An Evaluation of SHIEC

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Contents

Purpose of Evaluation

This report was commissioned to review and evaluate the work of the organisation SHIEC – Sustainable Hub of Innovative Employment for People with Complex Needs. This report explores how the project was developed and the progress made in supporting individuals with disabilities and lessons learnt from this work.

1 Methodology

To review and evaluate SHIEC, interviews were conducted with:

Frank Proctor	Chief Executive (Previously Project Manager)
Jo Poynter	Management Group
Nick Gore	Management Group
Vivien Cooper	Management Group
Rhea Young	Research Assistant

The interviews gathered an insight into how SHIEC was developed and what was involved in the day to day running of the organisation (as well as any challenges). Materials related to and produced by SHIEC were also reviewed such as:

- The SHIEC databases
- The definition and screening tool of complex needs
- Minutes from SHIEC meetings
- A Call for Evidence Report

2 The development of SHIEC

SHIEC was initially developed as a project within The Challenging Behaviour Foundation in 2010. The creation of SHIEC stemmed from the idea that all individuals, including those with the most severe disabilities and complex needs, have the right to achieve the same goals as everyone else; including finding employment.

The initial management group for SHIEC comprised:

- Vivien Cooper (The Challenging Behaviour Foundation)
- Jo Poynter (Valuing People)
- Nick Gore (Tizard Centre, University of Kent)
- Kathy Melling (Kent Local Authority)
- Peter McGill (Tizard Centre, University of Kent)
- Rachel Forrester-Jones (Tizard Centre, University of Kent)

It had become evident in the UK that those with the most complex needs in society were not being given the opportunity to obtain employment. This was despite research and examples such as ProjectSearch (in America), which had proven it is possible to support individuals with disabilities in work. SHIEC was developed to be a demonstration project; proving it is possible to support those with the most complex needs to find and maintain employment. This project aimed to work with organisations and providers, across England, creating a HUB where members could collaborate and support individuals into work. SHIEC was one of the demonstration projects included in the Government's Valuing Employment Now strategy (released in 2009). This strategy aimed to radically increase the number of individuals with learning disabilities who were employed, through the use of Government initiatives and demonstration projects, such as SHIEC.

2.1 Funding

There were two main sources of funding for SHIEC. Primary funding came from the Government and additional funding from the PSA-16 (Public Service Agreement). PSA-16 had a specific focus on supporting individuals with

disabilities and mental health issues into employment, education or accommodation. As this PSA-16 was attached to a local authority, when SHIEC was set up, it was initially based in the South-East (with HUB partners primarily residing and meeting in the South-East). As SHIEC was developed as a project within The Challenging Behaviour Foundation (CBF), all resources and materials were initially provided by the CBF. A portion of funding was spent on research, which was used to finance an evaluation of SHIEC's work in 2013.

2.2 Aims of SHIEC

The main aims for SHIEC were:

- To focus on a select group of individuals with complex needs who are primarily least likely to be supported into employment
- To be a demonstration project - to support these individuals into genuine, paid employment opportunities
- To identify and work with a range of organisations and stakeholders (both large and small) who would support individuals into work

SHIEC sought to follow previous employment schemes (such as ProjectSearch), by using the model of Supported Employment. Supported Employment thinks about the individual's skills and interests to identify suitable job opportunities for them. Additional support can then be provided in the form of a mentor (typically the individual's support worker) to help them complete tasks at work.

2.3 Target group

A specific definition of complex needs was developed and used by SHIEC (Appendix A). SHIEC focused on a particular group of individuals as defined by the following criteria:

1. People with profound and multiple learning disabilities

2. People with severe-profound learning disabilities and challenging behaviour
3. People with mild-moderate-severe learning disabilities and a history of offending behaviour and/or significant mental health difficulties.

2.4 The structure of SHIEC

From 2010 to 2012, the structure of SHIEC included:

- The management group (6 members)
- Project Manager x1 (Full-time)
- Research Assistant x1 (Full-time) – from summer 2010 to 2011
- Administrative support x1 (Part-time post, 5 hours per week)
- Providers
- Local authorities and supported employment organisations – additional contacts

In 2012, when SHIEC became a charitable organisation, the structure changed:

- Trustees x3
- Chief Executive x1 (Part-time)
- Administrative support x1 (Part-time post, 5 hours per week)
- Providers

SHIEC was initially established as a HUB, whereby providers (alongside the management group and Project Manager) could meet together to focus on the issue of employment for individuals with severe learning disabilities and complex needs. These providers covered residential, educational and supported living services.

2.5 Timeline of SHIEC

Key

- Members of SHIEC
- Nos. of people supported by SHIEC
- Resources/products developed
- Events organised by SHIEC
- Provider involvement
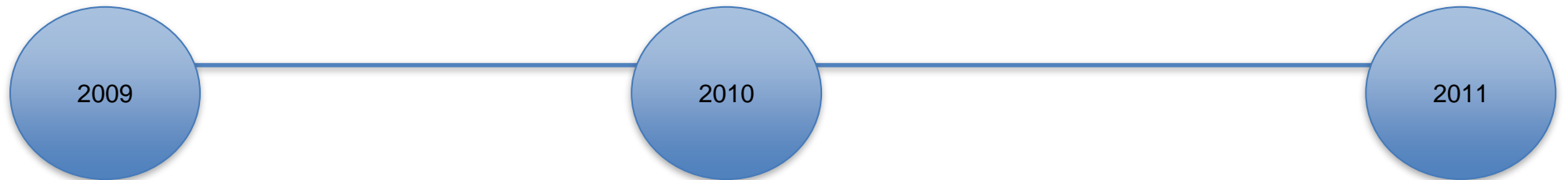
2009

2009

Valuing Employment Now released, which mentions initial plans for a national employment HUB

2010

2010

- Creation of SHIEC
- Management group: 6 members
- Project Manager x1
- Research assistant x1
- Providers mostly based in South-East, however some are also located in North England
- SHIEC's definition of complex needs developed
- Presentation at BASE conference
- Employers' breakfast briefing at the University of Kent
- Interviews with staff/managers for SHIEC evaluation

2011

2011

- 28 people with complex needs were being supported
- Interviews continued with staff/managers for SHIEC evaluation
- Research assistant finished post in summer 2011
- Project Manager remained as the sole employee
- Funding became limited; providers were invited to invest in SHIEC (March)

2012

2013

2014

2015
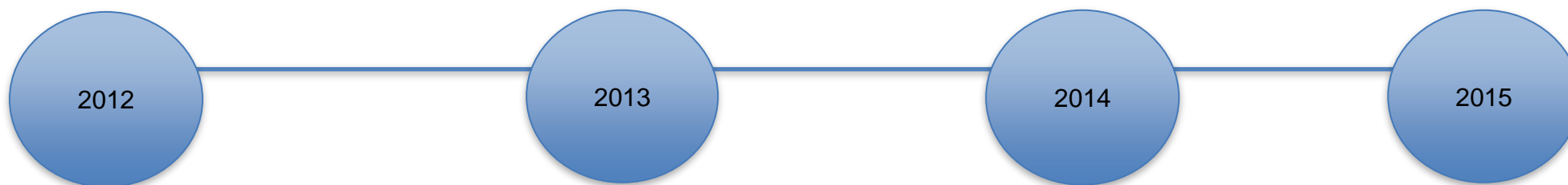
2012

- SHIEC became a charitable organisation, with a new structure
- Trustees x3
- Chief Executive (CEO) x1 (previously Project Manager)
- Voluntary administrative role developed (August/September)
- Administrative role became a paid position
- SHIEC newsletter circulated
- 33 individuals with complex needs were being supported (November)
- 11 active providers involved (November)

2013

- 39 individuals with complex needs were being supported (September)
- 11 providers were actively involved (September)
- The evaluation of SHIEC by Gore, Forrester-Jones and Young is published

2014

- 43 individuals with complex needs were being supported (December)
- 3 providers were actively involved (December)

2015

- Due to limited resources and funding, SHIEC decided to review its' operations by commissioning an evaluation and the CEO post was made redundant. The evaluation was commissioned to review SHIEC's activity in the wider context of learning disability and employment, with the aim of deciding future actions. Amendments were reviewed and a final report was agreed with trustees.

