

West Berkshire Council

# Supported Employment Strategy 2020 - 2024



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# 1 Foreword



**Cllr Graham Bridgman**  
**Executive Member for**  
**Adult Social Care**

The health and wellbeing benefits for individuals deriving from being meaningfully employed can be enormous. Not only is there the obvious economic benefit, but there is also the benefit to one's health, self-esteem, one's social connectedness and the sense of purpose which comes with meaningful activity.

These benefits can be particularly important for people who are otherwise at risk of being excluded. Residents who have learning disabilities, mental health conditions and those who have autistic spectrum conditions face the greatest barriers to being in work.

As well as the benefits to the individual there are, of course, benefits of employment to families and the wider community.

In recognition of this, it is worthwhile for the Council to adopt an organised approach to maximising the employment opportunities for people who would otherwise struggle to participate in the job market. It is also right that this should be ambitious. It is not sufficient that people should be busy; the aspiration should be that wherever possible people should be in (or working towards) 'good' jobs that confer the health and wellbeing benefits of work.

There is naturally a need for realism. Available jobs may not meet all of our wishes, whether in terms of job satisfaction or financial reward. We should be ambitious, without being unrealistic.

The development of this strategy comes at a challenging time, when the impacts of Covid-19 on the job market are not yet fully understood and when the indications are that jobs will become significantly more competitive. Factors already known suggest that the most vulnerable residents will be most adversely affected.

"As well as the benefits to the individual there are, of course, benefits of employment to families and the wider community."

## 2 Executive Summary

2.1 **West Berkshire Council's (WBC) Strategy for 2019-23** sets out six Priorities including:

- a) Ensure our vulnerable children and adults achieve better outcomes
  - b) Support everyone to reach their full potential
- 2.2 There is a clear correlation between these priorities and a commitment to supporting people, where possible, into paid employment.
- 2.3 West Berkshire Council is committed to encouraging and facilitating processes and organisations which support people into employment.
- 2.4 This will consist of commissioning specialist services to facilitate experiential learning in workplace settings and to support people to gain the practical skills which help them to access and retain employment.
- 2.5 It will also include wider work to encourage employers in the district to offer both permanent employment and learning opportunities to people with disabilities.
- 2.6 It is recognised that there will be some people for whom paid employment is not a realistic prospect. In those cases, meaningful alternatives will be sought.
- 2.7 Within this strategy, 'supported employment' is taken to mean 'a way of providing assistance to people with a disability who need extra support to move towards and into work'. This definition is taken from BASE (British Association for Supported Employment).

2.8 Supported employment is a well-evidenced, personalised approach to working with people with significant disabilities, including people with learning disabilities and autism, to access and retain open employment, with support.

2.9 People from the age of 14 upwards can benefit from supported employment (subject to relevant restrictions). This can support smooth transition from education into employment. Support can be provided in work experience as well as in evening and weekend jobs.

Support can be provided in whole or in part by schools, further education providers, Adult and Community Learning, Adviza, providers of supported employment, welfare-to-work providers, Jobcentre Plus providers, family carers, day services and community supports.



### 3 Introduction – What do we know?

- 3.1 West Berkshire is currently an area with relatively high levels of employment/low levels of unemployment. Median salaries are around 20% higher than the national figure. The job density in 2018 was 1.17. This means that there are more jobs than people in the age 16-64 group.
- 3.2 However not all West Berkshire residents benefit from the strong local labour market. There are significant and persistent barriers faced by unpaid carers, learning disabled people, autistic people and those with mental health conditions resulting in unacceptable gaps in employment rates and inequalities in health and wellbeing.
- 3.3 It is highly likely that the job market will be impacted heavily by Covid19, especially in the retail and hospitality sectors. This is likely to increase the challenge of supporting some people with disabilities into employment.



### 4 Benefits of Employment

- 4.1 Public Health England Guidance ‘Health matters: health and work’ (2019)<sup>1</sup> details a number of benefits to individuals which derive from employment. It states that:  
  
*“There is clear evidence that good work improves health and wellbeing across people’s lives, not only from an economic standpoint but also in terms of quality of life. ‘Good work’ means having not only a work environment that is safe, but also having a sense of security, autonomy, good line management and communication within an organisation.”*
- 4.2 There is also evidence that shows that good quality work protects against social exclusion through the provision of:
  - Income
  - Social interaction
  - A core role
  - Identity and purpose
- 4.3 The same report also recognises the damage which can be done through long term unemployment.
- 4.4 Similar themes are also set out in ‘Local action on health inequalities: Promoting good quality jobs to reduce health inequalities’ (PHE & Institute of Health Equity; 2015)<sup>2</sup>.
- 4.5 The nature of employment impacts the health and wellbeing benefits. The concepts of ‘good’ and ‘quality’ work are important to consider when commissioning supported employment.

<sup>1</sup><https://www.gov.uk/government/publications/health-matters-health-and-work/health-matters-health-and-work>

<sup>2</sup><http://www.instituteofhealthequity.org/resources-reports/local-action-on-health-inequalities-promoting-good-quality-jobs-to-reduce-health-inequalities-/local-action-on-health-inequalities-promoting-good-quality-jobs-to-reduce-health-inequalities-full-report.pdf>

#### 4.6 'Good' Work

*“It is good jobs that matter – where people feel a sense of stability, have a say in the workplace, know that their effort is recognised and rewarded, have the skills to do the job but also to develop their own potential, and trust that they will be treated fairly. And most critically, that they are paid a decent wage for the work that they do.”*

(Source: Leeds City Region submission to the Taylor Review)

'Good work' is defined as having a safe and secure job with good working hours and conditions, supportive management and opportunities for training and development.

