



# moving on up

[www.movingonup.info](http://www.movingonup.info)

A guide for professionals about  
transition for people with learning  
disabilities from ethnic minorities



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# Moving On Up

## A Guide for Professionals

### Who will find this document useful?

Connexions staff, youth workers, transition leads, school advisors and service providers whose remit includes young people with a learning disability from a black and minority ethnic (BME) community will find the information in this document useful.

### A guide for professionals – part of the Moving On Up project.

This guide for professionals has been written as part of a three-year project funded by the Diana Memorial Fund. The project's remit has been to make the move or 'transition' to adult life as straightforward as possible for young people with learning disabilities and their families from BME communities.

### What has the project achieved?

Take a look at the Moving On Up website [www.movingonup.info](http://www.movingonup.info) It has been designed for young people to use with the support of their families and support workers. It has a mixture of fun websites for young people with learning disabilities to work on, coupled with much information for families, carers and support workers about the structure and systems of support in that young people can access in England. Some of the information has been translated into five community languages – Arabic, Chinese, Urdu, Gujarati and Punjabi.

We produce a monthly e-mail newsletter for professionals called *Moving On Update*. This informs those that work with young people of future events around transition, learning disability and BME issues.

We have produced a handbook for families regarding services and specific information on transition drawn from the website. It is called *Moving On Up: A workbook for young people and their families from BME communities planning transition into adult services*. It is available from ARC. Please contact Pam Smith on 01246 555043 for more information.

### Where does this guide fit into the project?

This guide is designed to reach professionals and give them, in short format, information ranging from the numbers of young people involved, to best practice in supporting young people, to where to find resources that can support professionals. It has been written to create awareness about transition through the views of young people and their families and supporters.

## Transition making headline news in 2007!

The challenges that health, education and social services are facing in attempting to develop a transition service that spans the nation and effectively reaches each young person are hitting the headlines in disability news at present. There is cause for urgent action!

The Commission for Social Care Inspection (CSIP) has just released *Growing Up Matters: Better Transition planning for young people with complex needs* (January 2007). In this, interviews with young people, parents, senior managers and care professionals have evidenced the disparities in transition planning that exist across the country.

**More information** [www.csci.org.uk/](http://www.csci.org.uk/)

The Disability Rights Commission (DRC) responded with a press release backing up the need for action, arguing that:

‘Without the proper investment in these services, these families are steered into a spiral of dependency and poverty. Young adults are forced back on their parents to meet their care needs, parents are forced to give up work and on to the benefit system with no possible means of escape. Investment and reform of the social care system must be a top priority. Further neglect will only compound the pressures that families are already experiencing and store up even greater problems for future generations.’  
(Agnes Fletcher, Director of Policy and Communication, DRC Press release, January 30th 2007)

**More information** [www.drc-gb.org/](http://www.drc-gb.org/)

Every Disabled Child Matters (EDCM), the campaign being led by Contact a Family, the Council for Disabled Children, Mencap and the Special Educational Consortium, is doggedly pursuing politicians and policy-makers to ensure that Every Child Matters is followed through for children with disabilities.

Every Disabled Child Matters stresses the reality that ‘8 out of 10 families with disabled children say that they are at breaking point’.

**More information** [www.edcm.org.uk](http://www.edcm.org.uk)

## ...And the news for young BME people?

Young people and families that belong to black and minority ethnic communities experience twice as many barriers to successful transition. *Growing Up Matters: Better Transition planning for young people with complex needs*, (CSIP, 2007) did include information on the transition experiences of young people and their families from BME communities. It reported that:

‘Only 42% of the senior managers in children’s services and education were able to provide details of young people’s ethnicity in out of area placements.’

‘The needs of young people and their families from ethnic communities were less well addressed in protocols, commissioning documents and during the interviews. Councils covering diverse populations told us that their ‘practice was ingrained’ in meeting the needs of all communities. Overall, however, there was little evidence that councils had given diversity issues sufficient attention.’

*(Growing Up Matters: Better transition planning for young people with complex needs, Commission for Social Care Inspection, January 2007)*

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## How do statistics help us shape services?

