Reach

Support for Living

a Paradigm product

A Practical Guide to The Reach Standards

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Part 1

Overview

Part One describes the importance of The Reach Standards, how they can be of value to different people and how they can inform the development of good support and practice. It also shows how The Standards can be used to evidence your good practice to regulators and commissioners.

No two people have the same desires, expectations, wants or needs. Each person is a unique human being.

This Practical Guide encourages us all to stay refreshingly curious and committed to discovering what a good, ordinary life looks like for each person we support. Acting on what we discover will enable us to design a person's housing and support with them to avoid 'slotting' people into predetermined systems.

Fundamentally The Reach Standards remind us about the human rights of all and our duty to protect these.

Sally Warren,
Managing Director, Paradigm

'I really wanted to choose where I live and who I live with. People didn't listen to me. Now I share a flat with a friend. It's good. I get sad when people I don't know turn up to support me.'

Sammy Butcher,
Self-Advocate

'Great supporters for my sister are those who meet her humanity with their humanity; who meet her with an innate curiosity to explore and help her enjoy more of life to the full. She's not a tick list of "tasks to be done". They look beyond labels and Sammy's struggle to articulate her thoughts... That's when support becomes beautiful, powerful and freeing.'

Hazel Hendrickson,
Sister of Sammy

'The Reach Standards are an essential tool in helping providers to meet their responsibilities to support people to live an ordinary life. That is why we recommend that providers consider how The Reach Standards are met when developing and providing services for people with a learning disability and/or autism.'

Deborah Ivanova,
Deputy Chief Inspector
(London and South),
Adult Social Care,
Care Quality Commission

Introduction

This guide is dedicated to people who want to raise expectations, continuously question and improve the world around us.

The Reach Standards and this Practical Guide have been created to help people with a learning disability and/or autism, their families, provider agencies and teams explore with a person what a good life would be for them and how to make this happen.

It is the responsibility of all of us to ensure that we work together to realise the rights of people to live good, ordinary lives.

The principles of 'supported living' have always been about supporting people with a learning disability and/or autism (and others) to live a life of their choice with the right support – hence 'support for living'.

Paradigm is concerned that 'supported living' has become a 'service model' where small groups of people live together with little choice of where or who they live with, who supports them and how they live.

People are harmed and let down when support isn't designed with and for them as individuals – when support isn't offered in a way that enables their lives to flourish. Good relationships between a person and their supporters take time, effort and thoughtfulness. Every person has unique wishes and needs – these vary with age, emotional and physical health, religion, culture, gender, sexuality and life situations. These can change over time. Good support for living is fluid and evolves with an individual throughout their life.

We look forward to ongoing conversations and connections with you to stay focused on each person having the good support for living they are entitled to.

'A "one size fits all" approach can create the same institutional culture that we have attempted to move away from. Support for living can become distorted so rather than genuine choice and control, people find themselves living in residential care by default.'

Guidance: Commissioning accommodation and support for a good life for people with a learning disability and/or autism, **National Commissioning Board, Wales, March 2019**

How to read this Reach Practical Guide

This Reach Practical Guide is in three parts. The Guide can be used as a whole or the parts can be used independently of each other.

Part One describes the importance of The Reach Standards, how they can be of value to different people and how they can inform the development of good support and practice. It also shows how The Standards can be used to evidence your good practice to regulators and commissioners.

Part Two is particularly designed as a section that can be used as a stand-alone resource by those hosting conversations around The Reach Standards, e.g. direct support workers and families.

Part Three gives you examples of how you can embed and demonstrate good practice in relation to The Reach Standards. It also gives you links to resources and good practice from around the UK.

The Reach Standards

'Our goal is to see people with learning disabilities in the mainstream of life, living in ordinary houses and ordinary streets, with the same range of choices as any citizen, and mixing as equals with the other members... of their own community.'

Towell D (1988) *'An Ordinary Life in Practice: Developing Comprehensive Community-based Services for People with Learning Disabilities'* London: **The King's Fund**

The Reach Standards are a set of nine voluntary standards created by Paradigm to ensure people are supported to live the life they choose – with the same choices, rights and responsibilities as other citizens.

Since 2002, The Reach Standards have developed in response to thousands of conversations and connections with people with a learning disability and/or autism, families, supporters and organisations across the UK and beyond. All of these voices continue to drive the evolution of Reach and this Practical Guide.

The Standards hold people accountable to ensure quality support for living. They encourage conversations that matter. They are deeply rooted in a modern understanding of the human rights we should all enjoy.

REACH Standard 1

I choose who I live with

REACH Standard 2

I choose where I live

REACH Standard 3

I have my own home (with a tenancy or ownership)

REACH Standard 4

I choose who supports me and how I am supported

REACH Standard 5

I choose my friends and my relationships

REACH Standard 6

I get help to make changes in my life

REACH Standard 7

I choose how to be healthy and safe

REACH Standard 8

I choose how I am part of the community

REACH Standard 9

I have the same rights and responsibilities as other citizens

The Reach Standards are the most widely recognised standards across the UK in relation to supported living and they are recommended by Health and Social Care regulators.

The provision of housing and support is part of a wider system which should include friends, family and the wider community alongside local housing and social care commissioners, regulators and policymakers who create the conditions for successful local services. All of these people need to work together to ensure their local offer supports people in leading good, ordinary lives according to their own aspirations.

Who are The Reach Standards for?

The Reach Standards have been designed for use by people with a learning disability and/or autism, their families, teams managed by a person and their family, housing and support providers, regulators, the NHS and local authorities. They provide a benchmark for quality and aspiration. They hold a person at the centre in any consideration of their housing and support – in other words, in any consideration of their lives.

This table details some of the ways The Reach Standards can be of value to different people:

For:	The Reach Standards will support people to:
People supported	· **know their rights** as equal citizens · **be at the centre** of designing their support · **know their voices are heard and responded to** · **make their own choices and decisions** (with the right support) as they move forward in their lives
Families	· **know what their rights are** · **know that their expertise and love** for their family member is valued · **feel reassured** that an organisation or team is offering the best support possible · **explore options** available for their family member
Support staff	· **be equipped** to use the practical resources to discover what a good, ordinary life looks like for each person · **inspire** supporters to be engaging, curious and skilled in providing truly individually designed support (see **Gr8SupportMovement**) · **inform people's Support Plans**, based on people's wishes, needs and human rights · **encourage staff to question and challenge** when they can see something is not working for an individual
Organisations	· **report and evidence the quality of their support** to the Care Quality Commission's 'Key Lines of Enquiry' (KLOEs) and other regulators · **ensure that they are providing individually designed support** that embraces people's human rights to live a good, ordinary life as part of their community · **to value families** and the love and expertise they bring · **develop a proactive learning culture** where the workforce is empowered, thoughtful, creative and solution-oriented
Regulators	· **hear stories and see evidence of people's lives flourishing** rather than being limited by systems or services · **see evidence** based on a strong set of principles and nationally recognised standards · **see the thread** from the voices and wishes of each person supported in their Support Plans through to the organisational development plans and strategies · **raise aspirations and inform local, regional and national guidance**
Local commissioners	· **hear stories and see evidence of people's lives flourishing** rather than being limited by systems or services, e.g. to help inform Care and Support Plans · **see evidence** based on a strong set of principles and nationally recognised standards · **see the thread** from the voices and wishes of each person supported in their Support Plans through to the organisational development plans and strategies · **gather evidence** to support the coproduction of local Housing and Support commissioning plans

When implemented with genuine intent and developed in open, honest relationships, The Reach Standards help create powerful, focused support that values each person with a learning disability and/or autism and empowers all to realise and embrace their rightful place in society.

Reach is for ALL

'Everything a person does is communication and all those supporting them need to be tuned in and learn the individual's language.'

Sue Deeley and Julie Smith,
Getta Life, Coventry

The Reach Standards have been created to use with ALL people with a learning disability and/or autism, whether they have a milder or more profound learning disability and/or autism.

Every person has the right to express choice, whether with or without words. Everyone should be included in designing their own lives and the support they need to do this. It is our responsibility as supporters to be in a genuine relationship with people to discover how each person best communicates, to listen deeply and respond inclusively, respectfully and thoughtfully.

Reach can be used to help protect people's human rights. This is particularly important when there are still people in Assessment and Treatment Units waiting to be freed to live their lives as part of their community. Reach can assist by helping people define, for themselves, **'the right support, in the right place, at the right time'** (www.challengingbehaviour.org.uk).

People are liberated when we show we have truly heard and acted on what they have communicated. We can all play our part in ensuring that each person directs their own life, interacts with us and other people and makes their contribution as equal citizens.

The Gr8 Support Movement

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Gr8 SUPPORT MEMBERS

Real

Refreshing

Creative and challenging

Connecting support workers across the UK to be the Gr8 Support Workers of today and tomorrow.

Why not connect your teams with this fast growing Movement?

Inspiration, peer-to-peer support and learning for your support workers, some of the most important people in our workforce.

Contact us to find out how to sign up:

Gr8Support@paradigm-uk.org
Call Sally Warren 020 8870 8643
www.paradigm-uk.org

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The 8 qualities that make a Gr8 Support Worker as decided by over 350 people with learning disabilities and their families:

#Adventurous #Friendly #Encouraging #Supportive-of-my-loving #Connecting #Advocating #Respectful #Resourceful

Rooted in human rights

Article 19: Living independently and being included in the community

States Parties to the present Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

- persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;
- persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;
- community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

The Reach Standards were developed on the basis of the simple but powerful idea that people with a learning disability and/or autism should be able to live the lives they choose – with the same range of choices, rights and responsibilities as other citizens. That is what is meant by 'an ordinary life'.