#### 4.7 'Quality' work

The concept of quality work takes the concept of 'good' further, identifying characteristics of meaningful work which optimises the benefits for improving wellbeing. People in quality work are enabled to:

- Strengthen and develop their personal resources and skills;
- Flourish and take pride in their roles within the organisational system;
- Function to the best of their abilities, both as individuals and in collaboration with their colleagues;
- Build social connections;
- Have a say in a supportive environment.

## 5 Benefits to Employers

5.1 As well as benefits to individuals, employing disabled people and people with health conditions (Department of Work and Pensions; 2020)<sup>3</sup> states that:

“Encouraging applications from disabled people is good for business. It can help you to:

- increase the number of high quality applicants available
- create a workforce that reflects the diverse range of customers it serves and the community in which it is based
- bring additional skills to the business, such as the ability to use British Sign Language (BSL), which could result in large savings”.



<sup>3</sup><https://www.gov.uk/government/publications/employing-disabled-people-and-people-with-health-conditions/employing-disabled-people-and-people-with-health-conditions#why-recruit-disabled-people>

## 6 Current position – Where are we now?

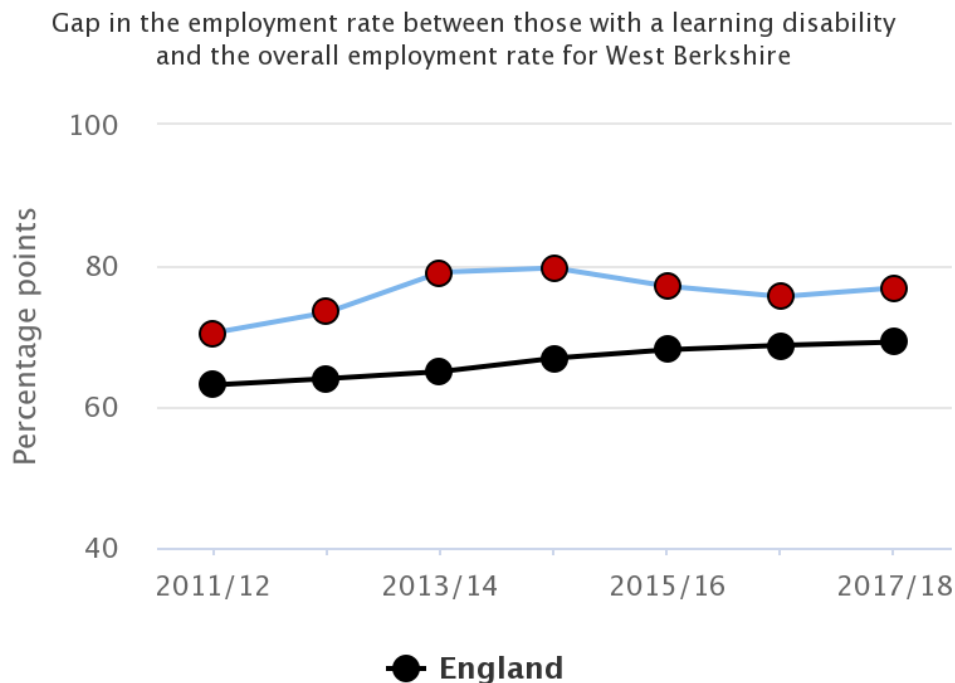
- 6.1 There are several data sets (Social Care and Public Health) in which Local Authorities' performance around overcoming barriers to employment is monitored. Our Public Health and Wellbeing Team are conducting a Needs Assessment on the Employment Gap faced by learning disabled people, autistic people and those with severe mental health conditions. As part of this Assessment, recent engagement with community stakeholders (young people and adults with learning disabilities and autism) also contributes to the Council's understanding of our current position.
- 6.2 One relevant measure is known as ASCOF 1E. ASCOF relates to the Adult Social Care Outcomes Framework. ASCOF 1E reports on the number of people with Learning Disabilities of working age who receive a Long-term Social Care service and who are in paid employment.

- 6.3 In West Berkshire in April 2020, the percentage of people in this group in employment is 5.5%. This is slightly lower than the England average (2018/19- 5.9%). This may be as a result of the relatively high number of adults with learning disabilities in West Berkshire and the relatively high number of specialist care providers in the district.
- 6.4 There is an equivalent ASCOF measure for people with mental health needs. This is ASCOF 1F, which relates to the Proportion of adults in contact with secondary mental health services who are in paid employment.
- 6.5 In West Berkshire in 2019/20, the percentage of people in this group in employment was 11%. In 2018/19, the England average was 8%.
- 6.6 We do not gather similar data for other types of disability.
- 6.7 The national Public Health Outcomes Framework (PHOF) includes several performance indicators related to barriers to employment faced by vulnerable residents. These are referred to as 'employment gaps'.





6.8 Over the past 8-9 years, PHOF shows that West Berkshire has a higher employment gap for people with a learning disability, compared to the rest of England. The graph below clearly illustrates this. Local stakeholders have urged caution with the above performance indicator. This data includes non WBC residents and those with profound and multiple learning disability (PMLD) where employment is not an appropriate aspiration.



