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If you would like further copies of this Newsletter at cost, or to contribute to the next issue, or to join the National Learning Disability and Ethnicity Network, please contact: Bridget Fisher or Pam Smith Tel: 01246 555043 Email: [bridget.fisher@arcuk.org.uk](mailto:bridget.fisher@arcuk.org.uk) or [pam.smith@arcuk.org.uk](mailto:pam.smith@arcuk.org.uk). For further NLDEN info visit [www.lden.org.uk](http://www.lden.org.uk)



The NLDEN Newsletter is produced by ARC. ARC is a national umbrella organisation supporting providers of services for people with a learning disability. ARC is not responsible for views of contributors to this newsletter.

The National Learning Disability and Ethnicity Network logo was designed by Anuradha Patel.



Delegates at the Moving On Up Together Day

## Getting Going

It has been 9 months since the last newsletter. We are now able to publish this one with a grant from the Department of Health and we have heard today that we have funding for a further year. We are expecting the next newsletter to be published in the autumn.

We are happy to say that membership of the network is now over 1500. Every day we answer queries and put people in touch with each other who are endeavouring to improve the lives of people with Learning Disabilities from minority communities.

Within this newsletter you will find a copy of a speech by Andrew Dismore who chairs the Joint Committee of Human Rights for people with Learning Disabilities. He clearly states the need for improved Government working for people with Learning Disabilities. In

January 'Valuing People Now' was published which outlines how policies for people with Learning Disabilities, first outlined in 'Valuing People', are going to be strengthened and invigorated. 'Valuing People Now' recognised that services for people from Black Minority Ethnic and new Migrant Communities still need to improve. Indeed, 'Valuing People Now' pledges to reflect amongst its key messages to 'improve knowledge and understanding about the issues and needs of people with Learning Disabilities and their families from different cultures and ethnic communities and so offer more appropriate support'.

The National Advisory Group on Learning Disability and Ethnicity (NAGLDE) continues to meet and the National Network is represented at these meetings. Ann Williams, the new National Director for Learning

Disabilities, has agreed to meet with NAGLDE soon to talk about making 'Valuing People Now' work for people from all ethnic backgrounds. During the time that 'Valuing People Now' has been getting going there has been some confusion about the work of the Regional Networks. We are hoping this will soon be sorted out as the Valuing People Regional Leads start implementing 'Valuing People Now'. To help this happen this year, rather than a National Learning Disability and Ethnicity Conference, there will be regional events coordinated by NAGLDE that will concentrate on ensuring race equality is fully embedded into the work of Learning Disability Partnership Boards and other supporters of people with Learning Disabilities.

To further this work, the Foundation for People with Learning Disabilities has a new project to help organisations improve their work with Black Minority and Ethnic families (see page 3). Within Valuing People Now are extra publications including the response to a 'Life Like Any Other' the report of the Joint Committee of Human Rights mentioned above. There is also the Equality Impact Assessment document containing the review document by this network. Within the Implementation Plan is the pledge "The Department of Health (Office of the National Director) will work closely with NAGLDE to develop a strand of work around ethnicity".

For younger people the National Transition Support Team is up and running: [www.transitionsupportprogramme.org.uk](http://www.transitionsupportprogramme.org.uk). The BME unit within ARC has become a strategic partner of this group and is currently writing guidance material (commissioned by the Department of Children, Schools and Families) on best practice for young disabled Black Minority and Ethnic people at transition.

**If anyone has any good practice examples or concerns about transition to share please email them to:**  
[bridget.fisher@arcuk.org.uk](mailto:bridget.fisher@arcuk.org.uk)

ARC is also just completing a project (see page 3) running fun and finding out days on transition. Many young people attended these events and their positive, enthusiastic attitude was very encouraging for us.

**Bridget Fisher**  
**Head of BME Services**  
**ARC**

## The Migrants Impact Fund

A new £70 million fund to help communities manage the additional pressures placed on public services as a result of increased immigration has been announced by the Government. The two-year Migrants Impact Fund will be paid for by a £50 levy on non-EU workers and students coming to the UK and is aimed at easing the short-term strain on local public services, such as an extra demand for school places or NHS treatment.

Ministers hope the fund will enable migrants to integrate quickly into their new communities. Announcing the initiative, Communities Secretary Hazel Blears said:

*"Migration brings significant benefits for this country. But it is a complex area never far from heated public debate. That is why we need an honest discussion about it that acknowledges the local pressures which migration can create in our communities and on our public services.*

*"We have a shared responsibility to work together, live together and get along together, whether born in Britain or coming from abroad. I want Britain to be a place where decency, hard work, and respect for the law and for each other are values we all sign up to as citizens. We all have a responsibility to make that happen."*

All regions of England will receive a share of the cash, with investment focused at areas where international migration has had the greatest short-term impact. Funding will be targeted at innovative local projects that will benefit both the indigenous and migrant community. It could support offering more English language classes for migrants, provide extra teachers in schools, or providing additional resources to local police forces.

**Source: Department for Communities and Local Government, 19/03/2009**

## Moving On Up Together Fun Days



Five one-day transition events have taken place (between November 08 and March 09), as part of the Moving On Up Together project. Between 25 and 45 young people, plus their school staff and supporters have attended each of the events, (in Luton, Oldham, Tower Hamlets, Bradford and Leicester), to look at their choices and opportunities as adults.

