



The Redesign of Community Support Services for Adults with Disabilities

Participation & Engagement Analysis

Phase 1

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Introduction

Fife Community Support Service provides a **community-based service for adults aged 16 years old or over**, with a **range of disabilities** including learning disabilities, physical disabilities, sensory impairments, autistic spectrum disorders **to lead full and meaningful lives** and be valued citizens within their own communities, supporting the principles of integration. The Service is provided during the daytime, evenings and weekends to **suit the identified needs of individuals** across Fife.

Fife Health & Social Care Partnership are currently exploring **several options for a new service delivery model** for Community Support Services, **in collaboration** with current users of the service, their families, future families, and staff who directly and indirectly play a role in the service to ensure the **preferred option/options reflect the voice** of those key stakeholder groups.

The redesign of Community Support Services must ensure the **desired model of care is as flexible as possible** and makes **full use of the existing hubs/centres**. This is due to the **commitment and ambition to grow the service**, as well as the **increase in the number of users** year on year whilst providing a high-quality service. It is noted that some families choose to take alternatives services, and some may receive some funding but also purchase a care package.

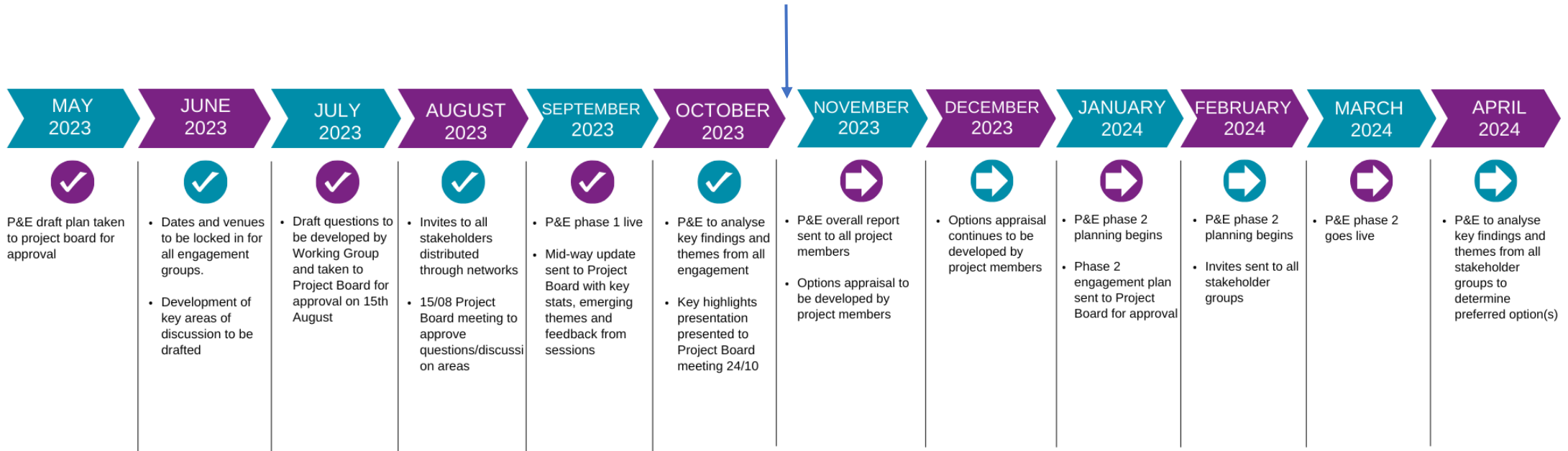
The intention is to have community support services **available to individuals who have critical and complex needs**, in a shape of **achieving personal outcomes** and to make the **best use of the available assets**.

The Participation & Engagement Team have worked closely with the **project's Working Group** to find out what stakeholders think of the current delivery model of Community Support Services, **what works well, the challenges, what is important** to them when thinking about the future and what their **goals and aspirations are for current and future users** of the service and the service itself.

The **end goal** is to provide a new service delivery model for Community Support Services, with elements of co-design with current service-users and potential future client groups, their families, staff who deliver the service, and other key stakeholder groups, to have **a service that is focused on those with critical and complex needs**.

Engagement Timeline

We are here.



Stakeholder Engagement

Designing the engagement

Members of the project's Working Group developed questions to be asked to each of the stakeholder groups. It was agreed that these questions would focus on **4 key areas of discussion** to identify emerging key themes.

The four key areas of discussion were;

- **What works well?**
- **What are the challenges?**
- **What is important?**
- **What are your goals/aspirations for the service?**

Additional questions were also asked for stakeholder groups which focused on;

- **How should the centres/hubs be used in the future?**
- **What are their non-negotiables?**
- **What opportunities do we have?**

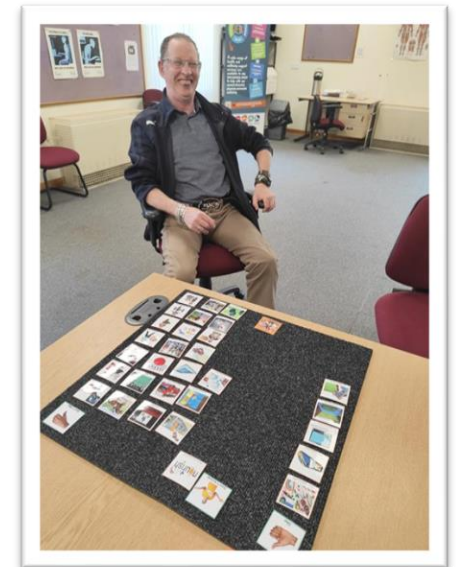
Representatives for each stakeholder groups suggested **different ways in which engagement could be carried out** for their stakeholders. For example a KETSO toolkit was used for current parent/carers, Talking Mats was designed with the support of the Speech & Language Therapy Team for current users, and the KAWA engagement tool for future families. More information on the different engagement tools used can be found in Appendix 1.

Recording Engagement

In order to **capture and record engagement** for identifying key themes and capturing any key bits of information different methods of recording this information were used.

During the **parent/carer face-to-face sessions** the **coloured leaves** captured most information, but a **note taker** was also present to capture any points the facilitator did not manage to. Members of the project's Working Group supported facilitating these sessions. At one of the parent/carer sessions an **external artist was invited to illustrate the areas of discussion** from a neutral perspective. The full illustration has been included in Appendix 2.

Service-user Talking Mats sessions were recorded by the facilitator **taking a photograph** of the completed Talking Mat and inputting this into an online Form for analysis along with a completed consent form. The photograph on the right is of a service-user who had completed their Talking Mat. An **illustration was also captured** for one of the drop-in sessions for service-users. This is also included in Appendix 2.



Who did we engage with?

The **total number engaged** with for the first phase of engagement was **353**. The figures for each stakeholder group are shown in figure 1.

