



# Getting A Life



**Laura Green: North West Business Owner**

## **Getting a Life in the North West**

**Things to think about and ideas to try**

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Regional Getting a Life Co-ordinators



## Contents

<b>Page 4</b>	Introduction
<b>Page 7</b>	How to use this guide
<b>Page 9</b>	North West Getting a Life demonstration sites
<b>Page 11</b>	Where are we now : reviewing current activity
<b>Page 12</b>	Things to think about...using this guide to benchmark and plan progression
<b>Page 13</b>	Transition Planning
<b>Page 17</b>	Personalisation
<b>Page 19</b>	Supported Employment
<b>Page 26</b>	Curriculum
<b>Page 28</b>	Strategic Planning and Commissioning
<b>Page 32</b>	Leadership Programmes with young people and families
<b>Page 34</b>	Summary

<b>Appendix 1</b>	National Programme resources and references
<b>Appendix 2</b>	Agenda for Pathway Review Events
<b>Appendix 3</b>	Good practice examples contact details
<b>Appendix 4</b>	Websites currently available

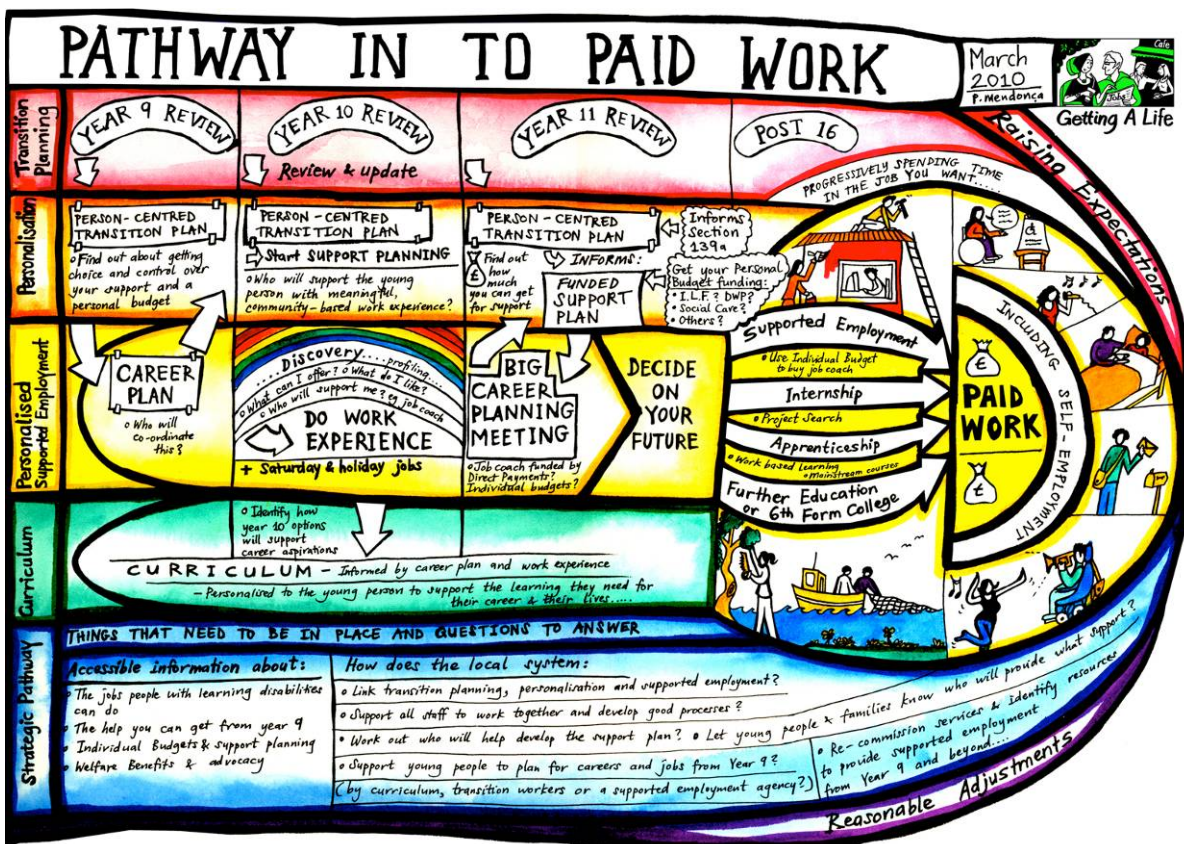
# Introduction

Getting a Life was one of the first national programmes to get underway to address the issue of young people who have learning disabilities and work. The programme was set up to discover why young people who have learning disabilities and who will be eligible for adult social care support don't go into work when they leave school or college. What is getting in the way? There was already some research to contribute to this and together with the learning that would happen as the programme progresses, the aim was to produce advice and guidance for areas to consider.

Commencing in April 2008 and running for 3 years, the programme has been working with 12 local authority areas across the country to look at what it takes to enable young people who have learning disabilities in Transition to have equal life opportunities to any young person. In the North West, Oldham and Manchester are demonstration sites.

By developing a series of Pathways, the national programme has pulled together research and learning to suggest what works best to ensure the best possible outcomes for young people in a range of life areas – friends and relationships, health, home and paid work. With a big focus on paid work, the programme has sought:

- To raise aspirations
- To look at what system change needs to happen
- To create a clear pathway to paid work



The Pathway into Employment Executive Summary is available on the Getting a Life website and explains how five processes need to be brought together to make sure that “young people move into adulthood with jobs and full lives”.

These processes are:

- **Transition Planning**
- **Personalisation**
- **Supported Employment**
- **Curriculum**
- **Strategic Planning and Commissioning**

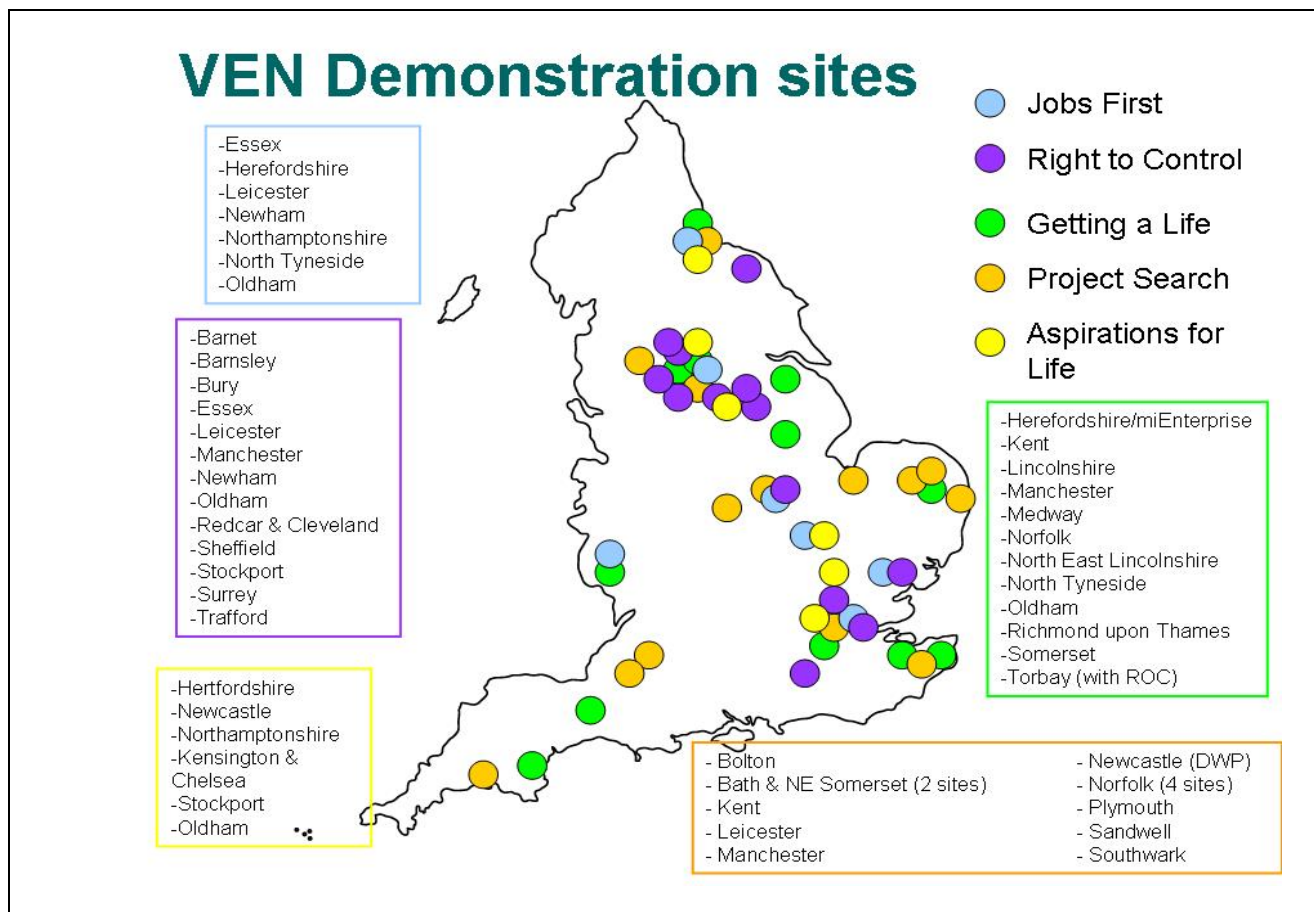
All of the work undertaken as part of the Getting a Life national programme is being evaluated by Dr Steve Beyer of Cardiff University and will be available in March 2011. There are also background papers and advice available from the national programme. (**Appendix 1**)

