

LEARNING DISABILITY (LD) EMPLOYMENT STRATEGY UPDATE

To: **Adults Committee**

Meeting Date: **18th October 2018**

From: **Service Director, Adults & Safeguarding: Charlotte Black**

Electoral division(s): **All.**

Forward Plan ref: **Key decision: No**

Purpose: **Update on the Cambridgeshire Employment Strategy and Action Plan for People with Learning Disabilities and/or Autism**

Recommendation: **The Adults Committee is asked to note the contents of this updated, progress made and plans for the future**

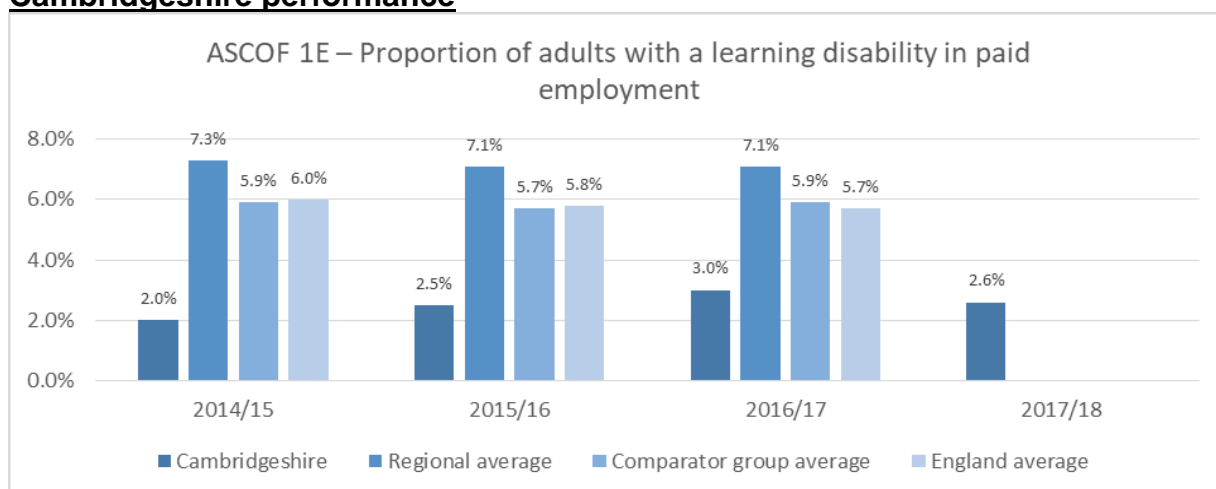
<i>Officer contact:</i>		<i>Member contacts:</i>	
Name:	Amanda Roach	Names:	Councillor Bailey
Post:	Commissioner	Post:	Chair
Email:	Amanda.roach@cambridgeshire.gov.uk	Email:	Anna.bailey@cambridgeshire.gov.uk
Tel:	07467 339208	Tel:	01223 706398

1.	BACKGROUND
1.1	The Cambridgeshire Employment Strategy and Action Plan for People with Learning Disabilities and/or Autism was presented to the Adults Committee in June 2017. This report seeks to update the Adults Committee on work to date and plans to meet the actions set out in the strategy, which is focussed on increasing the number of adults with a learning disability and/or Autism in employment.
1.2	The Strategy was developed as a result of adults with a learning disability and/or Autism telling us they want to secure employment as well as the need to improve Cambridgeshire performance in this area. Paid employment is beneficial for people in terms of a higher income, better health outcomes and improved self-esteem and social interaction. For disabled people this is all the more important because they are more likely than the general population to have a lower income, poorer health and be socially excluded. The Strategy considered the barriers to employment and proposed ways to overcome these.
1.3	<p><i>Cambridgeshire's Joint Strategic Needs Assessment (2013)</i></p> <p>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 4,552 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. The Strategy and Action Plan have been attached for reference (See Appendix 1)</p>
2.	MAIN ISSUES
2.1	Current Performance:
2.1.1	The definition of employment used, is adults with primary support needs of learning disability who are “known to the council” (see definition below) and are recorded as being in paid employment. The information would have to be captured or confirmed within the reporting period (1 April to 31 March).
2.1.2	<p>The definition of individuals ‘known to the Council’ is restricted to those adults of working age with a primary support need of learning disability who received long term support during the year in settings of residential, nursing and community but excluding prison. The measure is focused on ‘paid’ employment. Voluntary work is not collected in the statistical return (SALT) and thus, is excluded from the measure. Paid employment is measured using the following two categories:</p> <ul style="list-style-type: none"> ▪ Working as a paid employee or self-employed (16 or more hours per week); and, ▪ Working as a paid employee or self-employed (up to 16 hours per week).

2.1.3 A **'paid employee'** is one who works for a company, community or voluntary organisation, council or other organisation and has their National Insurance paid for directly from their wages, together with earning at or above the National Minimum Wage/National Living Wage 24. This includes those who are working in supported employment (i.e. those receiving support and assistance from a specialist agency to maintain their job) who are earning at or above the National Minimum Wage/National Living Wage.

2.1.4 **'Self-employed'** is defined as those who work for themselves and generally pay their National Insurance themselves. This should also include those who are unpaid family workers (i.e. those who do unpaid work for a business they own or for a business a relative owns).

2.1.5 **Cambridgeshire performance**



Cambridgeshire performance is low nationally, regionally and against comparator group authorities.

