

Getting a Job

Advice for family carers of adults with a learning disability

“Let’s just do it!”



foundation for
people with
learning disabilities

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Introduction

Background to the project

The National Valuing Families Forum (NVFF) and the Foundation for People with Learning Disabilities (FPLD) commissioned a family member, Dave Barker, to write a guide for families on employment. The project arose from the Valuing Employment Now programme with the aim of developing a resource by and for families.

The government set up Valuing Employment Now as part of the Valuing People initiative in 2009 to increase the employment rates for people with a learning disability. A campaign was run in 2010 to raise awareness and the aspirations of families, self-advocates and people from hard to reach communities around employment.

The guide was developed initially with the help of a Black and Minority Ethnic (BME) reference group of family carers and professionals based in Leicester. The guide has been reviewed and developed further by family members and professionals from different organisations from all regions of the country. Dave would like to acknowledge: ANSAAR in Leicester and Frank Proctor of the Sustainable Hub Complex Needs (SHIEC) based at the Challenging Behaviour Foundation for ensuring that the guide is appropriate to the needs of those with complex needs and from hard to reach communities, including BME.

We would also like to thank all the families in NVFF for their support, and the FPLD, particularly Christine Burke, for their help in completing the guide.

The guide is based on the belief that ALL people with learning disabilities can live fulfilled lives in the community and have the capacity to work with the right support. The stories are real examples of success and are used to illustrate the importance of work and a meaningful lifestyle for people with disabilities and their families.

We are aiming to carry on developing and updating this resource. If you would like to add your experiences or case studies please email Dave Barker (dave_barker_fgs2@hotmail.com). This updated 'online' version will be available to download from SHIEC's, NVFF's and FPLD's websites in the future. Please contact Dave to find out more.

1. Aspirations

Everyone can work

Having a paid job is an important part of most people's lives and helps to make us who we are. Work brings us more than just money. It gives us a sense of purpose and satisfaction, and a valued role.



Why is it then that employment rates for people with a learning disability remain so low?

“Employers have regularly been asked what they value in an employee. Examination results are never top of the list.” Connexions advisor, Humberside

What employers do usually want is an employee who is:

- reliable and turns up for work regularly
- punctual
- well presented
- willing to learn
- good at getting on well with others
- good at following instructions
- committed

With the right support these qualities are within the reach of people with a learning disability. Work has to be an aspiration for families through transition and into adult life.

“It’s about responsibilities as well as rights! I want my son to have a life like the rest of us with some work and some play.” Family carer, Kent

“I waited for my son to be ready for work. After work experience at 16 he did various courses and attended leisure classes. There was never enough support for real work and he was 30 before I realised it would never happen without taking a leap. It took six weeks with reducing support from full-time to a drive-by wave for him to become a cleaner at a local leisure centre.

He now has a contract for paid work and employs his PA as a job coach. If he had only done this 10 years earlier he might have been able to work more hours by now.”
Family carer, Lincolnshire

“There are some families where the only person working is the one with a learning disability.” Council Learning Disability Employment Officer, East Midlands

Does the person in my family want to work?

The best way to find out is to ask them! It may be that when they were a child no one ever said “What do you want to do when you grow up?” and now they are an adult no one has said “What kind of work do you want to do?”

Top tips

- Talk to your family member about the kind of things they are good at and enjoy doing. Are there any jobs or parts of jobs that are like this?
- Ask others who have regular contact with them to do the same and report back to you.
- Think about what happens at the end of college. Is there a path to employment?
- Ask at the school, college or support plan review what work options and plans have been discussed. If none, ask why!
- If it hasn't been discussed in detail ask for it to be a key part of the support in the future. Ask for work experience!
- Find out (through the main person providing support) if apprenticeships are available.
- When considering further education ask the college what work is being done to lead to employment and how many students entered paid work from the course last year.
- While your family member is doing work experience try to establish a good relationship for future contact.



Matthew at work with his PA as his job coach

Unless we have suggested a particular person to contact it's best to approach someone you deal with regularly, such as a care manager, key worker or social worker for advice and support. If they can't help ask them to refer you on to someone who can. Don't be put off!

Almost any kind of work is possible

- Full-time work may be difficult for some.
- For some people a mix of paid work, voluntary work and leisure has been the answer.
- 16 hours is the aim for many but it could start at one hour a week.
- £20 can be earned or about three hours' Permitted Work can be done per week without affecting benefits.

**"I get paid and I can pay my mum rent, like my brother did – last month I bought the Mama Mia DVD."
John Smith, Walsall**

2. Myth-busting

“My son/daughter is too learning disabled to work”

Parents and carers may have low expectations of their children with learning disabilities. There are, however, examples of people with complex needs in paid work. Dave Barker is continuing to update this resource with more case studies and information, please contact Dave to find out when this will be available.

(dave_barker_fgs2@hotmail.com)



Ben at work

Real life example

Ben has severe learning disabilities, epilepsy, challenging behaviour and communication difficulties. He is unable to read or write and has limited understanding of money. After some good work at his school and through the support of LINKAGE and Sustainable Hub for Innovative Employment Complex needs (SHIEC) he has three jobs of three, three and a half and ten hours each. There will be more about Ben's story in the updated version of this guide. Please contact Dave Barker for more information.

