

Shaping My Future

A guide for people with
physical disabilities in Essex

Section 1: Planning for change: getting started



This is the first section of a six-part guide. For details about accessing the full guide and the other sections go to the back page.



**1. Planning for change:
getting started**



**2. Family, friends
and connections**



3. Learning and working



4. My home



5. Health and wellbeing



6. Going out and about

Delivered by:



Commissioned by:



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Why this section might be helpful

This section could help you get started with planning in two ways:

- 1.** It describes planning tools you can use to think about aspects of life where you would like to make changes. The information you gather will help you to think about what these changes might be and which other sections of the guide to look at.
- 2.** It gives introductory information about three key pieces of legislation that will help you understand your rights and their implications for your day-to-day life. There are links to further information and advice lines, should you need to know more.

Although the information about the planning tools is given first, you could start by looking at the legislation and gaining an understanding of your rights if you prefer. It will work either way.

This is the first section of a guide called Shaping My Future. The guide has five additional sections covering different areas of life, but you don't need to look at them all. Choose the ones that you think might be useful to you at this point in time.



Where you see this icon there is space to write your notes and thoughts.

Thinking and planning tools

How the tools can help

Most of us find it useful to do some planning, to help things move on, at different points in our lives. Living with a disability can make this feel even more important as there are usually many additional issues to think about and plan for.

In this section you will find examples of tools that can help you with that thinking and planning. In the other five sections of the guide you will find ideas, resources and links to services that will help you to follow up on changes you would like to make. This might be solving problems, finding ways to ease difficulties or securing new opportunities.



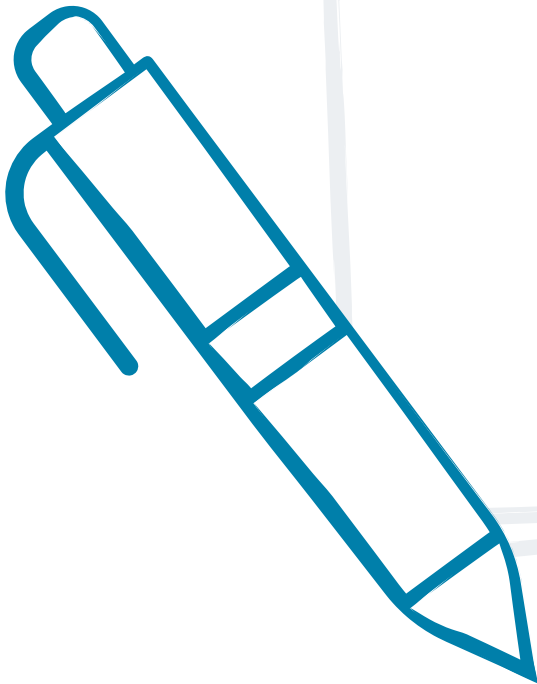
The tools can help:

- ✓ **To talk with other people** - looking at questions with family, friends and other people in your life can enable you to gain different perspectives and may also help broach subjects that can feel difficult or sensitive
- ✓ **To get things written down (on paper or electronically)** - it is much easier to plan if you write things down rather than just think about them and can help prevent worries going around in your head
- ✓ **To plan for change** - think about where you are now and where you would like to be in the next few months or years
- ✓ **To have better conversations with social workers and other practitioners** - they often use these tools and questions so, if you are familiar with them, you will have a better idea about what you want to tell them
- ✓ **To prepare for meetings** - by gathering information and evidence to take to health and social care meetings, such as assessments and reviews, and to inform other discussions, such as at work
- ✓ **To think about support** - to see whether you need more resources or support, either from statutory services, a not-for-profit organisation or more informal sources
- ✓ **To make planning for change more enjoyable** - they will help eliminate some of the stress and confusion when trying to work out what to do.






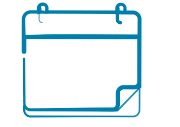


Tips for planning

- **Keep all your notes in a notebook or computer folder:** this will help you create a record for yourself and others of what you have talked about and the decisions reached.
- It helps to keep a note of who you have spoken to and what was discussed, and when people said they'd get back to you. **This makes it easier when following things up.**
- It's harder to plan on your own, so try to **involve people:**
 - who know you well
 - whose insights you value
 - who bring different perspectives from your own (perhaps through age or life experience).
- Use the information you gather to make a **to-do list**, a **mind map** or whatever you think will keep you going.
- **Finally, consider this information gathering as time well spent.** It can feel like another task to do but, in the long run, it should save you time and energy because you can use it in many different situations, such as asking for reasonable adjustments at work (see Section 3: Learning and working, page 66) or if you need an assessment for health or social care services.