2.6 Initial challenges in setting up SHIEC

There were some initial difficulties in developing SHIEC. Firstly, the greatest challenge was helping providers and employers overcome the general perception that it is not possible to support individuals with complex needs into work. The perception across the general public is that typically it is challenging for individuals without disabilities to find employment, making it even more difficult for people with mild learning disabilities to find a job. This understanding that it is difficult for individuals without learning disabilities to find employment means that often the idea of supporting individuals with the most severe disabilities into employment is not even considered or is thought impossible.

Before helping providers find jobs for the people they support, SHIEC needed to promote Person-Centred Planning (PCP) across all providers. The management team needed to help providers think about what is important to the individuals they support and how employment could be one of their long-term goals. SHIEC needed to support providers in expanding their ways of person-centred thinking. This required more intensive support from the SHIEC management team than was anticipated. SHIEC had to focus on this preparatory work before actively searching for employment opportunities for individuals with complex needs.

Secondly, there were challenges in communicating to providers the exact criteria of individuals that SHIEC wanted to support. Providers were initially invited to join the project, with the belief that there was a common understanding of the term complex needs. However after meetings with the management team, it became clear that for some providers, their definition of complex needs was very different to SHIEC's.

"We [SHIEC] had a very specific definition. When meeting with providers, sometimes this definition did not match. We met one individual who had been invited to participate in the project by a provider. In talking to them, we found out they had been travelling across Europe over the past independently and was currently working [with no in-work support]." (Trustee of SHIEC)

As mentioned previously, the idea of supporting individuals with severe disabilities is often not considered, especially as many individuals without disabilities are struggling to find employment. This may account for why there are such a variety of definitions with regard to complex needs, as it regards a population not often included in discussions around employment.

It proved difficult to search for providers who shared the same definition of complex needs as the management team, as the term complex needs has a variety of meanings across the learning disability field. SHIEC was set up to be a demonstration project; to provide evidence that a specific group of individuals could be supported into employment. However, due to the differences amongst providers involved, time and resources were being spent supporting individuals who did not fall into this particular category. This difference in definitions led to the development of SHIEC's screening tool.

Thirdly, as a new project for all involved, work was required to identify the most suitable providers and to engage with them. The management group was unsure about which providers should be involved within the learning disability and employment field. All providers involved at the beginning of the project were contacts of the management group and primarily small providers focused on supporting people with learning disabilities.

A final challenge in establishing SHIEC was that it was developing at a time of austerity where the job market was increasingly competitive and it was proving difficult for any individual to find and keep a job. For many organisations, at this time, there was a belief that people with mild disabilities would have difficulties finding work and therefore it would simply not be possible for those individuals with the most severe disabilities.

3 Work and activities

3.1 HUB Meetings

Letters were sent to providers inviting them along to initial workshops (which would form the first HUB meetings). The providers were all at different stages in terms of their experience in supporting individuals into employment. Some

providers had already implemented employment schemes for the people they support, whilst others were only in the initial planning stages.

Every six weeks, the providers, trustees and Project Manager would meet to discuss the progress of the project. One or two representatives were present from each provider, primarily senior managers of staff teams. No support workers attended. When providers initially joined, they needed to select between two to three individuals (whom they supported) to join the project. At this meeting they would offer information about these individuals, for example their level of communication and disability, their skills and interests. All attendees discussed possible options to help them on their employment pathway. For the providers who had already started to support individuals into employment (specifically within SHIEC), they also completed a report updating other members of their progress and any challenges they had faced.

The HUB meetings were solution-focused and all members pitched in with ideas and actions to resolve any barriers providers may be facing. Minutes were written up and sent to all providers after each meeting, which comprised individual actions for each provider to complete.

3.2 Project Manager duties

One of the first actions for SHIEC was to employ a Project Manager, to be the intermediary facilitator providing support to all the organisations involved. The role of Project Manager was held from 2010 to 2012. As Project Manager, the following responsibilities were held:

- Overall management of the project's activities
- Screening individuals selected by providers to ensure they met SHIEC's criteria for complex needs
- Informally training staff teams about job carving – breaking jobs down into smaller tasks as a way of supporting individuals with work (finding the elements of a job that they could complete)
- Working with providers to think about local job opportunities for individuals by developing vocational profiles for individuals

- Meeting the local disability advisor for job opportunities
- Checking in with providers on the progress of the individuals involved (once they had found a job) – this would involve fortnightly phone calls or meetings with providers
- Presenting at various events to promote and explain SHIEC's work and what could be achieved through Supported Employment
- Updating funders on SHIEC's progress

These duties were transferred to the role of Chief Executive (CEO), which was held between 2012-2015. Additional duties within the Chief Executive role included:

- Reporting to trustees on developments
- Financial reporting
- Fulfilling the requirements of the charity commission for example, preparing and collating information for formal reporting and accountancy (such as annual returns)
- Providing input to the development of 'Getting a Job', a booklet of information for family carers supporting an adults with learning disabilities to find employment, alongside National Valuing Families Forum (NVFF) and Foundation for People with Learning Disabilities: http://www.learningdisabilities.org.uk/content/assets/pdf/publications/getting-a-job.pdf
- Any other duties as determined by the trustees

The consultancy offered by SHIEC to organisations was provided for free; organisations did not pay for the Project Manager's training or support.

3.3 Additional roles within SHIEC

As a portion of funding was related to research, a research assistant role was developed as a full-time position (from summer 2010 to summer 2011). The primary focus for this role was to conduct an evaluation of SHIEC's work. This involved travelling to meet with providers and interview managers and

frontline staff, transcribing and analysing these interviews and contributing to writing the published report. Additional duties involved:

- Attending HUB meetings – to provide updates and take minutes
- Providing support at an Employers' breakfast briefing run by SHIEC at the University of Kent
- Presenting alongside the Project Manager at the BASE Supported Employment conference
- Supporting the development of SHIEC's screening tool
- Contributing to interim reports with updates on the evaluation and project

An administrative support role was also developed, which was initially a voluntary position (for two months around August/September 2012) until October 2012 when it became a paid role (until April 2015). This was a part-time position (approximately five hours per week). These administrative responsibilities included:

- Updating and monitoring SHIEC's database (of individuals' progress)
- Researching job opportunities
- Collecting and organising papers and minutes from HUB meetings
- Designing the logo and stationary for SHIEC

3.4 Database

A database was created to record the progress of each organisation and individual involved. It was split into two spreadsheets: Active and Monitoring. The Active sheet recorded the individuals and providers who SHIEC were continually working with. Individuals who were placed on the Monitoring sheet were not receiving active support from SHIEC but were recorded in case they re-joined the project or if they needed help in the future (for example, if they needed help in finding a new or second job).

This database recorded the following information about each individual:

- Their level of complexity/disability
- The region they lived in

- Whether a vocational profile had been completed for them
- Any voluntary/paid work they were involved in during the project (including how many hours they were working)

3.5 Additional resources

The following resources were also developed by SHIEC during the course of the project:

3.5.1 Screening Tool

SHIEC was developed to focus on a particular group of individuals who are the most disadvantaged in terms of accessing employment. The term 'complex needs' has different interpretations for many organisations. To help the Project Manager, a screening tool (Appendix B) was developed to determine whether selected individuals matched the definition of complex needs set out by SHIEC. This tool was developed by researching existing measures and was piloted before being implemented within SHIEC's work.

3.5.2 Vocational profiles

After screening individuals, the Project Manager would work with each individual to develop their personal vocational profile, based upon a template designed by SHIEC (Appendix C). Vocational profiles are a core component of Supported Employment. Many individuals with complex needs have never had the opportunity to take part in work experience and therefore do not have a clear reference point for the different types of work which are available. Vocational profiles build an understanding of what skills the individual has and the support that would be needed to help them with a role (for example, hand-over-hand support or how best to communicate with them).

