

Equality Impact Assessment:

**‘Valuing Employment Now:
real jobs for people with a
learning disability’**

June 2009

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Title and description of the policy

1. Valuing Employment Now is a commitment within Valuing People Now, which has undergone a thorough Equalities Impact Assessment. The Valuing People Now EQIA can be viewed here:

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_093377

2. The Delivery Team for Valuing Employment Now will sit within the Valuing People team in the Department of Health. This Equalities Impact Assessment builds upon that of Valuing People Now (which does not focus on employment) but does not repeat the extensive information that was gathered for the Valuing People Now Equalities Impact Assessment.

3. Valuing Employment Now is a strategy that aims substantially to increase the number of people with a learning disability known to services who are in paid employment. People with a learning disability have one of the lowest employment rates of all impairment groups. The employment rate of disabled people in Britain overall has risen steadily from 38% in 1998 to 48% in 2008 (Labour Force Survey, 2008) but the rate for people with learning disabilities is much lower. CSCI data (2006)¹ showed an employment rate of just 10% for people with a learning disability receiving adult social services. Valuing Employment Now aims to reduce this inequality by radically increasing the number of people with moderate and severe learning disabilities in employment, and by closing the gap between their employment rate and that of the disabled population as a whole by 2025. Closing the gap in today's terms would mean 48% of people with moderate and severe learning disabilities in real jobs. And we want as many of these jobs to be at least 16 hours per week.

4. Valuing Employment Now, as a commitment within Valuing People Now, supports the Government's commitment to ensure that Valuing People (DH,

¹ Commission for Social Care Inspection, *The state of social care in England 2006-07*

2001) is implemented more fully. Valuing People Now aims to impact more effectively upon the groups which have benefited least from the policy objectives in Valuing People. These groups are:

- People with more complex needs
- People from black and minority ethnic groups and newly arrived communities
- People with autistic spectrum conditions
- Offenders in custody and in the community

5. Valuing Employment Now will help support people with autism if they receive learning disability services from their council. And the Government is currently consulting on a strategy on services for all adults with autism, of which employment will be part. People with autism who do not have a learning disability are not included in the remit of Valuing Employment Now, although they are likely to benefit from much of its content and Government will closely align delivery of the two strategies.

6. Valuing Employment Now supports the delivery of Public Service Agreement 16 which seeks to significantly improve employment and settled accommodation outcomes for offenders, care leavers and people with moderate to severe learning disabilities. Although Valuing Employment Now specifically focuses on employment for people with learning disabilities, the strategy does address accommodation for this group, since affordable housing is a significant factor in whether people can be better off in work.

7. Valuing Employment Now needs to be seen in the context of the Government's forthcoming gender employment strategy to be published in Autumn 2009 which will complement the Equality Bill.

8. Valuing Employment Now also addresses the findings of 'Valuing People: The Story so Far' (DH, 2005) where it became clear that the area of Valuing People that had made the least impact on people's lives was the policy

around employment. Out of 581 respondents to the review, 90% of individuals said that nothing had changed for them in relation to paid work. 64% of respondents from self-advocacy groups also said that nothing had changed for them in this respect.²

9. Valuing Employment Now is a cross-Government strategy that requires commitment and input from several Government Departments, including DH, DWP, DCSF, BIS, BERR, MOJ, ODI, DFT and the Cabinet Office. As such, Valuing Employment Now supports a range of policies and commitments across Government. These include:

- Social Mobility White Paper, New Opportunities (HMG, Jan 09)
- Progression through Partnership (DfES, 2007)
- Social Care Green Paper, Our vision for the future of social care for adults in England (DH, 2005)
- Our Health, Our Care, Our Say: a new direction for community services (DH 2006)
- Aiming High for Disabled Children: Better Services for Families (HMT / DfES, 2007)
- Improving the Life Chances of Disabled Children (Cabinet Office, 2005)
- Putting People First (DH, 2007)
- The Independent Living Strategy (ODI, 2007)
- PSAs on worklessness and NEETs

10. Valuing Employment Now complies with and supports the following pieces of UK legislation:

- Disability Discrimination Act 1995, amended 2005³
- Learning and Skills Act, 2000
- SEN and Disability Act, 2001

² Valuing People, *The Story So Far*, DH 2005.

³ The 2005 Disability Discrimination Act brought in the Disability Equality Duty (2006) which requires public bodies to actively promote disability equality, which includes addressing inequalities in the workforce.

- Children Act, 2004
- Disability Equality Duty, 2006
- Mental Capacity Act, 2005
- Mental Health Act, 2007
- Welfare Reform Act, 2007

11. Valuing Employment Now sets out the Government's goal to increase radically the number of people with moderate and severe learning disabilities in employment by 2025. The Government wants as many as possible of these jobs to be at least 16 hours per week. We aspire to close the gap between the employment rate of people with learning disabilities and that of the disabled population as a whole. The current employment rate for disabled people as a whole is 48%. Closing this gap in today's terms would mean 48% of people with moderate and severe learning disabilities in real jobs - or in England, around 45,000 more people with moderate and severe learning disabilities in employment than we believe is currently the case.

12. Valuing Employment Now calls for change in the following areas in order for this goal to be achieved:

i. *Growing the presumption of employability.*

It is crucial to promote the fact that people with learning disabilities can work and have careers. The single most important thing is to change, from an early age, expectations about work. Government will encourage this culture change through campaigns with parents, workforce training, demonstration sites including Project Search and through building on existing good practice.

ii. *Joint working to create employment paths for individuals.*

Where people with moderate and severe learning disabilities have jobs, it is achieved through very close partnership working between statutory, voluntary and private agencies, with funding streams brought together. Starting from a person-centred approach, this joint working

needs to map out a clear employment pathway for people with learning disabilities.

iii. *Better work preparation in school, college, and adult learning.*

Work aspirations need to be reinforced through good career and skills preparation at school and college. The Government will promote better work experience, the new Foundation Learning Tier will allow job coaching, and new skills accounts and the Adult Advancement and Careers Service will be made fully accessible for people with learning disabilities.

iv. *The role of personal budgets and social care.*

The move to personal budgets⁴ (which can be taken as direct payments) provides an important opportunity to support adults with learning disabilities into work. Personal budgets can and should be used for this. Learning Disability Partnership Boards will be encouraged to review day service modernisation plans, to ensure they have employment at their heart.

v. *Increasing high quality job coaching.*

Job coaches help people discover what work would suit their skills and interests, negotiate real jobs, and support individuals at work. But there is a shortage of skilled job coaches and quality varies. The Government will publish and consider how to accredit quality standards. There is also a funding gap, yet the taxpayer spends significant sums on people with learning disabilities through social care and education. The Government will encourage local authorities to refocus some of this on supported employment. DWP are also changing the Access to Work fund so it better supports job coaching.

vi. *Clearing up confusion with the benefits system.*

The Government continues to simplify the benefits system and reverse

⁴ An explanation of personal budgets is in the glossary at the back of this document.

work disincentives in it. But these changes are not always well explained or understood on the ground. Supported employment providers are encouraged to build good benefits advice into their services, and the Government will promote accessible information on benefits to people with learning disabilities, their families and social care staff.

vii. *Promoting self-employment.*

One in ten people in England are self-employed, but people with learning disabilities are almost totally unrepresented. Evidence⁵ suggests this route can be particularly suitable for people with more complex disabilities. The Government will encourage more accessible business advice.

viii. *Encouraging employers to see the business case.*

Employers need to understand the genuine business benefits of employing people with learning disabilities, and the public sector needs to lead by example. The Civil Service will make its workforce more representative of people with learning disabilities and the Department of Health is supporting the NHS to achieve the same. The Cabinet Office will also work with partners on tools to support this throughout the public sector, including local authorities.

ix. *Transport to get to work.*

Public transport is not generally accessible for many people with learning disabilities. Many rely on expensive taxi journeys, but travel training can provide a more cost-effective alternative. Learning Disability Partnership Boards are also encouraged to work with local schools, police and transport providers to tackle harassment of people with learning disabilities on public transport.

⁵ Literature review to be published alongside this strategy

- x. *Addressing barriers with where people live.*

Despite recent welfare reforms, there remain some barriers to work for people with learning disabilities relating to where they live. Government will encourage local authorities to make links between homes and jobs at local and regional level, so that for example strategies to reduce residential care use include employment options. DWP will be launching a consultation on Housing Benefit in July 2009.
- xi. *Better support for the most excluded adults with learning disabilities.*

Government will ensure that employment demonstration sites, their evaluation, and future research includes people from the most excluded groups as far as possible. The new Employability Hub will focus specifically on people with complex needs. Government will also promote information from the voluntary and private sector about successful approaches.
- xii. *People with learning disabilities and their families leading the way.*

This strategy is most likely to succeed if people with learning disabilities themselves and their families are empowered to expect and campaign for change so that services make it a priority. The national delivery team will include a family carer and a self-advocate.
- xiii. *Better data and performance management.*

There is currently little reliable national data about the employment situation of people with moderate and severe learning disabilities, which is why the Government is collecting this through PSA16. The Government will use this data, supplemented by further research - including on ethnicity, age and gender - to set targets in 2010.

