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# Overview and Scrutiny

# Digital inclusion for adults with learning disabilities task and finish group
# Agenda

Thursday, 8 July 2021
**6.00 pm**, Remote - Via Microsoft Teams - the public are welcome to observe via the Council's website at https://lewisham.public-i.tv/core/portal/home

For more information contact: John Bardens (02083149976)

This meeting is an open meeting and all items on the agenda may be audio recorded and/or filmed.

## Part 1

# Digital inclusion for adults with learning disabilities task and finish group Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Thursday, 8 July 2021.

Kim Wright, Chief Executive
Wednesday 30 June 2021

| **Members** | |
| --- | --- |
| Councillor Jacq Paschoud (Chair) | |
| Councillor Samantha Latouche | |
| Councillor Joan Millbank | |
| Councillor John Paschoud | |
| Councillor James-J Walsh | |

Lewisham

# Digital Inclusion for People with Learning Disabilities Task & Finish Group

## Confirmation of Chair of the Digital Inclusion for People with Learning Disabilities Task & Finish Group (TFG)

**Date:** 8 July 2021

**Key decision:** No

**Class:** Part 1

**Ward(s) affected:** All

**Contributors:** Assistant Chief Executive (Scrutiny Manager)

## Outline and recommendations

Further to the Annual General Meeting of Council and the Overview and Scrutiny Committee on 26 May 2021, this report informs the task and finish group (TFG) of the appointment of a Chair of the *Digital Inclusion for People with Learning Disabilities Task & Finish Group*.

Members are advised to:

- Confirm the election of Councillor Jacq Paschoud as Chair of the TFG.

## 1    Summary

1.1.    On 26 May 2021 the Overview and Scrutiny Committee considered a report setting out the appointment of three time-limited scrutiny task and finish groups (TFGs) and the membership of each of these.

1.2.    The agreed membership of the digital inclusion for people with learning disabilities TFG is as follows:

- Cllr Jacq Paschoud (Chair)
- Cllr John Paschoud
- Cllr Joan Millbank
- Cllr James-J Walsh
- Cllr Samantha Latouche

2. **Recommendation**

2.1.    The task and finish group is recommended to:

(i)    Confirm the election of Councillor Jacq Pashoud as Chair of the TFG.

3.  **Policy Context**

3.1.    The Council's *Corporate Strategy (2018-2022)* outlines the Council's vision to deliver for residents over the next four years. Delivering this strategy includes the following priority outcomes that relate to digital inclusion for people with learning disabilities:

- *Delivering and defending: health, social care and support - Ensuring everyone receives the health, mental health, social care and support services they need.*

- *Building an inclusive local economy - Everyone can access high-quality job opportunities, with decent pay and security in our thriving and inclusive local economy.*

3.2.    The Council's Covid-19 Recovery Plan, *Future Lewisham*, also outlines four strategic themes: An economically sound future; a healthy and well future; a greener future; and a future we all have a part in. The first of these is particularly relevant to digital inclusion for people with learning disabilities:

- *An economically sound future: We are working to get the borough back in business, with a future where everyone has the jobs and skills they need to get the best that London has to offer. We are a borough with businesses that are adaptable and prepared for change, a thriving local economy that sees 'local' as the first and best choice, with digital inclusion at the heart of our plans. We do all we can to support residents into jobs that pay fairly and provide families with the opportunities and security they deserve.*

4.  **Task and Finish Groups**

4.1.    As a result of the Local Democracy Review, the Local Democracy Working Group recommended some changes to the Council's practice and approach to scrutiny, including the introduction of time limited Task and Finish Groups (TFGs) to look at topical issues of importance or concern. Most of the practice changes were put into practice during the 2021/22 municipal year, apart from the introduction of TFGs. This was put on hold due to the pandemic. It is now proposed to establish three TFGs.

4.2.    It has been agreed that:

- *The Overview and Scrutiny Committee will agree which TFGs should be established and their duration; but TFGs will not last longer than 12 months.*

- *Each TFG will meet at least twice in public (one meeting to scope out the work required and one to agree a final report and recommendations).*

- *Evidence will be collected in between formal meetings in a variety of ways. Methods will include, but will not be limited to, desktop research, telephone/MS Teams conferences, site visits, good practice visits and a wide range of engagement activities. Some evidence may be collected at a formal, public meeting of the TFG where expert witnesses are asked to give evidence.*

- *The Overview and Scrutiny Committee will agree the membership of TFGs on the basis of political party nominations. The membership will be politically proportionate.*

- *Each TFG will have five members. However, the membership of any TFG looking at education matters will be open to the statutory parent governor and diocesan*

*representatives, who can choose to sit on the group (as full members with voting rights) if they wish. Such TFGS will therefore have more than 5 members.*

- *TFGs are effectively time limited Select Committees with the same constitutional powers as standing Select Committees. This includes the power to make reports to the Executive.*

- *The TFG will conduct an investigation into the issue it was established to scrutinise, agree a report on the basis of the evidence heard and report directly to Mayor and Cabinet / the relevant external organisation for a response within two months.*

- *TFGs will focus on producing a small number of focused, evidence-based recommendations.*

- *A copy of each TFG's final report will be circulated by email to the Overview and Scrutiny Committee to note, and the Chair of Overview and Scrutiny may suggest that the report is presented to full Council to allow for wider debate, in addition to it being considered by the Mayor and Cabinet for an executive response1 .*

- *The TFG will be disbanded once it has made its final report. Its final set of minutes will go to the Overview and Scrutiny Committee for agreement.*

- *The Mayoral response to the TFG will be considered by the Overview and Scrutiny Committee. The relevant TFG Members will be invited to lead the discussion on the response. The Overview and Scrutiny Committee may request an update on the implementation of agreed recommendations in six or 12 months' time to itself or an appropriate Select Committee.*

## 5. **Financial implications**

5.1. Scrutiny work is managed within existing budgets. Formal recommendations to the Mayor arising out of any TFG investigations; specific work items within select committee work programmes; or items considered by the full Overview and Scrutiny Committee are evaluated in the usual way through the process of formal reports. There are no direct financial implications arising from this report.

## 6. **Legal implications**

6.1. The Council's Constitution provides at paragraph 6.11, Article 6 that the Overview and Scrutiny Committee may from time to time appoint sub-committees, to be known as task and finish groups which will exist for a period of no less than 3 months, nor more than 12 months from the date of their creation. It further adds that "Any task and finish group shall consist of 5 members and be established for the purpose of examining a particular issue in depth. The terms of reference of any task and finish group shall be agreed by the Overview and Scrutiny Committee which shall also appoint members to it."

## 7. **Equalities implications**

7.1. Equality Act 2010 brought together all previous equality legislation in England, Scotland and Wales. The Act included a new public sector equality duty, replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011. It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

7.2. The Council must, in the exercise of its functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

8. **Climate change and environmental implications**

8.1.   There are no direct climate change or environmental implications arising from the implementation of the recommendation in this report.

9. **Crime and disorder implications**

9.1.   There are no direct crime and disorder implications arising from the implementation of the recommendation in this report.

10. **Health and wellbeing implications**

10.1.   There are no direct health and wellbeing implications arising from the implementation of the recommendation in this report.

11. **Background papers**

11.1.   Agenda for Overview and Scrutiny Committee AGM – 26 May 2021

12. **Report contact**

12.1.   If you have any questions about this report please contact John Bardens or Emma Aye-Kumi:

John.Bardens@lewisham.gov.uk (02083149976)

Emma.Aye-Kumi@lewisham.gov.uk (02083149534)

# Digital Inclusion for People with Learning Disabilities Task & Finish Group

## Declarations of Interest

**Key decision:** No

**Class:** Part 1

**Ward(s) affected:** All

**Contributors:** Chief Executive (Director of Law)

## Outline and recommendations

Members are asked to declare any personal interest they have in any item on the agenda.

## 1. Summary

1.1. Members must declare any personal interest they have in any item on the agenda. There are three types of personal interest referred to in the Council's Member Code of Conduct:

(1) Disclosable pecuniary interests

(2) Other registerable interests

(3) Non-registerable interests.

1.2. Further information on these is provided in the body of this report.

## 2. Recommendation

2.1. Members are asked to declare any personal interest they have in any item on the agenda.

## 3. Disclosable pecuniary interests

3.1 These are defined by regulation as:

(a) <u>Employment,</u> trade, profession or vocation of a relevant person* for profit or gain

(b) <u>Sponsorship</u> –payment or provision of any other financial benefit (other than by the Council) within the 12 months prior to giving notice for inclusion in the register in respect of expenses incurred by you in carrying out duties as a member or towards your election expenses (including payment or financial benefit from a Trade Union).

(c) <u>Undischarged contracts</u> between a relevant person* (or a firm in which they are a partner or a body corporate in which they are a director, or in the securities of which they have a beneficial interest) and the Council for goods, services or works.

(d) <u>Beneficial interests in land</u> in the borough.

(e) <u>Licence to occupy land</u> in the borough for one month or more.

(f) <u>Corporate tenancies</u> – any tenancy, where to the member's knowledge, the Council is landlord and the tenant is a firm in which the relevant person* is a partner, a body corporate in which they are a director, or in the securities of which they have a beneficial interest.

(g) <u>Beneficial interest in securities</u> of a body where:

   (a) that body to the member's knowledge has a place of business or land in the borough; and

   (b) either:

      (i) the total nominal value of the securities exceeds £25,000 or 1/100 of the total issued share capital of that body; or

      (ii) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the relevant person* has a beneficial interest exceeds 1/100 of the total issued share capital of that class.

   *A relevant person is the member, their spouse or civil partner, or a person with whom they live as spouse or civil partner.

## 4. Other registerable interests

4.1 The Lewisham Member Code of Conduct requires members also to register the following interests:

(a) Membership or position of control or management in a body to which you were appointed or nominated by the Council

(b) Any body exercising functions of a public nature or directed to charitable purposes, or whose principal purposes include the influence of public opinion or policy, including any political party

(c) Any person from whom you have received a gift or hospitality with an estimated value of at least £25.

## 5.    Non registerable interests

5.1.   Occasions may arise when a matter under consideration would or would be likely to affect the wellbeing of a member, their family, friend or close associate more than it would affect the wellbeing of those in the local area generally, but which is not required to be registered in the Register of Members' Interests (for example a matter concerning the closure of a school at which a Member's child attends).

## 6.    Declaration and impact of interest on members' participation

6.1.   Where a member has any registerable interest in a matter and they are present at a meeting at which that matter is to be discussed, they must declare the nature of the interest at the earliest opportunity and in any event before the matter is considered. The declaration will be recorded in the minutes of the meeting. If the matter is a disclosable pecuniary interest the member must take not part in consideration of the matter and withdraw from the room before it is considered. They must not seek improperly to influence the decision in any way. **Failure to declare such an interest which has not already been entered in the Register of Members' Interests, or participation where such an interest exists, is liable to prosecution and on conviction carries a fine of up to £5000**

6.2.   Where a member has a registerable interest which falls short of a disclosable pecuniary interest they must still declare the nature of the interest to the meeting at the earliest opportunity and in any event before the matter is considered, but they may stay in the room, participate in consideration of the matter and vote on it unless paragraph 6.3 below applies.

