

Developed in Partnership



Part of the Department
for Work and Pensions

An Employment Strategy for People With Learning Disabilities



**Kirklees Learning Disability
Partnership Board
August 2008**

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1. Introduction

The first Employment Strategy for people with learning disabilities was completed in 2003; guided by the Valuing People White Paper 2001 which recognised the need for people with learning disabilities to have access work and employment opportunities. Since then significant progress has been made both nationally and locally to improve the chances of people with a learning disability to gain appropriate training and skills to gain employment including paid employment.

Further work is required; we need to raise expectations of people with learning disabilities, potential employers and the wider public to ensure employment is seen as a realistic option for people with a learning disability. The Valuing People Now (consultation document – December 2007) identifies daytime opportunities, including employment as one of the big four priorities over the next three years.

This strategy addresses the barriers to employment and how they will be challenged; this can only be done if all agencies involved work in partnership to breakdown the barriers. We need to ensure high quality education is provided that focuses on preparation for work, together with appropriate work based training opportunities. We need to ensure employers are provided with the information and support they need to successfully employ people with learning disabilities.

The updated employment strategy identifies a new approach the Council, our Health and Education partners wish to take regarding the further development of employment opportunities for people with learning disabilities in Kirklees. It provides a clear statement of our intentions to support people with learning disabilities to maximise their skills and independence, have the opportunity to contribute to the local economy via the development of a range of employment opportunities, including paid employment as the ultimate goal.

The Learning Disabilities Partnership Board will oversee the implementation of the Employment Strategy working in partnership with the Jobs and Learning Sub Group. The board will monitor closely the progress made each year in the development of employment opportunities and the number of people with learning disabilities that are successful in gaining work and training opportunities and achieving the ultimate goal of paid employment.

Keith Smith & Nicola Cromack
Co Chairs of the Learning Disability Partnership Board

2 Where are we now – the big picture?

Since the launch of the Valuing People White Paper 2001 national policy has emphasised the important role employment should have in the lives of people with a learning disability.

2.1 National priorities

There are a number of key national policy documents that we have taken account of during the development of this employment strategy. These include:

- 2.1.1 ¹The [Valuing People White Paper 2001 \(DOH\)](#) one of its key objectives is to improve job opportunities for people with learning disabilities, both in the public and private sectors: “Very few people with learning disabilities, probably less than 10% have jobs. Our objective is to enable more people with learning disabilities to participate in all forms of employment, wherever possible in paid work, and to make a valued contribution to the world of work”.
- 2.1.2 ²The Learning and Skills Council (LSC) which funds further education published the strategy ‘[Learning for living and work](#)’ (2006) The strategy makes clear it will no longer continue to fund vocational provision for learning disabled learners that does not focus on the supported employment model or learning in the work place by 2011. It sets out the LSC vision for further education provision for learning disabled students with an emphasis on the ‘supported employment model.’ The LSC also highlights the need for effective partnership to be established to deliver results and will have a key role in developing employment opportunities for people with learning disabilities. The LSC strategy aims to “deliver increased social inclusion, improve the skills of individuals and enable them to contribute to local communities and economies.”
- 2.1.3 The [Improving Work Opportunities for People with a learning Disability \(2006\)](#) was based on the experiences of a Working Group who reported to Ministers and the Learning Disability Task Force. One of the main messages from this report identifies “people with learning disabilities are citizens first and foremost, and public services, together with the private sector, need to respond appropriately. This means that the responsibility to ensure that all people can enter the workforce is a community-based responsibility – not one simply for health and social care. In addition it also promotes the value of person centred planning and improving opportunities for part time working without it impacting on learning disabled people financially.
- 2.1.4 The [Valuing People Support Team \(VPST\) 2006](#) published 4 guides to encourage and help people with a learning disability access paid work. VPST believe the ³Supported Employment Model or “place and train” should be considered as best practice. A fuller explanation of the British Association for Supported Employment Model -BASE is provided in (appendix 1).
- 2.1.5 ⁴The Commission for Social Care Inspection (CSCI) in 2007 introduced via the [Self Assessment Survey](#) (SAS) performance measures for employment “To report the number of people with a learning disability aged 18 to 64 known to the council who were helped into paid employment in the year” This will help government monitor the progress made by local councils on supporting learning disabled people to gain employment and clearly emphasises the importance government puts on the future role employment should have in the lives of people with a learning disability.
- 2.1.6 The Learning and Skills Council in partnership with NIACE have published a guide [Moving into Work](#) the guide “contains six information sheets, aimed at key players

¹ Valuing People: A new strategy for the 21st century March 2001.

² Learning Skills Council (LSC) 2006 & niace ‘Moving into work’ 2007.

³ This model is promoted by the British Association of Supported Employment

⁴ The Self Assessment Survey 2008/9

who need to be involved in the process of supporting people with learning difficulties in the transition from vocational education and training to employment” Each of the guides provides information on the challenges ahead for everyone in making government policy into reality for learning disabled people across the country.

2.1.7 ⁵The Department for Work and Pensions (DWP) public consultation document [Improving Specialist Disability Employment Services \(Dec: 2007\)](#) highlights the success of the ‘new deal for disabled people’ initiative which has helped over 150,000 people in to work since 2001. To support people with learning disabilities a range of specialist disability employment provision is available to help people with higher support needs or who, for example, need longer-term support whilst they are in work. This builds on the concept identified in Improving Work Opportunities for People with a Learning Disability 2006 that people with learning disabilities are citizen first and the development of employment opportunities for people with learning disabilities depends on close partnership working with mainstream government departments and services.

2.1.8 [Valuing People Now From Progress to Transformation \(December 2007\)](#) states that: A cross-government working group led by the Department of Work and Pensions is developing an action plan to increase the number of people with learning disabilities in paid work in response to the report Improving Work Opportunities for People with a Learning Disability. This is focusing on:

- improving partnership between different sectors;
- increasing the focus on work at the time of transition;
- making current work programmes work better for people with a learning disability;
- making sure the benefits system helps people into work;
- supporting and encouraging employers to employ people with learning disabilities.

Early actions from this included:

- a pilot project in Newham, with a national dissemination programme, to test out new ways of inter-agency working to increase employment levels;
- advice and guidance to the employment sector on achieving the inclusion of people with learning disabilities in mainstream employment initiatives;
- reviewing existing benefits guidance to improve its clarity about processes and rules;
- action to ensure that the skills of small providers of employment support for people with learning disabilities are fully used when tendering for the delivery of work programmes;
- producing and sharing best practice advice in the employment of people with a learning disability

The Department for Work and Pensions (DWP) is reviewing its employment services for disabled people and will consult on proposals shortly. This is in recognition of the need to do more to help people with higher support needs into employment and deliver the vision set out in Improving the Life Chances of Disabled People, that:

⁶ “Future government policy should be designed to ensure that in twenty years time any disabled person who wants a job and needs support to get and keep a job anywhere in the country should, wherever possible, be able to do so. Any employer

⁵ DWP Public consultation: Improving Specialist Disability Employment Services Dec 2007

⁶ Valuing People Now from Progress to Transformation (2007)

wanting to employ a person should be able to find the right person and the right support.”

The review is examining ways to make services more flexible to the needs of individual disabled people, and thus help them get and maintain paid employment, including:

- a greater focus on those who need specialist support, such as many of those with a learning disability;
- less prescription and greater flexibility;
- better links between elements of provision;
- better consistency and quality of provision;
- improved effectiveness in helping disabled people into work
- improved help to enable people to maintain their job independently;
- an improved service for people receiving long-term support.