3.5.3 Newsletter

A SHIEC newsletter was developed and circulated to providers involved in the project. It included success stories of participants, as well as updates on SHIEC meetings and research. However, due to limited capacity and resources, the newsletter was not maintained as a resource and as such, only one newsletter was generally circulated during the project.

3.5.4 Website

A website was also created for SHIEC, however as this website is no longer accessible, it is not possible to comment on its content or accessibility. In discussing the website with the interviewees, general aims had been developed for the usage of the website, for example, promoting SHIEC. However, due to limited capacity and resources, it was not possible to develop and maintain the website as a resource.

3.5.5 Training and briefings for providers

At the beginning of the project, the Project Manager and Research Assistant also presented at a conference organised by BASE (British Association for Supported Employment). This training was aimed at providers and focused on how to engage employers and work with them to support individuals with complex needs into work.

Two breakfast briefings were also held for local employers in Kent at the beginning of the project. The aim of these briefings was to bring together employers and discuss the possible job opportunities available within their organisations to involve people with complex needs in their workplace.

3.5.6 SHIEC Evaluation – Perspective of Support Staff

Part of SHIEC's funding was spent on an evaluation of the project, which was published in 2013[1]. This evaluation involved interviewing senior managers and support workers from different providers about their involvement in the project. A number of themes about the project emerged from these interviews:

1. Time – the process of supporting individuals into employment required a significant amount of time and effort.
2. Anxiety – many staff members were concerned that it would prove particularly challenging to support individuals into work (especially as it was during a time of austerity) and did not want to disappoint the individuals they supported.

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[1] Gore, N. J., Forrester-Jones, R. and Young, R. (2013). Staff experiences of supported employment with the Sustainable Hub of Innovative Employment for people with Complex needs. *British Journal of Learning Disabilities.*

3. The importance of being creative, resilient and positive - especially when the process of finding a job (or maintaining one) became increasingly difficult.

4. Shared goal – the importance of making sure everyone involved believes that employment is a priority and is focused on ensuring maximum success.

5. The importance of continuous social support – which was provided by SHIEC. Providers liked being continuously monitored and supported especially through networking at HUB meetings.

6. Positive achievements for the individuals involved – skill development, increased self-esteem, employment aspirations. These achievements have had a positive ripple effect to other support teams in thinking about how it could work for other individuals.

7. There is still more work to do – there is still a need to increase awareness about this topic. There is still a belief amongst employers that it is not possible to support individuals with complex needs into work.

4 Outcomes

The initial aim of SHIEC was to promote and support individuals in society, who had the most complex needs and severe disabilities, to find and access work. It was hoped that different providers could work together across England to provide this support and develop tools and resources for future projects.

Due to limited funding, the trustees have decided to review the work of SHIEC and evaluate its' progress within the current learning disability context of employment. This section explores the outcomes of the project in terms of the individuals they helped support and reflections from those involved.

4.1 How many individuals were supported into employment?

As mentioned previously, a database was created to monitor the numbers of individuals being supported by SHIEC, as well as the number of providers involved. This database came into effect from 2012. Table 1 provides data on the numbers of participants involved in the project from 2012 to 2013, alongside how many individuals had volunteering or paid employment opportunities during this time. The number of participants includes individuals from both the Active and Monitoring sections of the database.

Month/year	Total number of participants	Total number of participants in volunteering	Total number of participants in paid employment	Total in volunteering and employment
August 2012	27	4	11	**15**
November 2012	33	7	10	**17**
March 2013	40	5	10	**15**
June 2013	40	5	10	**15**
September 2013	39	5	13	**18**

Table 1. Data on individual participants involved in SHIEC from 2012 to 2013

A summary table was also collated for the whole of 2014, which also provided data on the numbers of individuals supported by SHIEC across 2014, as well as how many had volunteering or paid employment opportunities. This data can be seen in Table 2 and combines both the participants on the Active and Monitoring spreadsheets within the database.

Month	Total number of participants	Total number of participants in volunteering	Total number of participants in paid employment	Total in volunteering and employment
April	29	5	9	**14**
July	40	5	9	**14**
October	43	6	10	**16**
December	43	8	10	**18**

Table 2. Summary data of individuals involved in SHIEC for 2014

The latest Trustees report also revealed that between the 1st February 2014 to 31st January 2015:

- SHIEC provided support to between 29 and 43 individuals (each month)
- 15 new individuals joined during this period

The figures in Tables 1 and 2 and the latest Trustees report illustrate how the numbers of individuals being supported by SHIEC have varied over time. Individuals have joined at various points across the project, for example, between April and July 2014, there was an increase of 11 new participants. However, as Table 4 (below) reveals the number of providers during this period did not change, suggesting that it was providers who were continually introducing new participants to the project. This trend may be linked to the change in the organisational culture of providers.

Some individuals also left SHIEC at different times across the project. This was either due to health reasons or because providers were no longer involved in the project.

Rates of individuals in active employment or volunteering opportunities also fluctuated across the project. The highest number of individuals supported into employment was in September 2013 with 18 out of 39 individuals being supported into paid employment or volunteering opportunities.

Not all individuals remained in paid employment or volunteering work throughout the project, either because the job was no longer available or due to the individual's own feelings about the role. For example, one individual did not want to continue in their role and made the decision to leave their job and find another employment opportunity.

4.1.1 Type of employment

SHIEC's database also provided information on the different types of roles people were involved in, which included:

- Administrative work in offices
- Working in a café/As a waiter
- Garden Maintenance
- Working on a farm
- Being an advocate

For many individuals who found employment during SHIEC, it was the first employment opportunity they had experienced.

4.2 How many providers were involved in SHIEC?

As well as recording information on the numbers of individual participants involved in SHIEC, the database also had a list of providers who were actively involved. Table 3 reveals the numbers of providers who were involved in SHIEC from 2012 to 2013.

Month/year	Total number of providers involved
August 2012	10
November 2012	11
March 2013	11
June 2013	11
September 2013	11

Table 3. Number of providers involved in SHIEC from 2012 to 2013

The additional summary table (produced by SHIEC) also compiled the numbers of providers involved in the project across 2014. This data can be seen in Table 4.

Month	Total number of providers involved in SHIEC
April	9
July	9
October	4
December	3

Table 4. Total number of providers involved in SHIEC across 2014

As can be seen in Tables 3 and 4, the numbers of providers also fluctuated across the project. Similarly to the number of individuals supported, this fluctuation resulted from providers either joining mid-way through the course of the project or because certain providers left SHIEC entirely. At one point in the project, approximately 11 providers were actively involved in SHIEC. This

reduced to three providers being actively involved in the project by December 2014.

A variety of providers were involved in the project, differing in terms of:

- Type – including social care/support providers and educational providers
- Size
- Outcome – either profitable or not-for-profit organisations

All providers who joined the project were recruited through word of mouth or through contacts of the management group/trustees and Project Manager.

4.2.1 Why did providers leave SHIEC?

There seem to be a variety of reasons for why providers dropped out of SHIEC such as:

- Change in staff teams – for some providers; the success of their work with SHIEC depended upon their staff teams. If changes in management or support staff changed, the priorities of the support offered also changed and for some teams employment was no longer a priority.
- Difficult to motivate – Over time, the organisations became de-motivated and other priorities took over, for example CQC inspections. It became more difficult to keep providers focused on completing their actions and supporting individuals in employment.
- Change in funding – When SHIEC's funds were reduced and they applied to providers for funding, there was a reduction in the number of providers. Some providers were supportive in providing financing and did continue working with SHIEC, whilst others no longer participated.