Please note that Valuing Employment Now covers England only.

The evidence base - Published work

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- 'Through Inclusion to Excellence' by Peter Little (LSC, 2005)
- Progression Through Partnership (DfES, 2007)
- CSCI / HCC National Report of Joint Review on Commissioning Support Services and Support (March 09)
- Foundation for People with Learning Disabilities, *Employment for People with Learning Disabilities who have High Support Needs* (Volume 2, Issue 7, 2000)

Ethnicity:

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- *The Role and Effectiveness of Partnership Boards*, University of Nottingham, 2008
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Sexual Orientation:

- Craft, A. (ed., 1993) *Practice Issues in Sexuality and Learning Disabilities*
- Davidson-Paine, C. and Corbett, J., (1995) A Double Coming Out: Gay Men with Learning Disabilities. *British Journal of Learning Disabilities*, Vol. 23.
- *Disability and Sexual Orientation: A Discussion Paper* the National Disability Authority (Dublin) by QE5. (Copyright 2006.)

Religion or Beliefs:

- Hatton, C. et al (2004) *Religious Expression: A fundamental human right*
- O' Hara, Jean (Royal College of Psychiatrists 2003) *Learning Disabilities and Ethnicity: achieving cultural competence*

Human Rights:

- Parliamentary Joint Committee on Human Rights, *A Life Like Any Other?* (House of Lords, House of Commons 2007 – 2008)

The evidence base - unpublished evidence

- *A Review of the Research Literature on Supported Employment: A report for the learning disability employment strategy group*, Dr Stephen Beyer, Welsh Centre for Learning Disabilities; Dr Carol Robinson, Carol Robinson Consulting, March 2009
- *Review of PSA 16: Target groups and measures*, John Atkinson, Helen Barnes and Helen Stevens, Institute for Employment Studies, 2009

Evidence from stakeholders

- Valuing People Now consultation (DH, 2007) – 2009 usable responses were received. 730 responses were from people with a learning disability; 407 responses were from family members and 375 were from professionals.
- Stakeholder consultation events April 2009 – attended by 28 key stakeholders
- National Forum of People with LD workshops March 2009 – over 200 people with a learning disability were consulted
- Call for Evidence March 2009 - 171 people responded to a cross-Government request for evidence on the barriers to employment for this group; examples of 'what works' and what needs to change
- British Market Research Bureau interviews March 2009 – 16 interviews with school teachers, Care Managers, Learning Disability Nurses and FE College teachers
- IDEAS consultation (DWP 2008) – 455 responses to the DWP consultation *Helping People Reach Their Full Potential: Improving Specialist Disability Employment Services*
- The Story so Far (DH, 2005) – consulted 3000 people, of whom over 1,000 were people with a learning disability. This consultation found that people with complex support needs and people from BME communities were being left out; and that very few more people were in paid work than when Valuing People was published in 2001.

13. Existing examples of good practice and measures to improve policy include:

- i. **Getting a Life sites** – Getting a Life is a three-year cross-Government programme that is working to identify what would need to change so that young people with severe learning disabilities leave education and go on to achieve employment and full lives. The programme has been running for 12 months and is working with multi-agency teams, including young people and their families, in 10 local authority areas in England.
- ii. **Newham demonstration project** – In 2007, DH and DWP funded a project with the London Borough of Newham to trial best practice for people with a learning disability in the Borough, with the aim of increasing the number of people in employment. Initiatives include:
 - training social care staff on customised employment techniques
 - strong partnership working with local employers
 - using In Control funding for employment support
 - supported employment presence at year 9 reviews

iii. **North Lanarkshire** – This Scottish Local Authority is an example of best practice and has proven that work can pay for people with learning disabilities if given the correct welfare rights advice and employment support. Over 110 adults with moderate and severe learning disabilities have been supported into paid work since 1999. The individuals work on average 24 hours per week and their income has almost doubled from when they were not in work. North Lanarkshire invests £600,000 each year on its supported employment service and saves £1.2 million per year in day care costs as a result. The cost per job is half as much as a day service place. North Lanarkshire no longer refers people with a learning disability to day services.

iv. **Project Search** - Two Project Search sites in the UK (Norwich and Leicester) are tackling inequalities faced by young people with learning disabilities in accessing employment after leaving further education. The

Norwich site uses job coaches provided by Remploy to support young people into work in the Norfolk and Norwich University Hospital. In Leicester, Remploy job coaches are supporting young people into work within Leicester City Council and Leicester College. The model follows the very successful US Project Search model.

v. **In Control** - In Control demonstration projects have focused on giving Individual Budgets to people with very high support needs, leading to increased independence and control. We know that many people with complex support needs can be supported into paid work but as yet the In Control sites have not focused on work for this group. Valuing Employment Now includes plans to initiate 8 – 10 ‘support broker’ demonstration sites which will focus on getting more people with Individual Budgets into paid work.

vi. **Bath and North East Somerset** – this Local Authority has initiated a number of areas of good practice, including:

- offering £500 to the local college for each person with a learning disability who is moved into paid work, so overcoming the financial disincentive of allowing learners to leave before the end of their course
- ensuring college students have access to high quality job coaching and work experience during their course

vii. **The Rose Project (Realistic Opportunities for Supported Employment)** - The ROSE project provides a good example of a seamless pathway from further education to supported employment for young adults with moderate to severe learning difficulties. The ROSE team is based at Havering College but is self-standing, funded from a variety of sources: LSC, Havering College, Havering Borough Council, Connexions, a local philanthropist and fund-raising activities. The project provides supported employment for former Havering College students with learning difficulties. It enables students to gain skills and confidence, brokers paid employment for them and supports them in-work. It has supported 40 former students (5 of whom have severe learning difficulties) into sustained employment in the past two years. The relationship with Havering Borough Council is seen as critical,

not least because of the benefits to the local authority's social care budget from placing people in paid employment.

viii. **LSC London Pathfinder sites** – The Learning and Skills Council and London partners have been working together to improve progression for young adults with a learning disability from formal education to supported employment. 22 pathfinder models are working with Further Education Colleges and Supported Employment agencies. Each pathfinder has numbers available of the people with learning disabilities supported into open employment each year. For detail see

<http://www.livelearnwork.org/files/LLWL%20Employability%20Manifesto%20Draft%20Report%20-%20final%2014%2009%2008.pdf>

ix. **Family-led jobs** – Family Led Jobs is being piloted in the South West and has had some success in moving people with severe learning disabilities into paid work. Family Led Jobs is unique because it brings together families and puts them at the centre of the job search process, bringing in supported employment and other agencies as necessary. As part of the process of supporting people with severe learning disabilities into work, many of the barriers that have been encountered have led to policy change at a local level.

x. **Valued in Public** – Valued in Public was launched as a document produced by Valuing People in 2005, telling public bodies how to go about recruiting people with a learning disability. Valued in Public was then delivered as a series of workshops to public bodies across the country to give them the tools to recruit people with learning disabilities.

xi. **Many examples from the voluntary sector** - see Annex C

Meetings and discussions with stakeholders

14. People and groups who were consulted to inform the strategy include:

- British Association for Supported Employment
- Learning Disability Coalition
- Mencap
- Steve Parr, Sabre & Associates

- Employers Forum on Disability
- National Institute of Adult Continuing Education
- National Forum of People with Learning Difficulties
- National Valuing Families Forum
- Remploy
- Foundation for People with a Learning Disability
- Nick O'Shea, Adults Facing Chronic Exclusion programme manager (CLG)
- Nick Wilson, Consultant
- Dr Steve Beyer, University of Cardiff
- Mike Callahan (customised employment expert and consultant, USA)
- John O'Brien (Centre on Human Policy at Syracuse University, USA)
- United Response
- PSA16 Learning Disability Employment 3rd Sector seminar – 35 attendees
- InControl employment group
- George McInally, Consultant
- Association of Directors of Adult Social Services Learning Disability Network
- National Learning Disability Programme Board
- Stuart Rigg, CEO, Advance UK
- National Autistic Society
- SERCO
- Equalities Bill Team
- The National Advisory Group on Learning Disability and Ethnicity (NAGLDE)
- National Training and Development Team for Inclusion
- Regional Valuing People Leads
- Getting A Life sites
- Challenging Behaviour Foundation
- BOSS Employment
- National Council for Disabled Children
- Erin Reihle, Cincinnati Children's Hospital, USA
- Susie Rutlowski, Greateaks College, USA
- United Response
- Learning and Skills Council
- Cardiff University
- Advance UK

- Dimensions
- Skillnet Group
- NIACE
- Skill
- Change
- Lincolnshire County Council
- Northamptonshire County Council
- Leicester County Council
- Nottinghamshire County Council
- Bath and North East Somerset
- Maureen Cook, North Lanarkshire
- Pure Innovations
- Norma Brier, Norwood
- Progress
- Government Offices
- Government Office East Midlands
- Deputy Regional Directors for Social Care
- Welsh Assembly Government
- Scottish Government
- Department for Transport
- Department for Business, Enterprise and Regulatory Reform
- OFSTED
- Jobcentre Plus

Plus over 170 responses to the Call for Evidence from individuals and groups.