6.9 Since 2011, PHOF data shows that West Berkshire has had a higher employment gap for people with complex mental health conditions, compared to the rest of England. This gap has reduced in recent years. The graph below clearly illustrates this.



- 6.10 National data demonstrates that the employment gap is even greater for autistic young people and adults. Only 16% are in full-time employment with a further 16% in part-time work. And while full-time work won't be right for all autistic people, 4 in 10 of those working part-time feel under employed.
- 6.11 National research has found that 42% of autistic adults reported needing employment support but just 12% received it.
- 6.12 There is emerging evidence that some autistic people feel they are in low-skilled work and employers don't see their abilities or offer opportunities to progress in their career.
- 6.13 National policy and recent local stakeholder engagement describes the barriers faced by those with a disability or mental health condition who are seeking to find, remain or progress in vocational training or work. These barriers are multi-faceted and complex, often starting in primary school. There are recurrent themes in these barriers, throughout the journey from education to training, accessing, maintaining and progressing in 'good' work.
- 6.14 The recent stakeholder engagement completed by Public Health and Wellbeing highlighted these themes and how they are experienced locally by residents with learning disabilities and autism:

### Young People

- Variations in provision in employment preparation eg vocational profiling, supported work experience and internships are available in specialist Special Educational Needs and Disabilities (SEND) settings. This is a significant barrier creating for pupils in mainstream settings, with or without an Education, Health and Care Plan (EHCP).

- Lack of vocational outcomes in EHCPs together with lack of staff expertise in mainstream schools to provide specialist careers and employment advice
- Not enough supported work experience placements or supported internships due to unengaged employers and a lack of job coaches.
- Supported internships are often too high level or not tailored to the needs of more able autistic young people.
- Lack of aspiration – parent/carers and young people.
- Non-recurrent and under-funding of employment support services including the WBC Individual Placement and Support (IPS) service to meet the needs of all young people with learning disabilities and autism.

### Adults

- Commissioned employment support service had limited fidelity to the evidence based/best practice IPS model and is targeted to adults known to Adult Social Care (ASC).
- Lack of Cost/Benefit Analysis data to support the additional funding and resourcing for an IPS service in West Berkshire.
- Funding for employment support services is lower than other LAs in Berkshire.

## Employers

- One of the most significant barriers locally is employers' lack of knowledge about supported employment resources available (Job coaches, Access to work grants).
- Some employers have limited awareness or knowledge about learning disabilities and autism. This affects people's experiences and ability to access reasonable adjustments across their employment journey from the application stage to career progression.
- Communication to local employers about supported apprenticeships has not been effective.
- Engagement with employers has not focussed enough on the business benefits of recruiting learning disabled and autistic young people.

## Job Centres

- Some Department of Work and Pensions (DWP) Job Centre Plus staff have poor understanding of autism and reasonable adjustments leading to poor experiences in finding work, inappropriate placement for work and inappropriate or inadequate support being put into place.
- The employment support offered by DWP is not intensive enough for some clients as it is not based on the IPS model.
- Job centres can be experienced as stressful, overwhelming places for learning disabled and neuro-diverse residents.

## Health care

- Variations in waiting times for certain NHS services can create barriers. Locally the long waiting times (currently over 2 years) for neurodiversity assessment is a barrier to remaining in good work.

## 6.15 'Good' and 'Quality' work

The importance of being in 'good' or 'quality' work to enable disabled people to benefit from a sense of purpose, connection and belonging is emerging in policy and research. However a key theme in the stakeholder engagement for this needs assessment is that people with learning disabilities and neurodiversity experience greater barriers to access 'good' work, as part of the employment inequality that they face.



## 7 Current Approach – What do we have in place?

7.1 A key element of the current approach includes the commissioning of a specialist service to support vulnerable people into employment.

7.2 This service was commissioned under the Voluntary Sector Prospectus to deliver the following outcome:

*‘Supported Employment for unpaid Carers and Vulnerable People (eg people with learning disabilities, autistic adults, people with mental health issues, disabilities) - Maximises individual’s economic well-being through ensuring people access supported employment opportunities.’*

7.3 A new provider won the contract in April 2020, securing Annual Funding of £60,600 provided from Public Health.

7.4 The objectives for the Provider are to:

- Maximise individuals’ economic well being through ensuring people access supported employment opportunities;
- Provide support to vulnerable adults and carers with securing employment including voluntary and paid employment;
- Provide tailored support to meet individual need (unpaid carers might have been out of the job market for several years);
- Support individuals to remain employed;
- Provide opportunities for people to develop skills related to employment;
- Provide opportunities for people to enhance self-esteem and confidence through work activities;

- Work with relevant employers to develop inclusive working practices;
- Promote the service through a range of formats including social media, leaflet, poster, promotional events, helpline;
- Respond to all enquiries within two working days.

7.5 The tender was won by an organisation named Groundworks. The provider started accepting referrals on 1 July 2020.

7.6 Other commissioned services within the voluntary sector support adults with disabilities to gain practical skills which may serve them in an employment setting.

7.7 There are separate supported employment preparation (work experience, internships) and supported employment (apprenticeships) for young people commissioned by the Council and by special schools.

