

Appendix 1 Cambridgeshire Employment Strategy and Action Plan for People with Learning Disabilities and/or Autism 2017-2020.

1.0 Introduction

- 1.1. Having a job improves our health and well-being, self esteem and confidence, as well as giving us money to spend. This is particularly important for people with disabilities such as learning disabilities or autism, who generally experience poorer health outcomes; are more likely to feel isolated and excluded and are less well off financially than the general population. Improved health and well being for this group can increase their independence and reduce their reliance on health services and social care support as well as contributing to a vibrant local economy. A study in North Lanarkshire reported by the National Development Team for Inclusion in their publication 'A Guide to Producing an Employment Strategy for People with a Learning Disability (2010) http://www.ndti.org.uk/uploads/files/NDTi_Guide_for_commissioning_LD_employment_Oct_2010.pdf (page 4) found a significant difference in cost between supporting someone with a learning disability into employment and providing alternative support and activity - £7200 compared to £15000 per annum. Similarly, encouraging more people with autism into employment makes use of an untapped local resource in the labour market and may reduce levels of exclusion and isolation amongst this group. Therefore there are significant incentives to help more people into employment.
- 1.2. Although some are working successfully in a voluntary capacity relatively few people with learning disabilities or autism are in paid employment. This is due to numerous factors such as poor access to transport, lack of qualifications and the need for support both in getting a job and in keeping a job. This strategy aims to explain more about the barriers to employment for these groups who are aged 16 years plus and includes an action plan which addresses some of those barriers and proposes some solutions.

1.3. Definitions

1.4. Learning Disability:

The Cambridgeshire Employment Strategy accepts the following definitions set by Valuing People:

- someone who has a significant impairment of intellectual functioning
- someone who has a significant impairment of adaptive/social functioning and;
- the age of onset is before adulthood

1.5. All three criteria must be met for a person to be considered as having a learning disability.

1.6. Autism:

Autism is a lifelong developmental disability, sometimes referred to as Autistic Spectrum Disorder (ASD) or Autistic Spectrum Condition (ASC). It affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. It is a spectrum condition, which means that, while all people with autism share certain difficulties, their condition will affect them in different ways. Some people with autism are able to live relatively independent lives but others may have accompanying learning disabilities and need a lifetime of specialist support. People with autism may also experience over-or under-sensitivity to sounds, touch, tastes, smells, light or colours. Asperger Syndrome is a form of autism. People with Asperger syndrome are often of average or above average intelligence. They have fewer problems with speech but may still have difficulties with understanding and processing language. In this document we refer to this diverse group as 'people with autism'. In this strategy we recognise that there are a number of terms that different individuals and groups prefer to use for recognising autism.

1.7. Employment:

Work either part time or full time that people get paid for. This could include self-employment or part time paid work.

1.8. Work:

Any unpaid work activity, like volunteering or work placements.

Recent years have brought new guidance and guidelines for local authorities regarding employment for disabled people, which are contained in the following documents;

- Employer Engagement and the SEND reforms Department of Education (2015)
- Autism Act 2009
- Fulfilling and rewarding Lives - the national strategy for autism (2010).
- Statutory guidance for implementing the national strategy (DOH Best Practice Guidance, Gateway 15204, 2010)
- Think Autism (2014) – the governments update of Fulfilling and Rewarding Lives
- Adult Autism Strategy Statutory Guidance (2015)
- The White Paper Valuing People: A New Strategy for Learning Disability for the 21st Century (2001)'
- Improving work opportunities for people with a learning disability (2006)
- Valuing People Now: From progress to transformation – Department of Health (2007)
- 'Valuing Employment Now Department of Health (2009)
- Pathways to Getting a Life – Transition Planning for Fuller Lives' (Department of Health March 2011)
- Transparency in Outcomes – the Adult Social Care Outcomes Framework' (Dept of Health, March 2011)

- 1.9. These documents promote the idea that employment for people with a learning disability and/or autism is a desirable outcome in terms of improving their quality of life. It can also be cost effective in terms of benefits to the local economy and reducing reliance on benefits and health and social care services. The government Green Paper on Work, Health and Disability: <https://www.gov.uk/government/consultations/work-health-and-disability-improving-lives/work-health-and-disability-green-paper-improving-lives> aims to keep people in employment and encourage more people to take up paid work. This strategy explains how this will be achieved in Cambridgeshire.
- 1.10. This strategy links to the Learning Disability Strategy, Autism Strategy and the Transforming Lives initiative, as well as the three corporate priorities of Cambridgeshire County Council:
- Developing the local economy for the benefit of all
 - Helping people live healthy and independent lives
 - Supporting and protecting vulnerable people