What the evidence shows – key facts

Disability:

15. The evidence tells us that there exists significant inequality between people with a learning disability and other impairment groups in relation to employment. It is estimated that only one in ten of those known to social services have any form of paid employment, and of those only very few work more than 16 hours.

16. Further inequalities include:

- Both employers and staff supporting people with learning disabilities prevent many of them from entering into paid employment (Improving Work Opportunities Report, Corporate Services for DWP, 2006)
- Within post-16 education, misconceptions about how and why people with learning disabilities learn often lead to provision that is unsuitable, irrelevant and poor in quality (Dee et al, 2004)
- Transition to adulthood is said to involve:
 - Transition from school to training, employment or unemployment
 - Moving out of the parents'/carers' home
 - Transition to adult sexuality, coupledness, marriage and possibly parenthood
 - Financial independence from parents (or other carers) ⁶

17. Yet young people and adults with learning disabilities are often denied **all** of the above.

18. However, the evidence also tells us that people with a learning disability are keen to work – Emerson (2004) says that 65% of people who are not working would like to have a job. There are numerous studies to suggest that when people with learning disabilities do work, there is an eventual cost saving to the tax payer; this has been found to be the case regardless of severity of disability or number of disabilities (Cimera, 1998). Furthermore, supported employment has been found to be more cost effective than sheltered employment or day services (Lewis et al, 1993). Griffin et al (1996) found that people in independent living and supported employment had better self esteem and job satisfaction than people in sheltered employment and residential care.

19. Respondents who gave their views on the priority in Valuing People Now related to paid work were concerned that day services should not be closed in

⁶ Barnardos Policy Unit 1996

order to redirect funding and effort into the pursuit of paid work. Support for the proposals in *Valuing People Now* was at its lowest concerning proposals over what people do during the day. 68% of respondents agreed with daytime activity (focusing on paid work) being a priority⁷ and 25% disagreed. Of these respondents, family carers were in strongest disagreement, with particular concern focused on the emphasis on paid work and the future closure of day centres. Respondents with learning disabilities expressed the highest levels of agreement⁸.

20. The Institute of Employment Studies expressed concern that the exclusion of people with a learning disability from the work force is the result of low expectations and fears. They conclude, 'Whether or not well-founded, these expectations seem to be deeply embedded, and for this reason it seems unrealistic to expect any rapid changes in perspectives and expectations. Beliefs that have taken decades to build up are likely to take time to break down.'⁹

Ethnicity

21. *Valuing People Now* notes that people with learning disabilities from black and minority ethnic groups and newly arrived communities often face 'double discrimination'. Services can be culturally insensitive, with wrong assumptions made about what certain ethnic groups value; language barriers and racial discrimination compound the discrimination experienced on account of the person's learning disability.

22. *Valuing People Now* asked stakeholder groups or organisations to send in their responses to the *Valuing People Now* consultation, and to outline some specific actions of issues for certain groups. The National Advisory Group on

⁷ This compares against 78% agreement with the proposals around personalisation, 82% agreement with the priorities around health and 76% agreement with the priorities around housing. 78% of respondents overall agreed that the four big priorities put forward by *Valuing People Now* were appropriate.

⁸ The Lancaster University analysts felt that the disparity in opinion between respondents with a learning disability and respondents with a caring role may be due to carers giving a view on behalf of people with more severe disabilities, while respondents who gave their own views had mild disabilities.

⁹ IES, 2009, page 32.

Learning Disabilities and Ethnicity (NAGLDE)¹⁰ set out some recommendations for making Valuing People Now more effective in reaching out to black and minority ethnic communities.

NAGLDE's recommendations for Valuing People Now are set out below:

23. A national action plan concerning people with learning disabilities from black and minority ethnic communities is required to:

- ensure that Valuing People objectives are met for people with learning disabilities across all ethnic groups;
- raise the profile of this issue and ensure it is taken seriously by all agencies supporting people with learning disabilities and their families;
- identify emerging new areas, for example new refugee communities;
- ensure that there is a clear programme for improvement for agencies, both mainstream and specialist, to work towards;
- raise the profile of people with learning disabilities and their families from black and minority ethnic communities in decision-making processes;
- remove discriminatory barriers for all people with learning disabilities and their families from black and minority ethnic communities who require support;
- ensure that agencies will be accountable in the short and medium-term for their performance;
- draw together existing initiatives like the National Advisory Group for People with Learning Disabilities and Ethnicity and ensure they are securely funded and working efficiently together
- ensure Regional Ethnicity Leads work together with the National Advisory Group for People with Learning Disabilities and Ethnicity to develop and disseminate good practice to inform policy.

¹⁰ This group is funded by Valuing People and provides advice on the development of work around ethnicity. This group informed the Valuing People Now strategy, of which Valuing Employment Now is a component.

- work with all available resources to ensure maximum value for money.

24. NAGLDE also commented upon Valuing Employment Now and it was found that the above recommendations are equally relevant to Valuing Employment Now strategy. For example, it would be beneficial to involve more people from black and minority ethnic communities in decision making processes when employment strategies are being developed and implemented at the local level. A review of Partnership Boards (the Role and Effectiveness of Learning Disability Partnership Boards, The University of Nottingham 2008) indicated that very few (only 17%) of Partnership Boards involved families from BME communities. A further National survey of Partnership Boards undertaken by the University of Lancaster (Hatton, 2007) found that only 22% said that a race impact assessment had been undertaken – either for the board itself or as part of a wider Equalities Impact Assessment. 48% said that no checks were being done to make sure services treated everyone equally whatever community they belonged to.

25. The literature available does not give a detailed account of how best to engage black and minority ethnic communities in employment. Lacey (2006) found that volunteering can sometimes lead to job outcomes for people who are refugees or from deprived communities.

26. Dee, Byers, Hayhoe and Maudslay (2002) raise the issue of recognising the differences in cultural expectations and traditions when developing a curriculum for people with learning disabilities (citing Morris, 1999 and Maudslay, 2000).

27. Our stakeholder evidence (NAGLDE and others) suggests that it is not the cultural norm for women to work in many communities, because it is a more valued social role to be a full time wife, mother and / or daughter. Therefore, while it is important to reach out to BME communities on employment, this needs to be done in a culturally sensitive way.

Gender

28. There is a strong message from the evidence base in relation to the inequalities faced by women with learning disabilities:

29. 'Overall, there do appear to be gender differences with more men receiving supported employment than women, and men working more hours, and some separation of job types taking place. This needs to be understood and challenged if equality of opportunity is to be achieved'. (Steve Beyer Literature Review, 2009, page 66)

30. In a 1996 study, Beyer, Goodere and Kilsby found that 65.8% of the supported employees they surveyed were male. Botuck and Levy (1998) found that women undertaking supported employment worked fewer hours than their male counterparts. Levy et al (1994) found that female supported employees were more likely to have their employment stopped and to have worked a shorter period of time than men. Periano (1992) found that male school students were more likely to get a job on leaving education than their female counterparts.

31. Transport was a major issue for disabled women consulted in a study conducted by the Joseph Rowntree Foundation. Lack of reliable, accessible transport meant they were isolated in their homes, unable to pursue employment, education or leisure activities¹¹.

Age

32. There is evidence to suggest that people with learning disabilities are less likely to find employment the older they are. We also know that there is a cohort of older people who spend their time in day centres and who are significantly further from the labour market than younger people straight from

¹¹ Palmer G., Carr J., Kenway P. *Monitoring Poverty and Social Exclusion in the UK* (Joseph Rowntree Foundation 2005)

school or college. There is evidence that older people can be helped towards employment with enough time and support¹²

33. Faubion and Andrew (2000) found that severity of disability and age are negatively correlated to whether somebody is referred to a supported employment agency.

34. Rimmerman et al (1996) found that women under the age of thirty were less likely to be employed. In an early study (1995) Rimmerman et al found that males under the age of 35 had higher employment rates than women, but that over the age of 35 the opposite was true.

35. Emerson and Hatton estimate that the total number of adults with a learning disability (aged 20 or over) will increase by 8% to 868,000 in 2011 and by 14% to 908,000 by 2021. Significantly the growth projection shows much higher increases in the number of adults aged over 60.¹³

36. Mencap (*Housing Time Bomb*, 2002) found that over 29,000 adults with a learning disability live with a parent over the age of 70. This is significant for Valuing Employment Now, since people's accommodation status impacts directly upon their ability to get to work and make work pay.

Sexual Orientation

37. There is a scarcity of literature on the subject of learning disability and sexual orientation in an employment context. It is however apparent that the discrimination that exists against disabled people is compounded for those whose sexual orientation also attracts discriminatory views. One study found that:

¹² Critical Friends stakeholder events and anecdotal evidence

¹³ Eric Emerson and Chris Hatton (2004)

38. 'Disabled lesbians ... felt discriminated against within the disability movement, within the lesbian and gay community and by service providers.'¹⁴

39. This would suggest that discrimination in the context of work for lesbian, gay or bisexual people with a learning disability is likely to be more pronounced.

40. A number of individual case studies and some anecdotal evidence known to those working on Valuing Employment Now back up the view that sexual orientation in the workplace for people with a learning disability is an issue that could hinder equality for a particularly marginalised group.