Top tips

- Ask your regional NVFF representative for contacts and information on employment and complex needs (see link in Appendix 3).
- See how SHIEC is making it happen (see link in Appendix 3).

“They are not ready for work”

No one ever is. Everyone, including university graduates, only start learning about work on the first day in a job.

Some employers miss this point and only work effectively with people with low to moderate disabilities. Too many adults with learning disabilities end up attending endless “work readiness” courses that do not lead to employment and it becomes another day service.

It’s all about support: to find out what’s possible, to get into work, and once in work, for staying there.

“The progress he has made has been remarkable. College and then residential care and now living in his one-bedroom bungalow has built his self-esteem beyond recognition. Moving into paid employment with support from LINKAGE and SHIEC has made him proud and his challenging behaviour has reduced. He is much happier and fulfilled.” Ben’s sister

Taking your personal assistant (PA) to work



Job coaches are trained in good employment support. You can use your personal budget to recruit a job coach.

It is possible that your PA, if you have one, could learn to become a job coach.

Top tips

- Find a person with appropriate job experience for what your family member wants and train them to support the person rather than the other way round.
- If you are using a regular PA have a meeting with the employer and monitor or direct the progress from a distance.
- Challenge any suggestions that the family member is not ready or mature enough to work or would be a risk under health and safety rules.
- If your family member is still at school ask your school contact or social worker about a direct payment for them to employ a PA to support them with a Saturday job and work experience.
- If your family member has a personal budget, use this to employ a job coach to support a work placement or job.
- Contact your Jobcentre Disability Employment Advisor and ask if it is possible to receive a direct payment as in their Pathfinder sites – like the one in Barnsley where a direct payment was given to the person to support them with work.
- Ask about Access to Work or other funding (see link in Appendix 3).

“They don’t want to work”

This is usually because no one has ever asked them. People with a learning disability may have become used to a life of benefits and leisure. With the right support adults can gain access to paid work and become much happier.

This obviously has a positive impact on the family. Introduce work as an option and try things they like doing.

Top tips

- Find out if there is an employment sub-group on the local Learning Disability Partnership Board (search online for the closest to you).
- Ask the person supporting your family member for a referral to the local employment support provider.
- Ask for a meeting with other carers with support from your local carers’ centre or adult services to see if you can work together.
- Ask the person supporting you how many people with moderate to complex needs have gained employment in the last year.
- Ask who your employment group is working with on employment; for example the Department of Work and Pensions (DWP), day services, schools and colleges, education business partnerships, employers’ federations, local councils (as employers), Learning Disability Partnership Boards, self-advocacy groups and family carers.
- Make a note of contacts in the form in Appendix 5.

“How can they expect to get a job when unemployment is rising?”

Competing with the long queue of unemployed people may not be the answer. There are, however, lots of low-skilled jobs where the staff turnover is high. Employers are keen to reduce the costs of constantly replacing their staff.

With good information and advice employers can be shown that a person with a learning disability can be an asset (see business case for employing people with learning disabilities on page 22). One benefit of employing someone with a learning disability is that they are likely to stay with them longer.

Top tips

- Your local council will be an employer of people with a disability. Ask them how many staff have a defined learning disability.
- Contact a local small business group for access to employers (the fastest growing sector in the economy!).
- Look at what can be done through customised work, job carving and supported employment.
- Find out who the Disability Employment Advisor is at the Jobcentre and note down their details in Appendix 5.

Salma's story

“I was very worried about going on Jobseekers again. Luckily ANSAAR and the city council helped me to find another job. I now work eight hours per week as an Outing Assistant for Leicester City Council.”

Look at ANSAAR's website (see Appendix 3) to find out what it has done in Leicester and what it has achieved through “Right to Control”.

“Employers don’t want us”

Employers may lack knowledge and experience of hiring people with learning disabilities and are perhaps a little afraid. There is evidence, however, that when employers are made aware of the benefits they in fact like to employ people with a learning disability, especially when they learn about support like Access to Work.

It is not as difficult to employ people with a learning disability as you might think. Many well-known companies employ people with learning disabilities, such as the Co-op and Sainsbury’s, Legoland and many small and medium-sized businesses.

“Danny was a difficult employee at first but we learned a great deal and now feel we could take on anyone with the right support.” Employer, Derby

Top tips

- Find out what work is being done locally to raise awareness with employers about learning disability (look at the business case for employing people with a learning disability on page 22).
- Talk to people, at your local employment programme, who contact employers and ask if they promote the benefits of employing someone with a learning disability.
- If you establish a relationship with an employer ask if they will look at the idea of creating suitable work/jobs.
- Find out what “reasonable adjustment” means for employment (see the DWP publication “Valued in Public” – you can find this on the BOSS Employment website in Appendix 3).
- Look at the list on page 4, which tells you what employers want and will help you make your case.