4.3 Case Study

Carl is one individual who was supported by SHIEC to find employment. Carl has a severe learning disability and primarily communicates through Makaton signs and hand gestures. Whilst being supported by the Project Manager, a

vocational profile was developed for Carl. SHIEC were able to support Carl initially through a volunteering opportunity at a local farm, where Carl helped in feeding animals and cleaning the pens. This opportunity then led Carl into his first paid employment opportunity as a waiter at a local café. He was working for two hours per week. Carl was also asked to take part in a presentation at a learning disability symposium about his work experience. Prior to his time with SHIEC, Carl had no previous work experience. Through the support of SHIEC, Carl and his support workers were able to think about Carl's skills and use local contacts to find and maintain job opportunities.

4.4 HUB meetings

The hope for the HUB was to create a network of like-minded organisations who worked together to make employment a priority for the individuals they support. SHIEC would provide the initial tools and structure for this HUB, with the hope that the HUB would continue on its own, once SHIEC ended. At the beginning, the HUB meetings were successful in being solution-focused and in keeping employment on the agenda for providers. However, the HUB meetings were not compulsory and over the course of the project, attendance from providers began to reduce. As fewer people began to attend the meetings, they eventually ceased.

4.5 Working with large-scale organisations

One of the initial aims was to involve both small and large providers within the project. Large-scale organisations had been contacted and meetings were held to discuss their involvement in the project. However, despite initial talks around how to incorporate SHIEC's work into the structure of their organisations; this work was not successful and no large-scale organisations were involved in the project.

4.6 Implementation across England

There was also a hope that SHIEC would be spread throughout England, with different HUBs located across the country. However, this did not materialise. There are a range of reasons for why this did not occur, such as:

- Limited resources – resources were often used to travel between providers and only one employee was able to meet with providers
- Changing culture – SHIEC needed to work on supporting providers with organisational change (through promoting person-centred planning) before actively supporting providers in finding employment opportunities
- Capacity of providers – providers had to deal with many competing demands and sometimes employment could not be the main priority for their support
- Larger systematic issues – this is linked to limited resources in terms of monitoring progress and identifying new providers to involve in the project.

These are all issues, which SHIEC have identified and need to consider when moving the project forward.

5 Challenges within SHIEC

5.1 Definition of Complex Needs

SHIEC was established to work with a very specific group of individuals; who were the most disadvantaged in terms of the job market. However, one challenge was that the definition of complex needs is quite varied amongst providers and did not match SHIEC's definition. For example, some providers view the definition of complex needs as referring to having a specific impairment, for example a hearing impairment, rather than overall difficulties with mobility, communication and in learning new skills.

This difference in definitions was a challenge as not all providers were able to nominate individuals as participants to the project, who met SHIEC's specific criteria. A difficulty arose in communicating and advising providers as to which individuals could be involved in the project (leading to the development of a specific definition and screening tool). Time and resources were therefore being used to screen all individuals chosen by providers (to ensure the individuals involved met SHIEC's criteria).

5.2 Challenging perceptions

One of the key challenges for SHIEC was to challenge the perceptions of both the managers and support workers involved in the project and demonstrate that it is possible for people with the most complex needs to work. However, for some staff teams, before SHIEC could challenge their perceptions related to employment, they needed to firstly work on promoting and reinforcing the use of person-centred planning in all aspects of their support (as opposed to just work). This meant with some individuals, SHIEC could not immediately focus on supporting that individual into employment. They had to start by changing staff team's attitudes.

However, it proved difficult for some support workers to understand why it was important for the people they support to find a job. Support workers found that it was another aspect of their job being added on to their role; with no extra 'benefits' (for example, no extra hours or pay).

SHIEC's work demonstrated that supporting individuals with complex needs into employment is not a quick or easy solution. It is intensive and takes a long time to implement especially as changing the support offered affected not only the individual themselves, but the team and managers who support them. Yet, as interviewees have discussed it should be easier to support individuals with complex needs into employment (as opposed to those with mild learning disabilities) as typically, they have 24 hour support and therefore the extra support needed during work is already available. However, it is the challenge of changing an organisation's attitudes and promoting this change, which had the most impact upon the progress of supporting individuals into employment.

5.3 A small organisation with a widespread goal

A further challenge for SHIEC was due to the size of its organisation. SHIEC was a very small team (with only one long-term employee being involved from 2010 to 2015) attempting to work on a larger-scale by reaching providers and individuals across England. SHIEC had particularly limited resources to use in order to maintain all aspects of the charity's work. The focus of the Project Manager's role had to be supporting providers in finding employment opportunities for the individuals involved and thinking about how best to support these individuals with their job role (for example, job carving).

However, it proved difficult to maintain and monitor the providers involved. The number of active providers fluctuated throughout the project. By December 2013 (according to database records), the number of active providers involved in the project had reduced to only three. Although some administrative support was provided, the responsibility solely lay with the Project Manager to monitor the progress of individual participants. This became even more difficult when SHIEC expanded beyond the South-East. HUB meetings proved successful in monitoring the progress of South-East organisations that could attend, as they would need to provide updates on their progress. However, for those organisations in the North, the Project Manager would often travel to these organisations directly (to provide training or to simply check in on how the employment pathways for providers were developing). It required a lot of time and resources for the Project Manager to be continually travelling and monitoring these providers. Appointments would also be cancelled (due to competing priorities), creating further difficulties to accurately monitor the providers' progress. With only one employee travelling between providers, it became increasingly difficult to monitor how many individuals were being supported and whether employers were actually completing the necessary actions or providing the right support for the individuals involved.

With the focus on supporting individuals involved, it meant that the emphasis on other tasks such as self-promotion and exploring fundraising opportunities for the project was significantly impaired. Providers who were involved in the

project heard about SHIEC through word of mouth or contacts of the trustees/management group and those already involved with SHIEC. Resources such as the website could have been utilised to further promote the work of SHIEC and continue to encourage larger-scale organisations to join the project. The bulk of resources were spent on supporting providers and this consultancy was provided for free. There was no emphasis on fundraising for SHIEC and therefore limited funds were being raised to continue this support. Some fundraising initiatives may have been helpful to cover expenses such as travel and the cost of producing resources (for training purposes). An additional administrative position could have been created to maintain SHIEC's resources (such as the database and website) and develop fundraising opportunities.

The challenge for SHIEC was to try and initiate change across both small and large-scale organisations across the country at a time when it did not necessarily have the capacity or resources to do this. It was able to influence organisations known locally to those involved and support individuals into employment, but currently there is a lack of public awareness around the contributions SHIEC has made to people with complex needs in the world of employment.

The current context of employment in the UK

The second part of this report explores the current context of employment for people with learning disabilities. Specifically, the current employment rate for people with disabilities; as well as identifying organisations, projects and Governmental initiatives designed to support individuals with disabilities find and maintain employment.

6 Current Context

When SHIEC was first developed, Valuing Employment Now had just been released, with Governmental policy focusing on supporting people with disabilities and mental health needs into employment. It sought to radically increase the number of individuals with disabilities in employment by 2025. It provided a specific focus on supporting those with the most complex needs, who may display behaviour described as challenging, and are the most disadvantaged in the job market. Definitions were included to specify who this employment strategy was designed to support.

In 2010, the Equality Act was passed, providing a legal framework with which to protect individuals from discrimination. It emphasises the right of all individuals to work (regardless of any disability or illness) and encourages the use of reasonable adjustments by employers to support individuals into work.

The Equality Act remains today, but Valuing Employment Now was removed in 2011, and replaced by a number of new employment schemes (which are detailed later).

In 2013, the number of people living in England with a learning disability was approximately 1,068,000.[2] The rate of employment for people with disabilities has reportedly been decreasing each year. Between 2014 and 2015, the rate of adults with learning disabilities (between the ages of 18-64) in paid

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[2] People with Learning Disabilities in England 2013. (2014). *Public Health England.* (London, Public Health England).

employment was 6%.[3] This data was collected from April 2014 to March 2015 and used all adults with a learning disability, who were specifically known to local councils.