Religion or beliefs

41. There is likewise a scarcity of literature specifically related to learning disability, religious belief and employment. The lack of evidence in this instance suggests that not enough consideration is given to the impact of the religious beliefs of individuals with learning disabilities in an employment context.

42. Clearly the right to practice any religious belief is a fundamental freedom that should not be denied any member of society. Article 9 of the European Convention on Human Rights (Freedom of thought, conscience and religion) as given effect by the Human Rights Act 1998 states that:

43. "Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance."

44. In the workplace, some guidance exists for employers on how to prevent discrimination on the grounds of religion or belief. For example:

¹⁴ *Disability and Sexual Orientation: A Discussion Paper* the National Disability Authority (Dublin) by QE5. (Copyright 2006)

45. 'Employment policies can often impact on religious and other beliefs and practices, and therefore policies should be reviewed to take account of this. Flexibilities around time allowed and facilities provided for prayers and ablutions are also important, as are religious observances such as observance of the Sabbath in Judaism, and sensitivity and understanding during fasting. It is, of course, also important to ensure that these flexibilities are not at the expense or disadvantage of those with different or no religious beliefs. Prior communication and discussion is vital to continued good relations.'¹⁵

46. However, this guidance does not begin to address the 'double discrimination' that exists for people with a learning disability whose religious beliefs may put them at a disadvantage when seeking work or attempting to assimilate into the work place.

Human Rights

47. The Parliamentary Joint Report on Human Rights (*A Life Like Any Other?* 2007-2008) found that people with a learning disability are particularly vulnerable to breaches of human rights:

'The extent to which the rights of adults with learning disabilities are being respected raises fundamental issues of humanity, dignity, equality, respect and autonomy: all key human rights principles.'

48. In respect of employment, the Inquiry found:

49. 'We received evidence on the difficulties faced by young people when they left school and wanted to get a job: "they do not receive the same opportunities as their non-disabled peers." We heard about the benefit problems people faced if they were fortunate enough to get the chance of a paid job. These problems meant people might have to choose not to work at all, or only very reduced hours. ... These difficulties meant that it was nearly

¹⁵ Religion or Belief: A Practical Guide for the NHS (DH 2009)

impossible to find work for people with moderate to severe learning disabilities.¹⁶

Challenges and opportunities

50. Valuing Employment Now has huge potential to reduce inequality in the area of access to employment for people with a learning disability by closing the gap between the number of people with a learning disability in employment and disabled people in general: in today's terms this would mean increasing the number of people with a moderate to severe learning disability in work from 10% to 48%.

51. Associated with this is the strategy's potential to improve access to independent living, through the increased independence and financial freedom that employment brings. These benefits ultimately lead to social inclusion and social mobility. Valuing Employment Now will impact upon our wider society, as people with a learning disability become more prominent and included and the incidence of discrimination and harassment decreases.

Positive effect on equalities

Disability

52. The inequality experienced by people with a learning disability in relation to work is directly tackled by Valuing Employment Now and reducing this existing equality is the overall intention of the strategy.

53. These issues need to be seen in the context of other work to achieve a safer environment, such as the work that has been outlined in Valuing People Now around hate crime and harassment. These measures include:

- Distribution across the country of a People in Partnership pack, which contains information and tools for people to know about their rights, the

¹⁶ A Life Like Any Other? Human Rights of Adults with Learning Disabilities Seventh Report of Session 2007-08 page 33

- law, how to keep safe, how to access the police and support services, and how to report a crime
- Improved data collection and monitoring of disability hate crime (led by Race for Justice)
 - Development of new minimum standards of disability hate crime for police (led by Race for Justice)
 - Development of new standards for criminal justice system professionals working on disability hate crime (led by Race for Justice)
 - Home Office and DH will work together to make sure that the Home Office Hate Crime Strategy addresses the specific issues for people with learning disabilities.
 - The Home Office will also work with DH on developing specific learning disability guidance for Crime and Disorder Partnerships, which include local authorities and the police

54. There is evidence to suggest that many people with a learning disability are discouraged from trying work because they and those who care for them believe that they will be bullied in the workplace (for example the Call for Evidence for Valuing Employment Now found that 56 out of 171 respondents said that they feared being bullied at work)¹⁷. Valuing Employment Now includes measures to support people and carers by putting across positive messages and good news stories about work, which will help people to allay these fears. Furthermore, Valuing Employment Now sets out to significantly increase the number of people with a learning disability in the workplace and to bring about a long-term culture change that will eventually normalise the presence of people with a learning disability at work. Particularly where natural workplace supports are in place, people with a learning disability have been found to assimilate successfully into the workplace¹⁸. In this way Valuing Employment Now will introduce policies that will reduce ignorance among the

¹⁷ Emerson (2004) also found that 32% of people surveyed had experienced people being rude to them in various contexts. Mencap (2000) *Living in Fear* found that 88% of people with a learning disability had experienced bullying in the past year.

¹⁸ Lemaire, G.S. and Mallik (2008) Barriers to supported employment for persons with developmental disabilities, *Archives of psychiatric nursing*, 22, 3, 147 – 155: where staff are trained to support people with learning disabilities in work, people assimilate and stay in the job longer.

general public, which in turn will reduce bullying and harassment of people with a learning disability.

55. Many people with a learning disability are reluctant to use public transport because of fears of bullying and harassment (the Call for Evidence – found that 56 out of 171 respondents cited public transport as a barrier to work)¹⁹. This is reported to be at its worst at rush hour, when school children are also travelling. Learning Disability Partnership Boards in many areas are successfully tackling this by making concerted efforts with local schools, bus and train companies, and the police, including the Transport Police. Valuing Employment Now will encourage schools and further education colleges to build travel training into the curriculum. Work is also in process with the Department for Transport to make public transport more accessible and safe for people with a learning disability. These initiatives include:

- DfT to produce a good practice note for local authorities on meeting the transport needs of disabled people, including people with learning disabilities
- DfT to keep under review its Inclusive Mobility publication (2002) which includes a range of guidance for Local Authorities and transport operators on improving accessibility for disabled people, including people with learning disabilities, such as appropriate signage and information

¹⁹ Mencap *Living in Fear* (2000) found that 25% of people with a learning disability had experienced bullying on the bus

56. Valuing Employment Now includes a strong focus on people with more complex needs. The University of Kent demonstration site will identify any barriers to employment related to more complex support needs.

Demonstration sites will also monitor for age, gender and ethnicity.

57. The Getting a Life programme will also be extended in 2009 to two more sites. As part of the commitment for Getting a Life to support at least 20 people with moderate and severe learning disabilities into work by 2011, at least two people per site will have complex needs.

58. Additionally, the support broker demonstration sites will instigate the use of braided funding and closer working across organisational boundaries for people who find it harder to access mainstream services.

Ethnicity

59. Valuing People Now sets out a number of measures to tackle exclusion and harassment on the grounds of race, and also to reduce inequality on these grounds. These measures include:

- Raising the profile of the exclusion of BME communities and ensuring this issue is taken seriously
- Encouraging local agencies to design and commission services that ensure genuine inclusion for BME communities

60. Valuing Employment Now says:

'People with learning disabilities from BME and newly arrived communities will be a targeted excluded group and success will be measured by the extent to which they benefit from this strategy. To this end, the support broker demonstration sites will aim to monitor BME groups as well as women and adults of a variety of ages. The evaluation of Project Search will also include how well programme works for women and BME groups. And further research for this strategy will aim to include information on ethnicity, as well as gender and age, as far as possible.'

Gender:

61. The inequality that exists between men and women entering supported employment will be monitored in a number of the demonstration sites initiated by Valuing Employment Now, and results will be carefully examined. It is intended that the communications campaign to promote work will target women equally to men.

62. There is some evidence to suggest that women with a learning disability under the age of thirty are less likely to be employed than men with a learning disability of the same age²⁰. The Project Search demonstration sites are aimed at young adults and as such will be well placed to encourage young women to enter employment. The Project search demonstration sites will also monitor for gender and BME.

63. Getting a Life focuses on young people going through transition and as such will be a further opportunity to encourage young women with a learning disability to consider employment as a goal.

64. Government will undertake research on certain measures that are known to enable people to access employment, such as how many people have access to work experience at school; how many are employed in the public sector and how many use individual budgets for employment support. These studies will include monitoring of gender and ethnicity.

65. The Government's forthcoming gender employment strategy is to be published in Autumn 2009. This strategy will strengthen the impact of Valuing Employment Now.

Age:

66. Valuing Employment Now sets out strategies for reducing the number of people with a learning disability in day services, where large numbers of older people spend their days. The exclusion from the labour market among older

²⁰ Rimmerman, A., Botuck, S. and Levy, J.M. and Royce, J.M. (1996), Job Placement of urban Youth with Developmental Disabilities: Research and Implications. *Journal of Rehabilitation*, 61, 1, 50-54.

people with a learning disability will be tackled by measures to support people in day services to enter paid employment.

67. Valuing Employment Now includes plans for a 'support broker' demonstration site which will monitor for gender, BME and age, and will take measures to reach out to these groups. These will target working age adults of a variety of ages.