“My family member can’t get a supported placement”

Relying on local providers and services may not be the answer, especially if they concentrate on those with low support needs and believe in the “job-ready” hurdle (job-ready, a measure of skill and maturity that some people with a learning disability might never reach without support).

One of the benefits of personalisation is the ability to employ your own job coach to support getting into and staying in work.

“Employment would put their benefits at risk”

Some well-meaning friends and poorly advised professionals are likely to say something like this, but it is important to get individual, personal benefits advice and to find out what happens next if your family member is assessed as fit for work.

Clearly it is important to ensure that people with learning disabilities and their families do not lose out financially if they get a job. However, earning a small weekly amount will not affect someone’s benefits, nor will earning more for a short fixed period – this could be a way of testing whether employment is feasible.

Top tips

- Look at ‘Do it now’ on page 21, which explains how families can take the lead and make things happen.
- Do what you would do for any unemployed son or daughter: use your contacts and look for work for them.
- Link with other carers to look for work/jobs and funding.
- Think about self-employment (see section 4 page 17).

Top tips

- Work in a huddle with other carers to see how you might get things moving.
- Get a copy of “Support if you are ill or disabled” and “Support for carers” leaflets from the DWP (find these on DWP website, see Appendix 3).
- Get a copy of the easy read version of the Access to Work factsheet produced by the DWP (see Appendix 3).
- Look on the YouGov website or BASE’s website (see Appendix 3).
- Find out about changes to welfare benefits that have been happening (ask your regular contact, Citizens Advice Bureau (CAB) or look at the DWP website) (see Appendix 3).
- Ask your social worker for a benefits check and a “better off” benefits calculation.
- Make an appointment with the Disability Employment Advisor at Jobcentre Plus.
- Collect information produced by the DWP such as permitted work and benefits advice for carers and self-advocates. (DWP- Incapacity Benefit or Employment Support Allowance on the menu will link you to this).

It is possible to calculate the increased income from working and it may be possible to claim other benefits (see Welfare Reform in Appendix 2).

It is important to get individual, personal benefits advice (see the link to Devon Welfare Rights in Appendix 3 for examples).

3. Steps to employment – getting started

A. Discovery

This means finding out over a period of time what a person's unique skills and talents are or as the professionals call it, "Vocational Profiling".

This might involve gathering views and reports from a variety of people who have regular contact with the person, including during any voluntary activities where work skills are being practised. It might involve a structured classroom session.

You could conduct a home movie interview (to see the link to Jess's filmed interview contact Dave Barker dave_barker_fgs2@hotmail.com).

"The employer finds the business benefits and someone gets a job. Win – win!"

Employability Development and National Employment Lead, Valuing People Now

B. Employer engagement (good contact with employers)

Understand an employer's unmet needs – because all employers have jobs that aren't being done.

This is the bit often done badly by professionals. The idea is to sell the benefits, not ask for favours. The only favour is to be listened to (look at the business case for employing people with a learning disability on page 22).

C. Customised jobs (creating a job to the benefit of all)

Match a person's skills and talents to meet an employer's unmet needs (i.e. create a job to fill the gaps in the work being done).

Most workplaces have gaps in the work they do. Alternatively, it may be that people are doing tasks that prevent them from being productive.

Top tips

- Look at the flow diagram about getting started on page 21.
- Gain access to the employment sub-group of your Learning Disability Partnership Board (via your social worker or local councillor).
- Set up your own group and look at how you might bring people in to help with the steps to employment (such as job coach training and Training in Systematic Instruction (TSI) etc. See Appendix 3 for a list of useful contacts and links.
- Think about teaching skills to make access to work easier, such as travel training.

Work experience and volunteering

Volunteering is considered to be work experience, a stepping-stone to paid employment.

Work experience and volunteering can:

- create opportunities for paid work
- provide a chance to learn new skills and practise existing skills
- lead to being more confident
- add to a CV
- provide references
- lead to new interests and routines



Eleanor Barraclough on work experience in the North East

Top tips

- Consider if volunteering can be a valuable aspect of your family member's life?
- Look at www.volunteering.org.uk
- If your family member would prefer a paid job and is being offered a voluntary post, ask these questions on their behalf:
 1. Are they doing a job that someone could or should be paid to do?
 2. Will this experience help them to gain employment later on?
 3. Does the employer rely on their work?
 4. Is this a better option for them at the moment?
 5. Have they been placed with this employer with support in order to move on and build on this achievement, if that is what they want to do?

“I was offered a charity shop or helping in school during work experience. My dad applied for a direct payment to support me and found me a place in a theatre. I want to be an actress!” Jess, 14

4. Self-employment

14% of the population is or would like to be self-employed, including people with a learning disability (Office for National Statistics, February 2013). Some people set up a small business in addition to some part-time work. The FPLD offers a range of free resources on its website: www.learningdisabilities.org.uk/our-work/employment-education/in-business

Self-employment can offer opportunities that meet people's needs by providing:

- PACE** the work can be done at a speed to suit the worker
- PATTERN** at a time of the day/of the week to suit the worker
- PLACE** where the worker wants it to happen



Mark works from home growing and selling vegetables. He set his business up with the help of Business Link and his dad.