Government statistics tell us that the number of children under 16 who are not of White British heritage is rapidly increasing. This means that what professionals know about this group of people needs to increase correspondingly so that the growth of services is in tune with service user requirements. For example:

- Among ethnic minority communities, the Black Caribbean population has the largest proportion of people aged 65 and over (11 per cent). This reflects the first large-scale migration of non-White groups to Britain back in the 1950s.
- Those who have Mixed heritage have the youngest age structure where 50 per cent are under the age of 16. The Bangladeshi, Other Black and Pakistani groups also had young age structures: 38 per cent of both the Bangladeshi and Other Black groups were aged under 16, and 35 per cent of Pakistanis also fell into this age group.
- This was almost double the proportion of the White British group where one in five (20 per cent) were under the age of 16.

Looking at these statistics, it is clear that we are looking at supporting an increasing number of young people educated in the UK. These young people are possibly in the difficult position of having all the issues of moving into adult life combined with professionals' expectations of adulthood and their own family expectations.

**More information** [www.statistics.gov.uk](http://www.statistics.gov.uk)

## What influences are young people exposed to?

Any young person who is moving into adult services faces influences from the people and environment around them. The views of peers and habits of socialising can have a strong impact on the choices that a young person makes. Equally, the familial environment and values of parents and siblings can shape the way in which young people understand their choices and the goals that they make for themselves.

## What young people say...

The young people from minority communities with learning disabilities who we talk to, as part of various projects, frequently reflect a mixture of ideas. Most often they want to please their families or stay with them, at the same time reflecting the life of a modern teenager.

The Aasha Action Research Project, Skill (2003), sought to establish reasons why young learning disabled people from South Asian backgrounds were not taking part in post-school education and training. 95 young people from South Asian backgrounds with learning difficulties and their families were consulted and their findings correspond with what young people have been telling us. Here are some of the findings:

In this particular case the views of their peers had minimal influence:

‘The young people did not have access to a social peer group. The social opportunities provided by the project had great benefits.’

The views of their family were very important:

‘The young people saw their own identity as being unquestionably linked to that of their family.’

Culture was a key part in their identity:

‘The majority of young people identified themselves primarily according to their cultural identity and not according to the fact that they had a disability or learning difficulty. Many strongly resisted any suggestion that they had a disability or learning difficulty. This contrasts with the way staff in services view them.’

*(Aasha: working with young people with a learning difficulty from a South Asian background, 2003)*

The views of South Asian young people with disabilities (not specifically learning disabilities) in relation to how religion, culture and ethnicity shape their identity and how they view disability have been explored by Hussain, Atkin and Ahmed. They found that:

‘Although impairment affected their religious and cultural knowledge, it did not seem as important as the value placed on these things by the rest of the family. On the whole, if parents stressed the importance of religion, so did the young people and their brothers and sisters.’

‘Generally...impairment is only one part of a young person’s identity. Other social factors, including culture and religion, being male or female and the experience of racial discrimination influenced how they experienced disability and impairment.’  
(*South Asian disabled young people and their families*, Social Care: Race and Ethnicity Series, 2002)

### What families say...

Families and carers from minority communities are frequently very concerned about the safety of their young person with a learning difficulty and can feel that the pressure to promote independence can constitute neglect in their eyes.

‘I’ve been depressed and suicidal but social services say they can listen but not offer support. Respite through social services needs a social worker and I’m not entitled to one. I’m very worried about transition, I’m not sure what will happen to my son, especially if I can’t cope any more.’

(Quotation from a carer, *Reaching Out: Working with Black and Minority Ethnic Communities*, Birmingham Mencap, 2006)

Some families may never have had learning disability explained to them and may be hoping for a cure. They cannot adequately, therefore, plan a future for a disabled child.

‘I’m a single parent and as well as my daughter, who’s got Smith McGuiness Syndrome, I have two other children. When I was told about her condition at the hospital, they just gave me negative information like, we don’t know how long she will live or whether she will be able to walk. They didn’t really explain what the condition was or what I could do to help her. I’ve never met anyone else with a child with this syndrome so I still don’t know whether what I’m doing is the right thing for her.’

(Quotation from a carer, *Reaching Out: Working with Black and Minority Ethnic Communities*, Birmingham Mencap, 2006)



## What research has found out...

Transition is a process that, in order to be successful, needs and relies upon a collaborative effort from different groups of people including, school professionals, social services, families, policy makers and the young people themselves. Research reveals that transition is less successful when these different groups of people act according to their own perceptions of how transition should take place at the exclusion of joined up work, as evidenced by the research below.

### **Research by Mallett, Power and Heslop (2003)**

‘It is crucial to make sure that the young person is kept at the centre of the decision-making and planning process... For many in the past, there has been a lack of co-ordination between the relevant agencies and services, and little involvement of the young person. In recognition of this, each council’s Learning Disability Partnership Board is expected to ensure that arrangements are in place to achieve a smooth transition to adult life for young people with learning difficulties. One member of the board must be identified as a ‘transition champion’, with lead responsibility for transition issues.’

