

Preparing for Adulthood



Inspired to Work

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Preparing for Adulthood/NDTi

Preparing for Adulthood Programme

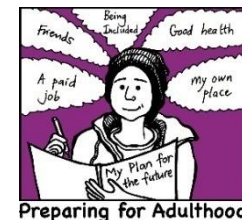


- Commissioned by DfE to support the testing and implementation of SEND reforms
- Delivered by the NDTi and CDC
- Free training, support and resources

Contact Information:

- www.preparingforadulthood.org.uk
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- www.facebook.com/preparingforadulthood
- Twitter - @PfA_Tweets

Today.....



- Think about some of the myths
- Barriers to employment
- Understand what's needed in Hertfordshire to ensure young people can progress into employment
- What works
- Vision for employment pathway
- What's your role?

What we know..



- Poor outcomes for young people, especially employment, independent living, health and community inclusion
- Code of Practice Chapter 8 - Preparation for Adulthood from the earliest years
- Local authorities should involve post-16 institutions when reviewing their SEN provision and developing their local offer

Work - positive and possible

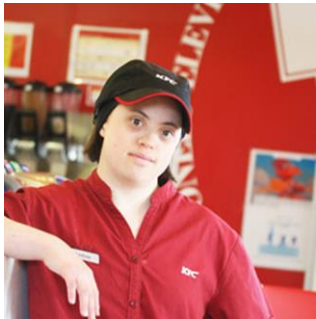


- We know that young disabled people can do a good job that they enjoy and their employers value.
- Evidence suggests that getting more young disabled people into work would reduce welfare dependency and improve their health and happiness
- To be financially better off, and to maximise savings to the taxpayer, people need to work 16+ hours per week.
- Employers who recruit disabled people report: cost savings from workplace analysis and simplified processes; increased customer satisfaction; reduced staff turnover etc.

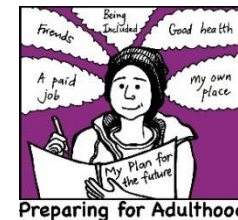
What's the problem we are trying to solve?



- Low aspirations and expectations of what young people can achieve
- By the age of 26, disabled people are nearly four times more likely than their non-disabled peers to be unemployed
- But we know that people can work!!



Statistics



Labour Force Survey (December 2014)

- ▶ Gap between employment rates – disabled and non-disabled is 6.4% for 16-17 year olds, 17.9% for 18-24 year olds, and 27.2% for 25 – 34 year olds
- ▶ Non-disabled working age population has an employment rate of 72.9% compared to 45.8% for disabled people
- ▶ Employment rates significantly lower for those with mental health conditions, learning disabilities and autism



Making employment a reality.....

Myths....

Making employment a reality..... the myths



Someone with a learning disability;

- can't work
- can only do certain jobs
- can only work 2 hours a week
- will not do a good job
- won't be welcomed by an employer

Barriers to employment - real or perceived



- Employers?
- Individuals?
- Parents/carers/advocates?
- Support service providers?
- Us?

Barriers to employment - real or perceived?



- Attitudes - based on prejudice or stereotype
- Physical - society disables people from having equal opportunities to be part of society.
- Power - lack of control or say in what happens
- Lack of appropriate support
- Choice - others often decide
- Person at the centre

What does the research say?

Research evidence shows that there are number of approaches that work:



- ✧ **Raise employment aspirations** and expectations of children and young people, families and everyone who supports them
- ✧ **Person-centred transition planning** with a focus on employment
- ✧ **Welfare advice**, advice and guidance and **positive work experience**, so that people see that work is positive and possible
- ✧ A **vocational curriculum** that supports young people's aspirations and meaningful work experience for young people in community-based settings
- ✧ **Supported employment agencies** working with young people whilst they are at school, and good supported employment from 16+

What works?