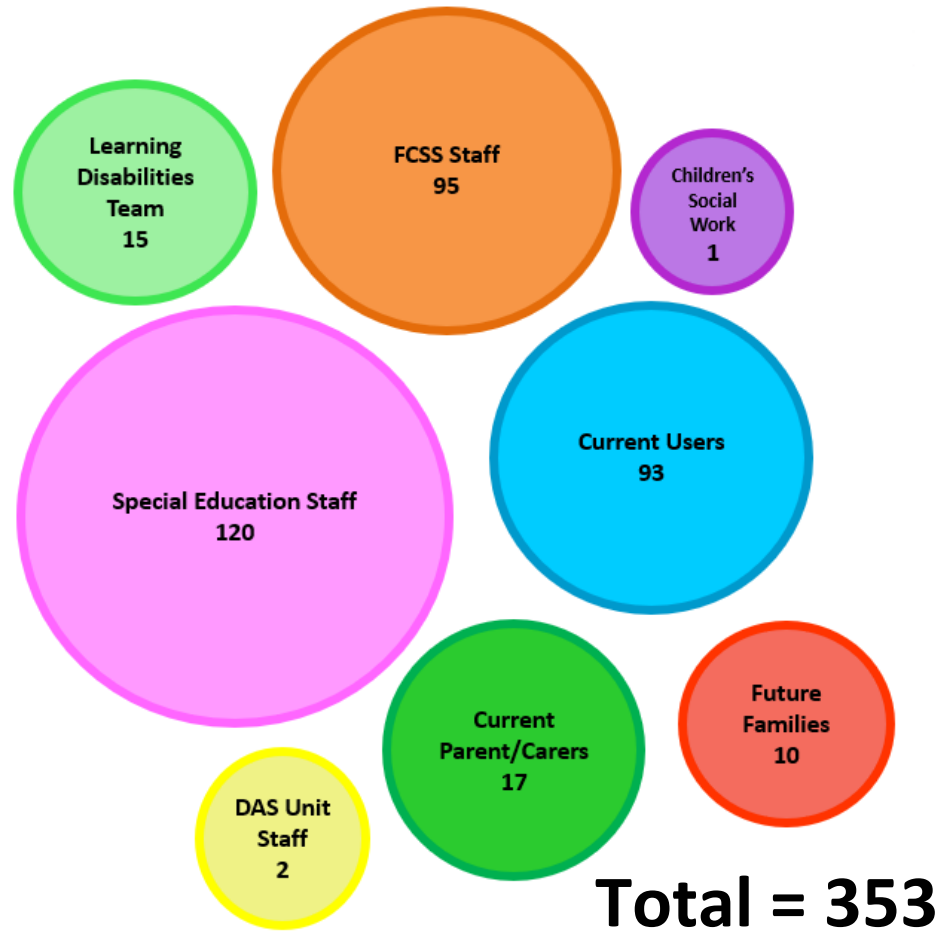


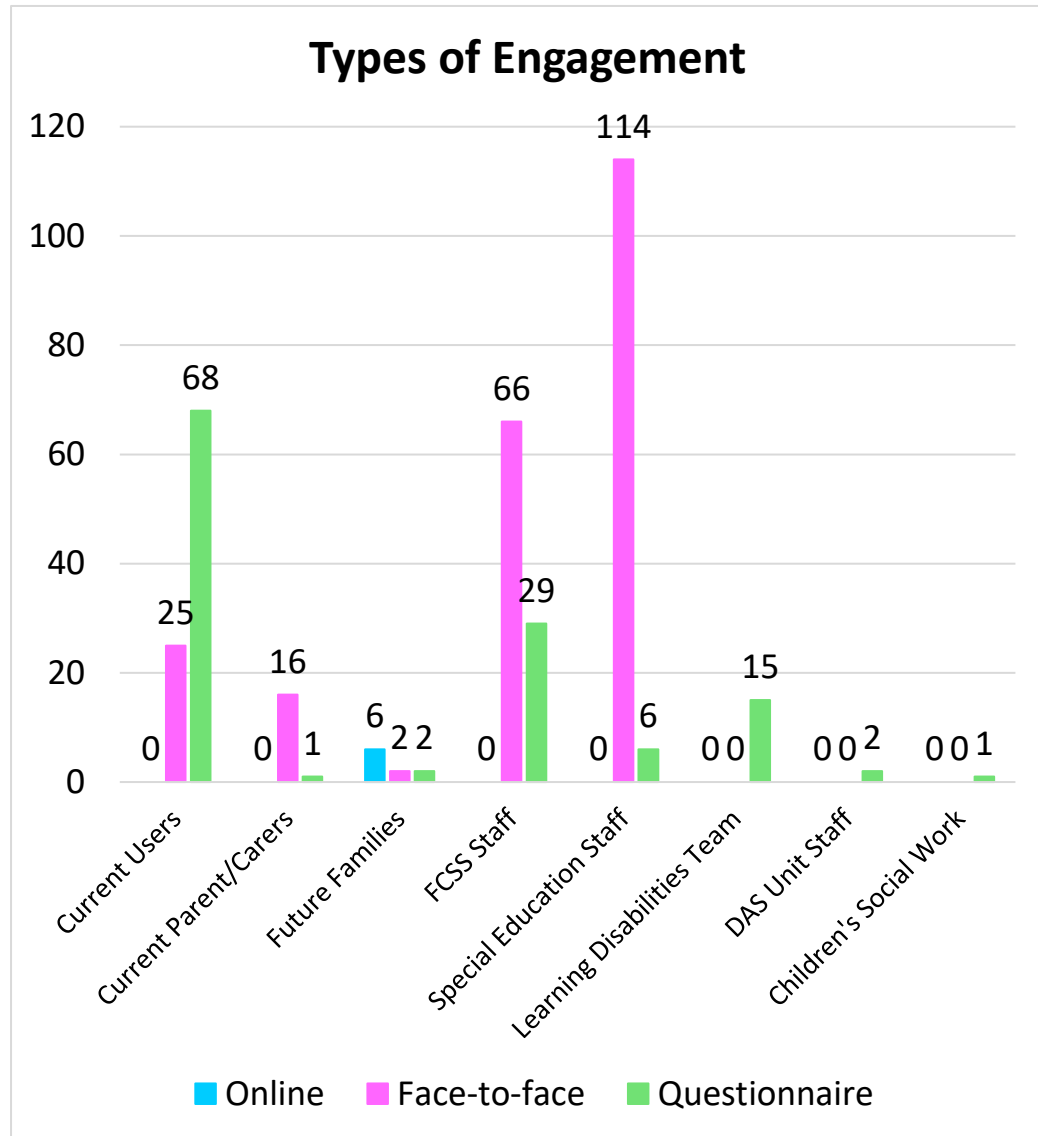
Figure 1: Breakdown of stakeholder group total number engaged with

Engagement methods

To ensure all stakeholder groups had an equal opportunity to engage to suit their communication preferences, a **variety of engagement methods were used**, or offered, for each. The same four areas of discussion were adapted to suit the communication method. The following table breaks this information into each stakeholder group.

	Talking Mats	Easy-Read Questionnaire	Online/Paper Questionnaire	Face-to-Face Sessions	Online Sessions (via Teams)
Current Users	✓	✓			
Current Families		✓	✓	✓	✓
Future Families		✓	✓	✓	✓
Fife Community Support Services Staff		✓	✓	✓	
Special Education Staff		✓	✓	✓	
Mainstream Department of Additional Support (DAS) Staff		✓	✓		
Learning Disabilities Team		✓	✓		
Social Work - Children's		✓	✓		
Social Work - Adults		✓	✓		

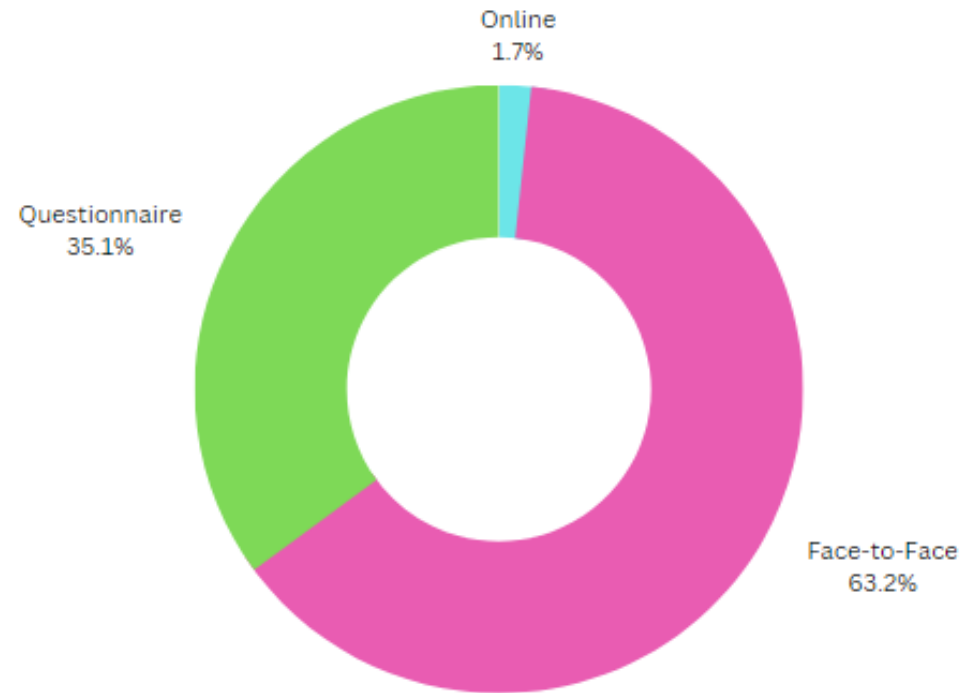
The following chart has been split to **represent involvement of stakeholder groups** online (via MS Teams), face-to-face (including through group discussion sessions and talking mats), and questionnaire (including both online or paper/easy-read versions).



The chart highlights how many from each stakeholder group engaged using the different methods identified in the table above.

Please note there were no responses from Mainstream Education staff or Social Work – Adult's although they were invited to take part in engagement.

The following donut chart illustrates the **overall stakeholder percentages per method of engagement**.



Engagement activities feedback

It is important to know that **engagement is meaningful and of value** and that stakeholders feel they have been **heard and listened to**. Current parent/carer stakeholder groups were asked to **provide feedback** on the face-to-face engagement sessions. Some of this feedback has been included below.

"I think it's great the P&E team are supporting this project; I feel listened to and feel I have had a great opportunity to voice what is important for my family."

We hope this is being taken seriously and isn't just another delaying tactic.

There have been too many consultations over the years and just want to see actions.

"..this engagement feels different and more positive.."

"...I feel listened to and that my opinions and our experience is being valued and listened to.
Thank you."

The engagement sessions held for current parent/carers gave an overall rating of **4.89 out of 5 stars**.



What did we find out?