Sexual Orientation and Religious beliefs

68. It is intended that Valuing Employment Now will have a positive impact upon the lives of all people with a learning disability, and it is considered likely that people of all sexual orientations will have the opportunity to benefit from work.

69. In 2000, a new European Union Directive required all member states to ban sexual orientation discrimination (as well as the other forms of discrimination listed under Article 13 of the Treaty of Amsterdam) in employment by the end of 2003. This Directive protects people of lesbian, gay and bisexual orientation from discrimination in employment. Article 13 also addresses discrimination in the workplace on the grounds of religious belief.

70. The UK Government was required to update its national legislation to fall in line with the common standards of the Treaty. The Employment Equality Regulations 2003 are the result of the UK's implementation of this EU Directive. The Employment Equality Regulations cover employment and training across England, Scotland and Wales, whatever the size of the organisation, whether in the public or the private sector.

71. Valuing Employment Now supports The Employment Equality Regulations 2003 and builds upon the eradication of discrimination at work that this legislation sets out to achieve.

Human Rights

72. Valuing Employment Now addresses the specific issues raised by the Joint Committee on Human Rights Report (2007-8). These are:

- Leaving school without appropriate qualifications or work experience
- People's fear of coming off benefits and working full time
- Particular difficulties for people with moderate to severe learning disabilities
- Inequality of opportunity when applying for jobs

73. Each of these issues is directly tackled by policy directives within the strategy. Specifically:

- Schools will offer supported work experience to pupils with learning disabilities
- A communications campaign will tackle confusion around the benefits system, and DWP has committed to resolving genuine disincentives in the benefits system
- The strategy is aimed at people with moderate to severe learning disabilities, and its overall goal is to significantly reduce exclusion from the labour market for this group
- Employers, particularly those in the public sector, will be encouraged to adapt recruitment and operational procedures that act as a barrier to people with a learning disability

Adverse effect or potential adverse effect

Disability

74. Valuing Employment Now focuses on people with moderate to severe learning disabilities and is intended to support PSA 16. The strategy focuses on people with moderate and severe learning disabilities because if we get the system right for them, it will work better for everyone; and because they have benefited least from previous initiatives.

75. In this respect it could be argued that Valuing Employment Now will have a differentiated outcome in respect of disabled people, and could, potentially,

have an adverse effect on some people. This might include people with a milder learning disability who may not be eligible for adult social services.

76. Valuing Employment Now may also be interpreted as a policy that treats people with a learning disability more favourably than other disability groups. For example, people with autism are not included in the remit of Valuing Employment Now unless they also have a moderate to severe learning disability.

77. However, changes to the education system will benefit all people with special educational needs (SEN) regardless of the severity of their disability. The planned Ofsted review (2009/10) will look at the way the current assessment process impacts upon learners with SEN and learning difficulties or disabilities (LLDD).

78. Furthermore, DWP reforms to the benefits system and to disability employment provision are intended to benefit all disabled customers.

79. The strategy includes wider commitments that will benefit all people with a learning disability. These include raising the presumption of employability through communications campaigns, workforce training and qualifications, and making universal sources of information and guidance accessible to people with a learning disability.

80. People with a learning disability are one of the most excluded groups in our society, and their exclusion from the labour market is exceptionally high. The Disability Equality Duty (2006) requires all public bodies to promote equality among disabled people and the rest of the community. This includes targeting the most excluded groups of disabled people and treating them more favourably. It is best practice therefore to single out people with a moderate to severe learning disability and put additional resources and effort into improving their status in the workforce. The employment rate of people with a learning disability has not changed in recent years, despite the steady rise in

the employment rate of other disability groups. To change this, we must focus on people with a learning disability as a priority group.

Sexual Orientation and Religious Beliefs

81. It is not expected that Valuing Employment Now will cause any negative impacts for lesbian, gay or bisexual people. Likewise, it is not expected that the strategy will have a negative impact upon people of any religion or belief, or those who do not hold a religious belief. In fact, the intention of the strategy is that the most excluded groups will benefit from the increased focus upon the importance of employment for those who are often marginalised in society.

82. Valuing Employment Now will be consulting with the following stakeholder groups as part of our ongoing monitoring and consultation process:

- National Forum of People with a Learning Disability
- National Advisory Group on Learning Disability and Ethnicity
- National Valuing Families Forum

83. These groups will be asked to provide evidence of any differential impacts in relation to sexual orientation or religion and belief as a result of Valuing Employment Now.

84. We will also ask these groups to consider how to include issues of sexual orientation and religion and belief in the research that is planned for the ongoing policy work around Valuing Employment Now.

Age

85. The emphasis on changing practice within schools, and encouraging good employment support within colleges, with the intent of keeping people out of day services and residential care, could potentially have an adverse effect on older people who are left behind in increasingly under-used day services.

Furthermore, The PSA16 LD group is skewed towards young adults: approximately 35% are aged 18-25. This could arguably lead to older people being less of a focus for Valuing Employment Now.

86. However, the strategy does include measures to support older people out of day services and into employment. For example, it will encourage day services to engage with supported employment agencies to seek work experience opportunities for those furthest from the labour market. Using North Lanarkshire as our example, Valuing Employment Now will ensure that older people using day services have alternatives to traditional day service provision, which includes opportunities of paid work.

Ethnicity

87. There is no reason to suggest that Valuing Employment Now will have any adverse effect on people from BME communities. The underpinning values of this strategy aim to support people from the most excluded parts of our society towards social inclusion and a better quality of life. Thus we would expect people from BME communities to experience increased opportunity and to experience positive effects rather than adverse ones.

Gender

88. Likewise, it is expected that women with a learning disability will benefit from the policy objectives in Valuing Employment Now. There is nothing to suggest that any adverse effect would impact upon this group.

Commissioning and procurement

89. Valuing Employment Now recommends that social and health care commissioners build an expectation of work for adults with LD in to contracts for providers of support, so that they see their key role in encouraging people to think about work, get the advice they need, and help them move nearer the labour market. Government will make sure that advice and guidance for local commissioners includes a requirement for employment to be prioritised in any contracts relating to supporting adults of working age, in any setting.

Equality impact assessment – a summary

90. A positive impact is explicitly intended and very likely in many areas, and the policy has the clear potential to have a positive impact in other areas by

reducing and removing barriers and inequalities that currently exist. In some areas, parts of the policy have the potential for minimal adverse effect, but actions listed below can prevent this.

Next steps

91. Plans are under way to set up demonstration sites which will monitor for BME and gender. It is planned that one Support Broker demonstration site will focus on older people.

92. This strategy is a major milestone on the journey towards full employment equality for people with learning disabilities. But it will need to adapt to the changing economic situation and in view of what is learned from local areas and demonstration sites. The Government will therefore report on progress on this strategy annually to the Learning Disability Programme Board, and in three years time will revisit and update the entire content of the strategy.

93. NAGLDE are already engaged for the purpose of focusing upon inequalities related to race. All of our current stakeholders have a focus on disability equality. The National Valuing Families Forum and The National Forum for People with Learning Disabilities will be asked to consider the extent to which we should be tackling inequalities in relation sexual orientation and religious belief.

94. Valuing Employment Now will be disseminated widely through a number of channels including email, web site and hard copy.

Annex A: Action plan grid

	Actions	Target date	Responsible post holder and Directorate
Engagement and consultation with key stakeholder groups	NAGLDE, National Forum and National Valuing Families Forum to continue with an emphasis on scoping out the need for more work around the additional equality strands	Ongoing from June 2009	DH
Commissioning of new research work	All further research for Valuing Employment Now to include monitoring for gender, age and ethnicity ²¹ and possibly sexual orientation and religious belief	ODI research to begin June 2009; additional research to begin winter 2009	Cross Government National Delivery Team
Data collection,	Cabinet Office are the lead	Beginning in winter 2009	DH

²¹ PSA16 data will be complemented by the ODI's Life Opportunities Survey. In addition, the Government will run new research on other important enablers for this strategy, such as people's expectations of employment and how many young people are getting work experience.

collation, analysis and dissemination	Department for PSA16. The cross-Government National Delivery Team will monitor progress on the strategy.		
Communications and awareness raising	Communications campaign around benefits, and the positives of employment	Beginning in winter 2009	Cross-Government National Delivery Team
Monitoring, evaluating and reviewing – including publishing the results	Evaluation of VEN and demonstration sites	Annual review to LD Programme Board. Major review to take place in 2012	Cross-Government National Delivery Team

Your name and today's date:

Susan Allott 24th June 2009

Name of Director and date endorsed by the Director:



24th June 2009

Annex B

Overarching principles

A number of important principles form the basis of this strategy:

- The Government is committed to achieving equality for all disabled people by 2025, as set out in *Improving the Life Chances of Disabled People* (2005). This includes the chance for all disabled people to get a job. We know that 65% people with learning disabilities would like a paid job²².
- We need a dedicated employment strategy for people with learning disabilities because they have not benefited from the progress made for disabled people generally. While the employment rate of disabled people in Britain overall has risen steadily, that of people with learning disabilities is much lower - just 10% for people receiving adult social services²³. This represents a waste of talent and opportunity for people with learning disabilities, employers and our wider economy and society.
- This strategy focuses on people with moderate and severe learning disabilities, because they have benefited least from previous initiatives.
- If real disability equality is to be achieved, work needs to no longer be seen as optional for most people with moderate and severe learning disabilities. The default expectation must be that everyone will have the chance to get a job. But there should be choice about what work people do, just as for non-disabled people.
- By 'work', we mean real jobs in the open labour market and paid the prevailing wage, or self-employment. So we do not mean volunteering or work experience, unless this is part of a genuine pathway to real work. This is about doing a good job that the employer values.

