women.

On the morning of Eid, most people get up early to go to the prayers. These are special prayers, held only at Eid. The prayers are held in the mosques and are held about 80 minutes after sunrise.

After the prayers everyone goes home to eat breakfast and then the celebration begins. It isn't common for children to receive gifts. Instead they receive money. The amount given is small, everyone who visits the children, or everyone whom they visit, gives the gift of money.

Sometime around midmorning people start to go out visiting. The visits are short and dinner is spent with the family. The traditional meal varies from country to country and would consist of samosas, asian sweets (metai), pakoras.

Foundation Housing Various services for offenders or people at risk of offending

6. Enjoy and Achieve

Social isolation and low self esteem can be a significant factors in preventing service users from maintaining independence and feeling part of the community.

Housing support staff can support service users to get involved in activities, depending on the service users interest. This can be done through encouraging service users to get involved in service user meetings or other activities linked to the housing support service or it may mean signposting and helping service users access other community provision.

Some services may access alternative funding sources to provide support and activities not eligible for Supporting People funding.

The case studies below show various ways in which housing support staff can help service users “Enjoy and Achieve”.

Case Study...

During tenant consultation the residents at Black Women's Support Project (BWSP) all agreed that they wanted to get fit and wanted to do some form of exercise. BWSP staff fundraised and arranged for an aerobics trainer to attend the project once a week and hold an hour's aerobics class.



However after the first few sessions it became apparent that the residents were not regularly attending the classes even though they had requested them, when questioned the residents all stated that they didn't find the classes enjoyable or interactive and wanted something that they could relate to.

After some brainstorming and further consultation staff arranged a Bollywood style exercise class, where the instructor took the women through a popular Bollywood dance routine piece by piece per session. All the classes have been well attended and residents have stated that the classes have helped build their confidence levels and it has also helped them to bond with other families who live at the refuge. A few have since enrolled with Spice Entertainment for more intensive classes.

**Manningsham Housing Association
Specialist service for women from BME
communities experiencing domestic
violence**

Case Study...

I came to the UK as a refugee. I now work for the Homekey Project as a housing support worker supporting people with similar circumstances.

Sometimes I take my clients to Bradford city centre to introduce them to the new environment by showing them around the town as an orientation session, I show them how to use the transportation system and explain how it works, I have also taken them to the post office and shown them how to follow a queue and understand the automated calling system, that tells you which cashier window to be served at, this is a lot different to the system they have in their home country.

This helps our client group to integrate with British culture quicker than others who are unable to access our support.

Homekey Refugees
Supported housing service for refugees



Case Study...

The Book Club

The Anah Project applied for a grant for a library of educational resources, including books, puzzles, DVD's and interactive games for our service users and successfully managed to obtain £850 in May 2008.

We applied for the grant because we wanted to be able to provide our service users with a complimentary method of obtaining support and advice from Anah in relation to issues that may have or could affect their lives.

Topics covered by the resources include self help guides, English language books, self harm, sexual abuse, relaxation techniques and career guides, biographies by inspirational South Asian Women, cooking for one, citizenship and domestic abuse. Some resources are also available in Urdu.

In order for all the service users to benefit from the resources, irrespective of their educational ability, Anah set up a regular Book Club. The main aim of the Book Club is to allow service users to share their learning, allowing everyone in the group to take part in an informal discussion about key topics such as honour killing, cooking and debt. The sessions begin with fun warm up activities that encourage all the service users to feel confident in speaking up and taking part, and also incorporates activities that encourage them to look at their own hopes and aspirations as well as positive aspects about their personalities and skills.

The Anah Project – Specialist refuge for women from BME communities experiencing domestic violence





Case Study...

Northern College

Once a year, or sometimes twice a year depending on funding, service users from the Anah Project are given the opportunity to take part in a residential at Northern College. This three day trip away from the refuge gives the service users the opportunity to build upon their pro-social modelling skills, increase confidence and recognise their ability to make choices as well as to explore learning. The residential caters for the groups varied educational ability and language skills and women have had the opportunity to take part in short courses such as Stress Management; Health; Relaxation; Reflexology and Photography.



