to enhance relationships with seldom-heard people with the services they can adopt to help enable the participation of seldom-heard groups.

Implications for practice
Positive relationships between staff and people who use services are vital to engaging and involving seldom-heard groups in services. An individual, non-judgmental and respectful staff attitude is essential for seldom-heard groups (Chahal K and Ullah A, 2004). Trust and good relationships with services are vital to facilitate better participation of people from these groups. To do this staff need to be able to demonstrate skills, such as understanding the perspectives of people who use services, in order to overcome the attitudinal, organisational, cultural and practical barriers affecting access to and use of services that they face. The evidence in this summary outlines the activities, attitudes and an approach to practice that social services professionals can adopt to help enable the participation of seldom-heard groups.

References


There was a fairly high understanding of the concept of isolation and ideas of anti-social assessment, which resulted in the perception that people who use services are seldom-heard. Evidence from the consultation highlighted several key barriers and circumstances affecting these groups:

- A number of people (mainly carers and potential service users) who are socially isolated, finding it difficult to engage with services. "Seldom-heard" people tend to be those who use services less frequently, or who are less likely to be heard by social care or mental health services. They are often referred to as "hard to reach" or "hard to find". According to the Social Care Institute for Excellence (SCIE, 2006), mainstream provision for people with learning disabilities has often been less effective than mainstream care, and mainstream service providers are often not aware of the needs of people with learning disabilities. SCIE's study (2008a) identified a range of barriers to resources, services and support for people with learning disabilities. These barriers include attitudinal, organisational, cultural and individual barriers. Among participants, there was a lack of awareness of services and perceived lack of information about the availability of services. The consultation highlighted these barriers, and organisations were encouraged to address them.

- Many factors can contribute to people who use services feeling isolated from the community. This can affect their ability to engage with services, and can make it difficult for them to access the support they need. Some of the key factors identified include:
  1. Lack of awareness of services and support. People may not know about the services that are available to them, or they may not be aware of how to access them.
  2. Language barriers. People who use services may not be able to communicate effectively with service providers, and this can make it difficult for them to receive the support they need.
  3. Physical barriers. People who use services may have difficulties accessing services due to their location, timing, or mode of delivery. For example, services may not be available at times that suit the needs of people who use services.
  4. Attitudinal barriers. People who use services may be met with negative attitudes from service providers, which can make it difficult for them to access the support they need.
  5. Financial barriers. People who use services may have difficulties accessing services due to their costs. For example, services may not be available to people who cannot afford to pay.

- There was a lack of awareness of the importance of communicating effectively with people who use services. In their research with black and minority ethnic communities, the Centre for Disability Research (SCLD) found that: 
  1. Language barriers were cited as two particularly hard group dynamics and situations for people with learning disabilities, as well as providing language support. Engaging with people who have learning disabilities requires an understanding of their needs, and the importance of good relationships and strong partnerships between people who work with them and agencies.

- Effective communication is essential for people with learning disabilities, as well as people who have communication impairments. It is important to ensure that people who use services are able to communicate effectively with service providers, and that they are able to access the support they need. Some of the key recommendations made by the project included:
  1. Ensure good communication with people who use services. This includes:
     a. Using clear, simple language.
     b. Using visual aids and other forms of communication.
     c. Ensuring that people who use services are able to make their needs known.
  2. Provide language support. This includes:
     a. Providing language support for people who use services.
     b. Ensuring that people who use services are able to access the support they need.
     c. Providing language support for people who have communication impairments.
  3. Ensure that people who use services are able to make their needs known. This includes:
     a. Ensuring that people who use services are able to make their needs known to service providers.
     b. Providing language support for people who use services.
  4. Ensure that people who use services are able to make their needs known. This includes:
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- The project also made a number of recommendations around improving communication and information, including:
  1. Ensuring that people who use services are able to make their needs known.
  2. Providing language support for people who use services.
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African and Caribbean communities (Sainsbury mental health services to the needs of BME people has diminished over this key barriers and circumstances. The consultation highlighted several key barriers and circumstances affecting these groups:

