



Mapping the Employability Landscape for People with Learning Disabilities in Scotland

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Foreword

The Scottish Government wants to improve the lives of people with learning disabilities.

This report is one of a series commissioned by the Scottish Commission for Learning Disability on behalf of the Scottish Government to understand how we can achieve that change.

Scotland's learning disability strategy, **The keys to life**, seeks to improve the quality of life for people with learning disabilities so that they live longer healthier lives, participate fully in all aspects of society and prosper as individuals.

Enabling people with learning disabilities to work is critical to achieving that vision. Work can contribute to a healthier life where people have greater choice and control, live more independently and participate as active citizens.

As this report demonstrates, employment levels for people with learning disabilities are unacceptably low and if people are to prosper we have to change that. For too long we have assumed that having a learning disability prevents people from working. It doesn't have to and it mustn't.

We need to be just as ambitious for people with learning disabilities as we are for other citizens. Turning the current situation round has implications for employers, colleges, public bodies, third sector organisations and government. But it isn't just about people of working age or even people at the point of transition from school to the workplace.

If we are to change the current predicament, we need to focus on early intervention too. The difficulties people face as adults are all too often brought about by a lack of aspiration and negative cultural attitudes much earlier in life.

This report describes what is happening now and how we can make it better. It sets out clear thinking and detailed recommendations about good practice, joined up provision, effective pathways to employment and driving employment levels up.

Of course this will require better data and cooperation across policy areas. If we are not achieving value for money we need to release resources and reinvest in ways that get people with a learning disability into real jobs.

Our objective must be to significantly increase the proportion of the workforce in Scotland with a learning disability. From April 2017 Scotland will have the power to design and deliver its own employability services for disabled people and those at risk of long-term unemployment.

This presents a massive opportunity to take action to get people with learning disabilities into real, sustainable jobs. We hope this report will help make that happen.



A handwritten signature in black ink that reads "Chris Creagan". The signature is written in a cursive, flowing style.

Chris Creagan

Chief Executive, SCLD

1. Introduction

Background

'The keys to life' is Scotland's learning disability strategy and was developed by the Scottish Government in conjunction with COSLA, a wide range of statutory and third sector partners, people with learning disabilities and carers. Launched in 2013, it is a long term strategy based on a commitment to human rights for people with learning disabilities and has a strong focus on tackling the significant health inequalities faced by people with learning disabilities and includes many other measures to improve the quality of their lives. The principles of choice, control and independence for people with learning disabilities are central to the strategy.

The Scottish Government has developed an implementation framework for **'The keys to life'**. The framework has four strategic outcomes which relate to the United Nations Convention on the Rights of People with Disabilities. Most relevant to this research is **Strategic Outcome 4 - Active Citizenship** which aims to ensure that **'people with learning disabilities are able to participate in all aspects of community and society'**. Within this, two specific priorities are to:

'Contribute to relevant outcomes across key policy areas to further develop employment opportunities for people with learning disabilities'

'Facilitate innovative social connectedness and employment opportunities for people with learning disabilities'

Aims and Objectives

This research responds to the Active Citizenship priority to **'Facilitate... employment opportunities for people with learning disabilities'** by seeking to better understand the scale and effectiveness of employability support for people with learning disabilities in Scotland. Commissioned by the Scottish Commission for Learning Disabilities (SCLD) on behalf of the Scottish Government, the specific aims of the research are to provide an evidence base that assesses:

The degree to which learning disability is recognised by employment support services and how this makes a difference to provision for clients with different levels of learning disability need.

The employment outcomes achieved by different types of employability support programmes targeted at people with a learning disability.

The non-employment issues that are constraining the impact of employment support services for people with LD.

The extent to which the support available addresses the key issues in **'The keys to life'** learning disability strategy and implementation framework?

Report Structure

The report is organised into the following chapters:

Chapter 2 – Scoping Out the Challenge.

Chapter 3 – Societal Factors Impacting on Learning Disability Employment.

Chapter 4 – Mainstream Employability Provision.

Chapter 5 – Supported Employment.

Chapter 6 – Other Targeted Provision.

Chapter 7 – What Works.

Chapter 8 – Conclusions and Recommendations.

The report is supported by two case study appendices – 27 Individual Case Studies **and** three Employer Case Studies.

2. Scoping out the Challenge

Introduction

Facilitating employment opportunities for people with a learning disability is a priority under The **keys to life** strategy Active Citizenship outcome – and justifiably so given the low employment rates that are reported and outlined in this chapter. However, due to the inconsistencies in how learning disability is defined across organisations and how client data is monitored, the statistical data concerning people with a learning disability does need to be interpreted with caution.

This chapter begins by setting out the employment statistical data that has been reported, before considering the limitations of these – including around how learning disabilities are defined.

The Scale of the Challenge

The employment rate of people with a learning disability is very low – albeit there is some variance in the data available about how low. Figure 2.1 presents the available data and shows that the employment rate for people with a learning disability is in the range of 7%-25% compared to a disability rate of 42% and an overall employment rate of 73%. Irrespective of the variance in the learning disability employment rate, the gap with the pan-disability and all-person employment rates is substantial.

Figure 2.1: Employment Rates

	Employment Rate (%)
People with a Learning Disability	
• England estimate (Emerson <i>et al</i> , 2014)	7%
• SCLD data from Scotland’s local authorities (2014) ¹	10%
• Keys to Life Strategy (Scottish Government, 2013)	25%
People with a Disability (Annual Population Survey – Scotland data, 2014)	42%
Total Working Age Population (Annual Population Survey – Scotland data, 2014)	73%

Figure 2.1 also only shows part of the challenge as **people with a learning disability who are in work are often in part-time work and/or in non-open or sheltered employment**. The limited number of hours or sheltered nature of the jobs that people with a learning disability work in is important to recognise. Indeed, as set out in Box 2.1, there ought to be a **distinction made between real, sustainable employment and part-time, sheltered employment** that effectively act as a substitute for a day care opportunity. The aim of employability services should be, wherever possible, to support people with a learning disability into real, sustainable employment.

65%²-70%³ are working less than 16 hours per week.

By type of employment⁴:

- 49% were in open employment.
- 29% were in non-open or sheltered employment.

1 10% Refers to the number of adults for whom their employment status is known. If 'not known' are included, the rate is 7%.

2 SCLD (2015) *Learning Disability Statistics Scotland 2014*

3 Emerson E *et al.* (2014)

4 SCLD (2015) *Learning Disability Statistics Scotland*

- 21% were in employment but not known if open or non-open.
- 1% were self-employed.

Box 2.1: Real, Sustainable Employment versus Part-Time, Sheltered Employment

Real, Sustainable Employment

Employment in the open labour market that is at least 16 hours per week, pays the National Living Wage as a minimum, and provides opportunities for in-work development and progression.

Part-Time, Sheltered Employment

Employment that is less than 16 hours per week (i.e. insufficient to live on without welfare support) or is in a sheltered workplace that does not lead towards employment in the open labour market. This type of employment effectively acts as a substitute for a day care opportunity.

The employment rate gap in percentage terms is outlined in Figure 2.1 but what this means in terms of absolute numbers is less clear. The SCLD data⁵ is based on the 26,786 adults with a learning disability known to local authorities in Scotland and many of these adults are likely to have a more severe learning disability requiring additional support or care⁶. Using this baseline number and applying the 7%-25% employment rate, there would be 20,000-24,000 adults with a learning disability in Scotland who are not in employment.

However this is unlikely to be the full level of potential demand for employability services because the actual number of adults with a learning disability in Scotland is likely to be much higher. This point is reinforced by the Scottish Government's ***Pupils in Scotland 2015*** publication which reports that in a total of 679,840 primary, secondary and specialist school pupils in 2015 there were:

- 27,046 or 4% of school pupils with a learning disability or on the autistic spectrum.
- 57,814 pupils with a learning difficulty (including dyslexia).
This equates to 9% of total pupils.

If the 4% proportion with a learning disability in schools is applied to Scotland's total adult population, there would be approximately 150,000-175,000 adults with a learning disability in Scotland. This higher number aligns with the estimate of 1.2 million adults in England with a learning disability⁷, which equates to 3% of England's adult population. The data therefore suggests that the number of adults with a learning disability in Scotland is significantly under-reported and, in terms of potential demand for employability services using the 7%-25% employment rate range, there could be between ***120,000-150,000 adults with a learning disability who are not in employment.***

5 SCLD (2015) *Learning Disability Statistics Scotland 2014*.

6 Gore N and Melling K (2010) 'How Many People with Intellectual Disability are Employed in the UK?'. *Tizard Learning Disability Review*, 15 (1) 56-58

7 Emerson E *et al.* (2014)

Defining Learning Disabilities

A key issue in estimating with some accuracy the number of adults with a learning disability is the inconsistency in how learning disabilities is defined by organisations. Drawing on this research's mapping of employability funders and services, there are wide variations in definitions across Scotland and the key issues relate to whether organisations:

- Differentiate between learning disabilities and learning difficulties, such as Dyscalculia, Dyslexia and Dyspraxia.
- Include being on the autism spectrum or Down's Syndrome as learning disabilities, or treat autism and Down's Syndrome as separate client groups.
- Simply see a client as having a disability and do not have the capacity or skills to assess types of disability.

Even where organisations have a definition of learning disability, the actual number of clients with a learning disability may not be known because:

- Organisations rely on clients self-disclosing their conditions – and many clients will choose not to self-disclose, particularly if they have mild to moderate learning disabilities that they are able to manage and live and work independently. Individuals may also feel that disclosing their learning disability may put them at a disadvantage.
- Organisations do not assess for learning disability.
- Organisations do not record learning disability in their monitoring systems.

Chapter 2 Key Findings

- 1. The employment rate for adults with a learning disability is estimated to be in the range of 7% to 25%, which is well below the disability rate of 42% and the overall rate of 73%.**
- 2. For those in employment, 65% to 70% are working less than 16 hours per week; while around half are employed in the open labour market.**
- 3. There ought to be a distinction made between real, sustainable employment and part-time, sheltered employment that effectively act as a substitute for a day care opportunity. The focus of employability services should be, wherever possible, to support clients with a learning disability into real, sustainable employment.**
- 4. In terms of potential demand for employability services in Scotland, this could be as high as 125,000-150,000 out-of-work adults with a learning disability.**
- 5. The challenge in getting an accurate measure of demand relates to variations in definitions of learning disability held by organisations, reliance on self-disclosure, and the limited recording of learning disability in organisations' monitoring systems.**

3. Societal Factors Impacting on Learning Disability Employment

Introduction

People with a learning disability have the same aspirations in life as anyone else, such as to live independently, have supportive friends and family, and have a rewarding job⁸. However, as the employment rate statistics in the previous chapter showed, the aspiration of real, sustainable employment is too often unfulfilled. Before Chapters 4 to 6 review the employability provision in Scotland that is designed to address this situation, this chapter draws on the literature and the feedback from stakeholders to consider the wider societal barriers that contribute to the low employment rate. In doing so, the chapter contextualises the environment in which employability services operate.

The chapter is organised under a number of key headings and their ordering – with ‘individual / personal issues’ considered last – is deliberate because **a substantial challenge lies in overcoming the low expectations that parents, teachers, college lecturers, employers and society at large have of people with a learning disability**. People with a learning disability are not always encouraged to see themselves as having a valuable role to play in society and the labour market, and this translates into individuals having unduly limited aspirations in what jobs and careers they are able to do⁹. Furthermore, people with a learning disability feel that too many restrictions are placed on their lives because the focus is on their learning **disability** rather than on their **ability**. Indeed, many feel they are ‘wrapped in cotton wool’ and lack the confidence to move towards and into work – particularly if they have been in an ‘SEN/LDD bubble’ all their lives^{10 11}.

Parental Concerns

The parents of people with a learning disability play a crucial role in supporting their children and are reported to be the most helpful source of information and guidance when young people are deciding what to do post-16¹². The issue lies in how ambitious they are for their children.

- Some parents have low expectations of their children’s work abilities, which in turn becomes a self-fulfilling prophecy because these expectations are accepted by the young people¹³.
- Some parents want to support and encourage the aspirations of their children but also fear disappointment if aspirations rise above likely outcomes. This coincides with professionals’ judgements, which tend to be based on what is regarded as ‘feasible’ or just ‘being realistic’ – i.e. again lowering expectations¹⁴.

8 JRF (2005) *The Education and Employment of Disabled Young People*.

9 JRF (2005) *The Education and Employment of Disabled Young People*.

10 Towers C (2013) *Thinking Ahead - Improving Support for People with Learning Disabilities and Their Families to Plan for the Future*. Foundation for People with Learning Disabilities.

11 Department for Education (2013) *Supported Internship Trial for 16 to 24 Year Old Learners with Learning Difficulties and/or Disabilities: An Evaluation*.

12 JRF (2005) *The Education and Employment of Disabled Young People*.

13 RADAR / Remploy Taskforce Report (2006) *Barriers and Solutions in the Workplace - Raising Employment Rates for People with Learning Disabilities and Mental Health Problem*

14 JRF (2005) *The Education and Employment of Disabled Young People*.

- Some parents are over(ly) protective and do not want their children to face the potential risks of the open labour market and prefer safer further education and part-time and/or sheltered employment options.
- Some parents are concerned about the impact on household income levels due to reduced benefits payments if their children move into employment.

To help address this, the literature and stakeholders highlight the need for providers to work closely with parents and discuss on a regular basis the opportunities available to their children and the progress they are making^{15 16}. In doing so, providers should continue to promote the benefits of, and appease the concerns held about, their children working – for example¹⁷:

- The friendship potential that employment offers for their children.
- The monetary arguments of working in that their children and the household may be better off working in a real and sustainable job.
- How potential bullying, discrimination and exploitation in the workplace might be guarded against through good job matching, adequate supervision and the positive advocacy of employment support organisations.

The Education System – Schools and Colleges

Schools and colleges are critical players in the development of people with a learning disability – with their role evidenced by the Scottish Government’s Attainment and Leaver Destinations data. **At school**, Figure 3.1 shows that pupils with a learning disability achieve markedly lower levels of qualifications than the wider pupil cohort. This is most clearly shown in the finding that only 17% of pupils with a learning disability achieve an SCQF Level 6 or above qualification, compared to an average of 58%.

Figure 3.1: Highest Qualifications Attained at School by Young People with a Learning Disability and All Young People (%), 2013/1

	Pupils with a Learning Disability	All Pupils
No qualification at SCQF Level 2	18.2	2.0
1 or more at SCQF Level 2	5.5	0.2
1 or more at SCQF Level 3	13.2	2.3
1 or more at SCQF Level 4	26.0	12.1
1 or more at SCQF Level 5	20.4	25.4
1 or more at SCQF Level 6	12.3	39.5
1 or more at SCQF Level 7	4.4	18.5
Total	1,695	50,730

Source: Scottish Government Attainment and Leaver Destinations supplementary data, 2013/14

15 Shaw Trust (2008) *What Works? Transition to Employment for Young People with Learning Disabilities*.
 16 Towers C (2013) *Thinking Ahead - Improving Support for People with Learning Disabilities and Their Families to Plan for the Future*. Foundation for People with Learning Disabilities.
 17 Shaw Trust (2008) *What Works? Transition to Employment for Young People with Learning Disabilities*.

Given that qualifications are so important in being able to progress into college and university courses, Modern Apprenticeships and other employment, the future options available to young people with a learning disability are seemingly compromised by their time at school. Some of the weaknesses in the school system (and indeed college system) reported in the literature and by stakeholders include:

- Some teachers and tutors having low academic expectations of pupils and students with a learning disability – so perhaps discouraging them from taking more advanced courses and qualifications¹⁸.
- Institutional weaknesses, such as admission policies, physical access, segregation for part or all of the time, and delays in appropriate learning support being provided¹⁹.
- Poor quality of teaching.
- Bullying, social isolation or being undermined by their peer group – so impacting on young people’s confidence.

On leaving school, the widely raised criticism is that there are typically **weak post-school transitions for young people with a learning disability** with insufficient support to make the jump to FE, HE or employment. The lack of support can reinforce nerves and fears about travelling to and fitting in at a new institution^{20 21 22}.

Notwithstanding the limited transition support, Figure 3.2 shows that the **main post-school destination is college** (at 52% of school leavers with a learning disability the proportion is double the national average), while **unemployment is also double the national average** (16% of school leavers with a learning disability). Significantly lower proportions enter HE or employment – so reflecting a lack of aspiration and expectations of what young people with a learning disability can achieve. In summary, the school leaver destinations data points towards a pathway of college and unemployment rather than one of employment.

Figure 3.2: School Leaver Destinations of Young People with a Learning Disability and All Young People (%), 2013/14

	School Leavers with a Learning Disability	All School Leavers
Higher Education	10.0	39.0
Further Education	51.5	26.5
Training	7.4	4.1
Employment	8.9	21.1
Voluntary Work	0.6	0.4
Activity Agreements	4.8	1.1
Unemployed	16.1	7.5
Don't Know	0.4	0.3
Total	1,695	50,730

Source: Scottish Government Attainment and Leaver Destinations supplementary data, 2013/14

18 JRF (2005) *The Education and Employment of Disabled Young People*.

19 JRF (2005) *The Education and Employment of Disabled Young People*.

20 JRF (2005) *The Education and Employment of Disabled Young People*.

21 Shaw Trust (2008) *What Works? Transition to Employment for Young People with Learning Disabilities*.

22 Ofsted (2011) *Progression Post-16 for Learners with Learning Difficulties and/or Disabilities*.

When at college, stakeholder opinion is that young people with a learning disability are rarely encouraged to think about work, and instead are too readily enrolled on different college courses as an end in themselves rather than as a route to real, sustainable employment. In addition:

- The training and qualifications offered through courses do not always match what employers are looking for.
- There is little opportunity for work experience – partly due to the limited resource available to support employer engagement activities which are critical in securing opportunities for people with a learning disability. Where work experience is offered, it can often be:
 - Poor quality and unsupported, leaving the young person feeling that work is not for them.
 - In community settings or ‘in-house’ (within the college) – i.e. not in real, external workplaces²³.

While there is a perception that the general policy of pursuing further education and training post-16 has not redressed the problem of unemployment for people with learning disabilities as these individuals are cycling in the system rather than progressing into real jobs²⁴, there does appear to be less opportunity to be ‘stuck in a revolving door’ within Scotland’s colleges as there is greater focus on full-time places, qualification attainment and progression.

The reported issues outlined above are largely related to mainstream school and college provision. However, there are also some criticisms of **specialist institutions and courses targeted at people with a learning disability** – most notably that these options are ‘too cosy’ and not encouraging or supporting progression towards and into real, sustainable employment. This type of criticism can and has also been levelled at ‘sheltered employment’ opportunities – as discussed in Box 3.1 below.

Box 3.1: Sheltered Employment

Sheltered employment is used in this report as a term to capture social firms and social enterprises that have a high proportion of their workforce from disabled groups and/or provide supported employment, training and volunteering opportunities for these groups. These enterprises will generate some of their income through commercial sales but will often also require funding from other sources (e.g. local authorities, Big Lottery, charitable trusts).

The strengths of these enterprises in relation to supporting people with a learning disability include the²⁵:

- Ability for managers and staff to build the skills and expertise to work with and support people with a learning disability.
- Experience to make adjustments to the workplace and job roles to allow people with a learning disability to be productive workers.
- Opportunity to develop a sense of community in the workplace, which can build people’s confidence.

23 Shaw Trust (2008) *What Works? Transition to Employment for Young People with Learning Disabilities*.

24 Shaw Trust (2008) *What Works? Transition to Employment for Young People with Learning Disabilities*.

25 Beyer S and Robinson C (2009) *A Review of the Research Literature on Supported Employment: A Report for the Cross-Government Learning Disability Employment Strategy Team*.

However, there are potential issues with these enterprises that may limit the number of people with a learning disability progressing into open employment. For example, they may²⁶:

- Be established using resources that could instead have been used to support people to enter 'mainstream' workplaces and open employment.
- Be viewed as the only employment option for some people, so reinforcing the low expectations held of people with a learning disability.
- Be developed with a lack of focus on the work interests of possible participants. The sheltered employment opportunities therefore become an end in themselves rather than a stepping stone towards real employment in the open labour market.
- Be too supportive and safe – so not encouraging maximising with others or transitions into open employment.
- Not offer real, 16 hours per week jobs paid at the National Minimum Wage.

Employers

'The **keys to life**' Active Citizenship outcome to facilitate employment opportunities for people with a learning disability is not simply about securing any job – part-time, low-skilled, insecure or sheltered – but is about supporting people with a learning disability into **real, sustainable employment** (see also Box 2.1), with these defined in the literature as jobs where²⁷:

- Wages are paid at the going rate, with the same terms and conditions as all other employees.
- The jobs help people to meet their life goals and aspirations.
- The role is valued by managers and colleagues.
- There are similar hours and times at work as other employees, with safe working conditions.

