

IncludeAge

Inclusion of **diverse older people** in community and public places and virtual spaces

When is home not a home? Lived experience and perspectives of people with learning disabilities

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BSG Scotland Inclusive Housing Event, 04/11/2025

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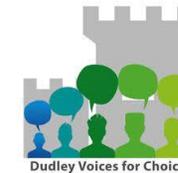
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sleeping
GIANTS

INN
Intergenerational National Network



Regard :)

outsidethebox



Agenda

- Overview of the ongoing IncludeAge project
 - Concepts, aims, methods, participants
- Key findings concerning older people with learning disabilities
- Concluding remarks on inclusion and exclusion at home

IncludeAge Key Concepts

Inclusion is a dynamic process ensuring equal opportunities.

Ageing and the life course

Place Matters:
Ageing well in the right place: Home

Mid-older aged experiences of living at home

Aims

Co-create understandings of inclusion and exclusion in everyday physical and online places and spaces

Mid-older (40+) LGBT+ people and people with Learning Disabilities:

Advisory, Co-researchers, Participants

Translate findings into potential solutions through co-design

Engage in academic, sectoral and policy knowledge translation

Methods



England, Scotland Wales

Life Course interviews
LGBT+ 76 / LD 78

The place study
770 reports + 19 LGBT+/16 LD interviews

Social network mapping
LGBT+ 11 / LD 6 - ongoing

Organisational interviews
N=65/80

Reflexive Thematic Co-Analysis

14:24 Mon, 18 Sep 2018
includeAge Place Study

Tell us more...

Who are you with?
 I am alone
 Family
 Friend
 Neighbour
 Care/support worker

How easy is this place to get around?
 Easy
 A bit difficult
 Hard

How welcoming is it?
 A lot
 A bit
 Not much

How safe does it feel?
 A lot
 A bit
 Not much

Is it well looked after?
 Yes
 No

Which age group or groups are currently using it?
Please select all that apply

Children
 Teenagers
 Younger adults
 Middle aged people
 Older people

2 of 3

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includeAge Place Study

Record some things about the place

How do you feel right now in this place? Please select all that apply

Excited Accepted Happy Confident Relaxed
Comfortable Scared Sad Nervous Embarrassed
Uncomfortable Self-conscious Unsure

And/or enter your own words below

And/or enter your own words below what you notice about the place you're in. For example, what you think, feel, see or even smell

or use the button below to record what you notice about the place you're in (up to 3 minutes)

If you feel comfortable and safe to do so, please take a photo of something that shows your experience of being in this place

3 of 3

Types of home

Institutional homes

Family home

Rental/own

Neighbourhood

Institutional home: Normalised harm

Life course perspectives

Institutional settings named as “home” were experienced as dangerous and discrediting: **“I got raped in there,”** and **“the police ain't doing a thing about it.”**

Normalised abuse (physical, mental) and reports dismissed

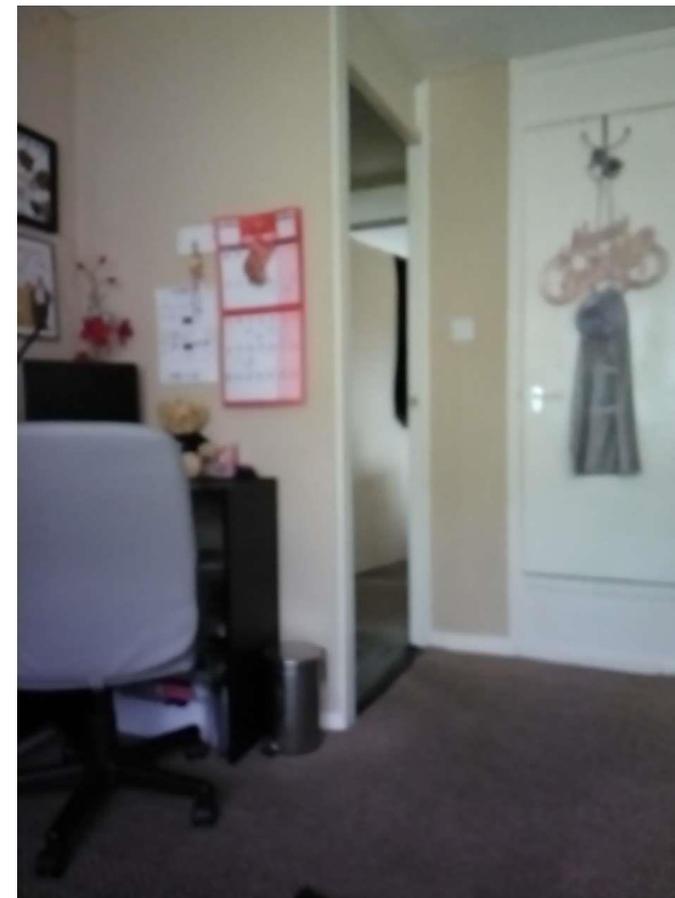
Material conditions, moral neglect—**“all the carpet was saturated... you had flies in your room.”**