The public sector itself is a huge employer. Government and its associated bodies will therefore demonstrate a lead and ensure that its employment practices lead to increased numbers of people with learning disabilities in paid work across the public sector.

2.2 Local priorities for people with a learning disability

Supported employment services for people with learning disabilities began 15 years ago in Kirklees, over the years significant progress has been made, the Learning Disability Partnership Board has taken the lead in moving forward the employment agenda.

2.2.1 The Learning Disabilities Partnership Board recognises it has a lead role to play in bringing together the right people from key partner agencies to work in partnership to improve the employment opportunities for people with a learning disability in Kirklees. The Partnership Board will monitor the development of this strategy and oversee the implementation to make it become a reality.

2.2.2 The Job and Learning Sub Group of the Partnership Board recognises it has a central role to play, working with key people from Job Centre Plus, Huddersfield and Dewsbury Further Education Colleges in the newly formed Kirklees College, Connexions, Day Service providers, Supported Employment providers and carers to guide the development of the Employment Strategy. The Jobs and Learning Sub Group's task is to oversee the developing of the Employment Strategy and ensure it is a jointly owned document developed in partnership with key partner agencies.

2.2.3 The Partnership Board and the Jobs and Learning Sub Group have identified the following key targets:

- The need to review the current range of employment services for people with learning disabilities and prioritise employment opportunities as a key target area.
- Offer everyone who wants to work the opportunity to do so and ensure the appropriate support is provided to make this happen.
- Our goal is to gain paid employment for people with learning disabilities whenever possible. Paid employment means the national minimum wage or above, receiving the same work benefits as everyone else, such as training, holiday pay and sick pay.

- To support the development of self employment and social enterprise firms as an option for employment for people with learning disabilities.
- To increase the range of work opportunities and support available to people with a learning disability particularly public sector employment opportunities and increase the number of people in paid employment, voluntary work and work based training opportunities.

2.2.4 Nationally and locally it is recognised developing employment opportunities is a priority and an area that requires co-ordinated multi-agency partnership working. Clearly there is great potential to expand employment opportunities and a considerable amount of work to do to achieve the desired outcomes of developing mainstream employment options for people with a learning disability and for people with a learning disability to be seen as a valuable member of the potential workforce by all employers.

2.2.5 Keeping people safe – everybody’s business - One of the most important duties that Councils have is Safeguarding – protecting vulnerable adults (and children) from harm or potential harm. We also have a key role in making sure that everyone of us sees safeguarding as our own individual responsibility – it is the duty of us all to make sure that those around us are safe from harm wherever possible.

This isn’t always easy – we have to balance keeping people safe, with helping people to be in control of their own lives and being free to take risks. In the Council, in partnership with other organisations responsible for health and wellbeing in Kirklees, we have founded our adult safeguarding vision on the following principles:

- **Empowerment:** - everyone should be in control of their lives and their consent is needed for decisions and actions being taken to protect them.
- **Protection:** - it is everybody’s responsibility to take action if they think someone maybe at risk of abuse.
- **Prevention:** - stopping abuse from ever taking place is the most important goal – and we all have a role in this.
- **Keeping things in Proportion:** - we must try to get the balance right between protection and empowerment
- **Partnership:** - making sure that we have really good systems that enable organisations to work well together to help protect people.
- **Accountability:** - being transparent and making decisions that are open to scrutiny.

2.3 What is the level of need?

Using national and local data the following tries to identify the level of expected future need for employment opportunities in Kirklees;

2.3.1 From the consultation process that was undertaken to update the Kirklees Learning Disability ‘Vision’ document in early 2008, the 500 people we consulted voted day time opportunities, including employment as the most important issue for them. One person who attended commented ‘I would like to have a job that I can get paid for’. From the questionnaire feedback it identified:

- 10% attended College
- 6% did unpaid work,
- 5% did voluntary work,
- 5% had a ‘paid’ job and the rest attending day services or something else
- 67% of people also stated they needed someone to support them to engage in social, leisure and employment activities.

- 2.3.2 Currently 144 people are supported by Real Employment, Kirklees Council's own learning disability supported employment service. The consensus from this service is that employment is really important to the people they support; it improves self esteem, friendships, quality of life and enhances disposable income. The removal of the Fair Access to Care Services Criteria (FACS) that only allowed Real Employment to work with people who are assessed with Critical and Substantial needs, has enabled the service to work with people who are assessed as having low and moderate needs, this has created greater potential for paid employment opportunities for more people and strengthens the range of preventative services offered by learning disability services.
- 2.3.3 ⁷The first ever national survey about the lives of people with learning difficulties was completed by Valuing People Support Team (VPST) and Lancaster University in 2003-4. One important result of the survey of 3,000 people with learning disabilities interviewed was, that only one in six of people with learning difficulties who were of 'working age' (17%) had a paid job. Generally in the UK, 67% of men and 53% of women of 'working age' have paid jobs. The same survey revealed that 65% of those interviewed were unemployed but wanted to work.
- 2.3.4 There are no recent local employment surveys available on how many people with a learning disability want some form of employment or training towards gaining employment. The 'partnership working' between the local further education colleges, Job Centre Plus and supported employment services has identified there are a significant number of young people with aspirations to 'get a proper job' and in need of support and training to gain employment entering adult services. Within adult learning disability services it is also recognised there are people who want and would benefit from the opportunity to access a broader range of employment opportunities.
- 2.3.5 ⁸In 2007-8 the number of people with learning disabilities known to services who were helped into paid work was 10, and the number helped into voluntary work was 13. This represents the best performance to date by supported employment services, but all partner agencies acknowledge we need to improve. Since April 2008 a further 10 people have been supported into paid employment and 14 have been successful in gaining voluntary work
- 2.3.6 The current growth rate of people with a learning disability requesting support is 3% based on the last three years growth statistics against a national growth rate of 1%. Prevalence rates identifying the number of people with mild to moderate learning disabilities are difficult to estimate because many are not in contact with services. However ⁹SCIE suggests rates of 25-30 per 1,000 of the population, while ¹⁰Valuing People quote a rate of 2.5% of the whole population. Therefore it is estimated 10,000 to 12,000 people in Kirklees have a mild or moderate learning disability. Demographic pressures are likely to lead to a growth in the rate of learning disabled people known to services, and so fuel greater demands for future services including employment. ¹¹Also the expected numbers of people from Black Minority Ethnic (BME) Communities with learning disabilities is predicted to rise by 70% from 1991-2021.

⁷ Adults with learning disabilities in England 2003/4 Emerson et al 2005.

⁸ Adult Services Performance Development Team Dec 2007.

⁹ SCIE social care institute for excellence 'Developing social care :the current position' June 2005

¹⁰ DOH Valuing People 2001

¹¹ CSIP: Enhancing Housing Choices for People with a Learning disability: 2006.

