

FULL CIRCLE PROJECT



**The Full Circle of Communication  
for People with a Learning Disability across Cwm Taf**

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## Project Background

What was also evident from the work that had already been conducted was that people with a learning disability have a lot to offer and are extremely keen to participate and engage in forums where their voice can be heard and experiences valued at all levels, operational and strategic, local, regional and national. As an organisation Cwm Taf People First have been able to support people with a learning disability to do this successfully in some instances of good practice. However, this is not always the case and there have also been instances where this has not worked so well. As a result, it is important that opportunities are created to learn from people with a learning disability across the region regarding how communication processes in both directions can be improved at all levels with a range of different partners and stakeholders.

In light of these previous findings, and as part of the development of their own communications strategy, the Cwm Taf Morgannwg Regional Partnership Board commissioned Cwm Taf People First to conduct a 10week review (January 2021-March 2021) of the communication barriers and communication preferences of people with a learning disability across Merthyr Tydfil and Rhondda Cynon Taf.

The aim of this work was to help inform communications development for the Cwm Taf Morgannwg Regional Partnership Board, centered around the launch of their new website. It was hoped that through the review, strategies could be identified and adopted to ensure that people with a learning disability could be fully involved in the work of the Cwm Taf Morgannwg Regional Partnership Board by being able to clearly understand and interact with information the Regional Partnership Board produces and feel confident and safe to have their voices heard by the Regional Partnership Board in a valued manner that has the potential to affect and influence change.

# The Who, What, Why, How and Where of Our Project

Cwm Taf People First is a member led organisation and therefore, people with a learning disability are the central driving force for all aspects of its work. To ensure that a full co-productive approach was undertaken throughout the [Full Circle Project](#), careful consideration was given to the projects design, broken down into the following key elements of [Who, What, Why, How and Where](#).

## [WHO - led by experts: employing and empowering people with a learning disability to take the lead](#)

As part of its co-productive approach, the [Full Circle Project](#) recognised that people with a learning disability were experts by experience and therefore a crucial ingredient in achieving the projects aims and hopes. As a way of ensuring that people with a learning disability were empowered sufficiently to engage in the project and drive its findings and recommendations forward, a person with lived experience was employed as a project co-facilitator. Once the projects co-facilitator was appointed, they were tasked with recruiting a wider steering group of people with a learning disability to oversee the projects design, delivery and evaluation components.

16 people with a learning disability from Merthyr Tydfil and Rhondda Cynon Taf participated in the steering group and were involved in the project's activities alongside the co-facilitator. The steering group interacted with a further 11 people with a learning disability through wider project activities, making a total of 28 people with a learning disability being involved in the project.

# The Who, What, Why, How and Where of Our Project

## WHAT – our communications experiences

Throughout the project's activities, people with a learning disability we provided opportunity to share their experiences around communication. Enclosed in this section are some of the information, stories and quotes that were offered by those involved, other quotes and stories have been interspersed within the report:

"I know when people are not listening to me. They are looking around the room, not concentrating or not answering me. That makes me feel like I don't matter!" - Lynne

"I had a brain tumour and it was a big one and so I asked the consultant what is the best thing to do. They said definitely an operation but I was scared. They talked me through it slowly and made sure I could understand so I could make a decision and I agreed to have the operation" - Rebecca

"Building trust so that we feel comfortable helps us to have a voice"  
- David

"I have seen when other's won't let people have a chance to speak and say what they feel – communication breaks down!" - Carl

"Easy Read information helps us to understand" - Tom

"Sometimes I've not got the confidence to speak. If I see people I don't know I get nervous; and I think other people don't have the confidence to speak to us because of our learning disabilities, so nothing gets said" - Daniel

"When I am asked questions or in a meeting I don't always know what to say" - David

"This is my first time to have an iPad and now I can talk to you!" - Becky

"I have been watching the government meetings on the news. They are hard to understand but they give us information about coronavirus" - Bradley

"Good communication needs teamwork" - Owain

"I have liked being able to communicate with people on the iPad. Talking, seeing my friends, learning and meeting new people" - Kirsty

"I get angry when I am interrupted and if I can't hear what is going on, like if there are too many people speaking at once, lots of noise, or if the person speaking is going too fast" - Terriann

# The Who, What, Why, How and Where of Our Project

## WHY – voice, choice and control: we need to be included

Across Wales people with lived experiences have been provided with unique opportunities to have a say and be involved in the design, delivery, decisions and evaluation of the services they use and interact with, through the Social Services and Wellbeing (Wales) Act, 2014. The Act has developed a framework to safeguard and improve the wellbeing of people who need care and support, and their families and carers, through the positive transformation of Health and Social Care services. To do this, the Act imposes duties on local authorities, health boards and Welsh Ministers that requires them to work in such a way that people with lived experiences are given control over what support they need and empowered to be part of the decision-making processes relating to their care, as equal partners.