Top tips

- Look at the skills, interests and aspirations of the individual.
- Consider how these may be used to offer a service or product that people will buy.
- Check to see if the idea could make enough money by thinking about all the costs and comparing with possible income.
- Do some market research to see if there is a demand.
- Check the FPLD resources. See Appendix 3.

5. Working with professionals and taking the lead

Try to work with local providers and help them to succeed with your family member. If you become involved in the work of your local Learning Disability Partnership Board or meet with a local employment provider you can ask questions and make suggestions.

If you feel that this is too slow a process you may wish to consider getting support to work with other family carers.

“Even the best professionals are temporary, carers are in it for life!” Family carer representative, NVFF

Top tips

- Look at the FAQs on the SHIEC website (see Appendix 3).
- Ask your social worker, key worker or local CAB if you can get a carer’s grant to meet and plan some work on employment.
- Look at the steps to employment on page 14 as a starting point.
- Your local council will be an employer of people with a disability. Ask them how many of their staff have a defined learning disability.
- Find out what work is being done in your area to raise awareness with employers about the benefits of employing people with a learning disability.
- Talk to people who contact employers and ask if they promote the benefits of employing someone with a learning disability.
- Find out what “reasonable adjustment” means for employment (see the DWP publication “Valued in Public” on the BOSS employment website, listed in Appendix 3).
- Ask your social worker, key worker or the local councillor who is working on behalf of adults with a disability to gain employment, how many disabled people working in the area have a defined learning disability.

6. Stopping work

Like everyone else people with a learning disability may need support regarding work from time to time. There are times when people can no longer work, lose their job or become very unhappy at work.

“Hanifa works for FPLD and they have a circle of support that now includes past employees. They come together to discuss issues at work and things that concern her and to include her socially.”

FPLD

Ongoing support

Talk to support workers about what would happen if the job ended. Try to make sure there is a job to move to before giving one up! Monitor the physical and mental health of the person at work.

Build in change and make sure your family member is supported. Don't forget to contact the benefits agency about changes in circumstances.

“When I finish washing the cars on a Friday I go for fish and chips and then down the pub with the salesmen.”

Philip, Lincolnshire

Top tips

- Make sure someone is monitoring the health of your relative at work.
- Ask the job coach to explore variety and progression in the job.
- Ensure that your relative keeps other aspects of their life going in case the work disappears.
- Make a digital CV with photographs and a video – these are useful where personal communication is very difficult.
- Make sure that your relative is included in every aspect of work, including social activity.

7. Getting on with it

On the next page there is a diagram advising how to get on with finding employment for your relative. Work with or without local providers, depending on whether or not you feel they are doing what they should about employment. Talk to them with other carers and then decide on your best course of action.

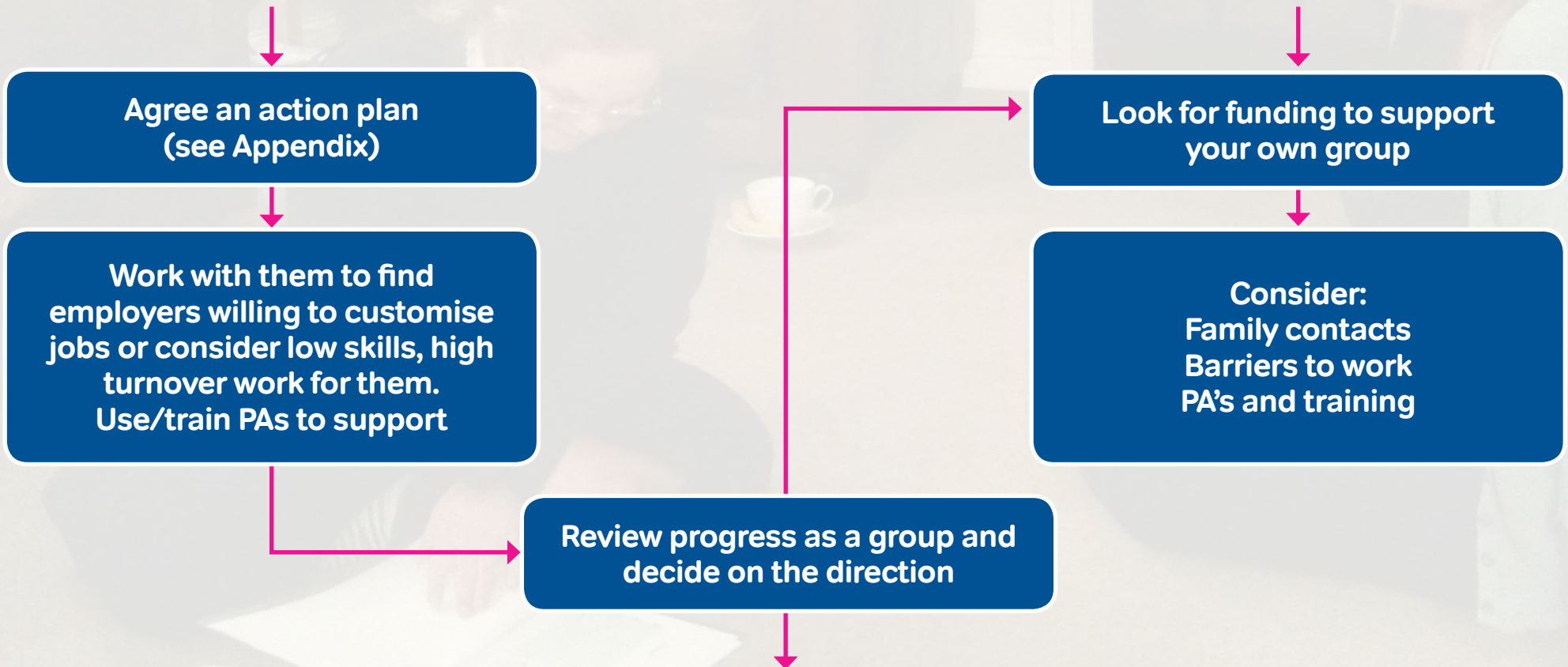
The action plan written in the first blue box refers to what the group should do. That is, decide on questions to ask professionals and organisations linked to the family member and employment. Then establish what answers you wanted and what to do next!

