



Transitions to Employment for disabled young people: An Overview for Parents a

An equal society for every
person who has a learning disability



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About Me

Director, ENABLE Scotland
**Chair, Scottish Union of Supported
Employment**

Discuss:
Different types of employment support
How to navigate support
What to expect from providers



An example of the work we do

<https://www.youtube.com/watch?v=9n-98EXtLXQ>



The Average Journey

The route to employment for a person with a learning disability can take a lot longer, have many stops and lots of false turns – but with the right driver and car, the destination can be reached.



Principles of Good Transition

The Seven Principles of Good Transitions

- 1 Planning and decision making should be carried out in a person-centred way
- 2 Support should be co-ordinated across all services
- 3 Planning should start early and continue up to age 25
- 4 All young people should get the support they need
- 5 Young people, parents and carers must have access to the information they need
- 6 Families and carers need support
- 7 A continued focus on transitions across Scotland

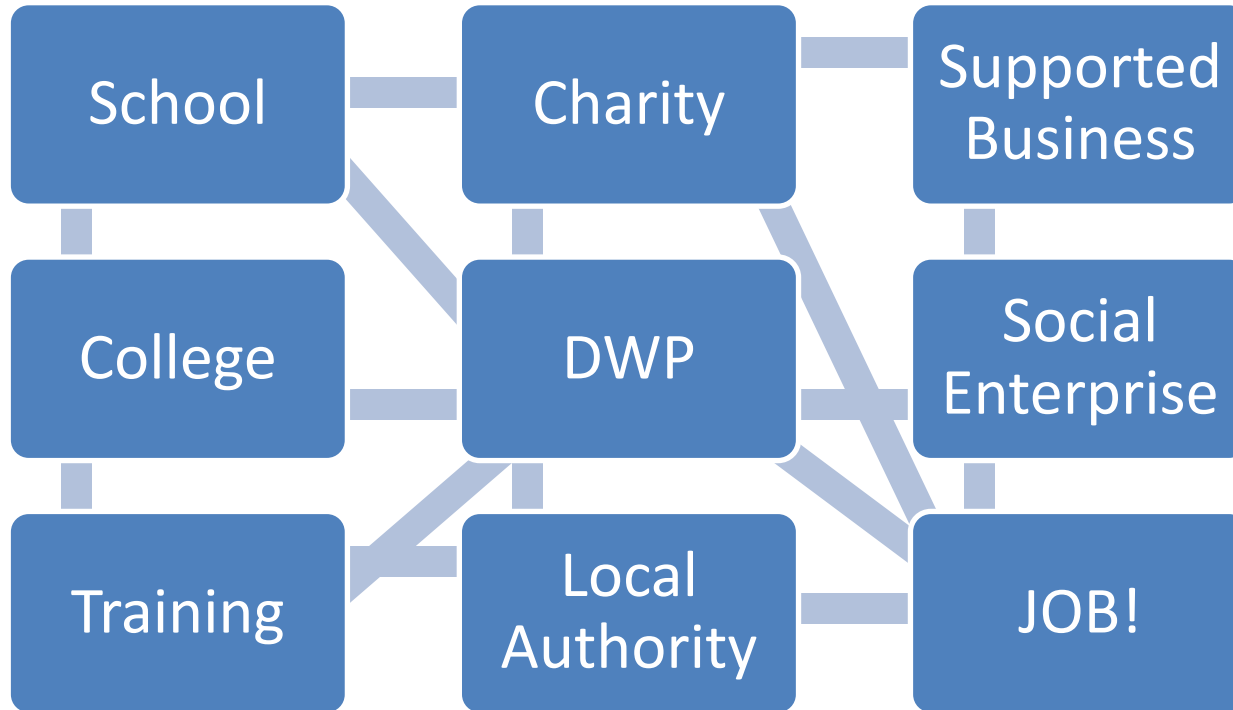
Successful employment support should be:

- **Inclusive**
- **Starting early (from 14?)**
- **Joined up**
- **With support at home**

www.arcuk.org.uk/scotland-training



Stakeholders



Transitions from School

- **Curricular preparation on 'world of work'**
- **Experienced teachers**
- **Work Experience during Senior Phase**
- **Careers Advisors**
- **Transitions planning in last 6 months**



Transitions from School

Work Experience

Who has organized it? Where?