The days have varied, but all focused on three main themes of transition, ie, citizenship, friendships and either

future housing or employment. These themes were introduced by interactive workshops, facilitated by various local organisations, including drama therapists, theatre companies, self advocacy groups, service providers and local authority staff. In-between the workshops the young people had an opportunity to look at the stands representing relevant local organisations, (including Connexions, youth services, disability services, local service providers and advocacy groups), to find out how they could

be of interest to them in the future. Over the lunch time period there was an opportunity to join in with a dance or drama workshop, (even football skills at Oldham) as well as the chance to have your nails painted or experience henna hand painting.

Transition to adulthood can be a daunting time with so many choices and changes, but these days aimed to provide a safe and fun atmosphere to start looking at some of immediate changes, eg, leaving school and those for the future, eg, where to live and the help and information that is available to make these decisions, not least the Moving On Up Website itself.

Full information about these days will soon be available as a resource pack. These events were funded by the Department of Children, Schools & Families as part of the Children, Young People and Families Grant Programme.

**Lesley Dean**  
**Project Worker**  
**ARC**

## New Project: Foundation for People with Learning Disabilities

The Foundation for People with Learning Disabilities has been awarded a DH Third Sector Investment Programme grant for 2009/110. The grant will be used to develop capacity in the third sector to increase awareness, within health and social care services, of the needs of people with learning disabilities from BME communities and their families. We will do this by

running action learning sets in two regions in year one and a further two regions in year two to develop good practice in reaching families and in meeting their needs.

The Project will further develop the role of the National Advisory Group for People with Learning Disability and Ethnicity (NAGLDE) to influence policy in health and social care service.

**For further information please contact Christine Burke on: [cburke@fpld.org.uk](mailto:cburke@fpld.org.uk)**

## Children and Young People with a Learning Disability: Facts and Figures

*Mencap (These figures apply to England only and are accurate for July 2008)*

### Children with a learning disability

- In England there are an estimated 12.3 million children aged 0-19 (2001 Census).
- It is estimated that approximately 2.8% of children have a learning disability (pupil characteristics and class sizes in maintained schools in England 2008, DfES):
  - There are 346,000 children aged 0-19 with a learning disability.
  - There are 83,000 children aged 0-5 with a learning disability.
  - There are 178,000 children aged 5-14 with a learning disability.
  - There are 85,000 children aged 15-19 with a learning disability.

### Children with a disability

- There are approximately 770,000 disabled children in England. This is 7% of all children (Improving

the life chances of disabled people January 2005, Cabinet Office).

### Pupils with Special Educational Needs

- In January 2008 there were 7.32 million pupils ('Pupils characteristics and class size in maintained schools in England, January 2008' [SFR 16/2007] DfES).
- Approximately 1.5 million pupils have SEN ('Pupils characteristics and class sizes in maintained schools in England, January 2008' [SFR 16/2007] DfES).
- 223,430 pupils have statements of SEN in England in 2008.
- 1.3 million pupils have SEN without statements in England in 2008.

### Support from Social Services

- Approximately 4% of disabled children receive support from Social

Services (Children in Need Census 2005 DfES). This is 34,100 disabled children out of a total of 770,000.

- 11,800 disabled children are 'looked after' by the local authority. This is approximately 18% of all 'looked after' children.
- 22,300 disabled children are supported at home by the local authority. This is approximately 13% of all children in need.

### There are further useful facts and figures sheets on:

- Early years.
- Education for children and young people under the age of 18.
- Sport and leisure.
- Poverty and families with a disabled child.
- Short breaks for parents of a disabled child.

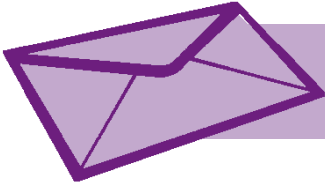


ARC are delighted to be a strategic partner of the Aiming High for Disabled Children Transition Support Programme, which was launched last December. As part of this role, we will be updating the Moving on Up website and researching and writing a set of materials to promote best practice in transition, with a particular emphasis on the needs of young people from minority and new communities.

## Moving On Up and the Transition Support Programme

The programme has identified 20 lead local authorities, and we plan to host a leadership event in Autumn for key staff involved in transition services to facilitate them becoming agents of change in national transition services. During the day they will hear a variety of presentations from acknowledged experts, including people with a learning disability, their families and practitioners. There will be the opportunity to discuss and apply ideas and new learning. To underpin the event and ensure that the knowledge required to deliver the best transition services to young people with a

learning disability, reaches everybody, we will be developing clear and practical guidance for transition workers. The guidance manual will be shaped, in part, by the responses from the Self Assessment Questionnaire, which every local authority is being asked to complete, we will also talk to a range of organisations and transition workers. The guidance will be published in hard copy and sent to every local authority. If you think you have something really good to share, we would love to hear from you. **Find out more at: [www.transitionsupportprogramme.org.uk](http://www.transitionsupportprogramme.org.uk)**



## Building on the best to make the most of the future

I was recently appointed as Project Manager – Service Development, a joint role across Crossroads Association and Princess Royal Trust for Carers. Crossroads Caring for Carers consists of approximately 103 member schemes throughout England and Wales. Over 4.7 million care hours are provided every year to more than 37,000 carers - the equivalent of over 530 years of care.