6.1 Government Initiatives

After Valuing Employment Now was cut, the Government set up a new series of work initiatives, with specific aims to support vulnerable adults into employment. These initiatives focus on implementing Supported Employment as the most effective way of supporting individuals in the workplace.

Employing Disabled People and People with health conditions

- This guidance was produced by the Department of Work and Pensions (DWP)
- It aims to inform employers about Government schemes in place to support individuals with disabilities into employment
- It also provides advice on how to recruit individuals with disabilities using accessible resources
- Definitions are used to help employers understanding about learning disabilities and Autism. However, no definition is given for severe or profound disabilities, as well as complex needs

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6.1.1 Work Choice

In October 2010, the Work Choice programme was set up by the Government to support individuals with disabilities and complex needs to find (and keep) employment, replacing WORKSTEP, Work Preparation and Job Introduction schemes. This is the primary Governmental scheme focused on increasing the level of individuals with disabilities involved in employment. Despite the use of complex needs within the description of this scheme, no specific

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[3] Measures from the Adults Social Care Outcomes Framework, England 2014-15. (2015). *Health and Social Care Information Centre.*

definition is given so it is not possible to compare the Work Choice scheme's definition of complex needs with that of SHIEC. The general criteria for individuals to be involved in this scheme is as follows:

- To be of working age
- To need support in-work as well as in finding a job
- To be able to work at least 16 hours a week
- To have a recognised disability
- To need specialist help which is not accessible through other Government schemes or purely through reasonable adjustments.

Providers across the country, such as Remploy and the Shaw Trust, are funded by the Government to deliver this programme. The support offered by this programme is provided in three levels:

1. Work Entry support – supporting individuals to find a job through creating CVs, applying for jobs and interview preparation. This support is expected to continue for up to six months.
2. In-work support – offering practical support to individuals to help them complete their tasks at work for example, setting up reasonable adjustments and ensuring support workers are available to assist individuals in their role. The target for this support to remain in place is up to two years.
3. Longer-term In-work Support – this focuses on providing on-going support to individuals, to help them progress in their career. This support will be in place for the long-term with the hope that at some point, the support will no longer be needed.

Providers should offer this scheme to individuals they support, however it is also advised that individuals contact a Disability Employment Advisor for further advice on this scheme. Disability Employment Advisors can be contacted through individual's local job centres.

This scheme aims to support individuals with disabilities with the most complex needs. Some of these policies do not seem to cater for these individuals, for example people with the most complex needs may continue to need some form of support in their work or day-to-day life.

Organisations such as Action on Disability and Work UK and Breakthrough UK have previously argued that the Work Choice scheme lacks personalisation and fails to provide the specialist support needed for those with the most severe disabilities. Instead, the scheme has focused on supporting those with more mild support needs.

In October 2015, the Work and Pensions Committee reviewed the Work Choice programme and highlighted areas for improvement such as:

- Clearer and less restrictive eligibility criteria to ensure that individuals who need a higher level of in-work support can be included in the scheme
- Opening referral routes to health and social care providers (as opposed to only having referrals through Disability Employment Advisors)
- A greater number of places available on the scheme as currently not enough people are being supported to find employment using the scheme. [4]

In February 2016, official statistics were published covering the progress of the Work Choice programme between October 2010 to December 2015. These statistics were compiled from all the providers involved in the programme, except for Remploy, and reported:

- 9,010 individuals with a Moderate to Severe Learning Disability have been referred to the Work Choice programme
- 17,140 individuals with a Mild Learning Disability have been referred to the Work Choice Programme
- Between April and December 2015, there were 6,830 job outcomes for 6,710 individuals.[5]

These statistics do not provide a definition for the target group of the Work Choice programme. It does reveal that although they are supposed to be supporting individuals with the most complex needs, there was no evidence

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[4] Welfare-to-work: Second Report of Session 2015-16. (October, 2015). *House of Commons: Work and Pensions Committee.* (London, The Stationery Office Limited).
[5] Work Choice: Official Statistics. (February 2016). *Department for Work and Pensions.*

for inclusion of those with profound and/or multiple disabilities or individuals who display behaviours which may challenge.

6.1.2 Access to Work Grant

The Access to Work Grant is offered to individuals to help pay for any additional practical support needed for their role. It covers any extra costs the employer may not be able to cover. This grant can be used for:

- Covering the cost of a support worker to assist in the workplace
- Paying for travel fares to and from work
- Any adaptions to equipment that may be used.

This grant cannot be used to pay for reasonable adjustments within the work environment, which are specifically designed to support people with disabilities in their role. For example, providing flexible working hours across the week so individuals can work a few hours per day (as opposed to a 40 hour week). Employers determine what adjustments are reasonable for their particular organisation and they must cover the costs of these adjustments. Prior to October 2015, the grant was not limited to a specific cost. However, it has now been capped to £40,800 as a result of limited funds and overwhelming demand.

In order to apply for the Access to Work Grant, individuals need to first sign up by contacting Access to Work directly by telephone or email. Individuals also need to take an Access to Work eligibility letter to their potential employer, so their employer is aware that they will be entitled to help through the scheme.

6.1.3 Disability Confident Campaign

The Disability Confident campaign was established in July 2013 (replacing the previous 'Two Ticks' initiative) to encourage organisations to employ individuals with disabilities. This campaign aims to work directly with both large and small employers to raise awareness and reduce the barriers towards employing people with disabilities. Incentives raised by MPs typically focus on the benefits to businesses, as opposed to the benefits for people with disabilities.

Approximately 376 organisations have joined the campaign and include ASDA, Fujitsu and Marks & Spencer. However, in 2015, the Government revealed that only 68 of these members are actually active partners within the campaign and the majority of these partners are disability organisations, such as Leonard Cheshire Disability and Disability Rights UK.

Materials, provided to employers as a part of the campaign, include:

- Case studies of particular individuals who have found employment through members of the campaign and,
- Guidance for employers to attract and recruit employees with disabilities.

It is difficult to assess whether the campaign has actively supported individuals into employment, as there has been no evaluation of the Disability Confident campaign. Furthermore, there are no active rules and regulations for those who sign up to the campaign to follow. There does not seem to be any monitoring in place to determine whether these organisations have employed individuals with disabilities and if so, how many. In reviewing the case study videos produced by the campaign, the emphasis for this campaign appears to be on supporting individuals with mild learning disabilities or physical disabilities.

7 Future Context

The Government is planning to publish a new White Paper later on this year, with a focus on strategies for halving the employment gap and the support they intend to provide to people with disabilities and long-term health conditions who are unemployed. This White Paper is due to cover health, care and welfare sectors; with each providing a role in supporting individuals into work. There are no confirmed details regarding what proposals the Government will be making in this paper. However, news of the following schemes has recently been promoted, indicating some of the initial changes being made to legislation in the UK.

7.1 The Specialist Employability Support Scheme (SES)

This voluntary scheme was established in September 2015 and is due to run until 2017 and aims to support more individuals into work-related courses or activities. This scheme has been developed to double the number of individuals with disabilities in employment and is focusing on those who need the most support to enter the workplace. The scheme will be provided through six specific organisations, namely:

- Shaw Trust
- Remploy
- Kennedy Scott
- Steps to Employment (St Loyes, Enham and Portland colleges)
- Royal National College for the Blind
- Doncaster Deaf Trust

These organisations will work with specific providers who support individuals with learning disabilities; helping individuals overcome barriers to finding a job or providing intensive support to maintain their employment. Full details of what this support will be have yet to be publicised and even though they aim to help those who need the most support to enter the workforce, the target group is not clearly defined.

7.2 The Work and Health Programme

From 2017, the Work Choice scheme and the Work Programme will merge to form a new Work and Health Programme. Currently, the Work Programme is a more general scheme; providing support to individuals who:

- Have received Jobseeker's Allowance for more than three months or
- Currently receive Employment and Support Allowance (ESA).