Family home as rejection, control and banishment

Accounts of childhood and adult family homes described silencing and expulsion. One participant recalled: **“I was shoved into a corner... I was told to keep quiet what was going on in the house,”** culminating in **“Morag, don't come back, family only.”**

Lifelong repudiation: **“My mother resented me from the day I was born... They don't like disabled people in the family.”**

In the cupboard



Home as Disability Place: Precarity and Isolation

Contested “disability places” and single-sex rules that policed intimacy and everyday life: **“I don't want to live in a white male dominated place... That's what they're doing is segregate,”** and **“we should not have one room for them [non-LD] and one room for others [LD]... It's like being in the concentration camp.”**

Isolation: Nowhere to go, no-one to go with, boredom

Precarious and unsafe tenancies and neighbourhoods

Being moved on and living with threat: **“I don't live there now because I got forced to move,”** **“there was rats, so I moved back out... Landlord wouldn't help me,”** and, after relocating, **“the next day after we moved the house was put on fire.”**



Home and the Care Dilemma

Bullying: **“ I try and stay away... so that I’m never ever at home,”**

Care worker abuse: friend or isolation?

In supported accommodation, basic safeguarding failed: **“There should have been somebody on duty that night but there was nobody.”**

Reciprocity and gentle, everyday care: **“I... try to help... from the common room to our flat,”** and **“I ended up bringing... one of the grandkids back to mine... I have her weekends.”**

“We’re next door now, but I always cook her... something to eat.”

My Home, My Space, My Say

Autonomy and boundaries

Participants framed home as the place where one's preferences count.
"I prefer to be on my own,"

Visitors must respect rest and routines: **"they were chatting to two o'clock... I said 'look, this has got to stop.'"**

Control over access: **"get out my flat, it's my house."**

Company, comfort and safety

BUT

Policing



Doing life myself (with the right support)

Home was also a site for practising capability and negotiating support: **“I try and do as much as I can independently myself,”**

Task-specific help—**“I did my cleaning... by myself... [careworker] helped with... the hoovering, which I can’t do.”**

Valued identity: **“I had my own flat for a while... I quite like doing things by myself.”**

Home as social anchor: ordinary events, shared spaces

Communal rooms, bingo nights and seasonal gatherings stitched sociality into the fabric of home: **“we have a... bingo... the neighbours... socialise after it”**

Everyday hobbies also mattered—**“one of my neighbours... is into gardening. I’m also into gardening... gives us something to do.”**

What does all this mean for inclusion?

The meaning of home in a **life course perspective** hinged on:

- Agency (choice over who enters, how life is lived),
- Relational climate (care vs. control), and
- Material conditions of security and quality of place.

BUT

- Harm, Displacement, Segregation and Disbelief in home places and spaces representing “Ageing-in-exclusion” not ‘Ageing well in the right place’.

Policy implications

- Move from service occupancy to life-making outcomes: agency, safeguarding, human rights, collaboration
- From parallel housing to parity in housing and housing conditions
- Supported wrap around housing based on security, care and relationality not “ghettoes of last resort”