This way of thinking is built into the most important global commitments of our times. The concept of human rights has a long history, but the carnage of the Second World War led countries to invest in building a new world order, best represented by the creation of the United Nations and the drafting of the *Universal Declaration of Human Rights* proclaimed by its General Assembly on December 10, 1948. The Universal Declaration promises to all people the economic, social, political, cultural and civic rights that underpin a life free from want and fear. Universal, of course, means universal!

In the decades since 1948, the global community has continued to value this Declaration as fundamental but found it necessary to spell out in more detail what it means for specific groups and in particular situations.

Most importantly for our purposes here, in 2006 the United Nations established a new *Convention on the Rights of Persons with Disabilities* (UNCRPD). Kofi Annan, the then UN Secretary-General welcomed this Convention as:

'... the dawn of a new era – an era in which disabled people will no longer have to endure the discriminatory practices and attitudes that have been permitted to prevail for too long.'

This Convention was ratified in the UK in 2009 and forms an authoritative framework against which to judge not only law but the everyday experience of disabled people.

Returning to the *United Nations Convention on the Rights of Persons with Disabilities*, the Reach Standards give practical expression to Article 19 of this Convention; 'Living independently and being included in the community'.

David Towell explains in 'Delivering the Promise of an Ordinary Life' (Paradigm, 2012) that the *United Nations Convention on the Rights of Persons with Disabilities* is much more than a statement of rights.

'It is also a broad route map for their implementation. Looking across different aspects of life in the community it suggests three main building blocks for advancing equal citizenship which I summarise as:

- ***Self-determination: I can say what matters to me and how I want to live***
- ***Personalised support: I get the assistance I need to live as I want***
- ***Inclusion: I'm included in my community and benefit from its services.'***

The following image demonstrates how The Reach Standards are deeply rooted in this approach to equal citizenship:

Using The Reach Standards to contribute evidence for UK regulators and commissioners

Most organisations across the UK are dealing with numerous requirements to evidence quality and meet the standards for individuals, regulators and local commissioners. The Reach Practical Guide can support you to gather the evidence required to meet a range of reviews, inspections and reporting requirements. It does not have to be a stand-alone process.

Regulators and commissioners across the UK are encouraging organisations to use The Reach Standards in developing and providing support.

REACH conversations will provide evidence for all UK regulators...

The Reach Standards

1. **I choose who I live with**
2. **I choose where I live**
3. **I have my own home (with a tenancy or ownership)**
4. **I choose who supports me and how I am supported**
5. **I choose my friends and relationships**
6. **I get help to make changes in my life**
7. **I choose how to be healthy and safe**
8. **I choose how I am part of the community**
9. **I have the same rights and responsibilities as other citizens**

Care Inspectorate (Scotland)

HEALTH AND SOCIAL CARE STANDARDS:

I experience high quality care and support that is right for me

I am fully involved in all decisions about my care and support

I have confidence in the people who support and care for me

I have confidence in the organisation providing my care and support

I experience a high quality environment if the organisation provides the premises

Based on the principles of:

- Dignity and respect
- Compassion
- Be included
- Responsive care and support
- Wellbeing

Care Quality Commission (England)

KEY LINES OF ENQUIRY (KLOES)

Safe: people are protected from abuse and avoidable harm

Effective: people's care, treatment and support achieves good outcomes, promotes a good quality of life and is based on the best available evidence

Caring: the provider involves and treats people with compassion, kindness, dignity and respect

Responsive: services are organised so they meet people's needs

Well-led: the leadership, management and governance of the organisation assures the delivery of high-quality and person-centred care, supports learning and innovation, and promotes and open and fair culture

Care Inspectorate (Wales)

HEALTH AND SOCIAL CARE STANDARDS:

Well-being: the well-being of individuals receiving care and support.

Care and support: the quality of care and support staff provide.

Environment: the physical setting in which care and support is provided. *This theme does not apply to regulated service types that provide domicillary services in a person's own home.*

Leadership and management: organisational arrangements for the provision of care and support.

The Regulation and Quality Improvement Authority (Northern Ireland)

INSPECTION THEMES:

Is care safe?
Avoiding and preventing harm to people from the care, treatment and support that is intended to help them

Is care effective?

The right care is provided, at the right time, in the right place, with the best outcome

Is care compassionate?

People are treated with dignity and respect and should be fully involved in decisions affecting their treatment, care and support

Is the service well-led?
Effective leadership, management and governance which creates a culture focused on the needs and experiences of people in order to deliver a safe, effective and compassionate care

It is interesting to note that in our work across the UK, we have been involved in many conversations about whether The Reach Standards are too 'aspirational'. The discussion always leads to the importance of continually moving forward to ensure good, ordinary lives for all, even if it feels like we are taking small steps.

The Welsh National Commissioning Board acknowledged that, whilst some may find The Reach Standards challenging, they actively encourage people to use and implement them.

'... understand what the barriers [to implementing The Reach Standards] are and develop strategies to overcome the obstacles, not disregard them.'

'Commissioning accommodation and support for a good life for people with a learning disability', **March 2019**

'The Reach Standards are an essential tool in helping providers to meet their responsibilities to support people to live an ordinary life. That is why we recommend that providers consider how The Reach Standards are met when developing and providing services for people with a learning disability and/or autism.'

Deborah Ivanova.
Deputy Chief Inspector (London and South), Adult Social Care. Care Quality Commission

REACH Training Package:

1 day training PLUS 2 years' resources (£1250* excl. VAT and expenses)

We offer one day training – Introduction to Reach – for up to 24 participants which helps your staff to:

- ✓ understand and apply Reach in practice
- ✓ develop support for living an ordinary life
- ✓ implement human rights
- ✓ evidence regulatory compliance e.g. CQC KLOES
- ✓ embed reflective practice
- ✓ inspire positive culture change

Includes access to the following for <u>two</u> years:

- ✓ Nine Reach Films for staff training and induction
- ✓ Reach Learning Resources: games, publications and articles
- ✓ The Reach Network, online support, webinars, phone advice
- ✓ Additional Reach Training Days at a 30% discount

*Prices apply 2019

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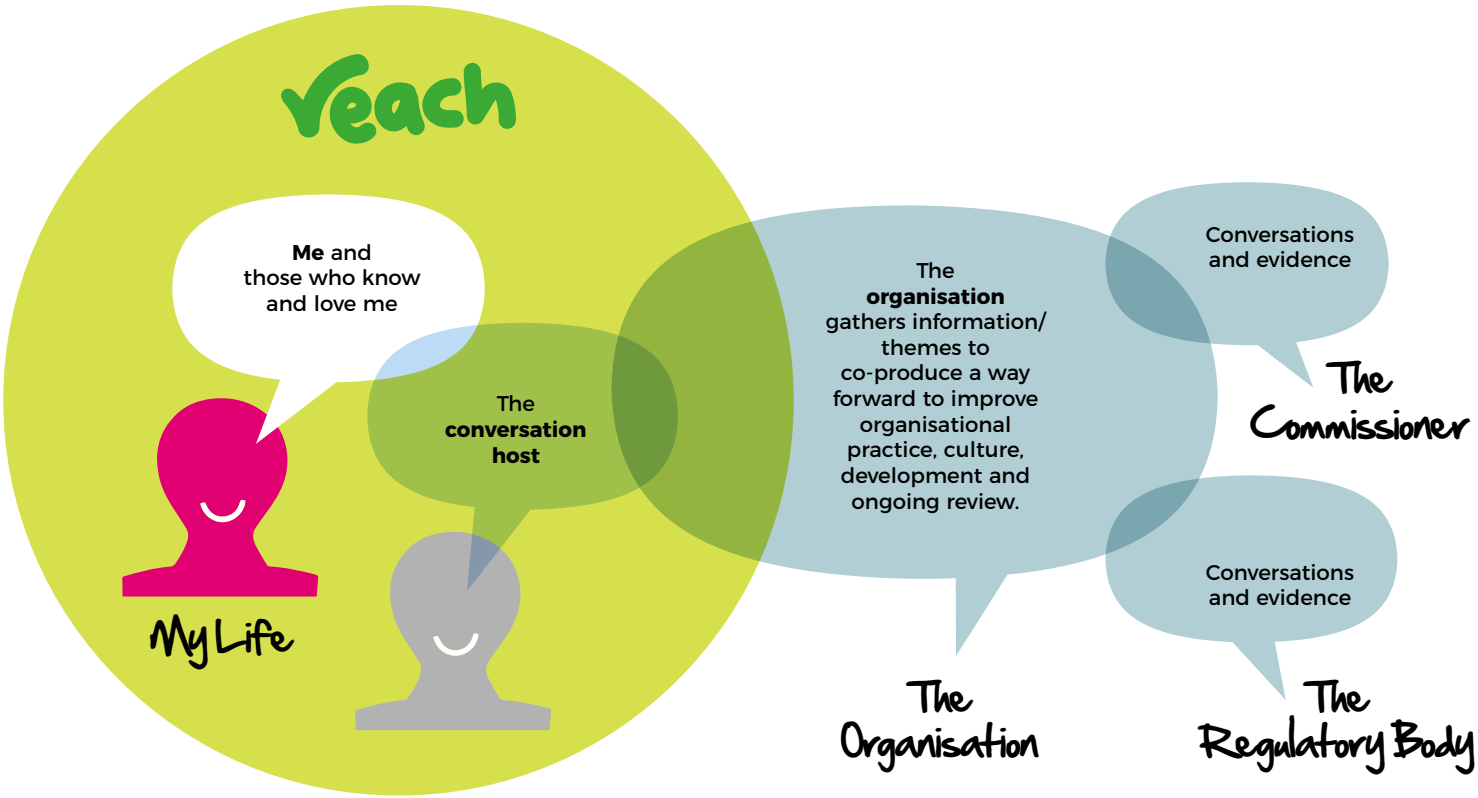
Reach: Driving change in practice

There are so many ways in which The Standards and this Practical Guide can be used: from supporting a person to live a good, ordinary life to shaping and evidencing your organisational plan to improve quality.

