



LDIF

Learning Disabilities Innovation Fund

Toolkit



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Welcome to the LDIF Toolkit

The Learning Disabilities Innovation Fund **Toolkit** is a step-by-step guide to the LDIF funding programme led by people with learning disabilities and/or neurodivergent people.

It charts the stages of co-production that enabled groups across west Wales to apply for funding which stimulated new ideas for activities. The resulting projects provided opportunities for socialising, learning and trying completely new ventures, ranging from weight-lifting to cabaret.

The Toolkit draws together the experiences and learning of those working in three counties. Its aim is to help Regional Partnership Boards, local authorities, volunteers and carers – to look at this different funding model and consider how it could work in their area.

In addition to describing the stages of this innovative approach, the Toolkit provides practical support, including learning tips, pitfalls to avoid and a final Appendix of links to useful information and templates.

It is a working document that can be reviewed and developed as others trial this approach.



The Learning Disabilities Innovation Fund

Background

The Learning Disabilities Innovation Fund (LDIF) was initiated by the Regional Improving Lives Partnership (RILP) representing local authorities, the health board and people with learning disabilities and neuro divergent people in Pembrokeshire, Ceredigion and Carmarthenshire.

Led by a Dream Team, supported by Pembrokeshire People First, Carmarthenshire People First and Our Voice Our Choice, it was devised, designed and assessed by people with learning disabilities. It was underpinned by the West Wales Learning Disability Charter <https://www.ldcharter.com>

Involving the Regional Partnership Board, overseen by the West Wales Care Partnership (WWCP), ensured that it was co-produced by experienced organisations, in line with principles set out in the Social Services and Wellbeing (Wales) Act 2014 [summary](#)

This advocates a 'person-centred' approach to ensure that people have control over the support they need and can access information easily.

This, and experience gained from delivering 'Pitch Your Project' in 2019, helped to shape the Learning Disabilities Innovation Fund. It encouraged groups of people with learning disabilities to 'think outside the box', developing leisure and learning activities to suit them. Participants enjoyed the experience and it was very different from the usual 'top down' funding approach.

When funding became available to run the Learning Disabilities Innovation Fund, this positive experience prompted the partners involved to further explore this approach.

Step 1: The Partnership Approach - who's who in west Wales

LDIF was a co-production initiative between partner agencies and the people they support which followed the principles set out in the West Wales Learning Disability Charter <https://www.ldcharter.com>

The **West Wales Care Partnership** (WWCP) is one of seven strategic partnerships across Wales which oversee delivery of the [Sustainable Social Services agenda](#) ensuring observance of the 2014 Act. It links with public service and safeguarding boards and other care agencies.

Funding for the Partnership, and for the Learning Disabilities Innovation Fund, was from the **Welsh Government's Integrated Care Fund (ICF)**.

The Learning Disabilities Innovation Fund was managed through the **Regional Improving Lives Partnership** (RILP) which is co-chaired by regional representatives of 'the Dream Team' supported by **Pembrokeshire People First, Carmarthenshire People First and Our Voice Our Choice**.

Pembrokeshire People First (PPF) is an independent charity, run by - and for - adults with learning disabilities and/or neurodivergent people, supported by experienced practitioners. Reviewed biannually, its manifesto is one of developing skills, resilience and independence. [PPF](#)

Carmarthenshire People First (CPF) is a member-led, member-focused advocacy and training agency. All members are adults with a learning disability, learning difficulty and/or neuro divergence. The Members are central to the business and are seen as 'experts by experience'. The ethos of the agency is equality, diversity and the promotion of civil rights. [CPF](#)

Our Voice Our Choice (OVOC) is a self-advocacy group set up in Ceredigion for people with learning disabilities. It is a member led organisation. [Facebook page](#)

Supported by PPF, CPF and OVOC, the **Dream Team** is a group of people with learning disabilities and/or neurodivergent people from Pembrokeshire, Carmarthenshire and Ceredigion. They are passionate about ensuring that people with learning disabilities have a voice and are actively included in decision-making meetings with partner organisations.

The Dream Team provides feedback and evaluation to the Regional Improving Lives Partnership, completing the circle by having real influence on decisions and plans.