Choosing which tools to use

You are likely to find some of these tools more useful than others. The table below gives a brief description of them to help you decide which ones you would like to try.

	Tool	Why you might use it	Page
	What's working well and what could be better	To gain an overview of how things are going in various areas of your life. To think about what you want to hold onto (or develop) and where you want to make changes.	9
	Important to me and important for me	To get the right balance between what's important to you (what you enjoy, gives your life meaning) and what's important for you (what keeps you safe and well). To get the right support for both aspects of your life.	16
	What makes a day (or week) go well/what makes a day (or week) go badly	If you are finding that things sometimes go wrong, particularly in your day-to-day routines, it can help to figure out what causes this and make changes to minimise the problems. You can also identify what makes the day go well and make sure this continues.	18
	My typical week	If you feel a bit stuck in your weekly routine, or don't have enough time to do the things you want to, mapping it out can help you work out where you could make changes. It may help you to think of different ways of using any support you get from others.	20
	Hopes and aspirations for the future	To hold onto your hopes, ambitions and aspirations and make plans to achieve them.	22
	Fears for the future	To identify what causes you concern or worry when thinking about the future, with the aim of taking steps to prevent those things happening and/or limiting their impact.	23



What's working well and what could be better

Why use it?

The main tool in this guide is a template to help you reflect on where you are now by looking at what is working in your life and what is not working or could be better.

Thinking about these questions can help you:

- identify your strengths and the good things around you
- make sure the things that are working well don't get lost
- look for opportunities to build on what's working well
- make changes to overcome what's not working or could be better
- get a sense about what is a priority
- make a plan to get from where you are to where you would like to be, for example in six months' time or in a year
- decide on which other sections of the guide will be useful to you.

All of this information will be very useful when you are planning for an assessment or review. It will help you to feel more in control of what is talked about and any support that is suggested.



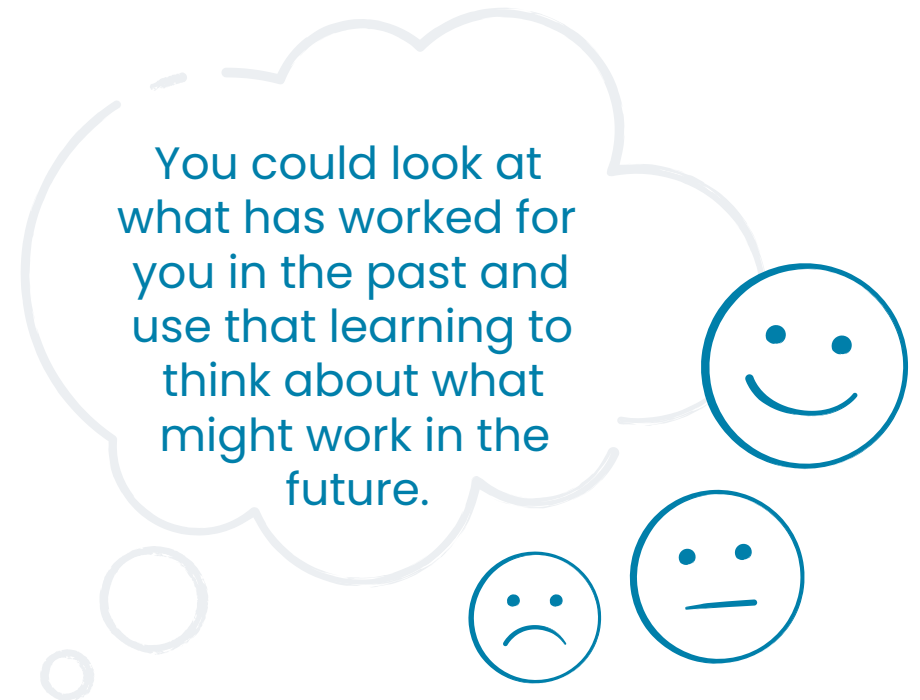
It could also help you to decide whether to contact social care to ask for an assessment or review.



How to use it



Start with the topics that seem most relevant to you at the moment.