6.3.   Where a member has a registerable interest which falls short of a disclosable pecuniary interest, the member must consider whether a reasonable member of the public in possession of the facts would think that their interest is so significant that it would be likely to impair the member's judgement of the public interest. If so, the member must withdraw and take no part in consideration of the matter nor seek to influence the outcome improperly.

6.4.   If a non-registerable interest arises which affects the wellbeing of a member, their, family, friend or close associate more than it would affect those in the local area generally, then the provisions relating to the declarations of interest and withdrawal apply as if it were a registerable interest.

6.5.   Decisions relating to declarations of interests are for the member's personal judgement, though in cases of doubt they may wish to seek the advice of the Monitoring Officer.

## 7.    Sensitive information

7.1.   There are special provisions relating to sensitive interests. These are interests the disclosure of which would be likely to expose the member to risk of violence or intimidation where the Monitoring Officer has agreed that such interest need not be registered. Members with such an interest are referred to the Code and advised to seek advice from the Monitoring Officer in advance.

## 8.     Exempt categories

8.1.   There are exemptions to these provisions allowing members to participate in decisions notwithstanding interests that would otherwise prevent them doing so. These include:-

   (a)     Housing – holding a tenancy or lease with the Council unless the matter relates to your particular tenancy or lease; (subject to arrears exception)

   (b)     School meals, school transport and travelling expenses; if you are a parent or

guardian of a child in full time education, or a school governor unless the matter relates particularly to the school your child attends or of which you are a governor

    (c)      Statutory sick pay; if you are in receipt

    (d)      Allowances, payment or indemnity for members

    (e)      Ceremonial honours for members

    (f)      Setting Council Tax or precept (subject to arrears exception).

## 9.   Report author and contact

9.1.    Suki Binjal, Director of Law, Governance and HR, 0208 31 47648

# Digital Inclusion for People with Learning Disabilities Task & Finish Group (TFG)

**Report title: Digital Inclusion for People with Learning Disabilities TFG – scoping report**

**Date:** 8 July 2021

**Key decision:** No.

**Class:** Part 1

**Ward(s) affected:** All

**Contributors:** Assistant Chief Executive (Scrutiny Manager)

## Outline and recommendations

This report defines the role of the Task and Finish Group (TFG), and defines the scope of the review.

The TFG is asked to:

- consider and comment on the content of the report
- define the intended outcomes of the review
- agree key lines of enquiry
- agree a timetable for completion of this work.

## Timeline of engagement and decision-making

The subject of this TFG was proposed by Cllr Jacq Paschoud.

The subject and membership of the TFG were agreed by Overview & Scrutiny Committee on 26 May 2021.

## 1. Summary

1.1.    This report asks the TFG to consider and finalise the scope of the review.

## 2. Recommendations

2.1.    The TFG is asked to:

- Consider and comment on the content of the report.
- define the intended outcomes of the review
- Agree Key Lines of Enquiry
- Agree a timetable for the completion of this work

## 3. Introduction

3.1.    In March 2021, Cllr Jacq Paschoud proposed a Task and Finish Group review as follows: "*How might greater digital inclusion be achieved, and how might this provide a better quality of life, for residents of Lewisham who have a learning disability*?".

3.2.    Her proposal was accepted by the Overview and Scrutiny Committee on 26 May 2021, resulting in the formal constitution of this Task and Finish Group.Among the reasons for the proposal was the escalation in the speed of implementation of digital platforms for work and leisure activities brought about by the COVID-19 pandemic. Cllr Paschoud explained that "many of those who believed they could not navigate the digital realm, including some people with a learning disability, a have become digitally enabled however there are still those who have been left behind."

3.3.    Lewisham Speaking Up is an advocacy charity for people with learning disabilities. It recently published the findings of a research project which looked at how people with learning disabilities are digitally excluded, what barriers they face, and what support they need to help them get online.[1] A copy of the full report is included at **Appendix B**. The committee should familiarise itself with the full report and recommendations, which will inform the starting point of this review.

## 4. The role of the Task & Finish Group

4.1.    The proposed role of the Learning Disability Digital Inclusion TFG is to consider:

- *How might greater digital inclusion be achieved for residents of Lewisham who have a learning disability?*
- *How might greater digital inclusion support residents with a learning disability to maximise their quality of life and independence?*
- *What good practice has been learned during the pandemic about digital inclusion among people who have a learning disability?*
- *What benefits, and risks, might be experienced by people with a learning disability as a result of greater digital inclusion?*
- *How might the council, its partners and the local community support people with a learning disability to be more digitally included?*

4.2.    These are based on the proforma for the TFG, which can be found at **Appendix A**.

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[1] Lewisham Speaking Up, *Research on Digital Exclusion since the Covid-19 pandemic 2020*, February 2021 (the Ramsbottom report)

## 5. Policy context

5.1. The Council's *Corporate Strategy (2018-2022)* outlines the Council's vision to deliver for residents over the next four years. Delivering this strategy includes the following priority outcomes that relate to digital inclusion for people with learning disabilities:

- *Delivering and defending: health, social care and support - Ensuring everyone receives the health, mental health, social care and support services they need.*

- *Building an inclusive local economy - Everyone can access high-quality job opportunities, with decent pay and security in our thriving and inclusive local economy.*

5.2. The Council's Covid-19 Recovery Plan, *Future Lewisham*, also outlines four strategic themes: An economically sound future; a healthy and well future; a greener future; and a future we all have a part in. The first of these is particularly relevant to digital inclusion for people with learning disabilities:

- *An economically sound future: We are working to get the borough back in business, with a future where everyone has the jobs and skills they need to get the best that London has to offer. We are a borough with businesses that are adaptable and prepared for change, a thriving local economy that sees 'local' as the first and best choice, with digital inclusion at the heart of our plans. We do all we can to support residents into jobs that pay fairly and provide families with the opportunities and security they deserve.*

## 6. Digital inclusion – a brief overview

6.1. In a recent analysis of data on digital inclusion, the Office for National Statistics (ONS) noted that, 'in an increasingly digital age, those who are not engaging effectively with the digital world are at risk of being left behind'.

6.2. The ONS observed that technological change means that digital skills are increasingly important for connecting with others, accessing information and services and meeting the changing demands of the workplace and economy; and that this is leading to a 'digital divide' between those who have access to information and communications technology and those who do not.[2]

6.3. Concerns about the digital divide have been particularly acute during the COVID-19 pandemic as the internet and digital devices have played an important role in allowing people to access services, attend medical appointments and stay in touch with friends and family.

6.4. The Good Things Foundation, a leading digital inclusion charity, argue that a lack of digital skills and access can have a huge negative impact on a person's life, leading to poorer health outcomes and a lower life expectancy, increased loneliness and social isolation, less access to jobs and education. They say it can also mean paying more for essentials and lead to broader financial exclusion.

6.5. Worryingly, the Good Things Foundation also points out that it tends to be those already at a disadvantage – through age, education, income, disability, or unemployment – who are most likely to be lacking digital skills, further widening the social inequality gap.[3]

6.6. According to the 2021 *UK Consumer Digital Index*, an annual survey of around 4,000

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[2] ONS, *Exploring the UK's digital divide*, March 2019
[3] Good Things Foundation, *The Digital Divide (webpage)*, undated

people, 5% of the UK population remain digitally excluded.[4] Furthermore, the 2020 Index found that 16% of participants could not carry out a full set of seven basic digital tasks (such as connecting a device to a Wi-Fi network and opening an internet browser to find and use websites) and that 9% of participants were unable to carry out *any* of the seven basic tasks.[5]

6.7.    National data relating to digital inclusion among people with learning disabilities specifically is hard to come by, but there is some national-level information relating to digital inclusion among people with disabilities more generally which may still provide a useful impression of the digital divide that exists more broadly.

6.8.    According to ONS data, for example, across all age groups, disabled adults make up a large proportion of adult internet non-users. In 2017, 56% of adult internet non-users were disabled, much higher than the proportion of disabled adults in the UK population as a whole, which was estimated to be 22%. Among the younger age groups, for internet non-users aged between 16-24, 60% were disabled – the same proportion as those aged 75 years and older (see chart below).[6]

**Composition of adult internet non-users by disability and age group, UK, 2017**
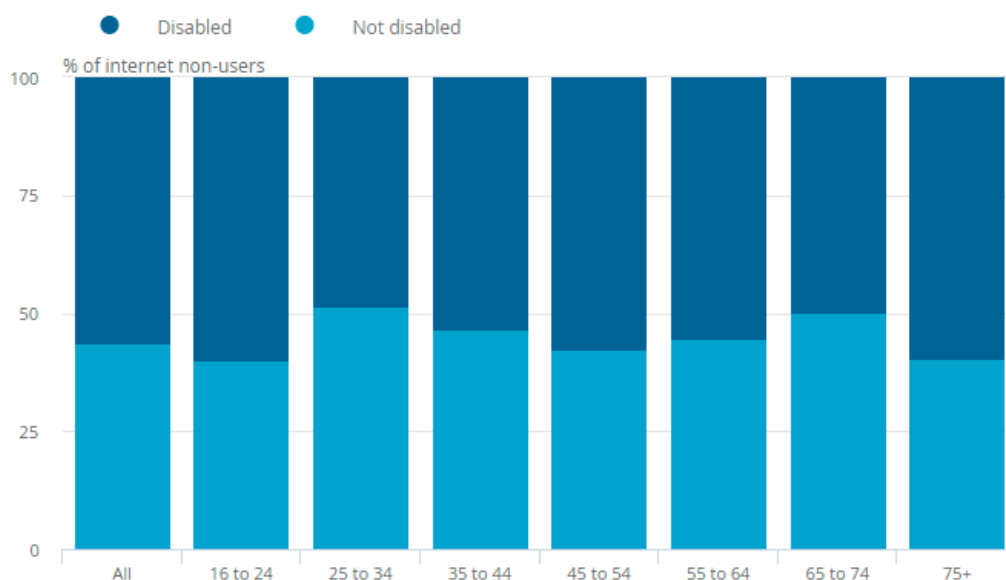


6.9.    Similarly, the proportion of respondents the 2020 *UK Consumer Digital Index* survey who said that they used the internet daily or almost daily was lower for adults who were disabled (84%) compared with those who were not disabled (91%).[7]

6.10.   ONS data also shows that although the percentage of disabled adults not using the internet has been declining, in 2018 it was 23.3%, compared with only 6.0% of those without a disability (see chart below).[8]

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[4] Lloyds Bank, *UK Consumer Digital Index 2021*, May 2021 (p14)
[5] The Parliamentary Office of Science and Technology (POST), *COVID-19 and the digital divide*, December 2020
[6] ONS, *Exploring the UK's digital divide*, March 2019
[7] Cited in, The Parliamentary Office of Science and Technology (POST), *COVID-19 and the digital divide*, December 2020
[8] ONS, *Exploring the UK's digital divide*, March 2019