Administration of the Learning Disabilities Innovation Fund was led by **Pembrokeshire Association of Voluntary Services** [PAVS](#) working with its regional equivalents: CAVS (Carmarthenshire Association of Voluntary Services) [CAVS](#) and CAVO (Ceredigion Association of Voluntary Organisations) [CAVO](#)

Learning points:

All partners must be signed up:

- The Funder: must believe in the process, commit finance and understand it may take longer
- The Applicant: people with learning disability presented in their own words and deliver project
- The Assessor: a trained panel of Dream Team (equivalent) members to assess applications

Step 2: LDIF: The Facts and Figures

The **Learning Disabilities Innovation Fund** was designed to encourage new ideas from people with a learning disability: for new activities and services. It provided an opportunity to test if they worked.

- A regional fund for third sector and statutory bodies who wanted to co-produce projects with people with a learning disability.
- It provided grants up to £10,000 in Round 1 and £20,000 in Round 2 for revenue costs and a small percentage of capital funding for people with learning disabilities and/or neurodivergent people, to design activities and timings that best suited their lifestyles.
- No match funding was required.
- Applicants were asked to submit a film supporting their project for Round 1 and present in person for Round 2,
- Applications had to be underpinned by reference to the West Wales Learning Disability Charter.
- LDIF encouraged dialogue with the supporting agencies, working to meet participants' Learning Disability Charter expectations.
- It encouraged the design of innovative projects that could be 'tested' within the grant period when support was available.
- Round 1 projects that went well over six months, could apply for Round 2 funding to further develop their projects over 12 months.
- The Fund was not designed to supplement existing activity or alleviate budget pressures for core services.
- A total of £176,529 was awarded (Appendix: 'Projects Supported')

The LDIF approach promoted a 'can do' attitude with people working together on a shared aim. This helped to increase skills, capacity and confidence to shape their own lives, as promoted in the Charter:

'More chances in life; more choice; to be listened to; to be treated as adults; to be given dignity and respect'.

They were involved in developing project ideas, making applications, presenting their case to a Panel and delivering the projects.

The Grant Panel was made up of Dream Team members. They oversaw two rounds (20 projects) supported by Pembrokeshire People First, Carmarthenshire People First and Our Voice Our Choice.

The funding was administered by PAVS which kept financial records, jointly organised meetings, sent offer letters, monitored the projects in accordance with the Panel's instructions and developed this Toolkit.

Learning Points:

- Emphasising the flexibility of the fund and encouraging innovation and a chance to trial ideas was important to this different way of working.
- All partners were equal in the process – this was reinforced at each stage.
- LDIF valued The West Wales Learning Disability Charter, making it a condition of a successful application.
- Round 2 provided groups with an opportunity to further develop pilot projects and offered a longer grant expenditure period.

The West Wales Learning Disability Charter informed every stage of the Learning Disabilities Innovation Fund. Relunched in 2019, following a review by the Dream Team, the Charter is core to Learning Disability work and is the first of its kind in Wales.

MY LIFE. MY RIGHTS.

We want:

- » **More chances in life.**
- » **More choice.**
- » **To be listened to.**
- » **To be treated as adults.**
- » **To be given dignity and respect.**
- » **You to keep our information private.**

Its guiding principle is: *'People with learning disabilities want the same things as everyone else does.'*

It brings together support, health and relationships. It's about having a social life, to feel fulfilled and to be treated with dignity and respect:

'Help us to follow our dreams; to train staff who work with us; to get to know people who support us; to trust people to do what they say and to have access to advocacy'.

Dream Team members promote the Charter in communities with the aim of embedding this approach in everyday life. The Charter won an NHS Wales Cymru award for Empowerment and is respected as a significant development in the field of learning disability. You can find out more about the charter here: <https://www.ldcharter.com>

Tip: Make the most of any Learning Disability Charter or equivalent in your area. Encourage ongoing use and regular reviews.

Step 3: Designing the LDIF Application Pack

The Dream Team worked with PAVS to draft the LDIF Application Form and Guidance (examples in Appendix). They were instrumental in identifying anything ambiguous, ensuring clarity for applicants.

Members were accustomed to interaction with local authorities and other agencies but LDIF required additional skills, including absorbing information, decision making and agreeing financial details.

Meetings took longer, due to working through different viewpoints to reach consensus but this was a valuable experience for all involved.

Barod CIC translated the documents into bilingual Easy Read. This combines short, jargon-free sentences with simple, clear images to help explain the content.

A deadline was set for applicants to prepare and submit an application, along with a short film outlining their organisation and project. They were offered technical support with



the film element which was only required for Round 1 due to Covid 19 restrictions.