The Princess Royal Trust for Carers is the largest provider of comprehensive carers support services in the UK. Through its unique network of 144 independently managed Carers' Centres, 85 young carers services and interactive websites, [www.carers.org](http://www.carers.org) and [www.youngcarers.net](http://www.youngcarers.net), the Trust currently provides quality information, advice and support services to almost 354,000 carers, including over 20,000 young carers.

My role across both organisations is to develop resources to help carers services deliver the outcomes in the carers strategy "Carers at the heart of 21st century families and communities" (HM Government 10th June 2008). My work will be developing a range of resources including a website and various tools and templates so that a wide group of carers across all care groups can benefit. If we are going to ensure that carers are able to enjoy a life outside caring, are not financially disadvantaged, are to keep mentally and physically well, be treated with dignity,

recognised and supported as an expert care partner, children should be free to thrive without being expected to take on inappropriate caring roles. To make this happen a wide range of support services will be needed.

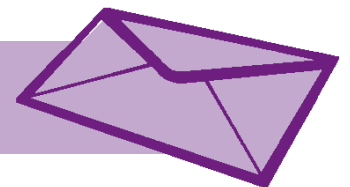
I am currently looking for innovative or good practice in personalised carer support. Examples that are targeted at improving the lives of families from diverse ethnic backgrounds would be particularly welcome.

Before undertaking my current role I worked for the National Family Carer Network, ([www.familycarers.org](http://www.familycarers.org)) which links groups and organisations that support families including an adult with a learning disability. This job gave me a chance to experience the great diversity and imagination in the support services for such families. I know that there are services out there changing the lives of families for the better.

It would be great to hear from anyone who delivers or receives such a service. You can contact me at [helen.dorr@crossroads.org.uk](mailto:helen.dorr@crossroads.org.uk) or call me on **01788 298318**

**Helen Dorr**  
**Project Manager – Service Development**  
**Crossroads Association**  
**Princess Royal Trust for Carers**

## Developing Community Lives



Hello

I was hoping you could help me. I am currently working on a project which is aiming to speak to everyone in Northamptonshire with a Learning Disability to find out about how they want to spend their time during the week and at weekends and in the evening. I would be really grateful if you could contact me with any details that may

be of assistance - particularly around engaging with people from different ethnic communities.

Thanks in Advance

Jody Wicks

Email: [jody.wicks@speakingup.org](mailto:jody.wicks@speakingup.org)

# Funding Opportunities

## BT Community Connectors

**Are you a community or charitable organisation that is looking to extend your work with a laptop and a year's free broadband?**

If so, you could apply for a BT Community Connections award today.

BT Community Connections is an award scheme which enables community and charitable organisations to get online and make use of information and communications technology (ICT).

Organisations, working in any field of community benefit, located throughout the UK or ROI can apply for a laptop and a year's free broadband connection. There are more than 1,000 award packages available to groups who can demonstrate how an award will benefit their work and the local community.



A BT Community Connector at Honeycroft



BT Community Connector working at Hardwick



BT Community Connector at The Lisieux Trust

**To apply or to find out more about the scheme visit: [www.btcommunityconnections.com](http://www.btcommunityconnections.com)**

## Supporting New Communities

**ARC is currently working with Wolverhampton University to develop a research proposal on the needs of the new migrant communities for Learning Disability Services. Here are some of the stories that we have collected:**

A project is currently supporting one person from a migrant community: the young lady has a visual impairment and substantial learning disabilities and also needs support with personal needs. The family arrived in England when she was just 16, after she had completed an education cycle in her home country.

They contacted Social Services and requested a school placement. The LSC agreed to fund her education. The local colleges said they could not help (no English, visual impairment and Learning Disabilities). The local special school could not be accessed because this young person had no statement of SEN and the local authority said they had no obligation to produce one as she was over 16. A placement was found in a residential school in the west country. The parents agreed to this placement.

During the first weekend, the language support worker went off sick, the school could not communicate with the young lady and phoned her sister, who did not really understand the message and reported to parents that she was not being looked after. The father drove and took his daughter back home. Various attempts have been made to convince the family to give it another try but they didn't want to. The young lady is now at home with no opportunities.

The project had supplied information about local clubs and activities but without a language support worker, the family, both working shift work, could not take her. The project worker has been in regular contact interpreting at meetings and translating communication, advising on housing and DLA applications. With self directed support and a bilingual support worker, the quality of life of this young person in this country could be radically changed.

A young man from Eastern Europe arrived in Britain aged 15 and was placed in a special school with a full-time bilingual assistant. The family moved a few miles to have

their own accommodation in another Authority. No statement meant this Authority would not provide space in a special school. The local college insists all non-English speakers undertake an ESOL full-time course before being able to access any course, so it was unsuitable. Eventually, again with intensive support from a bilingual project worker and Connexions, a place was found at college where he now attends.

The project knows of an Eastern European family: 4 boys who came with their foster family; all had Learning Disabilities. They have found places in local schools and for one of them appointments were being made to find a place at college. However, the case seemed to raise issues of child protection, since they were fostered (private fostering arrangement?) and had left their country of origin.

The project also supported another young man from Eastern Europe with a placement in a special school. His parents were pleased with the outcome but the school reported struggling with lack of English language, although there was a completed bilingual initial profile of the child (past education, achievements, needs, aspirations, tastes, fears, etc).

The school had referred him to Speech therapy to improve his English skills (best course of action?). The child was supported by the project and a bilingual assistant for just 10 hours in total.