- 2.3.7 It is clear from the research and evidence gathered that there is a need to increase employment opportunities for people with a learning disability, ensuring people with more complex needs and people from the Black and Minority Ethnic (BME) communities are included. There is clear evidence for a higher level of need, and expectation of, greater employment opportunities including paid employment to be developed in Kirklees. We still have further work to do to identify in greater detail the future demand and range of services required.
- 2.3.8 Summary - The recent national policy and guidance documents make it clear the government sees employment as a priority, a change in approach and thinking is needed. The approach must be a collective one between key partner agencies, local government, the department of work and pensions and the Learning and Skills Council. On a local level this requires the social and health care sector, Kirklees College and Job Centre Plus to work in partnership, the jobs and learning sub group of the Learning Disability Partnership Board has brought these agencies together to oversee the development of the employment strategy and then support the implementation process. One significant perceived barrier in the past has been the 'benefit trap' where people wanting to work would be worse off financially working and therefore people felt trapped and stayed on benefits instead of working, this issues is being addressed. As the barriers to employment are removed we need to ensure services are ready to support people into employment.

3 What do we have in Kirklees?

The information below identifies the national and local provision of employment services available for people with learning disabilities in Kirklees.

3.1 Employment Services

3.1.1 [Job Centre Plus \(Department of Works and Pensions\)](#) – has Disability Employment Advisors who help disabled people find employment. The 'Specialist Disability Service' helps disabled people find a job or stay in work. They are designed to help disabled people get over the barriers they face in the world of work.

- [Access to Work](#) - aims to remove practical barriers that disabled people face in work, such as provision of specialist aids and equipment in the workplace, a communicator, support worker, travelling costs, etc.
- [Work Preparation](#) - provides a flexible programme to help prepare an individual for work after a long period of unemployment caused by illness, injury or disability.
- ['WORKSTEP'](#) - provides support to a disabled employee and their employer and is tailored to an individual's specific needs providing support to disabled people accessing employment of 16 hours or more.
- ['Work Trials'](#) - Provides a work trial of up to 15 working days in an actual job vacancy with an employer. The work trial gives an individual the chance to try out the job and show the employer that they are the right person for the job. Benefits continue to be paid during the Work Trial period and travel expenses are paid together with a meal allowance of £3 per day.

In addition Job Centre Plus also provides;

- [Job Introduction Scheme](#) - this scheme helps disabled people into work by offering a financial incentive to employers. Certain qualifying criteria apply.

3.1.2 [Joblink](#) - offers a career based counselling service for adults in Kirklees of whom many are unemployed, redundant, disabled and or socially excluded and disadvantaged. The Joblink team is based in Huddersfield, Dewsbury and Batley and incorporates Castle & Minster Credit Union, Outlook, Progress2Work and Kirklees councils Worklink service .The latter two provide a personal and holistic triage-based initial client assessment that can

include aromatherapy, acupuncture and reflexology. Service users are typically offered a range of coaching and support methods including one-to-one counselling sessions; entry onto specific grant funded projects; referral to a network of other partner professionals; that will help lead people towards a preferred and sustainable career.

3.1.3 [Worklink](#) – part of Kirklees Council, offers an employment service to support anybody with a disability or long term illness whether it is a physical, mental health or learning disability who is seeking employment, training or work experience.

3.1.4 [Real Employment](#) – is part of Kirklees Council Adult Services, it offers a specialist employment service to people with learning disabilities. They provide work-based supported employment, work preparation training and offer work related job experience through its own work and training projects i.e. Gardens Inc and Kip Café.

[Supported Employment Service](#) - includes marketing companies, job search, job matching, vocational profiling, worksite assessments, health and safety training and on the job training and support for both employee and employer, currently they ongoing support to over 30 people in paid employment.

[Gardens Inc](#) - provides a realistic work based horticultural Scheme which focuses on both work experience for those people interested in work type activities and training for employment for those people whose goal is to gain a paid job. The site includes a large greenhouse for the growing and selling of hanging baskets, tubs and shrubs this is also the base for our Outside gardening contracts and ground maintenance team. A shop which incorporates the sale of garden ornaments, hand painted glassware and office planters for rent or sale and Christmas wreaths and logs all of which are designed and made by the service users who attend. At present 24 people assess the service and 7 people have gained part time employment.

[Kip Café](#) - Kip is a small café, refreshment bar based at Civic Centre1 in Huddersfield town centre. The café is also used as training for employment initiative and provides various snacks, sandwiches, salads and beverages to the staff working in Civic Centre 1 and the general public. Over the past 2 years 10 people have gone on to paid employment. The chart below shows the number of people who have gained paid employment, voluntary work or received training over the last 3 years;

Year End	Ongoing Employment Support	Supported Into Paid Work	Voluntary Work	Work Training	Work Experience Gardens Inc / Kip Cafe
2006	n/a	17	4	3	30
2007	15	10	5	4	24
2008	24	10	13	4	24
2009 so far	28	10	14	4	24

3.1.5 [Remploy](#) - Remploy are one of the supported employment market leading experts in the provision of specialist employment services for disabled people and those who experience complex barriers to employment. They provide various services;

Recruitment Services - provide support and training to prepare people for employment and offers practical advice and guidance during the job seeking process.

Return to Work - is an innovative service designed to help people with a health condition and disabled people who are in jobs but are on long-term sick or struggling at work due to health issues or a disability.

Vocational Rehabilitation - is an innovative new solution enabling claimants to return to work following accident or ill health.

Training – recently they have launched a new Learning business stream which aims to help more disabled people move from education into employment by improving the links between learners with learning difficulties/disabilities, training providers and employers. A partnership arrangement has been set up in Kirklees between the new Kirklees College and Rempoy.

3.1.6 UP and Working (Sadeh Lok) - 'UP and Working' are a subsidiary company of Sadeh Lok. 'UP & Working' offer employment advisors who offer support and advice during the search for work. Support is provided with writing a CV and interview skills. They also provide 'Community Champion' volunteers who provide people with advice and support people that need support in gaining employment.

3.2 Day services work opportunities

Within Kirklees a range of council and contracted day service provisions exist, in addition a small new employment service has just opened;

3.2.1 Briarcourt Garden Project - this gardening group was first established in 1998 at Briarcourt, Lindley (Huddersfield) providing horticultural work for over 10 people each day. Originally it was developed to offer as an alternative day care activity for adults with learning disabilities with high support needs. The Briarcourt Gardens Project produces a range of plants and flowers on its one acre site which includes plant beds and three poly tunnels. Many of the plants produced are used in hanging baskets or in floral arrangements which are made to order and sold to the public.

A small team of services users from Briarcourt Gardens also provides a gardens maintenance service for older and disabled people living in Central Huddersfield. This service was established in 2005, and is run in partnership with the Huddersfield Deanery Project. Presently this enterprise caters for over 40 paying customers who are visited on a monthly basis.

3.2.2 Footprints - is a screen printing business established in 2002 based in a small shop in Huddersfield town centre. It produces print designs on leisure and work wear for local businesses and the general public. A small staff team from day services support up to 12 people per day gain work experience. The aim of the service is to provide work experience for people with learning disabilities in a 'realistic' work setting to gain experience, skills and confidence and prepare people to progress on to paid employment.

3.2.3 Bridgewood Trust – provide two different types of work related day service. One service focuses on arts and crafts, making cards and various gifts to sell in the Bridgewood Trust shop, one project collects old furniture, restores and modernises it ready for sale in the shop, and this service provides work opportunities for up to 20 people per day. The second service is a long established horticultural service based in the Bridgewood Trust garden centre, plants are grow from seed for selling in the centre and a contracted gardening service provides an off site gardening contract service for individuals and businesses.