7.8 West Berkshire Council’s SEND Strategy includes Objective 3 (see Appendix 1), which states that:

*“We want to improve post 16, education, learning, employment and training.*

*“We want all young people with SEND in West Berkshire to fulfil their potential and, as far as possible, meet their aspirations; so that they lead happy, healthy lives and are able to make positive contributions as members of their communities.*

*“We want to support this vision through high quality provision in education, training, work experience, apprenticeships and study programmes that support young people into engagement or employment and provide them with skills for independent or supported living.”*

7.9 The work plan to deliver this objective sets out a comprehensive range of actions, including:

- Develop new post 19 supported internship provision linked to a maintained special school and review the impact of this, as well as establishing demand for future provision, annually;
- LA Post 16 Assistant SEN Manager and SEND Strategy Officer to attend the Careers and Enterprise Company (CEC) network meetings to promote the SEND strategy agenda and engage members of the network in strategic development;
- Update the service delivery model for the Supported Employment Service;
- Extend the Supported Employment Service offer into mainstream schools;
- Promote job coach training offered by Newbury College;
- Develop vocational profiles training package for mainstream schools.



## 8 Key Partners

### 8.1 Skills and Enterprise Partnership (SEP)

- The Skills and Enterprise Partnership has been in operation for over 10 years and was set up to bring together partners in the delivery of skills, work and business in West Berkshire. The role of the partnership has evolved over time and as partners roles have changed, so too has the partnership reach. Currently the main activities of the partnership are about promoting work, enterprise and skills training in West Berkshire along with networking opportunities for partnership members.
- In 2019, the Partnership delivered the Working for a Healthier Tomorrow conference. This included conference stands and speaker promoting supported employment readiness, supported employment services and the benefits of a diverse workforce. It was scheduled to host a smaller Employer engagement event in Spring 2020 to address the gaps in local Employer knowledge and confidence in offering apprenticeships and employment to residents with disabilities and mental health conditions. However this was delayed due to the COVID-19 outbreak control measures.
- The Skills and Enterprise Partnership is a sub group of West Berkshire Council's Health and Wellbeing Board and it links closely to the skills themes for Thames Valley Berkshire Local Enterprise Partnership (TVB LEP).
- See Appendix 4 for the current Terms of Reference and membership of the SEP.

## 9 Strategic Aims – Where do we want to be?

- 9.1 The strategic approach in this document is based on national and local views that no single organisation can resolve the above issues and barriers alone. WBC need to work collaboratively across council services and with a range of stakeholders to utilise our different strengths and assets.
- 9.2 Vision**
- A district where everyone is ambitious for unpaid carers, young people and adults with learning disabilities including Autism Spectrum Conditions and those with severe mental health conditions.
  - West Berkshire Council, residents, service providers and employers act positively to address the barriers to participation in 'good work'.
- 9.3 Aims**
- The supported employment strategy will contribute to the achievement of this vision through achieving these aims:
- 9.4 Commissioning**
- Development, delivery and monitoring of evidence-based employment support service for all young people and adults with learning disabilities, Autism Spectrum Conditions and those with long term mental health conditions. The current evidence suggests that this will mean closer fidelity to IPS model to secure 'good' work or get closer to the job market.
- 9.5 Employers**
- Offer more opportunities that enable learning disabled and those with mental health conditions to make the best use of their talents and to progress. These opportunities include supported work experience, apprenticeships and jobs.

## 9.6 DWP / Job coaches

- Enable more people from the target population to access work and career support, in particular ongoing in-work support from job coaches.
- Better understand the needs of clients not engaged with SEND or adult social care services, in particular those with Autism spectrum conditions.
- Take more of a personalised approach - better understand the individualised needs and employment aspirations of people, not rely on the 'label'.

## 9.7 Education/Training

- Ensure education and training professionals who support young people and adults in their employment aspiration and employment preparation services can provide the evidence-based help at the right time.
- Increase the capacity of high quality provision in education, training, work experience, apprenticeships and study programmes that support young people into and returning to employment.

## 9.8 Health and care professionals

- Health care professionals consider entering and remaining in employment as a key outcome for health and care programmes for young people and adults with learning disabilities, autism and severe mental health conditions.

## 9.9 Residents and their families

- Better understand the importance of being in 'good' work or training for health and wellbeing, especially for more vulnerable residents.
- Better understand high-quality provision in employment preparation/ employment support programmes.
- Know how to access employment readiness and employment support programmes across the life course.

# 10 Actions- How will we get there?

- 10.1 These actions cover the first year of this strategy and will be reviewed by the cross-service Skills and Enterprise Partnership for the remaining years.

## 10.2 Joined-up Commissioning

- Adult Social Care and Public Health to jointly commission the current supported employment services for adults, overseen by the multi-stakeholder Skills and Enterprise Partnership.
- Undertake an evidence/literature review to inform the model for future commissioning of supported employment for adults with learning disabilities and mental health conditions, with a focus on Individual and Placement Support (IPS) approaches.
- Complete a review of best practice in commissioning and delivering supported employment services, including supported employment readiness services for young people.
- Use a cost-benefit analysis to prepare business case(s) for additional funding for the development of the supported employment readiness and supported employment offer for West Berkshire residents.

### 10.3 SEP

- Review the terms of reference for the Skills and Enterprise Partnership (SEP) to ensure clarity on their role to close the employment gaps in West Berkshire, with a focus on the development of supported employment services.
- Review and develop the membership of the SEP to ensure it engages all the relevant stakeholders working to address the barriers to accessing and maintaining employment, in particular employer representatives, NHS and WBC SEND team, Autism Partnership Board and the Learning Disability Board.