This programme is currently being developed by the Department of Work and Pensions, however it is aiming to work directly with health providers. There is uncertainty about the structure of this programme and how it will provide practical support to individuals with the most complex needs. BASE (The British Association for Supported Employment) has raised concerns that one

programme may not be enough to provide the specialist support needed to support individuals with the most complex needs.

7.3 Engage to Change programme – Wales

The programs mentioned above will be implemented in England, Wales and Scotland. However, Wales has recently announced its own employability programme focused on supporting individuals with disabilities. The Engage to Change programme is a five-year project, starting from April 2016, aiming to support young people with learning disabilities and/or Autism into paid work placements. These placements would last between six months to one year. Learning Disability Wales is leading a consortium of providers to offer this support. Organisations who will be involved include:

- ELITE
- Agoriad (a Wales-based organisation)
- Project SEARCH
- All Wales People First (a self-advocacy organisation)
- Cardiff University

This project was only recently announced at the beginning of March 2016; as yet no official guidance has been produced as to how individuals will be sought to be included.

8 Organisations and projects

This section explores a few of the organisations and projects, which were developed with the purpose of supporting individuals with disabilities into employment. They provide this support in a number of ways; with some organisations providing more hands-on, practical support than others.

8.1 British Association for Supported Employment (BASE)
http://base-uk.org/

This organisation is focused on promoting the use of supported employment and developing its practice. It shares a wider goal of increasing the numbers of individuals with disabilities into the workforce, through encouraging supported employment. BASE delivers training to organisations nationally about the practice of supported employment and how it can be implemented. This organisation has also been involved in consultations around new policy strategies, for example, reviewing the Government's Disability Employability Strategy in 2014.

BASE is currently working on the 'Employment is everyone's business' project, which concludes at the end of March 2016. The project aims to improve employment outcomes for young people with special educational needs and disabilities, with a specific focus on utilising:

- Vocational profiling – and how this can be embedded in education and the curriculum
- Post-16 providers – who can develop effective relationships with colleges and schools to provide work placements once young people have finished in education and,
- Local authorities – to ensure that young people with special educational needs and disabilities are emphasised in local authorities employment strategies.

A series of resources have now been published by BASE to share the outcomes from this project and are available to download from their website.

8.2 Evenbreak http://www.evenbreak.co.uk/

Evenbreak is a small organisation set up to help people with disabilities find employment. Vacancies are posted on their website or their social media accounts from a range of employers. These job advertisements are specifically aimed at individuals with a disability. Evenbreak has organised a series of conferences aimed directly at employers to encourage them to

recruit more people with disabilities, as well as making their recruitment process more accessible to candidates with disabilities.

8.3 Foundation for People with Learning Disabilities (FPLD)
http://www.learningdisabilities.org.uk/

This organisation has provided support to a few projects relating to employment opportunities:

- 'When I Grow Up': This project is currently running from February 2013 until January 2017 and is aimed at supporting young people with learning disabilities at three specific schools in Kent, West Berkshire and London Borough of Redbridge. This project aims to work with young people, their families and employers to build up connections between schools and local employers. It hopes to make employment a key issue with regard to transitioning into adulthood for the young people taking part. This project engages with young people through the development of employment workshops and person-centred plans to help them focus on finding employment opportunities.
- Sixteen: www.sixteencoop.co.uk/easy.php
  This service was developed partly by FPLD to help individuals with learning disabilities find work. Job coaches are employed by the project to support individuals by:
    - Developing vocational profiles
    - Setting up an Employment Planning Meeting (with the individual themselves choosing who is attending) to discuss plans for finding and choosing a job
    - Looking up local opportunities for the individual and supporting them with application forms or organising an interview.

8.4 Remploy http://www.remploy.co.uk/

Remploy is a national organisation focused on supporting individuals with disabilities and complex needs to find employment. They also provide long-

term support and advice to individuals once they have found employment. They have approximately 64 branches across the UK for individuals to access for help and advice. They are the largest provider linked to the Work Choice program established by the Government.

Through their website, individuals can register and search for job roles. There are also available materials providing tips and advice for individuals around; thinking about individual skill sets, writing CVs and preparing for interviews.

Although Remploy states that they support individuals with disabilities and complex needs, they do not provide a specific definition for who they are supporting. In reviewing case studies of the individuals they have supported, they seem to be generally supporting individuals with mild and physical disabilities. Their website and resources do not seem accessible to individuals with the most severe and complex needs and it is therefore difficult to establish how they promote their services to those with the most complex needs.

8.5 The Shaw Trust http://www.shaw-trust.org.uk/

The Shaw Trust is a national charity which aims to support individuals become active members of the workforce, learn new skills and actively contribute to society. They are one of the providers who deliver the Work Choice programme. They specifically support those who may be at a disadvantage to obtaining jobs, such as individuals with disabilities or mental health issues, ex-offenders or individuals who may have problems with drug and alcohol misuse.

Before accessing support through the Shaw Trust, individuals need to be referred by their local Jobcentre (specifically through their local Disability Employment Advisor) and register their details with the Shaw Trust. They provide support prior to and during employment. However, the in-work support they provide seems focused on group interventions around stress and anxiety, rather than practical support in the vein of supported employment catered towards individuals with severe learning disabilities.

8.6 Leonard Cheshire Disability

https://www.leonardcheshire.org/

Leonard Cheshire Disability is another organisation that provides support through the Work Choice programme in specific regions in London and Scotland. They also provide a Can Do project, which offers volunteering opportunities for people with disabilities between the ages of 16 to 35. It is specifically focused on individuals with long-term health conditions or disabilities; however these seem to be more physical than general learning disabilities. This project aims to help individuals learn new skills, increase their self-confidence and feel more connected within their local community.

8.7 Mencap – Employ Me https://www.mencap.org.uk/our-services/personal-support-services/work/employ-me

Mencap provides a specialist program, which is designed to help people with learning disabilities gain employment. They pair individuals with job coaches who support people in searching for and applying to jobs. Job coaches can also offer practical support to individuals when they first start their job, for example supporting them with their journey to and from the workplace. Individuals who join the Employ Me project can also access specific training around preparing for interviews or completing application forms. To join the project, individuals can either pay for the service directly (through direct payments or individual budgets) or need to be referred through their local Disability Employment Advisor or Connexions service.

9 Conclusion

This section brings together the key lessons from the work completed by SHIEC and recommendations for future work in the field of employment and learning disabilities.

9.1 Employment is possible

SHIEC set out to support those with the most complex needs who are often judged to not have the capacity to work. SHIEC may have only worked with a select number of individuals, but for approximately 18 people, SHIEC proved it was possible for individuals with the most complex needs to be successful in employment. These 18 individuals had no experience of employment prior to their involvement in SHIEC. The types of jobs these individuals had ranged from administrative work (such as shredding in offices) to manual work at a farm (such as cleaning out the pens). Each job catered to the individual's skills and focused on what the individual wanted to achieve, as opposed to the providers who were supporting them.

SHIEC is a very small organisation with only one employee who was supporting these individuals on a daily basis; through developing vocational profiles to identifying available opportunities and monitoring their progress in their job. By providing person-centred support, these individuals were able to overcome barriers and enter the workforce. Some of the individuals involved in the project continue in some form of employment (voluntary or paid) today.

Organisations such as Remploy and Mencap often provide case studies of successful work placements, which they have supported, on their websites and as promotional materials; however, these organisations focus on supporting individuals with mild or primarily physical disabilities. No other project or organisation has primarily focused on supporting individuals with more severe and profound disabilities as SHIEC has.

Many of the Governmental employment strategies are designed to support those individuals with the most complex needs, yet there is limited emphasis on supporting individuals with the most severe disabilities. In fact, there is no defined criteria to establish who these strategies target. One of the successes of SHIEC was the development of the screening tool, which clearly defined complex needs. By using this tool, SHIEC successfully focused on those individuals who are the most disadvantaged within the job market. Future projects or employment strategies should have transparent definitions to ensure that no one group of individuals is excluded from accessing any support.