The Social Services and Wellbeing (Wales) Act, 2014 is based on four fundamental principles:

- **Voice and Control** – putting people with lived experiences and their individual needs at the centre of their care. Giving them a voice in and control over what services and support they need to help them have good wellbeing
- **Prevention and Early Intervention** – to increase preventative services across Wales and reduce the number of people developing critical needs
- **Wellbeing** – supporting people with lived experiences to achieve their own positive wellbeing and to be able to effectively measure the success of the care and support they receive
- **Co-production** – creating opportunities for people with lived experiences to become actively involved in the design, delivery, decision-making and evaluation of Health and Social Care services, being recognised as ‘experts by experience’.

# The Who, What, Why, How and Where of Our Project

## WHY – voice, choice and control: we need to be included

To oversee the implementation of these principles, Regional Partnership Boards have been set up across Wales comprised of members from the local Health Board, Local Authorities, NHS Trusts, Third/Voluntary sector and citizens themselves as both service users and carer representatives. As part of their mandate under the Social Services and Wellbeing (Wales) Act, 2014, Regional Partnership Boards have been asked to prioritise the integration of services in relation to:

- Older people with complex needs and long-term conditions, including dementia
- People with Learning Disabilities
- Carers, including Young Carers
- Integrated Family Support Services
- Children with complex needs due to disability or illness

“Having a voice means standing up for your own rights. People should listen to you” - Darren

For this reason, it is critical that citizens who are categorised under one of the above are provided opportunities to be included in decision-making processes and are fully informed about things that directly relate to their care and support and/or livelihoods. The purposes of the [Full Circle Project](#) therefore were designed to ensure that the voice of people with a learning disability across Merthyr Tydfil and Rhondda Cynon Taf were provided an accessible platform to be able to have their voices heard and to communicate their experiences, thoughts, ideas and opinions regarding communications issues, barriers and practical solutions when working with the Cwm Taf Morgannwg Regional Partnership Board and other partner organisations and services across the region.

# The Who, What, Why, How and Where of Our Project

## HOW – our co-productive approach

To work in a co-productive way, a number of steps were considered to develop the projects design in an organic manner. This included co-creation of the the project name and logo. Through this co-productive approach, the project developed a framework for the co-facilitator and steering group to influence discussions, activities and engagement tools, creating a workshop agenda to look at different areas of communication and the barriers that they face.

To ensure the project was fully accessible, one of the first tasks that was completed by the co-facilitator and steering group was to undertake an accessibility review. As part of this the group analysed both the project brief and submitted expression of interest to gauge understanding and/or difficulties in understanding. What resulted from this piece of work was the creation of a hard words list containing 20 difficult words that people struggled to understand for development and transfer into Easy Read through the project’s activities.

DATE: 05.02.2021	DATE: 12.02.2021	DATE: 19.02.2021	DATE: 26.02.2021
Workshop 1: Words and Meaning	Workshop 2: Having a Voice	Workshop 3: Receiving Information	Workshop 4: Online/Virtual Communication
Project Introduction & Purpose	Hard Word List Week 2: <ul style="list-style-type: none"> <li>• Citizen</li> <li>• Barrier</li> <li>• Support</li> <li>• Conversation</li> <li>• Expression</li> </ul>	Hard Word List Week 3: <ul style="list-style-type: none"> <li>• Emotion</li> <li>• Information</li> <li>• Transformation</li> <li>• Understanding</li> <li>• Consultation</li> </ul>	Hard Word List Week 4: <ul style="list-style-type: none"> <li>• Digital</li> <li>• Poverty</li> <li>• Region</li> <li>• Partnership</li> <li>• Participation</li> </ul>
Hard Words List Week 1: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Engagement</li> <li>• Inform</li> <li>• Exclusion</li> <li>• Priority</li> </ul>	Think of times and situations you have been able to talk openly and honestly to share your ideas and thoughts, and felt like somebody listened: <ul style="list-style-type: none"> <li>• Where were you?</li> <li>• How did you share your ideas?</li> <li>• How do you know people were listening?</li> </ul>	Where/How do we find out information? <ul style="list-style-type: none"> <li>• Letters in the post</li> <li>• On television</li> <li>• In a meeting</li> <li>• Social media/internet</li> </ul> What do you think is the best way to get information? vote on this so that we can do a graph .	Before you had the iPad from People First, did you have another way of joining in meetings on FaceTime/Zoom/Teams?
Word Cloud Activity: What do these words mean to you?	Stacey Logo approval	What was the last thing you received in the post?  What was it about?  Could you understand it or did you need help?	What is the best thing about being able to join in with meetings and activities on the iPad?
Stacey Logo Ideas		What was the last thing you watched on tv?  What did it tell you?	What things are hard about doing meetings and activities on the iPad?
		What was the last meeting you attended?  What was it about/what were you told?	Do you think it is better to do meetings on the iPad or in person and why? <ul style="list-style-type: none"> <li>• Vote on this so that we could do a graph in the report... x many people said they prefer online x many people said face-to-face</li> </ul>
		What social media site did you use last?  What did you read or share?	
Notes/Actions	Notes/Actions	Notes/Actions	Notes/Actions