Conversations with people with a learning disability and/or autism and those who love and know them are an important starting point for exploring The Reach Standards. These conversations inform the support offered by a team or organisation. This in turn shapes how an organisational culture evolves and how practice can change to better support people to live as equal citizens within their communities. As many Self-Advocates tell us, what they want is 'A life not a service!'

This diagram shows how the conversations suggested (see Conversations sheets in Part 2 of this Practical Guide) can be used to:

- **Host conversations, whether verbal or non-verbal**, with people you support and the people that matter to them.
- **Develop people's individual Support Plans** with clear goals.
- **Inform an organisational or a person's team planning and strategies.**
- **Provide evidence to report to commissioners and/or regulators.**



‘Let’s not pretend!’

Paradigm can bring Reach to life in your organisation by designing and facilitating training to meet the needs of your team. This training will give you access to the Reach national network and Reach tool kit.

We are connecting with people across the UK and collecting great evidence and inspiration all the time. Our toolkit will grow over time and will include:

- ✔ **Reach Standard ‘I statements’ for the people you support**
- ✔ **Detailed mapping of The Reach Standards to the specific criteria to meet outcomes of UK**
- ✔ **Detailed document supporting you to evidence Reach to regulators/ commissioners**
- ✔ **A person’s human rights check**
- ✔ **A Powerpoint slide deck to help promote Reach in your organisation**
- ✔ **The opportunity to share good practice and learn together across the UK**
- ✔ **Value-based question cards for teams**
- ✔ **Reach films**
- ✔ **Invitations to 3 webinars per year**
- ✔ **Phoneline**

Click here to contact Paradigm.

The Reach Standards continue to push back the boundaries that can limit the lives of people with a learning disability and/or autism. They encourage us all to aspire and stay focused on what people with a learning disability and/or autism and their families really want and need to lead good, ordinary lives.

In the current climate of dwindling resources, we undoubtedly face real challenges when offering quality support. This means that we may not always be able to provide or receive support in exactly the way we would like. John O’Brien, a leading thinker in the field of disability, talks about the importance of ‘not pretending’ that something is okay when deep down we know it isn’t, e.g. a stranger moving into a house with two people who haven’t chosen that person.

We must ensure that people and families know that we have listened to them, that together we explore what is possible now and create a plan to get as close to their desired goals as we can.

If we do not stay strong, questioning and determined to do this, people will be denied their human rights. It is a dangerously slippery slope.

‘Do the best you can until you know better. Then when you know better, do better.’

Maya Angelou

Part 2

The Reach Conversation Sheets

Part Two is particularly designed as a section that can be used as a stand-alone resource by those hosting conversations around The Reach Standards, e.g. direct support workers and families.

To ensure this section can be used as a 'stand-alone' resource, some key elements from Part One have been touched on again.

The Reach Standards – conversations leading to action

'It's a conversation, a time for discovery not an assessment!'

Tim Keilty, Paradigm

All too often people who receive paid support are assessed and little time is spent on truly discovering who people are, what they love and don't love about life and their hopes for the future. People and families want and deserve more.

In 2016, Paradigm asked over 350 people with a learning disability and/or autism and their families to define what qualities they value in the people who support them (paid and unpaid). They told us they value people who are:

1. **Adventurous** – there for the rollercoaster of life – the ups and downs
2. **Friendly** – wants to be with the person and enjoys their company
3. **Encouraging** – is supportive and encourages a person to think about what more is possible
4. **Supportive of their loving** – upholds people's rights to sex, love and relationships, e.g. partners, friends, family
5. **Connecting** – encourages community connections
6. **Advocating** – listens to and stands alongside a person to make sure their voice is heard
7. **Respectful** – shows they know and understand what is important to the person
8. **Resourceful** – supports a person to make the most of all the resources around them – community, friends, paid support etc.

These qualities are not extraordinary but when brought to life can enhance the quality and outcomes of conversations. For The Reach Standards to be as powerful as possible, we need to find ways of cultivating these qualities in ALL those involved in a person's life – supporters, families, commissioners, managers, social workers, inspectors and more!

The Reach Standards and this Practical Guide have been developed to encourage meaningful conversations, whether someone communicates with or without words. These conversations should seek to explore and understand the wishes and needs of a person and, importantly, create a powerful plan of action.

'Be brave enough to start a conversation that matters.'

Margaret Wheatley

Human rights in practice

- **Self-determination: I can say what matters to me and how I want to live**
- **Personalised support: I get the assistance I need to live as I want**
- **Inclusion: I'm included in my community and benefit from its services.**

'Delivering the Promise of an Ordinary Life' Paradigm, 2012

The concept of human rights has a long history starting with the creation of the United Nations and the drafting of the *Universal Declaration of Human Rights* in 1948.

Much later, in 2006, the *United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)* came into force. David Towell explains that this Convention is much more than a statement of rights and that there are three main building blocks for advancing equal citizenship: self-determination, personalised support, inclusion (see left).

The Standards hold people accountable to ensure quality support for living. They encourage conversations that matter. They are deeply rooted in a modern understanding of the human rights we should all enjoy.

REACH Standard 1

I choose who I live with

REACH Standard 2

I choose where I live

REACH Standard 3

I have my own home (with a tenancy or ownership)

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I choose who supports me and how I am supported

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REACH Standard 7

I choose how to be healthy and safe

REACH Standard 8

I choose how I am part of the community

REACH Standard 9

I have the same rights and responsibilities as other citizens

Communication – more than just words

'Just because a person can't speak, doesn't mean they have nothing to say.'

Parent of a non-verbal child SEN Magazine Aug. 2019

When we talk about 'conversations' at Paradigm, we mean far more than just conversations using words.

ALL people communicate. Even when people have verbal conversations, it is suggested that 55% of communication is body language, 38% is tone of voice and only 7% is the actual words spoken. So naturally, those of us who communicate verbally use and interpret non-verbal communication on a daily basis without even thinking about it.

Conversations with people who communicate in their unique way without words require us to listen deeply with all our senses and pay attention to what we observe, hear, and feel.

The reality is that many people with profound and multiple learning disabilities are likely to require a range of support with most or all aspects of their life.

When using The Reach Conversation Sheets (here in Part 2), we need to think about how we communicate questions according to what works for a person.

Your knowledge of how the person communicates will inform how you explore each standard – how you ask and adapt questions. If you are hosting a Reach conversation with someone who has a **Communication Chart**, it is important that all supporters have a good understanding of this. You may need to be very creative in seeking and understanding a person's opinion. You may also need to draw on the knowledge and insight of those who love and know the person, e.g. asking them what the person usually does to make a particular opinion understood.

It is our responsibility as supporters to be in a genuine relationship with people to discover how each person best communicates. We must deeply 'listen' and respond inclusively, respectfully and thoughtfully to ensure they are supported in a truly personal way. People are liberated when we show we have truly heard and acted on what they have communicated.

'Be my microphone, not my voice.'

