

**PMILD****LINK**

*The Bulletin of News and Information for Everyone Working with  
People with Profound and Multiple Learning Difficulties*

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*PMLD LINK relies on contributions from practitioners, parents,  
carers and everyone interested in this field*



# **EDITORIAL**

Although this issue is, perhaps, rather slimmer than usual, I am sure that you will find the articles full of ideas. Perhaps predictably, both the articles devoted entirely to the theme of leisure and pleasure are written by parents who have worked out enjoyable activities for their own son or daughter. Julia Dixon starts the ball rolling with an article describing a wide variety of activities which she and Victoria enjoy and this will be a fund of useful ideas for other parents and carers. Jenny Whinnett describes going to the cinema with Craig, and all the careful preparation which goes into a successful visit – more food for thought. The next two articles combine both leisure activities and the theme for the next issue – overcoming barriers – both based on museum visits. The Life Options Project is clearly all to do with overcoming barriers, and finally we have an article from Geoff Hill who joins the inclusion debate and advocates for special schools and everything they can offer to their pupils. A good primer for articles for the next issue!

The next issue is on Overcoming Barriers to Inclusion – something that must be engaging the thoughts and energies of a lot of readers. If you have had any successes in this area, however great or small, let us know. Likewise, any apparently unsurmountable difficulties can be aired as an article or a plea for help from other readers who may have experienced the same problems and got round them in some way - the more difficulties are aired, the more likely that eventually solutions will be found. Let us know your general thoughts about inclusion – Geoff Hill has already done this, maybe you agree with him, maybe you don't! Let us know!

## **Business matters**

Articles for inclusion in the next issue should reach me by the end of July. Send them by e-mail or by post, and don't forget to let me know the writer's name and contact details.

We have not yet had any volunteers for the Consultation Group so if you know what is going on in your area and would be interested in passing this on to other readers – don't hold back – get in touch and find out more about it.

If you have not renewed your subscription for this year, this will be the last issue you receive so please, if you want to continue to get PMLD-Link make sure you send in your subscription.

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*Views expressed by contributors to PMLD-Link are their own and do not necessarily reflect the policies and opinions of the editorial team.*



## ***FUTURE FOCUS - Overcoming Barriers to Inclusion***

The theme for the next issue of *PMLD Link* is inclusion, or more accurately, overcoming barriers to inclusion. We would like to hear from our readers of examples of projects and initiatives that are fully inclusive. We would also like to hear of barriers that you encounter and ideas as to how we can all move towards a more inclusive society. This year, 2003, is *European Year of Disabled Citizens*, with the sub-title: *Towards a Barrier Free Europe*. It is therefore timely that *PMLD Link* will dedicate an issue of the journal to this important topic.

### ***A new century – a new beginning?***

Many letters published in the press start off by expressing frustration: “*Am I alone in thinking*” ...” *what do I have to do...?*” In introducing this edition of *PMLD Link*, my own natural optimism is tempered by just such a sense of frustration. The barriers to the inclusion of people with profound and multiple learning disabilities in our communities at times seem overwhelming. Many people have attempted to overcome them by signing up to an agenda for change, employing anti-discriminatory policies and fighting for the recognition of citizenship status for all. Nevertheless, we are still, in the 21<sup>st</sup> century, discussing how people with profound and multiple learning disabilities can be enabled to become full members of our society.

For many years we have welcomed new policies, philosophies and trends in the expectation that they will enable us to realise this agenda, or at least take us a step nearer. Progress, however, has always been slower than hoped for. In recent years legislation and policy documents have given added impetus to our efforts: the *Disability Discrimination Act* and the *European Human Rights Act*, a host of policy statements and reviews: *Valuing People*, *The same as you?*, *Fulfilling the Promises* - all are to be welcomed. These are all powerful tools for us to use to ensure that the exclusion of people with learning disabilities becomes a thing of the past.

### ***Barriers: Real or imagined***

Let us examine the barriers – what they are and why they still exist? ***Attitudinal or social barriers*** confront people with PMLD. Because they lack visibility in the community the general public rarely if ever encounters a person who communicates non-verbally, who may have challenging behaviour and complex health needs. They are often afraid or unsure how to respond. We need more positive images of people with PMLD, more visibility in our literature and public awareness campaigns. Simply changing terminology will not in itself bring about progress. ***Physical access*** is a familiar problem. If you cannot physically get into a building you cannot enjoy what is on offer.

The DDA still has loopholes that allow providers to pay lip service to physical access. One very obvious physical barrier is the almost total lack of fully accessible toilets in public places. A parent I work closely with says: “*we, (myself and my sNo), like to go out for a drink but, he often also needs to go to the loo... what do we do, stay at home?*”.

***Intellectual access*** is still harder to confront, but is not insurmountable. Most museums and galleries now have interactive exhibitions, which are intellectually accessible to a



wide variety of people. With a little more thought and planning such experiences could be extended further to include those with PMLD.

**Financial and resource barriers** also have to be confronted. Services for people with PMLD are rarely fully resourced, particularly services for adults. You cannot provide services that really meet the needs of people with PMLD on the cheap. We talk about access to continuing and further education and to leisure opportunities. But to enable this to happen, facilities must receive the funding necessary to ensure the inclusion of people with PMLD.

**Inclusive Education.** The many barriers to pupils with profound and multiple learning disabilities receiving education in mainstream schools are well documented. A special issue of PMLD Link would provide the forum for a full debate on this topic, a debate that continues despite two recent UK pieces of legislation. The *Special Educational Needs and Disability Act 2002* and the *Draft Education (Additional Support for Learning (Scotland) Bill*, both advocate an inclusive education agenda. Nevertheless, two consultation documents, the *Report of the Special Schools Working Group* and *Moving Forward! Additional Support for Learning*, have different implications. They suggest that the education of some pupils - those with PMLD and complex health care needs, or challenging behaviour, or severe autistic spectrum disorder - may best be met by special schools. This prospect raises real concerns that we will be left with a two-tier educational system.

Your views on these issues are sought. In addition, we would like to hear about pupils with PMLD who *are* fully included in mainstream education. In particular, case studies of those who have been included throughout their school career, from pre-school to secondary school and beyond, will be welcome. Tell us about your person experiences. What barriers have you come up against? How did you tackle these? Do write in and share your experiences, bad as well as good, so that others can learn from your work. Shared knowledge is power!

#### **References:**

- Scottish Executive (2000) *The same as you?: A review of services for people with learning disabilities*. Edinburgh: Scottish Executive
- Department of Health (2001) *Valuing People: A new strategy for learning disability in the 21<sup>st</sup> century*. London: The Stationary Office.
- DfES (2002) *Special Educational Needs and Disability Act 2001*. HMSO: London
- Scottish Executive (2003) *Draft Education (Additional Support for Learning (Scotland) Bill*. Edinburgh: Scottish Executive
- DfES (2003) *Report of the Special Schools Working Group* (2003). London: DfES
- Scottish Executive (2003) *Moving Forward! Additional Support for learning*. Edinburgh: Scottish Executive

Loretto Lambe  
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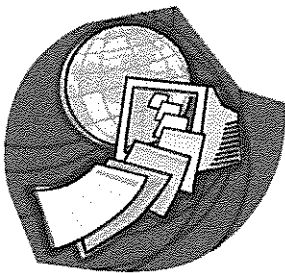




# Leisure and Pleasure

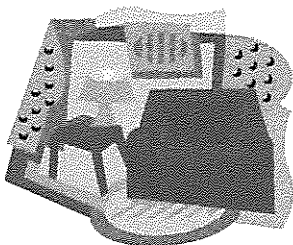
The focus of this issue is so broad that I have had difficulty narrowing down what I might write about. I am drawing on my own experiences as a parent on activities tried and tested over the years which were real winners but also other opportunities which are specifically available in our area although there may be similar opportunities in the area where you live.