- Presumption of employability
- Inspiring role models
- Employment focused person-centred transition planning
- High quality careers advice
- Meaningful work experience



Getting and keeping a job



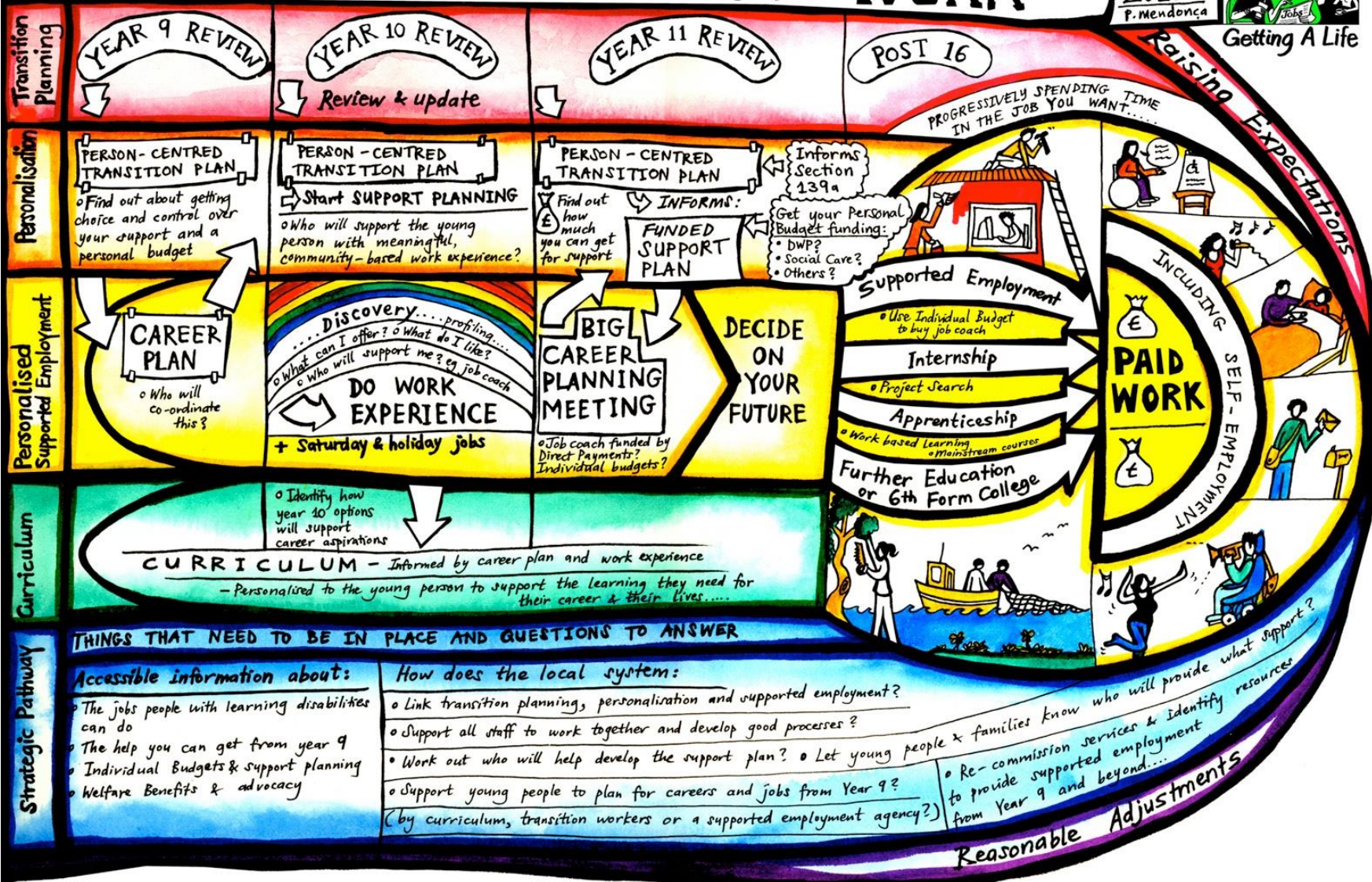
- Initial planning
- Job Coaching
- Systematic instruction
- Workplace buddies or mentor
- Ongoing support and monitoring

PATHWAY IN TO PAID WORK

March 2010
P. Mendonça



Getting A Life



Working, not working?



- What needs to be in place in Hertfordshire to help young people get jobs?
- What's working for young people?
- Do you need to make changes? e.g. the curriculum
- Who do you need to work with to inform commissioning priorities and provider development?
- Does your offer meet demand?
- Are there gaps?
- Workforce development?
- Does the local offer include what you do?