# The Who, What, Why, How and Where of Our Project

## HOW – our co-productive approach

To ensure a full co-productive approach throughout the entire project a draft report and presentation was developed by the steering group and delivered at a virtual event in March 2021 with wider learning disability partners, people with a learning disability, and parents and carers outside of the Cwm Taf People First membership base. This virtual event acted as a sense check opportunity to allow wider input to feedback on the findings that had been gathered, adding their own experiences, ideas and thoughts to enrich the final data. These wider attendees were made up of Supported Living Providers, Day Centre Services and other Daytime Opportunities Services, parents and carers groups, and Local Authority staff.

In addition, co-evaluation activities were undertaken with the co-facilitator and steering group members. The design of this final report was also developed with the co-facilitator to ensure that people with a learning disability were given full ownership over the projects reported activities, findings and recommendations for future project development.

“I like being part of the Full Circle Project because we get to have a voice. It is very good, everyone takes part, it gives people a chance to be listened to” - Luke

# The Who, What, Why, How and Where of Our Project

## WHERE – digital connectivity and overcoming lockdown restrictions

When developing the projects design, careful consideration also had to be given to **WHERE** project activities would take place. The **Full Circle Project** took place during a tier 4 lockdown period as a result of the Covid-19 pandemic. This meant that face-to-face project delivery and activity engagement was prohibited. Therefore, the project had to think about ways to remotely engage its steering group members, as well as wider potential audience members to gather the relevant information needed to effectively meet the projects aims.

Throughout the Covid-19 pandemic and lockdown periods, Cwm Taf People First had undertaken a digital connectivity project, providing people with a learning disability iPads as a means of connection, engagement and co-production. At the time of initiating the **Full Circle Project** Cwm Taf People First had gifted 52 iPads across Merthyr Tydfil and Rhondda Cynon Taf, alongside remote iPad and IT skills training to ensure that recipients were able to use the technology to effectively have their voice heard and to feed into project work on a range of topics. Invitation to be part of the project was then circulated to iPad recipients via imessage and email, as well as being advertised on social media platforms. However, there were still a number of people with a learning disability across both areas that were potentially isolated without the means to connect with the project digitally. Additionally, there were also people with a learning disability who either did not want to engage digitally or could not engage digitally based on need and ability. Therefore, invitation to be part of the project was also circulated through other means such as telephone calls and postal informational posters.

# The Who, What, Why, How and Where of Our Project

## WHERE – digital connectivity and overcoming lockdown restrictions

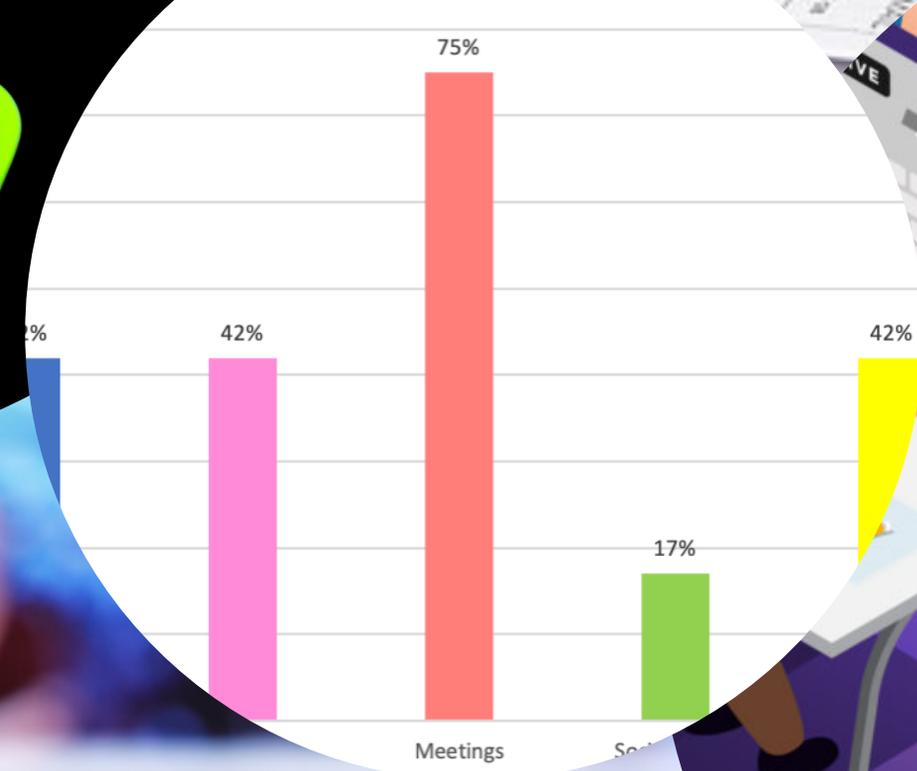
Those who chose to engage in the project and become steering group members, all opted-in to digital connection and virtual meetings. Therefore, project meetings largely took place via Zoom meeting rooms and this is how the workshop agenda topics and activities were discussed and explored. However, to help facilitate these meetings and activities, especially in relation to the hard words list that had been compiled as part of the initial accessibility review, project packs that had been designed by the co-facilitator were posted to steering group members ahead of the start of the first workshop containing all the relevant information they needed to fully be able to participate each week. This is something that steering group members referred to as good practice during the project evaluation. They stated that this:

- helped to reduce anxiety prior to the meetings and activities as they had a basic understanding of what was expected of them during the meeting
- provided them with an opportunity to seek support or conduct their own research prior to the meeting so that they felt fully prepared and confident to participate
- provided them with an opportunity to choose whether or not to take part each week, allowing them to prioritise the sessions that were of particular interest or relevance to them

# Our Findings



A learning disability said was  
for them to receive information





# Our Findings

“people have different abilities when we do communication and so we need to think about what we and they can and can’t do. Like do we need to use sign language or braille? Some people can lip read” – David

## The Full Circle of Communication

To reinforce the idea that communication processes need to be ongoing and have suitable flexibility to be accessible to all and allow for organic evolution of conversations, thoughts and ideas, the steering group requested that a logo be designed to try and showcase this. Working with an illustrator throughout the project, the featured logo was co-produced and agreed.

For the purposes of this project, the steering group agreed that the following basic definition would be used for the word communication to ensure everyone had a common understanding of what was being spoken about: **speaking, listening and sharing information with other people**. Due to the time limitations associated with this project, the group felt that developing a better and clearer understanding of ‘communication’ and all its complexities in the future, would be something they would like to do. They stated that this is important, especially in terms of how having a full understanding of what communication is can help people with a learning disability to have more effective conversations and input about things that matter to them most.



# Our Findings

“I feel I have a voice when I am training people and professionals and people are engaging with me” - Lynne

## How We Share Information: having our voices heard

As part of the project activities, people with a learning disability were asked to consider the value of their own voice. As part of their discussions the group explored how they had previously used their voices to share their ideas, opinions, thoughts, feelings and issues as a means to identify how and where they can have their voices heard, as well as any change or impact that has occurred as a result of them having a voice. From their shared experiences, the following themes developed:

- **Confidence** – many people expressed how they often lacked the confidence to speak and have their voice heard. This was especially highlighted when people were in a new place or with new people they had never met before, or when they didn't understand what was going on in a meeting or conversation. Some people referred to feeling intimidated by the way professionals dress and things like the layout of the room, making them feel like they were being judged.
- **Feedback: Active Listening and Engagement** -  
when discussing if people felt they had been listened to or heard many relayed how they look for 'real time' feedback in terms of body language and active listening skills, like keeping eye contact, nodding and active conversation involvement. In addition, some people expressed how they liked to have feedback following a meeting or discussion, picking out points of interest and responding to any questions, ideas or issues posed as a way of reconfirming that someone has truly listened to them.

“when one person is talking it is not good to talk over them. We need to give people time to speak” - Luke

# Our Findings

“Sometimes I can’t understand what is going on in meetings and sometimes we need support to have a voice” - Lynne

## • How We Share Information: having our voices heard

- **The Role of Advocates and the Right Support** - Many also expressed how important it was for them to have an advocate or someone to support them properly in meetings so that they have the confidence to speak up and have their voice heard. However, it was also largely agreed that this support couldn’t just come from anybody but needed to be from someone that the person trusted, and who knew the person well, understanding their personal abilities and preferences. It was also mentioned that the role of this person was not only to help them have their voice heard but to help them fully understand what was going on so that they could contribute effectively.
- **Family/Carers and Support Workers can sometimes be a Barrier** -

On the other hand, some people expressed how their family members, carers and support workers can sometimes be a barrier to them having their voice heard. They indicated that sometimes they felt these people talked for them, or over them instead of letting them speak for themselves and express what they mean in their own way. Many recognised that in these situations these people were often trying to help them. They also said that this situation was not helped by some professionals choosing to talk to family members, carers or support workers instead of directly to the person, and when asked why they thought they might do this, many indicated that they felt professionals were scared or unsure if they would be able to understand. They would like professionals to check levels of understanding and find ways to communicate with them directly.