²² Eric Emerson, *People with learning difficulties in England* (2003/4)

²³ CSCI, 2006

- Our aspiration is for as many people with learning disabilities as possible to work at least 16 hours per week, because this is the point at which most will be financially better off and achieve greater inclusion. We know from some parts of the country that this is a reasonable ambition.
- People with profound and complex disabilities should not be excluded from the world of work. We know from international evidence that is possible for everyone to make an economic contribution. This strategy is also relevant to those who aspire to employment but, for example for health reasons, may genuinely not be able to work full time.
- The economic climate makes this strategy all the more urgent, as people with learning disabilities are at risk of moving even further from the labour market. People with learning disabilities need to be in a stronger position when the upturn comes.
- Delivering real change will need leadership at all levels.

Annex C – Voluntary sector examples of best practice

Leicester City

Work experience: LEBC and WEXA organise this through work experience agency. Some schools report challenges in finding “real work” experiences for young people with learning disabilities. We need to work more closely with the work experience agency to broaden opportunities for a range of young people with learning difficulties and/or disabilities.

There appears to be very little support once employment is secured other than through Job coaching. Access to work programme provides some support, but again this is limited.

Who provides support to disabled young people leaving college to access other opportunities and reach their goals: Remploy through Project Search, a new Project in Leicester City supporting learning disabled young people to have work trials. Adult Learning Disability Services have staff who support young adults into work. Adult Learning Disability Services report that It appears very difficult to engage Job Centre Plus staff to support young people. Adult Services have identified a real training need for Job Centre plus advisors in engaging and supporting young adults with Learning Disabilities to find work opportunities. This view was mirrored by the Physical/Sensory Planning group who have set up their own employment group.

It is recognised that more work needs to be done between Connexions Service and Disability Employment Advisors from Job Centre Plus. Connexions tend to make use of the local authority service Breaking the Barriers job coaches. Community Options also offer job training and coaching to support young people in employment.

Leicestershire

Other: ASC & Voluntary Sector More work is now being done within colleges to skill/prepare young people for leaving. Support from individual colleges varies. Further Education (FE) and colleges are becoming more outcomes focussed and developing more meaningful courses to enable young people to

access the world of work/employment. The local authority Breaking the Barriers service has established links with two local colleges to improve transition out of college into other opportunities.

Lincolnshire

Contact and tracking is maintained with the young person from Connexions/IAG Advisors up to the young persons 25th birthday. Disability Employment Advisors also offer support. Mencap are in receipt of funding via the Learning and Skills Council to support young people making the transition from College to Employment. Some local colleges are providing employability skills to students and have local arrangements for supporting young people into employment once these have been achieved. A recently formed employment partnership has been established between Transition, Social Care, Health, Job Centre Plus, Learning and Skills Council and Welfare to Work that will develop plans to support vulnerable people into employment.

Liverpool

Various organisations with supported employment schemes e.g. Mencap, NWCon Services, Routeway into Employment via Greenbank College along with other vol orgs provide specialist supported commissioned by ESP and LSC. Liverpool Community College has a full Transition programme funded by LSC investment which includes Taster Days and interviews with young people. This is expanding 09/10 to incorporate Greenbank College and WOTEC. There is a dedicated transition support worker as part of Diploma roll out. Greenbank College are a named partner in the sport and active leisure proposal submitted for 2010 start. This will have clear progression routes in and out of the programme. All Liverpool secondary schools are also part of established partnership groupings of schools. FE and work based learning providers offer a quality curriculum for young people. Aim Higher: Provide a comprehensive range of bespoke activities for disabled young people around progression and transition into FE and HE. This is individualised and designed to support students to achieve. The secondary special schools have a curriculum group with L.A. 14-19 team scoping foundation learning tier and progression.

In special schools only parents attend annual health reviews. Parent Partnership service supports parents and interest groups. Social workers support parents through transition. TAC College training for families also available. Self review tool available to schools on participation with advice on how schools can support parents through reviews. Aim Higher: Mentoring and advocacy support young people into FE and HE and into employment and training

Transport requirements to access day service, further education or other placements is embedded in the care package for customers which are devised by social workers. Transport policy team works with schools on travel but this is strategic on how to make the schools more accessible to allow people to travel by all modes of transport- not travel on individual basis. Neighbourhood travel teams work with disabled adults to access employment and training with specific individualised journey plans and also travel buddy service.

Barking and Dagenham

We have a number of services who can support disabled young people into employment. We have a contract as a council with Pure Innovations to deliver targeted employment opportunities. Our Connexions advisor and the transitions team will support young people who undertake employment.

Barnet

There are training and employment schemes in Barnet, such as Right 2 Work, 331 Young Persons Centre to support with CVs, application forms and interview techniques and Langdon Community in Edgware who have an employment adviser within their supported living scheme. Most education provisions out of borough do have a transition adviser for pupils in their final year

Where young people have gone to college Y-gen will provide support if requested. Barnet College is further developing this area since greater

numbers of these students are joining them. Y-gen works with local agencies to identify the needs of young people and placements are made accordingly. For those young people not wishing to or unable to access education, employment or training Y-gen works with a range of day service providers such as Rosa Morrison, Flower Lane and Flightway.

Apprentice opportunities for looked after children and the Right4Work project within the Authority specifically looking at employment opportunities within the Council, The Council has included NI 146 into the LAA in order to ensure that employment opportunities are promoted. Local schemes include Right 4 Work, Kisharon and Langdon. Mencap's supported employment scheme Pathways has finished and has not been replaced. This is now a missing step in the process.

Work with local colleges, supported employment and employers to ensure better work experience and post- school provision and the continuation of choice and support for young people into adult life. Ensure that positive activities, leisure and recreation are included in all transition planning and that the increased choices and opportunities available for children continue into adult life.

Bexley

Re. Local schemes for employment opportunities The following are available for those registered with the Disabled Children's Services. 'Two Fold' is a supported employment project for adults on the Learning Disability Register with severe to moderate learning difficulties. It helps adults with a learning disability to find paid work. The project is managed by Bexley Council, Bexley Mencap and Bexley College. It will help the person in transition to obtain the right training for the right job at the right rate of pay. 'Tuck by Truck' MCCH operates across London and the South East to provide a wide range of accommodation, support, employment and vocational services to adults with a learning disability. An Employment Development worker has 1-1 meetings with individuals to establish their hopes and aspirations regarding work and arrange a variety of supported work placements. Service users in Bexley

attend 'Tuck by Truck' to which they travel independently (using bus or taxi card), up to 3 days a week to help them learn various skills to gain employment. They have the opportunity of a paid position as a Delivery Assistant at 'Tuck by Truck' and, when they are ready, they meet with the Employment Development Worker to discuss moving into open employment. Further training can be arranged and individuals are helped to develop interview techniques.

Brent

Brentin2work is an organisation that supports all Brent adults that have been out of work for 6 months + to prepare for work and maintain work. Recently a disability employment officer from Brentin2work has been seconded to Brent Mencap to support young disabled people to secure and main employment. The adult social care team also have a supported employment team that works to support young people to secure and maintain employment. Recent Connexions have piloted a very successful employment project WILD which supported Disabled Young People who are NEET to develop employment skills and find and maintain employment.

Ealing

IAG service; Learning Curve- work preparation and training organisation for people with LD; Supercare- Ealing Mencap's work preparation project; West London college has a post funded for one year of an Employment Inclusion Manager. This is funded by LSC and will be renewed if results are seen to be favourable. LBE has an Apprentice scheme, with ongoing support for young people learning a skill within council services.

IAG service; Learning Curve- work preparation and training organisation for people with LD; Supercare- Ealing Mencap's work preparation project; West London college has a post funded for one year of an Employment Inclusion Manager. This is funded by LSC and will be renewed if results are seen to be favourable. LBE has an Apprentice scheme, with ongoing support for young people learning a skill within council services.

Enfield

Social care work in conjunction with a range of voluntary sector employment providers for example Mencap, Richmond Fellowship, the Shaw Trust etc. We also have links with ' Well Worth Working' who work with physically disabled and disadvantaged young adults in transition. The council operates a Council Employment Group as an overarching Steering Group to address issues of worklessness led by the Sustainable Communities Service.

Hackney

Disability Employment Adviser & Hackney Recruitment Partnership. The Forum in Hackney is group of disabled young people attending both mainstream and special schools. They meet to discuss their experiences of school and the options open to them in the future. The group provides peer support and is facilitated by disabled people that can be mentors to the young people.

Havering

Rose Project through the Havering CFHE part funded through the IYS provides support into employment.