Develop post 16 provision and support that lead to good life outcomes



Develop options in schools and colleges that lead to paid employment



- Work closely with schools to support transition (paras 8.22 - 8.28)
- Based on young people's aspirations (para 8.9)
- Start early (Para 8.8)
- Create flexible packages
- Linked to all aspects of life and five day packages
- Build on the best of mainstream provision and discrete provision – learn from each other
- Study Programmes (Paras 8.32-8.40)
- Supported Internships www.preparingforadulthood.org.uk/what-we-do/supported-internships
- Embedding work experience - with support

Supported Internships

Supported internships reflect the following principles:



- Study programme listed in a prospectus
- For those with an EHCp
- Based on place and train approach to learning, or supported employment
- Systematic instruction, a method specifically designed to help people with complex learning difficulties learn new tasks, is used where appropriate
- The majority of the young person's time is spent at the employer's premises
- Young people are expected to comply with real job conditions, such as time-keeping and dress code



Supported Internships - what it's not



- It's not just another college course
- It's not a work experience programme
- It's not for learners who have not thought about getting a paid job before
- It's not for learners who are unsure whether they want a paid job
- It's not for learners who could progress onto either a Traineeship or Apprenticeship
- Inclusive apprenticeships

What does **good** look like?



Vocational Profiling - from year 9

- Aim: To understand the person in depth
- Why: To arrive at the best possible job match

What would be this person's ideal job?

Think about work experience.

Remember people change!



NDTi
National Development Team for Inclusion

base
british association for
supported employment

Vocational Profiling – detailed information

Personal information:

- Support networks
- Cultural considerations
- Safeguarding needs
- Health / medication needs
- Habits and idiosyncrasies

Skills:

- Strengths, attributes and difficulties
- Learning style – tell, show, model?
- What are people good at and where?



Nathan's Story



- Person centred review
- Vocational profile
- Travel training
- Supported Internship – Town Hall print room
- Works Monday – Thursday

"I was one of those parents who said I wouldn't let him go, I wanted to protect him. It was my worry, not his - other people helped me see that he could make his own choices. It is his life and he is learning all of the time."

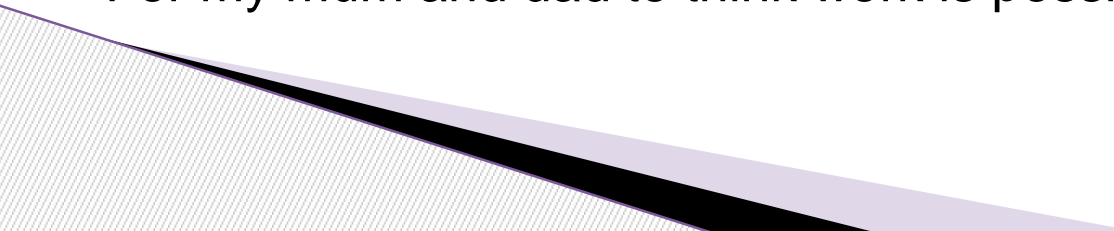
Every time Nathan leaves home to get the bus to work he says thanks and gives me a kiss before he leaves. I know what Nathan is thanking me for - it is for letting him go on his own."

- Eileen, Nathan's Mum

<http://www.preparingforadulthood.org.uk/resources/stories/nathans-story>

Outcome example – employment

Steps towards the outcome

- To be aware of different types of paid work environment and roles
 - To know what I am good at, interested in and who needs my skills
 - To travel independently to college
 - To develop work skills such as telling the time, punctuality, solve problems, make decisions, using the phone
 - To know when I am becoming angry or frustrated so that I can get support to avoid a problem
 - For everyone to know what reasonable adjustments can be put in place so that I can make a positive contribution in the workplace
 - To have experience of working in real work environments
 - For my mum and dad to think work is possible and positive
- 

Examples of provision and support for employment

SEN Provision

- ✦ Work awareness curriculum at college that covers different types of job roles and careers
- ✦ Job coach to attend annual review and help to plan work experience in local community, including holiday or Saturday jobs. Experience and feedback captured in digital CV which is developed over a year
- ✦ Job coach works with school to develop vocational profile
- ✦ Local Supported employment service supports school to put on workshops for families to learn what is possible and what good employment support looks like.
- ✦ Independent travel training to enable the young person to travel by bus and walking around their local community

Health

- ✦ Support from a psychologist to develop good coping strategies for behaviour. Initially this will be weekly with the aim of reducing to three monthly within six months.