Dave Hingsburger

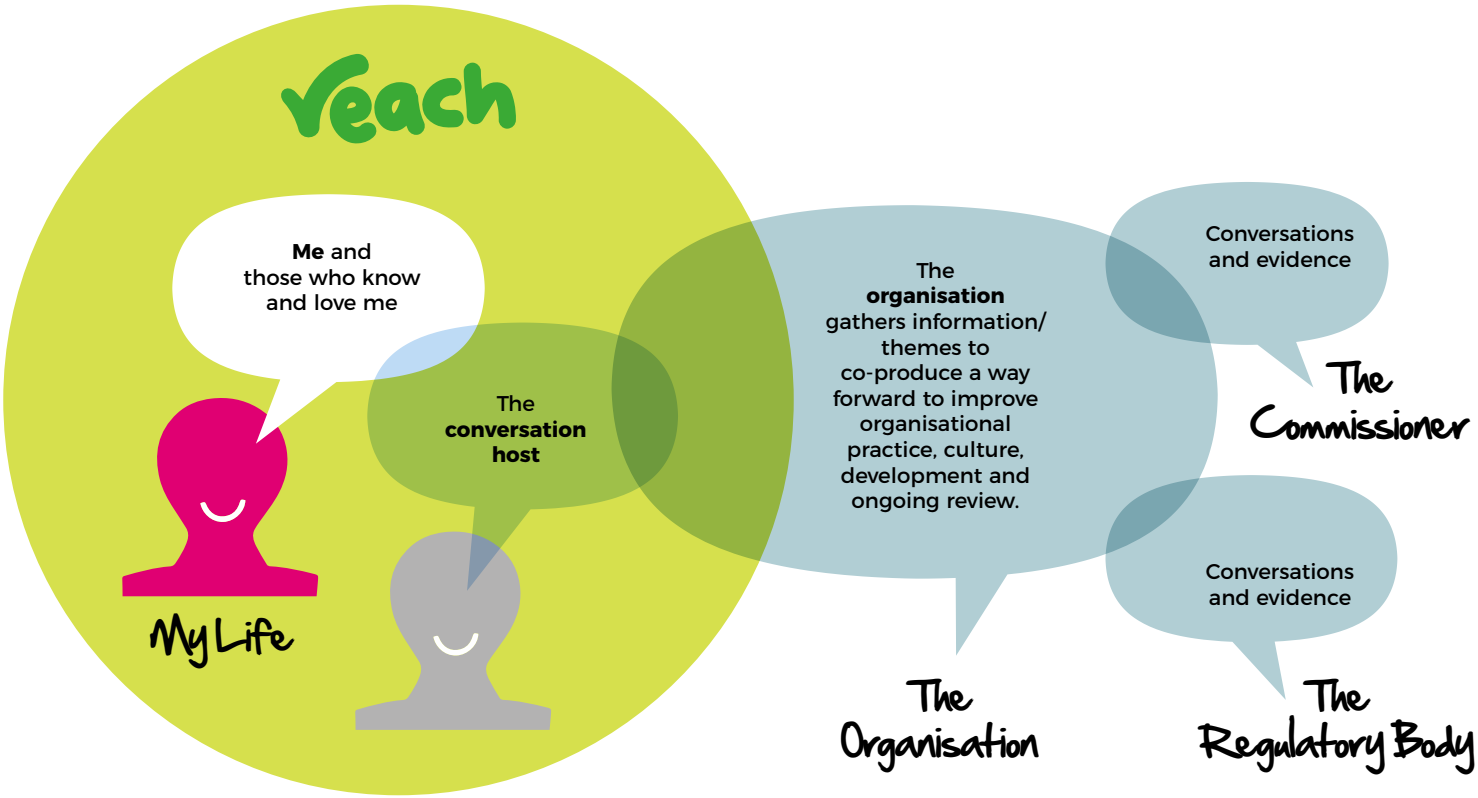
'All, however, have the capacity to participate in everyday life in a way which is personalised to their needs and abilities, to benefit from good health care and education and are able, in various ways, to communicate their satisfaction or otherwise with their quality of life.'

Supporting People with Profound and Multiple Learning Disabilities. Core and essential standards, 2017

Introducing The Reach Conversation Sheets

In this complex world of systems, processes and regulation, it is sometimes hard for supporters to stay focused on what really matters.

The Reach Conversation Sheets have been designed to encourage conversations that matter, exploring what a good, ordinary life looks like for a person. It is these conversations and what we discover with each person that form the basis of improvements and developments to the person's individual support, to the organisation's practice and culture and, in turn, provide evidence for regulators and commissioners. This is shown below:



There is a Conversation Sheet for each of the nine Reach Standards. Each sheet follows the same format, designed to assist you in your conversation and action. There are four sections: A, B, C and D.

‘Information helps me to live my life to the full and in a way that I want to, without anyone telling me I can’t. It’s my life. Good information also helps me to make choices and get things done properly.’

Michelle McDermott, Self-advocate

Section A:

Gives you some ideas of what this standard means in practice.

It is important that at the start of your conversation, you ensure the person (and those who love and know them) have an understanding of their rights and what is possible.

We have found all too often that people say they are ‘okay’ with what they have. It may be people are happy with their lives but sometimes people don’t know what else is possible and people are worried about ‘rocking the boat’ or have reduced their aspirations to fit in with what they see as the ‘service offer’.

Section B:

Gives you some prompts for questions that you may want to ask or add to.

You do not have to ask these if they are not relevant, they are simply examples to get you started. Family members, friends and/or paid supporters could host these conversations.

It’s important that those hosting the conversation understand and are able to communicate with the person in a way that works for them, e.g. using signs, breaking information down into ‘bite size’ pieces, images or objects of reference.

There is an area here for you to record key points. Please feel free to add extra paper if you need this.

‘To us a Support Plan is a supporter’s job description and a road map to a life that is meaningful for that person. Even with the best information there may be bumps in the road but at least we should all know which direction we are headed.’

Katie Gibson-Peacock, Exclusively Inclusive

Section C:

Gives you a space to record the messages, goals/actions agreed during the conversation.

Actions should then be recorded in the person’s Support Plan. Ensure you record the ‘what is to be achieved’, the ‘desired outcome’, ‘by whom’ and ‘by when’.

Section D:

Encourages you to share your ideas and inspiration with your organisation or the rest of the team.

You may choose to share some specific ideas (e.g. training ideas or thinking) with the team to help forward planning. It may be that you don’t know some of the ‘how’ straight away. For example, you may have an idea you can’t quite pin down and you need to chat to others to clarify or grow the idea before you record it. Have a discussion with your manager, team leader or others, clarify and then record… but don’t forget about it!

TOP TIP! Print me out and share

Hosting a good conversation

Start a conversation in a way that will engage the person, verbally or non-verbally (think of pictures, videos, music, people). Stop or pause the conversation when it feels right and continue the conversation to discover more at the right time for you both.

Remember the conversation does not have to happen all in one go and should take place naturally in the time you spend with the person. Often the best conversations don't occur when you are sitting in an office, with a form to fill in. Usually they happen when you are, for example, sitting on the bus, eating together, having tea with a person's friends and family, or when in the car.

Make sure you record and pass on the ideas and information in Section D to ensure the ideas for the organisation are shared with management for future organisational direction and planning.

It is important that the nuances, ideas and thinking that have emerged during the conversation are shared. This will enable the organisation or team around a person to show that the voice of the person informs ongoing improvements to support future planning and strategy.

The Conversation Sheets give you some questions to inspire your conversations BUT the art of a conversation is to be free to follow where the responses take you, follow your instincts, your knowledge of the person, your heart and mind.

Before you begin, give yourself time to prepare:

1. Set the scene

- Think about where the person will feel most relaxed having this conversation.
- Come prepared.
- Be fully present. A person will sense if you are not valuing them or enjoying being with them.
- Show the person that you understand and value their way of communicating and that you will do all you can to include them.
- Explain why you are having this conversation.

2. Get the conversation started

- Start in a way that engages the person (and others who might be there). You may choose to use a photo, a memory or an object, something you know is important to the person, e.g. a picture of their favourite band or football club. It is important people realise quickly this is going to be a warm and natural conversation.
- Use Section A to help the person understand what The Standard means and what is possible. Remember: people may be limited by their experience e.g. do they know that some people do directly choose who supports them or that some people do have a boyfriend/girlfriend to stay overnight?

3. Keep the conversation flowing

- Show you are listening and that you value the person through your body language, as well as your words.
- Summarise or repeat back what you have heard to show people you are listening.
- Stay alert to when you might be making assumptions and value judgements. Sometimes when we have known people a while it is easy to slip into this danger zone!
- Keep being curious and drawing out the person's thoughts and ideas, e.g. create follow-up questions based on what you have heard.
- Check out and clarify what you have heard before writing anything down.
- Remember a conversation is two-way, so you need to contribute too!

4. Summarise the conversation

- As you are reaching the end of your time together, summarise and reflect on what has been said. You may need to clarify points again.
- Chat about any ideas for action.

5. Agree and record action

- Agree the 'when', 'the desired outcome', 'how' and 'who'.
- Agree a time to review the action and check on progress.
- Record these on the Conversation Sheets.
- Record relevant information in the person's Support Plan.

I choose who I live with

REACH Standard 1

Add your own questions:

Record brief notes of key points:

Section A: Start your conversation by ensuring the person (and those who love and know them) have an understanding of their rights and what is possible.

For this standard, this means:

It's up to me who I live with, or that I live on my own if I want to.

If I want to live with someone, I get help to work out what kind of person I want to live with.

I choose my new housemates, along with any other people who live with me.

If I'm unhappy about who I live with, I get help to change things.

Section B: Have a conversation

Here are some suggested conversation starters. Please don't be tempted to use them all! Use questions that feel right for the person you are with – questions from this list and/or your own. Remember, this is about giving time to explore and discover what is important to the person, using forms of communication they understand.

If you live with other people:

How did you choose who you live with/who moves in?

Why did you choose them?

What do you enjoy about being with the people you live with?

What don't you like about living with them?

If you have a difficulty with someone you live with, how would you like to sort this out?

Who or what type of person would you like to live with?

How are you supported to share your home with your housemates, e.g. sharing the kitchen?

Are there changes you would make to how you share your home with other people? What would these be?

If you live on your own:

What do you like/not like about this? Would you make any changes?

If you would like to share with someone, do you know who or what type of person?

REACH Standard 1

I choose who I live with

Section C: **Based on your conversation together, what action do you need to take? These should be recorded in any ongoing notes and the person's Support Plan.**

What (the step-by-step action)	**Desired outcome** (how things will be better for me)	**Who** (who, including me and my supporters, is responsible for making this happen?)	**When** (this may be a series of dates or a completion date)

Section D:

WHAT... do we need to develop/change within our organisation/team in the way we do things? HOW... might we do this?

If you aren't sure, write this and say what you think would help you create a solution, e.g. one-to-one with your manager, meeting with people you support, team meetings.

Name of person:

Others present:

Name of conversation host:

Date:

I choose where I live

REACH Standard 2

Add your own questions:

Record brief notes of key points:

Section A: Start your conversation by ensuring the person (and those who love and know them) have an understanding of their rights and what is possible.