From the key areas of discussion which shaped the engagement sessions and content, **overarching key themes** became evident early on with subsequent **subthemes fitting into these**. For example, the overarching theme of “Resources” is supported by subthemes transport, funding, and staffing levels.



Analysis of Key Themes



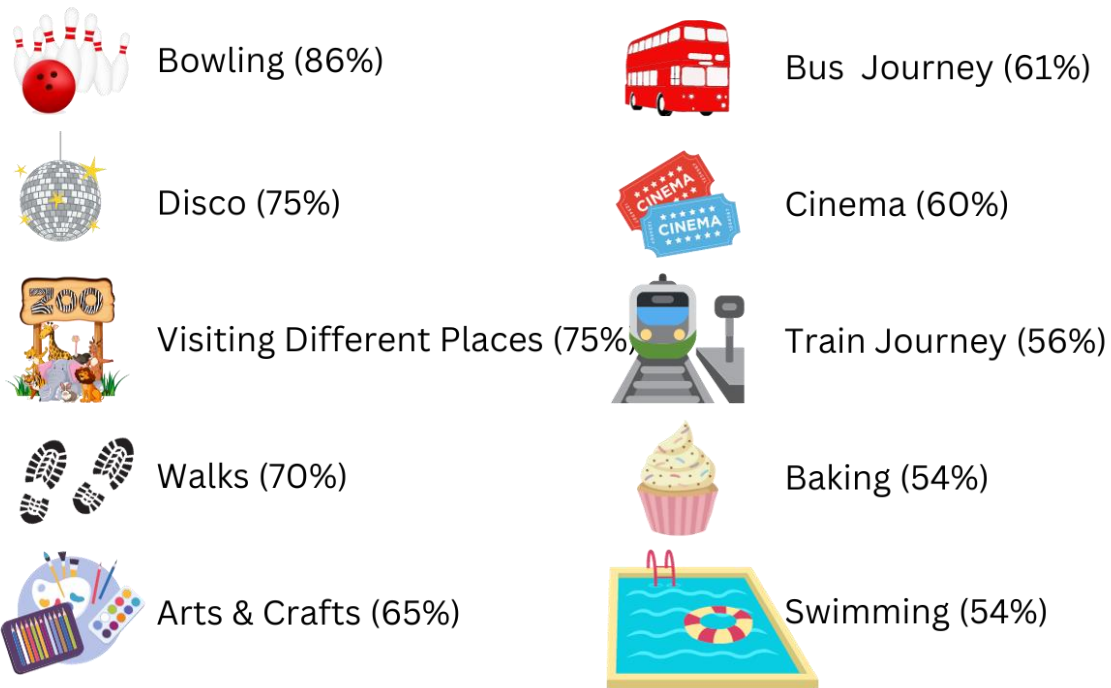
Key Theme: Opportunities & Activities

	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Service provision across Fife	Use of local services where possible (e.g., Woodlands) some of which are age specific.	Many services didn't reopen after Covid and especially there is a lack choice for young people after they transition from school.	Having better choice of things to do in Fife and across localities.	All service-users in Fife have options across different locations and suitable for specific age groups. E.g., activities appropriate for aged 18-25, or aged 65+.
Variety of activities	Generally there is a good range of activities available and in particular physical activities such as keep fit classes and dancing were identified	Staff are not always able to be flexible to accommodate requested activities which could offer more physical and mental stimulation	Having more meaningful activities which could include community style events for the whole family, e.g., Christmas Parties, Summer Fayre's etc.	People have more choice that offers them access to opportunities and increases access to more meaningful activities in their communities, i.e., reduce waiting lists
Meeting outcomes of users	Having interim support plans (ISPs) in place which are reviewed regularly – ensures activities are updated to meet outcomes which may change over time	Current service provision doesn't always meet personal outcomes and it is often easier (for staff) for the person to take part in something they don't enjoy rather than having that person-centred approach.	Having meaningful activities which develop life-skills. E.g., the "Hit Squad" from previous years and the Cafés inside the Day Centres encouraged social, literacy and numeracy skills and some independence.	Activities are focussed on continuing to develop person's skills and achieving personal outcomes and targets such as supported work experience/volunteering placements
Peer involvement	There seems to be a mix of peer and group activities.	Friendship groups aren't always guaranteed to be together especially if 1:1 care is required and out in community. Social isolation evident due to this.	Rebuilding friendship groups which were diminished due to Covid. Being with peers who share similar interests as opposed to a carer who doesn't.	Group activities are reinstated to encourage more friendship groups to be formed.








Current User Feedback

In addition to the four key areas of discussion, **current service-users** were also asked to identify which **activities they enjoy doing** and **suggestions of activities they might like to do in the future**. This information has been gathered and **represented in percentages (%)** of those who agreed from the 93 responses combined from easy-read questionnaires and Talking Mats. A full chart of all activities included in the engagement can be seen in Appendix 3.



Things I would like to do in the future

-  Learn new **practical skills** - Pottery, Cooking, Woodwork, Chocolate Making
-  **Day trips** - seasonal activities such as Pantomime, go to a Football game, Zoo, Theatre, Bingo, Amusement Parks, car trips
-  More **active choice** - Athletics, Cheerleading (pompoms), Scottish Country Dancing, Karate, Aqua Zumba, Mountain Bikes, Music & Movement, Camping, Archery, Musical Theatre
-  **Social opportunities** - pamper days (getting nails done), coffee mornings, getting out with friends
-  **Personal development** - use Library, Volunteer/Work Experience

Key Theme: Continued Education

	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Further Education	Young people are developed to a point at school so they are ready to leave school. There used to be a good course at the local Colleges for life-skills development.	There are limited, if any, further education places in Fife for young adults with disabilities to continue their education and develop life-skills further.	Further education courses are brought back and all young adults leaving school have access to this.	All young adults have multiple options for further education and to continue to develop life skills.
Alternative Pathways	Although there are not a lot of alternative pathways, the options that do exist are good and meaningful for young adults with disabilities.	There are limited alternative pathways for adults with disabilities when they leave school and where alternative pathways exist spaces are limited.	More opportunities in Fife are made available so there is something for everyone regardless of their individual support needs. Whichever pathway is chosen works towards achieving the personal outcomes of that person.	More opportunity and options in Fife and across the different localities with minimal waiting lists.
Equal Opportunities	N/A	Some courses/options to further education or alternative pathways require to be funded – all other education in Scotland is free for young adults so this should be the case for those with disabilities too.	All people are given the same opportunity as any other young person when they leave school. Having courses available to continue skills they have developed at school and continue to learn skills to support their independence in the future as much as possible.	All young adults with disabilities leaving school have an equal opportunity just like all other young adults in Scotland.