Social Care

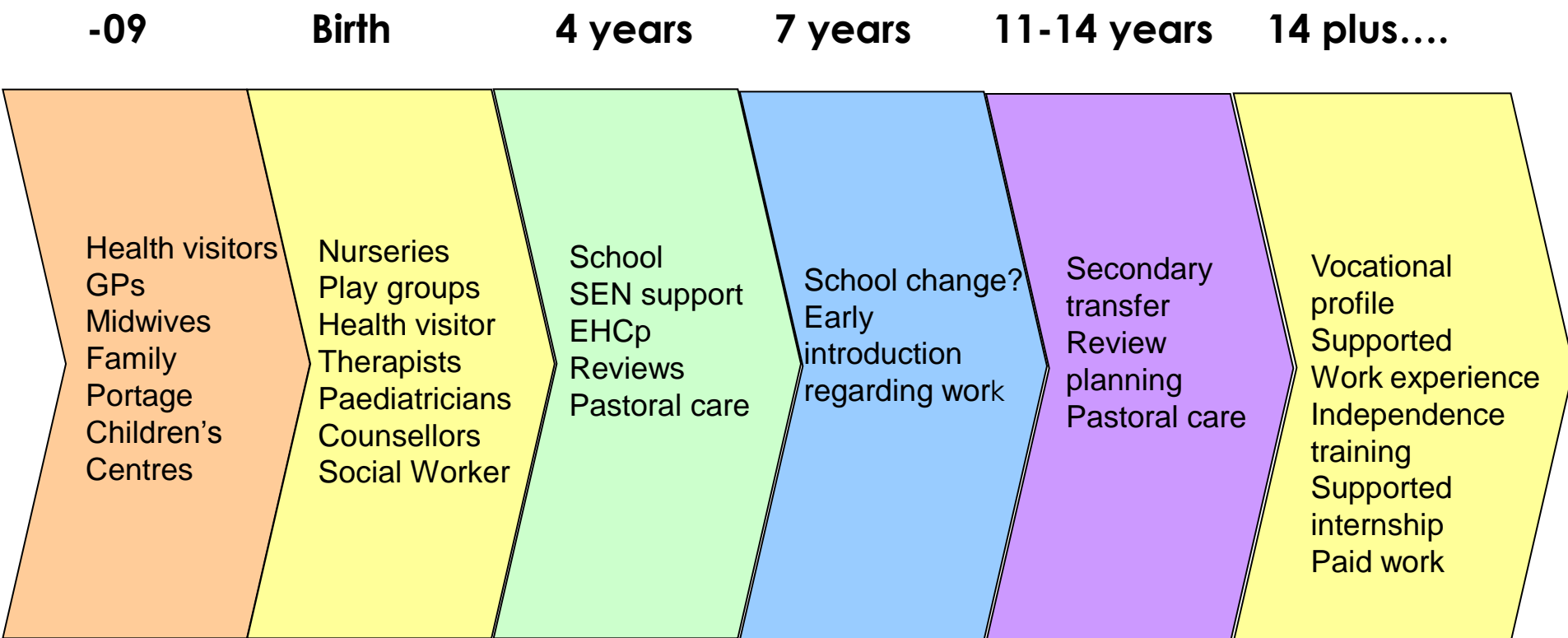
- ✦ Assessment carried out to identify whether young person eligible for Adult social care
- ✦ Short breaks taken as a direct payment and enables the young person to employ a PA to help they get a paid voluntary job in the local community.