For this standard, this means:

I am supported to live near my family and local community if I want to.

Someone I trust helps me to work out what kind of place I want to live in – and where I want to live.

Someone helps me to understand what choices I have so that I can decide for myself.

Someone helps me understand what money and resources I have to make this decision.

If I am not happy with where I live, I get help to change things.

Section B: Have a conversation

Here are some suggested conversation starters. Please don't be tempted to use them all! Use questions that feel right for the person you are with – questions from this list and/or your own. Remember, this is about giving time to explore and discover what is important to the person, using forms of communication they understand.

Can you tell me a little about why you chose to live where you live?

What do you like about living there?

What do you not like about it?

How happy and safe do you feel where you live?

What do you like about the community around you, e.g. are you close to a family, friends, things you enjoying doing?

What activities or groups are you involved in within your community?

Can you get to the places that are important to you? How do you do this, e.g. what are the transport links like?

How was your house designed to make sure it is as comfortable and accessible for you as possible, e.g. shower instead of bath?

How do you get on with your neighbours? How are you supported to get to know them? What else could you do to get to know them?

If you are not happy with where you are living, where might you want to live?

Thinking about where you want to live, what is important to you, e.g. near a bus stop, near shops, quiet, what sort of neighbours, close to family?

REACH Standard 2

I choose where I live

Section C: **Based on your conversation together, what action do you need to take? These should be recorded in any ongoing notes and the person's Support Plan.**

What (the step-by-step action)	**Desired outcome** (how things will be better for me)	**Who** (who, including me and my supporters, is responsible for making this happen?)	**When** (this may be a series of dates or a completion date)

Section D:

WHAT... do we need to develop/change within our organisation/team in the way we do things? HOW... might we do this?

If you aren't sure, write this and say what you think would help you create a solution, e.g. one-to-one with your manager, meeting with people you support, team meetings.

Name of person:

Others present:

Name of conversation host:

Date:

REACH Standard 3

I have my own home (with a tenancy or ownership)

Add your own questions:

Record brief notes of key points:

Section A: Start your conversation by ensuring the person (and those who love and know them) have an understanding of their rights and what is possible.

For this standard, this means:

Someone helps me to understand my rights and responsibilities as a tenant or homeowner.

If I rent, I have an easy-to-understand tenancy agreement and it gives me the same rights as anyone else.

My landlord has no control over my support workers.

My support workers have no control over my housing.

I decide (with my housemates if I have any) what happens in my home and how the rooms are used.

I decide (with my housemates if I have any) how my home looks.

My home does not look or feel like a workplace for supporters. They do not have an office, open my front door to visitors, or hold meetings in it unless I say it is okay. They do not have their post sent to my house.

No one has the keys to my home unless I have said it is okay. Even then, they should always knock and wait for me (or someone I ask) to let them in.

Section B: Have a conversation

Here are some suggested conversation starters. Please don't be tempted to use them all! Use questions that feel right for the person you are with – questions from this list and/or your own. Remember, this is about giving time to explore and discover what is important to the person, using forms of communication they understand.

Was your tenancy agreement explained to you? If yes, how? If not, how could we do this with you?

Tell me about the rights you have as a tenant.

Do you have your own keys? If not, why not? How could we arrange for you to get them?

Has someone else got keys to your home? If yes, how did you agree who this was?

How are repairs in your home arranged?

Do you have your own things in your home where you want them? Can you tell me about this...

What is it that makes your home feel homely for you? What could make it feel more homely?

Can you tell me how you pay your rent or mortgage? E.g. online, go to housing office?

How do your supporters show they respect your home?

Is part of your home used by supporters as an office? If yes, how and why?

Who opens the front door in your home? Who opens your post?

Is there anything you would like to change about your home? What would you like to change?

REACH Standard 3

I have my own home (with a tenancy or ownership)

Section C: **Based on your conversation together, what action do you need to take? These should be recorded in any ongoing notes and the person's Support Plan.**

What (the step-by-step action)	**Desired outcome** (how things will be better for me)	**Who** (who, including me and my supporters, is responsible for making this happen?)	**When** (this may be a series of dates or a completion date)

Section D:

WHAT... do we need to develop/change within our organisation/team in the way we do things? HOW... might we do this?

If you aren't sure, write this and say what you think would help you create a solution, e.g. one-to-one with your manager, meeting with people you support, team meetings.

Name of person:

Others present:

Name of conversation host:

Date:

I choose who supports me and how I am supported

REACH Standard 4

Add your own questions:

Record brief notes of key points:

Section A: Start your conversation by ensuring the person (and those who love and know them) have an understanding of their rights and what is possible.

For this standard, this means:

I am helped to plan the right support, in the right place, from the right people for me. Supporters are there to support me, not do things for me.

I get help to think about the kind of people I want to support me, e.g. whether I prefer men or women, people of a certain age, the skills they need, the type of personality and interests.

I am supported to think beyond paid support, e.g. time with friends, family, neighbours etc.

I take part in choosing my supporters, advocates and circle of support (if I have one).

My supporters know what kind of help I want and don't want from them. I get just the right amount of help for me.

If I am not happy with my supporters or the job they do, I will get help to complain about this, to make changes.

There is some flexibility in the way I receive support, which respects that sometimes I don't want to stick to a fixed plan.

Section B: Have a conversation

Here are some suggested conversation starters. Please don't be tempted to use them all! Use questions that feel right for the person you are with – questions from this list and/or your own. Remember, this is about giving time to explore and discover what is important to the person, using forms of communication they understand.

How were you supported to decide what type of person you want to support you?

How are you involved in recruiting your supporters?

What do you look forward to most during your day? What don't you like during your day? How can we support you to change this?

What would you like to make happen in the future? How could we support you to make this happen?

Is there anything you would like to change about your support?

What do you do if you are not happy with your supporters?

Do you get support at the right time of day for you? If yes, how was this decided? If not, how can we support you to change this?

How do you let your supporters know how to best support you and when they need to back off (so you can be as independent as possible)?

Is there anything that your supporters can do to show you more respect? If yes, what is this?

Do you know who to talk to if you are unhappy about your Support Plan?

REACH Standard 4

I choose who supports me and how I am supported

Section C: **Based on your conversation together, what action do you need to take? These should be recorded in any ongoing notes and the person's Support Plan.**

What (the step-by-step action)	**Desired outcome** (how things will be better for me)	**Who** (who, including me and my supporters, is responsible for making this happen?)	**When** (this may be a series of dates or a completion date)

Section D:

WHAT... do we need to develop/change within our organisation/team in the way we do things? HOW... might we do this?

If you aren't sure, write this and say what you think would help you create a solution, e.g. one-to-one with your manager, meeting with people you support, team meetings.

Name of person:

Others present:

Name of conversation host:

Date:

REACH Standard 5

I choose my friends and my relationships

Add your own questions:

Record brief notes of key points:

Section A: Start your conversation by ensuring the person (and those who love and know them) have an understanding of their rights and what is possible.

For this standard, this means:

My supporters know who is important to me. They help me spend time with who I want.

I get enough support and space to help me with my relationships, and I get to know new people when I want to.

I have the same rights as everyone else to choose my relationships.

My supporters (including friends and family) offer support and advice to help me make choices about my friendships and relationships.

My friendships and relationships are my responsibility and I can sometimes make mistakes, like everyone else.

I have the same rights as any adult to have loving and/or sexual relationships with people I choose. I have support to explore this.

I am supported to explore my sexuality.

My girlfriend/boyfriend can stay over if I want them to.

My supporters help me think about these things and plan with me how to keep me as safe as possible.

Section B: Have a conversation

Here are some suggested conversation starters. Please don't be tempted to use them all! Use questions that feel right for the person you are with – questions from this list and/or your own. Remember, this is about giving time to explore and discover what is important to the person, using forms of communication they understand.

Who in your family is important to you? How often do you see them? Would you like to see them more often?

How are you supported to be in contact with your family and friends?

Are there people you would like to see more? Tell me about them.

How are you supported to meet new people?

Tell me about things you would like to do with friends/family/work colleagues.

When your friends and family visit, do you get enough privacy? If not, how could we improve this?

Would you like to find a loving relationship? If yes, how can we help you do this? Tell me about what you are looking for.

Do you feel able to have sexual relationships? If yes, how are you supported to have sexual relationships if you want to?

Is there anything you would like to know about sex or relationships? If yes, what would you like to know?

Are you supported to meet your neighbours and people locally? If not, how could we support you with this?

REACH Standard 5

I choose my friends and my relationships

Section C: **Based on your conversation together, what action do you need to take? These should be recorded in any ongoing notes and the person's Support Plan.**

What (the step-by-step action)	**Desired outcome** (how things will be better for me)	**Who** (who, including me and my supporters, is responsible for making this happen?)	**When** (this may be a series of dates or a completion date)

Section D:

WHAT... do we need to develop/change within our organisation/team in the way we do things? HOW... might we do this?

If you aren't sure, write this and say what you think would help you create a solution, e.g. one-to-one with your manager, meeting with people you support, team meetings.

Name of person:

Others present:

Name of conversation host:

Date:

REACH Standard 6

Add your own questions:

Record brief notes of key points:

I get help to make changes in my life

Section A: Start your conversation by ensuring the person (and those who love and know them) have an understanding of their rights and what is possible.

For this standard, this means:

People chat with me often about whether I want to make changes in my life. We talk about ideas and possibilities.