Self-employment should also be viewed and promoted as a viable option with supports in place to enable people with a learning disability to start their own business.

Notwithstanding the option of self-employment, for many people becoming an employee is their main route into the labour market. **Employers are therefore the 'gatekeepers' and gaining (and then supporting) their commitment to employing people with a learning disability is critical if the employment rate is to increase.**

Culturally the literature and stakeholders find that this requires action on a number of fronts:

- Challenging the misconceptions held by employers around people with a learning disability only able to carry out routine jobs²⁸.
- Challenging the fears of existing employees around:
 - How productive and effective a colleague with a learning disability would be, with the fear that their own workload may increase to compensate.
 - How they themselves would cope and interact with a colleague with a learning disability, and this typically comes down to exposure to disability awareness training.

26 Care Services Improvement Partnership (2006) *You Can Work It Out! Best Practice in Employment for People with a Learning Disability*.

27 HM Government (2011) *Valuing People Now – Employment*.

28 RADAR / Remploy Taskforce Report (2006) *Barriers and Solutions in the Workplace – Raising Employment Rates for People with Learning Disabilities and Mental Health Problems*.

- Encouraging and supporting employers to recognise the positive business benefits of recruiting people with a learning disability, which include²⁹:
 - Ability to draw labour from a wider pool of talent.
 - Increased workforce diversity.
 - Meeting, reflecting and understanding the needs of a wide customer base.
 - Greater reliability and work ethic compared to other employees³⁰.
 - High levels of worker retention³¹.
 - Ability to undertake complex tasks.
 - Being inspirational and positive members of the team, who could ‘make your day’, so making them popular with customers and colleagues³².
- Raising awareness among employers on how to provide a more accessible and inclusive workplace – including offering reasonable adjustments to meet individual needs (both at recruitment and in-work stages). Box 3.2 provides a summary of good employer practices both at the recruitment stage and when an individual is in the job role.
- Encouraging employers to invest in the career development and progression of employees with a learning disability over the longer term – and not simply focus on ensuring employees are at ease in their initial roles.

The summary of the literature primarily focuses on the need to challenge employers’ perception of people with a learning disability as potential recruits. However, and as this research’s employer case studies evidence, **many employers are interested in recruiting people with a learning disability but require advice, guidance and ongoing support to do so.**

Box 3.2: Good Employer Practices

Operationally, employers should be encouraged and supported to make the necessary adaptations in their recruitment and employment practices so that people with a learning disability can access and sustain the jobs on offer.

At the **recruitment stage**, good practice suggests the need to^{33 34}:

- When **advertising**, provide information in accessible formats, making clear that applications from disabled people are welcomed; and think about where best to advertise to engage people with a learning disability.
- In **application forms**, employers are required to make adjustments to application forms and the way they use them so that disabled people are not put at a disadvantage. For example, it may be necessary to provide an application form in large print, write in plain English (avoiding jargon and complicated language), and allow a candidate to submit an application verbally or via a video that shows them performing a work-related task.
- In drafting **job descriptions**, jargon should be avoided as should the inclusion of qualifications except when they are necessary to do the job.

29 NIACE (2014) *Supporting Accessible and Inclusive Apprenticeships*.
 30 Coutts P and Riddell S (2012) *Employers’ Views of Supported Employment for Disabled People in Scotland*.
 31 NIACE (2014) *Supporting Accessible and Inclusive Apprenticeships*.
 32 Coutts P and Riddell S (2012) *Employers’ Views of Supported Employment for Disabled People in Scotland*.
 33 Hemmings S and Morris J (2004) *Employing People with Learning Disabilities: A Handbook for Employers*. JRF.
 34 NIACE (2014) *Supporting Accessible and Inclusive Apprenticeships*.

- At **interview**, speak clearly using short words and short sentences without jargon, ask questions about concrete experiences, avoid metaphors, complex questions and hypothetical questions, and allow more time for interview as well as a support person to be present at interview.
- Use **practical tests or assessments 'on the job'** to allow candidates to demonstrate what they can do rather than relying only on application forms and performance at interview.

When in employment, good practice suggests the need to^{35 36 37}:

- At **induction and initial training**, break down the job into separate tasks, provide instructions in an accessible format, check understanding of tasks and instructions, show how to do a task, and use shadowing where possible.
- Be **clear on workplace behaviours**, expectations and customs or unwritten rules.
- Facilitate **reasonable adjustments**, such as allowing someone to take more time to do a task, and be accommodating of hours of work (e.g. for transport issues or ability to work full-time hours). The DWP's Access to Work fund can help pay for any financial costs involved in providing reasonable workplace adjustments.
- Provide a **mentor or job trainer** to support the individual's development in the job role.

Offer **disability equalities and awareness training** to other members of staff that should include myth busting, the need to tailor work to make most of employee's skills and experience, that everyone is different, what are reasonable adjustments, and how to communicate in an accessible way.

Offer **opportunities to progress** as employees with learning disabilities should be given the same opportunities to participate in training and to progress in employment according to their abilities.

The importance of challenging employer practices equally applies to **Modern Apprenticeships** as these too are real job opportunities. Some of the specific difficulties reported in accessing MAs³⁸ include:

- People with a learning disability can often be slightly older when ready to start an MA as a longer timeframe may be needed to achieve the qualification requirements. Recognising this, SDS now pay the same (higher) MA contribution rate for people with a disability up to the age of 29 as they would for 16-19 year old starts.
- The ability of people with a learning disability to meet the qualification requirements to start an MA, which immediately acts as a barrier to MA participation despite their interest in starting an MA. The qualification requirements are reportedly set by the training providers, as opposed to requirements set nationally.

35 RADAR / Remploy Taskforce Report (2006) *Barriers and Solutions in the Workplace -*

Raising Employment Rates for People with Learning Disabilities and Mental Health Problems.

36 Hemmings S and Morris J (2004) *Employing People with Learning Disabilities: A Handbook for Employers.* JRF.

37 NHS England (2015) *NHS Learning Disability Employment: Tools and Guidance.*

- If accepted onto an MA, difficulties can arise due to:
 - Lack of suitable support on site to address problems and teach skills in-situ.
 - Inappropriate or inaccessible learning materials.
 - Inappropriate and inflexible evaluation and assessment tools, and techniques to evaluate progress. For example, an individual may be able to do all the core skills required in an MA Framework, but struggles to evidence this for assessment.
- Looking forward, the Scottish Government policy commitment to have a higher proportion of MA starts at SVQ Level 3 (or SCQF Level 6) and above may further limit the opportunities for people with a learning disability. Referring back to Figure 3.1, only 17% of pupils with a learning disability achieved an SCQF Level 6 qualification at school.

While employing people with a learning disability can and does make business sense, wider labour market change is impacting on the types of occupations available. Labour market projections³⁹ show that the demand for routine and semi-routine occupations (e.g. in manufacturing and administration) is progressively falling, while the demand for higher skilled roles that require adaptability and performing multiple tasks is increasing. This may place people with a learning disability at a further disadvantage in the labour market because in general they perform well in roles that involve routine and/or specific tasks rather than working in roles that require movement between different tasks. However, it should be noted that some people with a learning disability can and do perform well in undertaking highly skilled and technical tasks, e.g. laboratory roles and data handling.

Individual/Personal Issues

While this chapter has focused on the wider factors that contribute to the low employment rate of people with a learning disability, one must not overlook the reality that many will have support needs and conditions that directly impact on their ability to enter, sustain and progress in employment. For individuals with more severe learning disabilities, many of whom will be known to local authority services, employment (or at least open employment) may rarely be a viable option and there is therefore a need for alternative sheltered employment and voluntary activities.

However, the starting point should be to view employment as a very real aspiration for all with support then in place to overcome the personal issues that they face in securing, sustaining and progressing in employment. These support needs will vary across individuals but the literature and stakeholders report that the issues that people with a learning disability most commonly face include^{40 41 42}:

- Difficulties with:
 - Reading and writing.
 - Remembering.
 - Understanding spoken and written language, including questions, and responding in a fully appropriate way.
 - Understanding instructions and required work-related behaviours.
 - Taking tasks learned in one place and applying them in a different setting.

38 SCLD (2015) *Supported Employment Modern Apprenticeship proposal*

39 For example, see UKCES Working Futures projections

40 Beyer S and Robinson C (2009) *A Review of the Research Literature on Supported Employment: A Report for the Cross-Government Learning Disability Employment Strategy Team.*

41 RADAR / Remploy Taskforce Report (2006) *Barriers and Solutions in the Workplace – Raising Employment Rates for People with Learning Disabilities and Mental Health Problems.*

42 Department for Education (2013) *Supported Internship Trial for 16 to 24 Year Old Learners with Learning Difficulties and/or Disabilities: An Evaluation.*

- Lack of awareness of the labour market and the opportunities available to them.
- Concerns about having a job – such as being able to cope in the workplace, a fear of rejection or even bullying in work, and impact on work outside of life (such as less time for socialising with friends). These may stem from previous negative experiences of the workplace.
- More time required getting used to their job role and becoming proficient in their work-related tasks.
- Travel to work issues and the preparedness and ability to travel independently – particularly in more rural areas where public transport provision is more limited.

To overcome these issues, which are not all unique to people with a learning disability, requires person-centred and joined up employability support that is in place throughout from initial engagement to end employment, and beyond to provide sustainability of employment.

The issues discussed above all feature in the 27 individual case studies completed as part of the research and presented in Appendix 1. Box 3.3 summarises the key issues emerging from these interviews and helps to tee up the review of the available employability provision for people with a learning disability in Scotland in Chapters 4 to 6 – particularly as the later issues identified in Box 3.3 reflect on the employability support they have accessed.

Box 3.3: Key Issues Emerging from Individual Case Studies

Strong Aspirations to Work

All interviewees were keen to work and saw the positive impact working has on their lives, such as positive impacts on wellbeing, the ability to get out of the house and mix with and meet other people, and feel like you are making a contribution.

Real Diversity in the Hours Worked

The jobs held by those who were working ranged from just 3 hours per week up to 43 hours per week, with the majority of those interviewed working between 16 and 20 hours. The diversity in the number of hours reinforces the need for there to be a distinction between real, sustainable employment and part-time, sheltered employment as jobs of less than 16 hours per week should not be viewed as real, sustainable jobs that people can live on.

Some Young People Display Varied Career Paths

In a number of interviews, particularly with young people, the jobs and courses they have done in the past, doing now or hope to do in the future alternate quite significantly. For example, they might have studied construction or computing at college but now wanted to work in retail or administration. Settled, long-term career plans did not appear to be in place and instead the young people were heavily influenced by the next, upcoming course or job vacancy.

Older Workers / Volunteers Can Become 'Stuck'

Among older interviewees, there were a number of examples doing the same role for many years and in some cases being 'stuck' in something that they would like to move on from. This may be due to the individuals being comfortable with the status quo and not wishing and fearing any change, or support organisations not working to move these individuals on.

Previous Negative Experiences of the Workplace

In a small number of the case study interviews, individuals gave examples of bullying and discrimination they had encountered at work. These experiences can impact on their confidence and desire to sustain that job and/or re-enter the labour market. It also highlights the need to continue working with employers to change their attitudes and practices for people with a learning disability.

Importance of Long-Term In Work Support

The case studies showed that a number had difficulties in their personal lives (e.g. relating to their physical or mental health) that impact on their ability to work. For these reasons some form of ongoing support or aftercare is needed throughout the person's working life to deal with issues that impact on their ability to hold down their jobs. This does not always have to be intensive support, but continuity of support from one organisation can be very beneficial. Related to this, jobs for life are becoming increasingly rare in the labour market and so support is needed to help people with a learning disability when they need to look for a new job.

Variable Levels of Employability Support Provided

Not all organisations which work with people with a learning disability have a strong orientation towards preparing and moving people into work. Supported employment services and specialist disability organisations that have an employment focus were seen to be the most effective providers of employability supports, while Jobcentre Plus, the Work Programme and colleges were viewed as less effective for people with a learning disability.

Benefits System Impacting on Working Hours

The welfare system and benefits entitlement appears to be a real barrier to working more hours, despite individuals wanting to work more. This highlights the importance of in-work income calculations, although this may be less of an issue as Universal Credit is rolled out.

Should Not Overlook the Role Played by Family Members

A number of the case studies mentioned the important, supportive role played by family members. This includes parents providing their children with a place to live, suggesting different jobs and training options, helping with applications, and driving their children to work.

Chapter 3 Key Findings

- 1. To fulfil the strong aspiration of people with a learning disability to work in a rewarding and sustainable job, there is a need to challenge and overcome the low expectations held by wider society – which includes parents, schools, colleges, and employers.**
- 2. The employment options of young people with a learning disability are too often compromised by their school experience as they attain lower qualification levels and are not encouraged to pursue higher skilled and demanding study and employment pathways.**
- 3. On leaving school, the pathway of most young people with a learning disability is one of college or unemployment. If attending college, the danger is that they ‘cycle’ between different courses rather than being supported along a pathway into employment – although this appears to be changing with greater focus on student attainment and progression.**
- 4. Employers are the gatekeepers to the labour market and further efforts are needed to challenge both employers’ and employees’ preconceptions of what people with a learning disability are able to do in the workplace. At the same time, many employers are already engaging in this area and need support on how best to provide real, sustainable employment opportunities for people with a learning disability.**
- 5. While societal and labour market factors clearly contribute to the low employment rate of people with a learning disability, one cannot overlook the personal issues that individuals need help to overcome in order to progress towards and into sustained and rewarding employment. Specialist and ongoing employability support is therefore needed to achieve their employment aspirations, while a more supportive benefits system would also help individuals work more hours.**

4. Mainstream Employability Provision

Introduction

This chapter is the first of three that maps the employability provision targeted at people with a learning disability in Scotland – with the focus here on mainstream programmes funded by national organisations. Specifically the chapter maps the provision funded by DWP/Jobcentre Plus, Scottish Government, Skills Development Scotland and Scottish Funding Council. Where available, the programme’s activities, delivery organisations, funding amount, outputs and outcomes are provided – with 2014/15 chosen as the designated year.

DWP / Jobcentre Plus

The DWP’s employability provision is directed towards their customers who are claiming income-replacement, work-related activity benefits (i.e. Jobseekers Allowance, work-related Employment and Support Allowance, and work-related Universal Credit claimants)⁴³. To be in the work-related ESA group, individuals are assessed at their Work Capability Assessment to be able to progress into employment within 12 months.

All customers can access mainstream programmes – such as **Work Programme**, **Community Work Placements**, **Mandatory Work Activity** and the **New Enterprise Allowance** – but the main targeted provision for people with a disability (including those with a learning disability) is **Work Choice**. As Figure 4.1 shows Work Choice can provide work entry support, in-work support and longer-term support and in 2014/15, there were 2,280 Work Choice starts in Scotland. Across the UK, Work Choice has a sustained unsupported job outcome of 18-20%.

Other targeted provision available through DWP is the **Specialist Employability Scheme** (a UK scheme offering 3,400 places over the two years from September 2015⁴⁴) and **Access to Work grants** to help individuals pay for practical support to start work, stay in work, or start a business. For both schemes, Scotland data is not available.

Scottish Government – Community Jobs Scotland

The DWP is also a funder (via Work Choice) alongside the Scottish Government of the Community Jobs Scotland (CJS) jobs that are targeted at young people with a disability or long-term health condition. These targeted 18 month jobs last longer than the standard, 6-9 month CJS jobs and offer at least 16 hours per week. 104 jobs were created for people with a disability or long-term health condition in 2013/14 and of those that completed (noting that these jobs are not limited to people with a learning disability), 45% were in employment 13 weeks after completing their CJS job.

43 Disability Living Allowance and Personal Independence Payment claimants are not referred to employability provision.

44 The pan-disability providers in the Specialist Employability Scheme are Shaw Trust, Remploy, Kennedy Scott and Steps to Employment (St Loyes, Enham and Portland Colleges).

Figure 4.1: Mainstream Employability Services for People with a Learning Disability in Scotland

	Descriptor	Eligibility/Targeted At	Delivery Organisations	Annual Funding	Outputs and Outcomes
DWP /JOBCENTRE PLUS					
Work Choice	<p>Voluntary programme for people with a disability and provides support around finding employment. Support can be tailored to meet individual needs and aims to help individuals achieve their full potential and move towards being more independent. Supports can include:</p> <ul style="list-style-type: none"> • Training and skills development. • Confidence building. • Interview coaching. <p>Three modules (or levels) of help available:</p> <ul style="list-style-type: none"> • Work Entry - Work-related advice and help with personal skills to support job search - up to 6 months • In-Work Support - Once employment (or self-employment) of 16 hours or more per week is found, the Work Choice provider supports the individual to start work and stay in work - up to 2 years • Longer-Term Support - Help to progress in employment and work without support - long-term and not time limited 	<p>To be eligible for Work Choice individuals must:</p> <ul style="list-style-type: none"> • Be of working age. • Need support in work as well as to find a job. • Be able to work at least 16 hours a week after Work Entry Support. • Have a recognised disability that makes it hard to get or keep a job. • Need specialist help that other government programmes or schemes cannot provide. <p>People can also apply for Work Choice if they are in a job but are at risk of losing it because of their disability.</p>	<p>Momentum Skills Shaw Trust</p>	<p>Estimated at £8,687,733 in 2013/14⁴⁵</p>	<p>In 2014/15, 20,860 referrals in Great Britain resulting in 16,060 starts and 10,980 job outcomes.</p> <p>Sustained, unsupported job outcome rate across the UK of 18-20%.</p> <p>Of the 20,860 referrals:</p> <ul style="list-style-type: none"> • 3,940 or 19% had a 'mild learning disability'; and 1,730 or 8% had a 'moderate to severe learning disability'. • 2,280 or 11% were in Scotland.
Specialist Employability Service	<p>Beginning in September 2015 for two years, the UK programme will offer places for 3,400 people of different disability types across the UK. There are two types of support on offer depending on their level of need.</p> <ul style="list-style-type: none"> • The (full) Specialist Employability Service (SES) will consist of intensive, end-to-end provision, supporting candidates all the way to employment for approximately 1 year. • SES Start Back will cater for people whose needs can be met by other provision, but who first need a little extra support to prepare them. Typically they will receive 3 months support and then progress into Work Choice or other provision. 	<p>Individuals with more severe needs where Work Choice and other mainstream provision is not suitable</p>	<p>Shaw Trust Remploy Kennedy Scott Steps to Employment (St Loyes, Enham and Portland Colleges)</p>	<p>N/A</p>	<p>N/A - started in September 2015</p>
Access to Work	<p>Access to Work grants are available in England, Scotland and Wales to pay for practical support for those with a disability, health or mental health condition to help individuals start work, stay in work, and move into self-employment or start a business. For example, it can be used to pay for:</p> <ul style="list-style-type: none"> • Adaptations to workplace equipment. • Special equipment. • Fares to work if unable to use public transport. • A support worker or job coach to help in the workplace. • Disability awareness training for colleagues. • A communicator at a job interview. • The cost of moving equipment if changing location or job. <p>There is no set amount for an Access to Work grant as how much an individual receives depends on their circumstances. However, from 1st October 2015 the grant is capped at £40,800 per year for all new grants (with this applying to all grants given before October 2015 by April 2018).</p>	<p>Individual's disability or health condition must either affect their ability to do a job, or require payment of work-related costs, e.g. special computer equipment or travel costs because public transport cannot be used. The disability or condition must also be likely to last at least a year.</p>	<p>N/A</p>	<p>N/A</p>	<p>In 2014/15, there were 36,760 people across Great Britain receiving Access to Work grants.</p> <ul style="list-style-type: none"> • 24,720 were existing customers. • 12,050 were new customers. <p>By primary medical condition:</p> <ul style="list-style-type: none"> • 2,010 or 5% had a learning disability, 520 were new starts in 2014-15. • 4,550 or 12% had dyslexia.

COMMUNITY JOBS SCOTLAND					
Community Jobs Scotland	<p>The CJS programme creates paid opportunities in Third Sector organisations for young unemployed people.</p> <p>In recent phases, young people with a disability or long-term health condition have been specifically targeted with the offer of 18 month contracts with at least 16 hours per week.</p> <p>In Phase 3 (2013-2014), 104 jobs for young people with a disability or long-term health condition were created.</p>	16-24 year olds who are Work Choice eligible	<p>SCVO</p> <p>DWP</p> <p>Third Sector organisations</p>	Total funding for each job is £7,800 per person	<p>13 weeks after leaving:</p> <ul style="list-style-type: none"> • 45% were in employment. • 3% were in FT education. • 6% were volunteering. • 32% had returned to claiming benefits and were unemployed.