3.2.4 Mencap in Kirklees - currently provide an 'Odd Job' scheme, the scheme provides training in simple maintenance work and in the 'work ethic' which helps people maintaining their own homes and in some cases may help them to go on to employment. The scheme offers work opportunities for 9 people and is funded by the Henry Smith Charity. The scheme also provides an odd job service to other learning disabled people living in the community, recently the scheme was successful in being approved as a gardening and ironing provider under the Carers Voucher Scheme and is proving a popular choice with carers.

Mencap have also been successful in supporting a number of its service users into gaining work placements.

3.2.5 Ponderosa Rural Crafts Centre - offers a wide range of work based activities to over 30 per day. The work opportunities include; working in a greenhouse cultivating plants, making hanging baskets, an outdoor based gardening team, cardboard recycling, working in a wormery, working on the Ponderosa Animal Farm and the Eggs R Uz poultry project along with an arts and crafts workshop. The service is provided to people with physical disabilities, learning disabilities, mental health issues, stroke victims and anyone who feels they would benefit from the experience. One of the aim and objectives of the service is to encourage life skills and independence and give people the confidence to work in full employment.

3.2.6 Ambitions for Kirklees – are new organisation set up in 2008 their 'mission' is to "empower and building the skills for work and independent living of young people and adults with learning difficulties and disabilities through practical experiences and supported work placements within their own local community and culture" The project is funded via direct payments and has just a handful of people at present. They offer individualised programmes for each person, assembling a menu of opportunities best suited to their needs and potential that builds a path towards their goals. A placement programme through which people are supported to access work settings in their own local community either as employees or as volunteers and challenge the "belief that people with learning difficulties and disabilities are capable of far greater things than they are often given credit for".

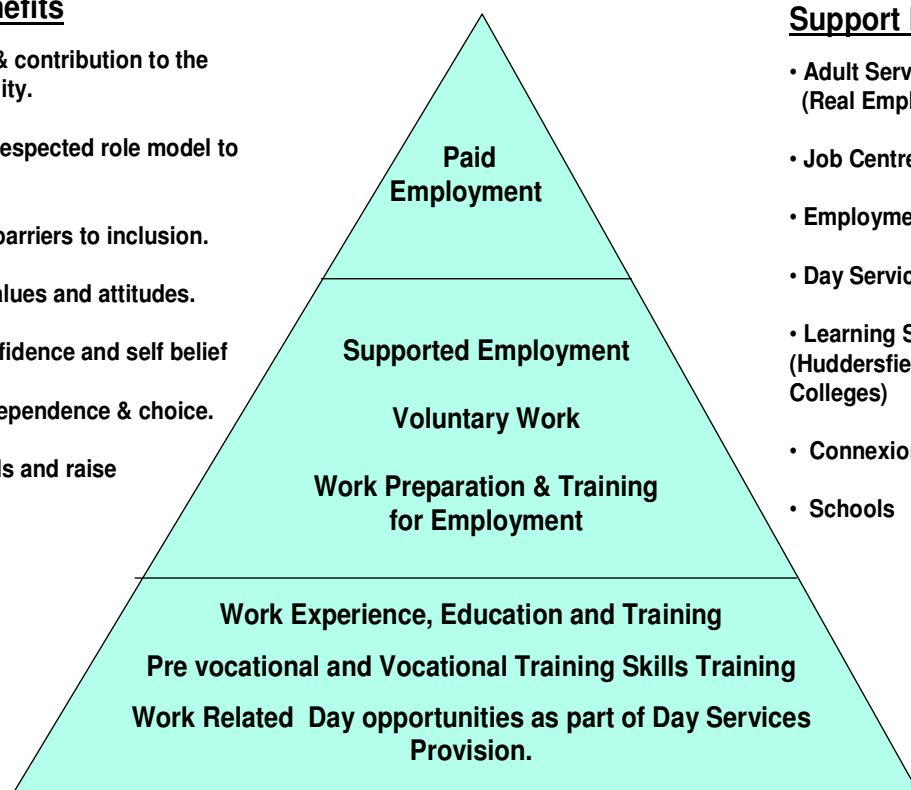
3.3 Types of employment and work opportunities - the next step forward?

3.3.1 A varied range of work related opportunities provided by a number of different organisations already exists in Kirklees, however the number of people known to us gaining paid employment remain relatively low. We need to set clear objectives and outcomes to increase the number of paid employment opportunities, to do that we need to be clear about the support services needed and the benefits to be gained from them. The diagram below highlights who needs to be involved, the benefits and the steps to gaining paid employment.

Pathways to Employment for People with a Learning Disability

The Benefits

- Valued role & contribution to the local community.
- Valued and respected role model to others.
- Breakdown barriers to inclusion.
- Challenge values and attitudes.
- Improve confidence and self belief
- Promote independence & choice.
- Develop skills and raise expectations



Support Providers

- Adult Services (Real Employment-Worklink)
- Job Centre Plus
- Employment Training initiatives
- Day Service Providers
- Learning Skills Council (Huddersfield and Dewsbury Colleges)
- Connexions
- Schools

3.3.2 The chart below highlights the different forms of work activities, the benefits and differences between them and the different skills needed within the workforce to make employment for people with learning disabilities a reality.

Activity	Range	Workforce
Paid Employment Open employment Supported employment Sheltered employment Self employed Social firms	<ul style="list-style-type: none"> ➤ Formally contracted work and a formal job description, contract of employment and the same benefits as everyone else, such as pension ➤ Paid the minimum wage or above the same as everyone else for carrying out the same work. ➤ The period of employment can be with or without a time limit, full or part-time or just a few hours per week. ➤ Income sources for people in employment will be wages from the job and tax credits, if eligible. ➤ Permitted Work regulations. In all such cases the benefits agency must be notified and independent benefits advice should be provided. 	<ul style="list-style-type: none"> ➤ Supportive work colleagues who have a good understanding of the needs of people with learning disabilities, particularly around communication. ➤ Workplace 'Mentors' who can provide on site day to day support if necessary. ➤ The specialist role of 'Job Coaches' who guide and provide the initial work place training, established the on-site support network and provide ongoing supported employment service.
Work	<ul style="list-style-type: none"> ➤ Can be carried out in a number of ways, always in a voluntary 	<ul style="list-style-type: none"> ➤ Supportive work colleagues who have a good