Currently, the Government is undergoing a change in relation to the process of their employment strategy for people with disabilities. During this transition, disseminating the successful progress of SHIEC may encourage other specialist organisations (with greater resources) to expand the support they offer to individuals with more complex needs.

Recommendation 1: Develop and utilise case studies of the individuals supported by SHIEC; with the aim of promoting future opportunities for other individuals with complex needs. These case studies would cover the support offered by SHIEC prior to employment, individuals' experiences of employment and their current employment status. These case studies could possibly be publicised to help in promoting future opportunities.

Recommendation 2: Think about opportunities for utilising and sharing the screening tool developed by SHIEC. This is a key resource in identifying what complex needs actually means and would be useful to share with other specialist employment organisations or projects.

9.2 Supported Employment is an intensive and time-consuming process

Despite the successes of the project, there were significant challenges as highlighted in section 5. The support SHIEC provided was intensive as it involved:

- Identifying which providers could be involved
- Working directly with individuals in developing vocational profiles
- Monitoring participants' progress over time (whilst employed or searching for employment).

There was no quick-fix solution for supporting individuals into employment. With only one employee covering these duties, the process was lengthier as the Project Manager would spend time meeting with each individual personally as well as trying to establish potential connections with local employers. When SHIEC expanded from the South-East, this meant more time was spent on travelling to different regions to set up meetings (as well as travelling to the South-East where the HUB meetings were based).

SHIEC seemed to expand rapidly once it had been established; with new providers joining the project. However, despite this expansion of support, SHIEC's resources did not expand at the same time. SHIEC would have benefited from further resources being made available, for example another employee to focus on fundraising opportunities or developing connections with larger providers.

To ensure the support SHIEC provided was effective and person-centred, it may have been helpful to develop procedures with a limited number of cases, gradually increasing the number of providers involved. Through developing a few case examples, the project could have measured what the process of support required and allowed time to reflect on what further resources would be needed to expand the project. These successful case examples could have been used in promotional material when approaching future providers.

> **Recommendation 3:** As SHIEC moves forward, trustees need to consider their available resources and capacity (alongside the aims of SHIEC). They may need to consider the capacity needed to introduce another employee to SHIEC and how this role could be utilised, for example, with a focus on fundraising or future development.

> **Recommendation 4:** For future projects, members should begin with a clear and defined project plan, covering the following:
>
> - Agree on the size of the start-up caseload (start with a limited number of participants)
>
> - Agree on how to measure success for example, when 70% of participants are employed for an uninterrupted period of six months
>
> - Agree on when and how to expand the project with regard to:
>
>   - Region
>
>   - Providers
>
>   - Number of participants

9.3 Collaboration between providers is possible

SHIEC was devised as a HUB where managers from providers and SHIEC members meet to openly discuss individuals' progress. The HUB allowed a working environment whereby different organisations could work together with the shared goal of supporting individuals with complex needs into employment. In a different context, these providers would be competing with one another. Yet, with a shared goal, they were able to work together and even support one another with ideas for overcoming any barriers. This project demonstrates that different providers work well together when focused on a shared objective.

However, one of the key issues with the HUB was that it was not sustainable over time. There was a high level of motivation amongst providers at the beginning of the project; this decreased over time leading to reduced

attendance at meetings and finally these meetings ceased altogether. However, it was not just the motivation to attend meetings, which was affected. Providers often informed the Project Manager actions had not been completed, which were necessary to the success of the project. It seemed the motivation to keep employment on the agenda for the organisations involved was difficult to maintain over time. Future discussions could be focused on ways to maintain the involvement of providers.

Recommendation 5: Providers are active members of the project and if any future collaboration continues, they must be at the heart of any discussions from the very outset of the project, such as:

- Subsequent support being offered
- Developing monitoring for the progress of participants
- Encouraging contributions and suggestions on further support they would like
- Investing in alternate conferencing to reduce travel such as Skype, powwownow, or other options
- Providing information on their progress through both visual and verbal feedback. Visual feedback could involve providing them with regular updates on the numbers of individuals who they have supported (during that time period) or a checklist of the steps they have taken (for example, they have completed all the vocational profiles they had planned to).

Recommendation 6: Each provider would send one or two representatives to join the HUB meetings. One of these representatives could become an 'Employment champion', who would be responsible for compiling the actions for their management team and would monitor their organisation's progress. They would be the point of contact for the Project Manager and their primary responsibility would be to ensure that employment remained on the agenda for the management team.

Recommendation 7: For the trustees to review SHIEC's progress, as well as the current context for employment in the learning disability field and agree an action plan for future work. When developing an action plan, the trustees will need to consider:

- The outcomes they want to achieve
- What actions need to be taken to achieve these outcomes
- How to implement these actions and,
- How to measure the success of these outcomes.

9.4 Conclusion

SHIEC has demonstrated that Supported Employment can be used successfully to help individuals with the most complex needs to find employment opportunities (whether paid or voluntary). It is important that this achievement is highlighted.

Currently, there are numerous changes taking place within the Government's employment strategy and these will not be finalised until late 2016. This strategy will be aimed at supporting those individuals who have the greatest difficulty in finding employment. However, it is difficult to establish at this time whether these strategies will offer effective and sustainable support to those individuals supported under SHIEC.

The lessons learnt from the work of SHIEC should be publicised to influence other specialist organisations and projects. There are a number of projects currently involved in supporting individuals with learning disabilities and mental health needs find employment. However, these projects are generally focused on supporting individuals with mild or physical disabilities. There is still a lack of focus on supporting individuals with severe or profound learning disabilities.

It appears to still be a belief amongst employers, providers and the general public that individuals with the most complex needs cannot be supported as

employees. Challenging this belief is key towards implementing Supported Employment across a variety of providers and supporting a variety of individuals with different needs. The beliefs held by specialist projects and organisations will continue to be a barrier to supporting individuals with complex needs unless they can actively see that Supported Employment can work. SHIEC has proven that even with limited resources, Supported Employment can work for those with the most complex needs. The next step is to share this progress and ensure this success continues.

10 Actions following report

The aim of this evaluation was to review SHIEC's activity and explore the wider context of employment and learning disability, to advise trustees on the next possible steps forward for SHIEC. A draft of this evaluation was reviewed in a meeting with trustees and amendments were suggested. Following these revisions, a final draft was reviewed with trustees and the next steps for SHIEC were discussed.

The decision was made to utilise the learning from SHIEC and for SHIEC to enter its next phase of development. SHIEC, in its current state, would effectively end on 31st December 2016.

SHIEC's exit strategy would be devised in the following phases:

1. Developing case studies to be published and shared with universities and the Transforming Care cohort. Through sharing the successes of SHIEC's support, universities could consider supporting individuals with complex needs to access the variety of different job opportunities, which are available on campuses.

2. Meeting with Local Government Associations (LGAs) and local authorities (LAs) to discuss the usage of SHIEC's screening tool. LGA's and LAs may be interested in utilising a definition for complex needs (in relation to a learning disability) when developing resources and future employment strategies.

3. A stakeholder event to be organised (possibly to be held on Friday 23rd September) where the evaluation of SHIEC could be presented and discussions held around what the next phase of this project could look like. This event would be aimed at groups such as the NHS (specifically, the Transforming Care cohort), local authorities, academia and supported employment organisations/projects such as BASE). Trustees would need to consider the recruitment of an Events Co-ordinator and where to hold the event (possibly through contacts within Transforming Care).

Appendix A

Definitions of Complex Needs used within SHIEC

The following definitions outline characteristics of people with complex needs who will be included within SHIEC. The definitions are consistent with descriptions of complexity outlined by Mansell (2007[6]) (*with particular regard to challenging behaviour, mental health and offending behaviour*) and Mansell (2010[7]) (*with particular regard to profound and multiple disabilities*).

The total sample of people with complex needs included within SHIEC will be made up of three sub-samples, each representing one of the definitions provided below. A brief assessment will be completed with each participant to ensure they meet the definitions.