In the North West, many people who have learning disabilities do not have paid work, either as an employee or small business owner. Valuing Employment Now states that 10% of people who have learning disabilities nationally have paid work.

Together with the national Getting a Life programme, there are a number of other national initiatives underway at the moment connected to Valuing Employment Now to look at addressing the barriers to work for people who have learning disabilities. From supporting families and professionals around very young children to think about work as part of the Aspirations for Life Campaign to working out what needs to happen to enable people to fund employment support with Individual Budgets through Jobs First, we are all trying to learn together about what works and what gets in the way.

**For more information about Valuing Employment Now go to :**

**[www.valuingpeoplenow.dh.gov.uk/valuing-people-now/resources/getting-job-resources](http://www.valuingpeoplenow.dh.gov.uk/valuing-people-now/resources/getting-job-resources)**



In the summer of 2010, the North West became the third of 3 regions to appoint regional Getting a Life co-ordinators. The role of these workers was to support the region to learn from the national Getting a Life programme and to

- raise the profile of this approach and share learning from across the North West
- offer support to local areas to review their current activity in relation to young people who have learning disabilities and work.
- develop a regional resource to give advice and guidance on implementation. This guide aims to do this.

We have shared the learning of Getting a Life in almost all of the North West areas. We have spoken to full Partnership Board meetings, Employment Task Groups, Transition Task Groups and Learners with Learning Difficulties and Disabilities groups. In one area we have spoken to elected members as an expert witness at the council Scrutiny Committee. We have visited schools and worked with groups of families and of young people. We have designed events and delivered training in a small number of areas and facilitated review and action planning events in 7 areas with young people, families and professionals.

In addition to our work with Local Authorities, we have connected with other organisations including meeting with the Y.P.L.A. and regional Job Centre Plus, designing a short information circular for Disability Employment Advisors. We have linked with the regional Transitional Support Programme and made connections with a number of supported

employment providers and also shared the work of Getting a Life at the regional BASE (British Association for Supported Employment) meeting.

This work, together with the learning from the national Getting a Life programme, has shaped this regional guide.

## About this Guide

Within this North West regional guide we have included some practical advice about reviewing existing processes and thoughts about what needs to be in place to have the best chance of success in supporting more young people into paid work. We have shared some good practice examples from the national programme but have focused also on sharing good news from across the North West region. These examples are by no means the only good work that is happening but are some ways to show, we believe, what is possible and positive.

Young people and families leadership is a key element of real partnership working. There are groups running across the region for young people and families and we would like to share some ideas about how to run these well in relation to the other processes that are part of the Getting a Life programme.

Importantly, we are also sharing some stories from young people who are in work, to learn from their experiences but also to inspire us.

## Laura's Story

*When I was a school I never thought about the future. Like most young people I never really worried about would happen after I left school. I do remember lots of meetings, but if I am honest looking back now I don't think they really helped. Why? Because nothing ever happened.*

*At one meeting they suggested working in Asda but that was all that happened....no work experience no filling in job application forms. **It was a lot of hot air**  
The next step in the systems master plan for me was college; No one asked me or told me what course I would be doing they kept that a secret. No career planning for me, I was just killing time till I was moved onto the next step in the systems master plan. After 3 years I said no more **I want out** so I left.*

*It was at this point in my life I started to take control. I had my first experience of person centred planning I was asked what I thought about my life, what things did I enjoy, what was I good at. For the first time I felt I had a chance to really think about my life and to begin to think about getting a job. This was a really positive time for me, with the support of my family and friends we talked about my skills and gifts.....I felt really good about myself. So what about work. I decided I wanted to work in fashion, not for someone else but I wanted to set up my own business selling fashion accessories. So that's what I did.*

*I called my business Serendipity. I started working with my business advisor and a small group of close friends. My ideas grew and grew and I soon realised that if I was going to do this and do it right I needed someone to help me on a more formal basis.*

*This is where my personal budget and my support plan comes in. I am now looking to employ an employment personal assistant to help with my business. My family and friends will still be in my life as part of my circle of support. I can go out with them for a meal and say 'So what did you do at work today....I did... You don't know how good that sounds to me. I am a business woman, a woman who runs her own business, how many other 23 year olds can say that.*

*'Serendipity' is not just a dream I have made it a reality. Personal budgets will give more young people the opportunity to contribute to society and to break down the barriers.*

**Laura Green runs Serendipity and lives in Halton.**

## Lessons from National Getting a Life Sites

Oldham and Manchester are the two North West demonstration sites of the national Getting a Life programme. We share some of their story here.

### Getting a Life: Oldham

As one of the trailblazer sites Oldham joined the Getting a Life project in April 2008. Of the cohort of young people involved in the project, 25 attended either Newbridge School or Newbridge Learning Centre (the post 16 provision), 10 young people were either in mainstream provision or had left Local Authority school provision. Person Centred Planning was seen as a key component to 'Getting a Life' in Oldham and is part of the research being carried out by Cardiff University.

A programme of Person Centred Planning training was carried out across the borough covering about forty staff. This has led to a raising of awareness although the numbers of staff directly facilitating Person Centred Reviews remains limited.

The introduction of Person Centred Transition Reviews at Newbridge School has been seen as a very positive development by all. This initiative was funded through the Transition Support Grant.

Another positive development in the early part of the project was the sign-up to regular strategic and operational meetings by all the key agencies involved. An example of this has been better links between Together into Employment (supported employment provider) and Oldham College, leading to better referrals for young people leaving college, in turn leading to better employment opportunities.

As part of the Getting a Life programme Oldham has run a number of family and young people leadership meetings. The family meeting have become themed information events where organisations / officers have been asked to give details of their service and answer questions and the young people's meetings have explored issues important to them as they think about leaving school.

Getting a Life is seen by those involved as a piece of work that complements a number of initiatives going on locally around Transition whose main aim is to strengthen the multi-agency working in Oldham.