*(All Change: Transition into adult life – a resource for young people with learning difficulties, family carers and professionals, Home Farm Trust and Norah Fry Research Centre, 2003)*

### **Research by Becher and Husain (2003)**

‘Adolescence in British South Asian communities may be seen differently because there is less emphasis on separation or autonomy and less expectation of independence than in the majority of British families. Thus the ‘competent adolescent’ would be skilled at meeting obligations to family, respecting family elders, diffusing tension and employing conflict avoidance strategies. Patience and self-containment may be more highly valued, and teenagers may be expected to be ‘guided by their elders’ more than in many British families. Religious obligations become increasingly salient as children reach puberty.’

*(Supporting Minority Ethnic Families, Becher and Husain NFPI, 2003)*

These research findings show that professionals need to make themselves aware of the different range of attitudes that may be held by parents and carers who are thinking within from their personal value system and the culture of the community to which they belong. It demonstrates that a lack of enthusiasm from a South Asian parent towards greater independence for their child through housing or employment, for example, does not automatically indicate a failure of the parent to want best outcomes for their child. Their understanding of ‘best outcomes’ may differ from that of professionals.

### **Research by Fisher and Jeewa, Association for Real Change (2004)**

For improvement in transition services to take place it was established that:

‘It will be crucial to work closely across children’s and adult services and with the Connexions service. Guidance to Connexions Partnerships on working with young people with learning difficulties and disabilities states ‘Of particular concern are those individuals who are affected by multiple disadvantages such as disabled people who are from a black and minority ethnic group. The Connexions Service must be sensitive enough to be able to identify and address the needs of these individuals’’. (*Learning Difficulties and Ethnicity: a Framework for Action*, Association for Real Change, 2004)

It is clear that workers who are supporting young people during transition must focus upon helping them make the decisions that are right for them in terms of their cultural values. To this end the information and support offered to young people as individuals should be fully explained to their families.

### **Research by Pauline Heslop and David Abbott, Home Farm Trust and Norah Fry Research Centre (2006)**

It is important to note the findings regarding parental attitudes towards transition.

‘There was a mismatch between what parents and professionals thought contributed to a good transition process. Parents thought the transition process could be improved by the better provision of information, an earlier decision about whether a placement would be funded, a ‘reserve’ option in case the first choice of provision turned out not to be suitable, and continuous contact with social services so that the family could be steered in the right direction.’

‘Professionals thought the transition process could be improved by schools/colleges arranging visits to a range of options for all students so they could see the possibilities of what might lie ahead; improved receipt and provision of information; more input and involvement from the young person generally; earlier transition planning; and better communication channels between everyone concerned with the young person.’ (*Help to Move On: Better pathways at transition for young people with learning disabilities in residential schools and colleges*, Home Farm Trust and Norah Fry Research Centre, 2006)

## What support is best?

### Understanding each young person's value system.

Theories and models are useful but understanding the individual is key.

As professional much of your work will have foundations in theories of social work. *Cultural Competence in Family Support*, by Hussain et al (2005) reviews how different theories and models of working have come in and out of fashion. Since the 1980s, for example, the 'black professional or anti-racism' perspective, that places emphasis on the views of black communities influencing policy and service changes, has become popular.

### Person Centred Planning.

Person Centred Planning is a key model that professionals in social services, including transition, must follow. *How can person-centred planning help?* can be downloaded from the Valuing People Support Team website [www.valuingpeople.gov.uk/](http://www.valuingpeople.gov.uk/) It stresses that:

'Local agencies will be expected to have introduced person-centred planning for all young people moving from children's to adult's services by 2003'.

### How can professionals consult with BME communities?

*All Things Being Equal*, Association for Real Change (2005) produced a report that contains details of what Race Equality Officers in Primary Care Trusts and Local Authorities said about how they consult with ethnic minorities and the challenges to this. Information about good practice to ensure that services are culturally sensitive and accessible is also included.

**More information** Pam Smith, Association for Real Change, Telephone: 01246 555043

*Learning Difficulties and Ethnicity: a framework for action*, Association for Real Change (2004) has an audit tool for organisations to use to monitor the uptake of services by BME communities and there are questions included that help to establish the numbers of young people with transition plans and who are taking up adult services on leaving education.