Skills Development Scotland

Across SDS’s products and services, there are no targeted offers for people with a learning disability. Instead the approach taken is to help ensure people with a learning disability, along with other equalities groups, can increasingly access mainstream SDS provision. Following the publication **Developing the Young Workforce: Scotland’s Youth Employment Strategy**, there has been far greater emphasis on increasing access among equalities groups and this has led to the development of:

- The **Equality Challenge Unit** which is made up of thematic specialities (though not one specifically dedicated to learning disabilities). They have been involved in developing and updating:
 - Regional ASN guides that provide key information on locally available services and supports for equalities groups.
 - CPD equalities training for SDS advisors ranging from face-to-face sessions to webinars.
 - The in-house Equalities Toolkit which is available on the OurSkillsForce website. While currently quite legislation heavy in terms of content, it is being updated to provide more scenarios to consider and work through.
- **Modern Apprenticeship Equalities Action Plan**, which sets out the actions which SDS will undertake with partners specifically to improve the participation of disabled and Black Minority Ethnic (BME) groups and care leavers in Modern Apprenticeships, as well as addressing gender imbalance within the uptake of occupational frameworks.
- **Employability Fund ASN Fund** - which provides funding to meet the additional requirements of people who have been assessed as ready for EF Stage 2-4 provision. In its first year, there had only been 8 calls for the ASN Fund.
- **Equalities Champions** in each SDS centre and these meet quarterly to share good practice and discuss issues faced.
- **Work Coaches** are also in place to work more intensively with young people in need of greater support to make successful transitions into positive destinations.

In terms of number of people that SDS support, their monitoring systems cannot break out the number of clients with a learning disability that they are working with.

Scottish Funding Council

The SFC does not specifically fund employability services across Scotland's colleges. However, employability is a core part of many of the courses delivered by Scotland's colleges as it helps support students to reach their full potential. College provision that is targeted towards people with a learning disability in 2014/15 is reported in Chapter 8 but, taken from SFC's student data, out of a total of 227,911 students in 2014/15, **29,288 or 13% were students recorded as having a disability**. As Figure 4.2 shows:

- 27% of disabled students were enrolled on DPG 18 (Special Programmes) courses, meaning that 73% were enrolled on mainstream courses.
- No distinct learning disability category is available.

Figure 4.2: Dominant Programme Group 18 (Special Programmes) and Total Students in Scotland's Colleges, 2014/15

	DPG 18 Students		All Students	
	Number	%	Number	%
Dyslexia	1,651	10.0	9,127	4.0
Multiple disabilities	2,072	12.6	5,241	2.3
A disability not listed above	2,323	14.1	5,138	2.3
Mental health difficulties	932	5.6	4,151	1.8
An unseen disability, e.g. diabetes, epilepsy, asthma	273	1.7	2,578	1.1
Deaf/have a hearing impairment	131	0.8	911	0.4
Wheelchair user/have mobility difficulties	229	1.4	904	0.4
Personal care support	209	1.3	739	0.3
Blind/are partially sighted	97	0.6	499	0.2
No known disability	8,581	52.0	198,623	87.1
Total	16,498	100.0	227,911	100.0

Source: SFC Infact Database

Further data on student characteristics should be available in the future as from 2016/17 onwards the following measures have been included in the College Outcome Agreement Guidance:

- The number and proportion of Credits relating to learners from different protected characteristic groups and care leavers (where data is available).
- The number and proportion of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement.

Although less employability focused, University Guidance includes the following relevant measures:

- The number and proportion of Scottish-domiciled undergraduate entrants of different protected characteristic groups and care leavers.
- The number and proportion of full-time first year Scottish-domiciled entrants from different protected characteristic groups returning to study in year two.

Chapter 4 Key Findings

- 1. The available data surrounding the mainstream programmes suggest that only very small numbers of people with a learning disability are accessing this provision – a perception that is also held by stakeholders.**
- 2. For Work Choice, there were 2,280 starts in Scotland in 2014/15 – but these are pan-disability starts and not specifically people with a learning disability. Across the UK, Work Choice has a sustained, unsupported job outcome rate of 18-20%.**
- 3. Access to Work grants were provided to 2,010 people with a learning disability (as their primary medical condition) across Great Britain in 2014/15. This would equate to 250-300 grants in Scotland.**
- 4. 104 CJS jobs were created for young people with a disability or long-term health condition – a grouping much wider than learning disability.**
- 5. SDS and SFC do not currently record learning disability as a characteristic in their monitoring systems – so not enabling any robust understanding of how engaged people with a learning disability are with their provision. DWP do not require providers to break out learning disability clients, but providers (such as ENABLE and Shaw Trust) do record this data and so could be reported on. Overall, the lack of detailed monitoring information relating to the employability and skills journeys of people with a learning disability needs to change to enable more informed funding and service delivery decisions to be made.**

5. Supported Employment

Introduction

The main targeted type of employability provision for people with additional support needs – which includes people with a learning disability – is supported employment. Beyer *et al.* find that it is the preferred service model for people with a learning disability compared to other options such as day services, sheltered employment and work training schemes⁴⁶. In Scotland, supported employment is promoted by the Scottish Government and the Scottish Union of Supported Employment (SUSE) with the **Supported Employment Framework** launched in 2010⁴⁷.

Description of Activities

The **Supported Employment Framework** sets out the five stepped approach to supported employment in Scotland (see Figure 5.1), recognising it as an employment first approach with the aspiration of employment of at least 16 hours/week.

Figure 5.1: The Five Stage Approach to Supported Employment

Engagement by SE Service	Vocational Profiling	Job Finding	Employer Engagement	On/Off the Job Support and Aftercare
Helping disabled people most distanced from the labour market to make informed choices on their own future.	Identifying skills and preferences for work, giving work experiences that will help the individual make their own vocational choices.	Identifying the preferred job through employer engagement, also providing support to the employer.	Finding out about the workplace environment, co-workers and the ‘supports’ a person might need.	Providing backup to the employee and their employer, developing independence in the workplace and addressing career progression in due course.

The framework in Scotland is consistent with the wider interpretation of supported employment as a **‘Place - Train - Maintain’** approach as explained below^{48 49 50 51}.

- **Place** – the initial focus is on structured and creative job matching and searching techniques that moves individuals quickly into work. This stage is most effective when the skills, preferences and experiences of the individual are identified and then matched to potential employers and job opportunities.

46 Beyer S et al. (2010) ‘A Comparison of Quality of Life Outcomes for People with Intellectual Disabilities in Supported Employment, Day Services and Employment Enterprises’, *Journal of Applied Research in Intellectual Disabilities*, Vol 23 pp 290-295.
 47 Scottish Government (2010) A Working Life for All Disabled People: The Supported Employment Framework for Scotland
 48 Kilsby M and Beyer S (2010) A Financial Cost Benefit Analysis of Kent Supported Employment – Establishing a Framework for Analysis.
 49 SUSE (2010) SUSE Survey on Changes in Mainstream Employability Services.
 50 Scottish Government (2010) A Working Life for All Disabled People: The Supported Employment Framework for Scotland.
 51 Care Services Improvement Partnership (2006) You Can Work It Out! Best Practice in Employment for People with a Learning Disability.

- **Train** – training and support is provided in the workplace (as opposed to pre-employment training and development programmes) as part of an agreed action plan to support the person in work. The training might be delivered by a job coach, the employer, a training provider or any combination of these. The rationale for learning in the workplace
- **learning by doing** – is that people learn best in the same building, surrounded by the same people, and using the same equipment as they will be using when working.
- **Maintain** – job coaches provide ongoing support to both the individual and their employer with the intensity of support reducing over time.

As well as the ‘place – train – maintain’ model, other key features of supported employment services are^{52 53 54 55 56}:

- **Customised support** that is tailored to each individual – beginning with an informed understanding of their skills, preferences and experiences, while the length of support is determined according to the needs of the individual and the supports provided by the employer and colleagues.
- **Experienced and skilled job coaches** that provide the ongoing support to individuals and employers.
- **Focus on real jobs** in the open labour.
- **The job is not an end in itself** and individuals should be able to access continuing assistance for career progression and the further acquisition of skills through their employer and relevant learning providers.

Supported employment requires intense and long-term support for individuals and employers but is seen as a financially viable option as its focus is on the structured fading out of support over time, which should free up resource to support new clients and, as a result, service costs and benefits should improve over time. It also provides financial ‘flowbacks’ such as increases in tax revenue, a reduction in the number of people claiming welfare benefits, and less dependency on locally run services⁵⁷. There is therefore a financial case for investing in effective supported employment services and these could be attractive investment opportunities for Social Investment Bonds (SIBs) – and SIBs are returned to in Chapter 8.

Provision Across Scotland in 2014/15

While widely recognised as an important and effective approach to supporting people with a learning disability into real, sustainable employment, there are inconsistencies in provision across Scotland. In 2010 the Scottish Government⁵⁸ identified a number of challenges – and these appear to hold true today in parts of Scotland. These challenges were around the:

- Lack of a strategic, co-ordinated approach in delivering Supported Employment services which has led to variation across Scotland. For example, some providers are delivering voluntary work, permitted work or work placements, while others provide training for work. Few providers were found to be offering jobs and holding consistently to a defined supported employment model.

52 Scottish Government (2010) *A Working Life for All Disabled People: The Supported Employment Framework for Scotland*.

53 HM Government (2011) *Valuing People Now - Employment*.

54 Beyer S and Robinson C (2009) *A Review of the Research Literature on Supported Employment: A Report for the Cross-Government Learning Disability Employment Strategy Team*.

55 Care Services Improvement Partnership (2006) *You Can Work It Out! Best Practice in Employment for People with a Learning Disability*.

56 Coultts P and Riddell S (2012) *Employers' Views of Supported Employment for Disabled People in Scotland*.

57 Kilsby M and Beyer S (2010) *A Financial Cost Benefit Analysis of Kent Supported Employment – Establishing a Framework for Analysis*.

58 Scottish Government (2010) *A Working Life for All Disabled People: The Supported Employment Framework for Scotland*.

- Lack of quality standards, underpinned by accredited staff training.
- Lack of long-term sustainable funding.

The findings align with those of Coutts and Riddell⁵⁹ who reported that:

- Local authority social work departments have traditionally taken the lead in the delivery of supported employment, but economic development divisions are increasingly adopting this role.
- Services rely on a patchwork of funding – e.g. local authority, ESF and charitable foundations – which leads to varying timeframes and targets.
- The difficulties involved in securing funding impacts on the ability to provide best practice services – particularly in relation to ongoing, in work support.

A further issue is the need for supported employment services to recognise that the desired outcomes are on reducing dependency on welfare benefits and achieving jobs with at least 16 hours per week as the employment outcome⁶⁰. Entry into voluntary or unpaid work is not the objective of supported employment.

Box 5.1: All in Edinburgh Supported Employment Model

All in Edinburgh is a consortium approach to the provision of supported employment for pan-disability clients in Edinburgh. Launched in May 2015 and following the Scottish Government's Supported Employment Framework, the consortium is made up of four organisations: ENABLE, The Action Group, Forth Sector and IntoWork. Its design and development was instigated by the movement of supported employment services from City of Edinburgh Council's social work department to economic development, and followed an in-depth external review of employability and skills provision for disabled people in Edinburgh.

The strengths of the approach are:

- A single joined up approach that helps to overcome a previously complex delivery landscape. There is one point of entry managed by City of Edinburgh Council, who then refer clients to one of the four partners.
- A 'partnership of four equals' with each partner committed to a common set of values and principles, while also bringing their own skills, local knowledge and experience to the consortium. For example, The Action Group have expertise in working with people with a learning disability.
- Provision is client-led that puts their needs and aspirations first. This is facilitated by a target client: worker ratio of 20:1.
- Focus on progressing people into real jobs in the open labour market.
- Clients are recorded and monitored on City of Edinburgh Council's Caselink management information system and so ties in with the Joined Up for Jobs service.
- Funding is in place for 4 years, with the potential of a 2 year extension, and this longevity brings certainty and stability for both consortium partners and service users. It also enables partners to engage with development work rather than devoting resources to securing short-term, annualised funding.
- The open procurement process through Public Contracts Scotland enabled ESF funding to be used alongside City of Edinburgh Council funding – so increasing the All in Edinburgh funding by 40%.

In terms of targets and outcomes:

- Across Years 1 to 4, the aim is to progress 800 clients into employment at a cost per job outcome of £7,000.
- In Year 1, indicative figures find that 600 people were supported through the All in Edinburgh approach, with over 150 moving into employment – a job outcome rate of at least 25%.

The All in Edinburgh approach is a supported employment model that has the potential to be replicated (or inform approaches) in other local authority areas.

Key learning points to take from it are:

- Edinburgh and its number of pan-disability residents brings a scale of service demand and funding that other local authorities may not have, so limiting the opportunity of adopting a consortium approach.
- The All in Edinburgh approach and the strength of the partnership working between the consortium organisations has taken considerable time, effort and resources to establish, meaning an appropriate design, development and procurement timeframe is required.

Figure 5.2 sets out the information gathered by this research from Scotland's local authorities on the supported employment services available in their areas in 2014/15. In reviewing the information provided, the key findings are:

- Supported employment services are **available in 26 of Scotland's 32 local authority areas**.
- The **department in which supported employment sits varies** and for the 21 local authorities providing this data, the services sit in:
 - Social work – 11 local authorities.
 - Economic development / employability – 7 local authorities.
 - Education – 2 local authorities.
 - Health and care / employability – 1 local authority.

Of note, there is a growing trend of supported employment services being transferred from social work to economic development/employability services.
- By annual budget for 2014/15, the amounts varied from £40,000 to £941,000. The spread was as follows:
 - Up to £99,000 – 3 local authorities.
 - £100,000 to £199,000 – 4 local authorities.
 - £200,000 to £299,000 – 5 local authorities.
 - £300,000 to £399,000 – 1 local authority.
 - £400,000 plus – 2 local authorities
- By number of learning disabilities clients, for the 20 local authorities that can and have provided this data, 1,216 clients were supported with the breakdown as follows:
 - Up to 49 clients – 11 local authorities.
 - 50 to 99 clients – 6 local authorities.
 - 100 plus clients – 3 local authorities.

- In terms of employment outcomes, where data was available, 248 of 878 clients were supported into at least 16 hours/week jobs, which is a **16 hours/week jobs job outcome rate of 28%**. This increases to 38% if all employment outcomes are included.
- A cost per job outcome calculation has been cautiously made⁶¹ to indicate a **cost per 16 hour/week job outcome of £14,000**.
- Of the other reported outcomes, 163 clients progressed into education or training, 54 into volunteering, and 20 into work experience placements.

Chapter 5 Key Findings

1. Supported employment services are well-established in many parts of Scotland with the Supported Employment Framework providing guidance around the model. However, it is not available in all local authority areas, with the mapping finding evidence of a supported employment service in 26 of the 32 local authority areas.
2. There is a growing trend of supported employment services being transferred from social work to employability/economic development departments. This is largely seen as a positive move as it means people with a learning disability are increasingly part of the mainstream employability pipeline. However, employability/economic development is not a statutory service that local authorities have to deliver and, as a consequence, these departments are increasingly under pressure and this could impact on the availability of services for people with a learning disability. Furthermore there is a danger that people with a learning disability get 'lost' within the mainstream client monitoring arrangements unless this client group is clearly defined and required to be reported against.
3. Linked to the point above, where supported employment sits within social work, the service is not always seen as employability expenditure. Perspectives vary but a significant minority of local employability staff have not included supported employment services in their returns without prompting.
4. For the local authority areas where data was provided, 1,156 people with a learning disability were supported in 2014/15 (across 18 local authorities). Given that these include returns from Scotland's largest cities, it is estimated that up to 2,000 people with a learning disability were engaged with supported employment services.
5. Again where data was provided, the 16 hours/week job outcome rate was 28% and this increases to 38% if all employment outcomes are included.
6. Interpreting the data with caution, the supported employment services have a cost per 16 hour/per week job outcome of £14,000.

6. Other Targeted Provision

Introduction

Having reviewed the mainstream and supported employment provision in Scotland, this chapter provides the mapping evidence on other employability provision that is targeted at people with a learning disability. It has been organised around four broad types of provision:

- Colleges.
- Specialist employability organisations.
- Project SEARCH.
- Social enterprises / sheltered employment.

The data presented should be treated as indicative of the landscape across Scotland and not a fully comprehensive picture given that the mapping has been dependent on the participation of organisations understood to be in scope of the research.

Colleges

As set out in Chapter 3, Scotland's colleges are a common post-school destination for people with a learning disability. Notwithstanding colleges' prime focus is on developing the skills, qualifications and employability of their learners, the research sought to capture the activities and employment outcomes for people with a learning disability. Information was provided by six of Scotland's colleges and the key findings are:

- In terms of provision, there would appear to be a **two-stage approach** with:
 - SCQF Level 1 and 2 courses that focus on developing learners' basic literacy, numeracy and IT skills and independent living skills. These could be described as alternatives to day care provision.
 - Work-related, pre-employment courses at SCQF Levels 3 to 5 that more directly prepare learners for specific jobs. These courses, with Project SEARCH being one example, are more employability focused.

As the Edinburgh College case study - see Box 6.1 - shows there are typically pathways in place to enable students to progress from introductory courses to more advanced employability courses. However, these may turn out to be multi-year pathways.

- In terms of outcomes, and noting that colleges have not been able to disaggregate between their different courses, the reported employment outcomes for people with a learning disability in 2014/15 were:
 - **A 16 hours/week jobs job outcome rate of 12%.**
 - **This increases to 20% if all employment outcomes are included.**

Figure 5.2: Supported Employment Services in Scotland, 2014/15

	Service Available	Stages of Pipeline Delivered	Department Located In	Annual Funding	Sources of Funding	Number of Learning Disabilities Clients	16 hrs/week Employment Outcomes for LD Clients	Other Employment Outcomes for LD Clients	Other Outcomes for LD Clients
Aberdeen City	No	-	-	-	-	-	-	-	-
Aberdeenshire	Yes	1 to 5	Social Work	£420,000	Aberdeenshire Council	98	22	40 supported permitted work	15 educ/training 20 work experience placements 30 volunteering placements
Angus	Yes	1 to 5	Social Work	N/A	N/A	32	3	0	26 educ/training 18 qualifications 23 other
Argyll and Bute	No	-	-	-	-	-	-	-	-
Clackmannanshire	Yes	1 to 5	Adult Day Services	£47,000	Clackmannanshire Council	26	0	0	1 educ/training 1 qualifications 18 other
Dumfries & Galloway	Yes	1 to 5	Employability and Skills Service	£180,000	Dumfries & Galloway Council	LD data not broken out	LD data not broken out	LD data not broken out	LD data not broken out
Dundee	Yes	1 to 5	Social Work	N/A	Dundee City Council	79	14	2 supported permitted work	8 educ/training 22 volunteering placements
East Ayrshire	Yes	1 to 5	Economic Development	£80,000	East Ayrshire Council European Social Fund	38	4	12	N/A
East Dunbartonshire	No	-	-	-	-	-	-	-	-
East Lothian	Yes	1 to 5	Economic Development		East Lothian Council	93	N/A	N/A	N/A
East Renfrewshire	No	-	-	-	-	-	-	-	-
Edinburgh	Yes	1 to 5	Economic Development	N/A	City of Edinburgh Council European Social Fund	95	28	N/A	N/A
Falkirk	Yes	1 to 5	Economic Development	N/A	N/A	Not provided	Not provided	Not provided	Not provided
Fife	Yes	1 to 5	Economic Development	N/A	Fife Council	Not provided	Not provided	Not provided	Not provided
Glasgow	Yes	1 to 5	Social Work Services	£285,000	Glasgow City Council (Social Work and Education) European Social Fund	120	29	N/A	N/A
Highland	No - The Shirrie Project is funded to deliver Supported Employment services (see Figure 6.1)								
Inverclyde	Yes	4 to 5	Education	£10,000	Inverclyde Council (delivered in partnership with West College Scotland)	12	0	12 (paid 26 wk work placements)	N/A
Midlothian	Yes	1 to 5	Education	£200,000	Midlothian Council	20	20	0	N/A
Moray	Yes	1 to 5	Social Care & Education	N/A	N/A	148	66	7	41 educ/training

North Ayrshire	Yes	1 to 5	Social Work (Skills for Life service)	200,000 (for vulnerable groups incl care leavers, ex-offenders, mental health, disabilities)	North Ayrshire Council	Not provided	Not provided	Not provided	Not provided
North Lanarkshire	Yes	1 to 5	Housing & Social Work	£941,137 (includes learning disability, brain injury, mental health, care leavers)	North Lanarkshire Council	233 (of which 85 are job finding)	33	7	4 educ/ training 6 qualifications 10 other
Orkney	Yes	1 to 5	Orkney Health and Care Employability Orkney	£51,000	Orkney Council	8	2	2	8 educ/ training 1 qualification 2 other
Perth and Kinross	Yes	1 to 5	Employment Support	£200,000	Perth & Kinross Employability Network	106	LD data not broken out	LD data not broken out	LD data not broken out
Renfrewshire	No	-	-	-	-	-	-	-	-
Scottish Borders	Yes	1 to 5	Not provided	£100,000 for LD (total SE is £350,000)	Scottish Borders Council	17 of 60 clients in total	9	3	-
Shetland	Yes	N/A	Adult Services Youth Services	£180,900	Shetland Council	46	Not provided	Not provided	Not provided
South Ayrshire	Yes	1 to 5	Employability and Skills	N/A	Employability Fund	20-30 school leavers (autism / mild LD)	LD data not broken out	LD data not broken out	LD data not broken out
South Lanarkshire	Yes	1 to 5	Corporate Resources	£345,000 (including Work It Out and Project SEARCH - see Figure 6.1)	South Lanarkshire Council	55	13	-	42 educ/ training 23 qualification
Stirling	Yes	1 to 5	Social Work	Not provided	Stirling Council	61	3	2 work placements	17 training 2 voluntary work
West Dunbartonshire	Yes	1 to 5	Social Work	N/A	West Dunbartonshire Council	20	LD data not broken out	LD data not broken out	LD data not broken out
West Lothian	Yes	1 to 5	Social Policy	Not provided	West Lothian Council	Not provided	LD data not broken out	LD data not broken out	LD data not broken out
Western Isles	Yes	1 to 5	Education	£40,000	Comhairle Nan Eilean Siar Lews Castle College	22	2	5	1 educ/ training 11 qualifications

Box 6.1: Edinburgh College Provision

Edinburgh College offers a range of Access and Continuing Education (ACE) courses at SCQF Levels 1 to 4 that students with a learning disability can access. These are summarised below and have been 'Levelled' so that students may progress along a learning pathway, rather than get 'stuck in a revolving door'. Other factors that will help counter the 'revolving door' phenomenon are the SFC's focus on funding full-time places and qualification attainment, and college regionalisation as students cannot cycle between different colleges in the local area to do same level courses. Edinburgh College then invests resources to support progression post-college by securing work placements with local public, private and third sector employers, working closely with Edinburgh's Employability Hubs and organising 'Moving On' events.