Thank you for listening and sharing



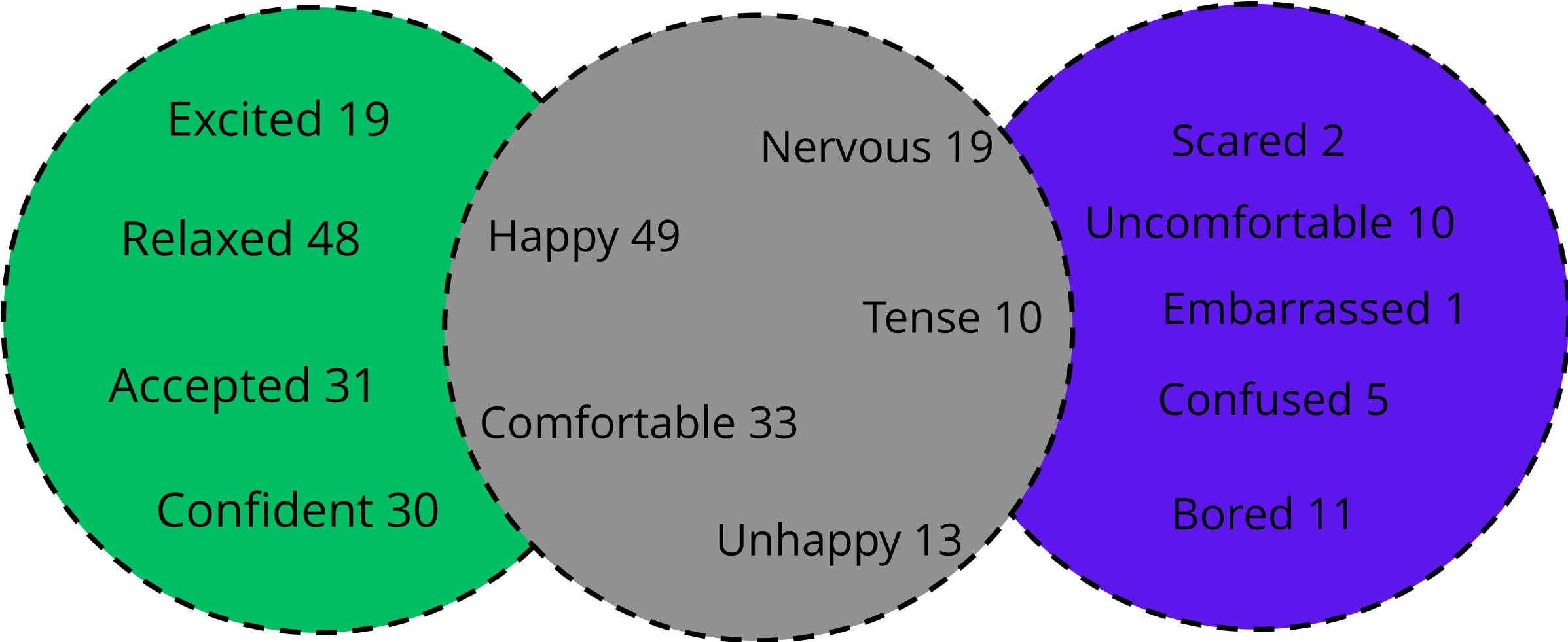
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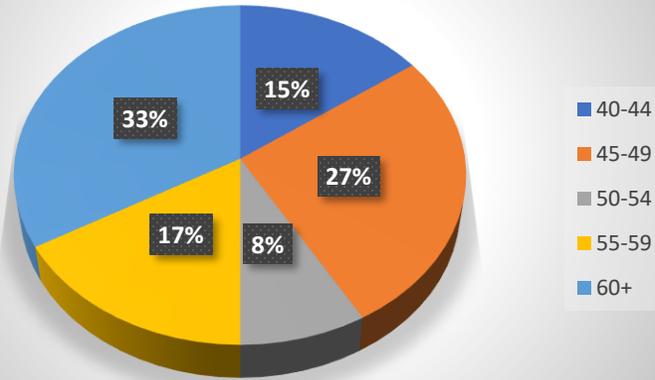


Emotions and Home

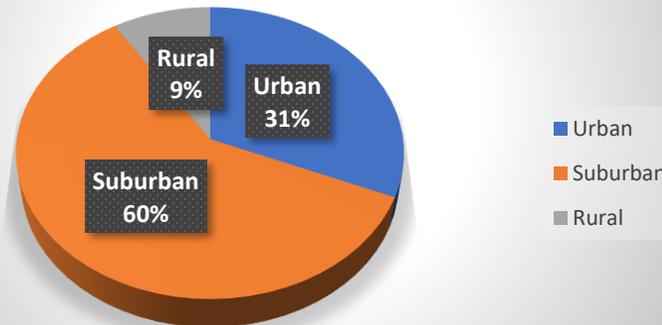


Participants Interviews

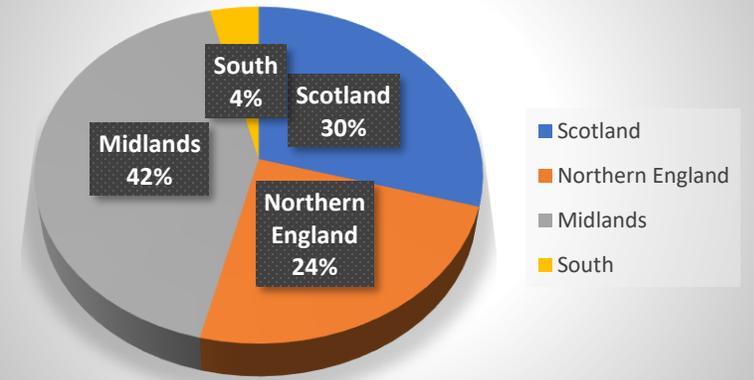
Learning Disabilities x Age



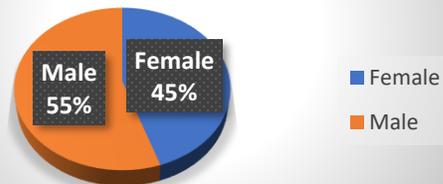
Learning Disabilities x Area Type



Learning Disabilities x Region



Learning Disabilities x Gender



Company, comfort and safety

Companionship buffered loneliness and made home feel held: **“I just love [the cats]... he can’t have them back,”** and animals were recognised as **“company.”**

Home also enabled restorative rhythms—**“Usually when I have a rest day, I have a rest day”**

Safety anchored in nearby relationships: **“[Do you feel safe?] Yeah... because I’ve got good mates.”**