If I do want to make changes, I get help to plan and make them happen.

People around me listen to what I want and how I feel. I get support and feel comfortable talking with them about my future.

I can plan how I want my future to be. I get help to plan with people who care about me and in a way that helps me to have more choice and encourages me to be more independent.

If my health changes, or I need help as I am getting older, someone helps me with planning for my future.

If I need meetings to make changes, I decide who will come and how the meetings are run. I am always the most important person at meetings that are about me.

People understand and protect my human rights.

I am supported to get an independent advocate if I need one.

Section B: Have a conversation

Here are some suggested conversation starters. Please don't be tempted to use them all! Use questions that feel right for the person you are with – questions from this list and/or your own. Remember, this is about giving time to explore and discover what is important to the person, using forms of communication they understand.

Tell me some of the ways your life has changed over the past few months.

What are you happy about with your life?

What are you not so happy about? How would you like to change things? What support (from friends, family, colleagues, neighbours, paid supporters) do you think can help make this happen?

What's important to you about your future?

Who would you like to help you make these changes?

How are you supported to think about and try new things, e.g. local activities?

What does a person-centred plan mean to you? Do you have a one? Does it say what you want it to say?

How are you supported to have meetings that truly involve you in all decisions about your life?

What could we do to make you feel more included and in control of these meetings, e.g. would you like certain people at your meetings? (Who?) Would you like the meetings to take place in a certain place? (Where?)

Do you know what an advocate is? Do you feel like you need one? Why do you feel you need one?

Are you a member of a self-advocacy group? If yes, tell me about how it helps you. If you aren't, would you like to know more about them to think about joining one?

If you are getting older or your health is changing, are there any plans you need to make, e.g. do you need mobility aids, do you want to plan a move or stay where you are?

This is all really important information about you and what you want and don't want. How can we work together to make sure it is recorded in your Support Plan so that everyone knows what you want and how best to support you?

REACH Standard 6

I get help to make changes in my life

Section C: **Based on your conversation together, what action do you need to take? These should be recorded in any ongoing notes and the person's Support Plan.**

What (the step-by-step action)	**Desired outcome** (how things will be better for me)	**Who** (who, including me and my supporters, is responsible for making this happen?)	**When** (this may be a series of dates or a completion date)

Section D:

WHAT... do we need to develop/change within our organisation/team in the way we do things? HOW... might we do this?

If you aren't sure, write this and say what you think would help you create a solution, e.g. one-to-one with your manager, meeting with people you support, team meetings.

Name of person:

Others present:

Name of conversation host:

Date:

REACH Standard 7

I choose how to be healthy and safe

Add your own questions:

Record brief notes of key points:

Section A: Start your conversation by ensuring the person (and those who love and know them) have an understanding of their rights and what is possible.

For this standard, this means:
I am treated with respect, so I feel safe.
Supporters know my fears and worries, and they help me to feel safe in and outside my home.
I get friendly advice about my body and health, but I don't have to take it. I am supported to make my own choices.
I am given health information about health support available to me, e.g. health checks, so I can make decisions.
I get help to understand about treatments and medicines and about choices I have.
I have a say in what is safe for me. Supporters help me to take risks sensibly so that I can do what is important to me. I am not stopped from doing things just because other people worry.

Section B: Have a conversation

Here are some suggested conversation starters. Please don't be tempted to use them all! Use questions that feel right for the person you are with – questions from this list and/or your own. Remember, this is about giving time to explore and discover what is important to the person, using forms of communication they understand.

How are you?
How are you supported to keep safe and well when at home?
How are you supported to keep safe and well when you are out?
If you use a smartphone/computer how are you supported to be safe as possible online?
If you need it, where do you get your information about keeping emotionally well and keeping fit?
If you want to try new things and take risks, how do your supporters help you to do this in the safest way possible?
Do you have regular health checks? If yes, how often? If not, why not?
Do you have a health action plan? If yes, were you involved in it? If not, why not?
If you take medication, do you understand what it is for? How is this reviewed?
Are there things you worry about? Can you tell us about these? How can we help you with them, so you don't worry so much?
Is anyone unkind, rude or nasty to you? Tell me more about this and let's think about how we can support you.

REACH Standard 7

I choose how to be healthy and safe

Section C: **Based on your conversation together, what action do you need to take? These should be recorded in any ongoing notes and the person's Support Plan.**

What (the step-by-step action)	**Desired outcome** (how things will be better for me)	**Who** (who, including me and my supporters, is responsible for making this happen?)	**When** (this may be a series of dates or a completion date)

Section D:

WHAT... do we need to develop/change within our organisation/team in the way we do things? HOW... might we do this?

If you aren't sure, write this and say what you think would help you create a solution, e.g. one-to-one with your manager, meeting with people you support, team meetings.

Name of person:

Others present:

Name of conversation host:

Date:

REACH Standard 8

I choose how I am part of my community

Add your own questions:

Record brief notes of key points:

Section A Start your conversation by ensuring the person (and those who love and know them) have an understanding of their rights and what is possible.

For this standard, this means:

I am supported to explore my community and to get involved.

I am supported to share my interests, talents and skills with my neighbours and the wider community.

I am supported to join groups that I am interested in and to make links with local people.

I have the support I need to get a job, work experience or a volunteer role.

I am encouraged to learn new skills.

I am supported to explore how I can get around my local community as independently as possible.

Section B Have a conversation

Here are some suggested conversation starters. Please don't be tempted to use them all! Use questions that feel right for the person you are with – questions from this list and/or your own. Remember, this is about giving time to explore and discover what is important to the person, using forms of communication they understand.

Do you see people in your community as often as you would like to? If not, how can we support you to see them more?

What local events/groups do you enjoy? Are there any other local events you would you like to go to?

What do you like or not like about the community you are in?

What community activities, hobbies and interests are you supported to have or be part of?

Do you go out in the evenings and weekends? If yes, what do you do? If not, why not? Is there anything you would like to change about this?

Do you work (paid or voluntary)? If yes, what is it you do? What do you enjoy/not enjoy about it? If you don't, are there any voluntary/employment opportunities that interest you? What are these?

How could we support you to find out more about work, education and learning opportunities?

How do you travel around your community, e.g. using your wheelchair on the buses?

Is there anything that would help you be more independent? If yes, what?

How do you find out what events and groups are happening locally, e.g. Facebook groups, library notice boards?

REACH Standard 8

I choose how I am part of my community

Section C: **Based on your conversation together, what action do you need to take? These should be recorded in any ongoing notes and the person's Support Plan.**

What (the step-by-step action)	**Desired outcome** (how things will be better for me)	**Who** (who, including me and my supporters, is responsible for making this happen?)	**When** (this may be a series of dates or a completion date)

Section D:

WHAT... do we need to develop/change within our organisation/team in the way we do things? HOW... might we do this?

If you aren't sure, write this and say what you think would help you create a solution, e.g. one-to-one with your manager, meeting with people you support, team meetings.

Name of person:

Others present:

Name of conversation host:

Date:

REACH Standard 9

I have the same rights and responsibilities as other citizens

Add your own questions:

Section A: Start your conversation by ensuring the person (and those who love and know them) have an understanding of their rights and what is possible.

For this standard, this means:

I am supported to understand my rights and responsibilities as a tenant or homeowner, as a citizen, and as someone who receives support.

I am supported to understand my responsibilities about money and how to use it. This helps me to use my money the way I want to.

I know how to complain in a way that is easy for me. I get support to do this. When I complain, people listen to me and take me seriously.

I know what information other people keep about me. It is private and kept in a way that I can understand. I can see this information whenever I want.

Supporters help me to understand the things that are going on around me that might affect me, e.g. change of supporters.

My supporters help me to understand the news and politics so that I can vote if I want.

My supporters have a good understanding of the benefits I am entitled to, if any.

I am supported to go out in the evenings or weekends and stay up late if I want to.

Section B: Have a conversation

Here are some suggested conversation starters. Please don't be tempted to use them all! Use questions that feel right for the person you are with – questions from this list and/or your own. Remember, this is about giving time to explore and discover what is important to the person, using forms of communication they understand.

Record brief notes of key points:

What are the most important things you need to do as a tenant? What would happen if you didn't do them?

How are you supported to understand the money you have, e.g. for support and your daily living, food, budgeting and saving?

If you need support, how are you supported to pay your bills?

Do you know how much your support costs? Do you have a personal budget? If not, would you like to know more about this?

If you receive benefits, how do your supporters help you get the right benefits?

Do you get help understanding money and budgeting and what you have to pay for and why?

Do you know how to make a complaint or give a compliment about your support? How would you do this?

How could we help you to make more decisions about your day-to-day life and future?

Do you know your rights about keeping your personal information confidential? Can you tell me about this?

Are you registered to vote? If not, why not? How could we help with this?

Do you watch the news? If not, is there a reason why?

Would you like to do voluntary or paid work? If yes, what would you like to do?

How could we make sure we listen to you better and act on what you say?

You have a right to private space in your home and to have a say in who comes in and out of your home. Do you have this? If not, how can we support you to have this?

REACH Standard 9

I have the same rights and responsibilities as other citizens

Section C: **Based on your conversation together, what action do you need to take? These should be recorded in any ongoing notes and the person's Support Plan.**

What (the step-by-step action)	**Desired outcome** (how things will be better for me)	**Who** (who, including me and my supporters, is responsible for making this happen?)	**When** (this may be a series of dates or a completion date)

Section D:

WHAT... do we need to develop/change within our organisation/team in the way we do things? HOW... might we do this?