## Getting a Life: Manchester

Manchester became a Getting a Life site in April 2008. Colleagues in Manchester have been working with 25 young people and families. Some of the young people are at special school, some at college and one attends a mainstream school, the youngest being in Year 11 and the oldest 23.

A gap analysis of the local picture in relation to the Getting a Life Pathway was undertaken and action set from this.

Through the work of Getting a Life, Connexions Manchester understood how important Person Centred Approaches are to Transition Planning and invested in training Laura Upton, a Personal Advisor ( P.A.) as a trainer in Person Centred Reviews. Laura is now seconded to lead Getting a Life in Manchester. There is someone in each special school and college trained in Person Centred Reviews and Connexions has also developed their own training for their P.A.s in Person Centred Approaches as part of their in house staff development.

Person Centred Planning and Reviews have been a key part of the local work and a number of workers have been trained. Where Person Centred Planning is in place, it works well but this needs to be extended to all and the newly established Transition Planning Team will help to ensure that there is this equality of access. Additionally, the Statementing Department is working to look at how to ensure Person Centred Planning can support their work with young people.

Connexions Manchester has also looked at how their paperwork reflects their commitment to this approach and has changed their Section 139a ( now called the Learning Difficulty assessment ) to ensure it demonstrates this. Connexions Manchester also ensures that all P.A.s working in special schools are trained in Person Centred Reviews.

As part of the work, Y.S.E.P. ( Youth Supported Employment Project) was also established in Manchester in partnership with Pure Innovations to work with a small group of young people with a focus on weekend and holiday jobs with some very good outcomes for the young people.(Please see page 22 for more information about Y.S.E.P.)

As the programme draws to an end, Getting a Life in Manchester would offer the following advice to other areas

- Make sure that training and support is offered in Person Centred Planning and Reviews
- Think carefully about how to make supported employment seamless from school to adult life
- Work hard to enable parents to be part of decision making processes

## Where are we now?

We have learnt as we travelled across the region that there is lots of good work happening in pockets. Not only is this sometimes not known about in neighbouring authorities, but also within local authorities. We heard “I didn’t know we did that” more than once!

In order to identify next steps, it is of course important to know where you are now.

The Getting a Life Pathway has been developed based on learning from Getting a Life to date and from research already undertaken about what needs to be in place in order to give the best chance of success in attaining employment for people who have learning disabilities. Benchmarking local processes against the Pathway is an excellent first step in reviewing current practice and setting initial action to take this work forward.

As North West coordinators for Getting a Life, we offered local areas the opportunity to bring partners together in their area at a facilitated session.

The aim of this session was to look at the current local pathways in terms of young people who have learning disabilities and employment and to review these in relation to the recommendations highlighted in the Pathway to Paid work. This enabled areas to consider where gaps exist and then prioritise areas for action.

The sessions lasted from 10 am until 3pm. A good sized room was needed with space to put large sheets of paper on the walls and areas within the room for small group work. More importantly, the right people needed to be there. We suggested this included:

- Representatives of young people who have learning disabilities
- Representatives of family members, ideally families of young people who are going through Transition or have recently moved into adult life
- Head teachers and other colleagues from schools
- Senior managers from F.E colleges
- Senior managers in L.A. Children’s Services and in Adult Services
- Representatives from the Learning Disability Partnership Board
- Transition workers, strategic and operational
- Supported Employment providers
- Adult Services care managers
- Connexions leads for the locality
- Representatives from Jobcentre Plus
- Representatives of local employers or Chamber of Commerce

The session was be designed to be as interactive as possible and it was hoped that it would

- enable areas to share a common understanding of current systems and individual experiences
- develop a clear initial action plan
- set the scene for ongoing work and collaboration

**If you would like some ideas about how to run this session in your area, please look at Appendix 3 for an agenda and notes for running the day.**

A 10.00 am -3.00 pm day isn't really enough time to set thorough action, but what it does do is get the right people in the room and set initial action points which then should become part of the agenda for the Task Group responsible for this activity in the area.

We learnt that having the right people at the day is crucial to being able to set action. Some areas initially struggled to include young people in the day and in each of those areas the first action step was to run another day to hear the views of young people.

### **Some things to think about...**

The next section of this guide looks in more detail at some of the key indicators for success.

Looking at the five processes highlighted by the national Getting a Life programme, we would like to suggest some points for areas to consider to both build on the review work that may have already happened, offer an alternative way to self audit and to sign post for ongoing progress. We have looked at what getting started may look like, what we should see as progress is made and what needs to be in place in order for areas to be doing well.

As regional programme support reduces, it may be that there is an opportunity for local areas to work together and offer support to each other by means of peer review – again it is hoped that the following indicators could offer some direction.

- **Transition Planning**
- **Personalisation**
- **Supported Employment**
- **Curriculum**
- **Strategic Planning and Commissioning**

Most sections also have examples from around the region where local areas have been working towards embedding these processes.

## Some things to think about...Transition Planning

Transition Planning is the process by which young people are supported to plan for their move into adult life. The SEN Code of Practice says that Transition Planning should be participative, holistic, supportive, evolving, inclusive and collaborative. Transition Planning formally starts at Year 9.

Getting started	Making progress	Doing well
Young people have a person centred review from year 9 and are enabled to fully participate	Planning for future careers is a focus of reviews for all young people from year 9 and everyone supporting young people to plan for their future knows what is positive and possible in relation to paid work	There is a planning pathway for all young people that results in a clear individual career path
All young people and families know who their Connexions Personal Advisor is and meet them prior to their Person Centred Review	Connexions Personal Advisors are trained in Person Centred Reviews and facilitate at least some of them	All required information for Transition planning and funding are taken from Person Centred Reviews/Plans
Action from reviews is not seen to be only the responsibility of school	The information from reviews results in curriculum differentiation including a focus on job aspiration in Post 16 provision	The information from reviews is fed directly into future strategic planning and commissioning of adult support services using processes such as the DH process Working Together for Change
Young people who are supported out of area have at least the same level of planning offered to them as those who are in the local area	Outcomes of reviews of young people out of area feed into future planning for local services and workforce development	No young people are supported out of area unless through informed choice because there are local services available to support them well
Jobcentre Plus locally is aware of the employability of young people who have learning disabilities and have clear information available to share with young people and families. DEAs include the person and their family in any discussions relating to their support	DEAs have some awareness of person centred approaches and apply these principles in planning and support sessions	All workers involved in the young person's career planning and support contribute to one set of Person Centred information. This includes information gathered in order to secure funding.

## Helaina and Manchester Getting a Life



Helaina has done two work experiences for four days in May. These were spread over two weeks at New Moston Library. I approached the library staff who put me in touch with the person who does work experience. We had a meeting with Helaina to see what she wanted to do and what she wanted to get from it. She had a one-to-one everyday and did from 10 am – 2 pm. I had a job getting her home! She helped with the mum & tots group, stamped books, learnt how to file them, used the computer, did craft with the lady who comes in to work with school groups. She did photocopying and laminating. She enjoyed her time there. They did a report with photos in for Helaina, then in June she did five days spread over two weeks at Lightbowne Children's Centre. We went in for a meeting with the manager, who employed someone especially just for those five days for a one-to-one basis. They did a lot of work with Helaina, she went in every group room, did things with the children. She set out a room with a craft activity and chose four children to do it, then helped clear away. She had her dinner with them and they did a party for her as it was her 16<sup>th</sup> birthday whilst she was there. She knew her own boundaries with the children. She loved every minute of it. The manager did a lovely report and said that they had learnt a lot from having Helaina, and I was amazed at what Helaina achieved.