Due to the nature of our client group, most of the women who attend Northern College have never before been away on a holiday or even stayed away from home. Therefore, they appreciate the opportunity to go away and thoroughly enjoy being able to take part in fun, educational activities for some of the time, yet spend recreational time on their own or as part of a group in the large grounds and gardens.

Some of our clients have never had the opportunity to take part in education in a college setting and so once they have been to Northern College are eager to become more involved in educational courses and training in Bradford.

The Anah Project
Specialist refuge for women from
BME communities experiencing
domestic violence

Case Study...

Crafts and Hobbies

Staff at the Anah Project understand and appreciate the importance of giving our clients the opportunity to learn and grow their skills base. One of the opportunities staff have been able to organise is through networking with Kala Sangam.

Kala Sangam is a South Asian Arts organisation. They aim to provide a greater understanding and appreciation of different cultural and social traditions through creative activities. Our service users currently attend six, two hour sessions to learn about different types of dance i.e. classic folk dance, Bhangra, and Bollywood dance. The clients learn through workshops as well as taking part in arts and crafts activities such as decorating jewellery boxes and card making.

This opportunity to take part in classes based in the town centre has encouraged some of our non-English speaking or less confident clients to gain confidence in catching the bus, interact with new people as well as take part in and enjoy activities they may not necessarily have been able to take part in, in the past. We have found organising group activities away from the project encourages the less confident within the group to become more proactive in inclusion as well as giving the group the opportunity to support each other and encourage participation.

The Anah Project
Specialist refuge for women from BME communities experiencing domestic violence



“Education is the most powerful weapon which you can use to change the world” – Nelson Mandela

Case Study...

Using Information Technology facilities at a hostel

Residents at the direct access hostel are required to bid weekly on Homehunter (Choice Based Lettings System). Staff assist residents in this activity however some residents have asked to be shown how to do this for themselves. As we feel this is a positive way of developing residents' confidence around using I.T facilities, we decided to submit a bid to Street Smart¹ to fund developing an I.T suite. We have been successful with this and as a result purchased a computer and printer/scanner.

Residents regularly use the I.T facilities available with staff assisting, if required.

As residents become more proficient in I.T anyone interested in joining an I.T class at the college or local community centre will be helped in following this up.



**Bradford Cyrenians
Hostel for single homeless men**

¹ www.streetsmart.org.uk

Case Study...

Training and Employment

Hostel resident accepted onto training scheme “Business action on homelessness”.¹

Rachael was accepted onto the scheme and started a two week placement in February 08 with Office Angels. She was based at the Bradford and Bingley Building Society in Shipley in the administration office. Throughout this period Rachael was assigned a ‘working buddy’ who will continue to support and supervise her for a 6-month period. At the end of the placement Rachael received a certificate of attendance and competence.

Office Angels were so impressed with Rachael’s attitude and work ethic that they have continued her training with them, still based at the building society. They obtained the funding for this placement through a project called ‘Ready to Go’. The training will end at the end of a six month period.

Rachael meets with her ‘working buddy’ on a weekly basis for supervision and she also has had the opportunity to shadow her

buddy to work meetings and presentations. Rachael is also utilising her buddy to practice filling in application forms and compiling her C.V.

Rachael is also partaking in some admin training through the local job centre at Kershaw House. She will gain a qualification if she passes the exam at the end of the training.

Rachael feels that without these opportunities she would have struggled to get back on her feet following a very



traumatic period in her life which resulted in homelessness and isolation from her family and friends.

Rachael has only 4 weeks to go to the end of the training and says she has enjoyed every minute of it. She hopes to one day set up support groups for homeless people to get back into employment.

**Fairweather Project
Service for homeless women**

¹<http://www.bitc.org.uk/community/employability/>

Case study...

Sam:

"When I moved in to my flat, 3 years ago, I was acutely depressed – not working – not interacting - and was finding it impossible to maintain any kind of stability.

By working with support staff on my 'individual support plan' which has now developed into the Stepping Forward programme, I have been able to rebuild my confidence and feelings of self worth to the point where I have been volunteering as Treasurer for a local charity, for the last 16 months. I have just started a part time job and with support, hope to find my own accommodation.