Top tips

- Ask your social worker, key worker or the local councillor who is working on behalf of adults with a disability to gain employment, how many disabled people working in the area have a defined learning disability.
- Ask how they discover what a person wants to do. Do they talk to all the people who have had contact with the person?
- Ask which employers they have contact with and what they say to them to obtain placements or jobs.
- Ask who supports the person in the workplace and what they do.

Do it now

1. Find other families interested in doing something.
2. Use this guide to prepare questions.
- 3 **Contact:** Local Partnership Board Employment Sub Group - Local Supported Employment Provider – Careers/Connexions. **Interview them and ask the questions.**
4. Assess the responses and decide if they can be of help in finding employment (working with them initially confused me because I thought they were being looked at as employers).
5. If the answer is **yes:**



6. Don't give up at the first hurdle!

Get that Job

Funding streams

One of the issues highlighted in the Jobs First evaluation was the inability to gather together different funding streams. There are sources of funding for a small group to work on supporting employment and training PAs and job coaches.

Practical Funding Guidance was published by the South West Employment Institute in September 2013 and outlines many potential sources of funding for employment support.

www.councilfordisabledchildren.org.uk

In some areas “Right to Control” offer the funding directly to support people at work. Find out how Sheffield and Barnsley have done this.

www.in-control.org.uk

Other areas, such as Bristol, are starting to pilot Job Coach Funds offering people a chance to apply for funding for job coaches.

Business case for employing people with a learning disability

This following list is taken from a much longer one which Stephen Parr of SABRE has used when training job coaches to present the benefits to employers. This approach emphasises the benefits of employing people with learning disabilities, rather than appearing to be asking for favours for them.

- People ready for work
- Trained and experienced disability employment specialists
- Carefully selected candidates
- Flexible to meet business needs
- Onsite support as required
- Disability awareness training
- Co-worker training
- Enhanced company profile
- Enhanced customer base (spending power of the learning disability community is significantly high)
- Advice on the Disability Discrimination Act and reasonable adjustments
- Advice regarding retaining staff
- Support accessible recruitment practices
- Increased capacity
- Help to identify unmet needs

8. Who can help?

It is important to learn from past programmes like Valuing Employment Now.

The government set up the Valuing Employment Now project in 2009 to increase employment rates for people with a learning disability. Some of the questions that have arisen as a result are:

- How can areas not included in the pilots learn from what has been achieved?
- What funding for funding employment support in the future has been suggested?
- What conclusions did the employment awareness campaign run by the NVFF reach?
- What projects involving families have there been?

Top tips

- Look at the BASE website for links to past and current projects (see Appendix 3).
- Find out what is happening in the Preparing for Adulthood sites (see Appendix 3).
- Find out where your nearest Getting a Life, Project Search or Aspirations for Life project is and see if they can help. These projects can be accessed via the Preparing for Adulthood website see Appendix 3).

Local councils

Local councils should look at their policies for employment, work experience and work trials and learn from other successful areas to create opportunities within their departments. See, for example, “Leicester Works” on the ANSAAR website in Appendix 3.



Top tips

- Find out who the council member is for social care and ask to meet with them.
- Ask them to consider looking and replicating what Leicester City Council has done for employment for adults with a learning disability.
- Ask if their HR department has looked at how they might recruit and accommodate people with a disability and if they target people with a defined learning disability.
- Look at “Valued in Public” an old but good document! (see Appendix 3, under Boss Employment).

National Valuing Families Forum (NVFF)

Access to the people who have worked on this document can be gained through the NVFF. They will provide additional information and advise you on how to take employment on in your locality.

- Contact your regional carer representative on the NVFF (see the contacts list in Appendix 3 or find them through

your local carer support network).