In May I organised Helaina's Person Centred Review at school with the deputy head who is amazing, and invited Helaina's cardio nurse, Connexions, friend, husband, form teacher, head of Further Education, physiotherapist, speech therapist, deputy head, social worker, nurse and Helaina and three of her friends. We did what was working and not working and put a plan of action forward which is being worked on. In March Helaina will have her Citizenship Review.

Helaina is on the Manchester Getting a Life cohort and without this we would not be where we are today. Helaina has been put forward to Manchester's Youth Supported Employment Project and we are waiting for Danny who runs it to come and see us to try and get Helaina a part time paid job for a few hours. We are hoping that Helaina will go to college and do a vocational course in childcare.

***By Cath, Helaina's Mum***

## Halton Speak Out and the Supermarket of Life

Halton Speak Out worked with 9 young people in year 10 and 11 to help them to think about what they would like life to be like as they leave school. During a one day event, workers from Speak Out – called personal shoppers for the day! – supported each young person to develop a poster to share their ideas about what their future could include.

A second group of young people who have already left school were recruited to work as deli assistants for the day, and contributed their own experiences to the menu of things that are possible to achieve. Each deli counter was a different hope for the future, from jobs to relationships...and many others.

The young people then did a trolley dash around the supermarket of life, putting in experiences and aspirations in their shopping bags, visiting the help desk if needed and encouraged by the deli assistants, all pitching for their own stalls!

Finally, the young people made a collage of what was in their “trolleys”. This did not only contribute to their own Person Centred Plans but was also aggregated and shared with the Children and Young People’s Partnership Board as a way of informing local leaders about what is important to and for some young people in Halton as they approach adulthood. The deli assistants also used this opportunity to share their thoughts with the Partnership Board about what could have made their own experiences of Transition better.

As one young person said:

“Make sure we get help to think about the jobs we want to do, so we go on the right course when we go to college –don’t waste our lives”

## Salford College : Person Centred Review Week

The Eccles Foundation Unit at Salford College has been working hard to implement Person Centred Reviews with students supported by Caitlin Chapman, Salford's Transition Co-ordinator. Recently, the college set up a review week to look at how to support young people attending Eccles to think about what is important to and for them and to be offered instant support for issues coming up at their reviews.

All young people attending the unit of the college were offered a Person Centred Review during the week and this resulted in a personal action plan. A Market Place was set up at college and following the young person's review, they and their family were able to immediately to access information about their future options. The Market Place stalls were staffed by a whole range of different organisations and covered different areas including money, employment, leisure and community and supporting good health. Young people and families had the opportunity to make a referral, if required, set up an appointment to discuss things in more detail or have a taster session. All of this could be done immediately after the young person's review. There was also an opportunity to resolve any issues or difficulties where possible on the day.

As a result of the week, there is a list of people interested in being part of a Saturday job pilot, 10 new referrals were made to the supported employment service, young people were given free passes to the local leisure centres, better links with housing were made and there was an increase in benefit checks - lots of people were not getting their full entitlements. Additionally, in terms of service planning, information was gathered from a wide spectrum of people about what is important to them which will feed directly into the Salford's strategic commissioning strategy

The week will run again next year. To make it even better, the Market Place will run with more of a coffee shop feel - rather than stalls, people will be offered free tea, coffee and cakes etc. and be able to speak to workers in less formal situation and all agencies who have tables will do a short talk to facilitators so that they have a better idea what is available and where to direct people to.

## Some things to think about.....Personalisation

The “Putting People First” policy was developed to transform adult social care. Getting a Life has been looking at how to embed Self Directed support in Transition Planning.

<b>Getting started</b>	<b>Making progress</b>	<b>Doing well</b>
<p>There is good information about personalisation, including Individual and Personal Budgets and young people and families are introduced to this at Year 9</p>	<p>Young people are told what their indicative allocation will be in adulthood by at age 17 at the latest</p>	<p>Young people have a developed and funded support plan which highlights how they will be supported in their career aspirations before they leave school or college</p>
<p>There are a range of good supported employment opportunities available to purchase via a Personal Budget and the cost of this support and what it included is transparent. Young people and families have good information available about these options.</p>	<p>Young people under 18 use Personal Budgets to fund support to have holiday and weekend jobs whilst in education and then to fund employment support when they leave school or college.</p>	<p>All funding streams available to young people are brought together as a single Individual Budget which may be spent to meet the young person’s life outcomes as detailed in their support plan</p>
<p>There is clear accessible information about personalisation, welfare benefits , advocacy , brokerage and the local system available to young people and families by Year 9</p>	<p>The information available is of a good enough quality to enable young people and families to write their own support plans and set up supports if they choose to do so. There is a local resource guide available to aid this.</p>	<p>There are a range of supports available to offer information, advice and guidance to young people and families. This should include user led organisations, community organisations, provider support and professional advice.</p>

## Jobs First

A number of areas across the country, including the North West, are piloting Personal Budgets with children and young people.

Jobs First sites nationally, however, are looking particularly at how people can use Personal Budgets to fund employment support. The Valuing People Now website says that:

“Jobs First will support people with moderate to severe learning disabilities. It will help people to use their personal budget to buy the services they need to progress towards paid employment. The seven sites participating in the Jobs First project were announced on in March 2010 and will run for one year, each working with 20 adults. They will be evaluated from the outset, to assess the most effective ways to assist people with learning disabilities to prioritise employment within their support plan.”

Oldham is one of the seven Jobs First sites and learning from the Jobs First sites will be shared with local authorities across England.

[www.valuingpeoplenow.dh.gov.uk/content/jobs-first](http://www.valuingpeoplenow.dh.gov.uk/content/jobs-first)

## Gwyn's Story

Gwyn lives in Herefordshire and is 20. He has two jobs as a caretaker and as a cleaner. He is the first young person from his school (a special school for children and young people with learning disabilities aged 4-19) to leave and go straight into paid employment rather than going on to college.

Whilst still at school, Gwyn and his family got involved in the Getting a Life programme, and they started to think about employment and what job he would like to do when he left school. Gwyn knew that he did not want to go on to college and wanted to get a job straight away.

When he reached 16, Gwyn started to receive a personal budget from social care funding, and used this to pay for employment support from Mencap Pathways. He undertook supported work placements and volunteered at a local café, to help him decide what kind of job he wanted.

Once Gwyn felt he knew what he wanted to do as a job, he applied for a variety of roles and succeeded in securing two roles - as a part time caretaker and a part time cleaner. He is really pleased with his jobs and is currently receiving on-the-job training to help him learn the different tasks. This support will gradually reduce with Mencap Pathways remaining in the background to review how the job is going.

## Things to think about.....Supported Employment

Supported Employment is a powerful way of supporting people who have learning disabilities to get and keep real jobs.

<b>Getting started</b>	<b>Making progress</b>	<b>Doing well</b>
Everyone at school and college has work experience offered to them from year 10	All work experience is in ordinary workplaces based on the young person's interests and aspirations	Young people are supported to find and be supported in paid holiday and weekend jobs
Supported employment providers have a presence in school or college and attend reviews from Year 10 as a minimum	Supported employment providers work in partnership with schools and Connexions services to customise the supported employment journey for individual young people	There is a seamless transition to support as an adult in relation to paid work, including small businesses and self employment
The discovery phase of supported employment at school or college is recognised as having real value and making a contribution to a young person's career pathway	Every young person has a career pathway which demonstrates the role of supported employment in their support	What is discovered when drawing together the career pathway is the basis for support planning and informs what curriculum the young person follows at 6 <sup>th</sup> form or college
Young people and families know what support is available as they plan to leave school and college, this includes welfare benefit advice	There is a range of supported employment provision available for young people leaving school and college to choose from and good accessible information to describe it	There is good accessible business start up information and advice available and promoted to young people about a range of business and self employment options
Supported employment services' workers understand what is positive and possible for all young people who have learning disabilities	Supported employment workers are skilled in a range of techniques to support young people in work and have a good knowledge of Systematic Instruction	Supported employment service workers understand and follow the principles and practice of customised supported employment and the use of assistive technology is explored

## **LEAP (Links to Employment Activity Project)**

LEAP began in April 2010 and was set up by the Learning Disability Partnership Board's Chorley and South Ribble Employment Task Group. It is based at Runshaw College in Leyland but is a free and independent service open to anyone in the area who has a learning disability.