Was the young person consulted? Evidence?

Is the employer H&S checked? Inclusive? Aware?

Who will be providing support?

Transition phase

Experience of careers/guidance officials?

Have ALL options been considered?

Have all stakeholders been involved?

Was the young person consulted? Evidence?



Post School during COVID19

There are no wrong choices.

Most important thing is making a choice that builds on the young person's skills and confidence and is something they engage with.

Consider your options with:

- **Local Further Education Colleges**
- **Local charities, volunteering or engaging in community support**
- **Local training and employment programmes, via the local authority, Skills Development Scotland or the JobCentre Plus**



Transitions from College

- 1-2 yr courses focused on broad work skills
- Experienced lecturers
- Work Placements during the course
- Focus on demonstrating learning in a work environment
- Very little transition support



Transitions from College

Employment Placements

Who has organized it? Where?

Was the young person consulted? Evidence?

Is the employer H&S checked? Inclusive? Aware?

Who will be providing support?

Transition from College

Who has given support and guidance?

Have ALL options been considered? Not just more college...

Have all stakeholders been involved?

Was the young person consulted? Evidence?



Post College during COVID19

There are no wrong choices.

Most important thing is making a choice that builds on the young person's skills and confidence and is something they engage with.

Consider your options with:

- **Local charities, volunteering or engaging in community support**
- **Local training and employment programmes, via the local authority, Skills Development Scotland or the JobCentre Plus**



Vocational Training and Skills

- Typically 1 year in length, MA for example
- Delivering core work skills as well as sector-specific skills
- Providers often lack specialism or experience
- Focus on accredited skills certification



Vocational Training and Skills

Taught learning

What experience does the provider have?

Is the training accessible in the way it's taught and marked?

What support is available for learning? (Not just a scribe...)

Who are the training organization's equality partners?

Work-based learning

Is the employer H&S checked? Inclusive? Aware?

Who will be providing support?

What are the prospects of employment?



National or Local Employment Programmes

- **Funded directly by a government agency like DWP or local authority**
- **Can be contracted out to employment orgs**
- **Delivering broad employability support**
- **Focused on getting jobs and meeting KPIs**



National or Local Employment Programmes

Provider

Who is delivering it and why?

What's their experience? How inclusive is it? Evidence?

How are their staff assigned, trained, managed?

Programme

How long is the programme? What are its outcomes?

How successful is it? How well integrated locally is it?

What happens if it's not successful?

If a job is achieved, what happens to the support?



Voluntary Sector Programmes

- **Funded by a charitable trust or grant (like the National Lottery)**
- **Delivered by a specialist provider**
- **Focused on employment with more holistic support**
- **Often delivered over a longer timescale**



Voluntary Sector Programmes

Provider

Who is delivering it and why?

What's their experience? How inclusive is it? Evidence?

How are their staff assigned, trained, managed?

Programme

How long is the programme? What are its outcomes?

How successful is it? How well integrated locally is it?

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If a job is achieved, what happens to the support?



A note on Supported Employment

- **Train and Place, not Place and Train**
- **Usually delivered by a voluntary sector organisation**
- **Intense support between the job coach and individual**
- **Not delivered in enough places**
- **Members of BASE, SUSE or NIUSE**



Supported Business & Social Enterprises

- A job within a supported work setting, traditionally manufacturing, cafés and horticulture
- Working alongside other disabled people with support workers
- Job may be unpaid or paid less than usual
- Business is usually a charity reliant on funding as well as commercial activity



Supported Employment

Provider

Who is delivering it and why?

What's their experience? How inclusive is it? Evidence?

How are their staff assigned, trained, managed?

Programme

How long is the programme?

What is the working environment like?

How is it funded?

Is their support for transition into other employment?



In Summary

Talk to local stakeholders and plan early

Ensure programmes are inclusive

Check how experienced the provider and their team is

Support at home when things are going well and not so well

Don't be discouraged if things don't work out first time





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