Lack of English language, at a level that enables people to understand complex concepts (social care) seems to be the main issue. Other issues would include lack of understanding of social care, housing and education system and an expectation that it won't be so different from their own system. There are, in fact, crucial differences that can make the whole system non understandable: statementing is one, split between children and adult services is another, and a third one would be the split between health and social care (which most British people find difficult too).

Isolation is also an issue. These people reported not knowing anyone else from their country except their immediate family and definitely no one else who needed to access social care services.

## Supporting the Chinese Community

**We are pleased to report on the continuing work of Martin Partridge, who is considering culture and practice for Chinese adults for his PhD.**

### Rationale

This PhD study aims to increase our understanding of people with learning difficulties who identify as being part of a Chinese community in Britain and to explore the implications of this for services and for our understanding of how people with learning difficulties live in an increasingly multicultural society.

Adults with learning difficulties who identify as culturally Chinese who are living in Britain are under-represented within social groups, related academic studies and in evaluations of services for people with learning difficulties.

There is no previous research done, that specifically seeks to explore the understandings and lived experiences of this group. Nor is there any published material that specifically explores their perception of their culture or how they are perceived by those around them within a multicultural setting. This research will not only contribute towards knowledge, but promote the representation of adults with learning difficulties from this minority group. This study is an important one in advancing our understanding of particular cultural groups currently living in Britain for the following reasons.

- There is research evidence that disabled people are likely to be socially isolated from the institutions of 'ordinary life' (Stone & Priestley, 1996). Further, research reveals that people with learning difficulties from minority ethnic groups are even more likely to experience social exclusion (Mir, Nocon, Ahmad, & Jones, 2001). This study proposes to work with one group and to explore their experiences of living in Britain.
- Cultural beliefs and values are integral to people's self-concept and identity and this will affect their willingness to take up any services on offer' (Mir et al., 2001: 47).

Further, disability is culturally defined (Stone, 1998) and 'services', either statutory or non-statutory, may not be culturally appropriate. This study will examine how the lived experience of people with learning difficulties who identify as Chinese may impact on how they, their families and service providers, develop support for them.

- Cultures vary significantly in their attitudes towards hierarchy, achievement, work and social norms; inclusion and integration, all of which will structure the way people with learning difficulties and their communities are perceived. We currently do not know how the Chinese population in Britain perceive their cultural identity nor do we know the implications of this for people with learning difficulties.

This research is particularly concerned with the impact of culture on the experience of people with learning difficulties who identify as Chinese, their lived experiences and the development of appropriate service practice.

Therefore, in the empirical work 'the cultural analysis of impairment and personhood will be fitted together with an examination of the social and political relations in which the meanings of disability are played out' (Ingstad & Whyte, 1995: 137).

In this specific case Chau and Yu (2001) argue cultural values influence social interaction but recognise that the Chinese community has specific characteristics, eg. often lacking common territorial affiliation (2001:114).

### Outcomes

- It is anticipated that this study will be completed by late 2011 with a paper submitted for publication shortly after. An interim report is being considered for publication during 2009/10.
- The analysis will provide both cultural and practice recommendations that promote the development of appropriate services for adults with learning difficulties from the Chinese community.
- The study will produce research findings in a report that can be disseminated to such local, national and international organisations, services and government departments that work with multicultural, community, minority and underrepresented marginalised groups.

- Greater knowledge of this group and their identity may be used to inform policy and practice recommendations and model appropriate practice by involving people with learning difficulties from the Chinese community in disseminating findings.

**Please contact:**

**Martin Partridge BA (Hons), PG Dip, MA**

**Norah Fry Research Centre**

**University of Bristol ([www.bristol.ac.uk/norahfry](http://www.bristol.ac.uk/norahfry))**

**Email: [martin.partridge@bristol.ac.uk](mailto:martin.partridge@bristol.ac.uk)**

## **BILD & North Wales Race Equality Network**

### **Race Equality in Practice Supporting Advocates Working with Cultural Diversity**

NWREN has run a programme of workshops for advocates to help them understand the key issues in supporting people from minority communities. They have produced a report on these workshops and a comprehensive pack.

‘The aim of this resource kit is to enable advocates to better support clients from different cultural and ethnic backgrounds. It is designed to be a practical starting point. It provides an introduction and overview to the main issues with signposts to sources of further information.’

Good practice and cultural competency begins, rather than ends with factual knowledge and background information. Every service user is an individual and their needs and wishes should be established within the wider context of their particular and specific situation.’

The pack is available to download from the **BILD website: [www.bild.org.uk/pdfs/04advocacy/RaceEqualityInPracticeResourcePack.pdf](http://www.bild.org.uk/pdfs/04advocacy/RaceEqualityInPracticeResourcePack.pdf)**

## **Black and Minority Ethnic Disability Event**

The BME Disability Project is funded by the City Bridge Trust for 3 years to September 2009. Veronica Attah is our BME Disability Officer.

KCIL recognises that disabled people from black and minority ethnic communities often face double discrimination. We are committed to identifying the needs of these communities in the borough, and ensuring that these needs are met.

Veronica works across all local voluntary organisations and statutory bodies, to pursue this aim. We hold a range of targeted drop-in and advice sessions and are working to set up peer-support groups and train BME disabled people to have the skills and confidence to join committees and groups.

The concept of disability varies dramatically across different cultures. Whilst we do not want to offend any community, we wish to offer our understanding of disability, along with our services, to ensure that all communities can access services and facilities equally. We are holding a series of seminars to raise awareness amongst BME communities of health/disability issues and the support and benefits available.