LEAP's purpose is to create a link between people who have learning disabilities who wish to find employment and the many services and organisations which work to make this happen.

Funded until January 2012 by the Learning Disability Development Fund, LEAP aims to create a pathway to employment for individuals by undertaking information gathering and offering advice and guidance. The person is then signposted to the support arrangement that should work best for them, in relation to employment, vocational training or opportunities for volunteering.

This service helps people both to enter the employment market and then to stay in work.

## **Progress Recruitment and schools in Lancashire and Blackpool**

Progress Recruitment has been working in a range of schools for a number of years and has a small team of staff working with young people.

### **Work experience for all**

Red Marsh School in Lancashire is a special school for children and young people up to Year 14.

The Head teacher of Red Marsh firmly believes that all students have a right to work experience and puts this belief into practice.

The majority of young people attending Red Marsh stay on for 6<sup>th</sup> Form, with some young people joining the school at this time. From Year 11 reviews, the focus is about life after school and personalised work experience whilst at school is a big part of this planning.

All young people have an opportunity to have a real work experience placement of varying duration, ranging from a half day a week for 4 weeks to a full 2 weeks. For some young people, more work experience is arranged and one young woman tried five different placements which helped to inform her career planning. She is now at college part time and in paid work part time.

The work experience at Red Marsh School is a partnership with Progress Recruitment. Commissioned directly by school, Progress' employment officer gets to know the young people, sets up the work experience placements and supports and mentors school's teaching assistants who then undertake the onsite support to the young people.

The Head believes that a commitment to and vision of work experience for all young people at a senior level is key to this approach. This coupled with an understanding of the practical support and planning that needs to be in place in terms of the staffing of the whole school, means that all young people are included.

### **Partnership in Action**

Park School is a Blackpool Council Children's & Young Peoples department community Special School catering for boys & girls aged from 4 to 16 years. There are usually about 160 pupils on role. Most young people then go on to college.

The children have a range of learning needs associated with moderate learning difficulties, complex learning difficulties, Autistic Spectrum disorders, speech & language difficulties, sensory difficulties and associated social, emotional & behavioural difficulties. The children all have a Statement of Special Educational Needs.

Park School have a long established work experience programme and this is driven by the Assistant Head of the school. This programme offers a different example of a partnership approach.

The school has many long standing employer relationships and find the placements for young people. Progress recruitment are commissioned by school to offer the direct support to young people who require it when out on work experience and also attend year 11 reviews. Connexions workers offer their support to this approach by working with the young people in relation to interview techniques.

## **Bury Supported Employment Team**

Bury Best has been working with Bury College to support 10 young people to have work experience whilst at college, with the aim of at least 4 young people gaining paid work by the time that they leave college. Each student is offered 1 day a week of work experience for 12 weeks and there are also opportunities for site visits and half day work tasters. Three young people have so far begun in paid work, one of whom is employed by the local council. The work is funded in the short term by the college.

Bury Best is also commissioned by Elmsbank School to work with young people from Year 11. A range of employment activity is offered, including site visits, short term work tasters and some longer term work experience support. The supported employment officer attends reviews from Year 11. During the summer break of 2010 a number of Year 10 pupils were supported to try a one off work taster for a half day.

## **Youth Supported Employment Project : Getting a Life Manchester and Pure Innovations**

The Youth Supported Employment Project (YSEP) is a new and exciting project in Manchester that works with teenagers with learning disabilities, aged 16 to 19, to help and support them to get a paid job after school or at the weekend.

Already to date in 2010, seven students from SEN schools have got paid part-time jobs with employers including WH Smith, Sainsbury's, Waitrose, the Midland Hotel, Legoland Discovery Centre, Willow Park Housing Trust and the Royal Mail.

It is obvious that the students involved have had to develop real work disciplines. For example, one young man has had to get to work for 6am to start his shift at the Royal Mail. Students themselves all speak excitedly about having their own jobs, making new friends at work and, of course, earning their own money. For example, one young man has used his wages to pay for a provisional driving licence, something he has always wanted to do. The main benefit reported to date by families is the noticeable increase in the self-esteem and confidence of the student.

To conclude, aspirations for all involved have been raised and upon leaving school, teenagers who have participated in the project and developed a positive work history, will be in a much better position to find employment.

## **James and YSEP**

James is a young man, who has just turned 19. He is in his final year in the sixth form of Piper Hill SEN School in Wythenshawe, the area in which he lives with his mum.

Willow Park are a local housing association heavily involved in community projects in the Wythenshawe area and in March 2010 they opened a new Youth Hub in the area and stated "We want young people to become actively involved in the management and running of the Hub "

The YSEP Project Co-ordinator met with Willow Park's Youth Involvement Manager to discuss a role for James. James has a learning disability and cerebral palsy, with minimal use of his left arm. After meeting James, Willow Park were happy to build/customise a role around James strengths. His main strengths being his personality and sociability.

James has now been offered a role supporting the Sessional Youth workers at the Junior Open Access Clubs that run at the Hub on a Tuesday and Friday evening between 6.15 and 8.30pm. His duties will include specific tasks involved in "opening up" the Hub. For example, opening the shutters, turning on the TV and PC's, assisting in setting out the pool and table tennis equipment. He will also be responsible for meeting and greeting young people attending the club and for getting them to sign in. During the club he will mix with the young people and encourage them to get involved in the different activities in offer. At the end of the evening he will then completed his tasks in reverse for the "shut down"... put away equipment, turn off PC's , TV's, close shutters etc. Hence, James role is both highly structured with specific tasks and gives him the freedom to express his personality in encouraging involvement with the junior members.

James will be supported by a peer, a girl Emma, also 19 and who also lives in Wythenshawe. Emma has already supported a young man on the YSEP Project and as a result of supporting James should have enough experience and evidence to gain a NVQ Level 2 in Health and Social Care.

Hence, this is a win-win-win for all concerned. Willow Park gets two young people from the community actively involved in running the Hub, Emma gains her NVQ and hopefully goes onto paid employment in support work, and James has his first taste of paid part-time work in his community, displaying to people just what he can offer!

***Danny Rushton, Pure Innovations***

## Graham's Story



Graham loves videos, DVDs and computer games and because of this, has always wanted to work at Blockbuster Video.

During his time at school, Graham went to Blockbuster Video for two lots of work experience. He spent 6 weeks there each time and loved every minute of it. The manager was extremely impressed with the work Graham did during his time at Blockbuster. It was important though that Graham's aspirations in relation to employment were fully considered rather than simply assume that this one positive experience was to be Graham's career choice. To take a more objective look Graham was supported to develop a vocational profile.

Graham also took part in a number of Job Tasters. Blockbuster Video won the day. The Job Taster converted into a working interview when the manager suggested there would be a paid work opportunity.

The working interview went extremely well. Graham worked so hard that the manager ran out of jobs for him to do!

Unfortunately, due to unforeseen circumstances, there was a delay from Blockbuster in going forward and some problems meant there was a delay in Graham's start date. Knowing it was what Graham wanted, and the store needed, Graham's employment officer refused to give up.

She kept in regular contact with the employer and sent a letter to them informing them of the service they could expect to support their decision to employ Graham. After no response from phone calls or letters a personal visit clinched the deal. He had good news. Things were ok for Graham to start. With all paperwork in place, correspondence dealt with and the path clear the big day came.