Hounslow

London Borough of Hounslow has Education Business partnership who work closely with the school. There is also a Hounslow work experience team, who secure the placement for the young person. Leaders Pan Disability supported employment programme offers 36 week *Steps to work* programmes and long term support to those in employment.

Schools have noted that if Leaders Employment could be involved earlier i.e. at school then some people may be able to have extended work experience placements Post 19 and attend college. School sends students on 3 years of college links to build up relationships for 2 colleges to enable choice for young people. Hounslow work experience team can help school with opportunities and school have to approach to continue this arrangement. London Borough of Hounslow currently has Leaders, Owl Housing, Travel Buddies. West

Thames college now offers clear progression routes so that the young people follow a course that leads them to the next stage of their life. London Borough of Hounslow is currently developing personalised services for disabled young people in order to offer choice for those unable to or who choose not to access education or employment. From 01/04/09 there will be a small scale pilot run by The Transformation Team across all care groups including learning and physical disabilities offering individual budgets. Information on this is in draft format, and training is planned to help offer this service. The Personalisation Doing group are discussing how to offer information/consultation sessions with parents, carers and possibly pupils in school. People should be able to have an individual budget at 18 years but this would also mean they should also have very good PCPs in place.

Lambeth

Connexions and schools support young people gain employment. The relevant service to the young person will continue to support. Lambeth is developing the communication with employers to enable more people to access the service.

Newham

Trident offer work experience to every child within the borough. LBN Supported employment agency also offer support and input to disabled children to access work experience

Redbridge

Ellingham Employment offer a supported employment service, which ensures that young people receive the support that they need when they are in work, however other support for young people in entering employment is patchy. Connexions continue to offer support to young people once employment is secured, and currently have a job coaching scheme which can support young people to keep employment.

There are few organisations that support young people into employment in Redbridge, and the support is not consistently available to all young people.

Connexions continues to support young people in college and up to the age of 25, and will support them when it comes to leaving college. Connexions have been given funding by the LSC to pilot job coaching, and this is currently underway. Redbridge College has links with one special school, and one mainstream school with a specialist unit, to support young people in the transition from school to college. The college have also been meeting with education colleagues and others to look at how they can develop their provision for young people with special educational needs. Redbridge has access to a range of enhanced adult day services through private providers, and the in-house provision is currently undergoing substantial change to ensure that it offers a personalised service. Individual budgets have been piloted through the Dynamite project for young people in transition, and although not yet routinely available for all young people, are considered as an option for some young people, in Learning Disability Services. Children services are currently reviewing personalised services to meet the needs of young people.

Richmond

We have a transition to employment group which the heads of the two special schools are invited to along with the colleges, and LA education officers but this needs work to really be counted as schools inputting to strategic planning for transition. On the wider agenda schools do input fully into the development of the Children's and Young Peoples Plan.

The employer, Access to work, PA employed through self directed support, Power employment supported employment organisation and parents

Luton

D4 supports young people on supported employment if this is obtained through them. IAG also offer support at the request of the young person or family.

Local employment schemes: D4 offers some opportunities. It is recognised that more are needed. Arrangements for young people not accessing

education, employment or training: It is acknowledged that there is room for development of more opportunities. Opportunities are offered to those who are assessed as needing them but it is not clear if everybody who would benefit has an assessment.

Medway

Connexions have expressed taking a lead to develop, with partners, a conference in Medway to deliver information and best practice to all young people, families/carers, education providers and employers, describing the transition and work/study opportunities available. This event could provide a *market place* event for providers of services/jobs giving access to a range of future employment and training opportunities.

Milton Keynes

The Adult Learning Disability Service has a supported employment service. Shaw's Trust, a government funded organisation supports people with disabilities in work. Richmond Fellowship supports adults with mental health issues. Connexions feel that quite a lot of young people with EBD do not get support in work.

Norfolk

LSC provide some support through a commissioned provider, the Exchange, who link young people into work experience but it would be unusual for a young person with disabilities at a Special School to access employment or work experience at Year 10. 11 out of 28 young people interviewed had a work experience placement. These occurred later than year 10; five of these young people had their work experience in the school. Most young people had support to arrange their work experience and deal with any problems that arose.

Colleges have work placement officers who offer support to gain placements and also support young people in employment. Supported employment agencies commissioned by Job Centre Plus and the LSC also offer support. (Shaw Trust/Meridian East, The Exchange, Remploy) Adult Care workers

continue to support young people as appropriate and they are developing a support into employment network which provides support customised to a person's needs. Connexions have a vacancy matching service for young people with disabilities.

Special Schools and colleges work together to provide routes into college, there are occasional hiccups with qualification data from schools not being recognised by the colleges and Leavers Plans not always going with the young person. 3 out of 4 of the young people who attended mainstream school reported that they and their family had to organise and arrange their own admission to college. Norfolk is at the forefront of developing Social Firms for people with learning difficulties and disabilities. Two particularly successful projects are currently running. Wholefood Planet & Project Search. Funding has been identified to develop a further 4 social enterprises across Norfolk. Personalised Services are available for people accessing the Improving Choices project. They are also an integral part of Person Centred Planning which is used throughout Norfolk Learning Difficulties Services, Individual Budgets can be accessed to develop individual packages of activities. For young people 18+ who do not want to access employment, education or training there is a Community Support Team who offers support to access community activities; this may include volunteering in the third sector.

Getting a Life project and Pathways to Work are other schemes benefiting young people. The LSC will also be involved in funding individual packages for young people accessing Improving Choices or for young people who have had a S140 review and funding implications have been identified. One young person has developed a micro enterprise, growing organic vegetables by accessing a grant. Micro Enterprise skills training is being offered to staff in Learning Difficulties Service to train them in helping people develop their own employment opportunities. There are however, a group of young people who are termed a priority group by Connexions who have limited options for education, employment and training (depending on availability) and for whom transport may be a major barrier (post 21) to accessing leisure or volunteering

opportunities. This group cannot use public transport due to their disabilities or mental health related issues; this group is the most difficult to match with appropriate activities.

North East Lincolnshire

The NELCTP Supported Employment Service provides flexible support tailored to individual need to access a variety of employment opportunities. Young people can self refer back to Connexions for support if required.

North Lincolnshire

Mencap have the Pathways programme which supports disabled young people / adults into suitable work opportunities. They and others (ie local education providers) are also developing support through social enterprise type activity. There is also continued IAG for those who require this via Connexions. Adult Education supports disabled young adults in work with relevant / appropriate learning/vocational pathways.

North Yorkshire County Council

Work experience is the responsibility of the schools in North Yorkshire. All schools, including special schools, provide work experience for their pupils. Support is provided by school staff in the first instance, but IAG CAs are involved in many cases ‘in helping to find placements, in preparation for work experience, in visiting the young people while on placement and finally in follow up/review activities. NYBEP (North Yorkshire Business Enterprise Partnership) a multi agency, multi funded body also support young people into employment.

Integrated Youth Support offers continued support to young people once they are in employment through the local Hubs in each area. The hubs provide multi-agency support including Connexions. Once the young person turns 18 they are able to access a council-run supported employment service.

There are some local schemes but not across all areas. The adult social care supported employment service is county-wide, but young people must be

aged 18 or over. Individual support packages and personalised services are considered for all young people who are eligible for adult social care services once they turn 18. The trend in provision is away from enhanced day services towards personalised services. Personalised budgets would be required for disabled students entering higher education establishments.

North Hampshire

There is not currently a coherent county wide support programme or employment pathway. The *Successful Transitions* group are to develop this during 2009/2010. LLDF monies (LDPB) have been allocated for an employment pathway for adults. It is hoped that this can be expanded to include young people with learning disabilities from age 14. Disabled young people both in mainstream schools and in special schools are able to access work experience with the help of their learning provider. Schools can access the Veryan database to see which employers are offering WEX. They contact the employer and discuss the individual needs of the young person. If the employer, school, parents/carers and young person are agreed that the placement is suitable, then a member of the Connexions WEX team will go out to complete a visit. They record the activities the young person will undertake and the associated risk assessment. Health and safety management with insurance, welfare, safeguarding children, supervision and transport arrangements are also discussed and recorded. This information is detailed in two contracts. One of which is signed by the parents/carers and the second by the employer. Connexions are currently working with several of the special schools in the county to support them in arranging WEX for their young people. From September 2006 to July 2007 107 placements were processed for these schools.

Disability Employment Adviser (Job Centre Plus) and the Employment and Disability Service (Northamptonshire County Council). EADS can, where they are working with a young person through Workstep. EADS is matrix accredited and offers IAG, Disability Awareness training, and Health and Safety advice, including workplace assessments, with a particular emphasis on reasonable adjustments necessary to facilitate the employment of young

people with disabilities. The vast majority of referrals to EADS come from the Jobcentre Plus. Job Centre Plus agrees the eligibility and access to the programmes, with voluntary rather than paid employment for disabled young people being explored. Other identified issues are with meeting the criteria, and the process taking too long.