- Contact the lead author of this guide, dave_barker_fgs2@hotmail.com

Sustainable Hub Innovative Employment for people with Complex Needs (SHIEC)

This is hosted by the Challenging Behaviour Foundation based in Kent and supports individuals, families and organisations for people with complex needs, supporting them on the pathways to employment by:

- supporting individuals on pathways to paid employment
- supporting families and carers
- identifying possible jobs
- preparing vocational profiles
- identifying volunteering opportunities
- providing support, help and guidance in identifying local assistance

If you have a person with complex needs in your family you can contact the NVFF, Dave Barker or Frank Proctor at SHIEC (frank.proctor@theCBF.org.uk) directly about arranging a chat, talk or presentation for you and others near you. See Appendix 3 for links to this organisation.

“I never actually expected Carl to have a job as his physical disability limits his ability as well as being hindered by his learning difficulties.

But I was delighted when I heard he was going for an interview and very proud when he got the job!

I always hoped that he would contribute to his local community in some way but never expected it to be in a paid capacity.

My son works, how fab!”

Carl’s mum

My Story by Carl Johnson

Read the online version of Carl’s story and more about SHIEC’s work on their website (see the link in Appendix 3).



Foundation for People with Learning Disabilities (FPLD)

The Foundation have undertaken a lot of work on employment and self-employment. It has good information and can offer advice. The Foundation was a managing partner for this guide. See Appendix 3 for links to this organisation.

Hard to reach communities

Some communities have additional barriers to overcome regarding employment. These may be cultural or because of other people's prejudices.

The online version of this guide gives you more information about these issues through the "Work it Out, Out to Work" project done with BME communities (see dave_barker_fgs2@hotmail.com).

Carers with a learning disability

This may present additional problems, since employment may be difficult for both carer and the person they care for. Support from The NVFF (carers) and National Forum (self-advocates) may be the answer (see Appendix 3 for links to these forums).



9. Appendix 1: Your case studies

Dave Barker aims to continue the work set out in this guide by updating the guide in the future. He aims to add further case studies of people with learning disabilities in employment in an online only update of this guide.

In the online version of this document you will be able to read case studies, like Carl's, mentioned on page 25.

**If you would like to add a case study or good story to the online version, or would like to know when it is available please contact:
dave_barker_fgs2@hotmail.com**

This guide is available to download in its current format from FPLD's, SHIEC's and NVFF's websites and Facebook. See Appendix 3 for links to these organisations.

Rosie from Otley



Appendix 2: Glossary of terms

Welfare Reform

Universal Credit is a new benefit that has started to replace six existing benefits with a single monthly payment and forms a central pillar of the government's welfare reform.

The stated aim is that Universal Credit will help people to be better off in work, start a new job or work more hours.

Currently in pilot stage, Universal Credit will eventually replace:

- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Income Support
- Working Tax Credit
- Child Tax Credit
- Housing Benefit

Universal Credit began in stages in April 2013 with most claimants moving on to it between 2016 and 2017.

Access to Work

Is a grant from the Department for Work and Pensions which helps pay for practical support so that disabled people can do their jobs. It can pay for support at job interviews and help with additional support costs in paid employment of more than 16 hours per week.

Better off in work calculation

Aims to show people whether they will be better off in work than when living on welfare benefits. It will take into account details of the amount of welfare benefit income they receive, including housing and council tax benefit.

It will also take into account the money they can earn in paid work, along with any welfare benefits or tax credits they can receive when in work.

Job analysis

Is an in-depth way of analysing jobs to ensure an effective job match. A job analysis includes looking at the job summary, core and episodic routines, work demands, worksite considerations, and workplace culture.

Job carving

Involves creating, modifying or customising a job so it is suitable for a particular individual while simultaneously meeting the needs of an employer.

Natural support

Emphasises the participation of supervisors and co-workers in training and supervising disabled workers. The concept of natural supports highlights the need to understand the worksite culture and what is natural or typical.

Skills gap

Is the comparison of the requirements of a job role as defined by the employer with the skills and abilities of an employee. If there is a gap it will need to be bridged by some sort of training.

Systematic instruction

Is a coaching method specifically designed to help people with complex learning difficulties learn new tasks. Contact the National Institute for Adult Continuing Education (NIACE) or your NVFF representative for information.

Vocational profile

Is the process of “getting to know” the person to identify their aspirations, learning needs, skills, former experiences and job preferences. The profile informs practical job finding and helps to achieve a good job match.

Work Choice

Is a programme funded by the DWP which supports disabled people in tackling the most significant barriers with getting and keeping a job.

Working interviews

Are a reasonable adjustment in the recruitment and selection process where individuals can demonstrate their skills as opposed to talking about them in a formal interview.