Graham is still doing very well at Blockbuster. He had on site support for Graham for 12 weeks that faded as Graham, and his colleagues progressed.

Blockbuster has been so supportive of Graham and they all get on so well that after only a few weeks working there, they do not really need outside support. Support was not reduced without making sure that is was not required. This was done discreetly and through use of tools which are part of the systematic instruction tool kit. The last time onsite support Graham had was in March 2008. After that only telephone support was required. At first this was a call to Graham after his shift at Blockbuster to see how his shift went. Both the employer and Graham are aware that support can be reintroduced if every required and, related to work, Graham was also able to complete a unit of his ASDAN award.

***By Progress Recruitment***

## Knowsley Kite Partnership

Knowsley Council are looking at how they can ensure that no one is excluded when it comes to opportunities to work. By developing the KITE Partnership, they are trying to focus on the Valuing Employment Now agenda. Working with three different partner organisations, the area is striving to meet the needs of almost all people with learning disabilities. The agencies are working together to ensure people don't get 'lost in the system' and can offer employers and people with learning disabilities a really wide ranging service from the one access point.

Some of the features of the Partnership are:

V.S.S. (CIC) providing:

- Potentially long term job training support(using TSI methodology)in the workplace
- Experience of supporting people with higher support needs, particular skills supporting people on the Autistic Spectrum

The Step up Project (Nugent Care):

- The Support of a volunteer buddy to people in work placements/trials employment
- Training of mentors in the workforce to support people with learning disability

Breakthrough UK;

- A user led organisation delivering all areas of work preparation and short term support in the work place
- Support to employers around all the barriers to employment faced by people with learning disabilities

## Things to think about .....Curriculum

The national Getting a Life programme has been exploring how the curriculum at school and Post 16 provision can support the Pathway to Paid Work.

<b>Getting started</b>	<b>Making Progress</b>	<b>Doing well</b>
The notion of employability is embedded in schools from an early age	Career planning starts at Year 9	Key elements of supported employment are part of the curriculum, for example the discovery phase
Person Centred Reviews happen at college	Colleges engage with schools by collecting outcomes from reviews and planning curricula accordingly for future students	There is progression in relation to college courses and all young people can access some sort of vocational training and work towards a career in their local area, unless the subject is very specialist
Young people have an opportunity to experience contributing to running a business	Enterprise opportunities at school and college link to young people's interests and aspirations for working life	Any school or college enterprise work that could develop into self employment or businesses in adulthood is taken seriously and supported as young people leave school or college
Work is undertaken to find out about young people's employment aspirations	The curriculum reflects the young person's employment aspirations in Post 16 provision	Initiatives such as Project Search are part of the curriculum in Post 16 provision

## Highfurlong Specialist College: Lancashire

Highfurlong Specialist College supports children and young people through from Reception to Year 14. This school has a very strong emphasis on enterprise and has won a number of awards in this area, including being the only special school nationally to be awarded the University of Warwick Excellence in Enterprise kite mark. To date the High Furlong has run 81 different business groups and young people receive a percentage of the profit for working in the business.

The school works very hard to raise the profile of employment, including self employment, and to raise aspirations with the children and young people. This starts as early as key stage 1 and 2, where children are offered the opportunity to dress up in outfits relating to different job roles and talk about work as part of the PHSE curriculum.

In Years 7, 8 and 9, the children undertake one work place visit per term and also within his key stage do 3 hours of enterprise. In Year 7 there is also an opportunity for a half day work experience taster with an employer. This school embraces discovery and profiling work and each young person has a work portfolio to evidence their experiences and achievements.

Progress Recruitment are commissioned by school to support the work experience element of this work and school recently made their own DVD to raise awareness about jobs around school.

## Bridging the Gap in Oldham

Newbridge School is a secondary special school in Oldham which caters for pupils from 11 – 19. The post-16 provision has been looking as a number of different ways to introduce young people to the world of work. The latest initiative is “Bridging the Gap” which is inspired by Project SEARCH, a scheme working with large employers to offer intensive work experience with opportunities for real jobs.

The school has linked up with the Royal Oldham Hospital and starting in September 2010 eight students in their final year who clearly have a goal of attaining full employment joined the “Bridging the Gap” project.

The students attend the hospital 5 days a week for a full year where they spend one term in each in a real work setting. A number of hospital departments have agreed to be involved including portering, laundry, HSDU (surgical instruments sterilisation), catering, patient records, skills lab (training section) and patient discharge.

The project is also supported by a teacher and job coach from the school who work with the students to improve their skills for the particular work settings and assist with CV's and job applications.

In the first 2 months of the project there have already been a number of successes including 3 of the students being asked to apply for paid work as ‘bank’ staff in portering, catering and the laundry.

## Things to think about...Strategic Planning and Commissioning

Transformation of systems and services is needed if real progress is to be made in supporting young people into paid work.

<b>Getting started</b>	<b>Making progress</b>	<b>Doing well</b>
<p>The local Learning Disability Partnership Board is aware of the issues relating to young people and employment.</p>	<p>The local pathway to paid work is reviewed and action set by all partners based on the recommendations of the GAL Pathway</p>	<p>The Partnership Board is clear on the action needed in the local area to address gaps and on how it expects progress to take place and be reported</p>
<p>Strategic Leaders in education and social care agree that they need to know how money is currently spent</p>	<p>There is robust information available in relation to current spend</p>	<p>Redesign work for future commissioning is carried out on the basis of knowing what local people need and want. Processes such as Working Together for Change are used to do this.</p>
<p>There is senior strategic commitment from all agencies and leads have an understanding of the cost/benefit analysis of supported employment activity</p>	<p>There are good family and young people leadership groups in relation to employment in place which directly feed into strategic planning</p>	<p>A small committed project team is in place with a vision for employment for young people who have a learning disability and clear governance arrangements in place</p>
<p>There is an expectation that staff working with young people understand that the purpose of Transition is to support young people to move into jobs and have full lives</p>	<p>Everyone in the lives of young people has an opportunity to learn that employment is positive and possible. There are local good news stories to share about young people in work</p>	<p>There is a workforce development plan for all partners in place to support this approach. Person Centred Approaches are the foundations of this plan.</p>

Elected members are aware of the issue of employment and people who have learning disabilities through regular reporting by council officers	Elected members have an interest in this agenda and discuss the issues at Committee	Elected members are driving the agenda in partnership with officers, families, young people and other partners
The local area actively looks at ways in job seekers who have learning disabilities can be offered a range of employment opportunities within the council, NHS and other local public sector bodies	Local authorities and other partners ensure that their recruitment policies are accessible to people who have learning disabilities and do not discriminate against them	The local public sector leads by example and employs a significant number of people who have learning disabilities for 16 hours plus a week

### **Cath and Helaina : Manchester Getting a Life**

I am on the Manchester Getting a Life (GAL) Board and I have found this invaluable as all the people who attend are the people I need for Helaina's future. We all gave our Ideas, what we want and where we want to go for the young people. GAL comes to an end in March after three years so we will have to see what happens. All the meetings and board meetings I have attended over the last 2½ years have given me such a lot of valuable information, put me in touch with all the people I need to know and can talk to about Helaina and her future. I would not like to think where I would have been without GAL. It was only through GAL Helaina got her Person Centred Review at school. So that I have the skills and tools to take me to the next stage in sorting a life out for Helaina, after Christmas I am organising more work experience for her at her local dance school and another one. It's hard work being a parent of a child with a disability, but so rewarding. I am who I am today and where I am thanks to Helaina. I am not afraid to speak up or out. I am her voice, her advocate as well as being her Mum.