“When people and family members interrupt me I forget what I was going to say” - Terriann

# Our Findings

## How We Share Information: who needs to listen to us

The group devised the following list of people they felt should be listening to and including the voice of people with a learning disability, especially when making decisions that affect their lives.



The group also agreed that they need to have a voice on the Regional Partnership Board and stated that this was why the [Full Circle Project](#) was needed and a good idea. It was also recognised that people with a learning disability need to listen to other people as well to make sure the communication process works properly.

- How We Receive Information

As the co-facilitator and steering group members analysed what the word communication meant to them, they highlighted a number of ways and places they could get information. Whilst many sources of information were identified, most could be categorised into the four below categories:

POST



MEETINGS



TELEVISION

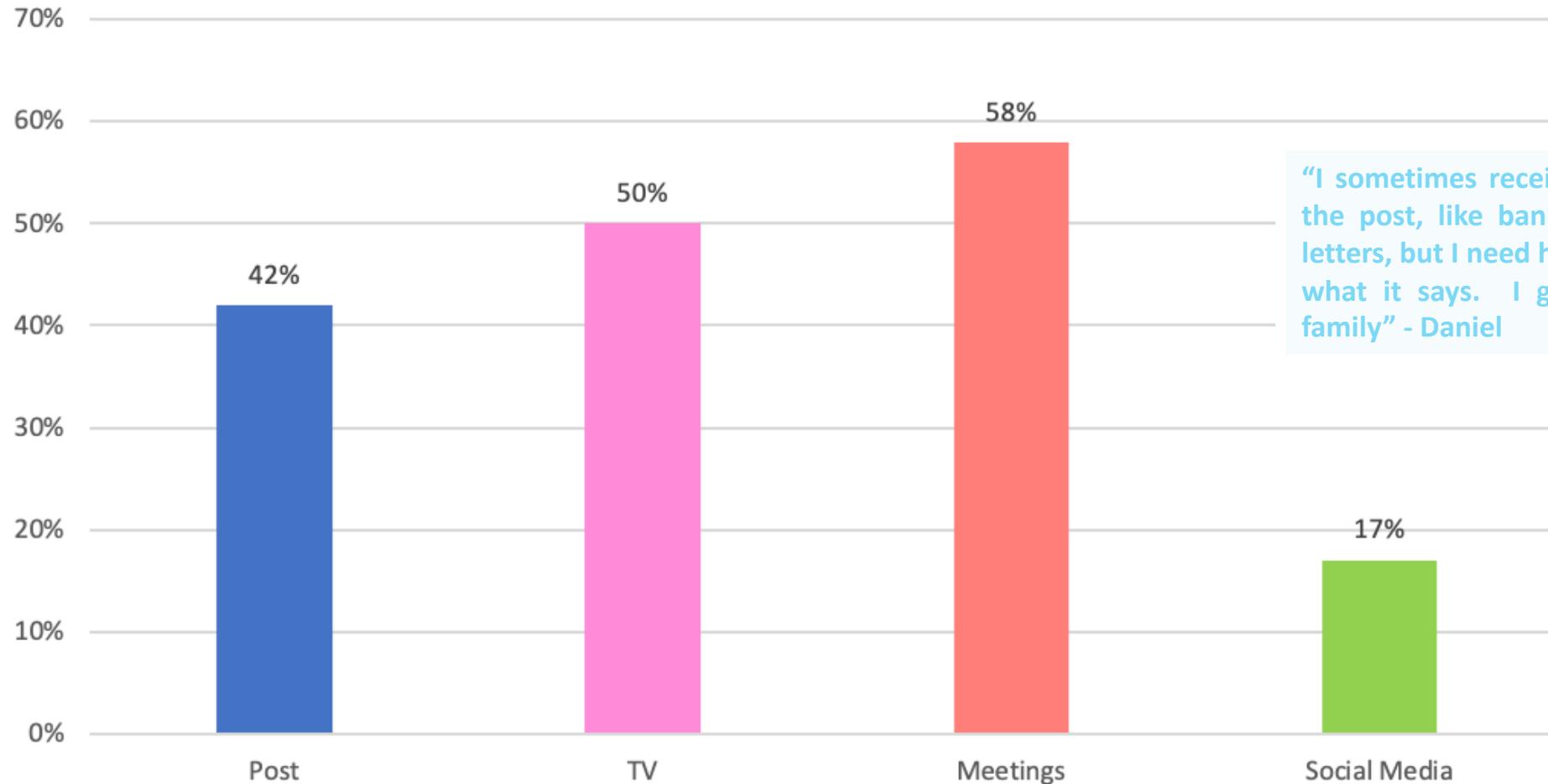


SOCIAL MEDIA



As part of the project activities these 4 sources of information were reviewed in more depth, producing statistical information to highlight current trends and personal preferences in terms of receiving information for people with a learning disability.