## Information gathering



In researching ideas for leisure and pleasure I have been greatly encouraged by how much easier it now is to find out about opportunities for leisure which are accessible for children and adults with PMLD. My first line of enquiry was via the internet. I am only too aware that not everyone has access to the world wide web but an increasing number of families do and search engines like google and yahoo throw up an amazing amount of information. I started with looking at our local Derbyshire county council site and found this easy to navigate and was given links to lots of other sites. For those without access to the internet most towns have local tourist offices listed in the phone book or yellow pages. I also visited the local tourist office in Ashbourne and was quite overwhelmed with information and booklets. The staff were very helpful and were able to give me lots of further advice.

## Leisure and pleasure opportunities you can create at home



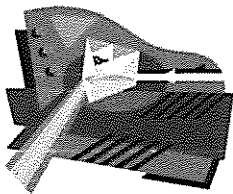
There are endless opportunities to create state of the art bedrooms with a huge range of decorating ideas and colour schemes available. There is a lot of information available about colours and the qualities they evoke and these are things you may want to consider when selecting a colour scheme. Bright colours can be very popular with the young but not particularly soothing, they can even over stimulate. Likewise a wall paper that is too



children or a more abstract design for adults toned into the overall colour scheme can work really well. Leaving the walls plain means that you have a clear space to project onto if you wish. I also liked to leave space for a large wall mirror and pin board for photos and personal mementos.

There are now available on the open market a whole range of visual effect lights and toys. If buying from gadget shops or other designer effects outlets do make sure the product is going to be safe to use and fulfil the purpose for which it is required. One of the advantages of buying from a specialist catalogue is that you can purchase interactive switches to work with the equipment thereby giving the child or adult some control over their environment (catalogues at end of article). Some items are very expensive from the catalogue but are more affordable as whole family gifts. We were often asked what to buy for Christmas or birthday by relatives after the toys bought in the first few years for our daughter were never played with.

I shall mention here one more reasonably affordable which has given hours of pleasure to our daughter, a liquid lights effect projector.



It is an economical alternative to the solar 250 but it comes with 2 liquid effects wheels and further ones can be purchased. It is very light weight, requiring minimal installation, and it can be converted to be switch interactive.

In many of the larger department stores and catalogues which seem to drop through our door every week there is a huge range of home therapy treatments from massage machines to aromatherapy diffusers to flab fighters with extraordinary claims of success. We steer clear of most but we did buy an electric foot spa bath for Victoria as she suffers from chronic foot problems and she really enjoys this therapy. We then follow up with a foot and hand massage. She also likes having her nails manicured and now presents her fingers to have nail varnish applied.

Like many other people I have often found a trip to the hair dressers a boost when feeling a bit low.

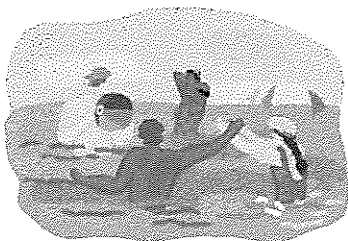


Many people suggested that we could arrange for a mobile hairdresser to call at the house to cut Victoria's hair because it would be easier. However I felt it would be more inclusive to take Victoria to a hairdresser in the community. The next time I visited my regular one I took some photos of Victoria along and we arranged to take her on her first



visit at the end of the day when the salon was not so busy and noisy so she could get used to the environment. After several visits we built up to having a wash, cut and blow dry. The staff were really friendly and kind and Victoria was accepted by everyone, several of the stylists welcomed the experience of cutting someone's hair who had such limited communication skills and was not able to follow verbal commands like "keep still"!

### **Leisure outside the home**



#### ***Swimming***

Public facilities are now more accessible than ever before. Many children and adults love water and if the temperature of the water is warm enough they should be able to enjoy accessing the local public pool. Again its worth enquiring carefully about peak times and avoid the splash splash disco hour when the noise levels can be intolerable for all. I have found staff very helpful in advising when the pool is likely to be quieter. There are specialist clubs and groups operating in some areas .

Those who need access to a higher temperature and normally attend a hydrotherapy pool session under the supervision of their physiotherapist may find that it is possible to access an extra session. The learning disabilities resource centre in North Derbyshire at Ashgreen offers sessions to families at weekends where the pool and the multi sensory room can be enjoyed with all the family. There is also a delightful sensory garden outside to enjoy after the exerts of the spa and sensory therapy.



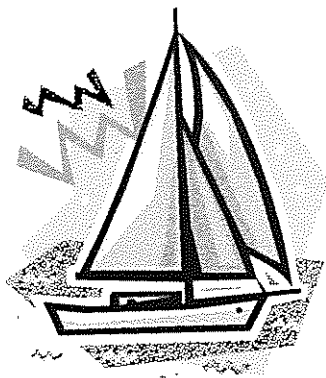
#### ***Cycling***

Derbyshire is particularly blessed with a network of former railway lines which have given way to miles of traffic free trails across the county. [Peak cycle hire \(www.Peakdistrict.org\)](http://www.Peakdistrict.org). Most of the centres have some or all of a range of cycles suitable for use with people with disabilities. The range includes tandems, trikes, duet wheelchair

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100

cycles and the chevron hand cranked cycles. The cycles are replaced every year to guarantee the latest styles of comfort. As with other places the trails do get busy during the high season and its wise to call and make enquiries regarding availability rather than turning up on spec. If you plan to try out the Tissington trail starting from the cycle centre in Ashbourne between 29<sup>th</sup> may and the 4 June then you will be able to see the well dressings in Tissington Village. (The well dressings are annual but the date varies a little but its always at Ascension tide).



### ***Sailing***

Situated about 5 miles north east of Ashbourne is Carsington water, a large reservoir. It is fully accessible for wheelchairs and there is a path all the way round the lake. There is a sailing club which has a specialist boat adapted for people with disabilities and certainly groups from the day centre in Ashbourne have enjoyed accessing this facility on a regular basis. Booking is essential.

Carsington also has a specially designed adventure playground for children of all abilities. Apart from the more physical activities, Carsington offers a wealth of more laid back pursuits and shopping opportunities. It also hosts special event during the summer outdoor plays, jazz. We have visited often and it remains a favourite place for outings with Victoria.

The one thing carers need in pursuing leisure and pleasure opportunities for children and adults with PMLD is heaps of energy. Enjoy!

### **Some Specialist catalogues:**

Rompa

TFH fun and achievement 01299 827820

The kirton Health care group 0800 212709/ WWW. Kirton-healthcare.co.uk

[www.gadgetshop.com](http://www.gadgetshop.com)

[www.innovations.co.uk](http://www.innovations.co.uk)

Bag books ( writers and producers of multi sensory story packs) 020 7385 4021

**Julia Dixon**

PMLD-Link Editorial Group





## Craig's Leisure Opportunities: Visit to the Cinema

Leisure opportunities are very limited for my son, due to his profound learning disabilities, but one activity that he enjoys immensely is a visit to the cinema. The trip has to be planned, and it is always to see a particular family film that would be of interest to Craig.

We have visited the three different cinema complexes in Aberdeen, and each venue has its good and bad points. None of the cinemas have changing facilities, so a visit to the "loo" to change Craig is a non-starter!