If any questions don't feel relevant, just move on to the next one.

Use the information you have gathered to think about what needs to happen next, keeping in mind the idea of building on what's working and changing what isn't. Some of the solutions should be in the related sections of this guide.



	 What's working well	 What's not working/could be better
1. Getting started with planning		
Having people in my life who know me well enough to help me plan		
Getting the information I need to understand my rights and know the available options when making changes in my life		
Getting the advice and support I need to weigh things up and make decisions (this could be from people you know, an advocacy service, support organisations or a social work team)		
2. Being connected to people and places that are important in my life		
Carrying out parental and other caring roles		
Relationships (with a partner, children, parents, siblings and extended family)		

	 What's working well	 What's not working/could be better
Friendships (having friends, meeting up with friends, meeting new people)		
Community connections (knowing people in my neighbourhood, people who share my interests, people to do things with)		
Taking part in interests and/or developing new interests where I can meet people		
Feeling part of, and contributing to, my local neighbourhood, for example checking on a neighbour, volunteering, campaigning, taking on community roles such as school governor		
Knowing people locally I can call on , particularly when needing practical or emotional support		

	 What's working well	 What's not working/could be better
Having access to technology to talk and meet with other people, join online forums, find out what is happening locally		
3. Learning and working		
Going to college, university, adult education or having other learning opportunities		
Doing training, developing skills for work, volunteering		
Planning for work and/or fulfilling daytime activities		
Getting into, or remaining in, work and/or developing my career, including access to funding for work support		
Being challenged, having a change from everyday routines and/or a break from coping with day-to-day life		



What's working well



What's not working/could be better

4. My home

Where I live in Essex:



- close to people and places I need/want to be near
- having the shops and services I need nearby
- feeling safe to go out and about



Who I live with

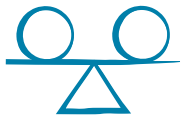
Security of my housing situation
(for example tenure, ownership, affordability)

My home environment:

- comfort and ease of use
- safety
- equipment and adaptations I need
- technology to make things easier

	 What's working well	 What's not working/could be better
Carrying out day-to-day activities at home: <ul style="list-style-type: none"> • household tasks • personal care • leisure and interests (for example video games, painting, gardening) 		
5. Health and wellbeing		
Getting the support I need to manage my health as best as possible		
Being able to access the healthcare I need: <ul style="list-style-type: none"> • appointments • screening • tests 		
Being supported with my emotional wellbeing and/or any mental health difficulties I'm experiencing		

	 What's working well	 What's not working/could be better
Being able to have a healthy lifestyle through, for example, physical activity, exercise, diet, sleeping well		
6. Going out and about		
Being able to use my own transport or public transport to get to places that are important to me , such as visiting friends and family, health appointments and work		
Being able to travel to explore new places and interests		
Finding activities and places to go that are accessible to me		



Important to me and important for me

Why use it?

This tool helps you to think about two related aspects of life:

- Important to: what makes you feel happy or fulfilled
- Important for: what keeps you healthy, safe and well.

Living with a disability can mean that the focus often leans towards getting support to keep you safe and well. This tool can help to redress this imbalance.



Doing things that matter to you and make you feel happy are equally important. They give life meaning while also contributing to health and a sense of wellbeing.

Assessments and support providers may focus on safety and health but a good assessment and good support will do both.

The information you gather can be used to plan both informal and paid support. Take it to social care assessments and reviews to ensure your priorities are talked about and share it with practitioners to help them make suggestions that are more likely to work well for you.

How to use it

If possible, look at this tool with others, either an individual you are close to or a small group of people who know you well. If you do it on your own, you could talk afterwards to people who know you well and see if they have things to add.

You could put the **most important** points at the top so they don't get lost.