## How people with a learning disability said they currently receive information

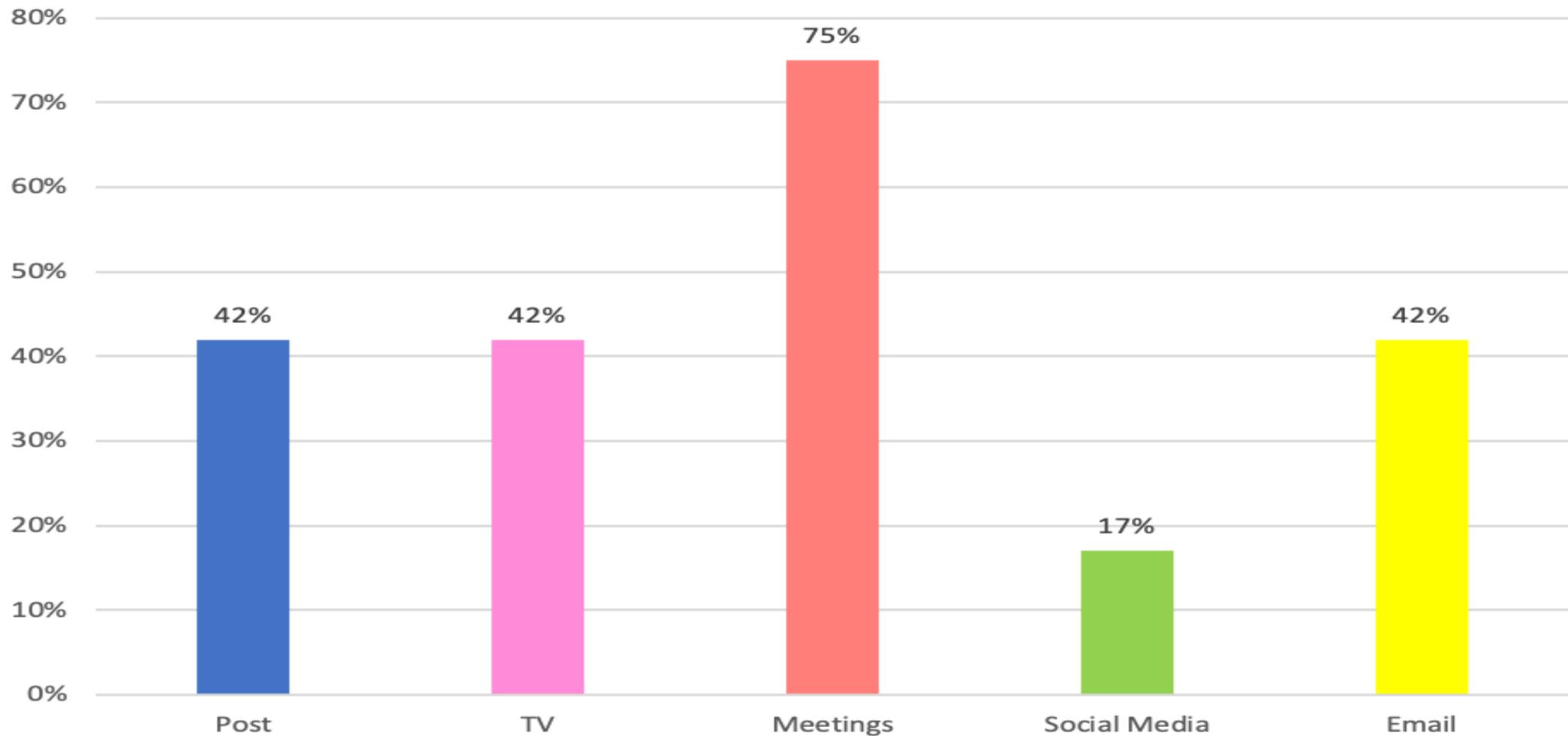


"I sometimes receive information in the post, like bank statements and letters, but I need help to understand what it says. I get help from my family" - Daniel

"I don't trust social media because my Facebook got hacked"  
- Carl

For those who were involved in the discussions and workshops regarding receiving information, meetings were identified as the top source. It was noted that such meetings were now taking place virtually using the iPads, due to lockdown restrictions. Social media ranked lowest, with many stating that they did not use social media or have social media accounts despite being digitally connected.