**More information** [www.dh.gov.uk/](http://www.dh.gov.uk/)

Tools such as Learning Difficulties and Ethnicity are essential in order to become fully aware of the sheer volume of people from BME communities that require services. It is important to remember, however, that each individual's perspective is more pertinent to good practice than a model that, of necessity, aims to alert professionals to the way in which culture shapes everyone's value systems.

Concepts of gender, age, socio-economic status and ethnic background all combine and are influential differently for each family and young person. The expectations placed upon, and aspirations held by a young person may be driven by any or all of these factors to different degrees.

### The importance of a link worker at transition.

Much evidence points to the need for families supporting young people to have a link worker at transition who understands the culture and the various different pulls that the young person may be experiencing.

The Valuing People support team promote the use of ‘trained facilitators’. The Winter 2007 edition of the VPST newsletter *Transition update* describes the role of facilitators:

‘They help everyone at the meeting and have often helped the young person and family get ready for the meeting. A good facilitator makes sure everything goes as well as possible. (This is not the same job as chairing a meeting.) The facilitator asks questions, helps people work out what they want to say, and makes sure everyone takes part in the meeting. People liked the fact that many of the facilitators were independent. This means that they were not part of the school or working with the young person.’

Linda Jordan, the London Regional Advisor for VPST with the lead on transition, has identified the way facilitators can be used to bridge cultural and linguistic gaps.

‘A student had a transition meeting in Birmingham which was held in the family’s community language and then translated into English for the English speaking support workers. This was possible because a facilitator who spoke the family’s language was used.’

Linda Jordan has been working to ensure that ‘every meeting is geared to the young person’s background so that individual cultural needs are identified’.

## Keeping families in the loop.

Simon Brody, writing in *Community Care*, has commented upon the need for a smoother transition for young disabled people in general and the strain that this places in families:

‘The Disability Rights Commission said a ‘chasm’ has opened up between the support disabled young people received in childhood and what they get in adulthood. Its policy and communications director Agnes Fletcher said: ‘This report exposes the effects the cold, dead hand of adults’ social services has on disabled teenagers wanting to make their way in adult life... Families have to negotiate a cat’s cradle of costly red tape. But tightening eligibility criteria mean that incredible strains are placed on parents to negotiate support from a system that rarely provides what is actually needed.’

The ‘incredible strains’ mentioned here could be double for BME families who may face additional barriers to accessing information such as difficulties with the English language and understanding the structure of service provision in England. Indeed, research by Hatton et al in 2004 showed that:

‘While transition plans for children with disabilities aged 14 and over are a current policy, no parent in our study reported being aware of a transition plan for their teenager. However, transition plans are urgently required, as parents reported great uncertainty and anxiety about services for their child after education stopped. Greater consistency between child and adult services is also required, as some parents reported that adult services that had been offered to them did not meet the language, cultural or religious needs of their child.’

(From *Supporting South Asian Families with a Child with Severe Disabilities*, Hatton et al, JKP, 2004)

In addition, findings from the Aasha action research project indicates the extent to which some families from BME communities are disenfranchised by financial difficulty and limited access to English language:

‘There are high levels of poverty in this group. Many of the parents speak little English and have difficulty accessing the support that is available because they do not understand social services bureaucratic procedures.’

(<http://www.skill.org.uk/>)

It is clear that families are often unaware of the route of transition. They frequently do not know about transition planning, Connexions services, or specialist services. The transition process seems to have passed them by. To combat this we need to make sure parents and families are aware of where they can get translated material.

### Good practice from Leicester.

Trish Branson, principal officer at Community Support Services in Learning Disabilities in Leicester reported that:

‘Leicester has figures from our learning disability register, showing information about the language needs of a number of family carers. Over 60% of carers spoke English as their main language. The other main spoken language was Gujarati (18%). It is also assumed that although many people may speak Hindi/Punjabi/Gujarati/Urdu, many will not be able to read/write it - especially female carers who were born outside the UK. This is due to the general lack of formal education - especially for women.

Leicester are working with Helen Sanderson Associates to look at this in more detail. An Asian school staff member is working on how to include and involve people for whom English is not their first language.

It can be very hard to strike a positive balance. If the majority of the people at the meeting are white British English speakers, then it makes sense for the meeting to be held in English with an appropriate language interpreter who has been involved from the start - not just at the review meeting. If most of the people at the meeting speak Gujarati, the meeting should be held in Gujarati with an interpreter for the non-Gujarati speakers.