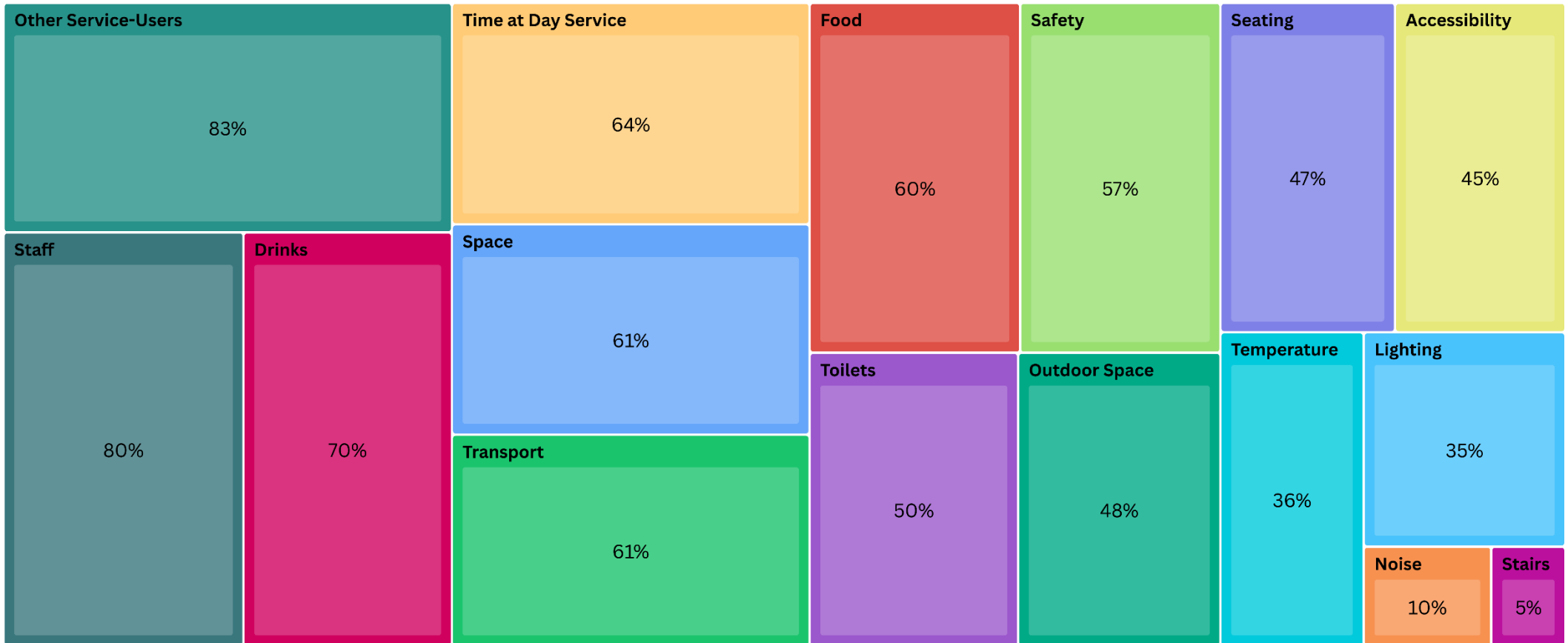
Key Theme: Buildings

	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Meeting outcomes of service-users	Building based support increases the opportunity to meet personal outcomes and have person-centred approach to service delivery.	Lack of experienced staff to carry out some activities resulting in service-user missing out. Ensuring activities are age appropriate and not just for the convenience of the service-user's location/hours.	Providing opportunities to try new things and the option to retry things later on so service-user choices and options are not restricted and have some flexibility as the person develops or circumstances change.	People live happy and fulfilled lives and are not restricted in terms of activities and opportunities. School leavers to visit and shadow various services before they leave school.
Building based activities	Having a good range of activities based in buildings and particularly group activities and with different focuses including sports/physical, cooking/baking, etc.	Seems to be a lack of sports activities, there used to be competitions such as special Olympics. More opportunity to have more choices for in-house activities. Using other buildings/facilities is not familiar with service-users and can cause anxieties.	Keep the buildings open and as they are and don't wait for new builds for a complete redesign. Make best use of space and facilities that already exist. Encourage more group activities for socialising.	A comfortable and happy environment for all to use and access when they need to and at their own discretion.
Knowing what is available	Having building based activities means more service-users can see what is available for them to try and to have a taster session of something new.	General lack of knowledge across services and teams as to what is available and how to access these service/resources.	Having a "menu" of services available in Fife all families are able to access both current and future. All services are up to date on service provision.	Families are aware of what is available to them well before transition from school into adult services and have different pathways with no waiting lists.
Use of local services	Local services offer familiarity and enable friendship groups to develop.	General lack of local services and often families do not get a response to their initial enquiry.	Having a wide range of local services offering activities with meaningful opportunities and can be accessed through a "base" or "hub".	More local services provision across Fife and catering for more rural areas/those with a current lack of (Dunfermline, North East Fife, Glenrothes).



Service-User Feedback

In addition to the four key areas of discussion, **current service-users** were also asked to identify what they **like about the buildings and the building environment**. This has been illustrated in the diagram below with the percentage (%) of the 68 easy-read respondents who voted for each element they **like about the buildings**.





Key Theme: Socialisation

	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Friendship Groups	Where group activities have returned friendship groups have started to return and develop again. Different friendship groups who share similar interests/hobbies create positive environment and atmosphere ensuring service-users get social benefits of service.	Covid put a barrier in place for friendship groups and the slow return of the service post-Covid did not support this. Some users who still do not receive a service/have limited hours are not getting the social interaction they had pre-Covid.	Less 1:1 care and more group activities and opportunities to increase peer support and involvement. Those leaving school still have contact with school friends and do some activities with them. Support staff are allocated service-users with similar interests/hobbies or of similar age.	Friendship groups return to “normal” or to where they were pre-Covid. More choice of activities and group activities enable friendship groups to return and mixing with different people.
Social Isolation	Some friendship groups have returned and staff do their best to build good relationships and involvement with other service-users and staff members where possible.	Significant detrimental impact on wider wellbeing such as mental health, communication abilities etc. Difficulties for families having to explain why they can’t see their friends and it is not their fault.	Group activities and events are re-established to encourage more socialising between service-users and staff.	Service-users spend more time together which supports and encourage improvement of mental health and wellbeing and confidence and communication skills.

Key Theme: Person and Family Centred Focus



	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Supporting the Service-User	Staff delivering current service are motivated and enthusiastic to ensure service-user is supported as best as they can be.	Lack of resources, staff absence, staff not fully trained or confident delivering service means service-user can miss out on opportunities and are not always fully supported how they should be.	Staff are trained fully to ensure they are confident and able to deliver service to maximum potential to ensure service-users are fully supported at all times. Staff are not dismissed by management when they raise concerns.	Service-user forum (SURF) is re-established to find out what is important to service-users and what they want from the service. Staff have continued training to develop skills and enhance support offered by service, e.g., different communication methods.
Support Families	Staff build relationships with families to ensure they feel supported too. Schools have good relationships with families and develop young person as far as possible so they are ready to leave school and move on.	Schools feel families are “dropped off edge of cliff” when they leave school as the support they have had for 14+ years at school is not mirrored in adult services.	Families feel supported and have someone they feel comfortable to approach should they have concerns.	Parent/Carer forum is re-established offering a safe space which is motivated to improve experience and opportunities for families, current and future. A single-point of contact similar to Childrens services is mirrored in Adult services so families know who to talk to and don’t have to repeat information or passed from pillar-to-post.
Meeting personal outcomes	"We've seen service-users inspired to do things that parents/carers never thought would happen from when their family member was diagnosed"	Activities not always suited to individual and individual doesn't always want to do what is on Interim Support Plan (ISP). Groups are often for convenience of staff/transport available.	Regular reviews to ensure personal outcomes are updated as person gets older or their circumstances/health needs change and/or develop.	Staff are able to deliver and offer more activities to ensure personal outcomes can continue to be achieved.

Key Theme: Communication & Relationships



	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Communication between services	Once services are involved there seems to be generally good communication. E.g., Physio now comes into Centres to work with service-users	Some services don't get involved until last minute especially when person transitions from school into Adult Services.	All services are involved at as early stage as possible. Speech and Language Therapy and Learning Disabilities Team used to have good connections with CSS which should be re-established for more referrals and support for individuals.	CSS have more involvement in multi-disciplinary team meetings to ensure all services and teams are on board and aware of what person needs and required from a service and how this can be supported.
Communication from Community Support Services	The daily diaries work really well where used to give families and carers at home an insight into activities, food, mood, medicines etc. Overall communication from CSS has generally improved since Covid but still a long way to go!	Daily diaries aren't always completed as staff spend so long travelling between activities so don't always remember or have the time to do so. Verbal updates are given at pick-up/drop-off at end of the day but written is better for recognising behavioural patterns.	Good communication and knowledge of person, families are aware of what is going on with family member but also with wider service and all information is clear and transparent. Update meetings with staff and families are structured and insightful and people are given the opportunity to have their say rather than being spoken at.	The preferred method of communication of the service-user is continued after they leave school and staff at services are fully trained to continue these and continue to develop communication skills. Find ways for non-verbal ways to communicate. Regular Newsletters from the Service to share good news stories.
Building Relationships	Most staff are keen to get to know service-users and families really well and take time to do so to build a trusting relationship.	With a high turnover of staff there are sometimes lots of different staff members who don't know service-users as well or their preferences. This can cause concern for families if they see service-user distressed.	Staff are listened to when they get feedback from families that something isn't working well – they hear it on the ground level and have a duty to report back if there is concern. Time is taken to build new relationships from all perspectives.	Future service-users have the opportunity to get to know staff and peers before transitioning into a new service. Any new staff to service are given appropriate time to shadow and feel confident being on their own with service-user(s).



Key Theme: Resources

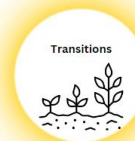
	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Transport	Families who receive transport find it a huge help to support the whole family with the routine of daily schedules. Having the same staff who pick-up/drop-off provides a familiar face and point of contact.	Not everyone gets transport which can cause difficulties in organising group activities and although local taxis are good they don't always know the service-user or their behaviours which can be concerning. Public transport including buses can cause anxieties for some service-users and this can cause stress on staff	Transport is considered for those who really need it and where it would support families in continuing their daily lives. Especially younger families who have other children they care for and work full time. Staff feel confident and able to use public transport if agreed on ISP and service-user is happy to do so	Bring the bus back – this used to play a huge part of everyone's day as that was the first and last contact they had with staff and peers and was so important for socialising. Transport is considered on an individual basis and provide to those who need it to support service-user personal outcomes and family routines
Staff	Most staff who deliver service are enthusiastic and work well as a team to ensure person-centred focus, so service-user achieves personal outcomes and has best possible experience. Families generally feel comfortable with supporting staff.	Shortages of staff are causing impact on whole service as it is. Roles need to be more appealing and with better pay to encourage more people who care about the service-users and their families and who want the best for them.	Time is taken for staff to get to know service-users especially during transition period. Staff are fully trained and are offered continuous training and development throughout their career. Staff need to be listened to and feel valued and respected to avoid high turnover rates.	"I believe we are a very valuable provision for the community in enabling the lives of the people who need and use our services. I am new to the job and to see the passion from some of my fellow colleagues and the joy in the faces of service users makes me feel good about my job and hopes for the future"
Funding for the Service	Staff have some flexibility where there to low resources and materials due to funding.	Not enough money to pay for good quality resources, materials and tools for service-users to experience service at full potential and/or staff to deliver it for maximum benefit.	More funding is spent on the right things in the service to improve the quality of service being received and enable more opportunities and activities.	Funding supports improving current resources to enable better opportunities for current and future users and their families.