All of these factors: agreeing content, translating documents into Easy Read, allocating extra time for meetings and offering support, demonstrated the partners' commitment to do things differently.

A Timeline (see Appendix) was agreed for each stage.

Learning points:

- Commissioning a third sector support agency (PAVS in this case) to administer the fund, worked well as it knew the membership and provided a good level of support
- Allow time to translate documentation into bilingual Easy Read which also has a cost implication
- allow time for the capacity building element of the preparation phase, it ensures better understanding and better applications
- Ensure sufficient time before a deadline for applicants to make their film, make technical help available – but most used mobile phones.
- Ensure relevant permissions for participation of people with learning disabilities in a film - in the Guidance notes but best to check
- Ensure easy and secure method for applicants to submit films

Step 4: the Launch and Application Process

The LDIF was launched by the Dream Team in August 2021. It was promoted via a strong social media campaign and through partners' networks, reaching several hundred groups across the three counties.

Groups had a month to submit an application in Easy Read format, supported by a short film made with the potential beneficiaries, which brought the projects – and people - to life. This relatively short deadline came about because of the grant spend window, ideally participants would have had a longer period to prepare their submissions.

Using Easy Read ensured that everyone: applicants, assessors and all partners, received the same level of information in line with the Learning

Disability Charter: *'make things easy to read and understand: keep it simple! Find out what works for us, we are all different'*.

However, this format was more challenging for organisations that regularly make funding applications 'on behalf' of their service users. It restricts jargon, requiring only basic facts.

PAVS responded to requests for application packs, keeping a record of organisations for monitoring purposes. PAVS, CAVS and CAVO also provided advice and guidance to potential applicants.

In a well-attended regional online Question and Answer session the application process was outlined by the Dream Team, PPF and PAVS.

It enabled potential applicants to address their questions directly to those administering the grant and helped to reinforce the greater freedom and choice open to all.

Learning Points:

- People with Learning Disabilities led the launch of the Learning Disabilities Innovation Fund and really used their networks.
- Emphasising The West Wales Learning Disability Charter and its significance in making a successful application was crucial.
- This was an innovative approach to funding activities and applicants were invited to be creative but realistic.
- Friendly support via phone and email was important.
- Organise and advertise a Q&A session, face to face interaction generated confidence.

Step 5: the LDIF Assessment Process

The LDIF Assessment Panel was drawn from Dream Team members who responded to an 'expression of interest' call, with two being chosen from each of the three counties.

They had to commit to training and attending meetings, to putting time aside to read through the applications and to sitting on the Shortlisting as well as full Panel meetings.

Consistent with the RILP, Dream Team and LDIF ethos of full and meaningful participation, Panel members were paid which also increased their sense of responsibility.

Pembrokeshire People First and PAVS delivered training which included basic ground rules about confidentiality, courtesy and respecting each other's right to an opinion.

The importance of impartiality, dealing with potential conflicts of interest and giving each applicant an equal amount of time was also covered. Finance and funding were other elements of this preparatory training.

Being aware of additional information can sometimes help e.g., a support worker might be aware of an issue between a Panel member and applicant group which could skew a decision. Dream Team members 'wear many hats' in their community, so in the interests of ensuring a fair hearing for all, it is best to be vigilant.

Training and support were also provided for the technology aspect. Most panel members used social media regularly but etiquette was agreed around flagging up questions, use of the 'chat' function and so forth.

A rehearsal ensured that Panel members respected each other's views, did not talk over each other and accustomed them to the format.

The online meetings not only observed the Covid restrictions but enabled everyone across the three counties to participate comfortably.

Helping applicants with technology is also important as some were more adept at submitting films than others. A private Facebook group was set up for secure transfer of the films.

Timing was also important as per the Charter: *'It is important that we can speak for ourselves and have time to think and answer – don't rush!'*

Learning points:

- allow sufficient time to train Panel members
- ensure there is a budget to pay Panel members
- hold a 'rehearsal' to accustom Panel members to situations that might arise
- ensure everyone is comfortable with technology
- understand that extra time has a cost implication

Step 6: The Assessment and Outcome Process

On receipt of applications, PAVS sent applicants acknowledgement and a description of the assessment process so they knew what to expect.

Clear communication was important, as the applicants were also people with learning disabilities and neurodivergent people. PAVS responded to any queries and could offer support or reassurance if required.

Once the deadline had passed, PAVS carried out checks to ensure that groups met the basic grant eligibility criteria e.g. were constituted and had a bank account.