The SEP to:

- Review evidence provided through the contract management of supported employment services being delivered to vulnerable adults.
- Lead on the Supported Employment Strategy going forward.
- Communicate and engage with local employers on the benefits of a diverse workforce for businesses.
- Support employers to improve their knowledge and confidence in supporting people with disabilities into employment.

### 10.4 WBC Communities and Wellbeing

- The new WBC Communities and Wellbeing service to include an Officer with programme responsibility for Work and Wellbeing, including work, wellbeing m disability and mental health.

### 10.5 Employers

- Engage with the SEP offers around supported employment (toolkit and forum).
- Nominate representatives to attend and engage in the work of the SEP.

- Increase the supported employment readiness and supported employment opportunities across the local economy for residents with learning disabilities including Autism spectrum conditions and severe mental health conditions.

### 10.6 Job coaches/Job Centre Plus

- Undertake ongoing training to ensure attitudes and aspirations reflect current research and engagement with people with learning difficulties, autism and severe mental health.
- Promote more awareness of supported employment services available, including for those working atypically and the self employed.

### 10.7 Education/Training for SEND students

- EHCPs and Individual Learning Plans (ILP) for young people in all settings to include SEND provision and outcomes related to preparing young people to enter vocational training employment.
- Expand the availability of supported work experience placements and supported internships for all SEND young people including those without an EHCP and those educated at home.
- Mainstream schools to engage with young people family/carers to promote greater aspiration and knowledge of supported employment readiness and supported employment services available.

### 10.8 Healthcare

- Representative from BHFT supported employment to join the SEP.

### 10.9 Residents and families

- WBC Autism Partnership Board and the Learning Disability Partnership Board to engage with residents, family/carers to promote greater aspiration and knowledge of supported employment services available, including those working atypically and the self-employed.





# Appendices

App. 1 SEND Strategy Objective 3

App. 2 The Supported Employment model developed by BASE

App. 3 Improving lives: the Work, Health and Disability Green paper. 2016. Vision statement/model

App. 4 Terms of Reference for Skills and Enterprise Partnership

# Appendix 1

## Strategic Objective 3

We want to improve post 16, education, learning, employment and training

We want all young people with SEND in West Berkshire to fulfil their potential and, as far as possible, meet their aspirations; so that they lead happy, healthy lives and are able to make positive contributions as members of their communities.

We want to support this vision through high quality provision in education, training, work experience, apprenticeships and study programmes that support young people into engagement or employment and provide them with skills for independent or supported living.

### What outcomes do we want to see?

- Provision available to all young people with SEND aged 16-25 to access purposeful activities (including education, work experience, supported employment, supported internships, apprenticeships, training including voluntary and community projects as appropriate)
- All young people with SEND have a clear destination pathway and they are able to make appropriate progress, whatever their starting point.
- All young people with SEND post 16 and their parents and carers have access to high quality impartial careers advice and guidance which prepares them for their next steps in life
- All young people have access to work related learning activities, as appropriate to their level of ability, to enable them to work towards paid employment wherever possible
- Through partnership working and joint commissioning arrangements for post 16 SEND services are delivered in a coordinated way
- All young people have access to a range of SEND post 16 services and support to provide increased choice and control

### Why is this important?

Young people and young adults, as well as their parents / carers sometimes express their frustration at the lack of information and planning for when young people leave school (year 11 or year 13/14) and college. The number of young people with SEND who currently access apprenticeships, supported internships, supported employment, and ultimately paid employment, needs to increase. On occasions, learners with SEND repeat courses, which do not offer progression or adequate preparation for adulthood.

Although progress has been made in a number of areas of the post 16 curriculum in recent years, both professionals and parents recognise that post 16 SEND provision can be fragmented, lacking in coherence and does not prepare young people with SEND for work or independence as well as it could. Whilst the number of young people with SEND who are NEET (Not in Education, Employment or Training) compares well to national averages, there are still too many young people with SEND who are not engaged in education, training and or employment after leaving school or college. There is a lack of reliable data on the number of young people with EHC Plans who become NEET after they leave College.

### What do we need to have in place to achieve our outcomes?

We need a clearly defined multi agency 16-25 pathway for all young people with SEND and young adults that enables participation in appropriate learning opportunities which enable young people to reach their potential and achieve as much independence in life as they can, including paid employment wherever possible. There is no automatic entitlement for young people with an EHCP to remain in education until the age of 25, and for some young people there will be more appropriate pathways to adult life. However, our vision of SEND post 16 recognises that some young people with SEND will require longer to achieve their education or training outcomes to enable them to prepare for adulthood in a meaningful way.

### Therefore, our SEND post 16 vision is about having in place:

- High quality provision for education, work experience, supported internships and employment
- Jointly commissioned arrangements and agreed protocols between the West Berkshire SEND Strategic Partnership Board, its partners and its providers for agreed standards of provision
- Increased options and appropriate pathways post 16 with West Berkshire and its neighbouring Local Authorities through development of joint provision where appropriate
- Strengthened collaborative partnership working between Education, Children's and Adult Social Care services and Health to enhance local provision for young people with significant needs

## What are our priorities?

With reference to the Ofsted Moving Forward Report (March 2016) and in capturing the discussions from West Berkshire stakeholders, including parents, carers and young people, the following priorities have been identified:

1. Develop the range and choice of local post 16 SEND provision
2. Develop pathways to sustainable employment
3. Improve the quality and accessibility of information about post 16 options for young people with SEND and develop training and guidance for families, providers and employers
4. Develop systems for collecting and monitoring outcomes data from post 16 education providers

## Key Actions.

A detailed implementation plan, project plan, risk log and outcome performance dashboard sit below the strategy. The sections below summarise the key actions which are proposed.