Key Theme: Service Delivery



	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Current Delivery Model	Things have improved since Covid, having smaller local teams works well, staff recruitment drives are working, staff feeling more enthusiastic, service-user hours increasing, activities resuming, ISPs being reviewed, families being involved, communication improving	"I'm glad that the service is being look at. It is currently a sad reflection of what it once was"	"Keeping in mind "The Promise" and the principle of this when considering a delivery model of care."	The current delivery model encompasses feedback from this engagement and takes on board things that work well, things that are a challenge, and put the people who use the service at the heart of any decisions being made.
Previous Models	Before Covid the service thrived and had a good reputation. Purpose-built buildings provided facilities for outcomes of all service-users to be met and to provide valuable opportunities.	It felt changes were made overnight with no consultation or consideration for service-users, their families or staff.	When budgets are cut and service delivery has no choice but to adapt/change it doesn't impact the mental health and wellbeing of service-users and they are not	To return back to service that had a good reputation and delivered a high-quality service.
Challenges Delivering	Flexibility of service where possible.	Staff shortages, lack of funding to provide adequate resources and materials, no consistency across service	Support should not be impacted by resource issues.	Staff are able to deliver a high-quality service to meet outcomes of individuals and support requirements with little to no limitations.

Key Theme: Transitions



	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Multi-Disciplinary Teams (MDT)	When MDTs are developed involved as early as possible to support the service-user and their family during the transition phase	Key members are missing from MDT or are not involved from early stage so person is on system for some services and not others.	Getting the right teams involved at the right time to ensure a smooth transition from children's into adult services including from school into a day service.	The right pathway is identified through the support of MDTs and in an appropriate timeframe
Single Point of Contact	Children's Services have a single point of contact for families for support, advice, help or guidance. Schools also support families throughout school life with all aspects of personal care, feeding, medicating etc.	Adult services do not have a single point of contact so families often feel lost and abandoned after they leave school unsure of who to go to and especially when they are not allocated a service.	Families do not feel abandoned and still have a contact to support them after their family member reached adult age and transitions out of school into adult services.	A single point of contact for families to have the reassurance there is someone there for them for support
Sharing of Information	When information is accessible to all teams as and when needed	There are barriers between sharing of information between services which is recognised as an issue across health services (supporting engagement from similar projects can be found in Appendix 4).	Information is shared between teams where appropriate to avoid unnecessary delays or miscommunication / misinformation	Easier access for teams to share information to identify the support required and ensure the transition process is smoother for families
Timeframes	When conversations start as early as possible to find what the aspirations are of the family and what is out there to support them, the funding they will receive and how to apply for a place	More often than not conversations don't start early enough and some people are left not knowing what the next step is days before person leaves school leaving it too late to apply for place in a service	The transition phase from school to adult services starts a lot earlier (even as early as aged 14) to ensure families and staff have enough time to support person through transition phase	School leavers and their families are well prepared and given as much information as possible about what happens after school, there are multiple options, and funding is secured well in advance of person leaving school

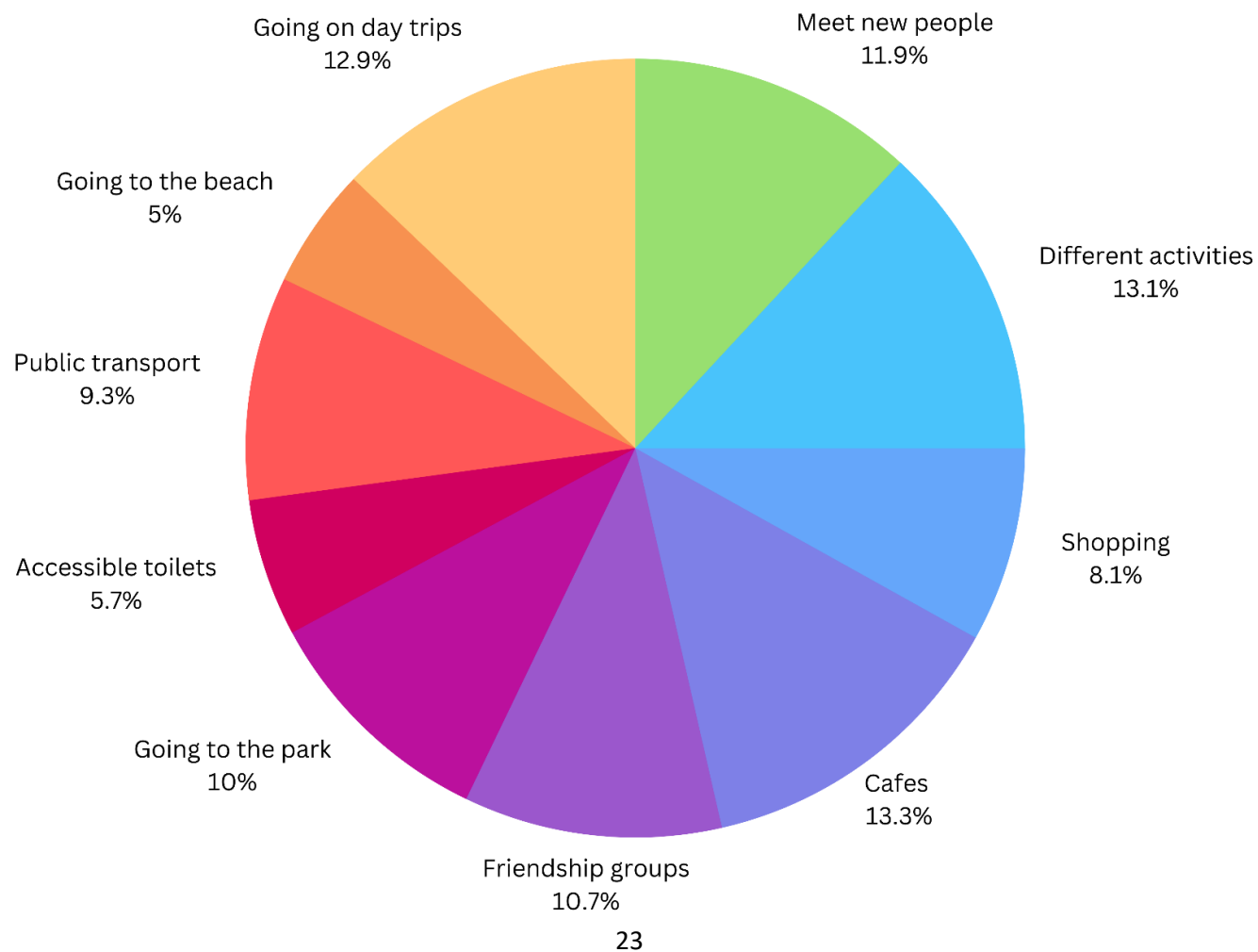


	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Activities	There are some good activities available in community settings as individuals and as groups that offer different opportunities and meeting new people.	Too many service-users seen in cafés or McDonalds, wondering around shopping centres aimlessly especially if weather is bad or plans change last minute. Using public transport can cause a lot of unnecessary anxieties for both staff and service-users	Any activities in community setting are meaningful and add value to service-users day. Flexibility for staff if something gets cancelled last minute – have a back-up plan and somewhere to go.	Having a mix of activities based in community and in buildings. Tapping into existing provision that exist in Fife for adults with disabilities to explore and try new things with new people.
Accessibility	Fife public toilets have improved significantly over the years offering better facilities for changing, wheelchair access, support rails, etc.	Some shops and cafés still aren't fully accessible, e.g., aisles are too narrow to fit a wheelchair, toilets aren't big enough for changing/lack appropriate facilities.	Service-users and staff feel comfortable and able to go out in the community with few limitations if any for them to enjoy the day and support service-users medical and personal care needs when needed and in any setting.	Public spaces and community settings are adapted to improve accessibility for all.
Inclusion	More places are becoming more inclusive for adults with disabilities with specific hours for those with disabilities/groups to have exclusive use of facilities, e.g., Swimming Pools, Community Cafés, etc	“Inclusion can actually mean more exclusion.”	People feel welcomed by their community and confident to be out. More opportunities for adults with disabilities to visit new places with no limitations.	Communities are inclusive of all disabilities and stigma and discrimination is removed from society. People feel included in their community and stigma around disabilities is diminished.