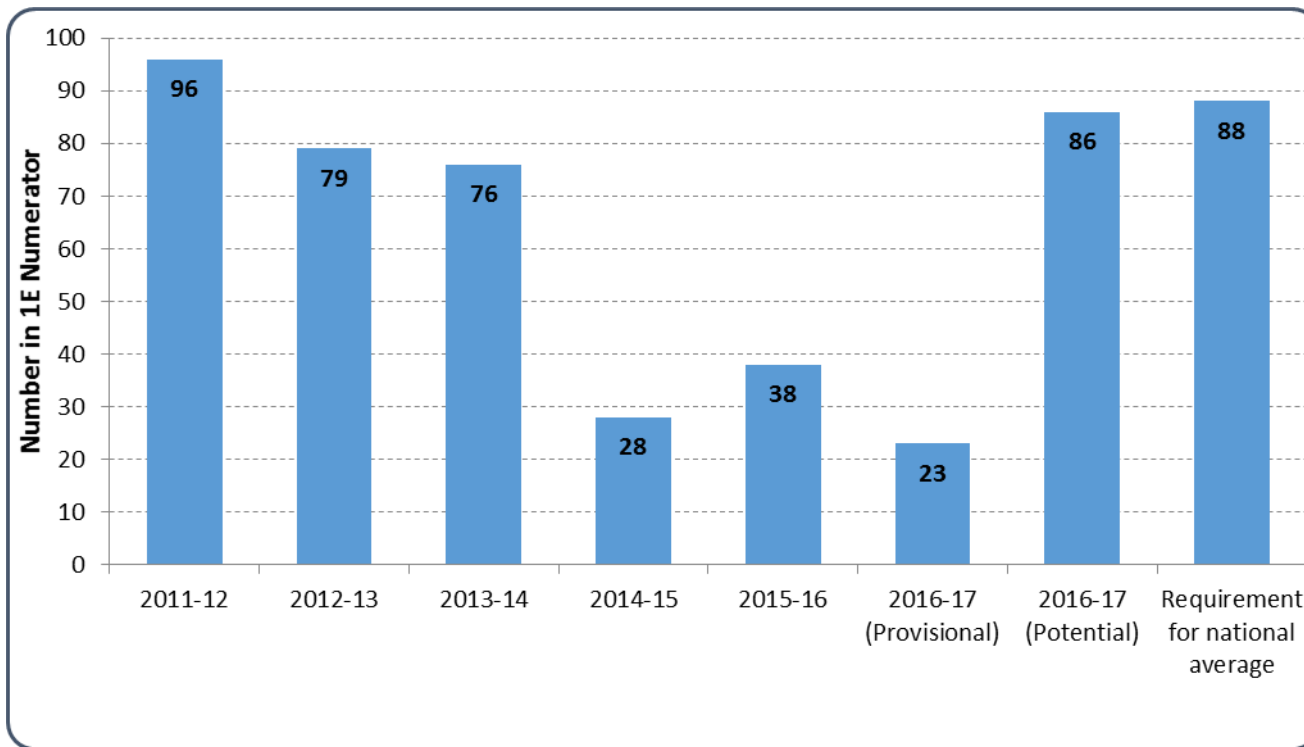
2.0 Where are we now?

- 2.1 Cambridgeshire's Joint Strategic Needs Assessment (2013) <http://www.cambridgeshirejsna.org.uk/physical-disabilities-and-learning-disabilities-through-life-course-2013> estimated that in 2012 there were about 11,000 adults in Cambridgeshire with some kind of learning disability, ranging from moderate to severe. It is estimated that about 1% of the population nationally are on the autistic spectrum, the majority being male, although there may be under-reporting of females with autism. In Cambridgeshire this is estimated to be over 6,500 people in 2016. (Cambridgeshire Insight at: <http://www.cambridgeshireinsight.org.uk/population-and-demographics/population-forecasts>) This includes 4552 people of working age. Learning disability of any kind is more common in poorer households and mild learning disability is also

more common in poorer communities. There are proportionally more people with learning disabilities in Fenland compared to other districts. As the population with learning disabilities as a whole is predicted to increase in Cambridgeshire in the coming years, there will be a proportionately higher increase in the numbers in Fenland and this will include those with complex needs and multiple disabilities.