**Veronica Attah**

**BME Disability Officer**

**KCIL**

**(Kingston Centre for Independent Living)**

**Email: [veronica.attach@kcil.org.uk](mailto:veronica.attach@kcil.org.uk)**

## The Southend Learning Disability Partnership Board has made a 2009 Multi Faith Calendar



We did this for a number of reasons:

- We want to show the different religions of people who have learning disabilities in Southend.
- We want to help people to learn more about other people's faiths and cultures.
- We want to show what different religions have in common.
- We want to tell people about the festivals of different religions.



The Multi Faith calendar is part of a project called Faith Supports. It supports people who want to go to services or events at religious places. It also supports people from ethnic minorities to get information about services.

**Price: £2.50 each**

**To order a calendar or for further information on Faith Supports contact Matt Mint, Southend Borough Council  
Tel: 01702 534 953**

**Email: [matthew.mint@southend.gov.uk](mailto:matthew.mint@southend.gov.uk)**

## A Process for Change Manju Kaushal & Shameem Nawaz

Black and Minority Ethnic disabled children have the right to a better quality of life and this guide can help practitioners to provide it. Under the Race Relations (Amendment) Act 2000, public services have a duty to promote race equality. This guide is essential for those wanting to meet the requirements of this legislation and to improve their services to Black disabled children and their families.

**ISBN: 09549328-2-X**

**Price: £35**

**York Publishing Services Ltd, 64  
Hallfield Road, Layerthorpe, York  
YO31 7ZQ Tel: 01904431213**

## Culture and Child Protection Reflexive Responses

*Marie Connolly, Yvonne Crichton-Hill  
and Tony Ward*

Providing services that are culturally relevant is an ongoing challenge for practitioners, managers, and policy-makers within the social services. Culture and Child Protection is a concise exploration of the close links between social service practices and cultural values which offers a culturally sensitive model of child protection practice.

The authors demonstrate the ways in which a combination of personal, professional and societal attitudes often influence practice decisions. In a context where children from ethnic minorities dominate the welfare statistics of the Western economies, the authors argue against a reliance on rigid approaches to working with

particular ethnic groups. They propose effective alternative strategies that will assist social workers in responding appropriately to diverse cultural needs and circumstances. Implications of cultural difference are also considered with respect to class, socio-economic group, gender and age, reinforcing the need to recognise broader interpretations of difference within practice. This book is full of integrated examples and case studies and also discusses wider practice issues, such as working with offenders, the impact of funding restraints and the dynamic of reflexivity in practice and supervision.

Culture and Child Protection is a key text that will help social workers and academics to understand the ways in which cultural thinking affects and shapes child protection practice.

**ISBN: 978 1 84310 270 0**

**Price: £16.99 pb**

**Jessica Kingsley Publishers, 116  
Pentonville Road, London N1 9JB  
Tel: 0207 332307 / [www.jkp.com](http://www.jkp.com)**

## Being White in the Helping Professions Developing Effective Intercultural Awareness

*Judy Ryde*

In this reflective yet practical book, the author challenges white helping professionals to recognise their own cultural identity and the impact it has when practising in a multicultural environment.

Judy Ryde reveals how white people have implicit and explicit advantages and privileges that often go unnoticed by them. She suggests that in order

to work effectively in a multicultural setting, this privilege needs to be fully acknowledged and confronted. She explores whether it is possible to talk about a white identity, addresses uncomfortable feelings such as guilt or shame, and offers advice on how to implement white awareness training within an organisation. This book is essential reading for students and practitioners in the helping professions, including social workers, psychotherapists, psychologists, counsellors, healthcare workers, occupational therapists and alternative health practitioners.

**ISBN: 9781843109365**

**Price: £19.99 pb**

**Jessica Kingsley Publishers, 116**

**Pentonville Road, London N1 9JB**

**Tel: 02078332307 / [www.jkp.com](http://www.jkp.com)**

## **An Elephant in the Room An equality and diversity training manual**

*Blair McPherson*

Most people are not racist, sexist, homophobic, ageist or prejudice against faith groups and they don't deliberately make life harder for people with a disability. However, they are bombarded with negative stereotypes and myths in their daily lives. Their own limited opportunity for mixing with people different to them can lead to ignorance, insensitivity and unthinking prejudice. The discussion-based approach aims to get people in the workplace talking openly about race, gender, disability, faith, age and sexuality.

This photocopyable manual recognises the importance of developing

leadership from the top, of creating a safe environment for people to challenge and be challenged, and of creating champions to keep equality and diversity high on the organisation's agenda. It allows people to relate to their own experience and to issues they come across in their workplace.

**A4 wirebound – 96 pages**

**ISBN: 978-1-905541-16-4**

**Price: £24.95 + P&P**

**Russell House Publishing Ltd, 4 St  
George's Street, The Business Park,  
Uplyme Road, Lyme Regis, Dorset  
DT7 3LS Tel: 01297443948**

**[www.russellhouse.co.uk](http://www.russellhouse.co.uk)**

## **MRCF Newsletter Migrant and Refugee Communities Forum**

Migrant and Refugee Communities Forum is a user-led infrastructure, capacity building and respected community empowerment alliance that brings together more than 40 community and voluntary organisations. With the help of funders, they deliver and support to organisations and individuals in order to directly address social exclusion of migrant and refugee residents of London.