The way that the programme motivated me has been an invaluable part of my return to independence."

**Service User
City Homes in Mind**



Social Inclusion

Case Study...

Support Works, part of Yorkshire Housing (YH), has helped a young Bradford man find a home and get his life back on track through its re-housing and supported living programme. Kevin, from Bradford, suffers from Zero Negative Arthritis and Ulcerative Colitis, and has to take daily medication. Due to his condition, he was admitted to hospital where he spent five weeks recovering.

On being discharged, Kevin found himself homeless, with family and friends feeling unable to support him and his medical requirements. He was referred by Social Services to Support Works, who specialise in housing vulnerable adults. Kevin was offered a range of suitable properties and Support Works worked with Yorkshire Housing to source furniture for the house.

As part of a direct payment scheme run by Support Works Kevin also has a support worker who visits him 21 hours a week to help with daily tasks from cooking and washing through to more interesting activities, such as swimming and going to the cinema.

Kevin chose to spread the hours of care through Monday to Friday, so he has his weekends to himself in order to retain

some independence and freedom. Kevin is now a lot healthier and has developed a daily routine which means he is looking after himself properly. Kevin is now a real part of his local community and has settled in straight away. His neighbours help with taking out the bins and occasionally go shopping for him. His mobility has improved dramatically and he is now able to walk much further using only one stick.

Kevin said: "I'm so pleased I was able to turn to Support Works for help and advice. I really feel like I've been given a second chance."

**Brunel Support Works
Yorkshire Housing Association**

Case Study...

The Purlin Project is a floating support service and is part of the Blenheim Project. Every Tuesday the Project provides a service for the ex residents called the Social Group. The group includes women from differing backgrounds and culture.

The service users are picked up and dropped off in the Project's minibus. There is a 6 weekly timetable and the service users have an input in what should be included in the timetable . Activities include : cooking sessions (making dishes from different cultures), advice sessions and trips out. Service users can also come and use the laundry facilities on this day. The project has a designated room for Muslim females who wish to say prayers. A prayer mat and the Quran are provided.

During the Summer the service users were taken on a day out to Redcar. One particular service user was from the Cameroon and had never travelled beyond Bradford since her arrival in the UK. She thoroughly enjoyed the trip and very much enjoyed the sights of Britain.

**The Purlin Project , managed by the Blenheim Project
Supporting Women in their Tenancies.**



Case Study...

Barry has lived in group homes much of his adult life where sharing facilities and knowing people for a long time was the norm. He suffers with depression and severe anxiety which controls his daily life; he had many years of weekly therapy with his psychologist.

Barry has lived in supported housing since 30.11.98. Barry said he feels safe and secure and felt he would not cope any where on his own.

In 2006 the group home where he was living was shut down and Barry with the other service users living in the home were moved into South West Supported Housing who offer individual accommodation. As Barry had suffered a set back through the stresses of moving exacerbated by his illness, he was given additional housing related support from the South West Housing Team.

Barry eventually settled into his flat and has said he feels more involved with the community there as he now had a front door of his own. He also started to pay

his own utility bills and had the confidence to phone the water company to arrange to pay them by direct debit.

The Stepping Forward Support Planning identified Barry would benefit from furthering his social interaction and looking at work based skills service which offers various training.

Barry's week consists of attending day care services where he has long standing friendships, visits the gym three times a week, makes Sunday lunch for him and his friend (he had support from the team to relearn the skill to cook a joint) and has recently registered with Homehunter.

**Bradford District Care Trust
South West Supported Housing.**

This guide was produced by a sub group of the Bradford Supporting People Provider Forum. Case studies have been contributed by service providers throughout the Bradford District. We would like to thank all the providers that have contributed material for this guide and also all individuals who have offered feedback during the development of this publication.