- 2.2. In Cambridgeshire there are relatively low levels of employment of people with learning disabilities or autism. Of 1527 adults of working age with a learning disability known to social care who had a social care review in 2015/16 only 38 (2.5%) were in employment. For 2016/17 the provisional figure is 23 (1.5%) although this figure would rise to 86 (5.6%) if everyone had an annual review. This would bring performance in Cambridgeshire in line with the national average of 88 (5.8%) although this would be lower than the Eastern Region average of 128 (8.4%)

Table 1. Numbers of working age adults with a learning disability known to social care in Cambridgeshire from 2011.



- 2.3. Social care reviews in Cambridgeshire in 2016-17 were concentrated on people who had extensive care packages and who are very unlikely to be in employment. Therefore the true number of those in employment may be higher. Employment in this sense refers to paid employment only and does not include voluntary work or training.

There were also 289 people with no employment status recorded, some of whom may be in employment. Local surveys show a higher percentage of people in employment (27%) in Cambridgeshire although there are differences in what people understand as being 'in employment'. For example some people see benefits in kind or expenses as wages and therefore see themselves as in paid employment. There are a greater percentage of younger people in employment than adults in Cambridgeshire. In March 2016 for example, about 14% of people with a disability aged 16-19 were in employment.

- 2.4. The National Autistic Society (NAS) estimates that only about 15% of adults with autism in the UK are in full-time paid employment (NAS 'Autism and Asperger's Facts and Figures 2014' at: <http://www.autism.org.uk/about-autism/myths-facts-and-statistics/some-facts-and-statistics.aspx>.) Applied to the 4552 people of working age with autism in Cambridgeshire in 2016 this means that nearly 3900 (85%) people of working age with autism are not in full time employment. It is not known how many of the general population with learning disabilities are in employment but these figures show that a considerable number of people with learning disabilities or autism do not have access to employment.
- 2.5. When asked what the difficulties are in accessing employment in May 2013, Speak Out leaders, who are self advocates representing people with learning disabilities and those with autism from age 14 upwards, listed several barriers that they had found.
 - Lack of accessible transport
 - Difficulty in accessing online recruitment processes
 - Lack of understanding from employers

- Don't have the necessary skills or qualifications
- Don't expect to get a job
- Pay may reduce benefits
- Lack of confidence to take part in interviews
- Job advertisements application forms not in easy read format
- Need support through the whole process and also when in work
- Lack of suitable jobs.

2.6. In order to address these issues the Council has been proactive in creating an Additional Needs Employment Strategy Coordinator post in order to meet some of the employment needs of younger people aged 14-25. The post holder is the central point of contact for those needing advice and guidance around employment opportunities. They collate and disseminate information on employment and training to service users, parents/carers, employers, professionals, schools and colleges. This information is communicated through events, parent forums and through direct advice given to schools and colleges. In addition they work in partnership with external providers to collate information on employment skills. They link with schools and colleges to develop pathways to work experience, internships and apprenticeships; set up work experience placements and promote self-employment and source funding opportunities. This has involved working with parent carers of children with Special Educational Needs related to Disability (SEND).

2.7. For people on the autistic spectrum the following employment initiatives have taken place:

- The County Council has provided funding to 'Project Bedazzle,' which helps young people on the autistic spectrum prepare for work. The Project has already helped six people in Cambridge to identify the skills and experience they need to apply for jobs and has been expanded to Huntingdon and Fenland. Schools are now being encouraged to consider the benefits of the model for further commissioning.
- The Richmond Fellowship operates a similar programme, funded by the CPCCG, to work with people on the autistic spectrum who have mental health issues for six weeks on Curriculum Vitae development and job search.
- Red2Green, a Social Training Enterprise subcontracted by Adult Learning and Skills Service using funds from the Education Skills Funding Agency, provides employment support to ten people on the autistic spectrum and operates an Aspirations programme which helps people with autism develop social skills and enhances links with schools and local communities.
- National Autistic Society autism support workers, funded by the County Council are currently supporting fifteen people who are seeking employment or are already employed.
- The current framework contract for learning disability services includes employment as a separate category with a list of preferred providers