A film has to be carefully assessed for its suitability for Craig - Disney films are usually a safe choice, but I was caught out with Dinosaur. We were sitting at the front of the theatre, and with the "surround-sound" Craig took a serious seizure when the Tyrannosaurus-rex came charging at us through the screen! I had to give him his Midazolam to bring him out of the seizure. He has since enjoyed the film on video. I usually take other youngsters with Craig and me on the trip, so that Craig can share the experience, and vocalise about the film with his friends on the way home.

Depending on the timing of the film, I will give him a bolus feed through his gastrostomy either before, or following the film, and this gives the other children an opportunity to eat.

The position of the wheelchair places in the auditorium varies in all the cinemas, but the routine for Craig is the same. I usually seat the other children who have accompanied us in seats near to the wheelchair spaces, and then wait outside the auditorium with Craig until the adverts have started. This is to give Craig an opportunity to get used to the level of the sound. I will then put little ear plugs in his ears, so as to deaden the effects of the "surround sound", which can be alarming to him. We can then join the other children in the auditorium at the wheelchair seating.

Craig prefers the complex that places the wheelchair seating area at the back of the auditorium, with a level vision to the screen. He saw Harry Potter 2 at this complex, and it was the most pleasurable cinema visit we have experienced. They have a lovely coffee lounge area, with couches and plenty of space for wheelchairs, and the access to the auditorium is very good.

I use the Internet to search for the films, and choose the venue, but none of the venues I access with Craig will take bookings for wheelchair visitors over the Net.

I recommend a visit to the Cinema as an enjoyable leisure activity for families who care for someone with profound learning disabilities, but I think the leisure industry could help families a little more. I would like to see changing facilities available in the larger complexes, as I believe leisure companies can more than afford the cost to make them truly inclusive and accessible. I also think that wheelchair users should be able to book seats on-line, as many use this medium as their main source of communication. For a number of years non-disabled patrons have had the resource to purchase their tickets to a film via the Internet.

I hope that many other families take the opportunity to enjoy a trip to the cinema, because the pleasure it brings to Craig makes all the preparation worthwhile.

Jenny Whinnett  
Tayside Co-ordinator  
PAMIS



## Disability Discrimination Act – DDA

The Disability Discrimination Act applies to everyone who works in or for a museum or gallery. The Act states that employers will be acting unlawfully if you do not make 'reasonable adjustments' to ensure that disabled people are not discriminated against. This in turn, means that every service a museum or gallery provides to the public must not be 'impossible or unreasonably difficult' for disabled people to access.

### **How are museums and galleries responding to the DDA?**

Museums and galleries as service providers are required to ensure equitable facilities and resources for disabled people under the Disability Discrimination Act. Access should be considered by all museums and galleries in the broadest sense, not only addressing physical access but also sensory, intellectual, attitudinal, social, financial, educational and cultural. The National Portrait Gallery policy ensures that access for disabled people is an integral part of the services it provides.

Many museums and galleries realise that DDA legislation can enable them to develop initiatives and become more creative in their programming and reach a wider range of audiences.

The National Portrait Gallery was one of the first national museums to establish an Education Department, more than 30 years ago. There are free gallery talks and tours for special needs pupils, one-day workshops for schools for special educational needs, and support materials for individuals with additional needs in mainstream classes.

One of our sessions *Visual Literacy* uses a variety of teaching aids such as tactile props and art activities to explore elements of portraiture. The session also includes making plaster jewellery and a visit to the Tudor Gallery.

There is a new free outreach programme and video conferencing for hospital schools and units led by experienced practitioners. A programme of one-day in service training courses is run to encourage SEN teachers of all age groups to get the most out of a visit to the National Portrait Gallery. Teachers are invited to visit the NPG's Access Officer to discuss the requirements for their classes and to tour the gallery.

If you are working on a particular project of your own and would like us to fit in with your approach, we welcome the opportunity to 'tailor-make' a session with you. To find out more about the NPG's activities and events please contact:

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Access Officer  
National Portrait Gallery  
St Martins Place  
London  
WC2H 0HE  
Direct line: 020 7312 2461  
Email: [lribeiro@npg.org.uk](mailto:lribeiro@npg.org.uk)  
Website: [www.npg.org.uk](http://www.npg.org.uk)



# Overcoming Barriers to Access within Museums and Galleries

## **Introduction**

Currently I am working on the 'Leisure for All' project with groups of people with profound and multiple learning disabilities (PMLD) and their families/carers accessing various leisure venues and activities throughout Scotland. However leisure activities and equipment are rarely adapted to allow access by someone with PMLD. At present, families/carers have a very limited menu of choices for leisure pursuits due to the physical, intellectual and social barriers to access. These barriers mean that people with disabilities during their leisure time often only get a 'second hand' experience of the activity. This is because quite often people with disabilities are reliant on their carers to help them to overcome the barriers to accessing leisure activities and venues. These barriers exist in physical access, intellectual access and the attitudes of staff and members of the public. It means the carer is constantly involved in dealing with not only the physical difficulties but also explaining and guiding the individual towards an understanding of the surroundings, while trying to improve attitudes towards disabilities from members of staff and the general public.

## **'Leisure for All' Project**

The 'Taster Session' involves the families/carers assessing the problems with both the physical and intellectual barriers to access. Normally on the visit a member of staff is present to answer any questions and also hear feedback from families/carers about the problems that exist and how these could be improved.

## **Physical Barriers to Access**

The visits provide opportunity for families/carers to address issues such as access to and within a building with the leisure provide. The lack of appropriate changing facilities in 'toilets for the disabled' may also prevent families/carers from accessing a facility, as most people with PMLD require to be physically changed. The barriers also include difficulty in accessing equipment. A wheelchair user can be denied access due problems because of the height of displays and exhibits, either being too high or too low. Also, if objects are displayed behind glass, this may mean that someone with a visual impairment would struggle to see the objects. If the objects/displays were at wheelchair height and easy to see then more people with disabilities visiting a museum or gallery, may have a more enjoyable experience.

## **Intellectual Barriers to Access**

Arts & Heritage and Leisure providers generally do not address the issue of intellectual access. Intellectual access however is achievable by ensuring information about museum displays is readily understandable by all visitors. This includes information provided in ways other than written to accommodate



those unable to read for whatever reason. It embraces the wider aspect of improving intellectual access for people suffering from any form of educational disadvantage. This avoids intellectual barriers being created and takes account of different educational experience, learning styles and ways of understanding.

Other ways to achieve intellectual access are by providing multi-sensory approaches to exhibits or displays. Adding sound, touch and smell and improving visual stimuli and text size can do this. These additions can increase overall understanding of certain exhibits or displays within the museums and galleries. These approaches also include people with impairment in one sense by providing other channels or to help those with different learning styles. These approaches require challenging imagination and creativity and moving towards a more sensory approach to learning and understanding.

### **Social Barriers to access**

Finally, someone with a disability also faces problems accessing leisure activities if the general public and staff members lack understanding about the needs of people with disabilities. However, if staff are positive and welcoming in their approach and provide a good service this will not only attract disabled customers but also their friends and relatives. It may then allow the public to become more aware of the issues surrounding people with disabilities and allow the attitudinal barriers to be broken down.

### **Conclusion**

The feedback from the 'Leisure for All' project could, if acknowledged by the staff of museums and galleries, start to improve the future provision of facilities for people with disabilities within their leisure venues. As previously mentioned, not everyone accessing a museum or gallery will have the same ways of processing information to make sense of it. These different ways of providing information would mean that everyone accessing the museums or galleries would be provided with different ways of understanding through this multi-sensory approach. This should incorporate adaptability, imagination and creativity to include people with PMLD. Only then can we hope to see a more inclusive approach to leisure that is "Leisure for All".