Aspirations for the future



Aspirations Pathway



Personalise
your
approach

Develop a
shared vision

Improve
post-16 options
and support

Raise
aspirations

Plan services
together

Preparing for Adulthood

5 key messages

4 Pathways

Prepared for adulthood

Employment

Independent living

Community Inclusion

Health Pathway



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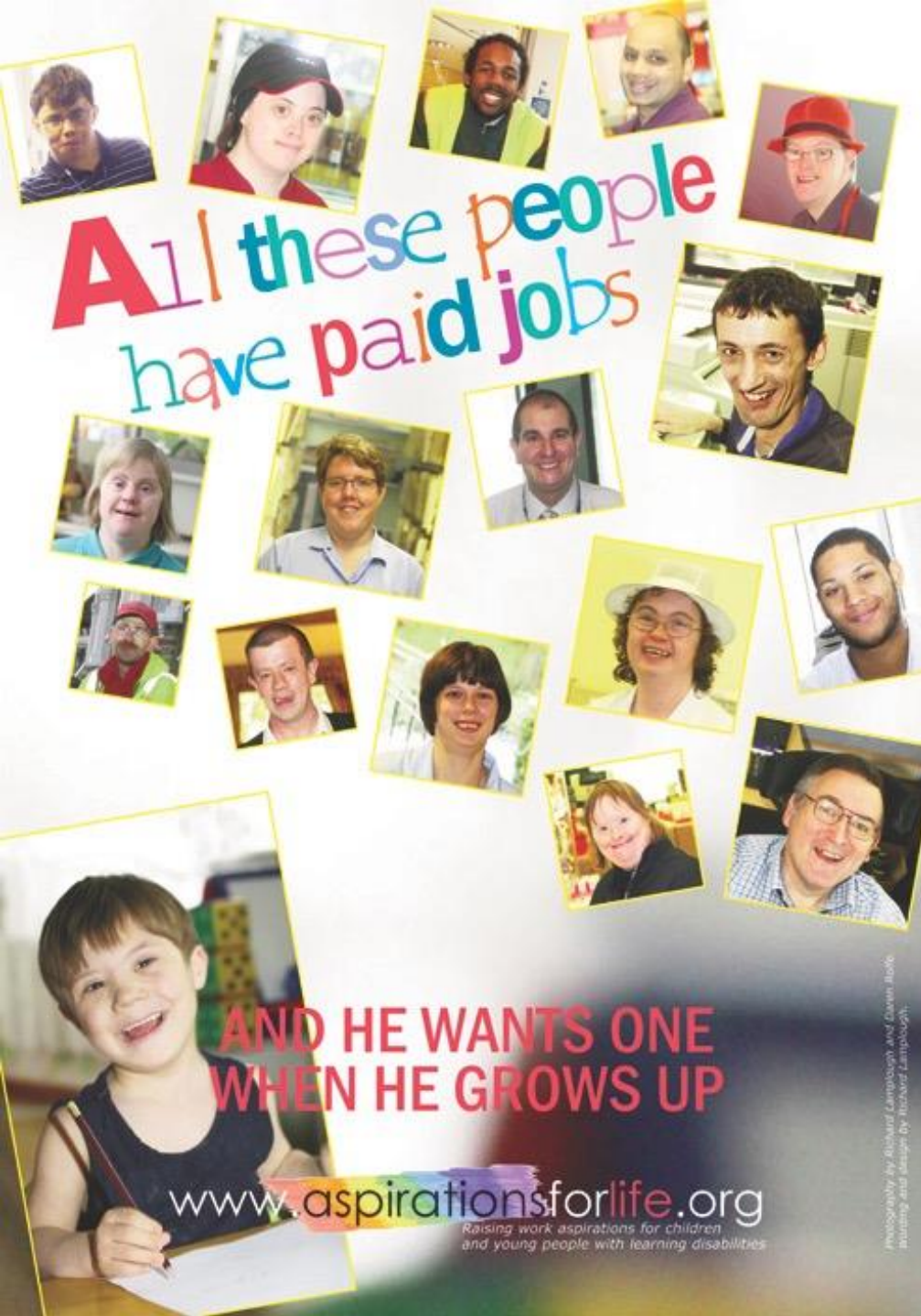
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Why is it good to have a job?



- Meet new people
- Learn new things
- Independent
- Interesting
- Money
- Go on holiday
- Do something worthwhile
- Satisfaction





**All these people
have paid jobs**

**AND HE WANTS ONE
WHEN HE GROWS UP**

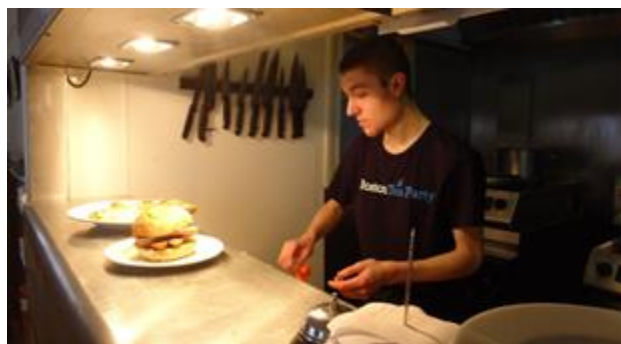
www.aspirationsforlife.org
Raising work aspirations for children
and young people with learning disabilities

Photography by Richard Lampough and Owen Bode
Illustration and design by Richard Lampough

- Start from the **beginning**
- Where do young people and families get **good information, advice and support** that helps them to achieve the preparing for adulthood outcomes?
- Good planning
- How do they **hear from other people** about what has worked for them?
- Employers hear about what young people have achieved in the workplace.



Programmes/models, training & resources



Factsheets & Videos

Stories & Learning Examples



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