The ACE courses are:

- Entry Level Towards Independence - a two-year part-time course at SCQF Level 1.
- Entry Level Essential Skills focused on literacy, numeracy and IT at SCQF Levels 1-2.
- Entry to Supported Employment - a two-year SCQF Level 1-2 course with progression to Preparation for Supported Employment.
- Preparation for Supported Employment - a two-year SCQF Level 2-3 course covering communication, numeracy, IT, employability, sport and fitness.
- Project SEARCH - in conjunction with the host employer (City of Edinburgh Council and NHS Lothian) and IntoWork, the programme leads to an Employability Award at SCQF Level 4-5.

In addition, where students are able to do so, they can enrol on any of the college's mainstream programmes and receive support during the course.

The students with a learning disability who enrol on the ACE courses above are designated as being in Dominant Priority Group (DPG) 18 and receive a higher level of funding per unit of learning from the SFC (additional weighting of 1.8). To help support this group, the College works closely with schools to share information on students. In 2015/16, there were over 1,800 DPG 18 enrolments at Edinburgh College.

In addition, students can enrol on any of the college's mainstream programmes and, if applicable, receive extended learning support during the course.

There will also be students with mild learning disabilities who enrol on mainstream courses and do not disclose their disability, for which they could receive Extended Learning Support. The number of students in this group is understood to be small.

Specialist Employability Organisations

There are a number of third sector organisations that provide targeted and specialist employability services for people with a learning disability, potentially within a wider portfolio of activities for other disabled individuals. Some organisations have national coverage, while others have a more specific local authority focus.

Up to 15 of these organisations were approached for their employability performance data but the response rate was low, which does not allow a comprehensive understanding of employability provision for people with a learning disability across Scotland. The outcomes data reported below should therefore be read as indicative rather than an accurate reflection of this sector's performance.

In terms of outcomes, the reported employment outcomes for people with a learning disability in 2014/15 were:

- **A 16 hours/week jobs job outcome rate of 14%** (and a cost per 16 hours/week job outcome figure of £17,200).
- **This increases to 23% if all employment outcomes are included.**

Project SEARCH

One programme that follows supported employment best practice and is specifically targeted at people with a learning disability is Project SEARCH. Originally developed at Cincinnati Children's Hospital Medical Center in 1996, the licensed model has since been applied in parts of Scotland. Scotland's first Project SEARCH programme was between Motherwell College, North Lanarkshire Council, NHS Lanarkshire and SERCO (a private sector employer working in NHS Lanarkshire hospitals) but it has since been taken up by:

- City of Edinburgh Council.
- Dumfries and Galloway Council (launched in 2015/16).
- NHS Ayrshire and Arran.
- NHS Greater Glasgow and Clyde.
- NHS Lothian (launched in 2015/16).
- Renfrewshire Council (launched in 2015/16).
- University of Aberdeen.
- University of Strathclyde.

Box 6.2: Project SEARCH Design

Project SEARCH's main aim is to support people with a learning disability into real, sustainable paid employment and, in doing this, the project will also⁶²:

- Provide individuals with the opportunity to learn employability skills.
- Provide individuals with hands on experience in the workplace combined with classroom sessions geared towards reinforcing this learning.
- Raise expectations of employers, participants and families so that they see full-time employment as a realistic expectation.

The key features of the Project SEARCH model are^{63 64 65}:

- It involves a partnership between the host business, a supported employment agency (which provides a full-time job coach), and a training provider (e.g. a college). Ideally, it is employer-led where participants learn relevant marketable skills while immersed in the business.
- The focus is on progressing participants into real, sustainable jobs of more than 16 hours per week.

62 SCLD (2014) *Project SEARCH Scotland report*

63 SCLD (2014) *Project SEARCH Scotland report*

64 North Lanarkshire Council (2013) *SROI Evaluation: Project SEARCH*.

65 Kaehne A (2014) *Evaluation of Employment Outcomes of Project SEARCH UK: Final Report*.

- The programme lasts one year and is delivered in the business workplace (i.e. all training is delivered on the job and/or in a classroom in the workplace). An example of a typical day would be to meet in the on-site classroom at 9am, work in their placements between 10am and 2.45pm, and return to the classroom for a debrief at 3pm.
- Each project has a cohort of between 8 and 12 people - so allowing more intensive, personalised support from the job coaches and tutors.
- The recruitment process for Project SEARCH is intensive with the intention of selecting individuals who want to work and are able to follow instructions.
- Three work placements are provided within the host employer during the year to each participant with the aim of widening their work-related skills and experiences. Each placement typically lasts 10-12 weeks.
- Host business must employ a minimum of 200 people and have routine but complex jobs.
- Participants get continual feedback from managers, co-workers and project staff.
- A one-off, upfront £23,000 Project SEARCH licence is paid to Cincinnati Children's Hospital Medical Center.

Project SEARCH is seen as a consistent approach that has been developed and refined over a 20-year period. In that time, it has proven to be an effective employability programme for people with a learning disability as evidenced by nationally collated performance data:

- The 2014/15 data collated by this research found:
 - **A 16 hours/week jobs job outcome rate of 60%.**
 - **This increases to 73% if all employment outcomes are included.**
- The Scotland data collected by Cincinnati Children's Hospital for 2014/15 similarly find that **Scotland's 16 hours/week job outcome rate was 61%** (these jobs also pay the minimum wage, are in integrated employment, and have been sustained nine months after programmes have finished).
- The performance data aligns with the 70% employment outcome reported by SCLD across North Lanarkshire's and South Lanarkshire's Scotland's Project SEARCH programmes between 2010/11 and 2012/13, equating to a cost per participant of £8,000 to £10,000⁶⁶.
- Across the UK, Project SEARCH's average employment rate was 50% - of which over two thirds went into employment of more than 16 hours⁶⁷.

The benefits of Project SEARCH extend beyond the job outcomes achieved - as set out in the NHS Greater Glasgow & Clyde case study below. These include access to a skilled, committed and stable workforce in typically high turnover occupations; greater understanding of learning disability among other members of staff; and the ability to bring about a younger and more diverse workforce.

Box 6.3: NHS Greater Glasgow & Clyde – Project SEARCH Case Study

NHS Greater Glasgow & Clyde (NHSGGC) has been a Project SEARCH host employer since 2012, with their third cohort currently in placement. As this case study explains, Project SEARCH has been a successful addition to NHSGGC's employability programmes but it has required a lot of time and commitment from all delivery partners – namely, NHSGGC, Glasgow City Council (GCC) Social Work department and Glasgow Clyde College – to make it a success.

In starting Project SEARCH, the approach immediately received strong commitment at the strategic NHSGGC Board level but there was some caution at the operational level around the required internal resourcing and capacity levels to make Project SEARCH work. For example, would a dedicated HR position be needed to manage Project SEARCH; would there be support from individual departments to provide placements; and how would existing members of staff respond to working with people with a learning disability? In view of this, the decision was ***'to walk with it, before we run with it'*** with Project SEARCH initially hosted in the Facilities Directorate. The NHSGGC Project SEARCH programme follows the Cincinnati model and across the different partners involves:

- NHSGGC being the host employer, providing the onsite classroom, and providing HR support which includes mentoring and buddying for participants.
- GCC Social Work department referring people to the programme, providing pre-work and interview skills, and providing the job coaches.
- Glasgow Clyde College providing the tutors.

The programme has been successful with 18 of the 21 participants on Years 1 and 2 of Project SEARCH employed, with 14 of these employed by NHSGGC. Their jobs in NHSGGC are seven catering assistants, five domestic staff, and two porters.

The reasons for the strong employment outcomes are:

- The time, resources and commitment invested in the programme by all delivery partners.
- The thorough recruitment process onto the programme with GCC Social Work department and Glasgow Clyde College initially selecting candidates, followed by an interview with NHS managers and supervisors. Their experience suggests that Project SEARCH works best for those who are more job ready
- The appropriateness of the work placements – i.e. occupations with routine and repetitive tasks. These include hospital porters, cleaning and catering roles, but have started to expand to health records and administration, laboratory, decontamination unit, and hospitality roles.
- The wider network of support that participants' direct line managers can access from the Project SEARCH delivery partners to help address any issues encountered.
- The buddy system that offers informal, ongoing support from colleagues within the workplace.

NHSGGC remain committed to Project SEARCH and would like it to continue and expand into different parts of the organisation provided delivery partners can bring sufficient resources to the programme. NHSGGC's commitment to Project SEARCH relates to the positive impacts that it has had, which include:

- Project SEARCH participants are committed workers with a strong work ethic, low sickness rate and good communication skills. Many have since progressed into permanent roles within NHSGGC. Project SEARCH therefore offers a source of committed workers in occupations that NHSGGC have typically had high staffturnover levels.
- NHS staff developing a greater understanding of disability by working alongside Project SEARCH participants. They have become more disability aware '*naturally*'.
- Project SEARCH enables NHSGGC to employ a more diverse workforce that better reflects its patients, while also helping to tackle its ageing workforce as Project SEARCH is targeted at 18-24 year olds.

Given the positive impacts that Project SEARCH has had, NHSGGC is a strong proponent of the programme to other employers. However, to boost uptake among employers there is a need to better market Project SEARCH highlighting the positive outcomes and impacts it generates.

There is also a need to secure further funding to widen the availability of Project SEARCH and, to support this, NHSGGC feel that there is a need to quantify the return on investment from Project SEARCH – particularly the savings to the public purse of having a person with a learning disability in sustainable employment as opposed to being engaged with social work.

While effective at supporting young people into real and sustainable employment, with annual cohorts of 8-12 participants per employer, the number of Project SEARCH participants across Scotland is currently in the range of 100-150 people per annum. Furthermore, Project SEARCH's intensive recruitment process that identifies those wanting to work and able to follow instructions, and then supports them for one year, means that employment outcome rates should be high relative to other approaches.

Social Enterprises/Sheltered Employment

There are also a number of organisations, many of which are social enterprises, that provide training and employment opportunities for people with a learning disability. Organisations that fall within this typology and view themselves as providing some employability supports include The Bread Maker in Aberdeen City, The Usual Place café run by Inspired Community Enterprise Trust in Dumfries, Newark Enterprises in Inverclyde, and North Lanarkshire Industries. There are also other organisations that provide similar sheltered employment opportunities and do not deliver employability supports⁶⁸. In terms of outcomes, the evidence base provided is limited but the reported employment outcomes for people with a learning disability in 2014/15 were a **16 hours/week jobs job outcome rate of 5%**.

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These organisations include The Boyndie Trust, Aberdeenshire and Moray; Computers and Integration, Aberdeenshire; Create Aberdeen, Aberdeen City; Fox Lane Market Garden Coop Limited, Aberdeenshire; Silver Birch, East Dunbartonshire/Glasgow.

Chapter 6 Key Findings

- 1. This chapter has attempted to differentiate other targeted provision between college, specialist employability organisations, Project SEARCH, and social enterprises / sheltered employment provision. Overall, provision can be described as patchy across Scotland with no consistency in offer.**
- 2. Colleges are a common post-school destination for people with a learning disability and there appears to be a two tier approach with basic SCQF Level 1 and 2 courses on the one hand; and work-related SCQF Levels 3 to 5 courses on the other. Combined and where data is available, the 16 hours/week job outcome rate is 12%, and this increases to 20% if all employment outcomes are included.**
- 3. Specialist employability organisations have a 16 hours/week job outcome rate of 14% (and a cost per 16 hours/week job outcome of £17,200), and this increases to 23% if all employment outcomes are included.**
- 4. Project SEARCH programmes achieve higher employment outcome rates – a 16 hours/week job outcome rate of 61% in Scotland as reported by Cincinnati Children’s Hospital – but cohort sizes are necessarily kept small. A cost per job calculation is not possible due to the limited supply of Project SEARCH cost data.**
- 5. The data for social enterprises/sheltered employment is very limited in scope but points towards a 16 hours/week job outcome rate of 5%.**

Figure 6.1: Other Targeted Employability Services in Scotland, 2014/15

	Project / Service Name	Delivery Organisations (Delivery Lead in Bold)	Stages of Pipeline Delivered	Annual Funding	Sources of Funding	Number of Learning Disabilities Clients	16 hrs/week Employment Outcomes for LD Clients	Other Employment Outcomes for LD Clients	Other Outcomes for LD Clients
Aberdeen City	The Bread Maker	The Bread Maker	1	£35 per day; £20 per ½ day	Local authorities	20	1	0	1 educ/training 1 qualifications
	Inspire Academy	Inspire Ventures	1 to 5	£33,000	Internal	48	10	11	8 educ/training 48 qualifications
Aberdeenshire	See Inspire Academy - Aberdeen City								
Angus	Moving Forward	Dundee & Angus College	1 to 3	N/A	N/A	36	3	0	8 educ/training 36 qualifications
Argyll and Bute	No targeted services reported								
Clackmannanshire	Forth Valley College	Forth Valley College	1 to 5	N/A	Scottish Funding Council	100	12	12	60 educ/training 100 qualifications
Dumfries & Galloway	The Usual Place (funded from 2015/16)	Inspired Community Enterprise Trust D&G College D&G Council Windmills	1 to 4	£1,400,000 (covering a multi-year period)	Big Lottery Holywood Trust Wooden Spoon Area Committee Voluntary Action Fund	N/A	N/A	N/A	N/A
Dundee	See Moving Forward - Dundee & Angus College								
East Ayrshire	Project SEARCH	NHS Ayrshire & Arran East Ayrshire Council Ayrshire College	1 to 5	N/A	East Ayrshire Council Ayrshire College NHS Ayrshire & Arran	10	4	2	2 educ/training 9 qualification
East Dunbartonshire	No targeted services reported								
East Lothian	No targeted services reported								
East Renfrewshire	No targeted services reported								
Edinburgh	Real Jobs Service	The Action Group	1 to 5	£192,000	City of Edinburgh Council ESF	149	11	9	33 educ/training 12 volunteering
	Project SEARCH	City of Edinburgh Council Edinburgh College Into Work	1 to 5	£67,100	City of Edinburgh Council	12 - Autism only	2	4	3 educ/training
Falkirk	Real Jobs Falkirk	The Action Group	1 to 5	£118,000	Falkirk Council	24	7	N/A	N/A
Fife	See also Forth Valley College (detailed for Clackmannanshire) No targeted services reported								

Glasgow	Development - SCQF 1 to 3 Transitions - SCQF 3 to 4 Project SEARCH - SCQF 3+ CityWorks - SCQF 2 to 3	City of Glasgow College ENABLE Autism Network Glasgow City Council	1 to 5	N/A	Scottish Funding Council	100	10	0	40 educ/training 90 qualifications
	College provision	Glasgow Clyde College	3 & 4	N/A	Scottish Funding Council	48	10	0	24 educ/training 48 qualifications
	Project SEARCH	NHSGGC Glasgow Clyde College Glasgow City Council	1 to 5	N/A	NHSGGC Glasgow Clyde College Glasgow City Council	21 (Years 1 & 2)	18	0	N/A
	On The Hoof	Venture Trust ENABLE Scotland	2	£50,000	Various - include Children in Need	24	3	0	20 educ/training Softer outcomes recorded
Highland	Supported Employment	The Shirlie Project	1 to 5	£230,000	Highland Council	18	3	4	4 educ/training
Inverclyde	Moving On	West College Scotland	1 to 5	N/A	Scottish Funding Council	12	0	12	N/A
	Newark Enterprises	Inverclyde Development Trust	1 to 5	£25,000	SDS Employability Fund for placement wages	12 (out of total of 30 clients with learning difficulties and other disabilities, and non-school attendees)	1	4	5 educ/training
	Catering training for employment	Unity Enterprise	3	£69,000	Local authority	23	3	2	6 educ/training 3 qualifications
	Leading the Way - Supported employment	ENABLE Scotland	1 to 5	£46,000	Local authority	31	6	8	1 education 3 other outcome
	PABO	Parklea Association Branching Out	Not provided	£120,000	Local authority	40	0	0	40 training and work placements in horticulture (2-3 days a week)
Midlothian	Into Work	Into Work Midlothian	1 to 5	£35,000 (from local authority)	Local authority Big Lottery Fund	7 (out of total of 23 clients with learning difficulties and other disabilities)	Not provided	2 (including one progressing to self-employment)	2 work placements 2 volunteering
Moray	No targeted services reported								
North Ayrshire	Hazeldene Horticulture	ENABLE Scotland	Not provided	£200,000	Local authority	Not provided	Not provided	Not provided	Not provided
	Lookahead	The Wise Group	Not provided	£70,000	Local authority (under review, not currently funded)	Not provided	Not provided	Not provided	Not provided
	Strathclyde Project	Momentum	Not provided	Not provided	BLF	Around 30% of all. Case-load around 100 across three LAs	Not provided	Not provided	Not provided
North Lanarkshire	North Lanarkshire Industries (NLI)	North Lanarkshire Council Shaw Trust	3 & 5	£86,400	Work Choice	18	1	N/A	N/A

Orkney	No targeted services reported								
Perth and Kinross	Giraffe Checkin PUSH	Perth & Kinross Employability Network	1 to 5	Not provided	Local authority Big Lottery Foundations & Trusts	50	2	16	N/A
Renfrewshire	Ren-frewshire Employment Partnership	Capability Works	Not pro- vided	£90,000	Local authority	Not pro- vided	Not pro- vided	Not pro- vided	Not provided
	Strathclyde Programme	Momentum	Not pro- vided	Not provided	BLF	30% of all clients. Around 100 people in caseload.	Not pro- vided	Not pro- vided	Not provided
	Capability Works	Capability Scotland	1 to 5	£90,000	Local authority	110 (2011 to 2014)	Not pro- vided	28 (full- and part- time - no breakdown available)	42 volunteering
Scottish Borders	No targeted services reported								
Shetland	Moving On	Moving On	Not pro- vided	Not provided	Local authority	20	Not pro- vided	Not pro- vided	Not provided
South Ayrshire	Rosies Retro Social Enterprise	Turningpoint	Not pro- vided	Not provided	Not pro- vided	6	Not pro- vided	Not pro- vided	Not provided
South Lanarkshire	Project SEARCH	NHS Lanark- shire South Lanark- shire Council	1 to 5	£345,000 (also including Work It Out)	South Lanarkshire Council / Big Lottery	5	5	0	0 educ/training 0 qualification
	Work It Out	South Lanark- shire Council	1 to 5			55-60 young people aged 15-18 years old with SEN/ASN	Not pro- vided	Not pro- vided	42 education 23 SVQ certificate
	Strathclyde Programme	Momentum	Not pro- vided	Not provided	BLF	30% of all clients. Around 100 people in caseload.	Not pro- vided	Not pro- vided	Not provided
Stirling	Lifestart Workstart	Not provided	Not pro- vided	Not provided	Scottish Funding Council	120 Work- start	Not pro- vided	Not pro- vided	Not provided
	See also Forth Valley College (detailed for Clackmannanshire)								
West Dunbartonshire	No targeted services reported								
West Lothian	No targeted services reported in 2014/15 - though Into Work reported to be delivering service in 2016								
Western Isles	No targeted services reported								

7. What Works

Introduction

This chapter draws on the mapping returns and the stakeholder interviews to provide an overview of what experienced practitioners in the learning disability field believe to be most effective and what factors make progression towards and into sustained employment difficult. The chapter concludes with practitioners' views on what the priorities for future investment and activity should be.