The Easy Read applications required a short film in Round 1, outlining the applicant group and proposed project – due to Covid restrictions. Presentations were made directly to the Panel via Zoom in Round 2.

Tip: If organising a panel meeting ‘in person’, ensure that the venue is appropriate, e.g. bright lights, can be disturbing to some participants.

A Shortlisting meeting took place ahead of the main Panel meeting.

1: Shortlisting Meeting:

Applications were sent to Panel members in advance. They read and assessed them according to an agreed scoring matrix (see Appendix) co-produced for clear understanding.

Tip: ensure plenty of space on scoring sheet – or use symbols: writing styles and size vary so it is important to make it easy for everyone

Having read and scored the applications in advance, the members attended the online Shortlisting Panel meeting. With welfare breaks, it took three hours for 12 applications.

This paced approach was important for comfort and helped in the understanding of roles and responsibilities. It also enabled the administrators plan timings for the main Panel meeting.

Panel members were confident in requesting clarification and cut through jargon very effectively. They immediately identified applications that had been submitted ‘on behalf of’, rather than by the beneficiaries of a proposed project.

Some films did not arrive in time because of technical hitches; these applicants were offered support to complete the process.

PAVS was instructed to seek clarification from some applicants, others were invited to make online presentations to the Panel.

2: Panel Meeting

Ahead of the day, PPF contacted panel members individually to ensure they had the link, timings, and were feeling good about the process.

This individual approach, clear communication and using the most appropriate media, whether, phone, email or text, is important. There are no shortcuts – which again has time implications.

After last-minute checking of running order and video links, the PPF representative welcomed everyone and gave a few housekeeping details regarding timing and welfare breaks.

One participant who had not attended the Shortlisting Panel was told she could not attend this final assessment stage. She understood the decision when it was explained that this was in the interests of balance.

Chaired by a Dream Team member, the Panel process opened with a reminder about declaring any interests in the applications.

Each application was reviewed, some of which had provided additional information as requested.

The applications were carefully assessed using the LDIF criteria as per the scoring matrix:

- Innovative: should demonstrate new inventive models of support for people with learning disabilities and/or neurodivergent people
- Genuinely co-produced and co-delivered with people with learning disabilities and/or neurodivergent people
- Demonstrate clear and direct benefits for that community
- Prepared to share learning
- Demonstrate value for money

The Panel members took a keen interest in the projects and asked applicants questions. They enjoyed the films (support workers reported that this had raised confidence during the application process).

Although time-consuming, the Round 1 film requirement was agreed to be worthwhile. It really brought out the characters of the people involved and enabled them to explain their ideas with commitment.

Overall, the application process seemed to sit more easily with less formal groups which were more accustomed to advocating for themselves. So, although they might not be rich in resources or assets, members felt strongly about expressing their aspirations and did so with commitment.

Applications submitted 'on behalf of' service users were slicker but the Panel quickly cut through jargon and requested clarity from those appearing in person via Zoom.

PPF and PAVS supported the Dream Team members in ensuring groups were accountable for public money and occasionally stepped in to facilitate discussion.

The atmosphere was professional but supportive. At one point the Panel was reminded of the difference between 'nice to have' and 'need' in terms of an application which did not fully meet LDIF criteria.

Another panel member was given extra time when she occasionally became 'jumbled' during decision making. In contrast, another member was thinking sustainably, asking what an applicant hoped would happen after the funded six months was over, demonstrating a real understanding of the process.

Gaining clarity about a project and reaching a decision on this additional information was time consuming. In one instance, Panel members asked for more information in Easy Read format. They then requested further clarification and eventually reached a decision through a vote.

It was important that decisions were not tokenistic. If there was any doubt, Panel members had to be prepared to explain a decision. This could be time consuming but ensured the decision was well thought through and meaningful.

Not only did the Panel members learn more about the actual process but applicants understood that they really had to adhere to the grant criteria and involve the beneficiaries in making the application.

Outcomes: PAVS was directed by Panel members to contact Applicants with their decisions. Each outcome email was different (examples in Appendix) Grant amount and conditions varied for successful applicants.

Unsuccessful applicants were provided with feedback. They were offered support and encouragement to apply again in future.

Feedback on the Assessment Panel process from Panel Members

The Panel members varied in their response to the experience of assessing the applications.

One commented: 'some were really clear but others were over complicated and we had to ask them to do a new video before we made a final decision.'

Another telling comment: 'some projects didn't seem to keep in mind that the panel has Learning Disabilities as they used big words and long-drawn-out explanations.'