### Priority 1: Develop the range and choice of local post 16 SEND provision

- 1.1 Map existing post 16 provision, placement patterns, outcomes, future needs and gaps and produce recommendations for future commissioning
- 1.2 Create more joined up packages of support around young people whose college placements are part time
- 1.3 Provide better access to speech and language therapy, occupational therapy and physiotherapy in local FE colleges
- 1.4 Extend the model of post 16 Education providers running social enterprises to provide real work experience for students
- 1.5 Support mainstream secondary schools to develop their post 16 offer for young people with SEND, offering greater choice and flexibility and using models of good practice
- 1.6 Develop a new post 16 GCSE programme at Newbury College for learners with additional needs, who may need to take fewer subjects or need more time to complete courses
- 1.7 Develop new local post 19 provision for young people who are capable of progressing to employment, but who may be vulnerable in a large college environment, focusing on life skills and employment

### Priority 2: Develop pathways to sustainable employment with partner agencies

- 2.1 Work with local employers, through the Local Enterprise Partnership, to make the business case for employing young people with SEND and encourage alternative means of recruitment, eg. work trials and apprenticeships.
- 2.2 Create locally agreed standards and definitions for work experience and supported internships
- 2.3 Promote the use and understanding of supported employment practice across all Education providers, through guidance and training
- 2.4 Increase the number of qualified job coaches across all post 16 Education providers
- 2.5 Develop the Council's role as an employer of young people with SEND
- 2.6 Develop more supported internship opportunities through schools, FE Colleges and other providers, which lead to paid employment
- 2.7 Develop support for young people to set up their own businesses

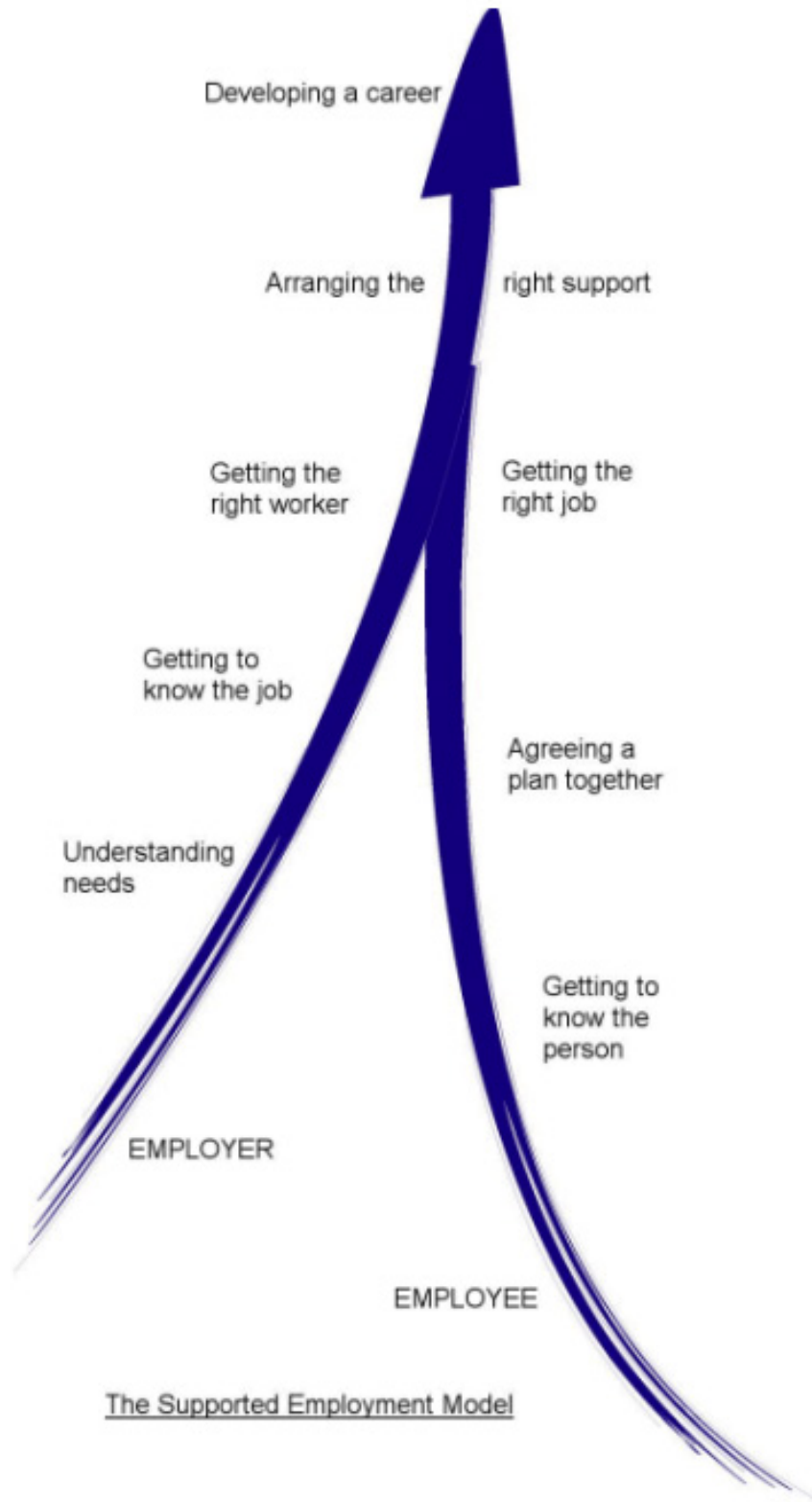
**Priority 3: Improve the quality and accessibility of information about post 16 options for young people with SEND and develop training and guidance for families, providers and employers**