Appendix 3: Links and contacts

Access to Work factsheet

www.dwp.gov.uk/docs/employee-factsheet-atw.pdf

ANSAAR

Work done in Leicester regarding employment for adults with a learning disability.

www.ansaar.org

Association of Colleges (AoC)

www.aoc.co.uk

Association of National Specialist Colleges (Natspec)

www.natspec.org.uk

BOSS employment

Valued in Public report by Department for Work and Pensions.

www.bossemployment.co.uk/uploads/employmentvalued.pdf

British Association for Supported Employment (BASE)

Good information on supported employment and self-employment. It shows the outcomes from the Leicester based BME project “Work it Out, Out to Work” which looked at the barriers and solutions relating to employment for hard to reach communities. It also has case studies of people with learning disabilities at work, including the home video interview with Jess.

www.base-uk.org

[www.base-uk.org/information-jobseekers/permitted work](http://www.base-uk.org/information-jobseekers/permitted-work)

The Challenging Behaviour Foundation (CBF) is a charity specialising in severe learning disabilities and behaviour described as challenging. Established by a family carer, we work with families and professionals supporting children and adults across the UK.

www.challengingbehaviour.org.uk

Citizens Advice Bureau

www.citizensadvice.org.uk

Council for Disabled Children

www.councilfordisabledchildren.org.uk/resources/our-partners-resources/practical-funding-guidance-for-young-people-seeking-or-in-employment

Devon Welfare Rights

www.dwru.org

Department for Work and Pensions

Support if you are ill or disabled leaflet
www.gov.uk/government/uploads/system/uploads/attachment_data/file/254902/dwp003.pdf

Support for carers leaflet.
www.gov.uk/government/publications/support-for-carers-leaflet

Business case for employers for a diverse workforce.
www.excellencegateway.org.uk/node/61

Foundation for People with Learning Disabilities (FPLD)

Lots of information on employment and self-employment.
www.learningdisabilities.org.uk

Home Farm Trust (HFT)

www.hft.org.uk

In Control

Good information on personalisation and employment.
www.in-control.org.uk

Mencap

www.mencap.org.uk

Mental Health Individual Placement and Support model

www.centreformentalhealth.org.uk/employment/ips.aspx

miEnterprise

Information on co-operative self-employment and micro-enterprise.
www.mienterprise.org.uk

National Centre for Independent Living

For information on local centres for independent living.
www.ncil.org.uk

National Development Team for Inclusion

Works in a number of ways, investigating, recommending, reporting and consulting in depth on issues, including employment for people with a learning disability.
www.ndti.org.uk

National Institute for Adult Continuing Education (NIACE)

Runs courses and events including many for working with people with a learning disability.

www.niace.org.uk

National Occupational Standards

www.base-uk.org/knowledge/national-occupational-standards

National Valuing Families Forum (NVFF)

Each region of the country has a representative on this national forum. This booklet has been co-produced with the NVFF and contributors can be contacted for help and advice.

National Valuing Families Forum professionals.carers.org

Netbuddy

Online sharing of ideas

www.netbuddy.org.uk

North Lanarkshire

A local authority evaluation of some very creative work on

supported employment.

www.viascotland.org.uk/webfm_send/9

North Yorkshire Council

The “employment pathways” section of this site is a good guide to what should be available in your area too.

www.northyorks.gov.uk

OCN – Eastern Region

www.ocner.org.uk

Project SEARCH

www.projectsearch.us

Anne O’Bryan, UK & European Programme Specialist

Anne.O'Bryan@projectsearchuk.com

The Realistic Opportunities for Supported Employment (ROSE)

Our aim is, with the support of parents/guardians and staff, to secure paid work placements for clients with learning disabilities. The support of a job coach will be available to support clients for as long as necessary to become an independent employee.

www.rose.havering-college.ac.uk

Remploy

www.remploy.co.uk

Sustainable Hub Innovative Employment for people with Complex Needs (SHIEC)

www.shiec.co.uk

Supported Employment (mental health) Fidelity Scale:

www.centreformentalhealth.org.uk/employment/ips_fidelity.aspx

Supported Planning

Good examples of supported planning, case studies of people with learning and disabilities at work.