'Seeing a video is much better representation of the person or organisation speaking than a piece of paper!'

Asked whether they felt concern about having to choose which projects were funded, Panel members were confident in their decisions.

'We were fair in our judgement and we supported most projects and offered alternatives to some we disagreed with...we thought really hard and discussed each choice thoroughly.'

Feedback is also useful for preparation of future Panel members:

'I think we need to be stricter but fair, and everyone needs to speak, we had a good number of silent board members'

'two panel members seemed to carry the same opinion to each other throughout.'

Some demonstrated a good understanding of the fund's context:

'I become a member of panel to help projects run by PwLD get up and running and see what they would come with. I also wanted to see if all projects were new and making a difference within the community.'

'The scoring system was good and made the panel think about each project separately and making sure each project was fitting within a section of the Charter'

Asked about the LDIF experience, one member commented:

'I have never felt so accepted and being panel member helps me understand my importance'

Learning the importance:

- Of clarity and avoiding jargon: using Easy Read
- Of really hearing as well as listening
- Of patience and courtesy: putting people at their ease
- Of being open-minded: appreciating skills eg technical
- Of avoiding bias: how 'people with disabilities' are treated

Follow the Learning Disability Charter!

Step 7: The Monitoring and Evaluation Process

Successful projects were offered support during the funding period for rounds 1 and 2. An initial '*how are you getting on?*' message reinforced the support available to the groups. They were encouraged to promote their innovative projects to highlight the value of the funding.

The LDIF process helped to raise awareness of the work being carried out by all sizes of groups and in some cases helped them to link with each other. A spokesperson for The Tenby project said: '*There has been a lovely atmosphere, and people from Hafal have come over to join us in the afternoons for the talk so that has been great for everyone involved!*'

The projects ranged from cabaret performances to bespoke weightlifting sessions. Their progress was followed closely by the panel members who were keen to see that they followed the Charter aim of: '*relationships and sex as we choose; for people to welcome us and understand what we need when we are out and to have more info about what's going on*'.

The panel members contributed to a podcast series about the outcomes of this different way of working, run by Barod CIC (Welsh for 'Ready') which supports 'anyone ready to change and to make a difference to their own lives or the lives of others'. [See podcasts](#) More information about Barod [here](#)

At the end of the funding period for Round 1 each applicant was asked to complete monitoring evaluation and finance forms, again in Easy Read. These were collected and reviewed by the Dream Team.

Members subsequently presented a report to the Regional Improving Lives Partnership (RILP).

The following were among Applicant feedback:

On the LDIF process:

'We are a member-led group and were able to include our members in the application process and consequently provide them with some life skills which they desired.'

'It gave people choice over what they wanted to do, who to invite. It helped to interact with members of the public and to help people. It gave opportunities for peer-to-peer support.'

'Our participants were able to try new things like circus skills, costume making, dance and make up...to come together to make new friends and work towards a big performance together.'

'the joy that performing brought to them was simply unmeasurable. Parents and support were very emotional with how much the project had meant to them and how it has raised their confidence.'

'We and those with Learning Difficulties enjoyed creating a film. It was also used on social media which had an overwhelming response attracting others to our work.'

'Our LD project is up and running and everyone is absolutely loving it! It's one of the most rewarding projects I've been involved with in my time with the group to be honest. So innovative and empowering for all involved!'

On changing attitudes:

'We started thinking we wanted adults with LD to take part in activities on an equal basis with other members of the community, and found that, not only did they do this but they ran the project, looked after all the visitors, and made sure the visitors were involved on an equal basis.'

Learning points:

- The variations in applicants' skills, knowledge - and resources - suggest a need for even greater peer-to-peer learning and support but this needs further funding
- Time and resources should be invested in the member led organisations which try to respond to their participants needs may require more material resources or training
- The well-resourced groups need to 'stand back' and ensure that they really listen to their participants' needs and seek to learn from their peers
- Positive feedback should be shared widely to inform the general public of the importance - and social value - of a truly integrated approach to all sorts of things in life

Dream Team Final Report

In May 2022 the Dream Team, supported by PPF (*pictured below*) reviewed the Round 1 monitoring reports, and prepared a final report for the Regional Improving Lives Partnership (RILP) supported by Pembrokeshire People First and Pembrokeshire Association of Voluntary Services (PAVS).