## **From Individual to Strategic Change in Salford**

In Salford in recent years there has been a real commitment to implementing Person Centred Reviews both in special schools and Salford College. All young people from Year 9 have Person Centred Reviews and plans are underway to extend this to pupils in Year 8. In addition to this work which is striving to ensure that young people are truly at the centre of planning their futures, the Local Authority also has a wish to learn from reviews in terms of what are the key themes that are being identified as important to and for young people. In this way, Salford can plan future supports and services in a more person centred way and make best use of funding and resources that are available.

In 2009, the Transition Task Group in Salford undertook the Working Together for Change 6 stage process developed by the Department of Health and Helen Sanderson Associates. Looking at a sample of 40 people who had had Person Centred Reviews, the group spent time with other stakeholders pulling out what is working and not working in Salford for people who have a learning disability. This information was then used as the basis of a session with 12 strategic commissioners in Salford, where the information was shared, discussed and action set.

The report of the process shows what progress has been made. Clearly there have been outcomes for individuals following on from the reviews, but additionally the information gathered and action agreed during the process has led directly to developments within services and the commissioning of new supports.

## **Knowsley Council Scrutiny Committee**

Knowsley Council have recognised that their own record of employing people who have learning disabilities needed to be improved. They have however decided to challenge themselves to do better and therefore recently looked at this issue at Council Scrutiny Committee.

Their report “ The entry into paid employment for people with learning disabilities” describes what members of the council’s Health and Wellbeing Working Group have done to learn about this area and goes on to make recommendations for the Health and Wellbeing Committee to endorse.

This includes recommending that:

“The Council’s employment policy and procedures are reviewed to ensure that flexible recruitment practices such as advertising, job carving and work-based interviews are able to be used to help people with learning disabilities gain paid employment within the Council”.

## **Lucy Working for Manchester City Council**

Lucy was referred to Pure Innovations in June 2009 at the age of 20. After leaving college Lucy took up some voluntary work with Age Concern and worked at a Day Centre in South Manchester. Lucy was also interested in working in an office and was seeking an opportunity to try this out.

Lucy's employment officer began by completing a work development plan to find out what Lucy would like to do and what support she would need in a job. Lucy had very definite ideas about working in an administration type role

Pure Innovations secured Lucy a position with Manchester City Council working as an administration assistant. Lucy's duties include meeting & greeting visitors, dealing with the post, faxes, photocopying, typing, filing, answering the phone, checking emails, checking the stationary cupboard is stocked along with the various other duties that occur in a busy office.

Lucy was able to secure the position by completing a two week working interview where she was given the opportunity to demonstrate her skills with the support of her EO. The working interview was very successful and Lucy was offered a 17.5 hour per week paid post which she happily accepted.

Lucy's work colleague Sandra Gallagher (Admin Coordinator) is full of praise for Lucy and says: "Lucy has worked so hard in the 5 months she has been here. She has gone from strength to strength and uses her initiative really well".

In fact Lucy has done so well that she has been asked to show another new employee how to do the job. Lucy has also won a Q award recently which is an annual award which recognises quality and excellence by Manchester Learning Disability Partnership.

***By Pure Innovations***

## Some things to think about....Leadership Groups

One of the key areas of the Getting a Life work is how to meaningful work together with the young people and their families both in terms of their own transition into adult life but also in the wider Transition process and link with strategic planning.

### Family Leadership Groups

<b>Getting started</b>	<b>Making progress</b>	<b>Doing well</b>
A families group meets up regularly to discuss what's possible and positive for their sons and daughters around transition and employment.	The meetings are led by the families, have a structure and a theme	The group has clear goals and is effective at giving out information and contacts needed by families who are going through Transition and into employment.
Family members get information / minutes about local Transition and Employment Steering Groups	The steering groups accept and consider reports and representations from the families group.	Families are a part of the steering groups and act as a two way link to the families group.
The group shares experiences and information about post school/college activities.	Providers and officers are invited to the meetings to give information about local Employment, college and community activity.	Families inform and are an intergral part of the commissioning process.

### Young People's Leadership Group

<b>Getting started</b>	<b>Making progress</b>	<b>Doing well</b>
A young people's group meet regularly to discuss their experiences and their futures such as college and employment.	The meeting has appropriate support staff and communication methods and is carried out in a Person Centred way	Officers and providers are invited to discuss college/employment community options with the young people.
The group consists of young people who have learning disabilities going through Transition	The young people's group is a mix of young people who have a range of abilities.	The young people's group is one aspect of a number of peer supported activities (young people who have learning disabilities and those who do not supporting each other) including social and work experience.

Meetings are held at a time and place that suit young people	The meeting is held in a relaxed and appropriate setting such as a youth club.	The meeting is a mix of fun, friendship, food and work and young people set the themes and agendas for the meetings
The meetings are appropriately organised and facilitated.	Sustainable funding for the group is actively sought.	Appropriate support, transport and food costs are paid to enable the widest participation.
The format and themes of the meetings are explained to the young people in an accessible way	The meetings are linked into the local decision making processes	The meetings are key to local area decision making around young people needs.

## Salford TAG

TAG (Teenage to Adult Group) is a group for young people who meet up once a month to discuss issues that affect them and meet with their friends to socialise.

The group was originally set up by the Transition task group to get their feedback about growing up in Salford and to ensure the participation of young people in the transition task group (aged 14 – 25). The group is facilitated by the Transition Co-ordinator and decide themselves on the work themes for their meetings.

The young people decided early on that they also wanted an opportunity to socialise outside of school/college and to maintain relationships into adulthood so the format of the meetings was changed and now a typical meeting is split equally between socialising, food and a planned activity.

The group has previously done some work around housing and employment; future planned activities include

- Looking at local leisure facilities and writing an article about it in the Salford Life Magazine
- Setting up social enterprise in the summer holidays to look at fund raising for the group.
- Working around staying and feeling safe when out and about
- Cultural awareness (through language and cooking)

The group has become very popular and continues to grow from strength to strength. They are now discussing how it can expand further.

## Summary

We hope that this guide supports the work that is already happening across the region and contributes to the further development of good practice.

As the national and regional Getting a Life programmes come to an end , it is hoped that we can continue to share with each other as a region what we are learning about how to support young people who have learning disabilities to have fulfilling lives. We need to keep this work alive through our existing networks and also by looking for new opportunities to learn from each other.

**We would like to thank all of the young people, families and professionals who took time to meet with this and help us to shape this work.**

## Appendix 1:

### National Programme

The national **Getting a Life** programme is contributing to the development of the Department for Education's SEN and Disability Green Paper. There are **Ten Top Messages** about what works and what needs to change so that young people with learning disabilities can leave school or college and get jobs and full lives. Linda Jordan and Nicola Gitsham are the national programme leads.

#### 10 Top Messages from Getting a Life

Implementing the "Getting a Life Pathway into Paid Work" will enable local systems to use resources effectively and in many cases save money (e.g. not repeating a sixth form)

- Strategic commissioners need to work with young people with severe learning disabilities and families from Year 9 to design local systems. This will contribute to a more effective use of resources. Getting a Life has used "Working Together for Change"; which involves a group of young people with severe learning disabilities and families coming together with service managers and commissioners to share the outcomes of their Person Centred Transition Plans in order to inform strategic planning and commissioning
- The whole system (health, education, social care, mainstream services and the independent sector) needs to develop high aspirations for people with learning disabilities, including that people with severe learning disabilities can work
- Local systems need to be redesigned so that money is spent on the type of support that evidence shows helps young people with severe learning disabilities to go into employment or set up their own business (job coaching, Project Search, micro-enterprise, supported work experience, working interviews)
- From Year 9, young people need a holistic, Person Centred Transition Plan, focusing on health, employment, independent living and community access. This should then develop into a funded support plan identifying how funding from all agencies will be used to help young people get a job and a life by using the money efficiently and effectively
- By Year 9, young people with severe learning disabilities and their families need information about what is positive and possible around employment and independent living and what helps young people to get a job
- Career planning needs to start in Year 9 so that there is an assumption that young people with severe learning disabilities will work
- Young people with severe learning disabilities need to do work experience in meaningful, community-based settings in Year 10. This needs to be planned for and supported
- The school and college curriculum needs to incorporate Person Centred Planning and supported employment for young people with severe learning disabilities
- The post-16 system needs to enable young people with severe learning disabilities to follow the programmes that are relevant to their aspirations and that are linked to employment. This means that young people will not follow residential or day college courses that do not help them to get a job at the end

**Additionally, Getting a Life or employment is referenced in the following:**

**Local Government Improvement and Development - Top 20 'must knows' for lead members for adult's services**

Getting a Life and the Kent cost-benefit research on supported living are mentioned in this. Getting a Life is cited as a way to redesign transition pathways so that young people with learning disabilities experience better life outcomes, particularly in relation to employment, for less money.