**Percentage of disabled and non-disabled adults who are internet non-users, UK, 2014 to 2018**
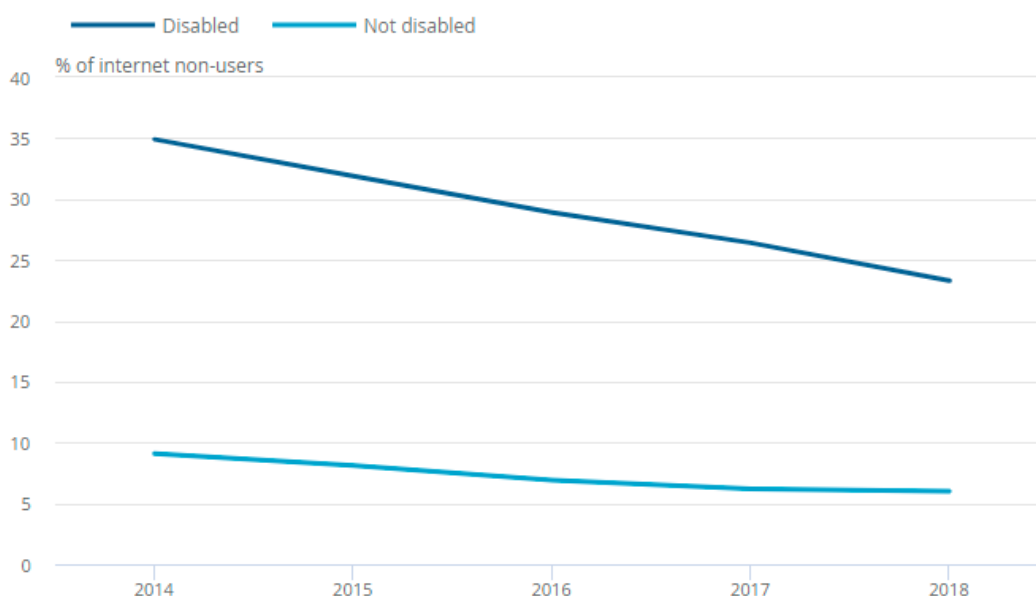


6.11. Significantly, research continues to show that a lack of basic digital skills tends to be more common among groups that would benefit most from easy access to digital services, this includes people with disabilities. The *UK Consumer Digital Index* found, for example, that disabled people were 27% more likely to indicate that being online helps them to feel less alone.[9]

6.12. Studies have suggested that individuals who use the internet to create and maintain social ties expand their social capital, connectivity, social engagement, and community attachment.[10] Accessing the internet has also been found to be a way for people with learning disabilities to have a private life separate from carers, one where they can generally present themselves separate from their disabilities.[11]

6.13. A recent Open University research project on the role of technology in supporting people with learning disabilities during the coronavirus pandemic found that using technology has had a positive impact on mental health, wellbeing, sense of belonging and connectedness. It has also allowed people with learning disabilities to make new connections with other people.[12]

6.14. In terms of health and care services, the evidence again suggests that those people who would benefit most (older people, people with long term conditions and disabilities) are the least likely to be able to use digital health services.

6.15. The Institute for Research and Innovation in Social Services (IRISS) argues that without tackling digital exclusion, there is a risk that digital transformation widens health inequalities rather than narrowing them.[13]

6.16. IRISS suggests that supporting people to get online and use digital health resources

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[9] Ibid.
[10] Cited in, Institute for Research and Innovation in Social Services (Iriss), *Digital inclusion, exclusion and participation (webpage)*, April 2020
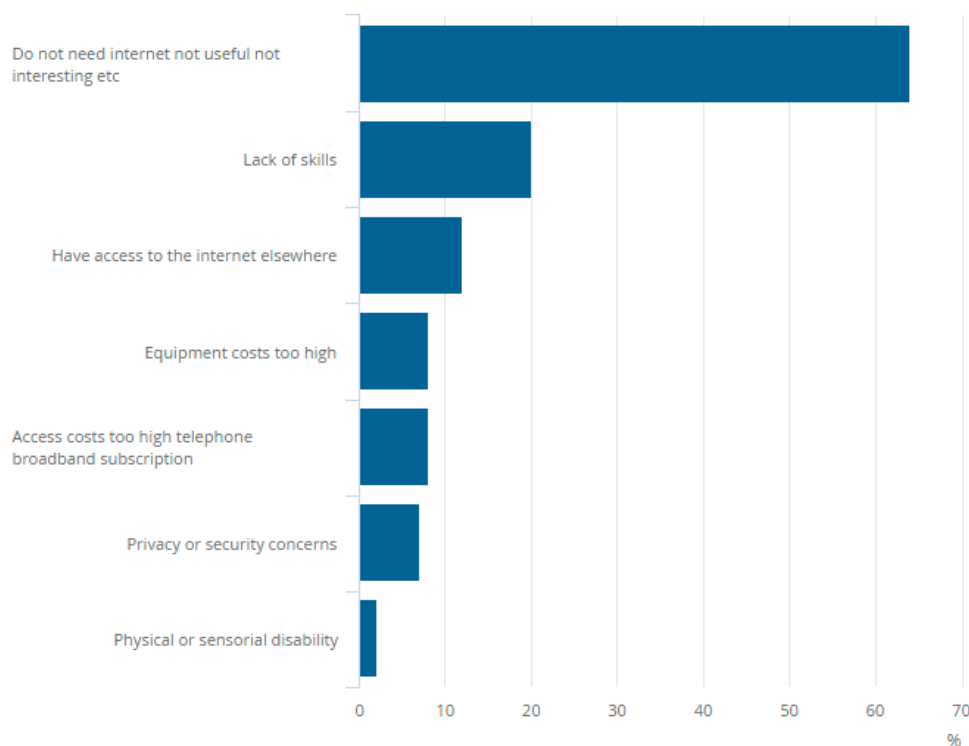[11] Cited in, Ibid.
[12] Jane Seale (2020), *Keeping Connected and Staying Well: the role of technology in supporting people with learning disabilities during the coronavirus pandemic*, November 2020, The Open University
[13] Institute for Research and Innovation in Social Services (Iriss), *Digital inclusion, exclusion and participation (webpage)*, April 2020

could help achieve local priorities such as: physical and mental wellbeing, prevention, self-care and self-management, and appropriate use of urgent and emergency care.[14]

6.17. However, studies continue to find that people with disabilities are less likely to use the internet or have access at home.[15] Some studies have described the internet as 'inherently unfriendly' to people with many kinds of disabilities.[16] Complicated presentation of information, colours, size and layout of text, for example, can be off-putting and make websites and services unusable.[17] The UK *Consumer Digital Index* found that 5% of those not using the internet reported that their disability prevented them from doing so.[18]

6.18. The Good Things Foundation notes that motivation is often highlighted as the most significant, persistent and hardest to address barrier to inclusion.[19] ONS data from 2017 also shows that the most common reasons given by people for not having internet access at home was that they didn't need it (64%), followed by a lack of skills (20%). 2% identified a physical or sensorial disability as a reason (see chart below).[20] Given the experience of the COVID-19 pandemic however, it's possible that fewer people would now say they didn't need it.

**Percentage of households by reason for not having household internet access, Great Britain, 2017**



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[14] Ibid.
[15] Cited in, Ibid.
[16] Cited in, Ibid.
[17] Cited in, Ibid.
[18] Cited in, ONS, *Exploring the UK's digital divide*, March 2019
[19] Ibid. 12.
[20] ONS, *Exploring the UK's digital divide*, March 2019

6.19. According to the ONS, the barriers to digital inclusion can be seen most clearly when looking at the groups least likely to have used the internet or to have digital skills. For example, almost double the percentage of disabled respondents identified a lack of skills or knowledge as a reason for not having internet at home (29%) compared with non-disabled respondents (15%).[21] Similarly, the UK *Consumer Digital Index* found that 38% of disabled people who are not using the internet reported that the internet does not interest them.[22]

6.20. The ONS suggested that the barriers to digital inclusion they identified in their analysis suggests that increasing digital skills may need to start by highlighting the benefits of being online and overcoming any apprehension.[23]

6.21. The Centre for Ageing Better (2018) argues that not using the internet and being digitally excluded can be two different things and suggests that we should move beyond basic skills to build confidence and motivation to do things online that matter to people.[24]

6.22. Research has noted that the complex interaction of factors which contribute to digital exclusion make it challenging to put solutions into practice and that like other hard-to-reach populations it requires a multi-faceted approach.[25]

6.23. Research from the Scottish Council for Voluntary Organisations (SCVO) has shown that you can engage people successfully by not making the online all about the tech element, but instead focusing on:

a) recognising that motivation to learn something new is unique to an individual;

b) hooking people in through a relevant, personal interest;

c) facilitating invaluable peer support; and

d) embedding all of this in a service currently being accessed, when people can see an immediate practical application.[26]

6.24. Pertinently, the 2021 UK *Consumer Digital Index* found that 77% of people would improve their digital skills if they thought it would directly help them with a day-to-day task or piece of work.[27]

6.25. SCVO research has also found that people learn best from repeated, informal, face-to-face and one-to-one support,[28] which the Institute for Research and Innovation in Social Services suggests should come from encouraging and informal volunteers/tutors combined with peer learning to communicate the benefits of digital.[29]

6.26. A recent Lewisham People's Parliament report on technology and coronavirus also noted that for some people the most important thing is having support from another person to get online, support that is right for them as a person.[30]