2.8. Education Health and Care Planning includes preparation for training and employment as do the children's and adult social care review and assessment process. The recent commissioning of the user participation contract has continued the paid employment of 6 Speak Out leaders by the contract provider (Voiceability) to represent the views of young people

and adults with learning disabilities or autism and those with high support needs. The 'Total Transport' initiative is being piloted in East Cambridgeshire to improve access to transport by the more flexible use of existing specialised transport services. The County Council also pays for free bus passes to people with disabilities outside peak hours. The Council is working towards the accessible information standard which will give greater access to information about services and opportunities across the county, including employment and training. The Care Act (2014) also places an obligation on Cambridgeshire to provide advice and information to a wider range of people in the county other than those who are eligible for social care. Transforming Lives is a new model of social care which aims to help people progress to greater independence, choice and control within their local communities. Transforming Lives adopts a tiered approach to providing support to people, rather than a 'one size fits all' approach. Tier 1 provides for access to information and support, which can include employment and training opportunities, to people who may not be eligible for social care support, including many people on the autistic spectrum.

2.9. Learning Disability Partnership provider services have employment skills workers who assist people with learning disabilities to take part in work experience programmes and other schemes which are listed below:

- TAG bikes is a very successful employment scheme in Huntingdon which brings discarded bicycles back into use and is making a profit on the bikes that are then sold on. This scheme is well established and discussions are taking place about how this can be started in Ely. It may be possible to use the current employment skills worker to lead this in Ely as the scheme in Huntingdon can be run on a day to day basis by the service users.
- 'Clean Team' is a service provided by a group of service users who are paid to clean the Huntingdon Community Centre premises. This service has replaced the corporate contract and also operates successfully in Fenland.

- The Tuck shop in Hereward Hall is very popular and successful although does not offer paid placements at the moment
- A service user in Fenland has just been given the go ahead to start a work experience placement at Hereward Hall and this will be supported by the employment skills worker in Fenland. The plan is to offer real life work experience with a view to support into paid work.
- Ely Community Café is very popular and is used by LDP teams and the local community. Service users are currently working towards a qualification but there may be scope to offer work experience and paid placements.
- There are also initiatives around employment and travel training carried out by the Physical Disabilities team.

2.10. Some schools and colleges run specific work experience programmes, travel training initiatives and work skills development courses. Social Training Enterprises and Papworth Trust also help people to gain work experience and get a job.

2.11 Adult Learning and Skills Service are currently funded by the Education Skills Funding Agency offer support to adults over the age of 19 who are furthest from learning and skills. They provide literacy, numeracy, employability skills, guidance and advice through their network of Adult Learning and Skills Centres based in 5 libraries as follows:

- March
- Wisbech

- Huntingdon
- Ely
- Central Cambridge

On certain days support is also on offer at Chatteris and Whittlesey Library

Adult Learning and Skills is currently a partner in an EU funded project, Building Better Opportunities which aims to give intensive support into work to adults furthest from work.

3.0 Where do we want to be?

- 3.1. Cambridgeshire aims to get 28 more adults than the 2016-17 potential figure of 88 into employment within the three year lifetime of this strategy. This target of 116 exceeds the national average of 88 adults with learning disabilities in employment and brings us closer to the regional average of 128 people. Cambridgeshire aims to maintain the current performance of 14% for children aged 16-18 throughout the same period. Comparative data of people with autism is not known but as about a third of people with learning disabilities are on the autistic spectrum this will also increase the numbers of those with autism in work.
- 3.2. Although work has been done as described above much more needs to be done to reach this target. The main focus of the strategy in terms of improvements are listed below and these priorities and the detailed actions needed to bring them have been agreed during consultation with all relevant stakeholders.

3.3 Adult Social Care needs to work together with Adult Learning and Skills to achieve the vision outlined in Cambridgeshire's Strategy for Skills. This strategy aims to improve the skills of young people and adults across Cambridgeshire so that we support a fairer society and are proud of our productive contribution on a competitive world stage. This vision is likely to be extended to include Peterborough as part of the Skills Strategy being developed by the combined authority of Cambridgeshire and Peterborough. It includes the following priorities:

1. Helping young people aged 16-24 into training and employment by building greater links with employers and schools and colleges and increasing the number of apprenticeships and traineeships;
 - Increase the number of employers willing to offer opportunities to young people with disabilities including building successful transitions/pathways to traineeships and apprenticeships.
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2. Providing a package of measures to support the unemployed, vulnerable adults and those aged 50 plus back into the jobs market;
 - Engage more hard to reach learners by working with Voluntary sector and Social Enterprise partners on engagement strategies for local learners.
 - Work with providers to encourage them to support progression for learners.