What Works

The consensus view of providers and stakeholders is that the approach set out in the Supported Employment Framework remains good practice. This section will consider specific points raised by providers and stakeholders under each of the Framework's five stages but begins by stating the **cross-cutting features** that help underpin its effective delivery. These are:

- **Person-centred approach**, which focuses the support on the needs, skills and aspirations of the individual and then progresses them at their own pace. In some cases, this means moving backwards as well as forwards along the model, and so is not a linear 'conveyor belt'. If provision is in a group setting, the group should be small in size and allows for individual needs to be met. Similarly job coach or advisor caseloads should be kept small and manageable.
- **Long-term support** with continued support across the different stages. Ideally this will involve support workers who 'stick by you' and offer continuity of support.

STAGE 1	
Engagement by SE Service	Helping disabled people most distanced from the labour market to make informed choices on their own future.

Turning to the different stages of the Supported Employment Framework model, the views of providers and stakeholders are that at Stage 1 there is a need to:

- Be **employment focused from the very start**, so raising employment as the real and obtainable end goal that individuals can achieve.
- Carry out a **robust household-based assessment of benefit implications of moving into work** and implications of number of hours work required.
- **Work with parents and carers** to raise expectations of what their children are capable of and make them aware of the employment opportunities that can be open to them via the employability supports available.
- Linked to the point above, there needs to be **family commitment to moving into work**. This may require weighing up potential loss of income worthwhile when compared to wellbeing benefits of work and greater socialisation and activity.

STAGE 2

Vocational Profiling

Identifying skills and preferences for work, giving work experiences that will help the individual make their own vocational choices.

Stage 2 is a critical stage in preparing individuals for real employment and effectively encompasses both Stages 2 and 3 of the (mainstream) employability skills pipeline. Therefore Stage 2 of the Supported Employment Framework should not be rushed and instead ought to involve:

- **In-depth and thorough vocational profiling** so that each client's skills, qualities, ambitions and support needs can be fully understood.
- **Good quality work experience placements in real work environments** that are ideally:
 - Preceded by training and support for work colleagues so that they are themselves prepared for working with and supporting someone with a learning disability.
 - Of sufficient duration for the client to settle and gain confidence, while also allowing time to see if that job is suited to the individual.
 - Visible to other employees and customers – so helping to build awareness and acceptance of people with a learning disability in professional, work environments.
 - Be paid placements to provide a sense of reward.
 - Concluded with a 'career development review' after the placement to reflect on their experience of the placement and how this reinforces or changes their employment aspirations.

STAGE 3

Job Finding

Identifying the preferred job through employer engagement, also providing support to the employer.

Rather than job finding, Stage 3 is more widely interpreted as the need for **high quality job matching** that remains person-centred led. This entails:

- Applying the understanding gained from Stage 2 – particularly in relation to the skills and abilities of the individual and their desired occupation, hours and work environment – to **identifying the job opportunities that are most appropriate for each individual client**.
- Being **proactive in approaching employers** and encouraging them to discuss and identify employment opportunities that align with the needs and aspirations of the client. This could include exploiting organisations' strategic commitments to CSR or to a more diverse workforce.
- Being **creative with employers** in terms of:
 - Identifying or suggesting business tasks that people with a learning disability could do.
 - Getting clients in front of employers so that the employer and existing employees can see in person what they are capable of. This also builds familiarity among the workforce of having colleagues who have a learning disability.

- **Focus efforts on large and medium-sized businesses**, where they exist in local areas, as they are more likely to have job roles that are appropriate for people with a learning disability. Small and micro employers typically require staff who can multi-skill.
- **Highlight the business case of recruiting people with a learning disability** in terms of their skills, work ethic and high retention levels.
- Using **employer recruitment incentives**, where available.
- Being **supportive of the employer** in terms of enabling them to make reasonable adjustments at the recruitment stage, such as flexibility in circumventing online application requirements.

STAGE 4	
Employer Engagement	Finding out about the workplace environment, co-workers and the 'supports' a person might need.

An effective Stage 3 will reduce the amount of resources allocated to Stage 4 as the work involved in finding out about the realities of the workplace should have been done up front. Nonetheless, **maintaining a strong relationship with employers** (including employer networks such as Chambers) is important as this can secure future job and work placement opportunities. From a client perspective, the key task revolves around ensuring that **reasonable adjustments** are made for the client in the workplace, and that they are **working in a supportive environment**. However, Stage 4 should also involve employability organisations spending time to understand the employers they are working with and to help overcome any issues or concerns they have employing people with a learning disability.

STAGE 5	
On/Off the Job Support and Aftercare	Providing backup to the employee and their employer, developing independence in the workplace and addressing career progression in due course.

Stage 5 is critical if the job entries are to be sustainable and, indeed, lead to future career progression. The critical features are:

- **Skilled and experienced job coaches** in place who have small caseloads and can provide intensive support to people with a learning disability in the workplace. Supports would include breaking down, explaining and demonstrating different work-related tasks.
- **Employers have access to specialist support** as they will unlikely have this expertise in house.
- **Gradual phasing out of support over time** – though it should remain in place for as long as the client or the employer needs it. The option of support should always be there beyond this stage, particularly to pick up on any changes in the job role or terms of employment that may cause a mini crisis for the individual.

The characteristics outlined above can and should be embedded within all employability provision targeted at people with a learning disability – whether supported employment and other targeted provision. With these elements in place,

services should be effective in supporting clients into sustainable employment. However, some projects and services do not turn out to be as effective as planned, and as a result funders should:

- Monitor service performance closely, particularly in terms of employment outcomes achieved.
- Be prepared to end or de-commission provision that is not working and re-engineer provision that will be more effective building on the lessons learned. In re-engineering provision, clients and experienced practitioners should be fully consulted with – taking a co-production approach to service design.

Challenging Factors

The above section set out what stakeholders and providers understand to be effective in supporting people with a learning disability into employment. However, in delivering the different stages and activities therein, a number of challenges were raised that impact on service delivery. Figure 7.1 sets out the challenges by Supported Employment stage, before discussing cross-cutting challenges identified.

Figure 7.1: Challenges by Supported Employment Stage

<p>Stage 1: Engagement by SE Service</p>	<ul style="list-style-type: none"> • Within a cluttered and confusing landscape, there is <i>no single point of information or directory to find out about employability and other-relevant services</i> available for people with a learning disability. • <i>Gradual erosion of Disability Employment Advisers</i> (DEAs) from local Jobcentre Plus offices is impacting on the specialist support provided to people with a learning disability and on referrals to other services. Figures on the number of DEAs now in post are not easy to ascertain but various reports suggest at a national (UK) level DEAs have declined from a reported 650 to less than 250. Stakeholders highlight the importance of having DEA skills to recognise the challenges people with (often undiagnosed) learning disabilities have in interacting with the benefits system and conforming to their obligations. DEAs have unique skills to work with clients who need additional support, ensure that they are on an appropriate benefit and avoid circumstances where, due to the nature of their condition, they may have otherwise fallen foul of conditionality. Furthermore, DEAs are often the key referral agent to supported employment and other targeted services. • <i>Parental caution</i> with parents and carers anxious about the progression to more independent living, including employment. Others can have low aspirations of what jobs their children are capable of, while some may fear the loss or reduction in benefits entitlement from movement into employment.
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<p>Stage 2: Vocational Profiling</p>	<ul style="list-style-type: none"> • Local gaps in next step options – such as that Employability Fund Stage 2 provision, accredited but supported training opportunities, and supported work placements – that act as an intermediary step between school or college to open employment. • Increasing difficulties securing work experience placements for clients because of the substantial (and ever increasing) demand for placements from schools, colleges, universities and other employability services. In this context, employers may see people with a learning disability as a more challenging and resource intensive placement type – particularly as people with a learning disability need longer duration placements. • Challenges bridging the gap between work experience and real jobs as placements are often 3-4 hours a week, unpaid and provided as part of corporate social responsibility, while ‘real’ jobs have 16 or more hours and can deliver increased income alongside a wide range of wellbeing benefits to the individual and family.
<p>Stage 3: Job Finding and Stage 4: Employer Engagement</p>	<ul style="list-style-type: none"> • Challenging employer attitudes with many employers unaware or do not understand how people with a learning disability can undertake complex tasks and become a valued member of their business. Within the workforce, there can also be a fear amongst existing staff members on how they would cope with a colleague who has a learning disability. • Employer concerns about how they can support people with a learning disability in their workplace – and the resource costs for the employer in doing so. Employers note the resource costs (e.g. through mentoring, buddying and working with external job coaches) should not be under-estimated and purposefully started with small numbers of employees with a learning disability and then assessed what capacity they have to recruit more. • Employer concerns around the possible actions and behaviour of other colleagues, for example whether managers and colleagues treat employees with a learning disability as equals and use appropriate language in the workplace. However, these concerns have not come to fruition and existing colleagues have been very supportive of employees with a learning disability. • Increasing difficulties meeting employer skills demands as they want employees who can multi-task, be adaptable and work in different settings. People with a learning disability typically work better carrying out routine and/or specific tasks, but struggle to continuously move between tasks. • Difficulties individuals can encounter adapting to ‘normal’ business change as any change in the organisation or its working practices can threaten the stability of employment for people with a learning disability. • Employers not providing reasonable adjustments during the interview process.

**Stage 5:
On/Off the Job
Support and
Aftercare**

- **Shortage of job coaches** with recruitment difficulties for experienced job coaches reported in some areas.
- **Difficulties responding to in-work crises** where subsequent changes in the nature of job roles – something that occurs within businesses – presents a crisis to the person with a learning disability and requires significant support to mentor them through the change. Providing on-call follow-up services is a particular challenge for services supported through outcome-related payments as stabilising a client does not attract any additional payment.

Beyond the challenges above that can be attributed to specific stages of the Supported Employment Framework, wider factors that were identified by stakeholders and providers were as follows:

- **Limited learning disability expertise and resourcing in mainstream services** in relation to:
 - Only small numbers of frontline advisors (such as DEAs) who have specialist knowledge of disabled people's support needs and are aware of the support available in their local area.
 - Work Choice not sufficient in resourcing amounts (i.e. amount of funding per client) to fund an effective supported employment service.
- **Inflexibility of mainstream services**, which includes:
 - Mainstream employability services reluctant to make reasonable adjustments to their service provision that would enable people with a learning disability to access it. This includes entry criteria set by providers for MA frameworks.
 - Predominance of outcome-based funding which puts people with a learning disability at a disadvantage relative to people closer to the labour market.
- **Short-term and annualised funding** which does not align with the long-term support needs of people with a learning disability.
- **Stringent application of welfare benefits entitlement** which can impact most on people with a learning disability as they may not fully understand the negative impact on their income from taking a job or increasing their weekly hours. Specific issues outlined were:
 - A concern that people with a learning disability's aspiration to work is leading them to be referred into the active benefit system with limited specialist provision available. The referral takes no account of the support resources necessary to secure employment nor the person's often limited knowledge of what work may require of them.
 - Where clients are receiving benefits that do not require them to look for work, the risks of not getting back onto these benefits (e.g. ESA Support group) are seen to outweigh any benefits from employment.
 - Overall, robust assessment of current and future benefit entitlement for the household is an essential first step. Most households can access work and be better off but this may well involve working for more than 16 hours. While income assessments are very important to help ensure that the individual client with a learning disability will have the support of their family in

accessing work, it is also worth recognising that for many families, income is a secondary issue and the wider socialisation, self-confidence, independence and health benefits of being more actively involved come first.

- **Cuts to public funding** which impacts on service survival, staffing levels and the capacity to support clients. The public spending cuts is further impacted by the ending of Big Lottery's Life Transitions funding stream and its movement away from supporting employability projects.

Future Priorities

This chapter concludes with the key priorities for action as identified by providers and stakeholders. These have been structured under the five stages of the Supported Employment Model where possible.

Figure 7.2: Future Priorities for Action by Supported Employment Stage

<p>Stage 1: Engagement by SE Service</p>	<ul style="list-style-type: none"> • Early promotion of employment as a viable, sustainable and rewarding option for school pupils/young people with a learning disability – noting that this activity must begin upstream in schools. • Challenging perceptions and raising awareness of: <ul style="list-style-type: none"> -What employment opportunities are accessible for people with a learning disability, so that they can be better prepared for these opportunities. - The available local employability provision that can support people with a learning disability towards and into sustainable employment.
<p>Stage 2: Vocational Profiling</p>	<ul style="list-style-type: none"> • Improved access to, and support and flexibility in, mainstream employability provision for people with a learning disability. • Availability of specialist, local workplace-based training opportunities for people with a learning disability that have direct linkages to real employment opportunities. This could be in the form of social enterprises that can offer accredited learning and work experience that lead to open labour market jobs in key sectors and occupations.
<p>Stage 3: Job Finding and Stage 4: Employer Engagement</p>	<ul style="list-style-type: none"> • Continued employer engagement activities to help establish more work experience and real employment opportunities for people with a learning disability to access. • Develop better employer understanding of the Equalities Act as many employers falsely believe that the Act prevents specific support in favour of people with learning disabilities.

Stage 5: On/Off the Job Support and After-care

• **Greater resources for in work support.**

- Wider availability of qualified job coaches across employability services targeted a people with a learning disability.
- More effective (and creative) use of Access to Work and clients' Personal Budgets funding to resource additional job coaches.

In addition to the priorities set out in Figure 7.2, wider cross-cutting priorities were also put forward and these were as follows:

- **Developing a welfare / benefits system that encourages and enables people with a learning disability to work.** Changes in benefit regulations and conditionality are widely held to be the main reason behind a more limited demand for employability support from people with learning disabilities. Where clients are receiving benefits that do not require them to look for work, the risks of not getting back onto these benefits (e.g. ESA Support Group) are seen to outweigh any benefits from employment. The forthcoming cut in ESA Work-Related Activity Group (WRAG) allowances (from £102.15 to £73.10 a week to 'improve incentives to look for work' according to DWP) will have an impact on this.
- **Co-ordinated provision and pathways for people with a learning disability in each local authority area** that supports the individual from school and college through to sustained employment.
- **Resources to support the roll out of Supported Employment Framework** as since this was launched in 2010 it has largely 'sat on a shelf' and not led to the model being implemented across Scotland. It is hoped that City of Edinburgh's All in Edinburgh model will spark interest and activity in this area, but the Scottish Government could play a stronger role in encouraging and supporting its roll out.

Chapter 7 Key Findings

1. The consensus view is that the Supported Employment Framework with its five stage model remains good practice.
2. At Stage 1 Engagement by Supported Employment Service – providers need to be employment focused from the very start; carry out a robust household-based assessment of benefit implications of moving into work; work with parents and carers to develop a family commitment to moving into real, sustainable employment of at least 16 hours/week (wherever possible).
3. At Stage 2 – Vocational Profiling – the vocational profiling needs to be in-depth and thorough; and ideally lead on to good quality work experience placements in real work environments.
4. At Stage 3 – Job Finding – there is a need for high quality job matching that builds on the vocational profiling. Proactively engaging with employers is critical to this and importantly must take into account their own needs and concerns from taking on people with a learning disability.
5. At Stage 4 – Employer Engagement – the relationships built up with employers in Stage 3 need to be maintained and includes delivering ongoing support and advice to them.
6. At Stage 5 – On/Off the Job Support and Aftercare – there is a need for skilled and experienced job coaches who can gradually phase out the support as appropriate.
7. Cross-cutting all the elements above is the need for a person-centred approach to be taken and the ability to provide long-term support.
8. In terms of the key challenges reported, these relate to the expertise in working with people with a learning disability in mainstream services (and the loss of DEAs in Jobcentres exacerbates this); securing employer commitment to taking on people with a learning disability; and the stringent application of the benefits system – although this may change with the roll out of Universal Credit.
9. In terms of future priorities, providers and stake-holders reported that tackling the challenges above are all critical, but so too is continuing to promote employment as viable option for people with a learning disability, and greater resources for in work support.

8. Conclusions and Recommendations

Conclusions

Scotland's employability landscape for people with a learning disability is complex, fragmented and seemingly under-resourced given the very low employment rate of adults with a learning disability. The challenging landscape is arguably best evidenced by some of the difficulties this research has encountered – namely:

- There is **no agreed definition of learning disabilities** so allowing for different interpretations of what individuals and provision are in scope.
- There is a **very limited statistical base in terms of setting a national benchmark of demand, understanding the employment and learning journeys that people with a learning disability take, and the effectiveness of services funded to support people with a learning disability into employment.** This has made it difficult for the research to provide a definitive assessment of Scotland's employability landscape for people with a learning disability – and is something that must be improved upon. Notwithstanding the data availability issues, the data that has been collated indicates that:
 - The employment rate for working adults with a learning disability is in the range of 7% to 25%, and there could be as many as 125,000-150,000 out-of-work adults with a learning disability in Scotland.
 - Very small numbers of people with a learning disability appear to be engaged in mainstream employability programmes.
 - Supported employment services in Scotland are estimated to have supported up to 2,000 people with a learning disability in Scotland in 2014/15, with an overall 16 hours/job outcome rate of 28% and a cost per 16 hours/week job outcome of £14,000.
 - The number of people with a learning disability enrolled in Scotland's colleges is unclear, but we have estimated a 16 hours/job outcome rate of 12%.
 - Specialist employability organisations appear to have an overall 16 hours/week job outcome rate of 14% and a cost per 16 hours/week job outcome of £17,200.
 - Project SEARCH programmes achieve higher employment outcome rates with a 16 hours/week job outcome rate of 61%⁶⁹ but with current capacity in Scotland of only 100-150 people per annum.

In summary, there would appear to be unmet demand for employability services for people with a learning disability but provider capacity in terms of number of places is limited. The difficulty is that much of this demand appears to be hidden with people with a learning disability falling out of the 'employability system' and becoming economically inactive. For those engaged, the employment outcomes of employability services targeted at them range from 15-20% to 61% by Project SEARCH. By comparison, Work Choice nationally has a sustained, unsupported job outcome rate of 18-20%⁷⁰, while the Work Programme has a job outcome rate of 29% (and around 10% for the ESA group)⁷¹.

- There is **no consistency of offer in each of Scotland's local authority areas**, while there is no clear source of information where people can find out what services and options are available.

There is, however, a strong consensus around ‘what works’ (see Chapter 7) and the aim must be to embed the good practice identified within mainstream and targeted employability provision so that the aspiration that many people with a learning disability have of real, sustainable employment is realised. The difficulty is that the case for action comes at a time when public budgets are coming under increasing pressure and the fear is that people with a learning disability become further disadvantaged in the labour market as a result.

Recommendations

To increase the employment rate of people with a learning disability requires long-term ambition and commitment from a wide range of organisations. This research focuses on those actors at the employment interface – i.e. employability services and employers – but to achieve long-term improvements, **parents, carers, schools, colleges and other downstream actors all have critical roles to play**. Key areas here include:

- **Early and continued promotion to school pupils with a learning disability that employment is a viable, sustainable and rewarding option** for them. This requires high quality and well-resourced careers information, advice and guidance (CIAG) services that enable more intensive support for school pupils with a learning disability.
- **Working with parents to raise their awareness of what employment opportunities are possible** for their children, and what support is available to enable their children to access, retain and progress in these opportunities.
- **Raising teacher expectations** of what young people with a learning disability are capable of in school and on leaving school.
- **Improving post-school and post-college transitions** to better support young people with a learning disability into sustained positive destinations.