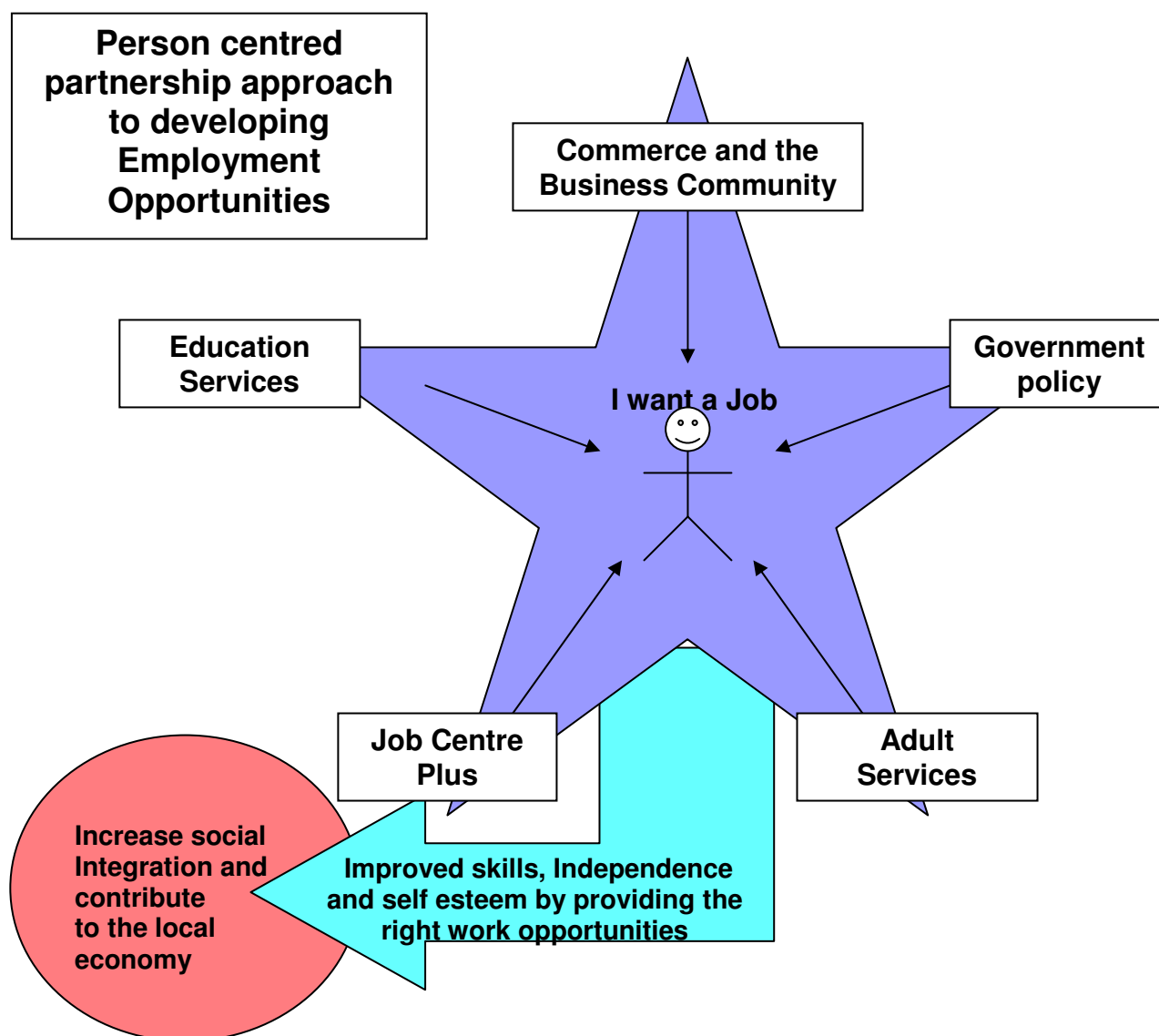
Experience Voluntary work. Work based setting training opportunities.	<p>capacity.</p> <ul style="list-style-type: none"> ➤ Voluntary work is not attached to a formal or informal employment contract and it may offer to reimburse genuine expenses. ➤ Work can be used as a 'springboard' to gain experience, develop skills, build confidence and assess someone's capability for that type of work. ➤ Participants still retain eligibility to welfare and disability benefits. 	<p>understanding of the needs of people with learning disabilities, particularly around communication.</p> <ul style="list-style-type: none"> ➤ Workplace 'Mentors' who can provide on site day to day support if necessary. ➤ The specialist role of 'Job Coaches' who guide and provide the initial work place training, established the on-site support network and provide ongoing supported employment service.
Valued Occupation Training/ preparation for work. Work related experience. Day Service work opportunities	<ul style="list-style-type: none"> ➤ Likely to be carried out in a day services or daytime opportunity settings. ➤ Activities are designed to provide meaningful occupation, increase confidence and skills, improve self esteem, promote independence, develop teamwork skills, improve social inclusion and give people the opportunity to develop friendships. ➤ Attending self advocacy groups and using community facilities, such as leisure centres, builds confidence and independence. ➤ Entitlement to benefits is retained. 	<ul style="list-style-type: none"> ➤ Support workers that have a clear understanding of the outcomes required from the activity or training. ➤ Support workers who understand the long term objectives from the work. ➤ Support workers who understand the role of 'Job Coaches' and the systematic instruction approach used to develop and build peoples skills and confidence.

3.3.3 Summary - The Learning Disability Partnership Board needs to raise the profile of the potential of the learning disabled workforce at a strategic level across the council and its partner agencies. A broad and varied range of work related activities currently exists in Kirklees, the challenge for us now is to progress to the next level and focus on paid employment as a realistic outcome for people if the right training and support is provided. We need to learn from good practice as it develops around the country. The role of specialist 'Job coaches' needs to be developed alongside the further development of the supported employment model developed by the [British Association for Supported Employment](#) (See appendix 1) We need to create a variety of employment opportunities some of these may be part time or even just a few hours per week.

4 Where we want to be?

4.1 The aim of the Employment Strategy

4.1.1 The new Kirklees Learning Disabilities Employment Strategy 2008-11 will continue to build on the progress achieved since the first Employment Strategy was developed in 2003. The aim of the updated employment strategy is to ensure that more people with learning disabilities have access to a range of training opportunities including work based training that helps people gain confidence and experience to potentially move on to paid employment. The diagram below highlights the person centred approach we need to take collectively to make a difference and further develop the employment opportunities for people with a learning disability to enable them to make the next step into paid employment.



4.1.2 The overall aim of the strategy is to increase work opportunities, including paid employment to everyone who wants them. This can only be achieved if all key partner agencies work in partnership to make sure the individual strategies they develop, work in harmony with the strategies of its partners. We want to develop a seamless service, in which partner agencies complement each other and collectively they provide a service to meet all the needs of people with a learning disability who want to engage in work related activities. Supported employment is a way forward to ensure people with a learning disability receive the support they need to be successful in gaining paid employment.

4.1.3 The Supported Employment Model developed by the [British Association for Supported Employment](#) (See appendix 1) provides a framework which employment services to people with a learning disability will be based on. The concept of people with a learning disability gaining paid employment has been around for several years. Success in achieving this has been limited; however there are examples of good practice and the most successful use a supported employment model. To achieve our outcome of supporting more people with a learning disability into paid employment using the supported employment model will increase the likelihood of the outcome being achieved.

4.2 Gaps in provision

4.2.1 Social Enterprise – nationally there is good evidence that social or micro enterprise schemes - self employed projects offer another option for people with a learning disability to work. Currently we provide no support or have any social or micro enterprise schemes working in Kirklees; this is an area of work that needs developing further to assess its potential in Kirklees.

4.2.2 Mainstream Employment Opportunities – as a council and a major local employer we have not fully explored the potential of utilising the learning disabled workforce. Further work is required to ensure we investigate the potential of this and also the potential to use council services for real work experience. As a major employer in the area, a relatively small number of learning disabled people are employed by the council. Clearly there is a need for partnership working between the Jobs and Learning Sub Group of the Learning Disability Partnership Board and the Council's Human Resource Department to review the current position. Nationally some leading local authorities are setting themselves targets of 1% of the workforce having a learning disability. We need to set the lead for other mainstream employers if we are going to change the 'hearts and minds' of people and seriously challenge and increase the employment opportunities for people with a learning disability in public sector employment.