6.27. Pertinently, the 2021 *UK Consumer Digital Index* found that 67% of people would

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[21] ONS, *Exploring the UK's digital divide*, March 2019
[22] Cited in, Ibid.
[23] Ibid.
[24] Institute for Research and Innovation in Social Services (Iriss), *Digital inclusion, exclusion and participation (webpage)*, April 2020
[25] Cited in, Ibid.
[26] Cited in, Ibid.
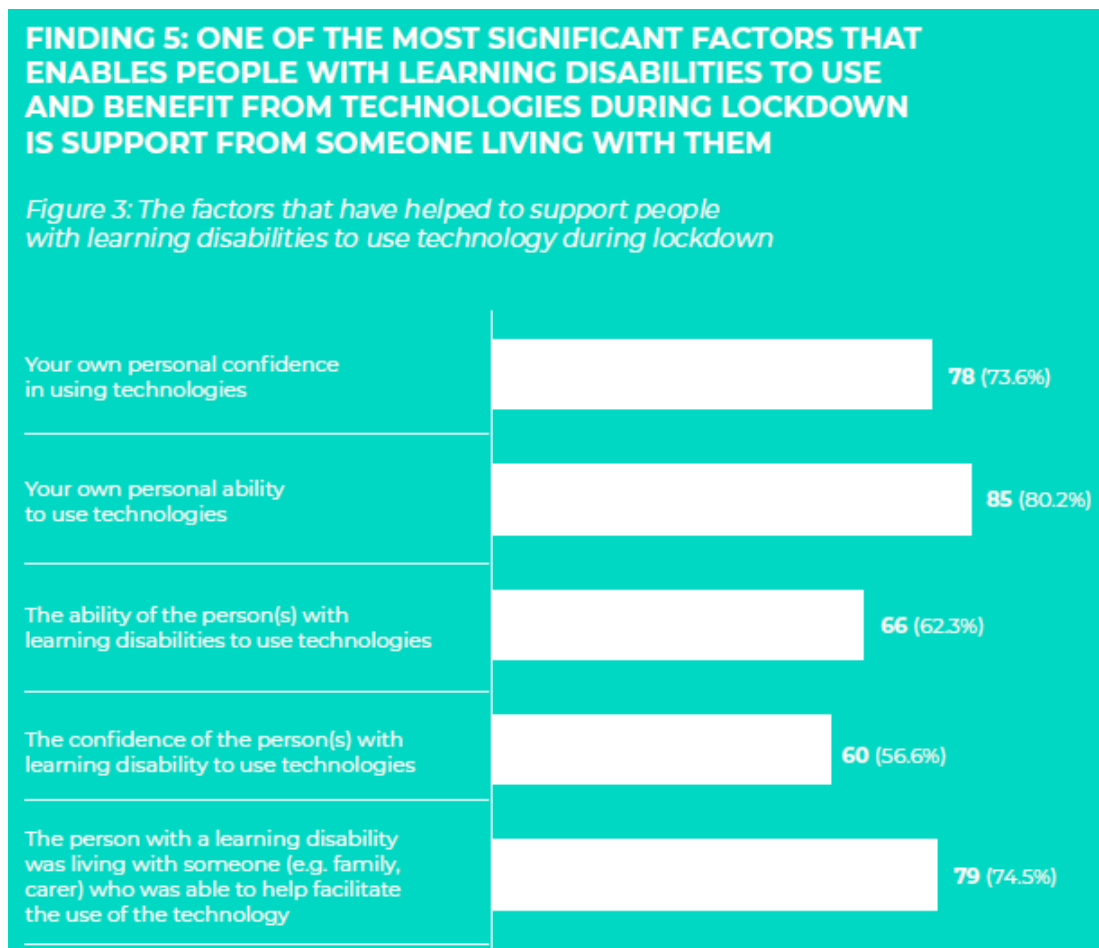[27] Lloyds Bank, *UK Consumer Digital Index 2021*, May 2021 (p5)
[28] Cited in, Institute for Research and Innovation in Social Services (Iriss), *Digital inclusion, exclusion and participation (webpage)*, April 2020
[29] Ibid.
[30] Lewisham People's Parliament, *Using Technology During Coronavirus*, September 2020

improve their digital skills if they knew there was support available when needed.[31]

6.28. Recent Open University research into the role of technology in supporting people with learning disabilities during the coronavirus pandemic also found that one of the most significant factors that enables people with learning disabilities to use and benefit from technologies during lockdown is support from someone living with them (see chart below).[32]

6.29. The research found that amongst people with learning disabilities there are huge variations in technology access, use, skill, and confidence, and whilst some people with learning disabilities have had good support to enable them to access and use technologies, others do not, particularly those living independently.[33]

6.30. A significant barrier for people with learning disabilities living in residential care homes or supported living was found to be the support that could be provided by staff.[34] Respondents recognised that staff were doing a difficult job but, overwhelmingly, highlighted underlying systemic or cultural factors why carers and support workers might not always be inclined to help people with learning disabilities, in or out of lockdown. Sometimes lack of in-home support was attributed to a lack of technical skill and confidence.[35]
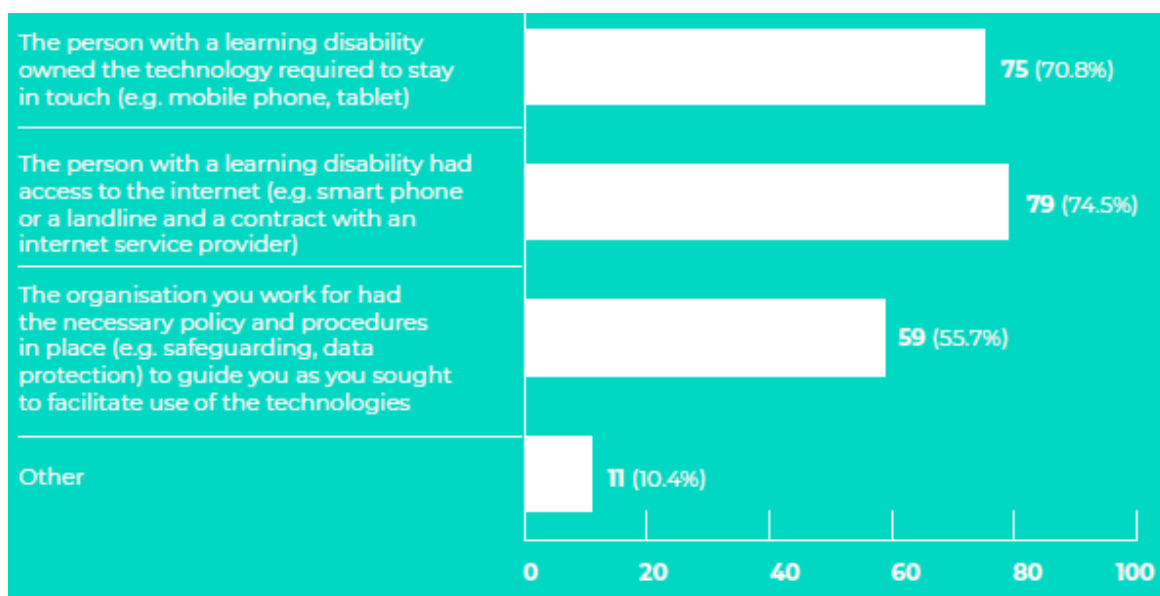


FINDING 5: ONE OF THE MOST SIGNIFICANT FACTORS THAT ENABLES PEOPLE WITH LEARNING DISABILITIES TO USE AND BENEFIT FROM TECHNOLOGIES DURING LOCKDOWN IS SUPPORT FROM SOMEONE LIVING WITH THEM

Figure 3: The factors that have helped to support people with learning disabilities to use technology during lockdown

| | |
|---|---|
| Your own personal confidence in using technologies | 78 (73.6%) |
| Your own personal ability to use technologies | 85 (80.2%) |
| The ability of the person(s) with learning disabilities to use technologies | 66 (62.3%) |
| The confidence of the person(s) with learning disability to use technologies | 60 (56.6%) |
| The person with a learning disability was living with someone (e.g. family, carer) who was able to help facilitate the use of the technology | 79 (74.5%) |

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[31] Lloyds Bank, *UK Consumer Digital Index 2021*, May 2021 (p5)
[32] Jane Seale (2020), *Keeping Connected and Staying Well: the role of technology in supporting people with learning disabilities during the coronavirus pandemic*, November 2020, The Open University, p25
[33] Ibid. p35
[34] Ibid. p36
[35] Ibid. p38

| Statement | Count (Percentage) |
|---|---|
| The person with a learning disability owned the technology required to stay in touch (e.g. mobile phone, tablet) | 75 (70.8%) |
| The person with a learning disability had access to the internet (e.g. smart phone or a landline and a contract with an internet service provider) | 79 (74.5%) |
| The organisation you work for had the necessary policy and procedures in place (e.g. safeguarding, data protection) to guide you as you sought to facilitate use of the technologies | 59 (55.7%) |
| Other | 11 (10.4%) |

6.31.    The research concluded by making a number of recommendations for education, health and social care providers and commissioners:

1.  *Collect detailed information about what technologies the people with learning disabilities that they support currently do and do not have access to and what they would like to have access to and be able to use. Create a detailed picture of what the digital divide looks like in their context.*

2.  *Plan how to fund, set-up and distribute technologies to those people with learning disabilities who do not have access to technologies. But don't provide access to new technologies without also ensuring that the person with a learning disability and their in-home supporters know how to use it and can afford to use in the case of mobile phones and data.*

3.  *Develop and embed in the practices and cultures of those organisations that deliver education, health, and social care innovative capacity-building programmes for both people with learning disabilities and their supporters (including family members) so that they can confidently use technology.*

4.  *Review, and where necessary revise the policies and practices of those organisations that deliver education, health, and social care to ensure that they do not place unnecessary barriers in the way of enabling access to technology and effective in-home support. The experiences of those who have been providing remote support (including family members).[36]*

6.32.    The research on digital exclusion commissioned by Lewisham Speaking Up (LSU) published its findings in February 2021 (the Ramsbottom report) and is the result of some 27 interviews carried out during the pandemic in November and December 2020. People with learning disabilities, staff at LSU, support provider organisations and national and regional organisations were interviewed and a number of recommendations were made.

6.33.    Interviewees with learning disabilities reported the following benefits of being more digitally active during the pandemic:

•   Countering social isolation
•   Keeping in touch with friends and family

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[36] Ibid.

- Enjoying contact with friends via social media
- Worrying less about their friends who they could connect with online
- Continuing to work using Zoom and MS Teams
- Being able to join more meetings and activities than before
- Building confidence and motivation by feeling connected, using new tech, developing interests and hobbies online.

6.34. The report is clear that the benefits of people with learning disabilities being online are many, but they face significant barriers. These barriers are complex, multiple and overlapping. The key barriers identified in the report were:

- Cost and poverty – including unaffordable wi-fi, data and devices, outdated hardware e.g. no camera or microphone on laptop, unstable wi-fi, lack of antivirus protection.
- Learning disability –having a visual impairment, reading and writing issues and struggling with sound quality. Remembering and retaining information was also a key issue e.g. how to join a Zoom meeting
- Lack of IT skills – needing to remember passwords, knowing how to keep safe, lack of digital education, issues with quality of IT training
- Lack of adequate support – some interviewees lived with older parents or carers who could not support them to use IT (perhaps because they themselves lack the skills, do not appreciate the importance of IT use, or have a learning disability), devices can be too tricky to hold and use the screen or too complex to use, support workers not having the skills to help use technology, needing to be able to repeat regularly what they have been shown, finding the etiquette of Zoom meetings hard to learn and manage, assumptions being made about what access/ support people need and what their capabilities are
- Feeling the burden of constantly having to ask for help.

6.35. Some interviewees felt that service and/or support providers assume that people with a learning disability do not want to use technology, or only want to use it for entertainment and speaking to friends and family, which results in low priority being placed on digital inclusion. Furthermore, support providers can be limited by their own lack of skills and time pressures on their role, leaving little capacity for addressing IT use issues in the small window of face to face time they have, during which they also have to deal with food, medicines, cleaning, post and other day to day practicalities. Patchy IT training provision for support workers results in lack of know-how, and organisations report difficulties in sourcing adequate IT training. Another challenge is that training can be expensive and needs to be regularly updated to stay current.

6.36. Hardware and broadband can be expensive, and hardware needs to be upgraded regularly. Some providers do make wifi available to residents, others do not. In some cases residents have to share equipment, which places natural limits on use. Often, the report found, IT provision is simply not a strategic priority for providers, and is seen as something of a 'nice to have'. IT is not, for example, an integral part of the standard needs assessment process.