Important to me



What helps me have a good life: makes me happy, makes life enjoyable and interesting

Important for me



What helps me have a safe and healthy life: keeps me safe, physically and mentally well and makes my day easier

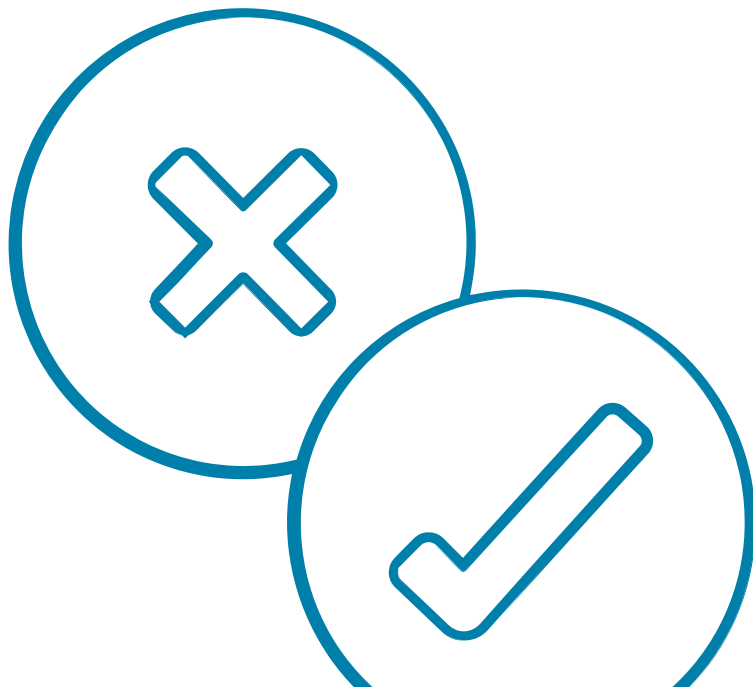


What makes a day (or week) go well/ what makes a day (or week) go badly

Why use it?

Thinking about what makes a day (or week) go well and what makes a day (or week) go badly is another way of gathering information about what is important to and for you, but with a greater focus on the details of day-to-day life.

There may be something that regularly happens to make your day go well or badly. This may be during daily routines or over the course of a week. Recognising these 'triggers' can often lead to small changes that improve your quality of life.



How to use it

Start with waking up in the morning and move on through the day, thinking about what makes your day go well or badly at each stage. Or start by noting all the things that help a day to go well from waking up to going to bed and then go through the day again looking at what makes it go badly.

The next step is to think about what would help to change bad days (or weeks) into good days (or weeks).



What makes a day (or week) go well



What makes a day (or week) go badly



What would help to make more days (or weeks) go well



My typical week

Why use it?

This is a useful tool if you think your week is quite limited in the variety of activities and opportunities it offers. It may also help if you feel rushed or exhausted at certain times of the day or week.

It's a simple tool that can highlight simple changes that can be made, such as using support funding differently, changing routines to start something new or reorganising activities to make the week more manageable.

How to use it

Go through the days making a note of what you do. There may be certain days of the week, or times of the day, that don't work well for you.

Think about where things could be improved and what changes could be made to achieve this. The other sections of the guide may provide you with ideas or you may want to rethink how you arrange your support.



	Morning	Afternoon	Evening/night-time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



Hopes and aspirations for the future

Why use it?

This tool will help you think about what you would like to achieve in the next year or so.

This might be about aspirations, such as to be in employment or to find a more fulfilling job, or about developing friendships and relationships. It could also be about fulfilling a big dream you've held for a while.

How to use it

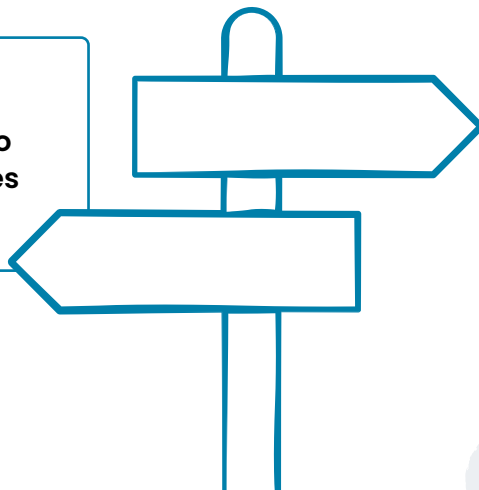
You could draw a large thought bubble and use it to record your hopes and dreams. Alternatively, you could use a bubble for each different aspect of your life where you would like to make changes, such as where you live, work opportunities, hobbies and interests.



Hopes and dreams



You could think about when you would like to achieve these changes and add a date.





Fears for the future

Why use it?

You may feel concerned or worried when thinking about the future.

Sometimes we try to ignore these worries as they can be difficult to think and talk about. But writing things down and sharing them can open up conversations with other people in your life, who may also be worrying about similar things, and help you find solutions.