They promote access by refugee and migrant communities to the rights and entitlements, which will improve their chances of integrating into the mainstream social and economic life in the UK.

A newsletter is produced periodically and can be downloaded free from **[www.mrcf.org.uk](http://www.mrcf.org.uk)**, the January 2009 issue covered:

- Conservatives speak out for refugee rights and regularisation.

- MRCF launches a series of Question Time Public Meetings.
- Moroccan Memories Touring Exhibition launch in the British Library.
- In their own words: Mentoring experience
- Dr Anwar R Tappuni, the facilitator for the dentists study group at MRCF, was awarded the BDA Roll of Distinction for outstanding service to UK dentistry.
- CITIZENS for Sanctuary Campaign Launched
- Summary of new reports on asylum and immigration

**To receive the newsletter via email  
please contact Francesca Valerio:  
[francesca@mrcf.org.uk](mailto:francesca@mrcf.org.uk)**

## **Online Disability Toolkit The Children's Society**

Are you looking for extra support and guidance in order to be confident when involving children in participation and decision-making activities?

The Children's Society understand professional priorities and requirements and know how hard it is to keep up-to-date with new resources, research and policy. That is why they have developed a fantastic new website that provides all the resources, information and support needed to ensure young people's views wishes and feelings are heard.

The Children's Society has an established history working with disabled children and young people, so understand participation priorities and the Disability Toolkit can help work towards targets. The Children's Society developed the Disability

Toolkit with funding assistance from The Department of Children, Schools and Families.

The Disability Toolkit is a one stop information hub and provides:

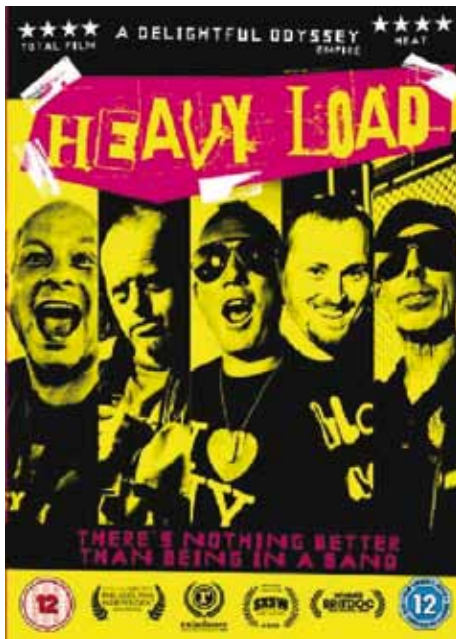
- A database of resources and practice examples. These have been sourced from a wide range of organisations, including but not limited to The Children's Society.
- Download free resources that have been developed by The Children's Society disability project specifically for professionals working with disabled young people.
- Upload facility allowing you to upload information about your own resources and practice examples so you can easily access and share news.
- Information on policy and research so you can keep up-to-date with the latest information and policy development.
- Case studies outlining the experiences of disabled children and young people from their perspective.
- Keep in touch by signing up for e-updates and practice news.

The Disability Toolkit is useful for any person working with disabled young people, including: social workers; residential workers; teachers and learning support assistants, independent reviewing officers; key workers / link workers; advocates; personal advisors; participation officers; children's rights officers; health professionals; parents / carers / foster carers; managers; mentors; other professionals involved.

<http://sites.childrenssociety.org.uk/disabilitytoolkit/index.aspx>

## Heavy Load – The Movie

Heavy Load are Lewes' answer to the Ramones, a punk outfit subject to the inflammatory mix of ego, fantasy, and desire that fuels any emerging band.



They're also, uniquely, made up of musicians with and without learning disabilities, which makes the bands' survival a precarious negotiation between two different worlds; on the one hand the institutional timetable of day centres, work placements and social workers; on the other the chaotic slacker life of rehearsal rooms, studios and gigs.

Shot over two years as the band record their first album 'The Queen Mother's Dead', the film is a comedy of conflicting ambitions, capturing the sweat and romance of playing in a band as they move out of the ghetto of disability club nights to test whether their dreams can survive in the mainstream.

The 60 minute version of Heavy Load,

the award winning documentary about people with learning disabilities who form a rock band has now been released on DVD (with lots of extras). The film is still showing in some cinemas nationwide and you can view a trailer and find out more about screening dates at: [www.heavyloadthemovie.com](http://www.heavyloadthemovie.com)

The DVD (PAL version) is full of extras including: Deleted Scenes, Director and Band Interviews, Songs, Photo Gallery, Audio 5.1, Subtitles for hard of hearing.

The DVD is available from the website: [www.heavyloadthemovie.com/shop/index.html](http://www.heavyloadthemovie.com/shop/index.html) Or can be purchased from Amazon, HMV and all the usual retailers.

Price: £9.99

## Mixed-Up Kids? Race, identity and social order

Tina G Patel

Transracial adoptees, children of mixed parentage, children of settled immigrant families... more and more children are growing up in mixed-race families and social environments. And there is increasing variety within this mixed-ness. Yet services for them have been bogged down by restrictive policy and practice guidelines based on:

- outdated and problematic ideas about essentialised racial identities
- the supposed need for children to commit fully to one of these identities (usually the black minority ethnic one) in order to minimise identity problems and experiences of discrimination.

Drawing upon the reflective narratives of individuals transracially adopted as children, and upon the relevant literature and research, this book will challenge and help anyone in social work, adoption and fostering, education, youth work and youth justice by:

- calling for the recognition of these and like groups of people
- offering suggestions on how to best serve their needs and facilitate their access to racial identity rights.