6.37. The report made the following recommendations which can be grouped into 5 themes as follows:
   1. Information sharing
   2. Training
   3. Campaigning / influencing
   4. Become a digital hub
   5. Fundraising

6.38. These recommendations are for Lewisham Speaking Up to implement, and you can read the full details in Appendix B.

## 7. Task & Finish Group methodology

7.1. The TFGs will be run as projects, utilising an *agile* methodology, and are intended to be:

*Collaborative* – scrutiny officers, directorate officers and councillors working together to address a topical issue of concern, using a shared space on MS Teams

*Time limited* – to suggest solutions in a timely manner, with allocated tasks, progress checks and deadlines

*Flexible* – with a mixture of formal and informal meetings, visits, research, user engagement etc

*Focussed on residents* – service user experience is key, the issue will be clearly defined, and solutions suggested, on the basis of understanding residents' experience

*Focussed on solutions* – the aim is to take evidence from a wide range of sources and good practice to develop affordable, practical solutions that are evidence based and implementable and that will have a positive impact on the lives of residents.

7.2. A 'double diamond' approach will be taken which will split the project into two parts (diamonds). The first part is the 'discovery' stage. The issue (the topic of the TFG) is the starting point and then research and evidence collection is carried out to really understand the issue and define it more clearly. Once the issue is well understood and well defined, the second stage begins. Further research and evidence collection is carried out, seeking inspiration from elsewhere and working with a range of different stakeholders and experts to investigate potential solutions. Then a clear set of recommendations can be produced.
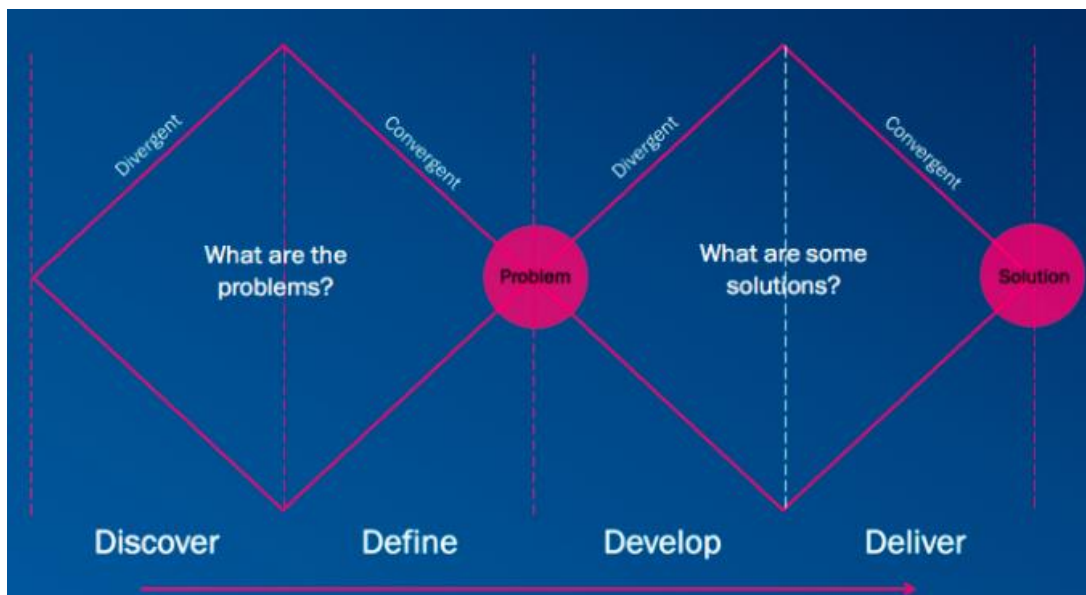
## 8. Nature of expected outcomes

8.1.    The work of the TFG is intended to support work to improve the following outcomes:

*   *Increased levels of digital access and know-how among residents with a learning disability.*

*   *An increased awareness of the importance of digital inclusion as a fundamental life skill.*

*   *An increased understanding of local and national best practice in relation to digital inclusion and how to embed this into ways of working and services.*

*   *The identification of outcomes that the council and its partners might seek to achieve through greater digital inclusion.*

## 9. Stakeholder engagement

9.1.    It is proposed that stakeholder engagement begins with engagement with **Lewisham Speaking Up (LSU)**, who commissioned the research on digital exclusion for people with learning disabilities by Helen Ramsbottom.

9.2.    The aims of this engagement would be to get a more detailed sense of the digital inclusion issues that people with learning disabilities in Lewisham were found to be facing and some of the potential solutions that have been suggested.

9.3.    It is proposed that this engagement takes place before August.

9.4.    It is also proposed that stakeholder engagement also involves engagement early on with the **Learning Disability Digital Inclusion Forum** (a council-led group of local learning disability stakeholders including support providers, council officers, and LSU).

9.5.    The aims of this engagement would be to get a more detailed overview of the digital inclusion work that is already going on with learning disability stakeholders in Lewisham. It is proposed that this engagement takes place in July.

9.6.    It is proposed that other engagement includes:

*   Engaging with the **Digital Poverty Action Alliance** (a group of local stakeholders, including housing providers and voluntary organisations, such as Phoenix Community Housing and Community Connections) in order to gather more evidence and examples of digital inclusion best practice from local stakeholders.

*   Engaging with **people with learning disabilities** and their families in order to better understand their digital aims and ambitions; the obstacles they face; and their experience of using online services, including council services. This will likely include engagement with Camphill Friends and Family and Lewisham Speaking Up.

*   Engaging with **learning disability support providers** in order to better understand the challenges they face on digital inclusion; the support and training they need; and their experience of using online council services.

*   Engaging with **Adult Learning Lewisham**, **Lewisham College** and **Libraries**, particularly those that are part of the Good Things Foundation Online Centres Network (Lewisham Library and Crofton Park Community Library), in order to hear more about their experience of providing training on digital skills.

*   Engaging with **Greenvale** and **Drumbeat Schools** to hear about their experience of digital inclusion for people with learning disabilities and to identify examples of good practice.

9.7.    Further engagement will be steered by the findings of this initial engagement. The TFG may, for example, wish to engage in more detail further local stakeholders or engage with other local authorities with experience in digital inclusion initiatives, or consider or holding an online call for evidence.

## 10.  Key Lines of Enquiry

10.1.   The *proposed key lines of enquiry for the TFG are:*

- *What support do people with a learning disability need to be digitally included in the way they want to be?*

- *What support to parents, carers, support workers and providers need to help people with a learning disability to do this?*

- *What best practice has emerged, locally and national, over the course of the pandemic and what lessons were learned?*

- *How can digital enablement be built into the learning disability pathway and learning disability services?*

- *Are the council's own online services accessible for residents with a learning disability?*

- *What outcomes do the council and its partners want to achieve from greater digital inclusion among people with a learning disability?*

- *What opportunities for local and national partnerships are there?*

## 11.  Out of Scope

11.1.   Children with learning disabilities.

## 12.  Sources of Evidence

12.1.   A combination of further desk-based research and stakeholder engagement.

## 13.  Timeframe and resources

13.1.   This is the first formal meeting of the TFG. There will be at least one more formal meeting to agree to final report and recommendations – this is provisionally scheduled for **8 March 2022**. Before then there will be a mix of informal and formal meetings as required to gather evidence for the review. The intention is for the majority of evidence gathering to take place before and after August 2021 with a mid-stage evidence review meeting provisionally scheduled for **17 November 2021**.

## 14.  Financial implications

14.1.   There are no direct financial implications arising from the implementation of the recommendations in this report. Elements of the work of the Task and Finish Group may have financial implications and these will need to be considered in due course.

## 15.  Legal implications

15.1.   The Council's Constitution provides at paragraph 6.11, Article 6 that the Overview and Scrutiny Committee may from time to time appoint sub-committees, to be known as task and finish groups which will exist for a period of no less than 3 months, nor more than 12 months from the date of their creation.  It further adds that "Any task and finish

group shall consist of 5 members and be established for the purpose of examining a particular issue in depth. The terms of reference of any task and finish group shall be agreed by the Overview and Scrutiny Committee which shall also appoint members to it."

## 16. Equalities implications

16.1. The Equality Act 2010 brought together all previous equality legislation in England, Scotland and Wales. The Act included a new public sector equality duty, replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011. It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

16.2. The Council must, in the exercise of its functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

16.3. There may be equalities implications arising from activities undertaken by the Task and Finish Group and it will need to give due consideration to this.

## 17. Climate change and environmental implications

17.1. There are no direct climate change or environmental implications arising from the implementation of the recommendations in this report. Matters considered by the Task and Finish Group may have climate change implications and the Task and Finish Group will need to give due consideration to this.

## 18. Crime and disorder implications

18.1. There are no direct crime and disorder implications arising from the implementation of the recommendations in this report. Matters considered by the Task and Finish Group may have crime and disorder implications and the Task and Finish Group will need to give due consideration to this.

## 19. Health and wellbeing implications

19.1. There are no direct health and wellbeing implications arising from the implementation of the recommendations in this report. Matters considered by the Task and Finish Group may have health and wellbeing implications and the Task and Finish Group will need to give due consideration to this.

## 20. Report author and contact

20.1. If you have any questions about this report please contact:

John.Bardens@lewisham.gov.uk (02083149976)

Emma.Aye-Kumi@lewisham.gov.uk (02083149534)

Appendix A – Task and Finish Group Proforma

Appendix B – Lewisham Speaking Up digital inclusion research (the Ramsbottom report)

**Submission for Task and Finish Group**

How might greater digital inclusion be achieved, and how might this provide a better quality of life, for residents of Lewisham who have a learning disability?

**Overview**

I propose that we explore the digital divide that exists between those who have a learning disability and those who do not share that characteristic. How has this shown itself during the Covid 19 pandemic, what has been learned about the accessibility of the digital realm to people with a learning disability and how might that be increased? What benefits (or disadvantages) might be experienced by people with a learning disability as a result of greater digital inclusion?

**Reason For Proposal**

During the past year there has been enormous escalation in the speed of implementation of digital platforms for work and leisure activities. Many of those who believed they could not navigate the digital realm, including some people with a learning disability, a have become digitally enabled however there are still those who have been left behind.

Lewisham Speaking Up, an advocacy project for people with a learning disability, has researched and produced a report on digital exclusion.I believe this is the time to build on this work, look at the factors which do digitally exclude those with a learning disability, look at how we, as an authority and community, might ameliorate those factors and how in the future the digital realm might increase and optimise the support available to those who need the help of others to lead a safe, rewarding and fulfilling life.

While in the long term this sort of support will become a mainstream part of what is offered to those who use our services, the work of a Task and Finish Group, widening the reach and maintaining the momentum of the expansion of digital use due to Covid 19 seems timely.

**Policy Context**

The Council is reviewing services provided to people with a Learning Disability. A report has been written by Lewisham Speaking Up into digital exclusion which fits in a timely way with local and national conversation of the digital divide.

As the Council seeks ceaselessly to provide good service to residents in the time of swingeing government cuts optimising every pound spent becomes ever more important. For those who require a support package every avenue needs to be explored to ensure they have a maximised quality of life, including optimised independence for those with a need for assistance with daily living.