**Diversity & Inclusion Sub Group
Bradford Supporting People Provider Forum**

Appendix A

Useful Information

Good practice in support planning

www.steppingforward.uk.net

locally developed support plan tool

www.st.mungos.org

Outcomes Star support plan tool, developed for homeless services

www.shelteredhousing.org.uk

ERoSH outcome tool for self assessment in support planning for sheltered accommodation

www.carrgomm.co.uk

PCP person centred support planning tool

www.bluesalmon.org.uk

Bluesalmon is an online self-assessment and portable planning tool

www.rickterscale.com

support planning tool using non paper based assessment.

Legislation and Policy

www.drc.org.uk

Equality and Human Rights Commission works with organisations in the public, private and voluntary sectors to reduce discrimination and promote equal opportunities for all employees, customers and the users of services. The website has information on all the topics previously available on the sites of the legacy commissions. The site has incorporated much of their material into this site and have dedicated sections with up-to-date information on **disability, race** and **gender**.

All About Diversity

is a report produced by B-Equal as part of the Bradford Employment Equality Project.

www.equalities.gov.uk

The Government Equalities Office is responsible for the Government's overall strategy on equality, (including a new Equality Bill and Public Service Agreement) as well as leading on women's issues across Government, and sponsoring the Equality and Human Rights Commission and Women's National Commission.

www.equalityhumanrights.com

Useful information on good communication

www.plainenglish.co.uk

Plain English Campaign

www.languageline.co.uk

Language Line

www.mencap.co.uk

Mencaps guide for accessible writing- “**Make it Clear**” has advice on how to make information clear for people with learning disabilities

www.changepeople.co.uk

“Picture Bank” by Change. A range of inclusive images for use in publications

www.rnid.org.uk

Royal National Institute for Deaf People factsheets and tips on communication with people who are deaf or hard of hearing.

www.rnib.org.uk

Royal National Institute for the Blind produces a range of publications for “Good Design” providing advice on publications website development and other aspects of service design

Local Training opportunities:-

Bradford Council for Voluntary Services produce a regular Training Digest. Courses provided include Equality and Diversity: Your policy into practice.

Tel 01274 722772

www.bradfordcvs.org.uk

B-Supported is a project funded by the Big Lottery Fund to provide training and organisational development support to the voluntary sector, with a particular focus on supporting Black and Minority Ethnic Groups.

Contact Laura Eden at Bradford CVS. Tel 01274 772722

Action for Black Community Development ABCD can provide in-house training for African and African Caribbean voluntary organisations and community groups.

Contact Clement Katulushi, 01274 775535

Equity Partnership can provide tailored training including: Challenging homophobia and heterosexism, LGB health needs and sexual orientation legislation, monitoring sexuality, Equality Impact Assessment, the needs of LGB communities.

Contact Dave Forrest, 01274 727759

University of Bradford -invites members of voluntary and community organisations, who are currently reviewing their approach to Disability issues in the workplace, to come and see their approach.

Contact: Liz Dunphy on 01274 233069

Bradford Council – Workforce Development Unit – offer 2 free places to voluntary groups on a number of courses including: Ability Awareness, Can you handle it? Lesbian, Gay and Bisexual Awareness, Deaf Equality, Visual Impairment Awareness, Managing Diversity.

Tel 01274 434503

Bradford Council Workforce Development

Bradford Council Equalities - In conjunction with the BME Housing Group and Keyhouse Training, Bradford Council Equalities Service offer a half-day Equality & Diversity session once every 3 months. NVQ in Housing also on offer

Contact David Coleman on 01535 211311 for a list of dates and venues.

Leeds Accommodation Forum provides a range of courses around housing support including Diversity and Equal Opportunities.

Tel 0113 2444221.

www.northern.ac.uk

Northern College – Certificated course in Equality and Diversity, Drug Awareness and Community Development.