Kirsty Thomson, *PAMIS*, Leisure Development Officer, University of Dundee





# The Life Options Information Service

The Life Options Project aims to make an impact on policy and practice in the area of transition for young people with complex needs. The project puts the young person at the centre of decision making, supporting them to make their views and wishes known to others. From this point we work alongside families, professionals and providers to find ways of responding imaginatively to the young person's needs. The article following has been published in 'Llias' – SCOVO's regular publication and it adds to the information published in the last issue of PMLD-Link 'Supporting People to Have a Better Range of Life Options.'

## With the Right Support – Anything is Possible!

SCOVO has a transitional project in place, called the LIFE OPTONS project. This article will give an overview of what the project is about and introduce key themes likely to emerge over the next two and a half years.

### Background

In September 1998 SCOVO organized a major all Wales Conference to review the outcomes of the All Wales Strategy and to look at new ways forward. Some of the major concerns expressed were that transition issues, lack of choice and access to advocacy were obstacles for young people with a learning disability. Transitional planning with young people then became a theme for a round of SCOVO regional conferences during 1999/2000. In addition, the poor quality or absence of effective transitional planning has been reported on by the Welsh Centre for Learning Disabilities and in a recent research document produced by Pavilion Publishing the following quote seems to sum up many people's feelings – *"It is now generally recognized that these young adults are 'hurtling into a void' of uncoordinated or absent health services and other provision."*

Three year funding (March 2001-February 2004) from the Diana Princess of Wales Memorial Fund has enabled us to launch the Life Options project, to look at ways in which we can improve this situation. This has involved us working directly with young people identified as having profound and complex learning difficulties (aged between 13 and 19 years old) across the areas of Carmarthenshire, Swansea and south Powys. As the project is designed to provide examples of good practice a large part of our work involves the sharing of our learning with anybody who is interested.

### Project aims and themes

- To demonstrate how young people with more profound or complex disabilities or behaviours can be assisted and encouraged in their transition to adulthood.
- To be seeking to influence the planning processes available to young people, promoting the importance of person centred planning.
- To disseminate practical information about this empowerment work through SCOVO's events and publications.

There are many areas of life that individuals and families will need help to look at. We have broken this down into nine themes:

### *Having a voice*

People need support with this because *"when young people have significant communication impairments, their need for advocacy is heightened and yet also more difficult"* (from *Hurtling into a void*).



To ensure that young people's views and feelings are considered we use creative communication approaches, adopting person centred planning techniques and drawing on various forms of advocacy support.

#### *Control of your own money (and resources)*

The fact is that "disabled young people often live on income substantially below that of young people in general and often do not control the money" (from Hurling into a void).

We support young people to have better access and control over their money (and their services). Approaches to enabling this, such as the use of Independent Living Trusts and Direct Payments have been fully investigated.

#### *Having good health support*

"For some young people with health and support needs, their healthcare needs are the issue that defines their relationships with services." (from Hurling into a void).

We support people in making sure that their healthcare needs are fully met, through the provision of general and specialist health services. But we also try to guard against allowing health services to dominate the person's everyday needs.

#### *Getting around*

"Many young people's opportunities are limited by the availability of equipment to aid their mobility and of transport to get to the places they want to go".(from Hurling into the void).

We help people to gain access to transport and equipment which enables them to lead a full and independent life.

#### *Friends and support*

"Research into the experiences of young disabled people has consistently found that they have fewer opportunities for friendships and leisure activities than their non-disabled peers" (from Hurling into a void).

We ensure that this area of life receives the support it deserves, enabling people to maintain a good circle of support.

#### *Learning opportunities*

"Students with profound and complex learning difficulties are under represented in further education" (from SKILL research)

We work with local education providers to enable them to include students with substantial disabilities. We have supported a local project to be involved with the SKILL 'Enhancing Quality of Life' project.

#### *Having fun*

"Many people with high support needs have dull daily routines, few relationships and little or no involvement in the local community" (from 'Everyday lives everyday choices)

We support people to develop better connections in the community, enabling them to have a proper choice over where, how and who they spend their leisure time with.

#### *Daytime opportunities and work*

"For most young people, entry into paid work is a key part of their transition to adulthood., However, for some young people who have health and support needs, employment may not be an option. This is not always because of their levels of impairment or the nature of their condition, but rather because of prejudicial attitudes and lack of access to the support they need". (from Hurling into a void)

We have worked with local day services, supported employment projects and volunteering schemes to ensure that people have the same opportunities.



### **Having a break**

*"Everybody needs a break or a holiday at some time or another, but many people with learning difficulties simply have no choice, other than attending an oversubscribed and limited respite facility."*

We make sure that individual and family needs are considered separately, whilst investigating more flexible and individual options, such as using direct payments to take holidays and short breaks.

### **Housing choices**

*"Getting a home of your own is very difficult for most people ... For young disabled people the barriers are even greater." (from Hurling into a void). "Most will only get offered some form of residential care." (from My Home my Life)*

We help people to look at a whole range of supported living and housing options, including home ownership.

### **Finding real solutions and genuine successes**

To make sure that the people who use the project have an informed choice, we have searched out and made contact with people from around the UK who have already found new ways of supporting people in the pursuit of a whole range of life options. We have drawn together real life role models – individuals who can share their story and inspire others to change.

### **Sharing our work**

As a demonstration project for Wales, great efforts have been made to disseminate information about the project's activities by:

- Providing training and workshops;
- 
- Placing articles in SCOVO's magazine and on the website';
- 
- Participating in SCOVO conferences;
- 
- Producing our own newsletter and providing a basic information service;
- 
- Producing a Case Study Pack;
- 
- Being independently evaluated.

If you are a disabled young person, a parent or carer, a teacher, a provider of services, or any other professional or individual who is interested in the progress of the project or some of the information we have gathered, we urge you to contact us. We will put you on our contacts list ensuring that you are kept regularly informed. We hope that the project can help you or inspire you to make changes which give people a better range and quality of life options. Because we believe that with the right support, anything is possible!

### **Please make contact**

Mark Williams – Project Leader  
Kelly Gammon – Communication Officer  
Tel: 01554 746782  
E-mail: [lifoptions@scovo.demon.co.uk](mailto:lifoptions@scovo.demon.co.uk)

### **References:**

*Hurling into a void* (Transition to adulthood for young disabled people with complex health and support needs) 1999  
*Everyday Lives Everyday Choices* (For people with high support needs) 2000  
*My Home My Life* (Innovative approaches to housing and support for people with learning difficulties) 1995



## An Integrated Debate on Inclusion

There are so many agendas at work in this emotive area of Special Educational Needs that it is difficult to cut through them all and to get to the basis of good practice. There are the professional educationalists and politicians who see the area of special schools and inclusion in terms of a financial balance sheet. They plan for major savings by closing, reorganizing and restructuring the system. Somehow they are persuaded that the children will benefit from these changes and, indeed they are receptive to all ideas that fit in with this strategy.

There are the parents who have to come to terms with the trauma of a difficult birth and disabled child. They are vulnerable and need support. The concept of mainstream education for all is a very appealing one for some of these people who desire a vestige of normality for their children.