4.2.3 'Job Shaping and Carving' Opportunities – is a new concept being developed by some leading local authorities creating more employment opportunities for disabled people. Job shaping and carving can be used by employees to support and enable learning disabled people to gain employment. It allows employers to look at employees roles to ensure the most suitable person carries out the task required in that post. An example of successful job shaping and carving; a legal firm employs someone with a learning disability to shred confidential waste and carry out photocopying duties, freeing up specialist staff to concentrate on their core duties. Job shaping and carving may create posts that offer just a few hours per week paid employment, for some people this may be all they want and can manage.

4.2.4 Develop Work Training Opportunities – within Kirklees we currently provide a range of training opportunities within our own service settings, to move to the next stage and increase the potential of people to gain paid employment we need to increase the opportunities for learning disabled people to gain real work experience and training opportunities in real job settings. Job marketing has a key role to play not just in creating potential employment opportunities but also in identifying potential work based training opportunities.

There is a need for all partner agencies to work together, possibly in a Learning Disability Employment Forum, pooling knowledge, skills and sharing information and good practice. Together a collective approach can be agreed to maximise the resources available in securing a range of real work place training opportunities and also change the hearts and minds of employers to recognise the potential of employing learning disabled people.

4.3 Issues to consider

4.3.1 Re-defining the role of Real Employment – Since Real Employment was first piloted in 1990 and became a supported employment agency in 1992 it has gained a reputation for being knowledgeable and has become the leading learning disability employment agency in Kirklees. They have three main areas of activity, supported employment, Gardens Inc and Kip Café. In line with the new national policy and guidance set out in Improving Specialist Disability Employment Services (Dec: 2007) and Valuing People Now - From Progress to Transformation (December 2007) there is a need to review its current work focus and position Real Employment so they are able to address the new challenges, particularly the work it currently carries out in providing work experience on its own training sites. There is a clear need to distinguish itself from other day service providers that offer work related experiences. The focus and priority needs to be on paid employment and therefore Real Employment need to focus its resources on supporting people with learning disabilities to gain paid employment. We need to review the skills of the work force to ensure they have the right skills to meet the challenges ahead. We need to look at the current use of resources and the potential of other organisations providing services in Kirklees.

4.3.2 Leadership and Partnership Working - all key partner agencies, Kirklees College, Connexions, Adult Services, Job Centre Plus and other employment service providers need to work in partnership to address the cultural change that is needed to increase opportunities for paid employment. One possible way forward is the development of a Learning Disability Employment Forum, the forum could focus on agreeing a shared approach to address the challenges and agree key areas of responsibility for helping people with a learning disability into paid work. The responsibility is not only one for health and social care, we need include a broad range of strategic partners and raise the profile of the needs and potential of learning disabled people in the employment market. Working in partnership will enable a clear employment pathway to be agreed that meets the needs of all the people with a learning disability that want to work

4.3.3 Fair Access to Care Services (FACS) Criteria - is the method in which Adult Services currently identify if people requesting support are eligible for support services. Meeting the needs of people with low and moderate support needs are critical, people with low and moderate levels of support needs have the greatest potential to secure paid employment. We need to ensure that the current range of services, Job Centre Plus, Gateway Workers, Joblink, Remploy, Worklink, Up and Working and Real Employment work in partnership and are able to meet the needs of this group of people. 'Fair Access to Care' criteria has been removed as a potential obstacle enabling Real Employment to work with people with low and moderate needs, providing preventative services in addition to its main provision for people with critical and substantial needs. Further work is needed to map out the current service provision for people with low and moderate needs and the potential future demand for support services to enable people with low and moderate needs to access paid employment with support.

4.3.4 Raising Expectations – It is vital that the expectations of people with a learning disability, families, carers, schools and professionals are supported to consider employment as a realistic option for people with a learning disability with the right support in place. People's expectation form at an early age, we need to change the 'hearts and minds' of people, raise expectations, this can be achieved by putting the person at the centre of the process and identifying clear outcomes for the person, ensuring services are in place to meet those outcomes.

4.3.5 Advice and Information - we need to ensure advice and accessible information about the different employment options are available to people with a learning disability, carers and education services. If we are going to challenge people's expectations and ensure employment is seen as a realistic option for people with learning disabilities, there is a need to clearly set out the range of employment services available and highlight the support provided to make employment a reality. The advice and information needs to be available in both mainstream and specialist employment services. It is essential good quality advice is given on supported employment, employment schemes and particularly welfare benefits to challenge the perception that people will be financially worse off working than on benefits. The Learning Disability Employment Forum working in partnership with key partners is one way the development of clear accessible information on the range of employment services provided in Kirklees could be developed.

4.3.6 Setting a Baseline and Monitoring Progress – the introduction of the CSCI Self Assessment Survey (SAS) performance measures for employment “To report the number of people with a learning disability aged 18 to 64 known to the council who were helped into paid employment in the year” will enable the government to track how each council across the country is performing and highlight areas of good practice in leading councils to poorly performing councils. There is a need to take a wider perspective that covers all people with learning disabilities and ensure their needs are being met and therefore a baseline of where we are is required. The Learning Disability Employment Forum could play a central role in identifying and monitoring the number of people currently being supported to gain employment.

Key partners, Adult Services, Kirklees Colleges, Job Centre Plus, Supported Employment Services all need to work in partnership via the Learning Disability Employment Forum and the work of the Jobs and Learning Sub group of the partnership board to review on an annual basis the progress made, ensuring the work preparation training that is taught in colleges leads to real work training experiences that ultimately may lead to paid employment. The yearly review process must also include an evaluation of the support provided to make sure the resources available are being used in the most effective way.

4.3.7 Development of the work force – to progress to the next stage there is a need to review the skills of the current workforce to ensure they have the right skills to meet the challenges ahead. Nationally the development of 'Job Coaches' who specialise in providing systematic instruction in the work setting is becoming recognised as a positive way forward. The new skills required in job profiling, job analysis and matching needs developed by the British Association for Supported Employment need to be delivered by a trained and skilled workforce.

5 How will we get there?

Our aim is to create a greater range of employment opportunities; including paid work, work preparation training and meaningful work related development opportunities for people with learning disabilities to facilitate social inclusion and economic prosperity