- Facilitate the production of a map of all providers and the entry and progression routes to and between those providers.
- Support the Building Better Opportunities (BBO) work and use the data to provide a gap analysis.

3. Developing a post 25 transitions path

4.0 How will we get there?

4.1. Below is a list of the main areas where improvements can be made and has been agreed with a wide range of stakeholders. These include people with learning disabilities and/or autism; family carers; representatives from adults, preparing for adulthood and children's operational teams in the County Council; in-house services; health and social care providers and other relevant organisations

1. Improved recording of employment status of people known to social care
2. Enable more disabled people to be employed by the County Council, for example by reviewing existing recruitment procedures
3. Health and Social Care providers commissioned by the County Council to be encouraged to employ more people with learning disabilities or autism
4. The Learning Disability Partnership to create more job opportunities and strengthen the capacity to increase the numbers of people in employment. This increased capacity would be drawn from both in-house Provider Services

and the Young Adults Team. It would be complemented by externally commissioned services such as the Autism Support Manager Service and would work jointly with the Adult Learning and Skills team.

5. Apply to the County Council's Transformation Fund to meet the cost of employing a lead project role for one year to give this agenda the focus and boost it needs and to create the new ways of working and partnerships that can deliver on a sustainable basis.
6. Ensure employment is a priority for applications to the County Councils Innovation Fund
7. The County Council to provide clear advice and information about employment and training opportunities in the county
8. Ensure that employment is promoted as a positive outcome for children and young people who have Education Health and Care (EHC) plans or SEN (Special Educational Need) support
9. Prioritise employment and travel training in support planning
10. Extend the Total Transport initiative across the county
11. Improve links between Adult Social Care and Adult Learning and Skills in order to maximise opportunities for people with learning disabilities who are supported by adult social care and other young people with learning disabilities and/or autism who need support to access and gain education, training and employment. Work towards the vision and strategy outlined in Cambridgeshire's Skills Strategy and prepare for closer working with Peterborough as part of the forthcoming Skills Strategy for the Combined Authority.
12. Review the Disabled Bus Pass to extend the hours of operation

The Action Plan below describes how these actions will be implemented in a Specific, Measurable, Achievable, Realistic and Timely (SMART) way.

Action Plan – Employment Strategy 2017-2020

Objective	Lead organisation or role	Action	Outcome	Timeline	Progress and RAG status
1. Improved recording of employment status of people known to social care	LDP Service Development Manager Operational Teams	Guidance to be issued to operational teams on reporting on AIS Operational teams to choose an employment lead to ensure accurate recording	Staff are clear on reporting process 100% of people in employment accurately reported	Sept 2017 Dec 2017	
2. Enable more disabled people to be employed by the County Council.	LGSS	In consultation with service user's review existing recruitment procedures so they are more accessible.	2 more disabled people gain access to employment each year (6 in total over three years))	July 2018	
3. Health and Social Care providers commissioned by the County	Access to Resources	Ensure employment of disabled people is included in contract specifications	Providers employ 10 more people with disabilities over three years	July 2020	

Council to be encouraged to employ more people with learning disabilities or autism.					
4. Learning Disability Partnership provider services to promote more employment opportunities.	LDP Provider Services Manager	<p>Visit day opportunities and employment/social enterprise services run by City College Peterborough</p> <p>Develop a cooperative model for day services</p> <p>Develop a 'Tuck Shop' in Fenland to be managed by service users who would receive payment.</p> <p>Open the Café at Huntingdon Community Centre where service users would be paid</p>	<p>3 more service users in paid employment (12 in total over three years)</p>	<p>October 2017</p> <p>March 2018</p>	

		employees. Consider which other corporate contracts could be carried out by service users.			
5. Strengthen the capacity within the Learning Disability Partnership provider services to increase the numbers of people in employment.	Adult Social Care Service Director and other senior managers	Agree as part of LDP operational re-structure.	Increased capacity in place	October 2017	
6. Apply to the County Council's Transformation Fund for the cost of a lead project role for one year	LDP Service Development Manager	Apply to the Transformation Fund	If agreed post holder in place	December 2017	
7. Ensure Employment is a priority for applications to	LDP Service Development Manager	Brief potential applicants to the Fund about the strategic importance of employment	Applications to the Fund propose to increase employment of people	Oct 2017 onwards	