1. People with profound and multiple learning disabilities

Participants included within this sub-sample will meet the following criteria:

 "Have more than one disability, the most significant of which is a profound learning disability. All people...will have great difficulty communicating. Many...will have additional sensory or physical disabilities, complex health needs or mental health difficulties...All...will need high levels of support with most aspects of daily life" (PMLD Network[8])

2. People with severe-profound learning disabilities and challenging behaviour

Participants within this sub-sample must have a severe-profound learning disability and display behaviour that meets the following criteria:

"Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are

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[6] Mansell, J. (2007). *Services for people with learning disabilities and challenging behaviour or mental health needs: Report of a Project Group (Chairman: Prof J L Mansell).* London: Department of Health.

[7]Mansell, J. (2010). *Raising our sights: services for adults with profound intellectual and multiple disabilities:* A report by Professor Jim Mansell. London: Department of Health.

[8] 'About Profound and Multiple Disabilities' Factsheet. Available at www.pmldnetwork.org.

restrictive, aversive or result in exclusion" (Challenging behaviour: a unified approach, 2007[9])

3. People with mild-moderate-severe learning disabilities and a history of offending behaviour and / or significant mental health difficulties

Participants within this sub-sample must have a moderate –severe learning disability and either:

a) *A history of offending behaviour that has required specialist forensic input*

b) *A history of mental health difficulties that has resulted in a Mental Health Section*

N. Gore, June 2010

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[9] Banks, R., & Bush A. (Eds) (2007). Challenging behaviour a unified approach: clinical and service guidelines for supporting people with learning disabilities who are at risk of receiving abusive or restrictive practices. London: Royal College for Psychiatry.

Appendix B

Identification of Complex Needs

Initial Screening Tool

Level of Learning Disability

Reference (ICD-10 criteria)

Mild MR = IQ 50-69 / MA 9-12 yrs   Moderate MR = IQ 35-49 / MA 6-9 yrs learning diff

Severe MR IQ 20-34 / MA 3-6 yrs   Profound MR = IQ < 20 / MA <3 yrs

Prior diagnosis/classification

Are you aware whether this person's level of learning disability has been previously classified (as mild, moderate, severe, profound)? This might be in relation to a psychologist's report, contact with social services or as part of a statement of special educational needs (for instance).

Indicators of level of disability

Can you tell me something about this person in relation to the following areas?

Their schooling (special school Vs mainstream; support required; p-levels or national curriculum; qualifications gained?)

Their academic skills (understanding of numbers; time; money; reading and writing)

Their communication (verbal/signing/augmentative; number of words/signs; use of sentences; functions of communication – requests, refusals, interaction)

Their daily living skills (self care tasks; use of transport; toileting; feeding)

Their level of independence (extent and frequency of support required from others)

<u>Additional Areas of Complexity</u>

Can you tell me about the nature and extent of additional needs that this person has in the following areas?

Physical Health

Mental Health

Mobility

Motor skills

Sensory

Challenging behaviour / Offending behaviour

Appendix C

Personal Employment Profile: Employee

This lets us know important things about you, so that we can help you find a job you will enjoy.

All about You

Your full name:

What you like to be called:

Male or female:

Your date of birth:

Ethnicity:

Religion:

Your address:

Your contact details:

Important people in your life

Family:

Partner/friends:

Professionals:

Person who knows you best:

People who give you support:

Activities in your life

Things do you do to have fun:

Things you do to relax:

Things you do to lean new things:

Things you do that make you proud:

Things you most like doing:

Your week:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							

Afternoon							
Evening							

Most important events in your week:

Important routines:

Your happiest day:

Your most boring day:

Your background

Schools and colleges you have been to:

Courses you did there:

Things you liked doing best:

Things you did not like doing:

Other courses you have done:

Work experience

Any volunteering work you have done:

Any work experience you have done:

Any paid work you have done:

Any helping out you have done:

Jobs you do at home:

Jobs you do at the day service:

The type of work you want to do

The kind of <u>setting</u> you want to be in:

Mostly on your own or mostly with other people:

 or

Mostly indoors or mostly outdoors:

 or

Mostly in the daytime or mostly in the evening time:

 or

Mostly sitting down or mostly moving about:

 or

Mostly with adults or mostly with children:

 or

Full time or part time:

 or

Other important information:

The kind of <u>place</u> you want to be in:

In an office:

In a care home or hospital:

In a shop or store:

In the community:

In a workshop or factory:

In a kitchen/bar/restaurant:

In a farm/zoo:

In a school/college/library:

The kinds of things you want to do:

Cleaning / tidying things:

Making things:

Sorting things:

Supporting other people:

Working with money:

Working with a computer:

Working with machines:

Talking on the telephone:

Handling food:

Using tools:

Looking after animals:

Growing things:

Teaching things:

Planning things:

Your dream job

What you dreamt of becoming when you were younger:

The job other people say you would be good at:

What the best job in the world would be:

The best things about this job:

Your special skills and abilities

The things you are best at:

Things you can do that make you proud:

Things other people say you are good at:

Things people can do to support you:

Things people can do to help you learn new things:

Thank you for telling us about yourself.

We will also ask someone who knows you, such as a family member or carer, a bit about you. (The next part)

This is so we can make sure the right job is found for you.

Personal Employment Profile: Support staff

Contact Details

Name:

Contact:

Relationship to client:

Number of years known for:

Hopes and Aspirations

Future employee's dreams for future:

………………………………….……………………………………………………

…………………………………………………………………………………………..

Most important things in future employee's life:

………………………………….……………………………………………………

…………………………………………………………………………………………..

Things that would make future employee proud:

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Your hopes for the future employee's future:

………………………………….……………………………………………………

…………………………………………………………………………………………..

Skills and Supports

Settings in which you have spent time with future employee:

………………………………………………………………………………….........

…………………………………………………………………………………………..

Skills and abilities future employee demonstrated in these settings:

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Areas of support future employee required in these settings:

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Most effective forms of support discovered:

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Specific Abilities

Communication (verbal, signed, augmentative, comprehension / expressive language, reading, writing, etc):

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Social Interaction (conversations, making requests, socialising following instructions, taking advice, explaining things to others, making friendships, remembering names, etc):

…………………………………………………………………………..................................

…………………………………………………………………………………………..

Time keeping (telling time, keeping appointments, concept of time, use of calendar/diary, etc):

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Money (counting, adding / subtracting, reading / writing numbers, buying items, checking change, budgeting, etc):

………………………………………………………………………………………..

………………………………………………………………………………………..

Domestic tasks (cooking, cleaning, tidying, sorting, food hygiene, etc): ……...

………………………………………………………………………………………..

Self help (toileting, dressing, eating, drinking, grooming, etc):

…………………………………………………………………………………………

…………………………………………………………………………………………

Use of transport (own transport, public transport, road safety, using maps, finding way, etc):

……………………………………………………………………...............................

………………………………………………………………………………………..

Use of special equipment (telephone, computer, photocopier, vacuum cleaner, cash register, etc):

………………………………………………………………………………………..

………………………………………………………………………………………..

Specific Support Needs

Communication: …………………………………………………………………..

Behaviour that challenges: ……………………………………………………….

Mental health needs: ………………………………………………………………

Sensory needs:

…………………………………………………………..

Motor needs:

…………………………………………………………..

Medical conditions:

…………………………………………………………...

Medications:

…………………………………………………………...

Allergies:

………………………………………………………………………….

Experience of supporting people with disabilities in employment

In the work place: …………………………………….…………………………...

In other settings: ………………………………………………………………...

Through friends/family:

………………………………………………………………………………..

Nature of Experiences

Positive experiences: …………………………………………………………...

Difficult experiences:

…………………………………………………………………………………………..

Skills Relevant to Working with People with Disabilities

Particular strengths you could offer to support someone with disabilities in

your organisation regarding employment: …………………………………….

…………………………………………………………………………………………..

Hopes and Aspirations

The best possible outcome for supporting someone with a disability in your

workplace re employment: ………………………………………………………..