Some educational psychologists see the social benefits of integration as being paramount. They and their LEA colleagues feel that schools have a duty to provide for SEN children within their classes, thus making such schools caring establishments for all their pupils. Alas, the resources to do this often fall short of the ideal. Several academics have found the inclusion theory worth supporting and, in making a case for this, have concentrated on the perceived benefits of this strategy.

Surrounding all of this is a cloud of emotion and rhetoric which turns the issue into a crusade for inclusion at all costs and poses those of us engaged in special education as being stuck in the past of locked wards and children who are shut away from society; perhaps a slight exaggeration, but not far from the truth. This crusade oversimplifies the issues and accuses anyone who is not a total inclusionist as being against any idea of inclusion. There does not seem to be any room for a middle view. This debate should not be about the persecution of special schools, it should be about what is right for the children who are unfortunate enough to have special educational needs, and also about what is right for the teachers and children in mainstream education.

I am going to attempt to strip away the layers of fog and look as objectively as I can at the facts. I hope to draw conclusions that make common sense to everyone.

I am a deputy head of a school for children with severe learning difficulties and, perhaps, it is these children who present the strongest case for special schools and special education. Others, too, might benefit from this. There are those pupils who are violent and disruptive to a degree beyond usual antisocial behaviour. There are those with profound sensory losses who could well benefit from a period of intensive training to compensate for these losses and to prepare them for a chance of success in mainstream schools later on. A few children have delicate health and need specialist care in a protected environment. Some children on the autistic spectrum will find great difficulty coping with the organized chaos of a busy and productive classroom.

I am not against inclusion and I believe that those who can succeed in a mainstream environment should be there, with support as required. Indeed, some of our pupils have been included in mainstream. We have given them the confidence, the education and the social skills they need to leave. We see this as a success story for the school and for those pupils who have made the carefully organized transition to their local secondary school.

I want to start with schools such as ours, to consider this end of the inclusion debate and then I want to move to the mainstream.

As an aside, I have to say that an autonomous establishment like ours is much easier to run than a unit attached to another school. We are totally focused on the needs of our children and staff and the head has no dichotomy of funding, resources and timetabling to complicate his decisions. While units do have advantages for social inclusion – attendance at assemblies, communal dining





– these are outweighed by the shared budget and the lack of the whole school approach to the children that we can offer. When we have a sporting success, the whole school cheers. That sporting event will have been possible because staff have selected pupils from the school to take part. Would the unit be included in such a way in an ordinary school? Would they have identified a sporting venue suitable for those children to compete in? Would the unit receive the same accolade and enthusiasm from other staff, pupils and parents for its homespun Christmas show as ours does? Would they even be able to mount such an event? Units tend to be small affairs, we have the numbers to branch out and be adventurous.

We go to Austria skiing each winter. We have represented Great Britain at the Disable Winter Olympics in Alaska in 2001. Pupils go to the outward bound centre and staffing allows us to take a wide range of disabilities in safety. Our senior school has formed a limited company to market cards, tee shirts and printed plates. Last year we won £5,000 for the presentation from our board of directors describing our marketing strategy for our celebration cards. We won because we were the only school where the pupils made the complete presentation without staff intervention. Hours of work went into this half hour of glory.

Before getting back to the main integration debate, it would be useful to give a very brief outline of what we do – our strengths and our rationale. Most people know what takes place in an ordinary school and, to appreciate any inclusion argument, it is important to have a balanced view of what is on offer.

We are an all age family school with currently 75 pupils. We know all children by their first names and, although there is a well defined disciplinary policy and behaviour code, we can relax with the pupils who see us as adult helpers and not teachers. They are anxious to succeed and to understand the complicated world they live in. They are so busy doing this that most deviant behaviour is caused by being unwell, frustrated attempts at communication, and problems out of school. We also have our share of naughtiness, but this is innocent and, usually, uncalculated. The strong hidden curriculum set by example, by friendly contact, by enthusiasm and patience means that the school runs with out many major incidents.

We have an open door policy for parents and encourage them to see us as colleagues rather than authoritarian figures. We form an extension of social services, while being careful not to let this interfere with our major teaching role. Other professionals are welcomed and we have access to speech, physio and occupational therapists.

Our curriculum is a balance of traditional learning, social and self help skills, life skills (especially further up the school) and social integration with the local community. We can offer individual education programmes, one to one sessions and combined class activities. We teach many skills that normal children assimilate naturally as they grow up. It is this social and behavioural curriculum that works for us but could fall down with a pupil and carer isolated in a mainstream class. Above all we offer a climate for success and an umbrella to thrive. Our children are happy to come to school. They do not look over their shoulders at other children, this is their world. They can cope with it happily, they are not lost in the mainstream jungle which sends many children back to us at eleven with failure stamped all over them. We have to restore that self confidence and desire to succeed, before we can continue to educate.

All that has been written above, and a good deal more that could have been said, prepares the ground for some fundamental questions. Would it be a recognized truth, that some children can never fit into a mainstream environment?

Take, for example, a child in my care who is currently eleven. He functions at a six month level, is often sick, is noisy and needs total adult support to survive. Here he has an intensive work programme of basic communication and self help skills, supplied in an environment which is warm, stimulating and well used to body functions of all kinds. He has no place anywhere else in the educational hierarchy. Accept that he is correctly placed and run the mind forward up the performance scale to the point where the grey area begins. Here are children who might cope in an ordinary school. Perhaps they need emotional support and some extra tuition and they can



make it, perhaps they will succeed better with us. These are the most able pupils in our school. Those in between belong with us and will always need some adult guidance throughout life. Inclusion will strip away that parachute to which they cling and no amount of outreach and centres of excellence, that we might become in this idealized inclusion world, will bring that back. The pupils don't feel disadvantaged in our school, so why should their parents feel so passionately about it? To be fair, most of our parents don't and we work well together.

Move now to mainstream. It is assumed that the school has a moral and statutory right to accept pupils with special educational needs. Let's even accept that adequate funding is in place – a big concept to swallow. Some pupils with special needs will integrate well, most pupils with profound and multiple or severe learning difficulties would not. By definition, they are at least three to four years behind their peers. The teacher has to do a huge differentiation exercise within the class to make any lesson remotely accessible to these pupils. Doesn't he have enough to do in his classroom without diluting attention from the main class in front of him? Why should he or she have to learn new skills to accommodate special children, when he or she is an excellent practitioner in the job already? What right have the class to accept a diluted curriculum because they have to share their education with a child or two who need extra prompts? What right have we to expect the class to assume a caring role for one who does not belong there? Yes, it's good social training, but at what cost? Who plays with them in the playground and, if they do, what happens to the natural rhythm of playground life?

Finally, move to life after school. Where will the mixture of special needs and normal people be? Probably the streets and restaurants, the shops and back gardens, cinemas and maybe, the pub. Very few will mix in the work place. There are none, currently, in our school who will ever take full time employment in the accepted sense, though some of the most able might survive in a sheltered environment with supervision.

In my view, social inclusion is mandatory to allow this meeting in public places to happen (even for the eleven year old I described earlier) without staring people.

I would like to see the inclusion debate calm to a level where rational decisions can be made without doctrinal and emotive overtones. Please accept that there are alternatives to inclusion which made common sense. A special school is not a prison where children are locked out of sight and made to look like idiots and a mainstream school is not a place in which to artificially mix those who should not be mixed academically. Everyone deserves a place in society and where society meets, everyone is equal.