The focus of this research is, however, on the employment interface and the recommendations are accordingly aimed at the employability services responsible for supporting people with a learning disability towards, into and in sustained employment. In doing so, it is important to frame these in the context of the types of services that people want to see in Scotland following the devolution of the DWP’s Work Programme and Work Choice programmes in April 2017. Box 8.1 provides a summary of the consultation responses to Scotland’s future employment services and the desired characteristics align very closely with those outlined in the Supported Employment Framework, such as being person-centred support, designed and delivered in partnership across different service types, and focused on real jobs.

Building on the consultation response, the Scottish Government is committed to introducing and supporting employability services that target those ‘further from the labour market’ and those who have disabilities and/or limiting health conditions. This research should therefore be used to help influence future policy and resourcing so that the needs of people with a learning disability are appropriately provided for.

In the context of the research findings and the evolving policy environment in Scotland, the report concludes with a series of recommendations that are targeted at the following groups of stakeholders:

- All learning disability partners.
- Scottish Government.
- Local Authorities.
- Skills Development Scotland.
- Scottish Funding Council and Scotland's Colleges.
- SCLD.
- Employers.

Recommendations for All Learning Disabilities Partners – Scottish Government, Local Authorities, SDS, Colleges and Employability Services

- ***Substantially Improve Recording and Reporting of Learning Disabilities Data.***
To support and reinforce the case for investing in employability services for people with a learning disability and monitor changes over time, there is a very strong need to develop a much improved Scottish evidence base relating to this client group. Key measures that the Scottish Government, funders and partners should be demanding and collecting would include the:
 - ***Number of people/adults with a learning disability.***
 - ***Labour market status of adults with a learning disability*** – with the SDS-hosted Data Hub potentially able to track a cohort of school leavers who had been assessed at school as having a learning disability to analyse the destinations they progress on to over a sustained period of time.
 - ***Number of adults with a learning disability receiving support in the employability and skills system(s)*** – with data available across mainstream services, supported employment, colleges, and other targeted provision.
 - ***Labour market outcomes of people with a learning disability receiving employability and skills support*** – with the key indicator being the number entering a job of at least 16 hours/week. This will help allow comparisons of the effectiveness (and cost-effectiveness) of different types of employability interventions.
- Without this improved evidence base, funders and services cannot effectively plan and resource provision to meet demand, as well as make more informed decisions on what types of services are most effective at supporting people with a learning disability into sustained employment. The development of an agreed definition of learning disability (see later recommendation) would also help employability services to better identify and monitor people with a learning disability in their performance management systems.

Box 8.1: Consultation Responses to Scotland's Future Employment Services

The key messages from the consultation⁷² are that the Scottish approach to employability support should:

- Provide **flexible, person-centred support** to help individual clients make progress into sustainable and fair work. The support should be tailored to the specific needs of the client, rather than provide a standard set of interventions.
- Be **designed and delivered in partnership across employability, education, health and social care services**, rather than in the current way, which is seen as a fragmented approach to strategy, funding and delivery.
- Drive towards **real jobs** by drawing on high quality labour market intelligence and involving employers in the design and delivery of services.

In terms of designing and contracting any new employment programmes, the consultation respondents thought that:

- The programmes should be **designed at the national level** to prevent significant geographical variation in approach, but should be **adapted to local contexts and needs, and delivered locally**.
- Contracts should use a **combination of payment by outcomes and progression** in order to keep providers focused on employment, while recognising the milestones achieved along the way to prevent parking and creaming and provide greater financial stability and flexibility for providers.
- There should be a **separate employability programme for those with higher needs** – including those with learning disabilities.

- **Establish More Effective Joined-Up Employment Pathways for People with a Learning Disability.** The need for people with a learning disability to receive long-term support is highlighted throughout the report. In practice, this means continuity of support across different providers as it is unlikely that any one provider can deliver long-term, multi-year support from initial engagement to in-work support. There therefore needs to be strong transitions and handovers in place between schools, colleges, employability providers, social work services and employers. While there are post-16 transitions teams in place for post-school progression, similar arrangements need to be in place for adults with a learning disability so that they do not drop out of the 'employability system' and become long-term economically inactive.
- **Double Employment Outcome Rates for People with a Learning Disability.** The research's statistical evidence base, while not comprehensive, indicates that the employment outcomes of employability services supporting people with a learning disability are typically in the range of 20-30%. While implementing the good practice identified in Chapter 7 will help to increase outcomes and the client group's employment rate, underpinning this is the need for specialist learning disability employability organisations (including supported employment services) to be more ambitious in their employment outcomes – with the focus on supporting clients into real, sustainable jobs of at least 16 hours per week. The aspiration must be to double employment outcome rates to 50% over a 5-year time period.

- **Secure Additional Resources and Funding for Learning Disability Employability Services.** The reduction in employability services budgets will require organisations to be increasingly creative and collaborative in how they resource employability services for people with a learning disability. While there is hope that people with a learning disability will receive additional support if there is an acceptance by the Scottish Government of the '**separate employability programme for those with higher needs**' identified in Scotland's Future Employment Services consultation (see Box 8.1), it is unlikely that the national programme will be sufficient to meet demand. Other sources of funding will therefore be needed to fund local and wrap-around services – and securing sufficient funding will require creativity in terms of:
 - Securing funding from the European Social Fund with the strategic aims of the 2014-2020 programme in Scotland being to 'provide direct routes to sustainable employment for unemployed and inactive people with multiple barriers' and 'increase the skills and labour market opportunities for employed people with multiple barriers'.
 - Encouraging and enabling people to use their Personal Budgets to help pay for employability supports where appropriate for that individual. Access to Work grants could also be aggregated to help pay for key posts, such as job coaches.
 - Levering in funding from health and other related service budgets to protect service provision for this client group.
 - Encouraging employers to invest in employability services for this client group
 - particularly in Project SEARCH programmes as they will benefit from skilled and reliable recruits.
 - Exploring the option of using Social Investment Bonds as a route to funding employability services for people with a learning disability (see Box 8.2 below).

Box 8.2: Social Investment Bonds

Social Investment Bonds (SIBs) may be a potential option to access more finance to support effective employability measures for people with a learning disability. SIBs use detailed contracts to enable impact-focused organisations to deliver at scale while ensuring that investors and governments pay only for successful outcomes. These successful outcomes often include a mix of direct and indirect benefits – e.g. a successful placement into work, as well as other outcomes such as a reduction in the use of social care or health services.

The basis for many early SIBs has been access to 'cashable' savings – where an otherwise unavoidable cost is directly reduced by the new, funded activity. One potential example would be paying for more employability support that leads directly to reduced demand for day care services. The savings arising from the latter can, in effect, pay for the former with the individual client gaining from a better wellbeing and potential savings in health costs over the long-term.

An outcomes-based contract enables the public sector to pay directly for successful social outcomes, once they are delivered. A third party – the investor – supplies capital upfront to cover the costs of the intervention. This could be in full or in part. Investor returns are contingent on the successful delivery of outcomes. Rigorous performance management is used to ensure that the service delivers as effectively as possible.

While these principles may seem similar to familiar themes in mainstream welfare to work programmes, SIBs tend to focus on very specific client groups (i.e. all clients supported have a learning disability) and so the scope for 'parking' and 'creaming' are limited.

The government is aware that there are many circumstances where the broader benefits arising from an activity may not be directly 'cashable' and so it can be a challenge to raise sufficient funds. In these circumstances, they have created funding pots to fill this gap and support activity that has broad social value (with real but difficult to value) benefits. The Social Outcomes Fund (£20m) was designed to support a range of social issues including youth unemployment, children in care, long term health conditions and social isolation.

In March 2016, the UK government announced the next stage of funding: £80m Life Chances Fund to tackle difficult and costly social challenges. In addition, a fund of £25m was made available for SIBs that focus on homelessness, mental health and employment. At the same time, the government announced the launch of Access a £100m charitable foundation (in partnership with the Big Lottery Fund and Big Society Capital) to provide capacity building support.

Taken together it would make sense for SCLD and partners to explore this as a possible funding route – there are potential advantages to this being a contribution to the existing funding provided by local authorities (it would not require 100% outcome related funding) but would ensure that services take full advantage of the performance management techniques developed in the delivery in other SIBs in social spheres. The wider social value and priority given to younger age groups and longer-term health issues suggests that such a proposal would spark some interest.

While we have not been able to consider an appropriate scale for delivery in this current analysis, it may be the case that capacity-building support in preparation for a SIB approach might also raise the question whether services might operate more cost-effectively over a wider geography to standardise approaches and ensure adoption of best practice and share the cost of potential core functions such as employer engagement. This may not be a Scotland-wide service but certainly one where it is possible to operate across 3-4 local partnership boundaries in order to secure some returns to scale.

Recommendations for Scottish Government

- **Give Greater Priority to Employability and Employment of People with a Learning Disability.** People with a learning disability must figure prominently in the shaping up of Scotland's future employment services post-April 2017. The research suggests that this client group is among the most disadvantaged in the labour market, with 10,000s of individuals unable to fulfil their aspirations of real, sustainable employment. It is critical that greater priority is placed on improving the employment prospects of people with a learning disability, with the Scottish Government driving the agenda here.

- **Renewed Promotion of the Supported Employment Framework.** The research has found that the Supported Employment Framework continues to be seen as best practice. However, since its launch in 2010, its implementation across Scotland has been patchy. The task now is to provide a renewed push of the Framework with the Scottish Government working closely with SUSE, SDS, SFC and local authorities to promote its use and evidence the impact that the adopting the Framework has on people with a learning disability.
- **Set Scotland's Employers the Target of 4% of Employees to be People with a Learning Disability.** As part of efforts to encourage more employers to recruit people with a learning disability, the Scottish Government should set all employers a soft target of at least 4% (i.e. 1 in 25) of their employees to have a learning disability. Public sector employers should take the lead here and set the example for private and third sector employers to follow. This target would potentially open up 100,000 jobs given the 2.5 million jobs in Scotland, although we note that smaller businesses may have less capacity to meet this target. If achieved, however, the 100,000 jobs would align closely with the estimated 125,000-150,000 estimated out-of-work adults with a learning disability in Scotland

Recommendations for Local Authorities

- **Develop Directories of Employability Services for People with a Learning Disability.** To help parents, carers, teachers, social workers, employers and people with a learning disability navigate the employability service landscape, there appears to be a clear need to produce and regularly update directories of employability provision for people with a learning disability at the local authority (or regional) level. It is hoped that this research can act as a starting point for the directories, while there may also be an opportunity to build on SDS's **Regional ASN Providers Guides**. It is proposed that local authorities on behalf of Local Employability Partnerships (LEPs) lead in their development. In terms of content, the directories should set out all employability and skills services available locally for people with a learning disability, a descriptor of the supports available, who the services are aimed at, and where to get further information about the services. By developing the directories:
 - Individuals and parents can make more informed decisions on what employability provision they can access and progress on to.
 - LEPs, funders and services can identify gaps or duplication in provision which can then be taken into account when commissioning or planning future services. The aspiration should be to establish joined-up employability pathways for people with a learning disability in each local authority area.
- **Establish Supported Employment Services in All Local Authority Areas.** Stakeholders widely agree that the Supported Employment Framework is an effective employability approach for people with a learning disability. However, supported employment service provision across Scotland is patchy – including some local authority areas where there is no apparent offer. The aspiration should be for an appropriately resourced supported employment service to be in place in all 32 local authority areas. To achieve this, the Scottish Government in conjunction with SUSE should play a more prominent role in promoting the adoption of the Supported Employment Framework and supporting local authorities to develop cost-effective services in their areas. Indeed, this **may involve some local authorities working in partnership to**

deliver cross-boundary supported employment services. The benefits of cross-boundary working would potentially include greater cost savings in managing the services, the pooling of resources to help increase employer engagement activities, and building on the strengths and expertise of individual local authorities to benefit a wider population.

Recommendations for Skills Development Scotland

- **Collect and Report Learning Disability Data.** SDS should match the client characteristics captured within its CSS data to its CTS system so that people with a learning disability accessing MAs and national programmes (e.g. Employability Fund) and entering real, sustainable employment can be monitored and reported. It is, however, understood that SDS are migrating towards a new client monitoring system (FIPS system) but the information needs regarding people with a learning disability remain the same.
- **Embed Learning Disability Good Practice in its Contracted Provision.** SDS should encourage its providers to embed the good practice identified in Chapter 7 so that people with a learning disability are more effectively supported towards and into employment. Wherever possible, providers of SDS programmes should promote the Supported Employment Framework as best practice and encourage providers to adhere to it.
- **Set Higher Targets for Providers Working with People with a Learning Disability.** For providers that work with people with a learning disability, SDS should be setting increasingly demanding employment outcome targets – with the aim of achieving 50% employment outcomes over a 5-year period.

Recommendations for Scottish Funding Council and Scotland's Colleges

- **Greater Focus on Progression into Real, Sustainable Employment.** The research has shown that a large number of school pupils with a learning disability enter college provision on leaving school but it is not clear where this cohort progresses on to and when. The perception is that many stay within the college system for a number of years, cycling between different low level courses, and not progressing into real, sustainable employment. It is important that this scenario is addressed with greater emphasis placed on progressing learners into sustained employment at a more advanced pace. This may require more developed joint working with employers so that learners are developing skills in real workplaces, rather than in college settings alone.

Recommendations for SCLD

- **Continue to Raise the Profile and Promote Learning Disability Employment and Employability.** In the evolving policy and funding environment outlined above, SCLD, in conjunction with specialist providers, parents and individuals, needs to continue raising the profile and lobbying national and local government, funders and employers about the challenges people with a learning disability face in the labour market, and the positive social and economic value of supporting them into real, sustainable employment. By raising the profile of learning disability employment and employability, the decision making of funders and services can be influenced so that proportionately more resources are devoted to people with a learning disability.

- **Develop Agreed Definition of 'Learning Disabilities'**. To help raise the profile and understanding of people with a learning disability, there would be benefit in having an agreed definition of what is meant by learning disability. As things stand the research has found that there is real diversity in how learning disability is defined and this makes presenting a case to funders, organisations and employers to support people with a learning disability difficult as it is not clear which clients are included and which are not. To help address this, it is recommended that SCLD and partners develop an agreed definition of people with a learning disability – and ideally one that is inclusive of as many individuals as possible. In this respect, we suggest that the definition ought to include those on the autism spectrum, although we do acknowledge that this is a contested area that would require agreement across learning disability and autism organisations.

Recommendations for Employers

- **Increased Employer Commitment to Recruiting People with a Learning Disability**. To be able to offer more people with a learning disability real, sustainable employment of at least 16 hours/week, more employers need to learn from the experience of other employers and see people with a learning disability as viable and valuable employees for their organisations. With greater openness to people with a learning disability across the employer community, it is proposed that:
 - All employers review their recruitment processes and learn from good recruitment practices so that people with a learning disability are not disadvantaged at this stage. For example, employers should make greater use of work trials as opposed to interviews.
 - All employers commit to the soft target of at least 4% (i.e. 1 in 25) of their employees to have a learning disability.
 - All employers – and particularly medium and large employers – review their workforce and identify the different opportunities where people with a learning disability can be viable and valuable employees. This should include a review of the MA opportunities they can create.
 - Large employers from public (e.g. NHS Boards) and private sectors to work with local authorities, colleges and providers develop and part-fund the Project SEARCH programme and become host employers.
 - Selected employers become 'learning disability employer champions' to promote the business benefits of employing people with a learning disability to other employers.

At the same, employability services must support employers to deliver on their commitments by providing in work support and skilled job coaches that can support both the employer and employee.

Appendix 1: Individual Case Studies

IN EMPLOYMENT – AT LEAST 16 HOURS/WEEK

Ryan

Ryan is 18 years old and works 43 hours/week in a local private sector SME providing furniture and floor covering to local authorities and Housing Associations. He was offered a paid job in the company about seven months ago after his work trial there ended and Ryan had finished school. Ryan works both in the warehouse where the furniture is stored and is also part of the team that delivers and removes furniture to and from people's homes.

Ryan attended a special school supporting students with additional needs and participated in South Lanarkshire Council's Work It Out programme in his last year of school. Work It Out is an initiative geared towards helping young people with additional support needs into work and training. The scheme works by providing intensive one-to-one support for each young person and gathering a complete picture of the young person that can be developed into a vocational profile. The aim is to help the young person make the right decision about what jobs or careers might be available to them and that they would enjoy

Ryan met with his Work It Out worker at school because he wanted to find a job. The support worker helped Ryan to obtain an eight-month work placement in a café, where he worked one day a week. He also attended college one day a week to learn about how to get jobs, while still attending school on other days. Ryan had just learned to travel to school by bus when he got the work placement. He first travelled to the workplace together with his support worker as it was a long journey involving two different buses. They gradually worked on his confidence with the journey and Ryan has since become a confident traveller on public transport, even travelling to Glasgow to meet his uncle. When working in a café, Ryan had a job coach helping him with tasks and at the end of the placement he achieved a Level 1 certificate in hospitality. Ryan had a second work placement in a print finishing business for three months. He was part of a team printing leaflets, brochures and menus. A work colleague helped Ryan with the job and showed him how to do different tasks.

When Ryan first started his third work experience (which led to his current job), he used to phone his Work It Out support worker every day to tell about his day and what had happened at work. When he progressed into a paid job, Ryan no longer felt the need to call his worker because he was now **'a working man'**.

Ryan's current employer has been very accommodating to his needs. The locations in the warehouse are colour-coded and numbered, which helps Ryan to find his way around. When Ryan works in the warehouse, he typically checks stock ready for delivery. When furniture is delivered to customers, he always works with the same colleague. He thinks he is particularly good at following instructions. Ryan prefers working in the van because the warehouse is **'dead quiet'** and he gets to go out and about in a van.

There is nothing Ryan does not like about his job, not even the early mornings. He is happy with his job and wants to stay doing what he does now. Ryan likes the fact that his work colleagues are chatty and friendly, and **'not grumpy, not having bad tempers.'** It has been good to try different types of work before getting his current job. Ryan

would have been happy getting a job in any of the places he did his work experience in. Ryan thinks it was easy for him to get a job, because he did not need to go to an interview.

Zeinab

Zeinab is 23 years old and has been working as a retail assistant in a small private sector shop for nearly four years. She typically works four-hour days five days a week - i.e. 20 hours/week. She was still in college when she was told about the possible job opportunity in a clothes store in a shopping centre by her council's employability support worker in 2010.

The support worker accompanied her to the job interview. She was not nervous in the interview. They had a chat and the manager asked her what she would like to do. She responded with ***'what can you offer me'***, which impressed the manager and made him laugh. Zeinab thinks she got the job because of her bubbly personality. She had a two week trial and has been working in the store ever since. She tried working full-time from 9am to 6pm but prefers working shorter days. ***"I am happy with my (shorter) hours. I have got so used to my life as it was. Nine to six was too much."***

She was promoted to be a key-holder about six months ago. This means she now has a key to the store and is responsible for opening the store in the mornings, although she did not get a wage increase. Her family are pleased that she is working and ***'earning her own money'***.

Zeinab is currently looking for another job to progress in her retail career. She recently applied for a job in a cosmetic store, but was told she did not get a job because she had not included her photo in the application. Zeinab would like to work in a more up-market retail outlet in the future.

Jordan

Jordan is 17 years old and has worked as a customer care assistant in a major fast food restaurant for six months. He works about 35 hours a week over 4 or 5 days, usually working in the evenings and weekends. He is responsible for looking after customers in the dining areas, making sure that they are dining in a clean and welcoming environment. He tried working on the till, but that did not work out. Jordan also attends an Entry to Employment course at his local college once a week, which is a readiness for work scheme that he started attending when at school. His South Lanarkshire Council Work It Out support worker negotiated with Jordan's line manager to continue with the course, which he had attended while still at school but had stopped going once he got a job.

Jordan attended a special school supporting students with additional needs but wanted to leave school and was searching jobs online. His uncle called him and told him that there are job opportunities at the fast food restaurant. Together with his uncle Jordan filled the online application form. He was invited for an interview and got permission from school to attend. There were another two stages of group interviews and Jordan secured a job at the end of it. It was a very quick process, he applied for a job and two weeks later started working.

Jordan lives half the time with his dad and half the time with his brother. His dad gives him a lift to get to work, which is about 20 minutes drive away. ***His work place is much closer than school. He used to get up at 5am and get two buses to get to school,***

which was very tiring and made it difficult to concentrate. There were a lot of people telling Jordan that he should finish school first, but he felt it was time for him to move on. Jordan feels that working is definitely a different experience from school, where Jordan feels he had more freedom. He does not love his job and dealing with rude customers can be hard, but he likes to earn money.