www.supportplanning.org

Volunteer opportunities

www.volunteering.org.uk

YouGov

www.gov.uk

Government-funded projects

Aspirations for Life

www.aspirationsforlife.org

Getting a Life

www.gettingalife.org.uk

Jobs First: funding employment support

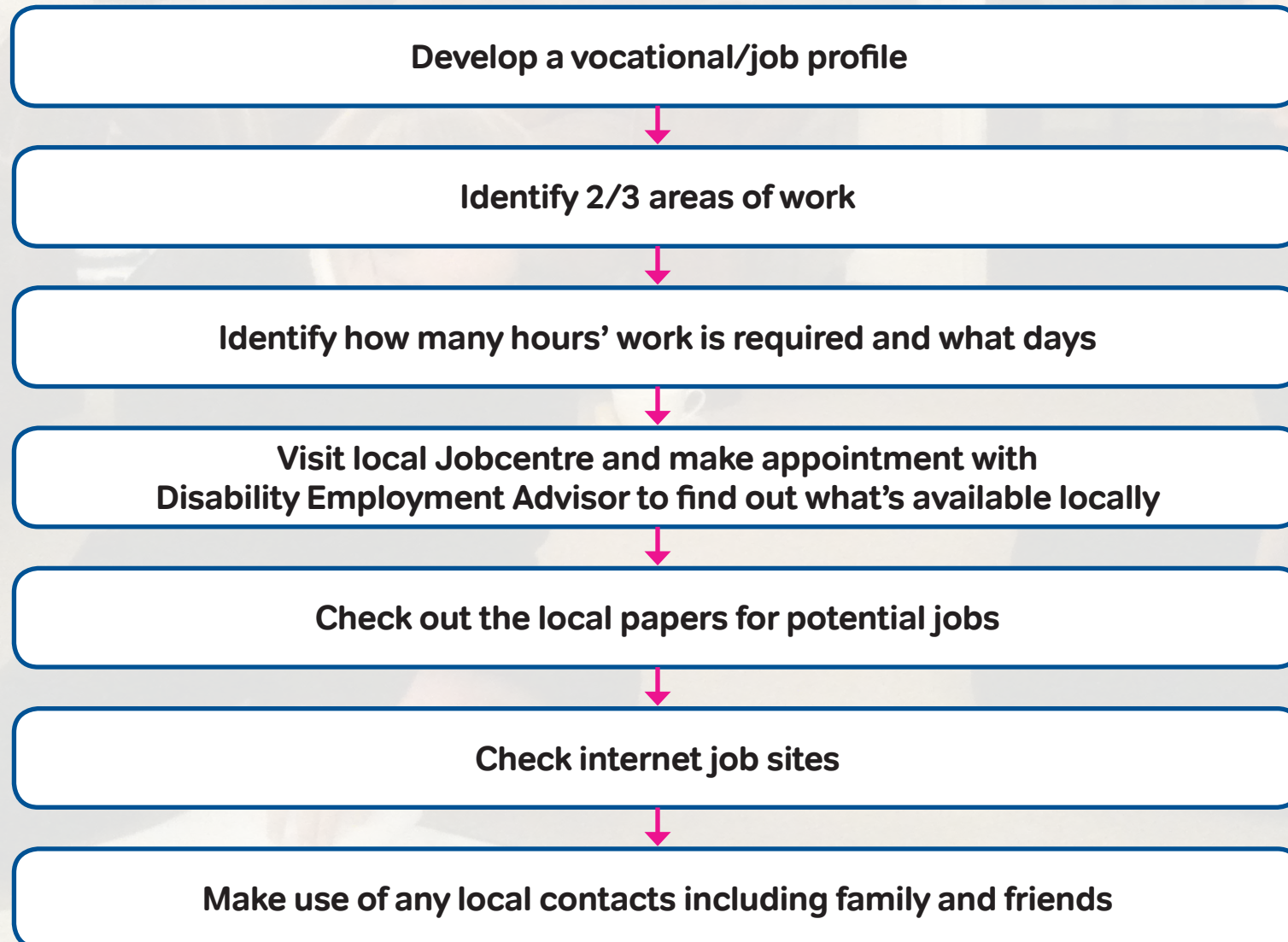
([www.base-uk.org/sites/base-uk.org/files/\[user-raw\]/11-08/jobs_first_evaluation_interim_report_2011.pdf](http://www.base-uk.org/sites/base-uk.org/files/[user-raw]/11-08/jobs_first_evaluation_interim_report_2011.pdf))

Preparing for Adulthood

www.preparingforadulthood.org.uk

Preparing for Adulthood is working to share good practice in employment, housing and independent living, health and community inclusion.

Appendix 4: Example of an action plan for individuals



Appendix 5: My notes and contacts

Contact	Phone Number	Email	Comments
Social Worker or Key Worker Name:			
Carers Organisation/Carers Support Worker Name:			
Local Family Carer Support Group Name:			
NVFF Representative Name:			
Local Employment Provider Name:			

My notes and contacts

Name of Contact	Phone Number	Email	Comments
<p>Nearest Pathfinder, Getting a Life or Project Search site</p> <p>Name:</p>			
<p>Chair of Learning Disability Partnership Board</p> <p>Name:</p>			
<p>Chair of LDPB Employment Sub Group</p> <p>Name:</p>			
<p>Link for local Education Business Partnership</p> <p>Name:</p>			
<p>Local Elected Member of the Council responsible for</p> <p>Social Care:</p> <p>Employment:</p>			

My notes and contacts

Name of Contact	Phone Number	Email	Comments
Local Jobcentre Disability Employment Advisor Name:			
Local CAB Centre Name:			
Local Voluntary Action Group (job coaches) Name:			
School link for work-related activity Name:			
College link for work-related activity Name:			

My notes and contacts

Name of Contact	Phone Number	Email	Comments
<p>Employers who have people with learning disabilities on their books</p> <p>Name:</p>			
<p>Name:</p>			
<p>Name:</p>			
<p>Name:</p>			
<p>Name:</p>			
<p>Employers who might be approached to place people</p> <p>Name:</p>			
<p>Name:</p>			
<p>Name:</p>			
<p>Name:</p>			
<p>Name:</p>			



NAGLDE





foundation for
people with
learning disabilities

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