Service-User Feedback

In addition to the four key areas of discussion, current service-users were also asked to identify what **they like** about **being in the community**. The **top ten options** have been included in the pie chart below with a percentage (%) of the 68 easy-read responses returned. A full breakdown of Community elements engaged on can be seen in Appendix 3.



Key Theme: Lifestyle & Wellbeing



	What works well?	What are the challenges?	What is important?	What are your goals/aspirations?
Subthemes				
Routine & Consistency	Having the same staff, familiar faces, and set routines. Works well for service-users and families as everyone knows what is happening and when – staff too.	Lack of routine can cause anxieties and confusion. Hours aren't fully back so routines are still up in the air in many cases. Lack of routine impacts the whole family not just service-user, e.g., Parents having to stop working after they leave school to do full time care if no service identified.	Getting hours back to what they were before Covid. Having a good range of activities to structure days and weeks so people are not wondering around communities looking for things to do/cafés to sit in if it's bad weather.	Having a "timetabled" service where the service-user and family know what is happening each day. Future families look for something similar to school, 5 days a week 9am-3pm.
Health	Service-users are being encouraged to think about healthier choices and given more independence to choose what they have to eat for lunch where appropriate.	Staff cannot force healthy choices and often difficult to encourage if out in community with so many fast-food places. Not as many physical activities as there used to be.	Continue to encourage better health choices and involve health services in the Centre, e.g., Physio, Seasonal Vaccines, health information available.	Service-users have some level of independence when looking out for their own health and are able to make healthier choices based on food/drinks and also more active activities.
Wellbeing	Wellbeing support is available to users if needed. Carers also look out for wellbeing of users and family.	"My child has reduced speech due to not accessing the service post-Covid. This has reduced their confidence which as a parent is really difficult to see"	Wellbeing support is available to service-users and their families. Especially during/after transition periods from school.	Service-users and families are supported for their wellbeing through the transition from school to adults and thereafter.
Behaviours	When staff get to know the person and work with them closely to find out their behaviours and any triggers.	It is often easy for a service to simply dismiss someone because of challenging behaviours leaving them with nothing to go to	Every person is understood and given the appropriate support that they need. Good communication from transition from school into adult services to support new staff getting to know the person.	Every person has the opportunity to continue their education or skills development and there is a place suited to them.

Service-User Feedback

Service-users were asked to tell us **how they feel** when they are at Community Support Services. The information illustrates the 68 easy-read responses received. Respondents were able to select more than one answer.

- 😊 88% said they feel **Happy**
- 😞 Less than 2% said they feel **Sad**
- 😄 36% said they feel **Excited**
- 😌 26% said they feel **Calm**
- 😳 4% said they feel **Shy**
- 😨 14% said they feel **Anxious**
- 😡 Less than 3% said they feel **Angry**
- 😕 4% said they feel **Confused**



One respondent said they feel **disappointed** especially since Covid as the Service is not fully up and running yet.

Use of hubs in the future

Stakeholders were asked about the **use of Hubs** (existing Centres/buildings) in the future.

These are located at;

- St. Clair Centre, Kirkcaldy
- Robert Gough Centre, Leven
- Stenhouse Street Centre, Cowdenbeath
- Eden Park, Cupar

Stakeholders agreed that;



They should be **flexible and accessible** for all service-users to access when they need to.



It is important to have a **mix of group activities that are building based** for those activities that **cannot be met in the community**.



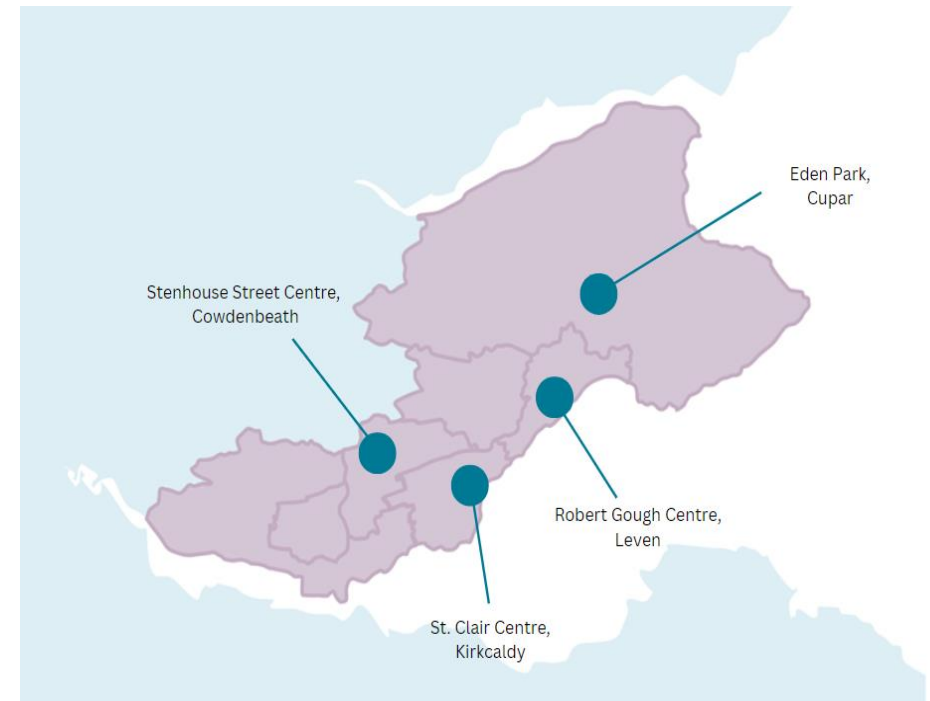
The buildings were once recognised as having a **feeling of being “home”** and like being a **part of a family** and there was always something going on.



People who use services and their families should feel they are walking into a **safe and welcoming environment**.



Modernise the Centres with **modern resources and equipment** including sensory areas for all service-users to use and benefit from.





Have **familiar staff** in buildings who know service-users



No hubs in certain areas - Dunfermline (e.g., could use The Grange), Glenrothes and North East Fife.



More **hours spent in buildings** with **less time travelling** between activities.



Use hubs for **educational activities** and **development of social skills and independence** – **socialising** with peers and learning from one another doing daily tasks.



Have the **canteen open** again and encourage users to run it.



Get **external providers** in to run **classes and activities**, particularly in colder Winter months.



Encourage **local groups/services to have a presence**. For example, have Fife Carers in once a month, Independent Living Fund information, Health Services, etc.



Ensure **familiarity of buildings** with all service-users so they have a familiar and safe space they feel comfortable in.



Regular events throughout the year, e.g., Christmas Party, Tea Dance, Fundraising days, peer development/support event such as a play through drama or talent show.

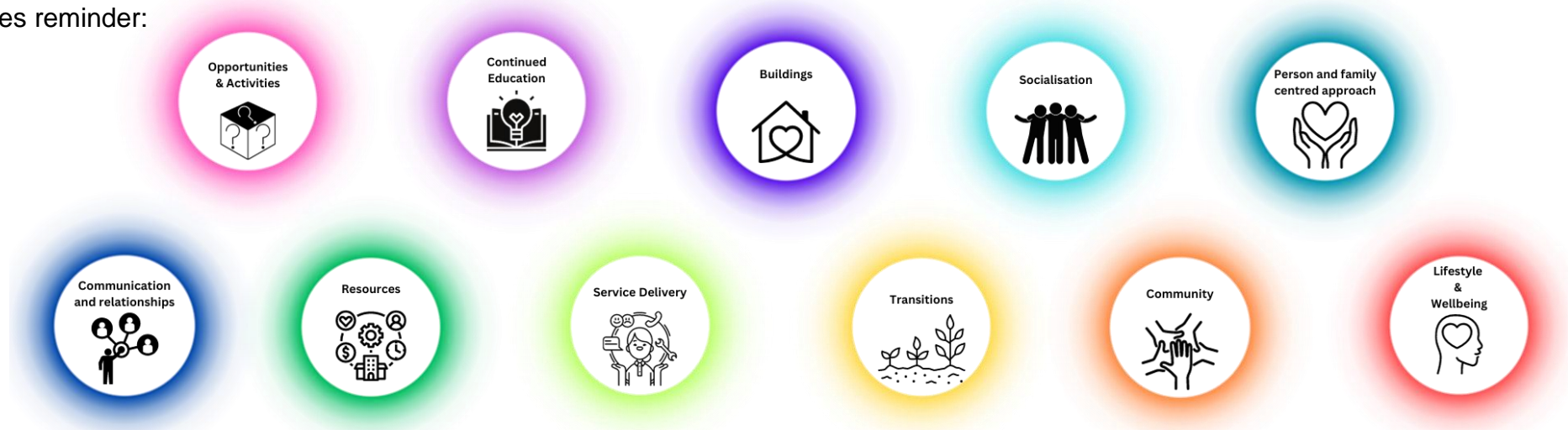


Have **timetables for each Centre** offering different activities to encourage travel and use of different hubs. For example, St. Clair could have a Dance Class on a Monday morning while at the same time in Robert Gough there is Arts & Crafts – giving choice, routine and encouraging different friendship groups









What opportunities do we have?