There are examples of good practice which are to be developed further. There is a SEN Vocational Coordinator funded by the 8 special schools with the remit to provide progression routes into colleges. EADS are, in collaboration with Tresham Institute, to support Social Enterprise students twice a year to help plan progressions onto:

- A main college in a vocational area
- Supported employment
- Open employment

The Learning Disability Partnership Board has approved the funding of a provider to identify employment opportunities for disabled young people age 16+. These opportunities include Saturday Jobs. The Employment and Disability Service, (EADS), offers two programmes that can be of particular benefit to disabled young people, both are government funded, through JCP, designed to assist individuals with disabilities or long term health problems. Enhanced day services, voluntary work, individual support packages and various leisure/social activities however this area needs to be enhanced further.

Nottingham City

Speaking Up project, Connexions Personal Adviser, Job Centre DEA, Supported Employment Programmes, Voluntary Sector, Mencap, City Farm, and Local Authority Employment Schemes. There is also the Employment initiative. The DTT works with the Local LSC to identify suitable trends of needs in relation to post 16 options. There are specific courses at local colleges and the DTT is involved in developing a specific E2E training course for disabled young people. The national drive for a requirement for NVQ level 2 has restricted the labour market for disabled young people and hence appropriate opportunities are limited.

DTT provides some support but the range of opportunities (training, employment and further education) is limited for disabled young people to

move into. However, there is good day service provision in the City. The national drive for a requirement for NVQ level 2 has restricted the labour market for disabled young people.

Nottinghamshire

In the 07-09 Plan, Making a Positive contribution, Objective 4.3 Increase the number of young people with additional needs in education, employment and training from 83.1% (Dec 05) to 86.5% (08-09) Actions to achieve this: Improve joint working between Connexions Personal Advisers, Social Services Transition Co-ordinators and Job Centre Plus, Disability Employment Advisers. Develop the Person Centred Review Process to ensure that the views and needs of disabled Young People are addressed at an earlier stage of their transition to post 16. Improve Economic Wellbeing, Objective 5.2b Increase the % of young people with SEN Statement and at School Action Plus who have received a S140 for transition from Year 11 From 82.16% (June 06) to 90% (08-09) Actions to achieve this: Review the process for completion of Section 140â€™s to ensure the effective sharing of information with LSC and Opportunity Providers for Post 16 transitions Consultations are currently underway for the 2009-2011 plan when priorities will be agreed.

Voluntary agencies e.g. Remploy, Mencap Parents If they secure employment, Connexions will continue to support them up until age 25.

Peterborough

If the young person has gone into supported employment Connexions or Westcombe (the employer) have designated staff but they cannot provide all roles that are requested e.g. horticulture isn't available. There is very little choice.

Plymouth

Four Special Needs School have robust support with enterprise projects, work activities, specific work experience with PLUSS. Mainstream Schools on a one to one basis young people will be linked into specific work experience according to their needs. Two CFE colleges have support with transition from

college to work placement and work experience of one day a week whilst undertaking course with natural progression to specific work placement. In essence we have well established and successful sheltered developmental work activities and we have made them more available to be accessed across younger age groups in order to facilitate Transition into Employment either direct from school or whilst preparing to leave college More information available on request

Redcar and Cleveland

We have an employment support team who support young people to gain employment and then continue there. Connexions and adult services also support young people in employment Young people can access advocacy services to support them in this.

Rochdale

A minimum of 7 workers are delivering advice and guidance to young people through the Connexions Service (which includes specialist Supported Employment and Schools Advisors) and a specialist advisor from Children's Integrated Disability Services.

Rochdale Employment Development Service, Social Inclusion Unit services. Work is being undertaken locally to plan local post-16 learning provision in line with the Foundation Learning Tier which will be rolled out nationally in 2010 and includes a requirement for post-16 FLT provision to include Supported Employment.

Kensington & Chelsea

All users are offered individual budgets. The team have targeted young people in transition and we have provided two specialist advisors to support young people to create their own support plans with their families.

Kingston

Employment agency - Kingston Workstart (based within the Royal Borough of Kingston - Adult Social Care Services) provide on the job support to facilitate smooth transition to the work environment.

Royal Borough of Windsor and Maidenhead

Connexions Berkshire has Personal Advisers based within the FE institutions across Berkshire who, in conjunction with their Special Needs team, offer support to young people with disabilities within the FE sector. LD team meet up with all disabled young people they are aware of and are active in planning support with other agencies. Other arrangements are in place for young people not wanting or unable to access education, employment or training: Ways into Work supported employment.

Sheffield

We have very few numbers of young people we support who secure full employment however there are significant numbers of students we continue to support from social care, college or connexions who are in part-time/sheltered work schemes.

Slough

Most disabled young people receive support to access work experience and this is arranged through the Education Business Partnership. We will review the value/impact of the work experience arrangements in terms of the success of young people in securing and sustaining employment. The young people involved in completion of this SAQ indicated that they have full choice in getting work experience and this is often linked to their interests. Many are placed in private industry for their work experience but they also felt that they would not know who to turn to for work.

The Disability Employment Adviser or Social Worker from the Adult Team.
Personal Assistants paid for through direct payments. Supported Employment Officers within local employment schemes eg Speedwell.

Solihull

There are supported employment teams for people with a learning disability and for people with autism spectrum disorders.

Social Care Transition Worker Supported Employment Scheme for people with ASD

Somerset

Special schools often struggle to access work experience opportunities for young people, particularly those with severe and profound learning difficulties. However, the Getting a Life project, led by Adult Social Care, linked to Valuing People, looks at transitions and employment pathways, with the aim of increasing the number of opportunities available. This project involves both parents and young people. The Learning and Skills Council are also funding a project in Somerset to facilitate job coaches to support young people in work.

Southwark

Some young people are supported via Voluntary Sector agencies such as Three Cs Transition Service, Bede, Southwark Works and Toucan Employment. <http://www.toucanemployment.co.uk/>

Step Forward is a support provider to vulnerable adults living in Southwark. They work with nearly 3,000 people who need support to live independently in their own homes. The services enable people to be part of and contribute to their communities and maximise their quality of life. This service aims at providing support to vulnerable people with support needs in order to help them live independently within the community. This support is available to those living in independent accommodation within the Southwark. All referrals to Step Forward come from Southwark's Resettlement Team. A StepForward key worker is allocated who will work alongside the referred person and his/her support team. Key working sessions will be conducted weekly, normally for around an hour. The support worker will assist the young adult to identify the support s/he needs and how this can be delivered. This is done using a support plan, which is reviewed with the young adult on a regular basis. This plan will identify any support measures put in place by Step

Forward and other support agencies. The support provided will normally last up to two years. The kind of support generally offered falls in the following categories:

- Help in accessing mental and physical support and services.
- Help to find community resources and other cultural or service specific facilities in the area.
- Assistance in order to claim the right benefits and filling in relevant forms.

South Gloucestershire

All schools are expected to offer work experience away from the school base to all yr 10 pupils; however not all pupils take up this offer, and others may not get support in placements away from the school so may have a placement on the school site. Officers from the Learning Difficulties Service Employment Team have attended open evenings at two of the local special schools in order to raise awareness of the support available to young people in employment. Employment and Benefit agencies have been involved in LDPB information events which are open to young people in transition to attend. Many young people who are unable to access education, employment or training receive an individual package from adult social care which takes the form of a personalised service if they are eligible; others are supported by Connexions to find job, training or educational opportunities that they can access or to challenge the barriers preventing take up of offers e.g. lack of transport. Young people who do not want to access education, employment or training are supported by Connexions who endeavour to challenge attitudes, raise aspirations and identify appropriate activities to encourage young people to take up available options. There is regular reporting on numbers in this group to senior managers within the CYP Department.

South Tyneside

Depends on the nature of their employment. Connexions will support young people up to the age of 25. Our Supported Employment Service provides Job Coaches

St Helen's

St Helens Chamber. LSC through Train to Gain programme. The Shaw Trust for those young people placed through them in a placement. Job coaches from the council supported employment scheme.

Stoke on Trent

Also Connexions Staffordshire has secured funding for the Shine programme which will provide individualised packages of support, supported employment and a Transition mentor to support YP through their transition and once they are placed in employment. Connexions Staffordshire commission specialist services from Landau who provide supported work placements for YP. For 19yrs+, the new emerging JET Centres * Staffs Partnership * Work Based Learning Providers

Sunderland

The Council is developing a Person Centred Transition Team (operational April 09) which will be based in Adult Services , but with the full support of Children's Services and the three NHS Trusts operating in Sunderland that offer services to young people. The role of the team will be to ensure the Local Authority and partner organisations provide a smooth transition to adulthood, reducing uncertainty, increasing awareness of options available, breaking down physical and attitudinal barriers to further education, employment and/or independent living and co-ordinated health care. There will also be a joint Children's/Adults Services Transition Board. Membership of this Board will also include multi-agency partners. As part of establishing the new Transition Team/Board the protocol for transition will be updated and agreement has already been reached with Senior Officers in partner organisations to implement these plans. The staffing costs for this Team will be £139,000 in the financial year 2009/2010 and we are requesting funding through the Aiming High Transition Programme of at least £58,000 as this will cover the identified shortfall in funding. There will be additional costs associated with publicity and the promotion of the new service for which we

also request funding through the Aiming High Transition Programme. For further information see full EMT Report attached.