<http://www.idea.gov.uk/idk/core/page.do?pagelId=7352476>

**A Vision for Adult Social Care: Capable Communities and Active Citizens - Department of Health**

[http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/@dh/@en/@ps/documents/digitalasset/dh\\_121971.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_121971.pdf)

Employment is mentioned more than in previous personalisation and social care policy. David (page 17) is from *miEnterprise* in Herefordshire and is the part of the Getting a Life and Jobs First cohort, and there is a specific mention to Jobs First and Getting a Life on page 23.

**Think Personal Act Local**

This is the new sector-wide commitment published with the Department of Health, to take forward the Transformation of Social Care (personalisation and community based support). Reference to employment on page 1 and specific reference to transition on page 5

[www.puttingpeoplefirst.org.uk/ThinkLocalActPersonal/](http://www.puttingpeoplefirst.org.uk/ThinkLocalActPersonal/)

**Personal Budgets: checking the results**

See page 6 for table from the Personal Budget Outcomes Evaluation Tool (POET) showing how personal budgets had led to increased life outcomes except in relation to employment.

[http://www.puttingpeoplefirst.org.uk/library/PPF/NCAS/personal\\_budgets\\_checking\\_the\\_results\\_final\\_29\\_October\\_2010.pdf](http://www.puttingpeoplefirst.org.uk/library/PPF/NCAS/personal_budgets_checking_the_results_final_29_October_2010.pdf)

**Autism Strategy**

Specific reference to Getting a Life on page 50

[www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_113369](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_113369)

## Appendix 2:

### Agenda and Questions for Pathway to Paid Work Review Sessions

10am	Welcome, introductions and icebreaker: When you were young, what did you want to be when you grew up?
10.20am	What happens now to support young people who have learning disabilities to get jobs in your area? Small group work. In 4 groups, participants move around the tables and discuss each set of questions and make notes. After 15 minutes, move on to the next table.
11.20am	Tea/coffee
11.40am	Feedback. Large group work Each group feedbacks key themes from their last table, with additions and / or clarification if necessary from other participants. Record on large sheets under the headings Year 9, 10, 11 and Post 16, building the current pathway to work in the area.
12.15pm	Lunch
1.00pm	Overview of the Getting a Life Pathway to Paid Work
1.15pm	In terms of the Getting A Life pathway, what is working well in your area and what should be different? Group work
1.45pm	Priorities for action and initial action planning Group work
3.00pm	Summary and close

## Table Questions

### Transition Planning:

- Do all young people have Person Centred Reviews from Year 9 and is planning for a future job a focus of reviews?
- Does information gathered at reviews inform future request for support and funding for young people?
- Are adult services involved in reviews before Year 11?
- Do young people who are supported out of area have Person Centred Reviews and Plans?

And for young people:

- Do you have a Person Centred Transition Reviews every year from Year 9 at school and college?
- Who comes to your reviews at school?
- Do social workers come to help you to plan for when you leave school?
- Do you talk about what job you might want at reviews and what help you might need to get it?

### Supported Employment:

- Do young people get support from a supported employment service from age 14 plus?
- Do young people get meaningful work experience from Year 10?
- Do young people get support to find and keep Saturday and holiday jobs?
- What support is offered by local Job Centre Plus?

And for young people:

- Do you want a job when you leave school / college?
- Have you met anyone from a supported employment service at school?
- Did you have work experience in Year 10 – what did you do? Did anyone help you with it?
- Have you had any help to find a Saturday job or holiday job?

## Curriculum:

- Does what young people learn at school take into account their talents and interests in relation to future jobs?
- Do young people go on vocational training courses at college?
- Is there a good choice of supports (that could be colleges, 6<sup>th</sup> form, apprenticeships etc) available locally for young people 16 plus?
- What information do young people and families get to help them choose what to do after they are 16?

And for young people:

- Have you learnt things at school that might help you with the job you want to get?
- What choices did you have when you left school? (College / Apprenticeships / Work) What help did you get to choose?
- What are you doing at college?
- Does it help you with the sort of job you want to get?

## Strategic Planning:

- What is your area doing to raise aspirations for employment?
- Do young people and families get good accessible information about what support is available to get jobs, including about welfare benefits?
- Does your area work with families and young people to think about what is working well and what needs to be different and then use this information to plan ways to use money and resources differently?
- Do managers and leaders in children's and adults services meet together to do this planning for the future?

And for young people:

- What sort of things happen in your local area to help you think about getting a job?
- Do you get any information about support you can get to have a job? For example, help with benefits?
- Do you get a chance to tell the people who organise services what you think is good and what could be better about the support or information you get?

As a larger group also discuss the local position in relation to Self Directed Support

## Appendix 3:

### Contact List

Lead person	Area / Service	Email address
Gill Goodwin		<a href="mailto:gillg@paradigm-uk.org">gillg@paradigm-uk.org</a>
Phil Palmer		<a href="mailto:phil.palmer@nwttdt.com">phil.palmer@nwttdt.com</a>
Angela Davey	Oldham	<a href="mailto:angeladavey@positivestepoldham.org.uk">angeladavey@positivestepoldham.org.uk</a>
Laura Upton	Manchester	<a href="mailto:Lupton1@manchester.gov.uk">Lupton1@manchester.gov.uk</a>
Mal Hampson	Halton Speak Out	<a href="mailto:hampsonmal@aol.com">hampsonmal@aol.com</a>
Deborah Parker	Progress Recruitment	<a href="mailto:deborah.parker@supportedemployment.org.uk">deborah.parker@supportedemployment.org.uk</a>
Caitlin Chapman	Salford	<a href="mailto:Caitlin.chapman@salford.gov.uk">Caitlin.chapman@salford.gov.uk</a>
Rob Correy	L.E.A.P ( Lancashire)	<a href="mailto:Correy.R@runshaw.ac.uk">Correy.R@runshaw.ac.uk</a>
Danny Rushton	Pure Innovations	<a href="mailto:dannyrushton@pureinnovations.co.uk">dannyrushton@pureinnovations.co.uk</a>
Ray Rooney	Knowsley	<a href="mailto:Ray.rooney@knowsley.gov.uk">Ray.rooney@knowsley.gov.uk</a>
Daniel Wood	Newbridge School (Oldham)	<a href="mailto:dwood@newbridgeschool.net">dwood@newbridgeschool.net</a>

## Appendix 4:

### Websites currently available

[www.gettingalife.org.uk](http://www.gettingalife.org.uk)

[www.valuingpeoplenow.dh.gov.uk/valuing-people-now/resources/getting-job-resources](http://www.valuingpeoplenow.dh.gov.uk/valuing-people-now/resources/getting-job-resources)

[www.aspirationsforlife.org](http://www.aspirationsforlife.org)

[www.northwestjip.co.uk](http://www.northwestjip.co.uk)