You might be able to make changes that would reduce the likelihood of what you fear occurring or lessen its impact should it occur.

One of the aims of the Care Act is for support to be offered at an early stage rather than left until people are in crisis. Some of the worries you identify may fall within this idea of prevention (see page 29).

How to use it

Use the left-hand column to write down worries or concerns about the future. You could think about this with someone you trust or do it on your own first and then share your thoughts with one or two people, if you feel comfortable doing so.

Think about where you might get relevant advice. If a worry is related to one of the subjects covered in this guide, you may find helpful information or links to advice lines in the relevant sections.



You might be able to make changes that would **reduce the likelihood** of what you fear occurring or **lessen its impact** should it occur.



My worries and concerns



What might help

Legislation and your rights

Referring to legislation can be useful when you are looking to solve problems and take practical steps to get the right support, whether at home, in education, at work or elsewhere.

In the following pages, you will find a brief explanation of the Human Rights Act, the Equality Act and the Care Act and some of their key points that could help you to advocate for your rights and any support you need.

The Human Rights Act 1998

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to.

The Act requires **all public authorities** (such as government departments, councils, hospitals, the police and those acting on behalf of public authorities) to act in a way that respects and protects an individual's human rights.

These are some of the articles in the Act that it could be particularly useful to know about:

- **Article 3:** the right not to be treated in an inhuman or degrading way. This means that everyone has the right to receive care and support that is dignified and respectful. A public authority must intervene if a person deliberately inflicts mental or physical harm on a person with a disability, which

includes physical and/or psychological abuse in a health or care setting. The state has a duty to protect people from such treatment and investigate allegations.

- **Article 8:** the right to respect for private and family life, home and correspondence. This means that people with disabilities have a right to live their life privately, to enjoy family relationships (including the right to live with their own family) and live in their home peacefully without interference from public authorities.
- **Article 14:** the right not to be discriminated against (being treated unfairly because of who you are) in relation to any of the human rights. This article requires all rights and freedoms set out in the Act to be applied without discrimination (direct or indirect). This means that people should not be stopped from enjoying any of the other rights in the Act because of their disability.



For more detail about the Act and the Articles go to: www.equalityhumanrights.com/en/human-rights/human-rights-act.



Citizens Advice has produced a practical guide that talks you through what you could do if you think you are being denied a human right:

www.citizensadvice.org.uk/law-and-courts/civil-rights/human-rights/taking-action-about-human-rights.

The Equality Act 2010

The Equality Act 2010 protects people with 'protected characteristics' from discrimination. It gives them the right to challenge discrimination when they think it is taking place. The 'protected characteristics' include having a disability, the definition of which is quite broad.

The Act says you are disabled if you have a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.

The law protects people, who fall within its scope, from discrimination carried out by:

- healthcare and support providers,
- services providing property to buy or let, such as housing associations and estate agents
- education providers, such as schools and colleges
- employers
- businesses and organisations that provide goods or services, such as shops, banks and utility companies
- transport services, such as buses, trains and taxis
- public bodies, such as government departments and local authorities.

The Act also covers 'discrimination by association', which means, for example, that family members are protected from being treated unfairly because of a person's disability.

Reasonable adjustments

A key part of the Equality Act is the duty it places on public bodies to make 'reasonable adjustments' for people with a disability. When thinking about possible changes in your life, or in the support you receive, consider how asking for reasonable adjustments might help to achieve what you need.

Reasonable adjustments are changes that organisations and people providing services or public functions (see list above) must make for you to ensure you receive the same services, as far as this is possible, as someone who does not have a disability.

The duty to make reasonable adjustments applies if a person with a disability is at a substantial disadvantage compared to a person without a disability, or a person who does not share the same disability.

There are three things people or organisations may have to do to make it easier for you to access or do something:

- Change the way things are done
- Change a physical feature
- Provide extra aids or services

It is clear in the Equality Act that the person using a service cannot be asked to pay the cost of making the reasonable adjustments.

Additionally, organisations have an 'anticipatory duty', which means they must plan in advance to meet access needs of people with disabilities and not just respond when requested to make adjustments.



Citizens Advice has produced a more detailed explanation of reasonable adjustments, as well as sample letters to challenge organisations and services: www.citizensadvice.org.uk/law-and-courts/discrimination/what-are-the-different-types-of-discrimination/duty-to-make-reasonable-adjustments-for-disabled-people.