V.G.Hill  
Deputy Head  
Ysgol Heol Goffa  
Llanelli



## reviews ... *reviews* ... reviews ... *reviews*

### *Strategies to Promote Inclusive Practice*

Edited by Christina Tilstone and Richard Rose

Published by RoutledgeFalmer

The Special Educational Needs and Disability Act (2001) makes illegal discrimination against pupils on the grounds of disability. This book is therefore timely since it indicates ways of putting educational inclusion into practice. It comprises 15 chapters which are wide-ranging in their subject matter and the expertise of their authors. This volume takes a broad definition of inclusion, considering social issues which have a bearing on education, as well as more narrowly pedagogic topics. It is relevant to pupils with the whole spectrum of special educational needs.

The book is divided into three sections, the first of which focuses on the development of policies and strategies which relate to diversity. Rose begins with a consideration of the current situation as regards the development of inclusive education. He emphasises that an examination of how pupils with special educational needs learn should influence classroom practice, as progress is made towards the ideal of inclusion. A discussion of policies for the management of individual learning needs is then provided by Howley and Kime, while Cole goes on to consider policies for positive behaviour management. The issue of co-ordination with other services is covered by Lacey who identifies key factors in multi-agency work, and by Robertson who discusses how therapy for children with learning difficulties can be provided in mainstream educational settings. Refreshingly, this latter contribution is set within an acknowledgement of the importance of the writings of disabled people themselves and the centrality of the pupil's perspective. Innovative contributions about structural factors which are sometimes overlooked in writings about special educational needs are included in this section. For example, Fergusson and Duffield outline how one

school worked towards multicultural inclusion for pupils with severe or profound and multiple learning difficulties, while Gerschel explores gender and ethnicity and their interaction with special educational needs.

The focus of the second part of the book is putting policy into practice through two core subjects. Porter writes about raising standards in mathematics, while Byers and Ferguson discuss policies promoting literacy. Both of these chapters contain material directly relevant to pupils with profound and multiple impairment, as do several contributions in part one.

The final part of the book considers the wider context relevant to inclusion. The subject matter of these chapters covers early years' teaching, the education of 16 to 19-year-olds, the role of local education authorities and the changing contribution which can be made by the educational psychologist. The book ends with a consideration by Tilstone of the key issue of the professional development of all school staff which is necessary in order to promote inclusion.

This book provides the reader with an up-to-date overview of policy and research in an area of rapid development. It points the way forward towards the goal of more inclusion in education, referring frequently to case studies and practical examples. It contains much of relevance to those readers of PMLD-Link who are responsible for the development and implementation of policies for inclusion at all organisational levels.

Judith Cavet

Researcher

PMLD-Link Editorial Group



## **BOOKS AND RESOURCES**

*Strategies to Promote Inclusive Practice* edited by Christina Tilstone and Richard Rose, published by Routledge Falmer. This book is reviewed in this issue.

*Count Us In: the Report of the committee of inquiry into meeting the mental health needs of young people with learning disabilities.* The report aims to promote the mental health and emotional well-being of young people with learning disabilities and addresses ways of supporting young people with learning disabilities and their families, friendships and advocacy. ISBN 1-903645-38-7 To order : FAXBACK 020 7802 0301

*Listening to Siblings: The experiences of children and young people who have a brother or sister with a severe disability* written by Janet Radcliffe, published by The Handsel Trust 2003. Available from the Handsel Trust Tel: 0121 373 2747

*Access to Citizenship: Curriculum Planning and Practical Activities for Pupils with Learning Difficulties* written by Ann Fergusson and Hazel Lawson. Published by David Fulton 2003. For staff in mainstream and special settings who work with students with special educational needs. ISBN 1-85346-910-6

*Pupils with complex learning difficulties: Promoting learning using visual materials and methods* written by Jill Porter and Rob Ashdown, published by NASEN. ISBN 1-901485-331. Available from NASEN

*The Team Around the Child* written by Peter Limbrick, published by Interconnections 2001. A practical, family-centred approach which provides the child with a co-ordinated service and gives the family more control over service provision. Available from The Handsel Trust Tel: 0121 373 2747

*Creating a Responsive Environment for People with Profound and Multiple Learning Difficulties – Second Edition* written by Jean Ware, published by David Fulton Publishers 2003. ISBN 1-85346 734-0

*Implementing Intensive Interaction in Schools* written by Mary Kellett and Melanie Nind, published by David Fulton Publishers 2003. For practitioners, co-ordinators and managers in schools for pupils with severe and complex learning difficulties. ISBN 1-84312-019-4

*An Integrated Pathway for Assessment and Support for children with complex needs and their families.* Written by Peter Limbrick, published by Interconnections 2003. Resource manual for a flexible and needs-led approach which is intended to help to eliminate or reduce waiting times for assessment and support for this expanding population of children. Available from Interconnections, 49 Victoria Street, Worcester WR3 7BE. Tel: 01905 23255

*Induction Training Pack* produced and published by BILD. Training materials for managers and trainers to provide everything a new member of staff needs to know about working with people with learning disabilities. Available from BILD Publications Tel: 01752 202301.

*Today and Tomorrow – Report of the Growing Older with Learning Disabilities Programme.* Produced by the Foundation for People with Learning Disabilities. Available from the Mental Health Foundation Tel: 020 7802 0304





*Working Together? Multi-agency working in services to disabled children with complex health care needs and their families: a literature review* written by Debby Watson, Ruth Townsley, David Abbott and Paula Latham, published by The Handsel Trust 2002. A report of the Working Together project conducted by a team at the Norah Fry Research Centre..

*Bridging the Divide at Transition* written by Pauline Heslop, Robina Mallett, Ken Simons and Linda Ward published by BILD. The final report from the research project undertaken by the Norah Fry Research Centre and the Home Farm Trust. Available from BILD Publications, Plymbridge House, Estover Road, Plymouth PL6 7PZ ISBN 1-90482-08-4

*Intellectual Disability – The Response of the Church* edited by Brian Kelly and Patrick McGinley, published by Lisieux Hall Publications 2000. ISBN 1-8700335-27-9

*Access to History: curriculum planning and practical activities for pupils with learning difficulties* written by Andrew Turner, published by David Fulton Publishers 2002. Inclusive framework of participation and achievement for all. ISBN 1-85346-857-6

*Access to Science: curriculum planning and practical activities for pupils with learning difficulties* written by Claire Marvin and Chris Stokoe, published by David Fulton Publishers 2002. Inclusive framework of participation and achievement for all, with support and ideas for effective planning and implementation of well-differentiated science-focused activities. ISBN 1-85346-857-6

*Promoting Health, Supporting Inclusion* – Scottish Executive review of the contribution of all nurses and midwives to the care and support of people with learning disabilities. Available from The Stationery Office Bookshop Tel: 0870 606 5566

## **JOURNALS**

*Eye Contact* – RNIB Education and Employment, 105 Judd Street, London WC1H 9NE. Tel: 020 7388 1266

*Current Awareness Service* - up to date materials and information about everything new in learning disabilities. CAS Subscriptions, BILD, Campion House, Green Street, Kidderminster, Worcs DY10 1JL

*Living Well* – Pavilion Publishing. Promoting inclusive lifestyles with people who have learning difficulties.