Contents include: race, racism and identity in a black and white society; serving the needs of black minority ethnic and mixed-race children; racialised biographies; conceptualising a multi-cultural identity; processing a multi-racialised identity; conclusion.

**ISBN: 978 1 905541 38 6**

**Price: £18.95 pb**

**Russell House Publishing Ltd, 4 St George's Street, The Business Park, Uplyme Road, Lyme Regis, Dorset DT7 3LS Tel: 01297443948  
www.russellhouse.co.uk**

## **Faith in the Public Realm – Controversies, policies and practices**

*Edited by: Adam Dinham, Robert Furbey and Vivien Lowndes*

The public presence of religious faith in the UK and other Western nations is persistently and increasingly evident, despite the belief that it would retreat into insignificance and private obscurity. Policy makers now actively seek to engage with faiths in the provision of public services, local governance and the search for community cohesion.

Faith in the public realm takes an explicitly multi-faith perspective, exploring the controversies, policies and practices of 'public faith'. It questions perceptions of a fixed divide between religious and secular participants in public life and challenges prevailing concepts of a monolithic 'neutral' public realm. Based on primary research, the book takes an in-depth look at the distinctiveness of faith groups' contribution, but also probes the conflicts and dilemmas that arise. It assesses the role and capacity of faith groups within specific public policy contexts - including education, regeneration, housing and community cohesion - and pays particular attention to the activities of young people and of women.

Faith in the public realm addresses a new and increasingly important topic and so will be of interest to students, academics, policy-makers and practitioners in the public and voluntary sectors, and in faith communities themselves.

Adam Dinham is Reader in Social Policy and Director of the Faiths and Civil Society Unit at Goldsmiths, University of London. He has practised as a Social Worker and Community Development Worker and researches extensively on the public role of faiths. He is also Visiting Professor at the University of Calgary and advisor to the Faith Based Regeneration Network.

Robert Furbey is Principal Lecturer in Urban Sociology at Sheffield Hallam University. He has contributed to several major research projects exploring the engagement of religious organisations and communities in public life.

Professor Vivien Lowndes is Pro Vice Chancellor (Research) at De Montfort University, Leicester. She has published widely on local governance and citizen participation and has undertaken pioneering research on the changing role of faith groups in public life.

**ISBN: 978 1 86134 967 5 (PB)**

**Price: £23.99**

**Policy Press**

## **Our stories our lives Inspiring Muslim women's voices**

*Edited by Wahida Shaffi*

This book presents the stories of 20 women from Bradford between the ages of 14 and 80, from their own perspectives. It offers an intricate mosaic of the experiences, views and hopes of these women and in so doing emphasises the power of people's lives to aid deeper debate and understanding and gives voice to an important and often marginalised group.

In the early years of the 21st century, a number of Muslim women have achieved positions of influence. Women who care about the society in which they live and bring up their children are increasingly finding a voice and working together to make things happen. There's some way to go in harnessing the potential that lies at the heart of this change, but there is plenty of evidence that Muslim women are paving the way forward in new dynamic, challenging and creative ways. This book is all about women who have shown courage, dignity and strength; pioneers who have recognised their potential in the public and private realms of society, who have struggled, made sacrifices,

# RESOURCES & Publications

taken pride in their multiple identities and who are committed to positive and peaceful change in the UK.

This book is based on a broader project called OurLives, which was designed to explore the insights and experiences of over a hundred women in Bradford, it belongs to a long tradition of oral history, where practical knowledge is passed from generation to generation. The book offers an intricate mosaic of the experiences, views and hopes of these women and in so doing emphasises the power of people's lives to aid deeper debate and understanding and gives voice to an important and often marginalised group. It will be fascinating to a range of people with an interest in Muslim women's lives and views and of wider interest to students, academics, policy-makers and professionals.

Wahida Shaffi is Managing Coordinator for the WWTE OurLives Digital Media Project funded by the Joseph Rowntree Foundation. She is a qualified social worker with an extensive background in research and training both in the UK and around the world. Her specialist areas are media, gender and identity.

**ISBN: 978 1 84742 093 0 (PB)**

**Prices: £25.99**

**Policy Press**

## 'Sleepwalking to Segregation'? Challenging myths about race and migration

*Nissa Finney and Ludi Simpson,  
University of Manchester*

Is Britain really under threat from ethnic diversity? Is the social

fabric crumbling as we 'sleepwalk to segregation'? In the context of renewed debates about diversity and cohesion, this book interrogates contemporary claims about race and migration. It demonstrates that many of the claims are myths, presenting evidence in support of and in opposition to them in an accessible yet academically rigorous manner. The book combines an easy-to-read overview of the subject with innovative new research. It tackles head-on questions about levels of immigration, the contribution of immigrants, minority self-segregation, ghettoisation and the future diversity of the population. It poses a direct challenge to the arguments of commentators such as MigrationWatchUK and the leadership of the Commission for Equality and Human Rights. The authors argue that the myths of race and migration are the real threat to an integrated society. They propose that diversity and mobility are expected and benign, and recommend that focus should return to problems of inequality and prejudice.