1. There was a fairly low understanding of the concept of assessment and ideas of participation and outcomes being well received. Among the participants there was a suspicion of statutory provision, as if they were inferior' and a 'perception in meetings, support and payment provision for some service users: for example, making use of effective complaints procedures: families, support staff and carers need to know how much power and influence a group of people who use services can have, for example, in meetings with MPs, users to 'get the right answers', for example, in meetings with MPs, users to 'get the right answers', for example. What's changed is that the process is open-ended and the starting point is the 18th Century Social Work (Scottish Government, 2006), which outlined the future of social services and benefits of direct payments. Barriers to uptake include failure to understand the nature of direct payments, lack of knowledge of possible services, language barriers and delays. Cultural barriers were also significant. For example, cultural differences in communication, for example, language and culturally different ways to get involved, such as helping others, learning, socialising. One of the main principles of the Learning Disability Act 1999 was the right to meaningful participation in community life, including the right to complain and the right to be involved in the planning and delivery of services.

5. The term ‘seldom-heard groups’ refers to under-represented people who use or seldom-heard people who use services (BME) people who do not have a national or other organisation that might represent their views. Participants outlined several key barriers they wanted in social care, including being non-judgmental, fair, honest, connected and committed to effective and compassionate communication, for example, the extent to which different methods are used or on different workflows. Barriers to uptake included failure to understand the nature of direct payments, lack of knowledge of possible services, language barriers and delays. Cultural barriers were also significant. For example, cultural differences in communication, for example, language and culturally different ways to get involved, such as helping others, learning, socialising. One of the main principles of the Learning Disability Act 1999 was the right to meaningful participation in community life, including the right to complain and the right to be involved in the planning and delivery of services.

4. The consultation highlighted several key barriers and circumstances affecting these groups:

1. Among participants there was a suspicion of statutory provision, as if they were inferior' and a 'perception of meetings, excluding people when service use is episodic and service providers emphasis on meetings, excluding people when service use is episodic and service providers emphasising the importance of clear communication. Working with people with profound and multiple learning disabilities, 2009) also highlighted the importance of good relationships and valuing individual contributions whilst it may be challenging for most people who have learning disabilities and family carers from the black and minority ethnic communities, the Chinese and African communities to be seen as ‘being equal’ rather than ‘less than’ people who use services.

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There has been an increasing shift towards social care services that are user-led, independent, well-being driven and user-centred. This is reflected in Personalisation: A shared aspiration of the Scottish Government (2009), Self-Directed Support: A National Policy Framework for England (SCIE, 2006), Maintenance and personalisation in social care has increased over the last 20 years. However, many people with communication impairments (BMI) who have drifted off from social services have evidence to suggest these services users about their experiences of using these services. The users have reported that mainstream services were often irrelevant because services made assumptions based on communication impairments. People therefore tried to remain invisible to mainstream service providers in order to avoid being stigmatised. The consultation highlighted several key barriers and circumstances faced by these users.

Many people in the various groups were worried about stigma. They felt insecure about their basic needs, feeling the extent to which they could cope with everyday tasks was of concern. They feared being put down by mainstream service providers, and these fears were further reinforced by mainstream service providers who often said things like “Don’t worry, it will all work out by itself”. Among participants there was a strong desire for agencies and professionals to be sensitive to the implications of the support they were providing. They were concerned about the extent to which the support was culturally appropriate, and they were often fearful of the potential of the people they are supporting to be isolated from the community.

Additionally, accessing community services were received around factors such as independence, social isolation, cultural differences and poor legal status. Issues of lack of information and/or culturally appropriate resources, feelings of isolation from the community, and the lack of access to transportation and finance for them.

What works?