If you aren't sure, write this and say what you think would help you create a solution, e.g. one-to-one with your manager, meeting with people you support, team meetings.

Name of person:

Others present:

Name of conversation host:

Date:

Part 3

Ideas into practice: Evidencing The Reach Standards

Part Three gives you some examples of how you can embed and demonstrate good practice in relation to The Reach Standards. It also gives you links to resources and good practice from around the UK.

Ensuring good practice and evidencing quality support for living

What we need to do as supporters, whether a Senior Manager (CEO, Human Resources, Finance Manager, Trustee etc.), a Support Worker or other supporter, is to continually ask ourselves, 'Is this the best support we can give? Does this realise people's rights to live a good, ordinary life? Is the person flourishing?... and, importantly, what is the evidence for this?'

The following pages give you some ideas that will help you evidence the quality of your support. This will also help you when reporting to regulators or commissioners.

Some of the ideas will help you evidence what the people you support (and their families) say, whether verbally or non-verbally, about how support is impacting on their lives. Some of the ideas will help you evidence how the team's or the organisation's values, practice, policies and culture work towards delivering quality support for living.

Throughout the following pages we emphasise the importance of capturing information in a person's Support Plan. This is to ensure that the person receives consistent, fluid, quality support that is truly personal and responsive to them.

'To us, a Support Plan is a supporter's job description and a road map to a life that is meaningful for that person. Even with the best information there may be bumps in the road but at least we should all know which direction we are headed.'

Katie Gibson-Peacock, Exclusively Inclusive

The ideas are given under each Reach Standard. We also give you links to good practice and places where you can find more information.

We hope you find the ideas helpful. Do let us know if you have ideas and/or good practice to share. Email us at: **Hello@paradigm-uk.org**

The Reach online Tool Kit when training is commissioned includes a document sharing good practice from around the UK and ideas for developing quality practice and approaches to embed the Reach Standards in your organisation...

Click here to learn more

REACH Standard 1

I choose who I live with

"Choosing who I live with is important as it makes me feel like I want to be in the house."

REACH Standard 1

I choose who I live with

1. There should be an easy-to-understand contract which includes information about:
   - A person's right to choose who they live with.
   - How support staff will help a person to choose who they live with – from, for example, thinking through what they want in a house/flatmate and making an advert, to meeting a potential flatmate and seeing how they get on.
2. In the person's **Support Plan** there should be a record of:
   - What is important to them about who they live with, e.g. gender, personality and characteristics such as being chatty, tidy or sociable.
   - What a person does not want in a house/flatmate.
   - How they will be involved in choosing a new house/flat mate.
3. There should be a regular way to check if a person is still happy living with their house/flatmate(s) or on their own.
4. The person should know who to talk to if they are not happy with who they live with.
5. Organisations should show how they manage the financial impact of 'voids' (vacant rooms) to do all they can to ensure people choose who they live with.

REACH Standard 2

I choose where I live

"I wanted to live near the town as I use a wheelchair ... be near my friend."

REACH Standard 2

I choose where I live

1. When supporting someone to think about where and how they want to live, supporters should find an easy-to-understand way to tell a person what the full range of **housing options** are – options just like any other citizen would have.
2. Notes from conversations exploring the following should be recorded in a person's **Support Plan** and reviewed on a regular basis:
   - If and how a person has chosen to live where they live.
   - How staff check to see if a person is still happy where they are living.
   - How a person will be supported to plan for and make any changes/adaptations to where they live, or to plan for any wanted move.
3. Supporters should ensure people and their families know their rights to assessment, personal budgets and more under the **Care Act 2014**
4. Supporters should have training to help them understand:
   - The full range of housing options (just like any other citizen would have).
   - Human rights, laws and conventions in practice.
   - The concept of and rights to **'choice'**.
5. Organisations should create **easy-to-understand** documents which describe a housing provider's roles and responsibilities.

'My son doesn't have anyone he knows that he wants to live with. What we need is a way of helping my son find a flatmate. Something like spareroom.com. Why can't there be something like this?'

Sue, Mum,
Leicestershire

REACH Standard 3

I have my own home (with tenancy or ownership)

"I don't always understand these things. Alex helps me as I like having my own home and pets."

REACH Standard 3

I have my own home (with tenancy or ownership)

1. The organisation that supports a person should have an easy-to-understand **Tenancy Agreement** that says how they will:
   - Make sure that a person controls what happens in their home and that their rights are respected, including who has keys, who can come in, that people knock, have a right to privacy, etc.
   - Make sure that repairs are done and how a person will be supported to arrange this.
   - Help a person understand what their rights and responsibilities are as tenant or home-owner.
   - Support a person to manage their tenancy or ownership.
2. Ensure people are aware of the support available to become a home owner via **Shared Ownership**.
3. The person/people whose home it is should be fully involved in the design (homeliness), layout and all **aspects of their home**.
4. Staff could explore in team meetings/training what the basic rights (and benefits) are to having your own home, e.g. answering your own door, opening your own post, privacy, choice of how a person wants to make it homely and use/lay things out in rooms, supporters not making it an office space. The behaviour of staff should reflect and protect these basic rights.
5. People's support should be separate from their tenancy and people should be made aware of their right to change either.

We found the The Real Tenancy Test really helpful and used it alongside The Reach Standards.

Rod, CEO, Gloucestershire

See this short film 'Hands off it's my Home!'

Sam Sly and Open Futures Learning

REACH Standard 4

I choose who supports me and how I am supported

"Darius wants supporters to encourage him to express himself in creative ways. It makes all the difference to him. He is able, without words, to demand the attention of the room and express what he wants!"

REACH Standard 4

I choose who supports me and how I am supported

1. Every person should be involved in recruiting their staff from start to finish, i.e. from thinking about who they would like to support them, helping with designing the advert and being part of the recruitment process.

   Here is an example of some guidance of how people could be involved in **recruiting their paid supporters**.

2. Supporters should not make assumptions about a person. There is sometimes a risk of this both when a supporter has known someone for a long time and when they first meet a person. Supporters should always be seeking to discover more about a person to support their lives to flourish.

3. When supporting a person with profound and complex learning disabilities, all supporters must have a good understanding of the person's **Communication Chart**. This is particularly important when people **communicate with their behaviour** rather than words.

4. Conversations should, within a genuine, valuing relationship, explore how support can be offered in a truly personal way. This should consider:
   - A person's communication style.
   - A person's identity, background and culture.
   - How people want to be part of their community.
   - What makes the person feel safe, secure and comfortable in their own home.
   - What positive risk-taking should happen and any risk assessments that are in place.
   - Whether there is any **personalised technology** that could help a person to take care of themselves, e.g. disco shower that encourages people to shower or fingerprint locks for people who have difficulties with front door keys.
   - Any adaptations that will be made to ensure that a person gets the support they want and need, e.g. taking medication out to a gig so that a person does not have to leave a concert early.
   - Who has spare keys.

   A summary of conversations and action agreed should be recorded in ongoing notes and in a person's Support Plan.

5. The supporting organisation should have a statement and easy-to-understand contract that says how they will provide support which includes:
   - The hours of support to be provided (whether purchased via an **Individual Service Fund**, via a **Personal or Health Budget (In Control)** or commissioned by a local authority/council).
   - What they, as an organisation, stand for – their values and beliefs.
   - How they help each person to get the support that they choose/need.
   - What people's rights are in choosing who they are supported by.
   - How they support people to be independent and to have control in their lives.
   - How the support will be adapted according to a person's changing needs and wishes.
   - How there will be flexibility built into the support in order to be able to respond to fluctuating needs and wishes.
   - How they review, update and use/share Support Plans.
   - What the organisation will do if a person does not want the organisation to support them anymore, if they have a complaint or want to make changes.

✔

I was one of hundreds of people who chose the Gr8 Qualities.

Gr8 Support is what we all want! What I want is different from my friend.

Michelle, Self-Advocate

✔

A film that reflects on the difference between authentic relationships and the system wide approach to providing 'coverage'. Coverage or Relationships?

David Pitonyak

'Society needs to get educated on real inclusion and that is....people with learning disabilities being active in their local community, the pubs, gigs, clubs, cafes, workplaces, local events. Gig Buddies helps people to do this.'

Gig Buddies
Christian and Jo tell their story

6. The organisation that supports a person should make sure that supporters are trained:
   - To understand the rights of people with a learning disability and/or autism.
   - To understand how effective support is key to people being able to live good, ordinary lives.
   - To have an understanding of and the essential skills for **'Supporting people with a profound and multiple learning disability'**.
   - To remain curious and keep exploring possibilities and questioning the status quo where necessary to support people's lives to flourish.
   - To seek inspiring, good practice from within their organisation and from beyond.
   - In any areas that will help them support and understand a person's unique communication.
   - To understand about how the **Mental Capacity Act (2005)** and Supported Decision Making should be used to provide personalised support.
7. The organisation that supports an individual has policies based on positive approaches to supporting people to live good, ordinary lives. This should include how they support and encourage people to be part of their communities, how they value unpaid support in a person's life and how they take a positive approach to risk.
8. The supporters should keep relevant notes (in addition to a person's Support Plan) about the support they give a person. This is to ensure that other supporters know the current wishes and needs of an individual and how best to support them. This should ensure continuous, fluid support, including when supporters leave.

REACH Standard 5

I choose my friends and my relationships

"Me and Michelle have been together for the past five years and she's my friend, my partner and I love her to bits! I always will. I can't wait until next year when we both say, 'I do!'"