the Innovation Fund			with a disability		
8. The County Council to provide information about employment and training opportunities in the county.	Additional Needs Employment Strategy Coordinator	Ensure comprehensive information on employment opportunities is available on the County Council website.	Better access to information	Oct 2017	
9. Ensure that employment is promoted as a positive outcome for children and young people who have Education Health and Care (EHC) plans	14-25 Additional Needs Team Additional Needs Employment Strategy Coordinator Additional Needs Pathway	1. Supported Employment Techniques Training 2. Employment focused skills sessions delivered in schools	Senior and support staff trained in supported employment techniques to be better equipped to advise young people on options for employment and the right support ANESCO delivering skills sessions with KS3/4 and Post 16 to look at understanding of the world of work and it's pathway to	Jan 17 – Dec 17 Jan 17 ongoing	

	Advisers Additional Needs Pathway Coordinators	<p>3. EHCP documents to include section around employment aspirations and pathway plans to work</p> <p>4. EHCP review to include opening discussion with parents and young person about employment opportunities</p>	<p>independence</p> <p>EHCP document revised</p> <p>Parents and young person will be better informed of choices relating to employment opportunities and where to get information around this</p>	<p>April 17 – Sept 17</p> <p>April 2017 ongoing</p>	
10. Ensure that employment is promoted as a positive outcome for children and young people who have SEN (Special Educational	<p>14-25 Additional Needs Team</p> <p>Additional Needs Employment</p>	<p>1. As above</p> <p>2. As above</p> <p>3. Information around employment is widely available through schools/colleges/ events</p>	<p>As above</p> <p>As above</p> <p>Young people and parents are better informed about work pathways and future</p>	<p>Jan- Dec 17</p> <p>Ongoing</p> <p>Jan 17 ongoing</p>	

Need) support	Strategy Coordinator Additional Needs Pathway Advisers and Coordinators	4. Young people who are SEN NEET are encouraged to work towards employment as an alternative to education	opportunities Young people are signposted to work related training/volunteering/work experience and work skills courses.	Jan 17 ongoing	
11.Prioritise employment and travel training in support planning	Operational Teams	Social workers and Support Co-ordinators	Support plans include employment and travel training as a priority	Oct 2017	
12.Extend the Total Transport initiative across the county	ETE Directorate	If pilot is successful roll out Total Transport to City, South Cambridgeshire, Fenland and Huntingdonshire	Flexible transport available to access work	Dec 2017	
13.Improve links with Job Centre Plus	LDP Service Development Manager	Have someone from Job Centre Plus on the Autism Consortium and LDPB	Better joint working between the Council and Job Centre Plus	Oct 2017	

14.Improve links with CCC Adult Learning and Skills team and PCC working with colleagues working on the Skills Agenda to ensure that people with learning disabilities are able to maximise opportunities for education, training and employment.	LDP Service Development Manager	Meet with Adult Learning and Skills to agree effective working arrangements and explore funding opportunities	More joined up working within the County Council and with Peterborough		
15.Review the Disabled Bus Pass to extend the hours of operation	LDP Service Development Manager	Discuss with transport Commissioners at the County Council.	Hours extended from 7.00am weekdays	Oct 2017	

*Guide to Abbreviations

Abbreviation	Full Name
AAT	Adult and Autism Support Team
ASD	Autistic Spectrum Disorder
ANESCo	Additional Needs Employment Strategy Coordinator
BAME	Black Asian and Minority Ethnic
CCC	Cambridgeshire County Council
CCG	Cambridgeshire and Peterborough Clinical Commissioning Group
CCS	Cambridgeshire Community Services
City Council	Cambridge City Council
CLASS	Cambridge Lifespan Asperger Syndrome Service
CPFT	Cambridgeshire and Peterborough Foundation Trust
CRHB	Cambridgeshire Sub Regional Housing Board
DC's	District Councils
FACS	Fair Access to Care
LDP	Learning Disability Partnership
LGSS	Local Government Shared Services
MCA	Mental Capacity Act

MASH	Multi Agency Safeguarding Hub
NAS	National Autistic Society
PCC	Peterborough City Council
SDS	Self Directed Support
SEND	Special Educational Needs and Disability