*New Opportunity* – the newsletter of the Handsel Trust. Tel: 0121 373 2747

*BILD Advocacy Newsletter* – information about advocacy produced by the Advocacy team. Tel: 01562 723027 or e-mail [j.badger@bild.org.uk](mailto:j.badger@bild.org.uk)

*In Contact* – the Newsletter of Contact a Family West Midlands. Tel: 0121 455 0655

*Foundation Stones* – Newsletter of the Foundation for People with Learning Disabilities. Tel: 020 7802 0300 e-mail [fpld@fpld.org.uk](mailto:fpld@fpld.org.uk)

*SLD Experience* – Published by BILD for professionals, parents and those working to support children and young people with severe and profound learning difficulties. Tel: 01562 723010



## **resources .....**

### ***Dressability*** - a clothing service for people with disabilities

At ***Dressability*** we understand the difficulties disabled people can have finding clothes which accommodate a disability and look stylish, because some of us at ***Dressability*** have disabilities ourselves. ***Dressability*** provides help

if you are looking for clothing advice and information  
if you require garment alterations and adaptations  
if you require dressmaking services

If it is impractical for you to come and see us at ***Dressability*** you can always arrange for a Clothing Advisor to visit you.

***Dressability*** is open from Monday to Friday 10.00 am to 3.00 pm (by appointment).  
For more information please contact:

***Dressability***  
Pinehurst Peoples Centre  
Beech Avenue  
Swindon SN2 1JT  
Tel/Fax: 01793 485374  
e-mail: [dressability@madasafish.com](mailto:dressability@madasafish.com)

If you have recently come across any resources – practical or theoretical, high or low tech, cheap or costly which you find invaluable, or just very useful, do let us know what they are and, if you have time, how you use them, and where they can be obtained, so that we can pass on the information to other readers.



# **COURSES AND CONFERENCES**

## **JUNE**

4<sup>th</sup>

### Multi Sensory Room Training

Introduction to the equipment, use of MSR equipment from relaxation and stimulation to communication. Overview of setting aims and objectives and assessment in the MSR. Implications of sensory loss or dual sensory impairment in relation to the MSR.

Organised by: Sunfield Professional Development Centre

Venue: Sunfield, Worcs

Further details: Sunfield Professional Development Centre

Tel: 01562 883183

e-mail: sunfield@sunfield.worcs.sch.uk

7<sup>th</sup>

### A Siblings Fun Day

The third in a series of family training days. A day for siblings of children with special needs aged between 6-13 years. A variety of events in and around Sunfield.

Organised by: Sunfield Professional Development Centre

Venue: Sunfield PDC, Clent

Further details: Sunfield Professional Development Centre

Tel: 01562 883183

e-mail: sunfield@sunfield.worcs.sch.uk

10<sup>th</sup>

and

11<sup>th</sup>

### Cultural Issues in Sexuality Work with People with Learning Disabilities

Exploring different cultural attitudes towards sex education and the practical implications of carrying out sexuality work with service users from a range of cultural backgrounds within an equal opportunities framework.

Led by: Seema Malhotra

Organised by: CONSENT

Venue: Hounslow

Further details: Consent

Tel: 01923 670796/670804

10th

to

12th

### Sherbone Developmental Movement - Level 3

Three day residential course

Organised by: Sunfield Professional Development Centre

Venue: Sunfield PDC, Stourbridge

Further details: Administration Office, CPDC

Tel: 01562 883183

e-mail: sunfield@sunfield.worcs.sch.uk

18<sup>th</sup>

### Environmental Wealth: Using the environment to promote teaching and learning

For practitioners supporting children and young people with sensory impairment and additional needs.

Venue: University of Birmingham

Further details: Noreen Stacey

Tel: 0121 414 3294

e-mail: N.M.Stacey@bham.ac.uk

19<sup>TH</sup>

### Cortical Visual Impairment

Organised by: RNIB Education and Employment Network

Venue: London

Further details: RNIB (London & SE)