## What people with a learning disability said was the best way for them to receive information



Similarly, meetings were highlighted as the best/favourite way for people to receive information. When asked to consider why, they stated that this was because it was easy to check their understanding of the information and to ask questions if they didn't fully understand.

# Our Findings

“Sometimes meetings are too long and have too much information. I can’t take it all in and I lose concentration” - Tom

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“Sometimes we do need help with certain things. If questions are hard we need to ask them to say it again and break them down for us” - Carl

## • How We Receive Information

However, people also indicated that meetings only featured as their preference for information receiving when they were done in the right way, suggesting that there were good and bad ways to run a meeting. The group came up with their following top 3 tips for including people with a learning disability in meetings:

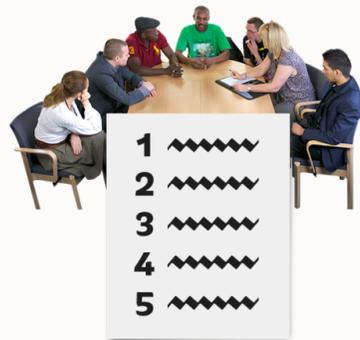
- **Make it accessible** – use venues or online platforms that are accessible to people with a learning disability. Do an accessibility check beforehand to make sure people can attend or identify issues that might stop them, so that solutions can be sought to overcome them
- **Find a time balance** – make sure the meeting length is long enough and flexible enough to allow for people to check their understanding and to have their say, even if this takes longer than average. People with a learning disability constantly highlighted how they need people to be patient with them in meetings. Equally, don’t make the meetings too long by trying to cover too many different topics or points at once. This adds confusion and makes people feel anxious. Keeping the agenda simple is the best way to get good quality input and engagement from people with a learning disability. If meetings are going to be long, make sure there are plenty of breaks and fun activities for people to do to help them stay focused.
- **Simplify information** - easy read information with lots of pictures and simple charts are really important to help people with a learning disability follow what is going on. Make sure these are printed and try to get them to attendees ahead of the meeting so that they have time to look over it. Try to avoid jargon, acronyms and highly scientific and/or academic language. If you can’t avoid this, develop a hard words list to break down the meaning of these words to help aid understanding.

“When someone can’t read we need to put pictures for them so that they can understand easier” - Owain

# Our Findings

## How We Receive Information

### In Person Meetings



**77%**

### Virtual Meetings



**23%**

As a result of the Covid-19 pandemic meetings have had to shift from in-person to virtual/online. Whilst having the ability to meet online has been a lifeline for some people with a learning disability and a crucial opportunity for others to have their voices heard, over three quarters of those asked indicated that they prefer meetings face-to-face. Support staff and service providers also echoed this point, explaining the difficulties that they have experienced through trying to support people with a learning disability in meetings remotely.



**Recommendations for the Future**

# Recommendations for the Future

## Key Principles for Open and Inclusive Communication with People with a Learning Disability

After analysing all of our findings and the information collected throughout the 10 week project, the following 5 key principles for open and inclusive communication with people with a learning disability have been identified and agreed:

- **Know Your Audience:** before engaging with or speaking about people with a learning disability, know and understand the barriers and accessibility issues that may stop them being fully involved. This may include practical barriers such as how they will get to/join the meeting, but also social barriers such as intimidation, lack of confidence and the method of information dissemination. Additionally, try to identify your audiences' true abilities. It can be easy to over/underestimate people's true abilities based on how they communicate. People with a learning disability can often present as fairly competent because they have learnt social scripts as response mechanisms to everyday questions and situations, however, can lack the deeper levels of understanding needed to effectively participate fully. Equally, the reverse can happen especially in cases whereby someone has difficulties in communicating their opinions yet has a deep awareness and understanding of what is going on around them. Therefore, when speaking and including people with a learning disability in your work, adapt your material to how people understand, not necessarily how they communicate

# Recommendations for the Future

## Key Principles for Open and Inclusive Communication with People with a Learning Disability

- **Speak To Us:** if you speak to people with a learning disability in a way they can fully understand and be meaningfully involved, they will be able to respond for themselves. Many people with a learning disability reported that professionals often speak to their parents/carers or support workers instead of them and this made them feel undervalued and not respected. People with a learning disability expressed that keeping eye contact, being patient and checking understanding of what they had said, are all important points to consider when speaking to them. That said, when you are trying to obtain a holistic perspective of an idea, issue or potential solution, consulting and involving parents/carers and support workers is key, however, this should not be done instead of speaking to a person with a learning disability, but rather as an addition to
- **Don't Use Hard Words:** people with a learning disability can sometimes find the words used in meetings and information shared difficult to understand. This is a particular issue when jargon, acronyms, and highly scientific/academic language is used. To help people with a learning disability be fully involved, break down hard words and create Easy Read versions of handouts, slides and information points for them to follow