SCIE’s study (2006) suggested several key recommendations for increasing communication in meeting, support and payment arrangements. These recommendations are important for people with communication impairments and disabilities, who might potentially use social services and communication difficulties, and who lack the personal and financial resources to engage with services professionals and decision-makers. They are often referred to as ‘hard to reach’ groups, though this term has been critiqued for ignoring who makes that engagement with services difficult. ‘Seldom- heard’ places more of the emphasis on agencies to engage these services users, carers and potential service users. They are often referred to as ‘hard to reach’ groups, though this term has been criticised for ignoring who makes that engagement with services difficult. ‘Seldom-}

Policy context: Scotland

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To build organisational capacity, to enhance relationships with partners across rural and urban local authorities to facilitate better participation and service delivery, where there are significant barriers affecting access to and use of social services. A positive staff attitude can help involve people with communication difficulties to meet their diverse needs. These simple communication tools use picture symbols on a textured backing that help involve people with dementia in discussions when using Talking Mats, compared to their usual communication methods. They also feel more satisfied with the outcome of these discussions (p2).

Implications for practice
Positive relationships between staff and people who use services are vital to engaging and involving seldom-heard groups in services. An inclusive, non-judgmental and respectful staff attitude toward seldom-heard people is key in facilitating their participation in social care (SCIE, 2003; SCIE 2006a). When staff attitudes are positive, this acts as a significant barrier to the involvement of seldom-heard people with the services they receive or might potentially receive. Staff need to act as allies, advocates and brokers, without dismissing their responsibilities, to be honest about circumstances when participation in decision-making has to be limited because of legal and professional obligations of workers (p2). The evidence in this summary outlines the activities, attitudes and an approach to practice that social care professionals can adopt to help enable the participation of seldom-heard groups. A shift in practice to an ‘everyday’ model of participation, where there are no distinctions between participation and service delivery, is most effective in supporting the involvement of seldom-heard groups and also makes strategies for overcoming practical barriers easier. This model is underpinned by strong relationships between staff and people who use services (SCIE, 2006a). Staff reported in the study (SCIE, 2006a) that when using Talking Mats, the participants had a positive experience when discussing their vision of service users (or potential service users, including older people, in their own environment) and to be honest about circumstances without discharging their responsibilities, need to act as allies, advocates and brokers, receive or might potentially receive. Staff极少参与决定性活动，需要在地方上做出努力，考虑到某些人群的现状。
To enhance relationships with people and agencies the report highlighted the importance of:
• connecting with people in their own environment
• developing outreach components to projects/Initiatives
• continuing and enhancing the Local Area Coordinator model
• partnership working between mainstream organisations and BME led agencies
• partnerships across rural and urban local authorities
To build organisational capacity, the research suggested:
• To build organisational capacity, organisations need to:
  • highlight the importance of:
    • conveying a welcoming environment to all service users
    • using role models to present stories about various options
    • partnerships across rural and urban local authorities
  • conveying a welcoming environment through inclusive images, posters and welcome signs in different languages
A study by the Joseph Rowntree Foundation (2010) found that people with dementia and their family carers both feel more involved in discussions when using Talking Mats, compared to their usual communication methods. They also feel more satisfied with the outcome of these discussions’ (p2).
Implications for practice
Positive relationships between staff and people who use services are vital to engaging and involving seldom-heard groups in services. An inclusive, non-judgmental and respectful staff attitude is key to meeting people’s needs (SCIE 2006; SCIE 2008a). When staff attitudes are negative, this acts as a significant barrier to the involvement of seldom-heard people with the services they receive or might potentially receive. Staff needs to act as allies, advocates and friends, without discounting their responsibilities, to be honest about circumstances when participation in decision-making has to be limited because of legal and professional obligations of workers (p 22). This is also important when using Talking Mats for people to indicate their views and express themselves in a simple way.
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References
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Key points:
• People in seldom-heard groups feel invisible when accessing and using social services.
• A positive staff attitude can help to facilitate better participation by seldom-heard people with social services.
• Good communication between staff and seldom-heard people who use social services underpins effective work.
• An ‘everyday’ approach to participation, where there is no distinction between participation and service delivery, is most effective in supporting seldom-heard groups.