After working a few months, Jordan contacted his Work It Out employability support worker and told them that he misses college and his college friends, and would like to get back into education. Jordan would like to study music at college and is currently working on an application for NC in Music together with his employability support worker. He had recently also applied for a job in a local clothes store. He likes working with the public and aspires to work in a high-end retail store in the future.

“The job I’m doing is good for me now, but it is not good for me in ten years time if I have a family of my own, when I need to pay bills and all that... I would love to get an office job, I always wanted to wear a suit... I’d like to get a job that financially keeps me going and that I know I’ve got security in. I don’t know what that job would be yet. I don’t know, I’ve been honest with you. I’m 17, I don’t know the future. Let’s see what happens.”

Tony

Tony is in his 50s and has always had a job. Having previously worked for a telephone company and in a kitchen, he has now been **working in a hospital laundry for 10 years. His hours are 10am to 2pm Monday to Friday** (i.e. 20 hours per week) and he enjoys his work. He has a very good relationship with his manager who has been there for longer than he has (over 30 years), while the laundry team is small and tight-knit with five other members of staff. As well as his supportive manager and colleagues, Tony receives support from his Job Coach with visits from her every month. He is happy to continue working in his current job as it is easy to get to (only one bus journey) and it meets his needs.

Callum

Callum is 24 years old and has been working in a local garden nursery for one month. He works 16 hours a week on various gardening jobs like potting and re-potting plants. He likes his job as he likes gardening and being busy. Callum would like to work more hours but together with his support worker and the employer they need to check whether he would be financially better or worse off for taking on more hours. Callum is having an interview for a part-time retail job next week. He hopes that the two jobs will support him financially.

Callum finished school when he was sixteen. He accessed additional learning support at school. He then started college to study mechanics for two years. Callum achieved a Level 1 qualification and tried to study the next level but struggled with his maths. He then did a one year college course in computing. Callum wanted to continue computing studies but then decided it was more important to get a job to get money. After leaving college, Callum moved away from his family home and got a job in a local low-cost retail store. He worked full-time for a few months, but then lost his job as the store had to reduce staff. Callum moved back to live with his parents and started to attend a local project where he has done voluntary work and work trials in the kitchen and gardening for about one year.

Callum has enjoyed his time with the project. He has learnt to deal with customers, talking to different people. Callum got his job through the project, when the project worker told him about the job. He did not need to apply for the job, only to go to see them to **'have a chat and see if I can do this and that'**. He typically works alongside his work colleague although some jobs, such as filling in pots with compost or weeding, Callum can do alone. It has been difficult to find out whether he will be better or worse off for working because of changes in the benefit system that have taken place recently, and changes that will be taking place in the near future. Callum has been living in a temporary homeless centre for the past six months, which makes it more complicated with benefits.

Callum likes the job and would like to stay, but it is not a permanent job. The employer would offer more hours if Callum learns to drive but Callum thinks it costs too much money to take driving lessons. In the future Callum would like to learn to drive and open up his own **'wee'** gardening business, **'just a couple of lawnmowers, that sort of thing'**.

Margaret

Margaret, who is in her 50s, **has a paid job under permitted work rules at a home for elderly people**. Her duties include cleaning, washing dishes, making tea and helping with residents' activities. She works 20 hours a week over 3 days and has worked at the home for 4 years. Margaret tries to do a good job and has high standards so she is frequently complimented about the quality of her work.

Margaret has a long and varied employment history, including working in a children's nursery, in a café and latterly as a cleaner in a pub where she worked for 14 years prior to her current job. Her previous employer referred her to supported employment when he was retiring and closing his business, which would mean Margaret would lose her job. Margaret said her previous employer wanted to **'see her settled in something good'** (when he retired)].

The supported employment service helped her to identify a suitable post and apply for the job. They also helped her to prepare for her interview as it was some time since she had had an interview.

Margaret **moved into work very soon after joining the service and needed little support after the initial few weeks**. However, her job coach has visited more frequently in the past few weeks as Margaret recently lost her brother and needed a little more support. The flexible nature of the support provided through the supported employment service has been helpful to ensure Margaret has had no problems at work during this time. She also thinks it is very important that she has the support of her job coach. Although he does not offer intensive support, she feels it is useful that she can call on him if she ever needs more help: **'I don't feel I could do this job without supported employment'**.

Margaret feels that she has been lucky to have some kind of paid work since she left school. The majority of her jobs have been fairly long-term contracts. She feels she has been treated well at work by all of her employers and colleagues. She enjoys work as she gets on well with people and if she is not working she feels she would be **'in the house, bored.'** Margaret would like to continue working in the care home and she hopes they will keep her on.

Vicky

Vicky, who is in her late 20s is working as a domestic in a care home for older people.

She works 16 hours a week in a shift pattern including some weekends. The job involves cleaning all areas of the home, including the bedrooms, halls and sitting rooms. Vicky enjoys her job. She gets on well with the other staff and finds them easy to work with. She also gets on well with the residents and enjoys meeting them. She feels she performs her job to a high standard and has good customer care skills.

In 2011 Vicky lost her job as a housekeeper in a hotel. She wanted to do something different and began to look for a new job. She went to the jobcentre but found it very **'intimidating'**. She did not feel the job centre staff understood the barriers to work she faces because she has a learning disability. ***'I had very poor support, I was sometimes in tears.'***

Vicky was even sanctioned a couple of times as she did not understand how to do a job search. However, one adviser referred her to supported employment and Vicky joined the service's job club. Soon after Vicky joined the job club she identified a vacancy she felt would suit her because of her previous experience in housekeeping. Her job coach helped her to complete the application and prepare for the interview. The job coach also accompanied her to the interview because Vicky felt this would make her feel more confident. She was offered the job. Her job coach helped her settle into the job over the first few weeks. After this time Vicky felt settled and was able to work with very little support.

At the start of 2016 it was announced that the care home was closing and staff were being transferred to another home. Vicky's job coach helped her with this move. This provided useful support to Vicky as she felt: ***'...this was a bit scary as it was new staff and set up'***.

The move also meant that Vicky had a new journey to work. Vicky felt it was good to have the support of the job coach to help with her new transport arrangements and help her get into a new routine. The job coach also came to work with her for a few days until she was settled.

Vicky is now doing well at the new home. She is happy in the job and feels she would like to continue working there. If she faces any further issues she knows that she can return to the supported employment service for help. In general Vicky also feels she is a lot happier when she is working. When she was not working she said she never went out and now she has friends and a social life.

IN EMPLOYMENT - LESS THAN 16 HOURS/WEEK

James

James, who is in his late 20s, ***has a paid job in a supermarket which falls within the supported permitted work rules. He has been in the job for 5 years.*** He works 8 hours a week over two days. His job mainly involves stacking shelves and bringing the goods from the warehouse to the shop floor. James says he really loves his job because it ***'gets him out of the house'*** and because he gets to meet new people which he enjoys. He feels that he is less shy since he has been working. He gets on well with his colleagues and has had no problems in this job and has always been able to get the stock out on time. He thinks that his company ***'is a great place to work'*** and so he would like to continue to work in the same job.

James left school in 2007 and started college. During his time at college he had some work placements including in a supermarket and bus station where he sold tickets. However, none of these jobs led to any paid work. James was referred to the supported employment service in 2010 as the service had also provided some support to his mother in the past.

Soon after James was referred to supported employment he applied for a job stacking shelves in a large supermarket. The supported employment service helped James with job search, to apply for the job and prepare for the interview. Although he had a successful interview the employer did not want James to work in the supermarket's warehouse as forklift vehicles were used there and they were concerned about health and safety issues. Instead, a position was found for him in smaller city centre premises where the stock could be moved by hand and it would be safe for James to move around.

James' job coach is still in touch with him and contacts James' manager from time to time to check that things are going well. This is very light touch support as there have been no problems.

Sally

Sally, who is in her 50s, has a paid job in a shop and works for 4 hours on a Saturday under permitted work rules. Her duties include putting stock out on the shop floor and sorting it and keeping it tidy and occasionally helping customers find the right size. She has responsibility for underwear. She also helps pick up other stock, which may have been discarded by customers.

Sally has had a range of jobs since she left school but also periods of unemployment. She previously worked as a cleaner, and also cleared tables in a staff canteen which she really enjoyed. Some of these were full time jobs. Sally would like to work more hours, however, this may affect her benefits. She has also had some difficulties in a previous job because it was full time and she found it hard to cope with full time hours. This left her feeling stressed. Sally likes getting paid for working and is glad to have a job because ***'they are hard to come by'***. She likes getting out and meeting other people. She would like to continue to work in retail, and perhaps increase her hours if she could get her ***benefits issues sorted out.***

Sally has been a client of the supported employment service for over 10 years. They helped her get her current job by helping her apply for the job, prepare for interview and get used to her duties in the first few weeks she was working. Over the years she has had some problems at work and the supported employment service helped her resolve these. For example there was an incident in her current job recently, which could have led to her dismissal. The supported service was able to explain to her manager that she was having some health problems and she was kept on. Sally feels it is good that she has support from the service as she sometimes finds it difficult to cope with work.

Andrea

Andrea, who is in her 30s, has a paid position for half a day a week under supported permitted work rules in an office in a local authority. Her duties include photocopying and stamping envelopes. She has been in the job for 10 years and prior to this worked in the same department as a volunteer. Andrea has mainly worked in the past as a volunteer, including in offices and charity shops. In addition to having a learning disability she has some problems with hearing, sight and speech. Andrea enjoys working in the office. She enjoys the work and meeting the other staff. Andrea would like to continue working in her job in the council. This fits well with her other voluntary work in a charity shop.

Andrea was assisted by a supported employment service which helped identify this job and develop the skills she needed to perform the job. In addition to the support Andrea receives from the supported employment service Andrea is supported well by her line manager **'if I have any problems I can speak to my line manager'**.

Rick

Rick is in his 50s and is partially sighted as well as having a learning disability. His **current 3 hours/week job, which he has worked in for 25 years, is as a stockroom assistant for a high street retailer.** His work is only in the stockroom and involves pricing stock, stocktaking and unloading deliveries on to the stockroom shelves. Rick is broadly happy with the job but would ideally like to:

Work a small number of additional hours but he says the government will not let him due to benefits entitlement.

Work in a different job but he understands that the reason he has been unsuccessful with previous job applications he has made is due to health and safety issues connected to his sight. Nonetheless and undeterred, he has recently applied for a job in a local music shop as he has a real passion for music.

In his current job, Rick has monthly visits from his Job Coach and also keeps in close contact with the manager of his supported employment provider. He finds both people to be excellent as **'they understand me, they're always helpful and they're easy to discuss things with'**.

Alan

Alan, who is in his 40s, works in a local authority recycling centre for 11 hours a week over 2 days under supported permitted work rules. He has been in the job for 5 years. **Prior to being paid he worked in the same role full time for 2 years as a volunteer** so he has worked in the recycling centre for 7 years in total. During this time he has never been absent. His job involves helping people to identify the correct skips to sort recycling and keeping the centre clean and tidy.

Alan has had a variety of jobs over his working life including work in a social enterprise which is a garden centre and a farm. Although he has had jobs he has also **faced barriers to work, one of the most common of which has been discrimination because he has a learning disability.** Alan enjoys working very much. He works with one other colleague and says that they work well together. Alan feels he is more self confident and self-assured since he has been working and is a bit less shy. He has increased his self esteem and **'feels useful'**.

Alan secured the voluntary position in the recycling centre through a supported employment service. He was interested in working in recycling. The supported employment service helped him with his application and offered him mock interviews to prepare him for an interview. Once he secured the job they helped him settle in to the job. However, this support was light touch as the recycling centre has very low staff turnover and the existing staff offered Alan support as well. Although he knows the supported employment service is '*in the background*' now, he feels this support is important and he knows that he could go back to them if he needed to find another job.

After he had been working for 2 years, the supported employment service tried to negotiate a full time job for Alan, arguing that he had been doing this on an unpaid basis for 2 years already. However, the council argued that all recycling employees had to have a driving license, despite the fact that there was no requirement to drive for Alan's post. Alan is not able to pass his driving test. The supported employment service asked the recycling centre to make a reasonable adjustment for Alan but they were not willing to do this and offered him only supported permitted work.

Alan wants to continue to work in the recycling centre as he is very happy there although he would like to work more hours. However, as he is also a carer to his partner who has health and disability issues it is very difficult for him to increase his hours and be better off financially than he would be staying in permitted work and claiming benefits. The supported employment service organises a better off in work calculation each year for Alan to check this. They also continue to advocate on his behalf for full time hours.

IN TRAINING OR EDUCATION

Jade

Jade is 17 years old and attends a special school supporting students with additional needs two days a week. She also has a work placement in a café where she goes two days a week and helps with cooking. At school Jade is finishing her English, Music and Education for Work. She also attends Entry to Employment course at college one day a week.

Jade enjoys her work placement, although finds it hard at times as the work is quite tiring. When Jade first started her placement, she had a mentor but her mentor then left for another job to teach cookery. **Jade's mentor was also the person who interviewed her when she was applying for the placement, and Jade worked with her quite closely. It was difficult time for her when the mentor left.** Jade used to do both bakery and cooking but since her mentor left, she is just cooking.

Working in a café has been a positive experience for Jade, although at times stressful, and made her think about the world of work and life in general. Her life is a lot busier now than before she started her work placement, which is good. She has been given more responsibility over time. At first Jade was scared about being expected to do more; she was worried about how she was going to cope without her mentor and what will happen if the new chef will not like her. It was useful to talk to her South Lanarkshire Council Work It Out employability support worker about the changes at work and her worries.

School has been very supportive, helping Jade to cope with the transition. She goes to some classes in the mainstream school, located next door to her school and meets different people there. The class sizes are a lot bigger in the mainstream school and Jade feels a bit frightened when meeting new people. Doing some lessons in the mainstream school 'next door' has given Jade a lot more confidence. Jade's parents are both working; one as a caterer and one in the warehouse. They are keen for her to get a job. **"My parents keep forcing me to get a job now; [they say] get paid, give us money. Leave school, you don't need it. I've been told that so many times now."**

After finishing school, Jade is hoping to get into Glasgow City College to study bakery and design. Otherwise she will probably be looking for full-time employment. Jade has not looked for work yet as she hopes to go to college. She feels the hardest part about getting a job would be talking to people in interviews; she finds it stressful to talk to people and prefers to be in the kitchen. Jade's long-term plan is to train as a pastry chef. She has already acquired quite a lot of technical knowledge in her work placement and her Work It Out support worker has helped Jade to document her work (e.g. taking photos of cakes she had made and decorated).

Matthew

Matthew is 24 years old and started Project SEARCH about six months ago. He is currently on his second work placement, working in storage logistics. The first placement was working in the Council administration department. On his typical day, Matthew goes around the shop floor to fill out orders on a pallet. He also accompanies a colleague to deliver food to local schools. Matthew likes the fact that his work is quite active and feels that he is pretty good at finding things. When he was working in the office, Matthew feels he was quite good with computers, particularly using the

system to print invoices. He travels to work by bus as he cannot drive.

After finishing school with eight GCSEs, **Matthew started a one-year computing course at college but then developed irritable bowel syndrome so had to drop out. He then started an introduction to creative media course, which he completed and was moved on the next level. Matthew did not finish that course because of health issues.**

When Matthew turned 18, he started claiming Job Seekers Allowance (JSA).

Before Project SEARCH, Matthew had been on JSA for more than three years. When he was signing on, he applied for jobs (mostly online) but he never heard anything back from them. Matthew also did some voluntary work in a charity job. Matthew attended the Work Programme for two years, but feels that that really did not help him at all.

“I barely saw my adviser that I had. I wasn’t getting the help I needed. It was overall a terrible experience. It was inconsistent. It only got to a point where like they were like ‘okay, now it is time we really need to, you know, get you out there, into work’. And by that time my time [there] was over.”

Matthew was told about Project SEARCH by his adviser at the Jobcentre and his life has changed a lot after he started Project SEARCH. Matthew is now going to work on week days and relaxing weekends. Before, he was mostly staying at home, not going out. Matthew feels his life is better now because he is getting the help he needs, for example understanding how the CV should be laid out properly and what to put into a CV. His work colleagues and other people in the course are ‘fun to be with’.

After finishing Project SEARCH, Matthew hopes to get a full-time job in administration as he has heard those jobs **‘pay up pretty good’**. He has been told of a job that is currently advertised within the Council but he is not sure if he is able to apply for that job. Matthew thinks it will be easier to get a job now because he has gained experience and has **‘more stuff to put on your CV’**. He has learnt to be more confident in the work environment.

“The only problem I have had basically, when applying for jobs, [is that] it doesn’t feel like I’ve been given a chance. When I have been applying for all those retail jobs and I don’t get a reply back. So that makes me feel bad in a way because it just feels like, ‘we don’t have time for this person, just move on’. So it really doesn’t feel like I’ve been given a chance. What Project SEARCH is doing so far, it is giving me a chance to see what working life is like. I’m very much enjoying it, I don’t want to be this couch potato that just stays in all the time, I want to be out there and work.”

Thomas

Thomas is 18 years old and has participated in Project SEARCH for about six months. He is currently working in the council’s car wash service and also at the reception as an administration assistant,

when the car wash is not busy. Thomas likes filing vehicle documents in assorted piles at the reception because it gives him mental challenges. He gets along well with people he works with and has recently been practicing phonetic alphabets because it helps when calling the number plates in the car wash.

After finishing school, Thomas spent most of his time in his room playing Playstation.

After about one year, he started an employability course at a local college. He also volunteered in a charity shop. Thomas found out about Project SEARCH though the Jobcentre or college, he cannot remember which because he was working with both at the same time. Project SEARCH makes him get out and he is not playing computer games as much because he has work to focus on.

When working in the car wash, Thomas has a buddy who helps him and tells him how to do the job. **“Basically what my buddy does is that they come and help me if they see I am on my own. Mainly they just tell me where the stuff is, what it does, how it can be used. I am kind of like an apprentice to them.”** Thomas had previous experience working in another car wash, when he had a weekend job there for one month last summer. He likes cars and enjoys spotting different makes and types of cars.

Thomas has some social anxiety issues and is a bit worried about going to new places. Project SEARCH has helped with his confidence and Thomas feels he is not as nervous as what he used to be. Interacting with his work colleagues and other people on the course has helped him with his confidence. **“I like Project SEARCH because it helps young people like me, people with additional needs, to blend in the society so that you can't really see the difference in people. Say, if someone's got Down's Syndrome but they do such a good job in their work that people don't notice [that they have a Down's Syndrome]. But you still treat them fairly as you know they have additional needs so you try to adhere to that... I want to appear as a working individual. I don't want to appear as lazy.”**

Thomas has been told by his line manager that he has been doing an outstanding job and that his placement might lead to a paid job there if he passes his driving test. He is taking the test for the third time shortly.

Dan

Dan is 22 years old and as part of Project SEARCH is currently on a work placement as a janitor at the local school. The previous placement was in gardening.

Dan finished school at 16 without any qualifications. He then volunteered in a local charity shop at times and at 18 signed on with the Jobcentre. Dan started the Work Programme and was supported to write his CV and practiced writing application forms. The Work Programme recommended Dan to take the 12 week Prince's Trust course and after that he started the Skills Start course at college. Dan first learnt about Project SEARCH when his Skills Start tutor mentioned the project.

When working as a janitor, Dan is paired with his buddy who shows and explains the tasks that need doing. Dan thinks his life is now better because he is gaining work experience and is meeting new people. He enjoys his job, for example setting up the chairs in the hall.

Dan would like to get a job in removals in the future. He had done some removal work when he was a volunteer.

Julie

Julie is 17 years old and is currently on a placement at the library four days a week as part of Project SEARCH. This is her second placement. Julie's first placement was working as an administration assistant in the Council office.

Julie found out about Project SEARCH from her learning support assistant at school and they filled in the application form together with her learning support assistant. She started the project straight after finishing high school. Julie had volunteered in the past in a local charity shop for a few months. She had also done one week's work experience at the school library.

Julie likes her placement in the library because she likes books and working in the archives section, with history a real interest for her. Her role is to scan old photographs,

which she really enjoys but the library has almost run out of photographs as she has scanned so many. She also likes her work colleagues and her mentors in Project SEARCH. She does not like the early mornings as it takes her one hour to get to work. Her dad is driving her to work at the moment because travel connections are limited. Julie thinks Project SEARCH has worked out well; people are very friendly and helpful. She sometimes needs help with travel and with some written work. She thinks that her life is now a bit better than before Project SEARCH **'because there is no more school work and people in the project are better than school people'**.