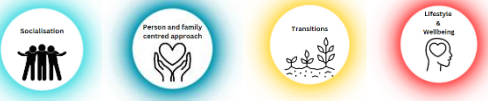







Stakeholders identified **opportunities** that Community Support Services could have to **develop how the service operates in the future**. These opportunities have been linked into the overall key themes identified.

Key Themes reminder:



Opportunity	Key themes opportunity relates to
Introduce block weeks of activities	
Educational/employment opportunities – e.g., “Hit Squad” and Centre Cafés	
Makes use of empty Council buildings to extend services	

<p>More and events throughout the year for the whole family</p>	
<p>Bring back the Service-User Forum (SURF) to find out what is important to them</p>	
<p>Bring back the parent-carer Forum to find out what is important to them</p>	
<p>Have regular newsletters, updates and good news stories from the service</p>	
<p>Work closely with local colleges to invite our future carers to visit the hubs/do placements</p>	
<p>Use resources and service delivery models that already exist to find out what works (e.g., Ayr and Arran)</p>	
<p>Better communication throughout the transition process by involving all teams as early as possible</p>	
<p>Map out all services across Fife to find out gaps in service provision and/or overlap</p>	

<p>Promote and encourage wellbeing and support emotional health for service-users and their families.</p>	
<p>Clear pathways for Children coming up to transition age in schools</p>	
<p>Keep strengths of old and current delivery model and learn from mistakes</p>	
<p>Educate service-users about choices they can make to improve their health and promote independence</p>	
<p>Presence from other services in Hubs</p>	
<p>Base care and support on the individual, not due to their location, hours received etc</p>	
<p>Focus on quick wins with the longer-term plans in the background</p>	
<p>Listen to what stakeholders have told you</p>	

What are the non-negotiables?



Centres stay open and **better use of buildings** but **outreach into community** settings where appropriate.



Service-user **hours continue to increase** and are not cut like during Covid.



A wider and **better range of activities** to **continue education** and **develop new skills**.



The service is delivered as **person-centred** to suit and **support personal outcomes** being achieved.



Better communication across the board from transition, in to adult services, and including the right teams throughout.



School leavers have **future pathways identified** well in advance of leaving school.



Friendship groups are re-established and **social opportunities** offered again.



Transparency of service with all stakeholders and involvement in any planned changes.



Transport is offered to those who have no alternative.



Having **something for everyone** no matter their age, location or ability.

Lessons Learned

The focus of the lessons learned outlined below will be considered when planning and delivering future Participation & Engagement events.

Lesson	Consequence	Solution
Give people enough time to register to attend	Low attendance numbers	Have any Communications sent out in advance of events and ensure invite to register is sent out with at least 4 weeks notice
Make it clear that engagement events are not being delivered by specific services	Confusion over purpose of engagement and who is delivering	Ensure it is clear events are being delivered impartially by the Participation & Engagement Team
Increase numbers of service-user Talking Mats sessions	Low attendance numbers	Ensure supporting staff are aware of sessions and are encouraged to bring service-users along
Service-user consent forms	Some consent not received for Talking Mats analysis and easy-reads	Ensure consent forms go out with invitations to engage and clear instructions to return are included
Space for carrying out Talking Mat engagement not appropriate	Too much background noise and distractions	Ensure a quiet space has been booked and supporting staff know where to go

Conclusion

Throughout this initial phase of engagement there have been prominent [themes](#) from all stakeholders providing the opportunity to ensure these themes are captured as part of the options appraisal development.

Stakeholders recognise there are challenges and limitations out with the control of the service which is causing significant impacts on service delivery but also recognise that with these challenges come an array of [opportunities](#), with both short-term and long-term timeframes.

[Non-negotiables](#) identified are not unrealistic and provide insight to quick-wins and adaptations to improve the current delivery model and plan for the future.

The overall hope and aspirations for the future of Community Support Services was aligned across stakeholder groups; to have a reputable service that meets the personal outcomes of the individuals, to see service-users thrive and interact with their peers again, for service-users to be at the heart of any decisions made, to increase the use of existing buildings and facilities, and to tap into third and voluntary sector services and work closely with these providers to offer more opportunities for adults with disabilities in Fife.

Next Steps

The findings from this report will shape and inform the development of an options appraisal to determine a preferred and practical option/options for a new 'delivery of care' model for Community Support Services in the future.

The second phase of engagement for this project will explore the options appraisal with those stakeholders that were involved in phase one of the engagement, plus other stakeholders including third and voluntary sector providers.

Appendix 1: Engagement Toolkits

1.1 Current Parent/Carers – KETSO

Feedback for current parent/carers was gathered through using the KETSO engagement toolkit. A help guide was created and sent out to attendees in advance of the sessions to ensure they knew what to expect from the session. The photos below have been included to illustrate the format of the KETSO sessions.



1.2 Current Users – Talking Mats

One of the methods of engagement for gathering feedback from current service-users was using Talking Mats. With the support of the Speech & Language Therapy Team Talking Mat visuals were created to reflect activities and opportunities service-users like to do, don't like to and were not sure of. The photographs below are examples of some of the Talking Mats information gathered from current users of the service.



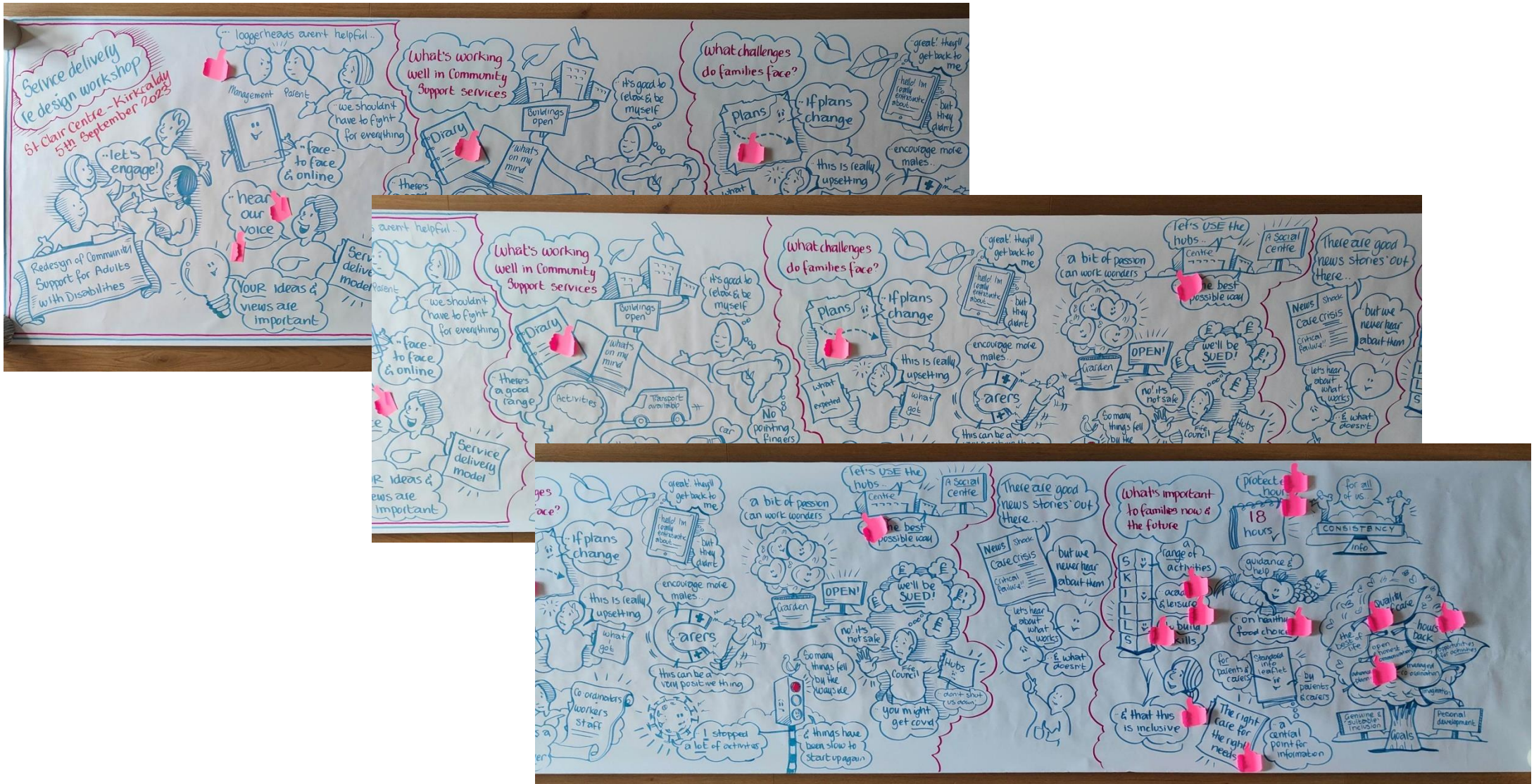
1.3 Future Families – KAWA

The engagement tool used to engage with future families was [KAWA](#). Colleagues, and project board members, from PAMIS hosted and facilitated an online and face-to-face session using the visual tool to gather information and represent this as a river of life using the analogy of water, boulders, sandbanks and logs to represent different areas of discussion. This can be seen in the link above and in the photos below.