Leicester’s view is to keep the language simple and jargon free so that it will be helpful to everyone.’

## Culturally competent person centred planning.

Recent reviews of person centred planning have found it difficult to find young people from minority communities with adequate plans being followed through.

Good practice for culturally competent PCP has been identified in Oldham where the Apqar Haq project is one of a range of initiatives have been implemented to improve transition services. A review of this good practice can be found in 'Bridging the divide at Transition' by BILD, 2002 in Chapter 6. One of the features of the Apqar Haq project was that

'Bi-lingual link workers were recruited. Here the concern was to ensure that there was the chance to communicate directly with families, without the need to rely on an uncertain interpreting service.'

'Every effort was made to listen to, and learn from, families – traditional assessment formats were replaced by spending time with families and listening to their concerns. Person-centred planning techniques were used to try to ensure the individual and their families were at the centre of the process. Families were also consulted about staff training programmes established by the project. In addition the booklet *After Age 16 – what next?* (Family Fund Trust, 1996) was translated into appropriate languages and distributed to local families.'

*(Bridging the divide at Transition, BILD, 2002, p. 103)*

## Guides on transition for young people with learning difficulties from BME communities:

Moving On Up – A transition website for use by young people with learning disabilities from BME communities with the support of a parent, carer or supporter. Association for Real Change.

**More information** [www.movingonup.info](http://www.movingonup.info)

*Moving On Up: A workbook for young people and their families from BME communities planning transition into adult services*, Association for Real Change (2007) – A workbook to accompany the Moving On Up website.

**More information** ARC, Pam Smith, 01246 555043 or [pam.smith@arcuk.org.uk](mailto:pam.smith@arcuk.org.uk)

## Guides on transition for young people with learning difficulties – not BME specific:

Transactive: Inclusive transition planning for teenagers – A transition website with a ‘Teenzone’ for young people to explore. Mencap.

**More information** [www.trans-active.org.uk/](http://www.trans-active.org.uk/)

My Future Choices – A transition website for young people with learning disabilities and their supporters. Transition Information Network,

**More information** <http://www.myfuturechoices.org.uk/>

*The Road Ahead: Information for young people with learning difficulties, their families and supporters at transition*, Social Care Institute for Excellence (2004) – A report available in an accessible format for young people with learning disabilities to access on-line.

**More information** [www.scie.org.uk/publications/tra/index.asp](http://www.scie.org.uk/publications/tra/index.asp)

*Transition Workbooks*, MacIntyre (2005) – A workbook for young people with learning disabilities and their supporters.

**More information** MacIntyre [http://www.macintyrecharity.org/transition/workbooks/work\\_opportunities.html](http://www.macintyrecharity.org/transition/workbooks/work_opportunities.html)

*All Change: Transition into adult life* – a resource for young people with learning difficulties, family carers and professionals, Home Farm Trust and Norah Fry Research Centre (2003) – A workbook for young people with learning disabilities and their supporters.

**More information** Pavilion Publishing, 01273 623222, email [info@pavpub.com](mailto:info@pavpub.com)



## Find out how independent organisations can help.

Independent organisations, that may have developed as a response to lack of appropriate services, may have skills and expertise in supporting young people. Statutory providers and their support workers may not realise how skilled local independent organisations are. It is therefore important that a wide range of community organisations are known and links made to them.

## Good practice in Bradford - Signposting Services.

A good example of how an independent organisation has grown and developed through its popularity and response to need is Signposting Services (previously referred to as the 119 Project) in Bradford.

It now works in partnership with Bradford Library and is situated in the library building in the centre of town - a community setting rather than the NHS building. It has forged links with all the local community, leisure and recreation centres, as well as colleges and has its own training facilities that can be used by the colleges.

It is currently running a piece of work on 'My Choices' with people with learning disabilities of all ages who are involved with Bradford services. Signposting Services knew that many service users wanted to try something new, but didn't know what until they tried it. Now service users are offered a range of taster sessions in different activities. This project demonstrates the way in which Signposting Services is responding to the needs of people with learning disabilities by adapting and extending their range of services. Their attitude of responding to 'anything that comes out of their (service user's) life plans' is a key element to their adaptability.

Signposting Services is also aware of the lack of employment opportunities for people with learning disabilities if 'parents don't see employment as a real option'. To help with this they are using monies from Connexions to give opportunities to young people whilst they are still in school.

In addition, they have made links with Bradford Community Broadcasting, their local radio station, and set up their own programme for people with learning disabilities.