REACH Standard 5

I choose my friends and my relationships

1. The organisation or team should ensure **supporters develop plans** with a person in a way that:
   - Supports them to explore what kind of relationships they want to have (e.g. friendships, families and intimate relationships) and helps them to develop and maintain these as wanted.
   - Encourages and helps them to become an active part of their community, making friends in doing this, e.g. with people who share their interests, passions, experience, culture and identity.
   - Helps them make decisions about their life – an ordinary life like any other citizen's.
   - Gives them information (in a format that works for them) and help when needed.
   - Helps them to be safe in their relationships whilst being encouraged to live an ordinary life.
   - Enables them to have as much control in their life as possible and be as independent as possible.
2. Supporters should actively support a person to:
   - Develop and maintain relationships with friends and family members.
   - Encourage a person to make and maintain new friends and relationships based on their choice, e.g. through shared passions, local community, culture, identity.
   - Minimise **loneliness** and isolation.
   - Explore their sexuality and whether/how they want to develop loving/sexual relationships.
   - Meet new people through paid or voluntary work or new learning environments, if they choose to do so.
   - Have someone stay over night if they want to
3. Supporters should have good knowledge of local community groups and resources in the local area to share as appropriate when **supporting a person in exploring their community** and make new connections.
4. A person's Support Plan should capture the detail, previously mentioned, with regards to a person's desired relationships and friendships so that this can be continuously, flexibly and naturally supported, even if there is a change of supporter.

Members of the Supported Loving Network are passionate about the rights of all to have a double bed and partners to stay over when they want them to

'We've found that people involved in the scheme make their own friends and develop a social circle independently. It can open up a whole new range of opportunities for them beyond Rugby.'

'Never Watch Alone'

REACH Standard 6

I get help to make changes in my life

"When Jonathan isn't happy about something, he will tell staff or show them what he wants. This could be small or big changes. We need to keep checking with him and be observant."

REACH Standard 6

I get help to make changes in my life

1. Supporters should be invested in a genuine, strong relationship with a person (as described by **Getta Life** in Coventry) so that a person knows that they can explore new things, and safely and confidently say when things are not working well and how they want to make changes.
2. The organisation that supports a person should have: policies, systems, values-based training and inductions in place that help people make decisions about their own lives. This must include clear guidance of 'Supported Decision Making' (MCA 2005):
   - To ensure all is done to support a person to make a decision.
   - **Reviews** that makes sure a person is getting help to be independent and is able to make choices in their life. This should also include checking whether a person wants and needs to make changes, why something is not working, and how they would like it to change. A person should get support with implementing the change and then in reflecting on whether the change is working for them or not.
3. Supporters should help a person to plan for important life changes. **Individual Life Designs** are one way of exploring and evidencing the detail of what a person wants and needs as they move forward in their life.
4. Consideration should be given to 'Future Planning' with people as they and their families grow older so that they have time to make informed decisions about their future. **Helping older people with learning disabilities plan for the future (NICE 2018)**
5. There should be a clear, easy-to-understand **complaints process** that a person knows about and is helped to put into action should they need to make changes or complain about some part of their support.
6. Supporters should help a person work through options with regards to medical treatment so that they understand the possible impact or side effects, whilst reflecting on this in the context of their whole life, how they live and who they are. Any potential difficulties and concerns should be talked through and planned for and the appropriate people liaised with.
7. The organisation should be ready to seek **independent advocacy support** for a person (should that be required).

'I thought the Individual Life Design Day would just be just another paper exercise but I was amazed at how much we found out about my son... about how much we enjoyed the day. We are much more hopeful for the future now.'

Mum, Scotland

REACH Standard 7

I choose how to be healthy and safe

"I did a course where I learnt to prepare my own foods, how to chop foods to make healthier foods. I still enjoy doing my own experimenting food-wise and cutting up my own vegetables. I'm even showing my partner certain foods that he has never tried!"

REACH Standard 7

I choose how to be healthy and safe

1. Every person (and those who love and know them) should be supported to complete and update a **Health Action Plan**, clearly recording any known health related issues, medication and support required.
2. A clear approach to monitoring and addressing any ongoing health concerns (e.g. constipation and epilepsy) should be agreed and recorded with/for the person. It is often critical to involve families and others who love and know them well.
3. There should be evidence in ongoing notes and in a person's Support Plan that supporters have explored:
   - What would enable the person to live a good, ordinary life.
   - What would help a person's well-being.
   - What would support a person to be healthy, e.g. doing things they love, medication, activities/exercise, food, who they like connecting with.
   - How to respond and act if they notice a significant change in a person's behaviour and/or health, e.g. frequency of seizures, person becomes more withdrawn.
   - When **Annual Health Checks** are due and health action plans need updating or medicines need reviewing.
4. The organisation that supports a person should offer training:
   - That covers not only health and safety and risk assessments, but the importance of **positive risk taking**.
   - For staff that helps them understand the importance of people being embedded within their local community and how this can help to keep people safe and well.
5. Whilst supporting a person to live an **ordinary life** in their home and in their community, the organisation should have policies and practice in place that:
   - Pay attention to an individual's emotional well-being and how they express their emotions in relation to their feeling of safety.
   - Protect an individual from hurting themselves or not looking after themselves.
   - Support a person with their medication and looking after their health.
   - Tell supporters how they should keep a person safe and protect their rights.
   - Tell supporters how to spot and deal with risks, whilst having a positive risk-taking approach.

'We were worried about a young woman we had just started to support. She was refusing to get into bed and wasn't sleeping. Days later there was no sign of her getting into bed and we realised that the bed was on the opposite side of the wall to where it had been in her family home. We turned the bed around and that night she got into bed and slept. A simple thing to get right, but we missed it.'

CEO, Getta Life in Coventry

REACH Standard 8

I choose how I am part of my community

"I 'came out' between eight and ten years ago. I had long suspected it but repressed it. Now I'm loving going to gay bars. It's part of who I am and how I want to live my life."

REACH Standard 8

I choose how I am part of my community

1. The organisation that supports a person should have clear values, information, training policies and systems in place that:
   - Help a person to be part of their community in the way that they choose.
   - Help supporters to understand people's rights to living good, ordinary lives.
   - Focus on maximising the natural, unpaid support that could be available.
   - Encourages supporters to be flexible and creative in the way they support a person to be part of their community rather than designing activities that are based 'in-house', e.g. going to a local gig and staying up late if they want to.
   - Ensures all supporters have a good knowledge of a person's local community, its groups and resources.
2. Supporters should understand what is needed to help a person to explore and make choices about how they would like to be involved in their community, what local events would they enjoy and what hobbies or work they would like to develop.

   See Nurture Development, and the Barnwood Trust for some ideas.
3. A person should have a Support Plan that shows what help they need to be a part of their community. If there are risks, there should be a plan to minimise them. Organisations should also record the negative impact of someone not being part of their community, e.g. loneliness, exclusion.

'When we realised one of our friends felt lonely in the evenings we had two choices: contact the social worker or do something to help ourselves.

Our community pulled together to welcome each other to "Come Dine with Us!" Cooking and eating together sure beat our friend being supervised to cook in the company of a Support Worker working extra support hours. We all helped each other create and felt a sense of belonging.'

Exclusively Inclusive

REACH Standard 9

I have the same rights and responsibilities as other citizens

"I try and keep in touch with bills. It's got to be done. I have a card that pays all my bills. I am independent. I like to keep it that way."

REACH Standard 9

I have the same rights and responsibilities as other citizens

1. The organisation that provides a person's support or housing should:
   - Make sure that information about any person is kept private – but ensure each person can see the information on themselves if they want to.
   - Ensure that each person has the information and support they need to live a life in the way they want to.
2. The organisation should ensure that all people, those supported, families and staff have a good understanding of **human rights** and how these apply to people's lives.

   See Dr Sam Smith's book: **Human Rights and Social Care: Putting Rights into Practice (Policy and Practice in Health and Social Care)**
3. 'People supported and those close to them, in line with the **Care Act 2014**, should know their weekly **personal budget**.
4. All supporters and those close to a person should have an understanding of the Mental Capacity Act (2005) and how **good practice** in Supported Decision Making can ensure people are in control of as much of their life as possible. Key people will also need to understand the Functional Capacity Test and Best Interests.
5. There should be a clear, easy-to-understand complaints process that a person knows about and is supported to put into action should they need to make changes or complain about some part of their support.
6. The organisation that is supporting a person should have value-based policies, systems and training/induction in place that, for example:
   - Enable an individual to live a good, **ordinary life** where a person is part of their local community as an equal citizen.
   - Support a person to look after their money and claim their full entitlement of benefits.
   - Support a person to **vote** if they want to do so.
   - Enable a person to review their support and make changes.
   - Make sure supporters understand a person's rights and their responsibilities.
   - Make sure that supporters understand the laws about how they support a person – such as **The Disability Discrimination Act** and **The Human Rights Act.**

'When Azam's father suddenly died, the Council said that he and his elderly mother had to move to a smaller council property. This would be away from the friendly and supportive neighbours Azam had known for all 53 years of his life. We wrote to the Council and reminded them of their duty under The Care Act 2014 – namely the 'well-being' principle and the Council's duty to provide suitable accommodation. We also questioned their comprehension of the Human Rights Act! The Council reconsidered their decision. Azam and his mother continue to live in their community.'

Aldingbourne Trust

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Pushing boundaries

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