Appendix 2: Pictorial capture illustrations

2.1 Parent/Carer Session 5th September 2023

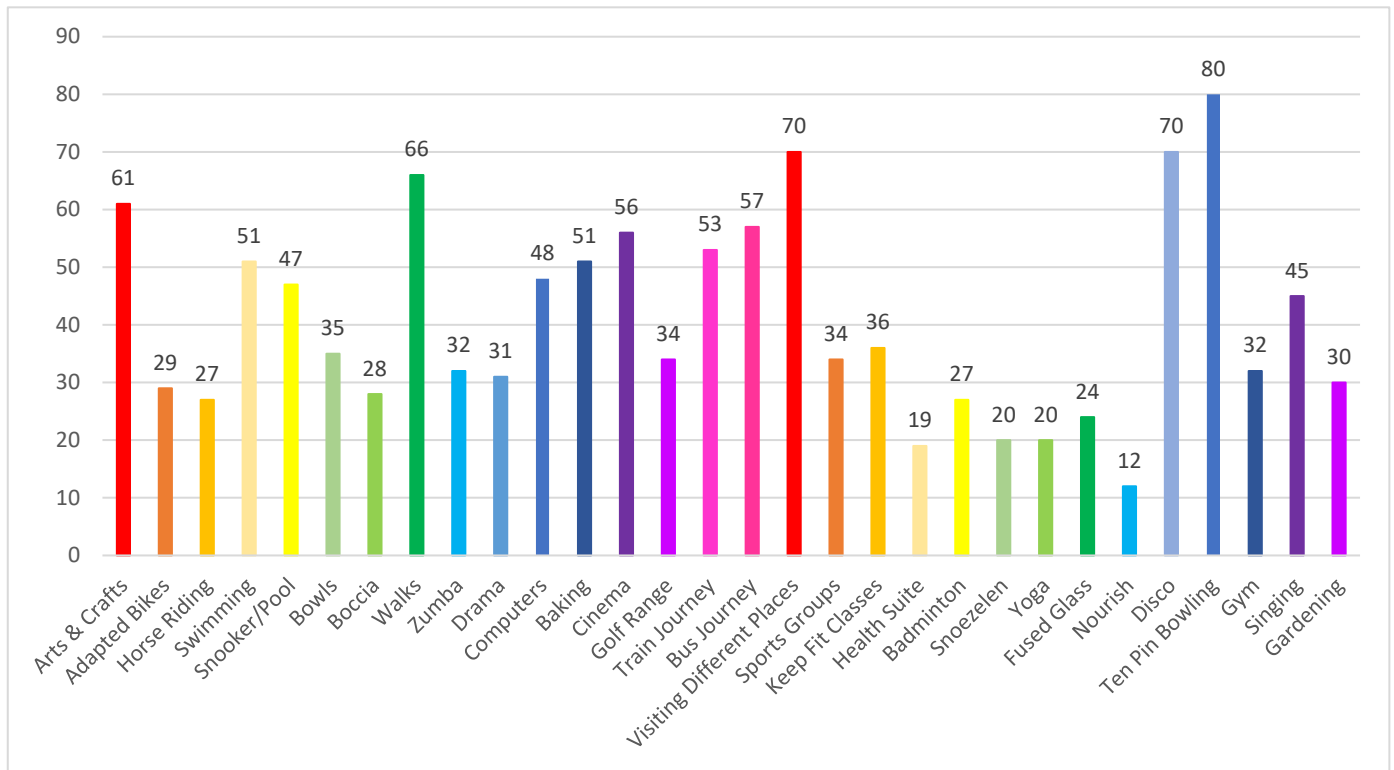


2.2 Current User Session 8th September 2023

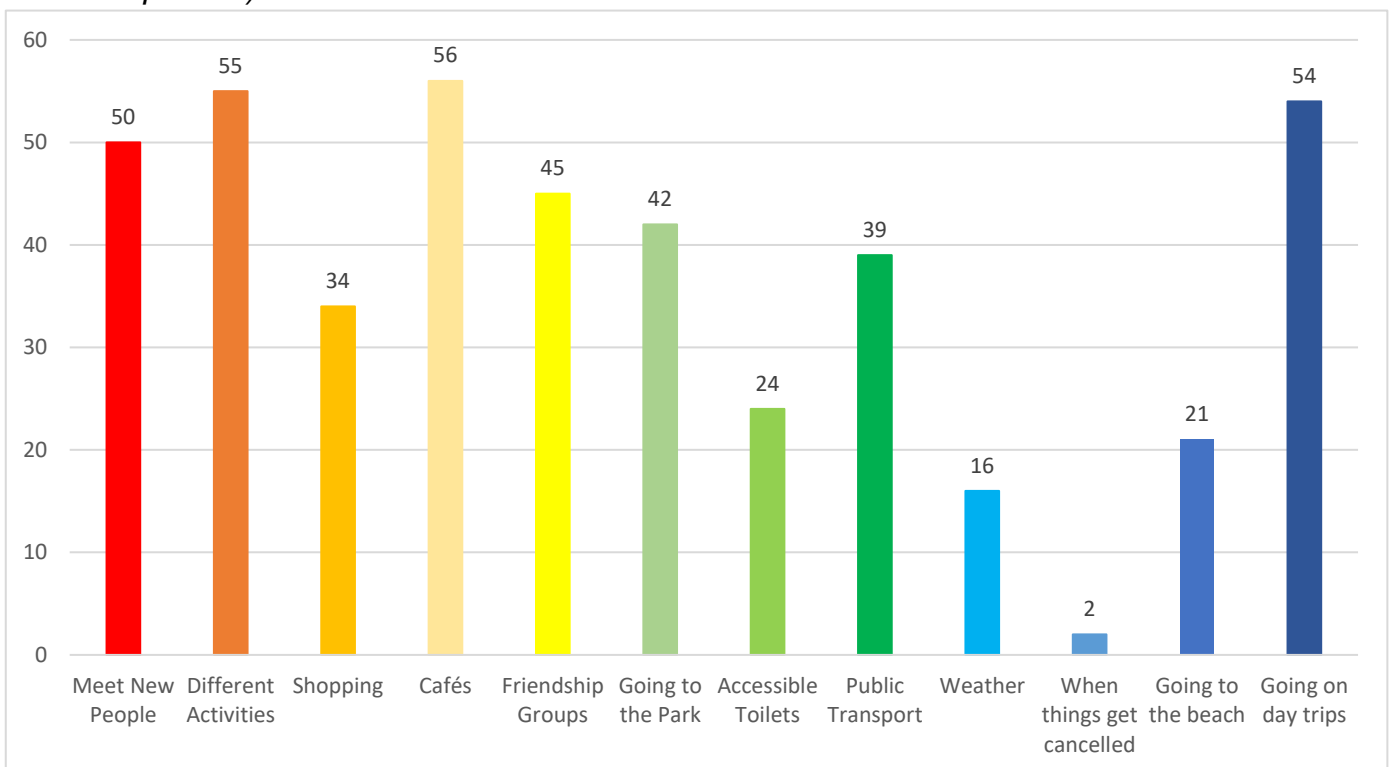


Appendix 3: Service-user Consultation Responses

3.1 What activities do you **like** doing? (Based on 68 easy-read responses plus 25 Talking Mats = 93 responses in total)



3.2 What do you **like** about being in the Community? (Based on 68 easy-read responses)



Appendix 4: Supporting Engagement

Project Name	Description	Supporting Files
Getting It Right For Everyone (GIRFE)	<p>GIRFE (Getting It Right For Everyone), is a new development programme announced by the Scottish Government, with the purpose of establishing a national integrated practice framework to assist health and social care partnerships in developing greater joint working within the partnership, third and independent sector builds on the already existing adult best practice and the already well-established framework for children, GIRFEC (Getting It Right For Every Child).</p> <p>As a pathfinder for this engagement, Fife is taking forward the theme of 'Families with multiple and/or complex needs including people progressing from GIRFEC to GIRFE - supporting the Child Poverty agenda and transition from GIRFEC'.</p>	Phase 1 engagement report