# Recommendations for the Future

## Key Principles for Open and Inclusive Communication with People with a Learning Disability

- **A Picture Speaks a Thousand Words:** to further help people with a learning disability understand the content of meetings and shared information, where possible, they request that relevant and appropriate images are used. This also allows for people with a learning disability who are unable to read join in and follow what is happening
- **Treat Us As Equals:** people with a learning disability have a range of unique skills and experiences that can add value to any meeting, task, project or activity. As experts by experience they often have innovative ideas of how to overcome issues, as well as a personalised understanding of needs and wants. Therefore, people with a learning disability ask that no decision is made about them without including them. As equals, people with a learning disability also want to be given shared ownership and responsibility to meet the required actions, outcomes and vision of any piece of work

Essentially, what people with a learning disability are asking for is to be treated with respect and valued. They appreciate that sometimes they need help to be able to participate, and ask that reasonable adjustments are made so that they can be included in decisions that are made about and/or will impact their lives. In addition to the 5 key principles, 5 practical steps for promoting the inclusion of people with a learning disability have also been recommended:

# Recommendations for the Future

## Practical Steps for Promoting Inclusion

- **Easy Read/Communications Checkers** – it is difficult to know whether the Easy Read and accessible communications we produce are fit for purpose or not, without consulting the experts: people with a learning disability. Therefore, the **Full Circle Project** recommends that a dedicated team of voluntary or paid communications checkers is established. In a similar way to how the project developed its hard word list, this team would hold the responsibility of working with communications and Easy Read officers to help them develop their accessible communications, and offer a ‘checking’ service to ensure the desired understanding is realised through the information and marketing materials disseminated. As the team becomes more established they could also offer a peer mentor service to empower other people with a learning disability to be able to have their voice heard in an effective manner
- **Information Sharing Events** – as people with a learning disability have indicated that meetings are their preferred method of receiving information, the **Full Circle Project** recommends that regular information sharing events be created (perhaps trialled on a quarterly basis following Regional Partnership Board meetings) to showcase the work and progress updates of the Cwm Taf Morgannwg Regional Partnership Board in relation to areas of relevance and opportunities to engage. These events could then also provide a suitable platform for people with a learning disability to be involved in any critical consultations in an accessible manner, developing potential for ongoing co-productive work to take place around identified themes

# Recommendations for the Future

## Practical Steps for Promoting Inclusion

- **Learning Disability Rep's** – To ensure a sufficient communication pathway is created for information, ideas, experiences, issues and concerns to flow both up and down within the regional decision making process, the **Full Circle Project** recommends that a dedicated and protected space be allocated to people with a learning disability to have their voices represented within all relevant levels of the Cwm Taf Morgannwg Regional Partnership Board structure. Whilst it is acknowledged that a space is currently reserved for a Service User Rep, it should be noted that people with a learning disability have unique needs and face different barriers compared to other service user groups, therefore an additional space for learning disability representation would be welcomed
- **Annual Communication Preferences Review** – Those who have been involved with the **Full Circle Project** through this 10 week communication review for the Cwm Taf Morgannwg Regional Partnership Board have all expressed how much they have enjoyed participating, and that they have felt really valued throughout. They also recognised that life situations change, and that as the Covid-19 pandemic lockdown restrictions start to ease, that their communication preference may also change. Therefore, the **Full Circle Project** recommends that such a review is undertaken on an annual basis to ensure that preference information is up-to-date and relevant, but also as an evaluation tool to examine the impact of the communication process and information being shared

# Recommendations for the Future

## Practical Steps for Promoting Inclusion

- **Learning Disability Awareness Training** – To help improve the co-production process and help people with a learning disability be and feel fully included and valued, the **Full Circle Project** recommends that Learning Disability Awareness Training is offered to decision-makers and professionals within the Cwm Taf Morgannwg Regional Partnership Board structure to help promote understanding and ensure development of an accessible, inclusive and safe platform for effective conversations to take place

The Full Circle Project would like to thank the Cwm Taf Morgannwg Regional Partnership Board for allowing this piece of work to be delivered, and hopes that the findings and recommendations outlined within this report both provide food for thought, and realistic solutions for increasing engagement with people with a learning disability across the region. It would also like to thank all of the participants that engaged with the project for being willing, open and honest throughout the project activities, providing the rich data upon which this report was written. People with a learning disability want to be involved and should be involved as they bring a wealth of innovative ideas based on personal experience from which positive service transformation can be achieved, not only for themselves but for all members of society.



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