**ISBN: 978 1 84742 007 7 (PB)**

**Price: £14.99**

**The Policy Press, University of Bristol,  
Fourth Floor, Beacon House, Queen's  
Road, Clifton, Bristol BS8 1QU**

**Tel: 0117 331 4054**

**Email: [tpp-info@bristol.ac.uk](mailto:tpp-info@bristol.ac.uk)**

**[www.policypress.org.uk](http://www.policypress.org.uk)**

## Multiple Heritage Project

The Multiple Heritage project is a self-funded organisation who provide information and training on issues relating to mixed-race identity. In addition to leading seminars and

workshops for young people they also develop bespoke training for multi-agency professionals.

**Aims:** To make a positive contribution to the mixed-race discussion.

**Vision:** To raise the profile of issues related to children and families from mixed-race backgrounds, influence policy change and remove the awkward silence surrounding the subject.

**[www.multipleheritage.co.uk](http://www.multipleheritage.co.uk)**

## Race Equality in Practice Resource Pack: Supporting Advocates Working With Cultural Diversity

*Produced by North Wales Race Equality Network as part of the British Institute for Learning Disabilities and the Welsh Assembly Government Advocacy Grants Programme*

The aim of this resource kit is to enable advocates to better support clients from different cultural and ethnic backgrounds. It is designed to be a practical starting point. It provides an introduction and overview to the main issues with signposts to sources of further information.

Good practice and cultural competency begins, rather than ends, with factual knowledge and background information. Every service user is an individual and their needs and wishes should be established within the wider context of their particular and specific situation.

**Available from: [www.bild.org.uk](http://www.bild.org.uk)**

## Valuing Everyone

### Regional Ethnicity Event: Yorkshire, Humber & North East

**12th June 2009**

**10.00am – 3.30pm**

**Novotel, Fishergate, York YO10 4DD**

The Valuing People Support Team wants to share good ideas on supporting people with learning disabilities from black and ethnic minority communities and talk about what Partnership Boards need to do to help areas get better.

**The session will include:**

- Valuing People Now priorities and delivery plan.
- The opportunity to share with others what has worked in your area and hear good practice ideas.
- Time to plan what regional support you want.

**Who is the event for?**

People involved in making Valuing People Now happen, like Ethnicity Champions, Lead Officers, Self advocates, parents and carers.

This event is **FREE** for people from Yorkshire, Humber and the North East. Inclusion North are helping to organise the day.

**To book contact Pip at Inclusion North**

**Email: [pip@inclusionnorth.org](mailto:pip@inclusionnorth.org)**

**Tel: 0113 2626 409**

**[www.inclusionnorth.org](http://www.inclusionnorth.org)**



**Valuing People**  
Support Team

## ARC Training Programme

Throughout May, June and July ARC is running a new programme of one-day training courses, including:

- Understanding Cultural Diversity
- Handling Medication in Social Care Settings
- Talking About Money
- Dementia
- Mental Capacity Act & DOLS
- Epilepsy
- Active Support



For further information or to book a place please contact ARC's Training Officer (Products & Services) Shirley Potter: 01246 555043 email: [shirley.potter@arcuk.org.uk](mailto:shirley.potter@arcuk.org.uk) Or visit [www.arcuk.org.uk/default/events.php](http://www.arcuk.org.uk/default/events.php) to complete an online booking form.



## Bridging the Gap:

Tackling inequality and delivering fairer health outcomes for all

CPS Public Policy Exchange Conference



Wednesday 10th June 2009, 10.45 am – 2.00 pm

One Birdcage Walk, Westminster, London

Whilst the combination of rapid medical advancement and extensive investment in the NHS has contributed to improvements in the general level of public health in Britain, it is clear that parts of our local communities are failing to benefit equally and are being left behind. Health inequalities remain entrenched in society, with poor health and life expectancy bound strongly to social exclusion, poverty and unhealthy lifestyle choices.

Acknowledging what the causes of poor health and persistent health inequality are complex and distinct to an individual, a neighbourhood or community, the government

has pledged to identify and tackle both the specific health threat and its wider social causes. Through the 'Choosing Health' delivery plan and the NHS 'Tackling Health Inequalities' programme the government has extended the role and responsibility of local authorities and practitioners best placed to respond to specific and complex local health needs, targeting a reduction in health inequality by 10% by 2010.

With this ambitious deadline fast approaching, this timely conference, hosted by the Centre for Parliamentary Studies, will provide an invaluable opportunity

for local authorities, practitioners and stakeholders to assess how the PSA target for health inequalities can be met and also consider the longer term outlook for achieving fairer health outcomes for all. The conference will consider the role of local government and collaborative partnerships in supporting and promoting healthier lifestyles within disadvantaged communities. Delegates will have the opportunity to debate, network and share practical and innovative solutions to local health needs.

**For more information visit: [www.publicpolicyexchange.co.uk/events/9F10-PPE.php](http://www.publicpolicyexchange.co.uk/events/9F10-PPE.php)**

Support equality for disabled people.  
**Time to Get Equal Week**  
8-14 June 2009



Scope's Time to Get Equal Week is a celebration of disabled people's contribution to society and a chance to raise public awareness of the barriers disabled people face in their day-to-day lives. There are lots of ways for you to get involved:



- Pledge your support to disabled people's equality
- Organise a local campaign
- Contribute to the Time to get Equal Blog
- Time to Get Active

**For more information about how you can get involved or if you have any questions or ideas you would like to share with us, please get in touch. You can telephone us on: 020 7619 7298 or email: [ttge@scope.org.uk](mailto:ttge@scope.org.uk)**