There are also some helpful links to advice lines on page 34 of this guide. For more detailed information about discrimination and reasonable adjustments in specific areas of life, such as employment and housing, please go to the relevant sections of this guide.



This video explains reasonable adjustments: www.youtube.com/watch?v=Wb5tM6CrkIs&t=377s.



The Care Act 2014

The Care Act 2014 introduced many changes regarding the way in which care and support is provided by local authorities. In this guide we have provided a summary of the key points but you may need more detailed information.



Disability Rights UK has written a guide that provides more details called 'Your guide to the Care Act: What you need to know about social care in England': www.disabilityrightsuk.org/sites/default/files/pdf/CareActGuide24january2017.pdf.



Disability Rights UK also has a helpline where you can get information about the Care Act (see page 34).



It's useful to be aware of some of the key principles and duties in the Care Act as they can help you to understand how and why decisions are made. They can also help you to describe the kind of support you might need.

Some of these duties are 'statutory', meaning they are things a local authority must do and you have a right to expect.

Below you will find information about:

- wellbeing, which is the underpinning principle of the Care Act

- three of the key duties: personalisation, prevention, and providing information, advice and advocacy
- the key processes of assessment and care and support planning, with links to sources where you can get more details.

Wellbeing

The Care Act says that a person's wellbeing must be central to all local authority decision-making and social care work. Wellbeing is broadly defined so that it can take into account people's different needs but includes:

- physical and mental health
- emotional wellbeing
- family, personal relationships and community connections
- suitability of living accommodation
- being in education, employment and taking part in leisure activities
- protection from abuse and neglect.

This guide aims to help you to think about how the principle of wellbeing may be relevant to you in these different areas of your life. During an assessment you could say how support with planning, and/or putting things in place, for a better future could contribute to your wellbeing. You could also think about anything that might have a negative impact on your wellbeing and what needs to be put in place to prevent it from happening, for example some additional support hours.

Personalisation

The duty of personalisation or being person-centred is central to the Act. This will mean different things to different people as it is about each person having choice and control over their social care support, as well as in life more generally. The focus should be on what works for you and not on what services are available or what other people might want in a similar situation.

Social work teams should spend time finding out about you, what your support network looks like and what your thoughts and wishes are. **The planning tools on pages 6–24 are all ways of collecting person-centred information which can help with planning personalised support.**

Prevention

Local authorities must prevent, reduce or delay the need for care and support for all local people. They need to make sure the care and support system does not wait for people to reach a crisis point before offering support. Services should act to prevent low-level needs escalating or turning into health and social care emergencies. They should also help people to retain existing skills and learn new ones, maintain their independence or reduce their dependency.

It may be helpful to think about what prevention and early intervention could mean for you. It covers a wide variety of support options, but a couple of examples are a befriending scheme to overcome isolation or a telecare system, such as a personal alarm or motion sensors, to reduce the risk of harm at home and elsewhere.

If you are unsure, or putting off, whether to ask for support in relation to something you are struggling with day to day, it's worth thinking about the principle of prevention. Local authorities often find it easier to provide this low level of support and it may also suit you better; for

example, it may feel less intrusive and disruptive to your life. Trying out low levels of support can be helpful if you are worried about needing increasing levels of support over time.

Putting things in place for a better future also fits well with this prevention duty. This guide aims to enable people to think about areas in their life where they would like to have more control or feel more independent. This might be about making day-to-day life easier or having more opportunities. It could also help with thinking about ways to slow down the loss of independence as a result of a degenerative illness or ageing. Support to think about and put things in place for the future can be a preventive measure and a useful duty to refer to when making a case for resources.

Information, advice and advocacy

Under the Care Act, local authorities must provide information and advice to make it easier for people to make well-informed choices about their care and support. It should include general details about the way the system works as well as more personalised information so that people receive the information and advice that is particularly relevant to them.

Local authorities are required to provide information and advice to people even if they don't have eligible needs or aren't receiving funding for care and support.

Local authorities also have a duty to provide an independent advocate for people who would have 'substantial difficulty' in taking part in Care Act processes, such as assessment or care and support planning. An independent advocate must have the skills to involve a person. They can't be someone who is already working with them in a paid capacity.

In Essex, this independent advocacy support can be provided by Rethink Essex (see page 33).

