



Scarborough Whitby Ryedale Learning Disability Partnership Board



Provider Forum

Notes from meeting held Monday 19th April 2010

Present –

D Beevers – WWFT
S Peacock – Camphill Village trust
L Dixon – Dalewood Trust
A Turner – Basics Plus
B Lentil – Learning Disability Service
B Hawkins – Mencap
R Collin – Adult & Community Services
A Nockles – Adult & Community Services

Speakers – J Lawson & E Constantine, Adult & Community Services
representing Supported employment Services

Apologies - M Smith – Milewood

- 1) Anna welcomed all present to the meeting, explaining that the main part of the meeting would focus on Supported Employment which would be presented by J Lawson and E Constantine

Supported employment

John introduced the session with a power point presentation (attached) which looked at the following,

- The Vision,
- Who wrote it?
- Delivery of the strategy,
- What is important,
- Key actions,
- More Key actions,
- Role of the local Learning Disability Partnership Boards,
- Time for Questions

Elaine then introduced a session looking at “Working Together” to achieve Supported Employment opportunities and enabling people into work,

Supported Employment Presentation 19th April 2010.

I would like to talk to you about how important it is for us all to work together.

We all know about the Government targets for getting people with disabilities into work. Which means PAID work at minimum wage or above with the same working conditions as anyone else.

OUR JOB is to find the jobs! Which is very easy to say (IF YOU SAY IT QUICKLY ENOUGH) but we all know the difficulties we face in today’s climate.

SO HOW CAN WE ENSURE WE GIVE PEOPLE EVERY OPPORTUNITY TO SUCCEED?

WE all work in the Care Industry so all have responsibility!

WE have all had to learn to stop DOING for people and give people the opportunity to DO for themselves.

ARE WE REALLY PREPARING PEOPLE FOR THE REAL WORLD OF WORK?

WHEN SOMEBODY SAYS TO YOU “I WANT A JOB” DO WE STOP TO ASK THEM WHAT IT MEANS TO THEM ----- is it something they have really thought through or something that they have heard been talked about .

It is difficult with some of the adults we work with and support today, to change many years of thinking that -

- 1. They are entitled to welfare benefits for life.**
- 2. They can be supported at a Day Centre forever.**
- 3. Work isn’t for me.**

WE MUST ALL BE GIVING THE SAME MESSAGE AND CHALLENGING THIS

- 1. WELFARE BENEFITS MAY NOT BE FOR LIFE.**
- 2. THE DAY CENTRES ARE CHANGING**
- 3. YOU MAY BE ABLE TO WORK WITH SUPPORT**

We NEED to be honest with people who say they CAN and WANT to work and spell out what that means.

COMMITMENT RESPONSIBILITIES

MAKING SACRIFICIES PRIORITISING

We **NEED** training for work to start in the home by **RAISING EXPECTATIONS** and following this through with real work preparation courses that ensure people are responsible for being there on time and ready to learn skills that will lead to real outcomes. **WE NEED PEOPLE WHO WANT TO WORK** to make a commitment **TO DO THERE BEST**.

If we stop **MOLLYCODDLING** and **DOING** for people and raise **THEIR** expectations and be **REALISTIC** with them we might make the prospects of real work **HAPPENING FOR MORE PEOPLE**.

We **NEED** to start the process of getting people to understand about work and what it means at a much younger age.

Hopefully the young people coming thro Transitions will be ready to face the world of work better prepared for their future and make the Supported Employment team's job a little easier.

Elaine offered the opportunity for those present to feedback and welcomed Thoughts

The people present then split into groups and the following headings were used to focus us on three headings;

Group 1

“Turning can and want to work into reality”

- 45000 people into work in 15 years means upping the ante
- Job coaching is at present thin especially in rural areas
- Enabling and sign posting help with more resources
- Need to motivate and inspire potential employers
- Build on positive and ethical trading – real choice for consumers (using firms which employ people with disabilities)
- Get a brand/logo to help direct/highlight to customers eg Fairtrade, Carbon Trust etc

First steps are;

- Work on Hearts and Minds
- Use good publicity eg Mencap at Hull City KC stadium
- Raising the issue
- Influence people close to us
- Employ people ourselves – put money where our mouth is!

Group 2

“Working with transitions (14plus)”

- Local schools – all especially mainstream specialist schools starting to challenge expectations
- Primary schools – raising expectations – integrated working
- Linking with pupil support – primary need and secondary schools – stop lip service for political reasons
- People to stop working in bubbles – still need for Countywide transitions approach with Partnership working – linking with the business world
- Transitions to facilitate change not as a cut off age related criteria

First Steps are;

- Develop cradle to grave scenarios again – Health and Social Care, this will involve Strategic Transitions Planning
- Meaningful engagement and education – primary, specialist, secondary.