- 3.1 Review and improve the content of the Local Offer in relation to FE and employment
- 3.2 Create information leaflets on pathways which are made available to parents by schools, early in the transition planning process
- 3.3 Disseminate information and best practice guidance to parents, practitioners and employers from the British Association for Supported Employment, including within school / College training
- 3.4 Identify young ambassadors to promote the range of post 16 options including supported internships and employment
- 3.5 Run an annual SEND employment conference for families and providers
- 3.6 Create a SEND Careers pack for mainstream schools
- 3.7 Work with the local SEN & Disability Information Advice and Support Service (which provides independent advice for parents and young people) to develop their role in offering information and advice on post 16 options

**Priority 4: Develop systems for collating and monitoring outcomes data from post 16 education providers**

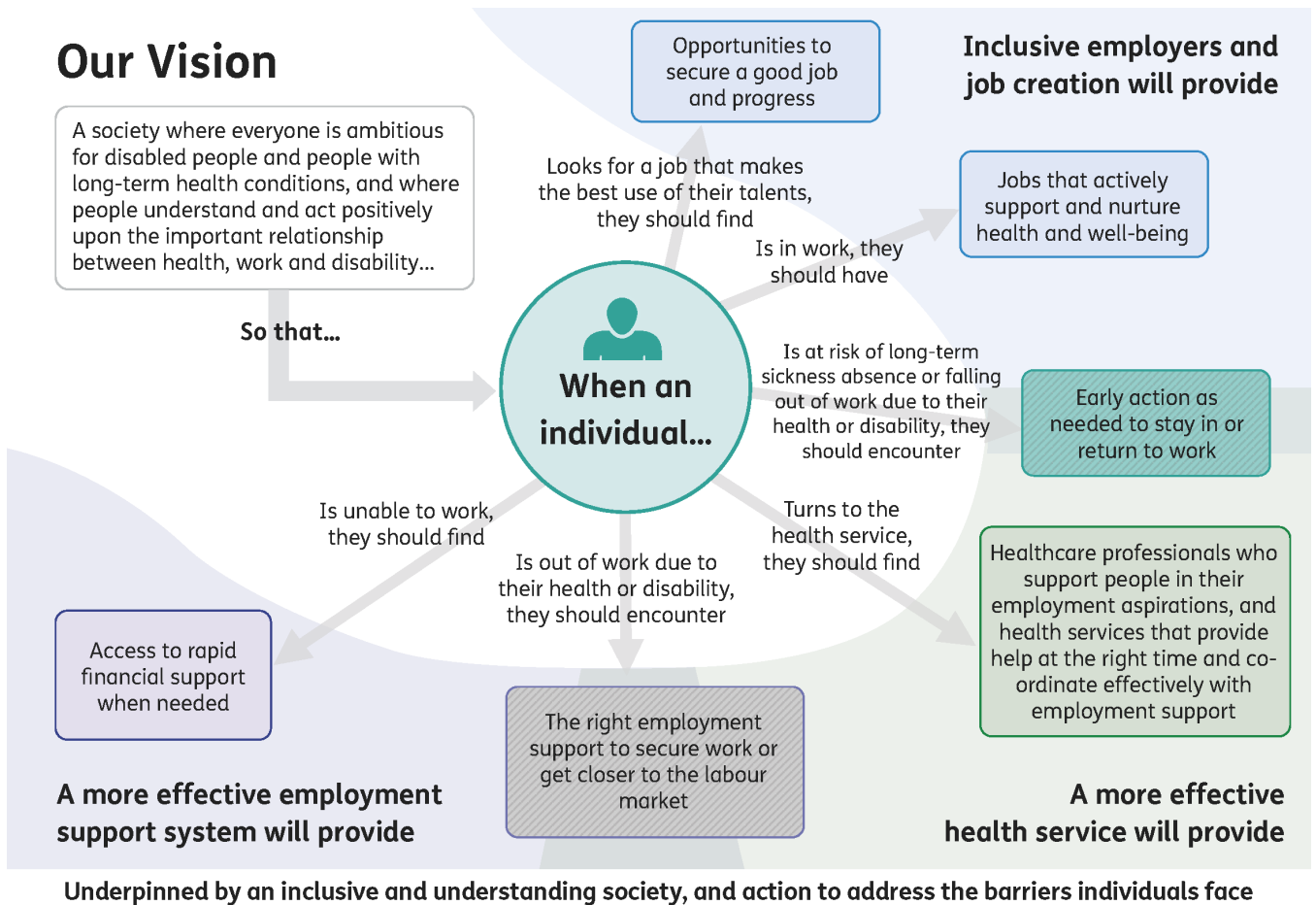
- 4.1 Agree with local providers a standardised system for reporting on outcomes / destinations from courses undertaken by young people with SEND
- 4.2 Incorporate clearer outcome data requirements in to the commissioning expectations for education providers where the Local Authority is funding placements
- 4.3 Outcomes data from post 16 education providers to be routinely used to inform commissioning, including progression to HE
- 4.4 Collate outcomes data on the numbers of young people with SEND going to university