'The shame and taboo surrounding learning disability makes it difficult for mothers to get help and support. They get little practical support from their families and no emotional support either. The situation is so bad that mothers are likely to seek help from agencies that are outside their community rather than from Bangladeshi specialist agencies.'

A professional's view quoted in Working with black and minority ethnic communities by Reaching Out, Birmingham Mencap.

## Employment for all

Frequently employment as an option has never been discussed with young people from Black and ethnic minorities.

Liz Maudslay, the Aasha project manager at Skill has said:

‘The project clearly showed that many young people with learning difficulties from a South Asian background could be finding employment or following beneficial college courses or training programmes and thereby enjoying a better quality of life. Yet in many cases this is not currently happening. Providers need to make changes at both a strategic and operational level to make sure they can meet the particular needs of this group.’

‘The young people who saw work as a realistic option often felt that the extra support they needed to get a job had not been there. For those few who found a job they wanted, this had an extremely positive effect.’

*(Aasha: working with young people with a learning difficulty from a South Asian background, 2003)*

*Services for All: A guidance manual for providing culturally competent services for people with learning disabilities, Association for Real Change (2001)* is a comprehensive resource and includes examples of good practice on culturally appropriate employment, such as the one below:

‘Norwood Ravenswood is an independent Jewish Charity providing a range of services for people with learning disabilities. The Deli is a catering and work skills training programme to help young people with learning disabilities enter appropriate full or part-time employment or pursue further training at college. It operates canteens serving Kosher food - vegetarian cuisine including fish at three Jewish centres. The trainees take part in a two year course during which each trainee has a regularly monitored training plan and experiences work placements in a variety of establishments. From the eighteenth month onwards the employment department provides an intensive programme to help the trainee find suitable employment. The employment department hopes to find appropriate jobs or further training for all trainees.’

*(Services for All: A guidance manual for providing culturally competent services for people with learning disabilities, Association for Real Change, 2001)*

Beyond information on employment that can be found in the transition resources listed on page 14 in this guide there are other less easily overcome barriers that prevent these young people securing employment. These include the worries of BME parents about the safety and welfare of their children in employment. It has been reported that:

‘(Some) families were less encouraging. They themselves had negative views about impairment so some of them had low expectations of their children. Jagjeet for instance, wanted to work in an office and has clear ideas about it: “I want to find a job, to work in an office, to be a secretary”. Her mother, however, remarked, “She will not be able to work for anybody. She won’t be able to get around much.’  
(*South Asian disabled young people and their families*, Social Care: Race and Ethnicity Series (2002), p. 22)

Families need to be supported to know that their children may have skills that they did not know about and that they could use to find work.

#### **More information**

[www.movingonup.info](http://www.movingonup.info) - ‘Learning and Working’ section.

[www.jobcentreplus.gov.uk/JCP/Customers/HelpForDisabledPeople/WORKSTEP/](http://www.jobcentreplus.gov.uk/JCP/Customers/HelpForDisabledPeople/WORKSTEP/)  
- Workstep

[www.jobcentreplus.gov.uk/](http://www.jobcentreplus.gov.uk/) - Job Centre Plus

[www.shaw-trust.org.uk/](http://www.shaw-trust.org.uk/) - Shaw Trust

[www.connexions.gov.uk/](http://www.connexions.gov.uk/) - Connexions

[www.jobcentreplus.gov.uk/JCP/Customers/HelpForDisabledPeople/AccessToWork/](http://www.jobcentreplus.gov.uk/JCP/Customers/HelpForDisabledPeople/AccessToWork/)  
- Access to Work Scheme

### **ARC’s work around transition, ethnicity and learning disability**

In addition to the Moving On Up transition project, the Association for Real Change (ARC) hosts the National Learning Disability and Ethnicity Network. This was originally funded for 3 years (ended March 2006) by the DH. We are hoping for further DH funding. This year we have received a substantial grant from Lloyds TSB to develop partnerships within the Network members. There are currently over 1200 members. It is free to join, produces newsletters, holds an annual conference and shares information and good practice.

**More information** Contact [pam.smith@arcuk.org.uk](mailto:pam.smith@arcuk.org.uk) to join.

ARC is also carrying out a CAMHS (Child and Adolescent Mental Health Services) project to develop support materials for ‘Tier 1’ staff to work effectively with young people from BME communities who have a learning disability and mental health issues. The project is called ‘CANDLE’ project and is funded by the DH.