Group 3

“Creating realistic expectations”

- Young people say they want to work
- Do people understand what having a job means
- Supporting people to get “work ready”
- Employers need to know what an employee with a learning disability can contribute.
- Family carers need to be supported to aspire for their adult children to work
- Use positive examples to promote the benefits of employment
- Need to identify who can **work** and target resources appropriately
- Supported Employment services to make contact with NHS and SBC as employers.

Some facts – SWR

Paid Work – Supported Employment Services, Job Centre Plus
(18 people involved)

Sheltered Work – Basics Plus, Acorns Community Services

(119 people involved)

Role as a volunteer – ACS providers, Moors and Coast Vol Services(55 people involved)Preparation for Work – Yorkshire Coast College, NYCC Supported Learning

(39 people involved)

Work experiences – often linked to education or Supported Employment
(29 people involved)

Some providers are involved in a mixture of types of work eg Dalewood and The Haysshed Experience

Nb – some people are involved in more than one category in the week

John and Elaine will take the work/thoughts and proposals completed here to the Employment task Group and to the wider Supported employment group, so nothing raised will be lost,

Anna Thanked John and Elaine for there presentation

2) **LD restructure** - Anna explained that the Learning disability Re-structure had been put back for a period of 6-8 weeks whilst the new assistant director Ann Marie Lubanski detailed it further, news and overview of this for the provider forum would be available once completed and available

3) **Membership** - membership and attendance of the group discussed, although it was felt that the main Providers are evident and in regular attendance, those on the mailing list are to be asked again to join the group and be involved within the Forum.

4) **Future topics for inclusion on agenda** ,

- LD restructure,
- Person Centred Planning,
- CQC registration and Care standards,

5) **Anything Else –**

6) **Next meeting –**

Ruth to contact Liz White and invite to next Provider Forum meeting June 14th NYH 2- 4 pm

RM Collin - Registered Operations manager 2 SWR.



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Valuing Employment Now: real jobs for people with learning disabilities



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The vision

“Employment is a fundamental part of life and it is only when people with learning disabilities have the same opportunities as all other citizens that we will really be valuing people”

The belief is that people with learning disabilities can work, and this message need to given from when people are born.

Who wrote it?

- This is a cross Government strategy led by
- Social Exclusion Task Force
- Department of Health
- Department of Work and Pensions





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Delivery of the strategy

This will require major change in approach throughout the whole system- from health and social care, to early years, schools and colleges, employment agencies and employers, families and people with learning disabilities themselves.



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What is important?

- It sets out a vision to increase the number of real jobs for people with learning disabilities
- Provision of appropriate support to achieve this aim.
- Close the employment gap with an 48% target of employment by 2025 – this means more than 45,000 more people with learning disabilities in work
- Most of these jobs should be at least 16 hours per week
- It is the first ever strategy to commit to increasing employment opportunities for people with learning disabilities.





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Key Actions

- Raise key staff's expectations of work for people with learning disabilities
- Joint working to create individual paths to employment
- Better work preparation at school, college and adult learning
- The role of personal budgets and social care
- Increasing high quality job coaching
- Clearing up confusion about the benefits system
- Transport to get to work





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More Key Actions

- Promoting self employment
- The need for employers to see the business case
- Addressing barriers with where people live
- Employment for the most excluded adults
- People with learning disabilities and their families leading the way
- Better data and performance management





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Role of the Local Learning Disability Partnership Boards

- Ensure there is a process to bring together key stakeholders to develop local plans for implementing Valuing Employment Now. (VEN)
- Produce an annual report which includes progress on implementing VEN.
- Make sure that the employment is a priority within plans.
- Set local targets on achieving the aims of VEN
- Ensure that person centred planning raises people's expectation of work and identifies their path to employment.
- Review day service modernisation plans to ensure that any planned changes help to support people into real jobs.



Role of Local learning Disabilities Partnership Boards.....

- Consider how to boost job coach capacity
- Engage with local employers and trade unions to champion employment for people with learning disabilities
- Work with key partners to review the support available to help people learn a new route when they start work and the accessibility of local transport
- To continue to working with partners to address bullying and harassment on public transport.
- Delivery plans on employment are co produced with people with learning disabilities, including those who offend, those on the autistic spectrum, those with mental health issues and BME groups and their families





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Questions?