Assessment

Local authorities have a legal duty to assess any adult who appears to need any level of care and support. This should happen regardless of whether the person seems to have 'eligible needs' (needs that will be met by the council). This is because the assessment should be looking broadly at what might be helpful and not just cover care and support. It may be that your needs would be better met by services and organisations other than the council.

All your 'eligible needs' should be considered, even if they are currently being met by a family member, friend or neighbour. It may be that they are unable to continue to offer support in a particular area, or you may not want them to. If you would like to be less dependent on informal support, think about what this might look like for you and talk about it at your assessment. Your assessment should take into account your thoughts about gaining more independence.



If you have fluctuating needs (that is, they change from day to day, week to week or at different times of the year), then your need for support should be considered over a period of time and not just on the day of assessment.

Think about what a 'bad' day or series of days prevents you from doing and what support you need or already get from others. Share this information so it's reflected in the assessment. Information about what helps you to have a good day could help people understand what good support looks like for you (see page 18 for a planning tool to help with looking at good days and bad days).

The assessment needs to be 'appropriate and proportionate' to your needs. This means it must be carried out in a way that works for you and goes into the right amount of detail to help you achieve the things that are important to you. If your situation means that the assessment needs to be carried out in a certain way, let people know. For example, pain or fatigue may mean you need it to be done at a certain time of day or completed over a number of sessions.

The Care Act promotes a strengths-based approach in relation to assessment and care and support planning. This means that social workers or other practitioners should find out about a person's strengths, knowledge and relationships so they can be built upon when planning support. A strengths-based approach is more likely to lead to support that is person-centred and consequently more likely to work well.



If you want to find out more about the strengths-based approach you may find this video useful: www.scie.org.uk/strengths-based-approaches/videos/what-is-sba.



Having an assessment in Essex

To ask for an assessment, you should call or email Essex Adult Social Care (details on page 33). If you prefer, you can ask a family member or friend to do this on your behalf or ask your GP to refer you.

The early intervention team will be the first people to get in touch with you and their assessment may be all that you need. If you need a more detailed assessment, they will refer you to the right person. If you need a care needs assessment, they will refer you to a social worker or an occupational therapist. They can meet you in your home (or somewhere else if you prefer) or organise an online call on TEAMS. They will talk to you about your support needs in more depth, in a way that works for you.

Try not to think of an assessment as a test but as a way for you to explain how your needs affect your wellbeing and your thoughts on what could be helpful to you. The information you give helps the practitioner to make suggestions or let you know about support that could be useful.

If you have an assessment, you have the right to decline the support that is offered and can ask about alternative ideas you think might be helpful. If your situation changes or worsens, you can ask for a reassessment at any time and don't need to wait until things feel very difficult.

Care and support planning

If you're assessed as needing social care and support, they must help you to develop a care and support plan. The process of developing your plan should include discussing how you want to be supported and providing information about different options and local service providers. You can get help with support planning from other people: this could be a family member, an advocate (see page 29) or an advice worker (see Disability Rights UK helpline on page 34).

They will also talk to you about a financial assessment to work out how much you may need to pay towards the cost of the support. There is more information, including a calculator to get a rough estimate of your possible charges, here:

www.essex.gov.uk/do-i-need-to-pay-for-care

The money you are allocated by the council to pay for your support is called a personal budget. You can use it to:

- arrange your own care and support using direct payments
- ask the council to arrange care and support for you
- arrange some care and support yourself, and have the council arrange some for you.



There are lots of options around direct payments so it may be useful to read the Disability Rights UK guide to the Care Act (www.disabilityrightsuk.org/how-we-can-help/benefits-information/factsheets/independent-living-factsheets) or get advice through the helpline mentioned in the paragraph above.



ILG Community is a group for people employing Personal Assistants (PAs). It's free to join and gives access to ideas and support: <https://ilgcommunity.com>

Carers

One of the big changes introduced in the Care Act in 2014 is that carers (family, friends and neighbours giving unpaid support) have a right to an assessment that is separate from that of the person they are supporting. They can request an assessment even if the person they support hasn't had an assessment. The principles of the Care Act, such as wellbeing and prevention, also apply to assessment and planning support for carers.

Young people

The Care Act also requires 'seamless transitions' for young people moving to adult social care services. A local authority is expected to look at building on a person's transition assessment to draw up a plan to achieve a smooth transition. This plan should make clear what's going to happen, when it will happen and what role different people will have.