The general population increasingly uses digital technology for both routine life activity and enrichment. By including as many people with a learning disability in what those without that characteristic take for granted not only will their lives be enriched but they will have more independence, more choice, more control and "more bang for their support buck". Better use of budgets is an overall aim of the Council always but especially now.

**Criteria For The Investigation**

As outlined in the various sections above the suggestion for this Task and Finish work has come out of the increased local and national conversation about digital exclusion and local and national awareness of the disproportionate exclusion of people with a learning disability from services and experiences due to lack of access to the digital realm.

Lewisham needs to increase the use of universal services by people with extraordinary needs and as services increasingly move on line, the more enabled residents with all levels of need become, the better will they be able to use the services we make available to them.

The more universal and community resources residents with a learning disability can use the fewer targeted services they require and the greater inclusion in society as a whole they will experience.

Many of the services used by people with a learning disability  are provided or commissioned and wholly or partly funded by the Council. By encouraging a thoroughgoing exploration of how digital inclusion may work towards greater engagement we may well discover improved ways of delivering support in the future. The work of Lewisham Speaking Up may well intersect and inform this exploration.

It might be hoped that this proposed work would benefit directly people with a learning disability and their family and friends who provide them with support. By enabling access to universal as well as targeted services it would broaden support available especially to those on more limited support budgets. Digital inclusion might also enable more timely and appropriate support from paid for sources.

**Sources of Evidence**

People with a learning disability are well able to express their own opinions given the opportunity and willing communicators!

Providers of support services commissioned by Lewisham, both in and out of borough.

- Adult Learning Lewisham.
- Lewisham Speaking Up.
- Greenvale and Drumbeat Schools.
- Lewisham College
- MENCAP.
- Camphill Friends and Family.
- Carers Lewisham.

**Co-optees/Technical advisors**

In addition to the sources of evidence given above advice might be sought from experts in adapted digital equipment and leading edge social care research academics from Goldsmiths University of London for example.

**Suggested Time Frame.**

Because of the ongoing nature of the outcomes of this group, and the exploration of progress through the recovery period, an initial 6 month period of evidence gathering (not including holiday periods) and  report production with progress studies to 12 months might be appropriate should there be any implementation studies to be made.

**Equalities Impact**

People with a Learning Disability are a disadvantaged group in our society and their inclusion in the digital realm is being explored in this proposal.

There is also the opportunity for exploration of intersectionality with other characteristics shown by people with a learning disability in Lewisham's diverse population. Gender, racial heritage, sexual orientation and so forth.

**Councillor Submitting this Proposal**

Jacq. Paschoud.

While I have been minded to make this proposal for some time I hesitated to put forward the idea believing there to be much competition for topics to be pursued. However the publication of the Speaking Up report on Digital Exclusion has increased my belief that this proposal is timely hence my sole submission up against the closing date.

It might be expected that both those interested in social care and those interested in technological solutions might be interested in the work of the suggested Task and Finish group.

# Lewisham Speaking Up

## Research on Digital Exclusion since the Covid-19 pandemic 2020

*"Believe, that with the right support, people with learning disabilities have the capacity to learn to use technology…and …….the right to both access technology and the support to enable them to access that technology".*

Open University Report 2020, by Jane Seale, Professor of Education "Keeping well and staying connected: The role of technology in supporting people with learning disability during the coronavirus pandemic ".

February 2021
Helen Ramsbottom, Independent Consultant

Commissioned by William Davies, Director, Lewisham Speaking Up
William.davies@lsup.org.uk

# Contents

# Executive summary

*"It was an ordeal initially, I felt confined, staying with my mum, everything went on line, all my meetings, there was a lack of information about Covid, the Government failed."*

## The audience

The main audience for this report is the Lewisham Speaking Up (LSU) Board of Trustees and Director who wish to address the digital exclusion of people with learning disabilities.

The secondary audience is the organisations in Lewisham who provide support to people with learning disabilities and who contributed their experience to this report. The recommendations here could be a useful focus for promoting practical and joint digital inclusion work across the learning disability sector in Lewisham.

The findings and recommendations go further however than the borough of Lewisham, and can be used as a valuable addition to regional and national activities and influencing work to radically improve access to digital technology for people with learning disabilities.

## The brief

LSU commissioned this report as a guide to their work with recommendations for action. They wanted to find out how people with learning disabilities locally are digitally excluded; what barriers they face and what support they need to get online. The report includes evidence of these issues, recommendations about what LSU can do to address them, and areas in which they can influence change.

## Methodology

27 Zoom, Teams and phone interviews were conducted during November and December 2020 with people with learning disabilities, the staff team at LSU, support provider organisations in Lewisham and beyond, and national and regional organisations.

Interviewees were asked what they felt the barriers were to digital inclusion at an organisational level, what they have been doing to mitigate this, and what barriers they felt people with learning disabilities face. People with learning disabilities were asked what they found difficult at the start of the first lockdown, why they thought some people with

learning disabilities were not on line, and what they gain from being online.

## Key Findings & Recommendations

1. Many[1] people with learning disabilities in Lewisham do not have access to suitable devices, reliable broadband or support to use digital technology

2. People with learning disabilities say they need to use digital technology for a wide range of reasons and that they gain many benefits when using it

3. Several day services and support providers in Lewisham do not have sufficient hardware, fast broadband, paid-for contracts and trained support staff with enough capacity to offer adequate IT support to people with learning disabilities

4. There are serious cost implications for organisations needing to upgrade hard/software, install faster broadband, supply devices and train support staff/carers to support people with learning disabilities

5. Many carers, family members and support workers in Lewisham are not adequately trained or paid for their time to support people with learning disabilities to access digital technology

6. Support providers in Lewisham would like LSU to offer help in training their support staff, or in accessing funds to do so

7. Support providers would like LSU to research, co-ordinate and publicise existing and new models/opportunities for promoting digital inclusion

8. All organisations working in support for people with learning disabilities should continue to offer digital/online services in the future as one of a range of ways of accessing support

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[1] It is difficult to find out information about people who are not receiving statutory services, or who are not on a GP register. People may also be excluded from statistics who may not have adequate support from a carer or family, or those who have no support at all.

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## Introduction

*"Parents went into shock at first, and couldn't access any help. Families felt overwhelmed with Covid, they just couldn't be proactive."*

At the time of writing, as we enter a third lockdown in January 2021 under Covid, the issue of digital exclusion of people with a learning disability becomes increasingly urgent, raising challenges which must be addressed if we are to make access to digital technology an equal right for people with learning disabilities.

Many people with learning disabilities have been locked out of all kinds of opportunity since Covid-19, unable to access opportunities to participate, to work, to apply for jobs, to connect with others, to stay in touch with families or friends, and to carry out simple tasks such as checking train times, ordering shopping, making appointments, or using the internet for leisure and interest. Services are closed, libraries and cafes are closed removing a source of free Wi-Fi, and meetings and activities have all gone on-line.

Parents are not getting respite. For those who are unable to socially distance not being able to leave home for exercise is affecting their mental well-being too.

For those people with learning disabilities who <u>were</u> digitally connected, some reported experiencing exhaustion with Zoom and Teams meetings, finding them noisy and chaotic and often too long, with people speaking over one another, but a necessary way to connect and find out what was going on.

London Borough of Lewisham's services and Strategy for Adulthood have been severely affected by Covid. Day opportunities continue to be under constant review, with digital inclusion a priority for young people who need to be able to access services which are all on line, including their social worker.

Day services will be much reduced when they are able to re-open; transport will need to be reduced for social distancing and is also under review.

Organisations are coming together in the form of a Digital Forum co-ordinated by Lewisham, looking at the need to subsidise or buy broadband for those people who cannot afford it. Various new initiatives such as "Rix" multi media is being trialled and evaluated for the provision of a safe space on line, requiring training for carers and those in

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supported living. All staff in services are finding that their time to attend new meetings such as these is severely under pressure.

Many thanks to everyone who agreed to be interviewed at such a busy and unrelenting time, and who all spoke powerfully and honestly about their experiences of digital exclusion whether personal or organisational, and of the ways in which they are tackling it, with creativity and thought for the future.

## Benefits of digital inclusion

*"It can be tricky…but you get round it. I got round it."*

Since both lockdowns in 2020, many people with learning disabilities said that they feel a new confidence in being able to join meetings and events which they might have found difficult to attend before because of travel time or difficulties they may have in using public transport, or indeed fear of going out.

Organisations reported that the sometimes previously exclusive costs of supporting people to attend meetings – both staff and people with learning disabilities - are now gone or reduced, as well as travel time. New people have been joining meetings, for example in Greenwich, Black and Ethnic Minority people with learning disabilities were able to join a Black Lives Matter meeting last year.

This also means that people with learning disabilities and staff in Lewisham and across the country are joining in regional networks and national meetings in a way which previously did not happen, leading in turn to greater participation and involvement of people with learning disabilities in influencing work around policy which affects them, and greater collaboration between a wider spectrum of organisations who can work in partnership.

### Key benefits

The key benefits of digital inclusion and the transformation of how we all live and work with digital technology are well documented. Less well understood or acknowledged is the importance of digital technology in the lives of people with learning disabilities.

A small but valuable example came from one organisation in the north where a young woman with a learning disability was living some distance away from her family. During the first lockdown, the family would phone her, but their daughter was unable to say very much. The family began to send their daughter short video films, saying what they were doing, how they were, and asking after her whilst they could not visit and see her. Very slowly, the young woman's relationship with the screen was changed, and eventually she said that she would like to send a short video back of herself. The family hope that this might lead eventually to being able to have a Zoom meeting together.

People with learning disabilities interviewed all reported a strong need and desire to get on line, and if they could do so, pleasure in being there as well as a clear sense of their right to be there.

In brief:

People with a learning disability reported that the benefits of digital inclusion during the pandemic include:

- o Countering social isolation
- o Keeping in touch with friends and family
- o Enjoying contact with friends on Facebook, YouTube, House Party, Zoom, WhatsApp etc
- o Feeling less stressed if you know friends are ok
- o Being able to continue working using Zoom, Teams
- o Being able to join in more meetings and activities than before

They also said that being on-line also builds confidence and motivation:

- o Learning how to use tech and social media
- o Keeping abreast of what's going on, local events, updates from The Albany, LSUP & others
- o Look for interests, hobbies on line

We know that digital inclusion ensures economic inclusion, and with the increased prevalence of on-line services such as Department Health & Social Care, Local Authorities and the Department of Work & Pensions, being able to use digital technology enables people with learning disabilities to:

- o Look for work opportunities
- o Manage money on-line

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- o Check benefits
- o Getting better deals on line, eg household bills

Being connected digitally is important given that Covid may be with us for some time to come. 'Future proofing' services and support is vital :

- o Being confident about shopping on line for food and clothes
- o Researching your own health condition
- o Continuing to stay connected, working, in touch

## Lewisham Speaking Up & local activities

*"I can use Zoom to continue to attend my meetings as People's Parliament rep, so I still get paid."*

LSU has been trying to get as many people on line as possible since the start of Covid-19. They offer a zoom Men's Group, a Women's Group, and a Big Weekly zoom, plus People's Parliament also on zoom. They rely on the skill and willingness of support staff to help get people on line and to attend events and activities.