Julie does not yet know what she wants to do after the project. Her long-term goal is to become an author. She is always writing lists and novels and has **'lots of plans and lists and drafts'**. Julie won a poetry competition at school. She thinks that it will be easy to apply for jobs but then hard waiting to find out whether you got a job or not. If she had not started Project SEARCH, Julie would have stayed at school, even if she feels there was nothing for her to do there, **'just waiting to hear when the bell rings'**.

Ewan

Ewan is 17 years old and has participated in Project SEARCH for six months. He is currently experiencing working as an administrator full-time. This is his second work placement. His first placement was in logistics, which he really enjoyed. Ewan likes how he is getting better with the tasks he has been given, such as franking post and handing out visitor badges.

He learnt about Project SEARCH from his teacher when still at school. Ewan felt that he would qualify as he was doing less well at school compared to his peers.

Ewan thinks it is good to know that if he needs to, he can go to the project staff if he has any problems or questions. Ewan thinks his life is now better, because he will have qualifications and work experience when he goes looking for jobs. Through the project, Ewan has been able to access forklift training, which he thinks is great.

Ewan wants to get a job or an apprenticeship in logistics.

Mike

Mike is 24 years old and currently training as a janitor as part of the Project SEARCH. His job roles include cleaning toilets and emptying bins at the local high school. He has been in his placement for about six months and enjoys it.

After Mike finished school, he went to an agricultural college to study gardening. After that he went to a college to train in construction and then took a Prince's Trust course. He has never had a job but done some volunteering work in a local charity shop and in gardening. Mike's support worker suggested him to apply for Project SEARCH.

People at Project SEARCH have been very supportive. Project staff are very helpful and his buddy shows Mike what to do and tells how to do the tasks or deal with any incidents. He thinks his life is now better because he no longer needs to work on his own and has support which enables him to do things. He has learnt to use a walkie talkie so that he can communicate with his buddy when needed, for example if Mike needs to ask a question or when his buddy has a job for Mike.

Mike would like to get a job as a janitor after Project SEARCH.

Dean

Dean is 20 years old and trains in a kitchen in a local social enterprise café. He trains 36 hours a week over four days. Dean has been training for about two months. Before starting his training, Dean volunteered in the café.

Dean left school at 15 without any qualifications and cannot read or write. Dean wanted to get a job in construction. He did a one year Skills Start college course because he was too young to go on the construction site. Dean did a further one year course on construction then a one-year course in joiner carpentry. He never got an apprenticeship placement, so could not continue with the training. After three years in college, Dean signed on and has been on JSA for two years. He had never had a paid job. Dean applied for a lot of jobs, mainly in retail because he wanted to work on a till. He was once promised a work placement, but that did not work out. Dealing with the Jobcentre every few weeks and not getting any jobs shattered Dean's confidence.

He feels the project at the social enterprise has had a very positive effect on him: **"When I came here, I got my confidence built up"**. Dean thinks it is really good that everyone is equal in the workplace and that you can work at your own pace. The project helped Dean with the application forms for a traineeship in the café. Dean has a mentor who shows him how to do different tasks and helps Dean to collect evidence on what he had learnt. The project works together with the local college and Dean is working towards a Level 1 certification for catering.

Dean is planning to study catering at the college after he has finished his Level 1 qualification. Dean feels that it will be a lot easier to get a job in the future once he has gained qualifications. He would like to work as a chef.

Angus

Angus, 19, is currently doing a 10 week employability course run by a voluntary organisation that works with people with learning disabilities and additional support needs. Before this, Angus went to college on leaving school and in Year 2 did a retail course and **achieved an SVQ Level 1 in Retail. This helped him to get a full-time retail job but he was dismissed in autumn 2016** when some personal issues led him to get involved in an incident at work. He is very aware that what he did was wrong and is keen to make a new start.

His current course is 3 days/week and aims to help develop employability skills (particularly communication, problem solving and team working skills) and provide work experience that meets their needs. Angus' work experience was in the café in the building in which the training took place. Of note, the course also works in partnership with a large local employer whose staff help the participants develop a CV and conduct mock interviews.

Angus was referred to the employability course by his Disability Employment Adviser at Jobcentre Plus, who felt he could benefit from developing his employability skills. On the course, Angus feels he has developed a range of employability skills including time management, communication and customer service skills – as well as increased self confidence. However, one of the most useful aspects for Angus is that it has **helped him realise that he really enjoys working in a catering environment**, as opposed to retail. Because of this, he is now going to look for a course in hospitality so that he can get the qualifications he needs to work in that area.

Looking forward, Angus is feeling a lot more positive about his future and is currently discussing how to progress towards his goal of working in hospitality with the employability course tutor. The tutor feels he could benefit from more work experience before he starts college and they are currently looking for an opportunity that would match Angus' needs.

Claire

Claire, in her 40s, is a trainee in a day care service, which helps people to develop employment skills. She attends three days a week between 10am and 4pm. The service is based in a visitor centre and service users can develop a range of skills including in catering, retail and gardening. Claire has just completed a 12 week (1 afternoon a week) employability training course run by the local authority's employability service which took place at the centre. This included time management, thinking about what kinds of jobs people would like to do, team working, how to speak to employers, developing a CV and writing application letters. Claire had never undertaken any formal employability training before and so the course was a way of developing the skills and confidence she needs to secure a work placement or a job outside the centre. Claire felt it was very interesting to learn about what is involved in applying for jobs. It helped that it was a group activity involving others she already knew from the centre and that she was able to do the course while still attending the centre and was delivered by staff she already knew. The employability course increased Claire's interest in getting a job and she hopes the employment service will be able to find a suitable opportunity soon, hopefully involving working in a café. This is likely to be supported permitted work as she would be able to work only a small number of hours without losing benefits. As Claire lives in a rural area opportunities are limited because of the smaller employer base and limitations in public transport that can sometimes make it difficult to get to work

Claire has been a client of the employment service which supports people with disabilities with employment issues for 15 years. During this time she has had work experience placements and supported permitted work. Some of these were successful placements but Claire left others because some problems emerged. For example, when the manager changed in a café where she was working her duties were reduced to peeling potatoes, whereas prior to this she had been performing a range of tasks. Claire left because her skills were being under utilised. In another placement, a charity shop, Claire was given a lot of responsibilities, including becoming a key holder. She felt this was too much responsibility and became stressed. **Claire would like a job where there is a good match with her abilities and skills.**

During her previous work experience placements and spells of permitted work Claire continued to volunteer at the visitor centre. She has always enjoyed coming to the centre, is very familiar with all of the people who work there and has developed a range of skills which she has used in placements or in permitted work. Nevertheless, she is keen to **'move on'** from the centre to do something different outside of it. Claire feels being involved in the centre and learning work skills make her quality of life much better. She likes mixing with other people and helping new service users develop their skills when they come to the centre.

Jack

Jack, in his early 20s is a trainee in a day care service which helps people to develop employment skills. The service is based in a visitor centre and service users can develop a range of skills in catering, retail and gardening. He joined this service when he left school three years ago. He attends four days a week between 10am and 4pm. On two days he works in the centre's kitchen and café and on the other two days in its garden centre.

Jack has developed a range of skills at the centre and has a particular talent for cooking, especially baking, and he would be keen to do this kind of work. Given his progress his care manager referred him to employability support service for disabled people run by the council and they offered him a place on a 12 week (1 afternoon a week) employability training course. Jack liked the fact that the course was run at the centre and delivered by people he knew. The course covered time management, thinking about what kinds of jobs people would like to do, team working, how to speak to employers, developing a CV and writing application letters. Jack had never taken part in any employability training before and he found it useful to learn about what is involved in applying for a job.

During the course Jack decided he would like to go to college, to get some qualifications in catering so that in the longer term he could get a job as a cook. At the moment he is working with his employability support worker to prepare to make an application for college. **Jack is not sure that he feels quite ready for this at the moment. He enjoys coming to the centre and feels he will need to build his confidence before he leaves for college.** He can find meeting new people difficult and so this is an area that he is going to work on with his employability support worker. He is also going to look at what courses are available at local colleges and what might fit best with his needs and longer-term goal. He will continue to attend the centre because he gets on well with his fellow trainees and the staff and enjoys the work he does there.

UNEMPLOYED

Robert

Robert, 23, is currently unemployed and looking for work having had a number of temporary/under 6 month jobs in the three years he has been engaged in a supported employment service. He has just had an interview for a clerical post in the NHS and is waiting to hear whether he has been successful. While he is looking for a job he is volunteering with the Citizen's Advice Bureau.

The clerical NHS role would be a good fit as Robert has an administration background. On leaving school he wanted to work in an office and went to college to gain an NQ in Administration. When he completed this qualification he proceeded to another college to gain an NC in Administration and also completed the first year of an HNC. At that point, and with Robert unsuccessful in the many job applications he had made, he heard about the supported employment service through a friend.

In terms of the support he has received from the supported employment service over the last three years, Robert has been helped to identify his skills and how he could apply them in the working environment. For example, he feels he is good at dealing with people and has great attention to detail and so the supported employment service helped to show Robert how he could demonstrate this to potential employers.

The service has also helped him develop the skills he needed for specific jobs. For example one of his jobs required him to speak on the phone and type at the same time so he was prepared for this before the interview and then when he started his job coach accompanied him for the initial few weeks until he was settled. Supported employment then applied to Access to Work to secure a longer term job coach for Robert. Other support has included how to structure his CV, make applications and also attend interviews with him.

Robert thinks the help he has had from the supported employment service has been very helpful as he would not have known what to do to get a job without the service's support. He also thinks it is helpful to have a job coach as this helps him to pay the attention to detail that is required when he is at work.

Looking forward, Robert hopes to get another job soon as he enjoys working and feels working has a positive impact on his life: '**when you're employed you are just busy.**'

Michael

Michael, 30, has not worked since 2014 and has been looking for a job since. He is currently engaged with a supported employment service, as well as volunteering as a youth worker in a youth service where he previously had a placement when he left school.

Michael has had quite a varied work and education history. On leaving school, Michael joined a youth employability programme run by a local employability service. This lasted for a year and included a placement as a volunteer in a local youth project, which led to a part-time youth worker job. Since then, he has had other jobs (including a cabin management assistant) but these were mostly temporary and he left one because his manager was not supportive. Michael also undertook a Modern Apprenticeship in Culture and Heritage Venues Operations which was funded by Skills for the Future.

Michael was **referred to the supported employment service by Jobcentre Plus** in 2010. The service has helped him apply for jobs, to prepare for interviews and has also accompanied him to interviews. Michael felt this was particularly helpful as he was not performing very well in interviews before because he asked all of the questions instead of answering them. The supported employment service also helped him to apply for the jobs that he wanted to do rather than forcing him to apply for any job which had been the case with some of the other employability services he had used. They also helped him access training for example in First Aid, Health and Safety, Food Hygiene and Pool Lifeguard.

Looking forward, Michael would like a job in retail as he feels he has good customer service skills or in administration and is applying for jobs in these areas at the moment. More generally, Michael likes being in work and when he has a job he likes he '**can't wait to go to work**'. However, he has had difficulties getting interviews and partly puts this down to the intense competition for available jobs. He also finds that more and more jobs require people to have a range of skills and be able to multi-task, limiting the jobs he can apply for as he can perform one task very well but finds it difficult to multi-task.

Elaine

Elaine is in her 30s. ***Elaine volunteers in a day-care centre for elderly people who have dementia.*** Her duties involve cleaning in the morning and in the afternoon she works with the service users, helping them with social activities which can involve baking, games, organising entertainment. She volunteers for 8 hours over two days a week. Elaine has been working as a volunteer for 3 years in the day-care centre. Elaine had wanted to do this kind of work as she had experience of helping to look after her Dad who had dementia. Elaine likes many things about volunteering. She increased her knowledge and understanding of how to treat people with dementia and this helped her care for her Dad when he was alive. She felt that she had too much time on her hands before she started volunteering and was spending a lot of time at home and not meeting other people. Now she gets to meet different people each week. Elaine is also very good at her job and she says she is often praised for the good job that she does by the staff and the elderly people who attend the centre. ***'It's good to get praise.'***

Elaine has had a range of work placements since she left college, working in supermarkets, shops, catering and caring for older people. When her brother died in 2006 she felt she had to do something to fill her time and was referred to the supported employment service in 2011. The service helped her get the volunteer position. Prior to this placement she had a placement in another day-care service but left because she was not well treated by other staff. She feels the employees in the service where she volunteers now are more helpful and polite. Elaine feels the manager in the centre is good to work for as she can ask when she needs something explained and the manager also tells her when she has done a good job.

Elaine would like to have a paid job eventually, but feels that she faces barriers to work because she has a learning disability and epilepsy. There can be stigma attached to these and some employers are less likely to take a person with these difficulties on: ***'I have faced [this stigma] all my life'***. Nevertheless, she is proud of what she has achieved through volunteering and thinks other people should: ***'try it. If you don't try you're not getting anywhere'***.

Alistair

Alistair is in his 20s and currently volunteering in the kitchen at a golf course for 3 hours on 2 days of the week. He has been doing this for 5 months. His duties include dishwashing and preparing vegetables. Alistair enjoys working and if he did not have work to go to then he would be bored. He is hopeful that he will be offered a paid job at the golf course eventually. Much of the business is seasonal and as it is coming into the summer season there may be more opportunities.

Alistair has been a client of supported employment for seven years. He found out about the service through college where he was doing life skills and then catering courses after he left school. Alistair has always enjoyed catering work and the supported employment service has helped him get training in catering and also work in the social enterprise attached to the service. When Alistair's placement with the social enterprise came to an end, the supported employment service helped him get his current placement and helped him find the best way to travel to the golf course. The supported employment service also helped him develop the specific skills he needs in the kitchen through their own training and working in the social enterprise.

His job coach offers light touch support as he is doing well in the placement. Nevertheless, Alistair feels the support he gets from his job coach is valuable and if he did not have this he '**would struggle.**' He feels he sometimes has problems with his speech and '**can pick things up wrong if people speak too fast**' and these things can act as barriers to work.

Appendix 2: Employer Case Studies

Large Multinational Company: IKEA Edinburgh

IKEA Edinburgh began exploring their ability to support and employ people with a disability in 2005 on the initiation of the store manager. In taking this forward, there was initially real fear of the Disability Discrimination Act because the manager responsible had no experience of working with people with a disability. Unknowns included **'How do I talk to them?', 'Am I using the right terminology and jargon?', 'What if I say the wrong thing?',** and **'How can I guarantee their health and safety when working here?'** Legal advice was sought and this put her at ease as the main message coming from the lawyers was that **'if you put the person's best interests and their needs first, then you are doing the right thing'**.

In developing IKEA Edinburgh's **'Ready for Retail'** approach, external disability organisations were consulted but overall the decision was to keep a low profile so that the approach could be trialled and refined. However, it quickly gained momentum and from an initial aim of 4 people with a disability being supported, the number rose to (and continues to be) 42 people over a period of 4 days each week.

The aim of the Ready for Retail approach is to provide work experience and training in a real life working environment for people with a disability. Individuals can gain experience in all departments, including the shop floor, restaurant, warehouse, communication, display and office. Where they work is for the individual to choose because IKEA recognise that there will be some tasks that individuals are not comfortable doing and may make them anxious. Once in placement, participants are encouraged to **'train us (the manager and colleagues) about your disability', 'explain what you can do', 'speak up when something is troubling you',** and **'be safe and have fun in the workplace'**. To support them, a dedicated co-worker overseas Ready for Retail, participants can be 'buddied up', assistive technology is used where possible, and external job coaches are welcomed.

During their time on Ready for Retail, participants begin have a 4-day taster session (which may be done over four consecutive weeks) and can be as little as 2 hours each day. If wanting to progress onto Ready for Retail, they are enrolled on an Entry Level 1 retail course that is delivered by Borders College. The course is specifically designed for this group and can be completed at the participants' own pace. External support is also provided by Services in Training for Employment in Midlothian (STEM), Midlothian Adult Literacy & Numeracy Initiative (Malani) and IntoWork. Once completed, they receive aSVQA qualification and their achievements are recognised at an awards ceremony. Participants will then move on or, where possible, be kept on at IKEA Edinburgh.

At the current time, 57 people have gained employment at IKEA Edinburgh through this scheme and currently they have 430 employees. Their contracts range from 2 hours per week up to full-time contracts depending on their disability and what they can manage. For IKEA Edinburgh, these workers are seen as a real asset for the company. **'They are never late, they are happy all the time, and you often have to stop them working beyond their hours and also force them to take their holidays'**. The whole store now buys into having colleagues with a disability and everyone is now comfortable working alongside them.

The drive now is to replicate the model in other stores having now fully tested the approach so that IKEA can say with confidence that it works. IKEA Newcastle are

currently adopting the approach and IKEA Glasgow are soon to do so.

Medium to Large Employer: Albert Bartlett

Albert Bartlett is a family firm and produces over 20% of the UK's fresh potatoes. Based in North Lanarkshire, the company has 460 employees in Scotland. Over the past years, the company has recruited two individuals with learning disabilities, one of which is still in full-time employment as a production operator. The employee has been working in the organisation for more than ten years.

The company feels their partnership with the North Lanarkshire supported employment service provided has been very successful. The supported employment team help to match applicants to the right job and provide on-site support for employees as well as job coaching. They like the fact that the service is flexible, which makes it very easy to contact the team if additional support is required. ***“The support we get [from supported employment service] is brilliant. Our experience has been very good, we have a good relationship.”***

As a company they treat all their employees the same. The line manager and employee with a learning disability have a meeting about once every couple of months. Sometimes there is a need for additional one-to-one meetings with employees with learning disabilities to explain tasks a bit more. This typically happens when the employee says they do not understand some of the task or if work colleagues note there is a need for additional support in any particular task.

Albert Bartlett is not currently recruiting but is open to take on another employee with additional needs. They would definitely recommend employing people with learning disabilities when there is an additional support network behind them. However, it was recognised that ten employees with learning disabilities would be too many to manage for their organisation. It would help to have a wage subsidy to incentivise employers to take on people with learning disabilities. As an organisation, they prefer to pay people a wage rather than commit to unpaid work placements.

Small Employer: Gavin Shanks Allied Timber

Gavin Shanks Allied Timber is a family owned timber manufacturing company based in Coatbridge, North Lanarkshire that supplies sheds, playhouses, summerhouses, decking material and a wide range of other supplies. The company employs 40 people in various manufacturing roles.

North Lanarkshire Supported Employment Service approached Allied Timber around four years ago to see if the company would be able to offer work trial placements. The company Director had some awareness of people with learning disabilities, because his wife is a teacher in a school for people with learning disabilities. After consulting the workforce, the company decided to provide a one-week, 16 hours/week work trial for one individual for a general assistant role. The role was designed to match the individual's skills and abilities and involved working outdoors in the display area, painting and varnishing displayed goods (e.g. garden sheds) and tasks inside the production area. The work trial was successful and the individual was offered a full-time job and has been working in the company 20 hours a week for four years.

Because of the positive experience with the first work trial and the partnership developed with the North Lanarkshire Council, the company has regularly offered work trials for people with learning disabilities in different areas of the production line. They

currently employ five individuals with learning disabilities, all working 16 or more hours a week. The company feels the work trial approach has been a win-win situation, where both the candidate and the company get a job taster.

Before the first work trial, the company did not think it was appropriate to provide opportunities inside the factory due to health and safety concerns. The factory uses heavy machinery and fork-lift trucks on the production floor, which makes it a busy and noisy environment. Since the initial experience, however, they have been assured that this is not a problem. Four candidates with learning disabilities have been recruited and work on the production line. There has been no need to pair individuals with mentors; work colleagues support each other when needed.

Employing people with learning disabilities has been beneficial to the company. The individuals recruited have all been diligent, hard-working and keen to complete any given task. Including people with learning disabilities in the workforce has generated a more positive atmosphere in the factory. The director has seen existing employees in a different (positive) light, with the workforce all pulling together and supporting each other. The whole workforce seems “**happier and healthier**”. The company is confident that with the right candidates, they are able to increase the number of employees with learning disabilities to 10, which would amount to one quarter of their total workforce.

Allied Timber is very pleased by the service provided by the Supported Employment Team job coaches to ensure candidates are work ready. The company director recently spoke in an open forum organised by the North Lanarkshire Supported Employment Team to outline benefits of employing staff with learning disabilities. Employers often fear that employing people with additional needs will be a ‘lot of hassle’. He would encourage any employer to offer work trials first of all to find out in practice whether employing people with learning disabilities works for them. The company suggests that government incentives (e.g. reduced National Insurance contributions) would encourage employers to take on more staff with additional needs.



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