If the transition assessment identifies needs that are likely to be eligible for adult care and support, the local authority should (rather than must) look at giving an indication of how much funding will be in the young person's personal budget. This is to make it possible for young people, and their families and supporters, to plan their support before they move on to the adult social care system.

The Care Act requires 'seamless transitions' for young people moving to adult social care services.





Organisations in Essex



Essex Adult Social Care


Monday to Thursday, 8:45am to 5pm
Friday, 8.45am to 4.30pm

 Telephone: **0345 603 7630**,
Textphone: **0345 758 5592**
For out of hours queries contact the
Emergency Duty Service.
Telephone: **0345 606 1212**

 You can also email the Adult Social
Care team and someone will get back
to you.
Email: socialcaredirect@essex.gov.uk

Healthwatch Essex

Healthwatch Essex runs an independent
and confidential information service to help
you understand and find your way around
health and social care in Essex. There is
more information about Healthwatch Essex
in Section 5: Health and wellbeing.


 Telephone: **0300 500 1895**:
Monday to Friday, 9am to 4.30pm

 Email: info@healthwatchessex.org.uk

www.healthwatchessex.org.uk

Rethink Essex

Rethink Essex is funded by Essex County
Council to run an advocacy service to
support people with disabilities when
making decisions about their health and
social care. Advocates can support you to
understand your rights and to have a say if
you are faced with difficult decisions about
your care.

 Telephone: **0300 7900 559**

 Email: essexadvocacy@rethink.org

www.rethinkessexadvocacy.org

National information and advice lines



The personal budgets helpline, telephone and email service is run by Disability Rights UK. You can use the helpline to get information on the national eligibility criteria for social care funding, care needs assessments and care and support planning, as well as non-residential community care charges.

It can also help you to understand how personal budgets work in relation to care and support services and how to access social care funding.

Phone: **0330 995 0404**

Email: **personalbudgets@disabilityrightsuk.org**



The Equality Advisory Service has a helpline that can provide advice and information on human rights and disability issues.

www.equalityadvisoryservice.com

Phone **0808 800 0082**



#Social Care Future is a movement of people committed to bring about change in social care. Their shared vision is "We want all people to live in a place we call home with the people we love, in communities where we look out for one another, doing things that matter to us".

To get involved, join their mailing list to hear the latest news and events:

socialcarefuture@gmail.com

Its website has more information and resources: **<https://socialcarefuture.org.uk>**



Advicelocal, developed by Rightsnet, is a search facility to find out where you can get advice on specific issues in your area. Its aim is to help if you have a social welfare law problem. This might be regarding disability and social care; welfare benefits and tax credits; debt and money advice; housing and homelessness; or employment issues.

<https://advicelocal.uk>



Think Local Act Personal is a group of organisations working together to share information and ideas about personalisation. It has a variety of resources on its website. Its **jargon buster** may help you to find your way around the different terms you are likely to hear when talking about care and support.

www.thinklocalactpersonal.org.uk/Browse/Informationandadvice/CareandSupportJargonBuster



My notes

Use this page to make a note of anything you're interested in following up from this section.
Do this in whatever format works best for you to make sure your thoughts and ideas don't get lost.



Information about Shaping My Future

Shaping My Future should be helpful to anyone with a physical disability, impairment or long-term condition who would like ideas and information to help think through, and make decisions about, possible changes in their life.

It has been written for people living in Essex, with links to both national and local services and organisations. In the introduction to the full version there are tips to get the most from using the guide.

The PDF versions of the guide contain fillable text boxes that you can type into to save your ideas. You will need to download and save to create an offline copy and then save each time you write more. The coloured tint in the text boxes will not appear if you choose to make a printed copy.

Go to: www.essex.gov.uk/shaping-my-future

- to request a printed copy of the full guide
- to download the full guide and the six individual sections

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Feedback

Please let us know how you have used the guide, ways in which it has been helpful and suggestions to improve it. We are also keen to hear people's stories about how it gave support with shaping the future so that stories, ideas and learning can be shared. Please send any feedback to christine@togethertatters.org.uk.

Disclaimer

Every effort has been made for the information in this guide to be as accurate and up-to-date as possible. If you see something that needs amending, please email info@togethertatters.org.uk.

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