Tel: 020 7391 2304

19<sup>th</sup>

### Cerebral Palsy and Visual Impairment

Organised by: RNIB Education and Employment Network

Venue: Nottingham

Further details: RNIB East Midlands

Tel: 0115 958 232

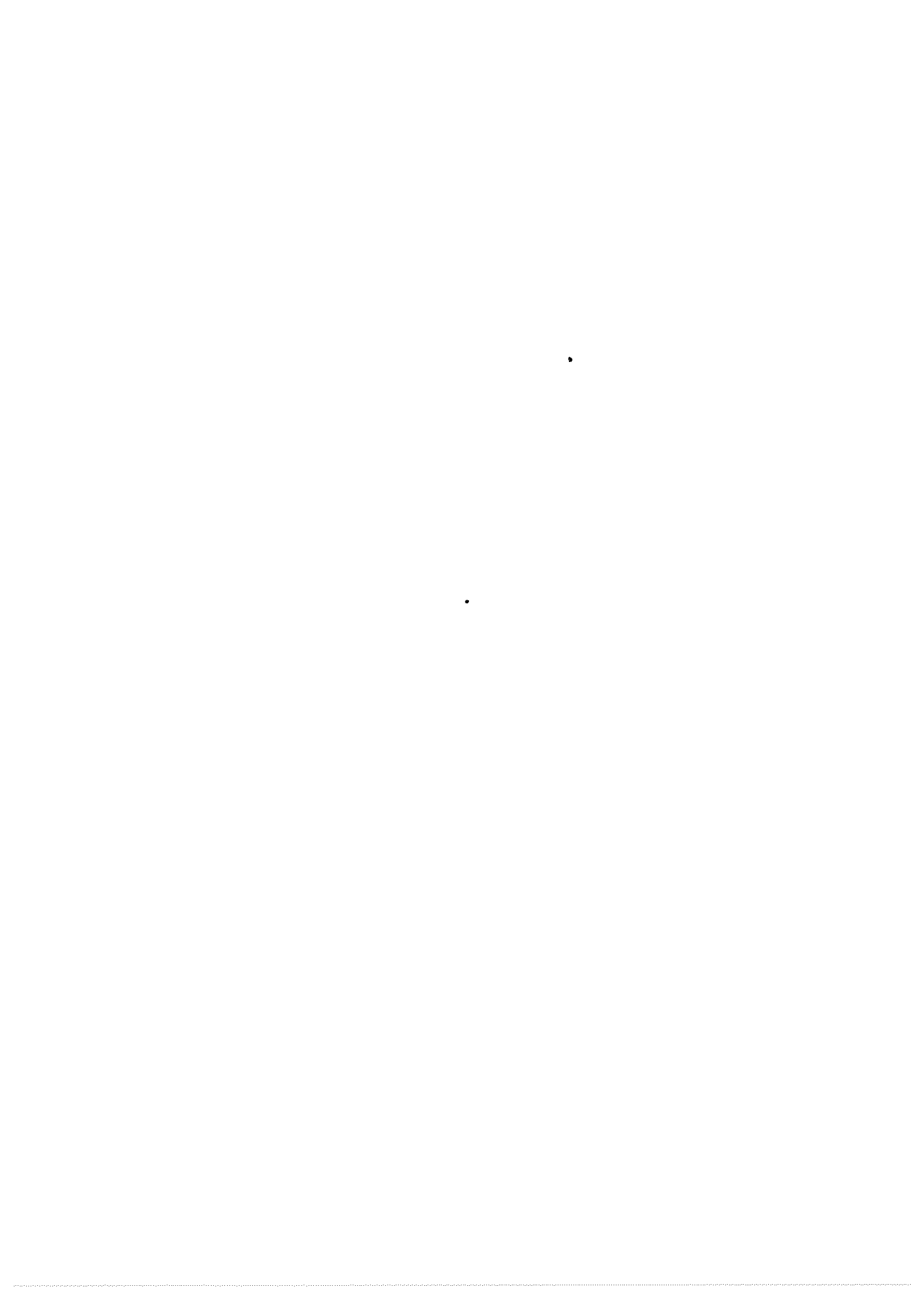


- 23<sup>rd</sup> Innovative Early-Years Work with babies and children who have complex needs and their families  
 A one-day conference for senior managers and all professionals in health, education and social services and voluntary/independent sector and for parents.  
 Organised by: Interconnections  
 Venue: Regent's Park Conference Centre, London  
 Further details: Interconnections  
 Tel: 01905 23255  
 e-mail: p.limbrick@u.genie.co.uk
- 24<sup>th</sup> Facilitating Friendships  
 One day course  
 Organised by: London University Institute of Education  
 Led by: Dr. Dawn Male  
 Further details: Linda Richards  
 Tel: 0207 612 6271
- 25<sup>th</sup> CASC Road Show  
 An overview and update of specialized communication aid technology for use by people with complex communication needs. Sponsored by the Communication Aid Suppliers Consortium .  
 Organised by: Ace Centre  
 Venue: Sunfield, Worcs  
 Further details: Ace Centre  
 Tel: 0845 456 8211  
 e-mail: admin@communicationmatters.org.uk
- 30<sup>th</sup>  
 and  
 1<sup>st</sup> July Communication in children with a severe visual impairment and learning difficulties  
 a two day course for teachers, learning support assistants, speech and language therapists, nursery nurses and residential care workers. This course links research findings with practical uses and gives opportunities for discussion, watching video-tapes and examining literature and assessment materials.  
 Led by: Ian Bell – teacher/speech and language therapist  
 Organised by: Sunfield Professional Development Centre  
 Venue: Sunfield, Worcs  
 Further details: Sunfield PDC  
 01562 883183  
 e-mail: sunfield@sunfield.worcs.sch.uk

## JULY

- 3<sup>rd</sup> ON LINE CONFERENCE on the themes from Count us In  
 Organised by: Foundation for People with Learning Disabilities  
 Further details: Foundation for People with Learning Disabilities website at [www.learningdisabilities.org.uk](http://www.learningdisabilities.org.uk) and  
 Mental Health Foundation website at [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)  
 Connects: Mental Health and Learning Disabilities portal at [www.connects.org.uk](http://www.connects.org.uk)

- 3<sup>rd</sup> Stimulating the Senses  
 This course aims to give participants an understanding of the six senses and how they evolve; experience in designing sensory sessions for adults or children with learning disabilities; planning sensory rooms.  
 Organised by: roc  
 Venue: Beechen Grove Baptist Church, Watford  
 Further details: roc  
 Tel: 01923 663 828  
 e-mail: administrator@hnhsrc.domon.co.uk  
 web: [www.rocnhs.com](http://www.rocnhs.com)





4<sup>th</sup> Curriculum Access and Social Inclusion for MDVI Children  
Organised by: RNIB Education and Employment Network  
Venue: Somerset  
Further details: RNIB South West  
0117 953 7750

7<sup>th</sup> PHSE and Citizenship for pupils with learning difficulties  
Practical implications for planning and monitoring PSHE and Citizenship as part of the whole curriculum; practical ideas for the classroom  
Led by: Hazel Lawson  
Organised by: Sunfield Professional Development Centre  
Venue: Sunfield, Worcs  
Further details: Sunfield PDC  
01562 883183  
e-mail: sunfield@sunfield.worcs.sch.uk

## SEPTEMBER

2<sup>nd</sup> Cultural Issues in Sexuality Work with People with Learning Disabilities  
and Exploring different cultural attitudes towards sex education and the practical  
3<sup>rd</sup> implications of carrying out sexuality work with service users from a range of cultural  
backgrounds within an equal opportunities framework.  
Led by: Seema Malhotra  
Organised by: CONSENT  
Venue: Ealing/Hammersmith  
Further details: Consent  
Tel: 01923 670796/670804

24<sup>th</sup> Improving the Health of People with Learning Disabilities  
to Three day BILD conference.  
26<sup>th</sup> Organised by: BILD  
Further details: Liz Howells  
Tel: 01562 723025  
e-mail: l.howells@bild.org.uk

26<sup>th</sup> Intensive Interaction  
Organised by: Sunfield Professional Development Centre  
Venue: Sunfield, Worcs  
Further details: Sunfield PDC  
01562 883183  
e-mail: sunfield@sunfield.worcs.sch.uk

## OCTOBER

30<sup>TH</sup> NASEN/TES Special Needs Exhibition 2003  
to Programme of seminars and NASEN/TES Book Awards.  
1<sup>st</sup> Nov Venue: Business Design Centre, Islington, London

## NOVEMBER

13<sup>th</sup> Education and Leisure for Teenagers and Young Adults with Profound Disability  
Two day training conference.  
Organised by: Catalyst Education  
Venue: Queen Alexandra College, Birmingham  
Further details: Tel: 0845 127 5281



19<sup>th</sup>

'Supporters Club'

The last in a series of family training days for grandparents, adult siblings, aunts, uncles, friends and neighbours. A chance to meet together and discuss common issues.

Organised by: Sunfield Professional Development Centre  
Venue: Sunfield PDC, Clent  
Further details: Sunfield Professional Development Centre  
Tel: 01562 883183  
e-mail: sunfield@sunfield.worcs.sch.uk

***LONGER COURSES (with accreditation)***

Interdisciplinary work with People with Profound and Multiple Learning Disabilities

A one year distance education course for practitioners and carers of children and adults with profound and multiple learning disabilities. The main focus is upon lifelong learning, communication and effective interdisciplinary collaboration.

Offered at three levels: Post experience certificate (level 1), Advanced Certificate (level 3), Post graduate diploma and Masters (level M)

University of Birmingham School of Education

Further details: Tel: 0121 414 4866

M.Sc/PG Diploma in Learning Disability Studies

1 year full-time or 2 year part-time course.

This course meets the training needs of a variety of professionals involved in delivering services to children or adults with a learning disability, including registered nurses, social workers, doctors, occupational therapists, physiotherapists, speech and language therapists, officers in statutory, voluntary or private establishments, FE tutors, staff of SECs. It provides the opportunity to participate in and contribute to inter-disciplinary learning in a collaborative setting.

Further details: Helen Bradley, course director

Tel: 0121 415 8118

Profound Learning Disability and Multi Sensory Impairments

A two year course for parents, carers and professionals which will develop skills and obtain recognition for them. Work is home based, supported by workshops and telephone tutor support. Issues relating to challenging behaviour, communication, education, ordinary life principles, sensory impairment, interdisciplinary working and epilepsy are addressed.

The course is offered at three levels: Undergraduate Certificate, Postgraduate Diploma and Masters.

University of Manchester Faculty of Education

Further details: The Programme Secretary, Educational Support & Inclusion

JTI Office, University of Manchester, Oxford Road, Manchester M13 9PL

Tel. 0161 275 3337

e-mail: JTI Office@man.ac.uk

website: [www.education.man.ac.uk/pmid/](http://www.education.man.ac.uk/pmid/)

Certificate in Working with People who have Learning Disabilities

Distance learning courses from BILD for staff working in the learning disabilities field.

Wide range of units available for study. Each student is supported by a tutor throughout the course.

Further details: BILD Learning Services

Tel. 01562 723010

Certificate in Working with People who have Learning Disabilities: your pathway to achievement

The Learning Disabilities Award Framework route to qualification for staff supporting people with learning disabilities. A course programme and supporting materials, including a trainer's toolkit and student workbook.

Available from Pavilion Publishing Tel: 01273 623222 or e-mail: [info@pavpub.com](mailto:info@pavpub.com)