Like other organisations, LSU have experienced the loss of some previous clients since the shift to digital activities and meetings, but they have also experienced – in common with others - gaining new attendees who have been able to participate through digital means, mostly in zoom meetings.

LSUP's weekly online self advocacy group has seen 25 people attending. Enabling Representatives and Ambassadors who work on Hate Crime Training, People's Parliament and Health projects to get online has been more challenging, with people having problems getting and using devices, and learning how to use Zoom. Time to prepare for meetings has increased as it takes longer to support someone on line than face to face. Family members who support Reps have to prepare too, to help people with phone calls or Zoom meetings.

LSU's People's Parliament in September 2020 via zoom was on 'Using Technology during the Coronavirus'. Speakers from various organisations included the Foundation for People with Learning Disabilities, Seeability and Lewisham Council.

An Easy Read questionnaire on Staying Safe Online was circulated by LSU in autumn 2020, which had a low take up, perhaps reflecting people's busyness and feelings of being overwhelmed.

LSU is about to start training for support workers, offering Youtube videos on learning digital skills, such as Zoom, following by a surgery with a Digital Supporter funded to work with LSUP until March 21. It is too early at this stage to measure the success and take up from support workers. It is also difficult to gather information about participants' levels of digital experience whether as absolute beginners or having some prior digital knowledge.

A Zoom group held in January 2021 asked if people felt Home broadband should be free to people with learning disabilities, with 93% in agreement. LSU will work with others to lobby the bigger internet companies and politicians about this, aiming to get subsidised or at least cheaper deals for people on low incomes.

Other local activity

Many organisations interviewed felt that they did not know what new opportunities were available for digital connection for their clients and wanted to know more, but felt time was too short to research themselves.

Mencap's popular Gateway Club went on line, and is being promoted to supported living houses, who are slowly joining as people feel that it is a safe space.

Even so, working out how to access it using the right technology has been challenging for staff and residents.

## Barriers for people with learning disabilities

*"I wanted to know whether mobile or tablet – I couldn't find the information."*

Since Covid began, people with learning disabilities reported their need for contact, they were missing seeing their friends, going out to work and to meetings, and not seeing their families. One person with a learning disability was ringing a staff member several times a day; he was missing going to the pub which was a place for him to socialise.

Some people with learning disabilities live alone and do not have family nearby. One person with a learning disability reported that he did not like being on line all the time but recognised that to stay connected he had to continue.

Organisations reported clients struggling with concentration, finding using programmes and screens difficult. Clients were asking for devices, knowing that they needed to connect in this way, but then being unable to use them because they were too complicated.

Barriers to digital inclusion for people with learning disabilities are complex, multiple and over lapping. They range from the costs of connection, Wi-Fi and devices, to the functionality of different programmes such as Zoom and Microsoft Teams, and from literacy, sight and cognitive skills and capacities to product design. The negative impacts of social media which affect everyone are also an issue.

LSU has identified that portable routers and pay as you go SIM cards could be a useful option, but the barriers to using these are too complicated to set up without help. For example, topping up SIM cards without a debit card, and under strict lockdown rules, being unable to go to someone's home to set up the technology.

Although schemes to donate old devices which can be tested and recycled were mentioned by several organisations, one staff member felt that receiving a second hand device could feel of less value to someone with a learning disability. Similarly, there could also be a perception that free training sessions to use IT are not as valuable as a paid-for course.


Key barriers cited were:

Cost and poverty:

 ➢ Parents on a pension who cannot afford WiFi
 ➢ Data use with video too expensive
 ➢ Devices too expensive
 ➢ Using hardware that is (quickly) out of date e.g. no camera or microphone on lap top
 ➢ Unstable WiFi connections
 ➢ Lack of anti-virus protection

Learning disability:

 ➢ Having a visual impairment
 ➢ Having reading and writing issues
 ➢ Poor sound quality

➢ Remembering – and retaining - information is a key issue, eg how to join a zoom meeting

Lack of IT skills:

➢ Unable to get good deals
➢ Needing to remember passwords
➢ Knowing how to keep safe, manage viruses
➢ If aged over 35 will not have had full digital education
➢ If younger, ICT was not an compulsory GCSE subject
➢ Job IT training of low quality
➢ Some college training low quality with low level qualification (pre SATS)

Lack of adequate support:

➢ Lack of confidence
➢ Finding and using the Mute button properly on Zoom calls
➢ Devices being too complex, too touch sensitive, too tricky to hold and use the screen
➢ Having older parents or carers who could not use technology
➢ Having carers who do not think IT important
➢ Having parents with learning disabilities
➢ Relying/depending on others for help, eg a boyfriend who might not be in a Covid bubble at present
➢ Having support workers who did not have the skills to help them use technology
➢ Having to learn etiquette for zoom meetings which is hard to learn and to manage
➢ Needing to be able to repeat what has to be done regularly
➢ Assumptions being made about what access/support people need and assumptions about capabilities

The 'fatigue' of having to constantly ask for help with technology for people with a learning disability is a burden too.

## Barriers for service/support providers

*"Someone with a learning disability was involved in an online consultation meeting, she needed support to access the pc. At one point, the support worker got up and left the meeting without saying anything. This would not have happened in a non-virtual meeting. We need to understand the etiquette of on-line meetings. It's whole different perception of support."*

Attitudes

Many interviewees felt that there is still an 'institutionalised' approach to accessing the internet for people with a learning disability: the assumption that people with a learning disability do not want to use technology, or only want/need to use it for entertainment and speaking to family. This means that digital inclusion can be a low and sometimes non-existent priority in hard pressed services, organisations and families.

One interviewee described three people sharing a lap top in a house, attending a meeting. This meant that only one of them was near enough the microphone to be heard properly, and they could not all be seen properly.

Anxieties about internet fraud, scams and other dangers which can affect vulnerable groups of people on line – also a concern for families and carers - can add to the reluctance in some services to doing anything other than provide basic support to use an Ipad for watching videos or help with a Skype call to family.

Support staff training

Support providers reported having to work differently and evolve new ways of working and processes, at speed, with staff adjusting to working remotely and under intense pressure because of Covid. This has presented them with key challenges, often with cost implications.

Support staff are under intense pressure at work, having to clean surfaces, check people's health needs, carry out infection control in shifts, and arrange PPE. This also reduces the time and capacity they have to support residents with digital technology, with a 15 minute slot being too short to check food, medications, post and anything else needing attention, before looking at support to use IT.

All support providers felt that staff are the key to providing support for residents and people using day services, but this is often dependant on staff willingness and confidence. Some organisations provided some staff training in helping people with a learning disability access IT, but this was very patchy.

Office managers in two organisations were helping train staff in basic IT support for clients, and converting documents to Easy Read. This had fallen by the wayside since the pandemic. One organisation was finding it difficult to source appropriate staff training in IT support which was in itself time consuming, and had concerns about the costs of paying staff

for extra time for training along with concerns about ensuring that any training stayed current.

Many organisations said they would like to access staff training, or suggested co-training with staff and people with learning disabilities learning together, and wondered if LSU could provide this, or help with finding funding.

Hardware & software, contracts & costs

Hardware, Wi-Fi and Broadband connections, staff training and remote working were all raised as key issues for support providers, with some needing to upgrade equipment and WiFi, where provided as part of the package.

Some providers do have contracts for their residents to provide WiFi, whereas others do not. One organisation was already upgrading its IT systems, investing in broadband and lap tops in registered care homes when the pandemic hit, so were able to accelerate plans and bring them forward to enable staff to work remotely.

Other key organisational issues were:

- Strategic planning - IT support not being a strategic priority or written into organisational plans
- IT not being an integral part of the assessment process as standard
- Inconsistency between organisations of one laptop/device per person and the acceptability of having two or more people sharing lap tops or devices

Carers & parents

For carers, with Colleges and Day services closed, the unaccustomed time now being spent with people with learning disabilities and the need to help them access all activities and services on line is challenging.

Those who have other care responsibilities are not used to having someone at home all day, perhaps having childcare or other caring responsibilities, and having unpaid extra hours of support. Parents have reported in the borough being under intense pressure since Covid, needing to prioritise buying food as a major extra expense, lacking IT and tech skills, and feeling exhausted and unable to help.

Other concerns

Informal contact with some people with learning disabilities has been lost. Many people use the Albany centre and café, and staff at LSU are not able at present to have the opportunity to see how people are.

In LSU's one to one advocacy service, people would normally arrange to meet every few weeks. There are now fewer meetings, and the council does more by video call, telling the social worker what is needed. This process is so different to getting an idea of seeing how well someone is doing in person, and if the social worker is not there, important points may get missed.

Unforseen benefits

Several support services reported 'unintended consequences' which are benefits of the lockdown restrictions, such as reduced travel time for staff, and working more flexibly to suit clients' different timetables.

One interviewee reported that in a women's advocacy group one member had found it easier to join a zoom group, rather than the group in person which she had felt too nervous to attend.

Some services being conducted by phone such as advocacy and the new ability to make three-way phone calls has been a positive for some. Interviewees felt that this should add to the 'offer' from an organisation rather than be a default or used as a cost saving exercise.

The experience of meetings going on line has had impacts on organisations and staff, locally and nationally, some perhaps unexpected. One staff member reported feeling that meetings between organisations now felt 'stifled' and less dynamic. On the other hand, others reported a sense of excitement about new alliances being forged on a national scale, of being able to 'send' people with learning disabilities and staff to meetings which would once have been prohibitively expensive, and are enjoying the new found collaboration and support.

On line meetings have resulted for some organisations in new people with learning disabilities joining in initiatives who might have found meetings too intimidating before.

Interestingly several people felt that the first lock down had had an 'equalising' effect on everyone. Suddenly people providing services previously from offices were sitting at home, just like everyone else, perhaps just as vulnerable as everyone else. Zoom meetings had at least initially the effect of reducing or subverting the more familiar power

imbalance between people with learning disabilities and those people supporting them.

## What can Lewisham Speaking Up do ?

*"People should be able to loan equipment and try it out before they buy it. They don't want to buy stuff that is wrong for their access needs".*

Interviewees made many suggestions about the support that LSU could offer. These are grouped below as priority recommendations for the Board to consider and use to create an Action Plan:

1. Information sharing

   ➤ Recruit a short term role to research local & national resources/opportunities on digital inclusion

   ➤ Produce & disseminate a regularly updated borough-wide brochure/short video of opportunities for digital inclusion[2]

   ➤ Set up an Online Forum to share constantly evolving ideas about how to access tech

2. Training

   ➤ Design & deliver on-line Support Staff training with input/co-training from people with learning disabilities

   ➤ Design & deliver regular peer to peer IT support for people with learning disabilities

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[2] Produce a 2 min video from Will or Marsh as recognised, trusted faces, on what new zoom groups are doing each month, rather than sending out information

3. Campaigning/influencing

- ➢ Lobby for companies to make websites more accessible & for firms to produce easier, user-friendly hardware

- ➢ Lobby larger internet providers to alter policy for affordable Wi-Fi[3] and Home Broadband[4]

- ➢ Build alliances with broader coalition/other groups affected to reinvigorate National Digital Inclusion Strategy

4. Become a local digital hub

- ➢ Coordinate collection and restoration of spare devices & unused data donation schemes

- ➢ Join with other digital inclusion networks

- ➢ Encourage organisations to pool scarce funding & share work on tech

5.Fundraising

- ➢ Fundraise for tech/hardware to enable people to join Zoom meetings, activities etc

- ➢ Promote and purchase technology which can be navigated by people who cannot read or write eg Alexa

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[3] Virgin is offering Essential Broadband and packages to people using Universal Credit - not just for people with a learning disability, but also for older people and people with visual impairments.