Tel 01226 776010

Other

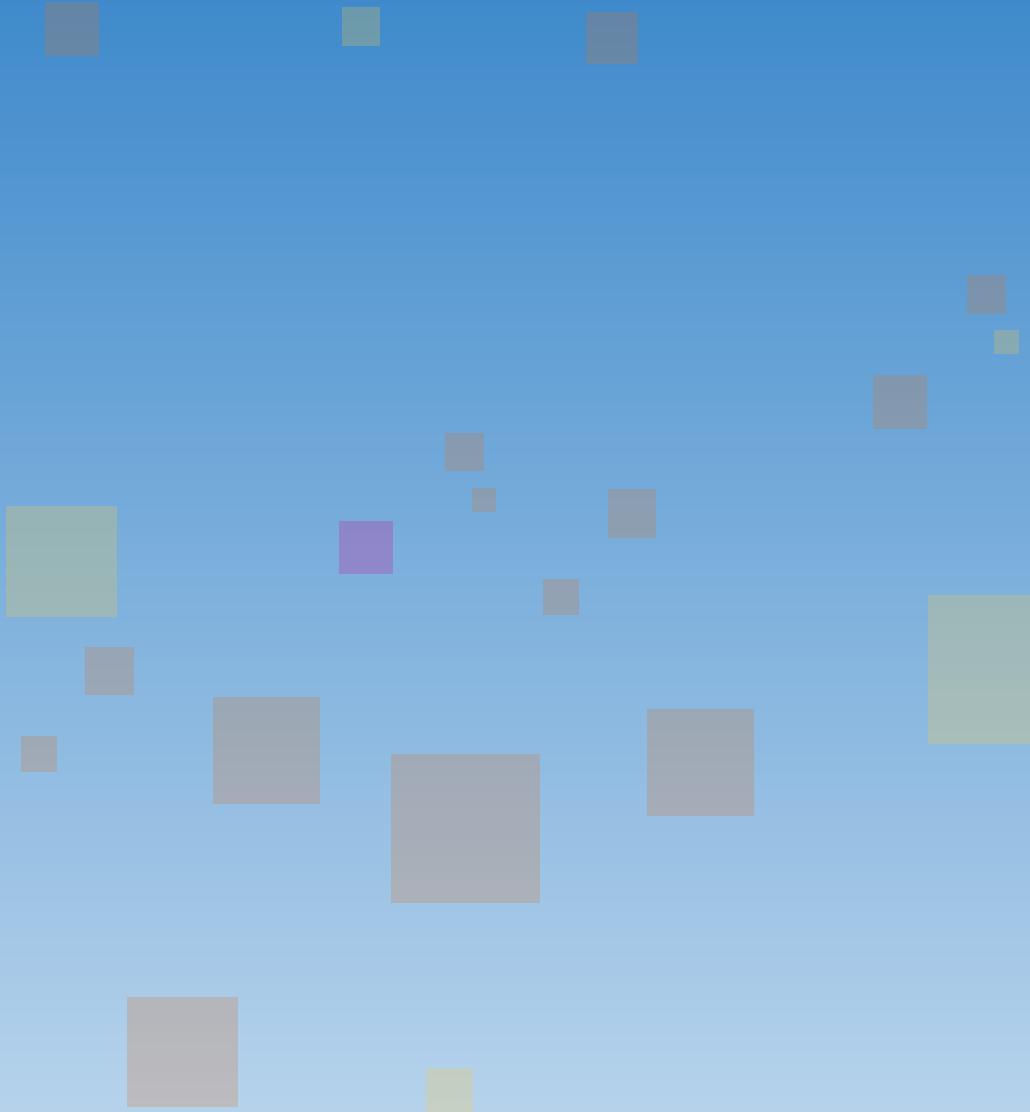
Communities of Interest

The Bradford Community of Interest Working Group developed in 2002 with the rolling out of Neighbourhood Renewal in the district. The group was set up by active citizens from communities of interest, and agencies working with them, who were concerned to ensure that structures existed that would enable the voices of their communities to be heard: Reports from these groups are available at **www.bradfordinfo.com**

communities of interest pages and **The Silent Majority** - Listening to communities of interest

Welcome to Bradford Guide This booklet is for people coming to work in Bradford from the A8 Accession states of the European Union, which includes: Czech Republic, Hungary, Slovakia, Slovenia, Latvia, Estonia, Lithuania and Poland.

Available at **www.bradford.gov.uk** on the District Diversity & Inclusion page



This guide was produced by a sub group of the Bradford Supporting People Provider Forum in partnership with the Supporting People Team, November 2008.



Bradford and Airedale **NHS**
Teaching Primary Care Trust

Supporting People