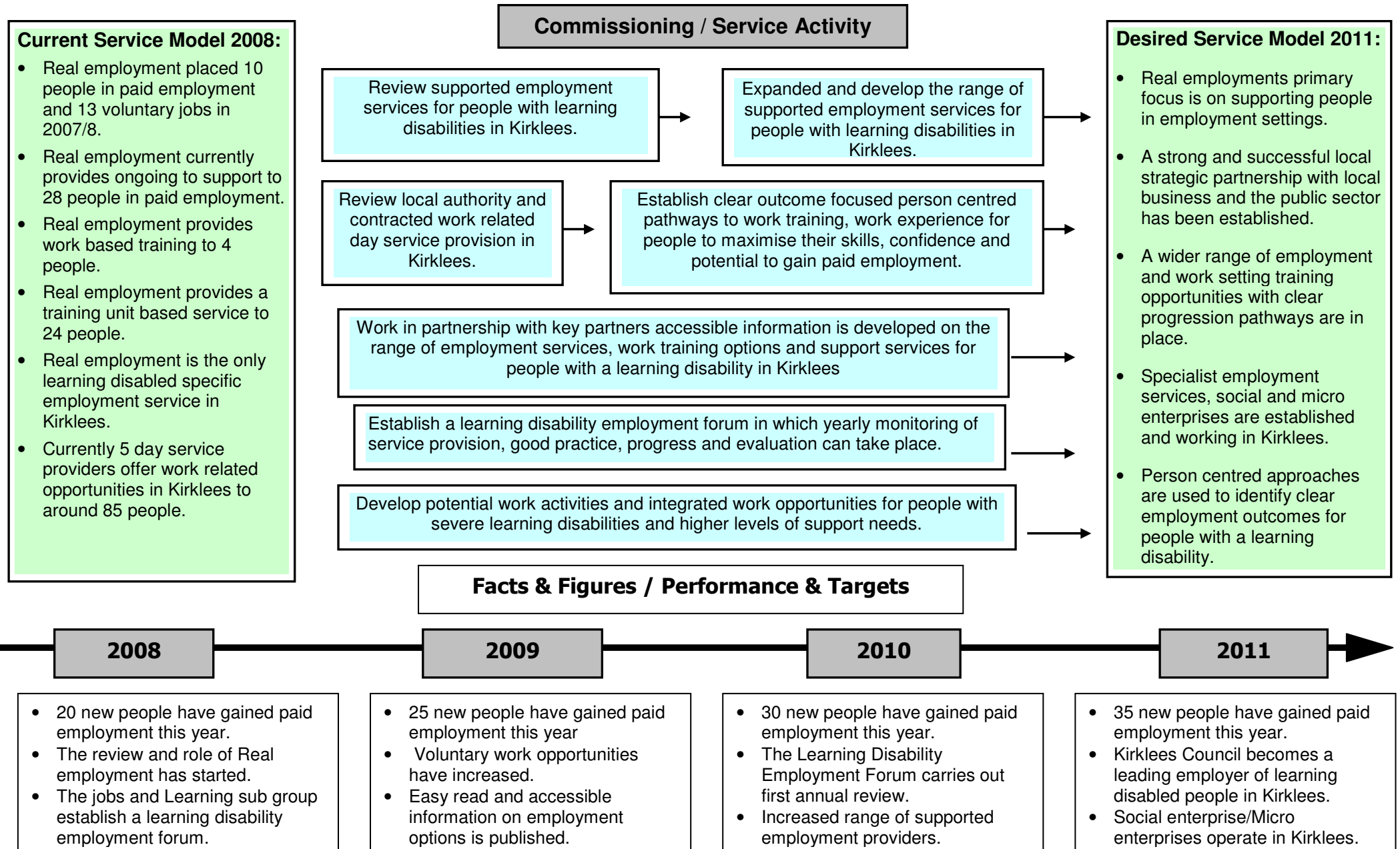
We need to:

- Make sure we adopt a person centred approach to achieve our identified outcomes, putting the person at the centre of the process and identifying their own personal outcomes at the start of the process.
- Work in partnership with key partner agencies to co-ordinate and implement the employment strategy in the most effective way, starting from a baseline from which the successes can be recorded, monitored and evaluated.
- Review the way the current range of supported employment services use their resources to make sure they are used in the most effective way. If needed commission additional employment services that will continue to support people in employment and support more people in paid employment.
- Develop good working relationships and effective partnerships with employers and employees to change the 'hearts and minds' of people that people with a learning disability have a valued role to play in the workforce.
- Create clear and accessible information about employment options and create clearer and more accessible pathways to employment opportunities for people with learning disabilities.
- Provide a flexible range of supported employment services through utilising the supported employment model and Individualised budgets approaches particularly for people with moderate to high support needs.
- Engage effectively with BME communities to develop culturally sensitive employment services and overcome any cultural barriers.
- Examine our own organisations employment opportunities at a strategic level and look at outside sources of funding and how we might provide more employment, work and learning opportunities.

5.1 Time line model and outcome focussed action plan of 'what is needed'.

5.1.1 The time line diagram identifies and summarises the key areas of work and activities that are proposed over the next 3 years to achieve the changes highlighted in the current employment service model and the one we aim to have in place in 2011.

A Detailed model of what is needed



5.2 Outcomes required for training, work preparation, volunteering and paid employment.

The outcomes plan shows the key indicators, activities, resources and evidence or data that will be used to measure the successful achievement of the outcomes over the next 3 year period.

	Description	Indicator	Data Collection method
Final outcomes	Over the next three years the number of learning disabled people in paid employment has increased. A greater range and variety of employment and training opportunities for learning disabled people has been developed.	Higher proportion of learning disabled people in employment. Learning Disability Partnership Board website and published information on employment	Data collection for SAS return. Learning Disability Database. Learning Disability Partnership Board.
Intermediate Outcomes	Accessible information about employment options is published and easily accessible and promoted. Learning Disability Employment Forum is established co-ordinating partnership working between key partners. The number of learning disabled people in voluntary work increases year on year.	Relevant published information. Agreed working partnership is established and working effectively. The number of employment services supporting people with learning disabilities.	Feedback from people with a learning disability. Documentation from the meetings. Learning Disability Database, commissioning documentation.
Immediate Outcomes	Supported employment services are clearly focused on developing paid employment opportunities. A clear supported employment pathway is established using a person centred approach. Social/micro enterprise firms have been established in Kirklees.	Review of current supported employment has taken place. Co-ordinated key partnership working successfully. Increase in employment opportunities.	Service review reports. Relevant documentation. Commissioning documentation.
Outputs	1. Development of an implementation plan. 2. Development of a joint working protocol. 3. Employment services information Leaflets.	Action planning and project management documentation showing outputs delivered and achieved.	Relevant documentation
Activities	1. Resource Mapping. 2. Project planning. 3. Network Meetings. 4. Employment forums and events. 5. Service user consultation. 6. Jobs and learning sub group meetings.	Key partner agencies participate in activities. Feedback. Meeting minutes. Reports and project management action plans.	Records of attendance. Relevant documents. Feedback records.
Inputs	Employment forum, funding streams resources, service providers, commissioning, Jobs and learning sub group,	Attendance records, meeting minutes, project management documents, service specifications.	Relevant documentation, budget records.

5.3 How will we know when we have got there?

5.3.1 A detailed implementation plan will be developed identifying the key specific tasks required to implement the employment strategy. The implementation plan will be used as a checklist for all the actions needed to make the employment strategy a reality, it will include:

- Undertaking a review of the role and function of Real Employment as a supported employment service that focuses more on supported employment and gaining paid employment becomes its primary function.
- Identifying the role of day services in providing work related day time activities and clearly separate day time opportunities services from supported employment services.
- Establishing a 'baseline' regarding current support services and the number of learning disabled people being supported in employment across Kirklees.
- Establishing a Learning Disability Employment Forum to lead on the development of employment opportunities, accessible information and champion the potential benefits of the learning disabled workforce.
- Establishing an annual review cycle reviewing the progress made in implementing the employment strategy, lead by the jobs and learning sub group of the Learning Disability Partnership Board.
- Work with employers at a strategic level including the council and health partners to identify ways in which to increase the number of learning disabled people employed in the public sector.
- Explore the potential to develop 'real' work based training opportunities with a range of employers including the public sector.
- Review the training needs of the current workforce to ensure they are able to deliver the training and support needed to people working toward gaining employment and then provide ongoing support.
- Review the use of resources and evaluate the potential to commission social/micro enterprises, enhancing the range of employment opportunities for learning disabled people.

5.3.2 The Learning Disability Partnership Board will have a key role in monitoring the progress made in line with its overarching role of overseeing the implementation of the Valuing People White Paper and the follow up Valuing People Now. We can learn from other local authorities leading the way in developing employment opportunities and national best practice. We will collect statistical data on the numbers of people gaining paid employment; we will consult with people who use services to establish if the support we provide is working. The annual assessment of all the different information collected will enable us to evaluate the progress made and see if the employment strategy really does make a difference.