## Appendix 2- The Supported Employment model developed by BASE



# Appendix 3- Improving lives: the Work, Health and Disability Green paper. 2016.

## Vision statement/model



# Appendix 4 - Skills and Enterprise Partnership Terms of Reference

## Skills & Enterprise Partnership Programme Overview 20/21

### 1.0 Purpose

The purpose of the Skills & Enterprise Partnership (SEP) is to act as the delivery arm of the Health and Wellbeing Board and support the delivery of the following Joint Health and Strategy priorities:

- Give every child the best start in life
- Support mental health and wellbeing throughout life
- Reduce premature mortality by helping people lead healthier lives
- Build a thriving and sustainable environment in which communities can flourish
- Help older people maintain a healthy, independent life for as long as possible

### 2.0 Aims

Please list the aims of the group, these should set out what the group hopes to achieve over the coming year (19/20) and how they link to one or more of the above priorities

The aims of the SEP are to:

- Promote economic development by ensuring the widest possible pool of talent for local employers
- Support people from groups who are under-represented in employment to acquire skills and overcome barriers in order to enter, or re-enter, employment
- Support employers in providing and sustaining employment for people in under-represented groups in order to increase diversity

Under-represented groups include:

- Young people (Under 24)
- People with physical disabilities
- People with mental health problems
- People with learning disabilities
- People with long-term health conditions

### 3.0 Programme objectives

Explain what steps the group will take in achieving its aims. These should be SMART (specific, measurable, achievable, realistic and, timely (see table below)

1. Identify barriers and needs in relation to employment for people in a range of under-represented groups
2. Develop partnership working with key stakeholders (including employers, providers, statutory agencies and voluntary sector organisations) to deliver agreed projects, meeting the aims of the SEP
3. Develop and deliver five key projects in 2019/20 with 150 individual beneficiaries of people in under represented groups



## 4.0 Key projects

Identify the main projects the group is delivering / monitoring for this year (19/20).

1. Identification of the main groups in West Berkshire who are under-represented in employment, in order to confirm the priorities of planned projects
2. Delivery of a public awareness campaign to promote the sustained employment of people from under represented groups
3. Development of the second phase of the 'Working for a Healthier Tomorrow' initiative
4. Expansion of the 'Delivering Life Skills' programme
5. Enhanced delivery of a Work & Careers Fair, including participation by local schools and supporting the work on employment opportunities for people with learning disabilities

## 5.0 Anticipated benefits and outcomes

Explain what will be different or better as a result of this work.

Key outcomes will include:

- Enhanced awareness of career opportunities for people in a range of under-represented groups
- Increased employer understanding of the pool of talent available to meet skills needs and the approaches which ensure the continuing success of employees in under-represented groups

HWB Strategy Priority	Objectives	Action	Completion Date	Measures	Outcomes	Responsible for delivery
<ul style="list-style-type: none"> <li>• Give every child the best start in life</li> <li>• Support mental health and wellbeing throughout life</li> <li>• Build a thriving and sustainable environment in which communities can flourish</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify barriers and needs in relation to employment for people in a range of under-represented groups</li> <li>2. Develop partnership working with key stakeholders (including employers, providers, statutory agencies and voluntary sector organisations) to deliver agreed projects, meeting the aims of the SEP</li> <li>3. Develop and deliver five key projects in 2019/20 with 150 individual beneficiaries of people in under-represented groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification of the main groups in West Berkshire who are under-represented in employment, in order to confirm the priorities of planned projects</li> </ol>	April 2020	Target groups identified	Main target groups of those under-represented in employment identified and agreed	Matt & Catherine
		<ol style="list-style-type: none"> <li>2. Delivery of a public awareness campaign to promote the sustained employment of people from under-represented groups</li> </ol>	Dec 2020	Awareness campaign delivered	Awareness campaign (including employer good practice examples) devised and delivered	'Employment is Everyone's Business' (Mark Brown and Lee Hunt)
		<ol style="list-style-type: none"> <li>3. Development of the second phase of the 'Working for a Healthier Tomorrow' initiative</li> </ol>	Dec 2020	Number of companies participating in WFAHT initiative	Second WFAHT event delivered to 20 local companies	Matt & Catherine
		<ol style="list-style-type: none"> <li>4. Expansion of the 'Delivering Life Skills' programme</li> </ol>	July 2020	Number of young people benefitting from the DLS programme	DLS programme delivered by EBP to 60 additional young people	Michelle
		<ol style="list-style-type: none"> <li>5. Enhanced delivery of a Work &amp; Careers Fair, including participation by local schools and supporting the work on employment opportunities for people with learning disabilities</li> </ol>	Dec 2020	Number of participants with learning disabilities benefitting from the work & careers fair	Work & Careers Fair delivered, with 40 participants with learning disabilities	Iain

## Document Control

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<b>Revision due</b>			
<b>Author:</b>	Paul Coe (Adult Social Care) Catherine Greaves (Public Health)	<b>Sign &amp; Date:</b>	9th February 2021
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## Change History

Version	Date	Description	Change ID
0.1			
0.2			



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