[4] https://www.bt.com/help/landline/getting-set-up/help-people-with-impairments-or-with-particular-needs/how-do-i-find-out-more-about-bt-basic-
BT Basic is a low cost telephone service for people on specific means-tested benefits

## Conclusion

*"I really like it! (Zoom) I can interact with my family in Australia…it's better than the phone."*

There have been many positive outcomes as a result of the pandemic for people with a learning disability in terms of digital inclusion. Not least has been the opportunity to engage with digital technology which was not previously on offer or available.

However, the welcome inclusion of more people with learning disabilities digitally does not remove concern about replacing face to face services in the borough and opportunities for people to participate in their communities in person.

Interviewees were clear that new options which have arisen to help people get on line must continue, but not at the cost of face to face services : digital technology should be available, but as one element of a range of options for people to choose from.

People with learning disabilities interviewed reported that they are attempting and achieving greater digital inclusion since the pandemic, but that devices, popular Meeting apps such as Zoom and Teams all present a range of challenges not least the need to remember and retain how to access sites and navigate through them as active participants; something that can be very difficult for people with learning disabilities.

The fact that there are still many people with learning disabilities in Lewisham who do not yet have adequate access and support to digital technology raises key challenges for those organisations supporting them.

In Lewisham, as elsewhere, organisations providing services and support are stretched and they can struggle to provide the resources needed for support staff to be able to support people with learning disabilities to become digitally included. There is a lack of strategic approach too, to including the cost of digital inclusion support in organisational plans and budgets for support staff, and for people with learning disabilities supported.

Many interviewees spoke about the need for sustained campaigning locally and nationally to ensure that politicians and internet companies create more affordable and accessible Broadband. Allied to this, data poverty is currently locking people out of WiFi and home broadband, and also needs to be tackled systemically as well as on a local basis.

In Lewisham, a coalition of support provider organisations and the voluntary sector need to come together now to pool existing resources and help those people with learning disabilities who continue to be digitally excluded.

Demonstrating that digital connection can improve health is a task that the learning disability sector still need to evidence better and explain by finding stories which show the impact for funders and commissioners.

These can be simple but powerful stories : for example, one organisation spoke about a young Muslim woman living in a very traditional family which had concerns about her going out, meaning that she had to stay indoors. The organisation supporting the young woman enabled and encouraged her join an online forum last year, and now she reports feeling included and revitalised as a result of being connected.

# Appendices

Case studies & quotations from people with learning disabilities speaking about their experiences during the pandemic.

### Becky

*Two members of staff at LSU have been working with Becky to enable her to access IT.*

*She has a tablet she cannot use, as her motor skills make it difficult for her to use a touch screen. She has eye hand co-ordination issues as well as some sight issues. The tablet button sensitivity is too high, and Becky needs to access IT using a desk top computer. Becky can find spelling difficult, and she also worries about buttons being pressed wrongly on her smart phone, which makes her text messages difficult to interpret, but her supporters know her and understand her messages.*

*Google voice recognition doesn't work on Becky's phone.*

*LSU staff may be able to go to Becky's house to set up a lap top and phone line. Her brother will help sort out a BT landline. Becky needs to*

*cover the cost of a lap top, and she needs a better keyboard that she can use with confidence.*

*Becky gets very frustrated and stressed, recognises that this is the case, and knows that she wants to get back to work, to earn income, and that this means being able to get on line. She is continuing to ask for help and is continuing to receive help to get on line.*

**Men's Group**

*Most agreed that it has been hard having to use new technology during the crisis. Experiences varied with some people relying heavily on staff who aren't that great at using things themselves. **Tony** did join the men's group today in the end, but only because a staff member let him use their personal phone. Same story for **Mark** too.*

***Robert** probably found it easiest to get on Zoom but he said 'I consider myself quite good with technology, but it still took me a while to learn how to use Zoom properly. Like how to turn the camera on and off and how to mute yourself.'*

*Mark asked if the devices would be 'on loan' and that raised the issue of what happens if a device is damaged. Will they be insured? How will that work? What if they are lost or stolen?*

*We talked about people needing different levels of support, as they have done so far. Robert suggested that support will need to be 'tailored' to each person. Lloyd said tailored is an inaccessible term. We agreed 'different for each individual'.*

*Robert suggested sending out a questionnaire in advance asking people what help they think they might need to use technology. We also discussed how this could be difficult to face to face with social distancing. Some people will need face to face support.*

**Oliver**

*"My dad can look things up for me so I have help to get started.*

*"Zoom was easier for me to set up, it can be used on more devices, will work on Apple products and is much easier to use, although people do have problems with the mute button. It took me a while to work out what Gallery meant and what its function was, it wasn't obvious and I worried about clicking on it in case it messed something up. Once I was interviewing for LSUP on zooms and it just wouldn't let someone in,*

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*whatever he tried. Some people get fed up and give up, it's hard to get started.*

*"I liked it when meetings finished on time, when I could get out of the house and walk to a meeting; when we could chat, in the big group and then smaller break out groups; now there might be someone's noise in the background, radios or other house mates, or TVs. People talk over each other! People walk in and out of rooms. People have to share pcs in houses, there's only one per household. I'd prefer going back to the Albany. I miss the library, I can't go swimming, just walking gets boring in lockdown."*

## Sarah

*We talked for a while and it transpired Sarah has an old laptop her sister (deceased) gave her, but she doesn't know how to get it working and it is locked with a password she doesn't know. Sarah said "I find it hard to remember passwords and that. I can't remember the steps of what to do."*

*I asked how she would like someone to help her learn. She said "I need someone to show me and help remember bit by bit. If I can learn it, it would make me proud."*

*Sarah reminisced about when she had a type writer a long time ago and enjoyed typing on it "I liked using it to copy out of books." She also has a phone "I think it can do YouTube and that" but she doesn't know how to use it. She wants to get onto Facebook so she can talk to her friends.*

*She also said she doesn't have the internet in her house. She has it before but said "it was too much money and I can't afford it."*

## Peter

*"I would be lost without my phone. It keeps me in touch with family and friends. I would normally rely on the staff, or other people, and they are not always around to help you".*

*"I'd love to go on Facebook, talk to my friends at the Gateway Club, they come to the club on smart phones; I'd love to talk to friends. We need a bit of help with reading my girlfriend and me; I've got a tablet and my girlfriend got a lap top as an early Christmas present but we've got no mobile data in our flat."*

*"Making me feel proud if I can learn it."*

*" Going to College is great. We can learn tips, get help with Word, spelling, how to use a lap top and so on."*

*"It can be hard, but it gets easier if you can practice."*

*"I'd like a training buddy to help me with technology."*

*"I told Marsh, zoom is needed as a back up, if this (pandemic) happens again. We need not to lose it, now we've learned it!".*

**Robert**

*"You can have an app installed to assist with accessibility, it can read out emails, texts, face book, WhatsApp messages – but it can't read attachments. I use it quite a lot if I have something long winded to read. It helps with my Dyslexia, it's a good strategy, also altering the background colour as black and white can be harder to read.*

*Easy Read is easier on your eyes on phone or pc. For example, I go to church sometimes and they change the background colour of the large print service sheet for me. Talk Talk will look at special requirements if you ask them, such as providing large font type etc."*

## Resources

These are organisations mentioned by interviewees with resources easily available for download.

**YouTube** - numerous resources in Easy Read for support to go on line, access Zoom, Whatsapp, Facebook etc.

**Good Things Foundation** - many resources, including managing the donation of old devices and getting them checked for re-use, wiping and testing. They offer a package of SIM only with 15g data.

https://www.goodthingsfoundation.org/areas-of-work/digital-inclusion

**The Challenging Behaviour Foundation** – a range of resources for people with severe learning disabilities.

https://www.challengingbehaviour.org.uk/

**Go Anywhere, Do Anything** – "We want to inspire people to have big dreams about adventure. We'd like to encourage people to try new things, from rollercoasters to rollerdiscos. We are interested in finding out what makes people happy, and then making it happen". Trips and activities on line at present.

https://www.sharecommunity.org.uk/independent-living/go-anywhere-do-anything

**Seeability** – Specialist support for people with learning disabilities, sight loss and autism.

https://www.seeability.org/

**Learning Disability England** – "exists to make life better for and with people with learning disabilities and their families". National campaigning and umbrella organisation able to bring members together around a range of projects and issues.

https://www.learningdisabilityengland.org.uk/

## Recent research

**The Foundation for People with Learning Disabilities** – working on rights, voice and inclusion for people with learning disabilities. Statistics, surveys, reports and action across a range of issues.

Recent research on using digital technology during the pandemic.

https://www.learningdisabilities.org.uk/

**Open University Report** – 'Keeping Connected and staying well'

http://www.open.ac.uk/health-and-social-care/research/shld/sites/www.open.ac.uk.health-and-social-care.research.shld/files/files/Keeping%20Well%20and%20Staying%20Connected%20-%20Full%20Report.pdf

**Shared Lives, Mencap** and others also have good web resources on digital inclusion which are available for down load.

# List of participants interviewed

**Lewisham Speaking Up**

Martin Stitchman – Self Advocacy Coordinator

Colin Finch – 1 to 1 Advocacy Co-ordinator

Simon Goldsmith – Health Ambassadors Co-ordinator

Gabriella Smoczynski – Hate Crime Training Co-ord

Philippa Bradnock – Advocate

Joe Fitton – Sessional Self advocacy supporter

Paul Clayton – IT digital inclusion support

Paid staff/people with learning disabilities:

Kali – Health Ambassador

Pino – Health Ambassador

Peter – People's Parliament Rep

Aisha – People's Parliament Rep

Roseanna – Hate Crime Trainer

Oliver – Hate Crime Trainer

Robert – LSU Director/Board Member

**Support Providers**

Nexus - Andrea Wiggins, CEO

Three C's - Angela Woodley, Director of Services

Plus Services - Rob Agrawal, Head of Service

Aurora Options - Gail Nicholls, Director of Development

Access for Living - James Whatley, Acting Service & Development Manager

**Other Organisations**

Lewisham Council - Andrea Benson, Programme Improvement Manager

with

Lewisham Parent & Carers Forum - Sue Stocks, Parent Participation Officer & Lisa Ellis, Young People's Transition Manager

Shared Lives - Sean Connor

Foundation for People With Learning Disabilities - Christine Burke, CEO & Dave Mahon

Sunderland People First - Lisa Clark, CEO

Learning Disability England - Samantha Clark, CEO

Advocacy In Greenwich – Anita Rickard, CEO & Vicky, Manager