6. Appendices

6.1 Appendix 1 - The Supported Employment Model (Extract from the British Association for Supported Employment BASE website www.base-uk.org)

This model has at its heart the notion that anyone can be employed if they want paid employment and enough support is provided. The model is a flexible and continuous process, designed to meet all anticipated needs.

The model is equally applicable to supporting job retention. The ethos of supported employment services is the development and integration of adequate mechanisms to secure long term sustainable employment.



Vocational Profiling:

The first element of a successful job match is the vocational profiling or "getting to know you" process. Here we identify the aspirations, personality, individual skills, former experiences and job interests of the participant. Information is gathered, and key stakeholders are brought together as partners in the process. We establish positive relationships; build trust and mutual confidence in each other's abilities. This process directs the practical job finding action, initiates desire and belief of people in the process, and makes it more likely that we find a high degree of job match. The information gathered points to the type of occupation that best suits a participant's skills and preferences.

Occupational choices may be further enhanced in the following ways:

Visits; to see jobs and experience different work environments,

Shadowing; see a job in depth, ask questions and consider the particular requirements,

Sampling; carry out particular jobs over a short term with training support.

The final decision rests with the participant and the employer. It is people who ultimately determine the success of the job-match.

Job Analysis:

Once we secure employer commitment, the job analysis takes place. This checks out any assumptions made in the job description and thoroughly investigates the job on offer so that we can describe all its aspects and those of the work place, including health and safety. Although it is common practice for employers to set out the basics of a job for new recruits, it is not common for detailed analysis of the job and environment to be carried out.

People with disabilities may be unfamiliar with working environments and therefore, it is important to look at all areas of work to determine whether extra assistance or alteration to working practice or environment is needed. The degree of match becomes more accurate and the analysis is verified against the personal profile. The job analysis might point towards ways of fixing together parts of job descriptions that suit the workers' talents, or creating new job descriptions that suit the worker and are cost effective for the employer.

One of the outcomes of a job analysis is to make sure that the worker's and employer's needs are met. Employers must be equal partners in the process and it is essential to establish positive relationships, focussing on their business needs and delivering a service that meets them.

The fourth element is the actual job support and assistance. The analysis ensures that support is properly considered and justifiable. This means support is individually tailored and targeted where it is needed most ensuring a cost effective use of resources. Goals are recorded following the SMART principle: **specific, measurable, achievable, realistic, and time-bound.**

Specific: a series of ordered steps required to reach the productivity, quality and social standards required by the employer.

Measurable: the goals have been written in a way where the outcome can be measured. For example, "to do well" is not measurable.

Achievable: the goals are within the capability of the individual.

Realistic: the goal is related to the job tasks the worker is carrying out.

Time bound: the goals will be reviewed at an agreed time.

Using SMART goals will mean that trainers will be clear when the required standards are reached. Goals will include the steps required for the social inclusion of the participant into the social life of the workplace.

- Not all workers will reach the productivity, quality and social standards set by the employer. This would be when all learning strategies have been exhausted and the data shows no further improvement. The options at this point are to seek a more suitable job match with the employer or to find a different job with a different employer.
- Monitoring achievement of the goals is an integral part of the model.

6.2 Appendix 2 - Useful websites

Legislation and Government Guidance;

[Valuing People White Paper 2001 \(DOH\)](#) - www.valuingpeople.gov.uk - Information about Valuing People

[‘Learning for living and work’ \(2006\)](#) - www.lsc.gov.uk – The Learning and Skills Council

[Improving Work Opportunities for People with a learning Disability \(2006\)](#) - www.dh.gov.uk/en/SocialCare/Deliveringadultsocialcare/Learningdisabilities/DH_4001805

[Valuing People Support Team \(VPST\) 2006](#) - www.valuingpeople.gov.uk/index.jsp – Information about the Valuing People Support Team.

[Self Assessment Survey](#) - <http://www.csci.org.uk> - The self-assessment Survey is part of a wider performance assessment process for adult social care.

[Moving into Work](#) - www.niace.org.uk - NIACE The national adult learning organisation.

[Improving Specialist Disability Employment Services \(Dec: 2007\)](#) - <http://www.dwp.gov.uk/resourcecentre/des-consultation.asp>

[Valuing People Now From Progress to Transformation \(December 2007\)](#) www.valuingpeople.gov.uk – Information about Valuing People Now

Employment Services;

[Job Centre Plus \(Department of Works and Pensions\)](#) www.jobcentreplus.gov.uk
- [Workstep](#) - www.jobcentreplus.gov.uk – Work path programmes
- [Work Preparation](#) - www.jobcentreplus.gov.uk – Work path programmes
- [Access to Work](#) www.jobcentreplus.gov.uk – Work path programmes
- [Job Introduction Scheme](#) - www.jobcentreplus.gov.uk – Job Introduction scheme

[Remploy](#) - www.remploy.co.uk - Finding jobs for Disabled People

[‘Action for Employment’ \(A4e\)](#) - www.a4e.co.uk

[UP and Working \(Sadeh Lok\)](#) - www.upandworking.co.uk

[Shaw Trust](#) - www.shaw-trust.org.uk - Provides employment services for disabled people.

[British Association for Supported Employment](#) - www.base-uk.org

[Learning and Skills Network](#) - www.lsneducation.org.uk

[Mencap Pathway and Work Right](#) - www.mencap.org.uk

[The National Bureau for Students with Disabilities](#) - www.skill.org.uk

6.3 Appendix 3 - Glossary

CSIP - Care Services Improvement Partnership supports the implementation of national social care policy locally.

CSCI - Commission for Social Care Improvement (The main inspection agency for social care services both statutory and voluntary sectors.

DOH - Department of Health.

FACS - Fair Access to Care Services Criteria was introduced to ensure that councils provided or commission services to meet eligible needs.

Job Centre Plus – Part of the Department of Works and Pensions, they employ Disability Employment Advisors who specialise in providing advice and support to employers and disabled employers.

Jobs and Learning Sub Group – part of the Learning Disability Partnership Board given the specific task of looking at learning and employment issues for people with a learning disability.

Learning Disability Partnership Board – a group of people from the Council, Health Services, Education Services, learning disability service providers together with carers and people with learning disabilities who work together to implement the Valuing people White Paper.

Learning Disability Task Force – established by the Department of Health to oversee the implementation of “Valuing People” White Paper. Championing change for people with Learning Disabilities

LSC - The Learning and Skills Council have a single goal: to improve the skills of England’s young people and adults to ensure we have a workforce of world-class standard.

NIACE – National Institute for Adult Continuing Education is the leading non-governmental organisation for adult learning in England and Wales.

Person Centred Planning - a process in which the person is central to the planning process and they are in control of their lives.

Valuing People Support Team - Government Task Force formed to oversee the original recommendations of the 2001 White Paper

SCIE – Social Care Institute for Excellence collects and synthesise up-to-date knowledge about what works in social care

Social/Micro Enterprise Schemes – a company which runs as a business, employing people with disabilities and uses the money earn to pay ‘wages’ to its employees.

Stakeholders - groups of professionals, business, consumers or agencies that may have a vested interest in a service or organisation or policy/ issue.

Workforce – people who currently work or want to work.