A selection of observations in the Dream Report:

"I would like to see [an example] of the surveys they used with members"

"They did really good for the money"

"I'd like to see a story from someone with disabilities and how they found it, and what they gained."

"You need to ask us before you change how you spend money."

"There was training in the bid, and it wasn't mentioned on the monitoring. Did it happen?"

Arts Care cabaret project:

"People with disabilities want to do the same things as everybody else."

"It gave participants a really fantastic experience."

"The whole community can see what people with learning disabilities can do."

"It shows there are other ways you can do things."

Clynfyw Community Shop:

"It's giving people more skills, especially communication – taking them out of their comfort zone but into a safe space"

"It shows people 'outside of our bubble' what people with learning disabilities can do."

WOW film project:

"Great to see people getting paid for their work on this."

"Really enhancing and skills building."

"It shows people's ability to do stuff."

Scolton Access Project

A panel member who had recently visited Scolton – a local authority recreation park and exhibition area said: *“I felt welcomed there.”*

“It shows people with learning disabilities can run things”

“Makes people feel they are part of a team.”

Stage 8: Taking Stock – reflections on the LDIF process

The Learning Disabilities Innovation Fund process followed the co-production approach which took longer and was more costly. Most importantly, it gave everyone involved an equal voice.

It ensured funded projects were really wanted by the participants and for that reason should be more effective and sustainable. The group members had a stake in making the projects work and in helping to find funding for any future developments.

The applicants demonstrated a wide range of capacity and resources. Some felt in need of support with the funding application process but demonstrated resilience and tenacity in their presentations. Others took time to adjust to the ‘bottom up’ approach.

This suggests scope for greater communication between them and a need for further support to provide training and networking for all to feel fully integrated.

It was an exciting, sometimes challenging, innovative approach to administering a grant scheme. The focus on co-production and on really listening will hopefully be replicated by others in the future.

Pembrokeshire People First, Carmarthenshire People First and Our Voice Our Choice were pioneering in their championing of the Dream Team - which was key to the effectiveness of the LDIF approach.

Combined with other partners’ encouragement and PAVS administering the fund, this made for a strong and effective model of co-production.

LDIF also attracted interest from other organisations reviewing their funding programmes, including the National Lottery. The Wales Funders Forum invited the partnership to make presentation about its different approach to supporting projects for people with learning disabilities.

The Social Care Institute for Excellence (SCIE) featured LDIF as a case study on its website, highlighting the importance of co-production.

This organisation 'improves the lives of people of all ages by co-producing, sharing, and supporting the use of the best available knowledge and evidence about what works in social care and social work'. [Learning Disabilities Innovation Fund provides opportunities for people with learning disabilities | SCIE](#)

Learning:

- **Accessible:** a bilingual Easy Read format ensured that the LDIF process was equal for everyone. Potential beneficiaries were involved in writing the applications and the Dream Team Panel members scored the applications and made informed decisions.
- **Capacity and confidence:** The panel members gained further experience and greater capacity by taking responsibility for their decisions. The applicants expressed their ideas to the Panel, then they went on to successfully run their projects.
- **Strengths and weaknesses:** Some Panel members showed strength in a specific area which helped in making decisions eg specialist IT knowledge for a website application.
- **Change of mindset:** The administrators learned when to offer help and when to take a step back. This demonstrated real collaboration and shared 'control' of the process.
- **Validity:** ensuring that people with learning disabilities made the applications worked well. They were confident in describing their projects, often with passion. This was a different way of working for more formal organizations.
- **Sustainable:** This process of awarding grants ensured that all the services and activities funded were identified as being needed by people with learning disabilities. Successful projects clearly demonstrated their adherence to the Charter.
- **Adding Value:** the LDIF project raised awareness and made people think differently: even those who had experience of working with people with learning disabilities and/or neurodegenerative people. It was about the achievements rather than the challenges - one of the most valuable outcomes of all.

Working Together:

'This new approach, facilitated by PAVS and PPF, supported by the Welsh Government's Integrated Care Fund, has delivered improved outcomes - for those involved in assessing the applications, the organisations applying for funding and the people experiencing the activities provided by the funding.

Ensuring the meaningful involvement of people with learning disabilities and/or neurodivergent people in assessing applications for the LDIF meant rethinking the approach and doing things differently.

I believe that the Learning Disabilities Innovation Fund Toolkit has the potential to help many more organisations delivering care and support to involve their members in a similar way.'

Kim Neyland

Strategic Partnership Manager

West Wales Regional Partnership Board

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