2.1.6 The target number of Adults with a Learning Disability and/or Autism to be in employment is 6% and is expected with the investment set out in this report this will be achieved. When the employment strategy was written, this number stood at 1.5% for Cambridgeshire. At the end of the financial and reporting year 2017/18 this figure stood at 2.6%, all is within mainstream employment. With the additional resource considered more mainstream employment opportunities can be achieved. One area we need to improve is the Council to take a proactive approach in the recruitment of people with learning disabilities with making reasonable adjustments within its recruitment processes. The Senior Management Team are looking at ways how this can be improved and consider opening vacancies that may be suitable for this cohort.

2.1.7 In line with national reporting guidelines set by the Department of Health, the performance data on this measure re-sets annually and is captured at a person's annual review. Therefore if there is no annual review recorded then there is a direct impact on this performance indicator. There were an additional 41 people who were recorded on the system as employed but not reviewed in the 2017/18 financial year. If they had been and they were still in employment that meets the required definition, then Cambridgeshire's performance would have been closer to the national, regional and comparator averages, at 5.4% (only 0.6 percentage points from the comparator average in 2016/17). A greater robust approach with management oversight on reviewing

	everyone with an employment status is underway for 2018/19.
2.1.8	The County Council reporting calculation is based on standard statutory return reports provided by Northgate (software supplier of Swift AIS). This pulls all employment status' of LD clients confirmed by a review in the current financial year. This means that when we run the report at the end of the year the figure is correct – but when looked at it through the year it will be incomplete because people haven't had a review yet.
2.1.9	The Peterborough City Council (PCC) calculation is based on a more sophisticated statutory return report which looks at the employment status' of LD clients confirmed by a review in the previous 12 months.
2.1.10	When we move to Mosaic we will update the CCC calculation methodology to be aligned with PCC. However, that will not change any year's performance because both methods ignore any clients without a review, even if they are still recorded as employed, because the statutory definition requires a recent review or assessment to confirm this.
2.1.11	Improved recording of employment status of people known to social care. The Operational Teams have ensured that where service users are open to Social Care and are in employment, this is appropriately recorded and will be reviewed going forward. This information has been gathered through the statutory review process and is embedded in business as usual now. As of the 31 st March 2018 there were 609 service users identified as being 'not employed and seeking work'. The actions outlined in the strategy will be primarily focussed on developing employment opportunities for this cohort of service users in line with the new investment. We appreciate the majority of the service users may not meet the national definition for employment as they could enter into voluntary opportunities or other forms of work related environments.
2.2	Future Targets
2.2.1	The Target for 2018/2019 and beyond is to meet the national employment target of 6%. It is important to note further increase in employment for people with learning disabilities is significantly dependent on investment as is set out in section 2.7 below.
2.3	Current Arrangements:
2.3.1	Provider services currently employ four Employment Skills Workers. They manage the supporting into employment work projects with limited support offered by volunteers and relief/contracted support staff. The extra staffing hours i.e. relief, can only be used within the agreed staffing budget and establishment; there is currently no extra resource for this support.
2.3.2	Depending on the project activity and level of need, typical staffing ratios allow the Employment Skills Worker to support up to 15 people in group activities. The staffing ratio is less for activities such as preparing food in café areas. To allow for the intensive employment work required, the Employment Skills Worker would need to accompany and support the individual in the community which would include meeting with employers and then initial and ongoing support at their place of work. Currently Provider services do not have the staffing budget or resources to meet this level of requirement and demand to make a real difference.

2.3.3	<p>Employment Skills Workers are also qualified within their area of work, for example TAG Bikes requires a qualified mechanic in order to run the sessions and sign off the bikes once completed. If they were not running the project this would not be possible. Ely Community Cafe is managed and run by a qualified Employment Skills Worker who is also responsible for the food hygiene legislation as the kitchen is a registered, commercial enterprise. TAG Bikes are currently using income from the sale of bikes to train two support workers in the appropriate mechanical qualification. This will allow for extra capacity and ensure the Employment Skills Worker can support individuals with vocational profiles and work preparation. Employment Skills Workers are paid as Grade 5 and therefore have line management and supervisory responsibilities, this also needs to be factored into their working hours each week.</p>
2.3.4	<p>To make a real difference and impact in getting people into employment and subsequently improving the performance data, additional capacity would be required.</p>
2.4	Work to date:
2.4.1	<p>Following agreement of the strategy in 2017, an action plan was developed to outline the areas where Officers could focus their work and support. Significant work has been done and is detailed against the following actions:</p> <ul style="list-style-type: none"> • Learning Disability Partnership provider services to promote more employment opportunities. (please see case studies in Appendix 2) <ul style="list-style-type: none"> ○ TAG Bikes has had a successful 18 months in terms of marketing and promoting the project and this has increased both donations and income within the project. Referrals to the project have increased and the service is currently identifying another member of staff to undertake the technical qualification required to support individuals within this project which will result in increased capacity. Work is ongoing with the Transformation Team regarding TAG Bikes becoming a social enterprise or Community Interest Company. TAG Bikes currently supports 17 individuals, some of whom are new to the project. Outcomes include increased independence, customer service skills, communication skills, travel training including using TAG refurbished bikes to get to and from their work placements, and technical skills and abilities within the workshop. ○ TAG Bikes has also set up a podcast with a successful launch last week. This project aims to increase social skills and interactions. Learners are working together to create a successful show, and also promote this area of work and raise awareness of adults with Learning Disabilities seeking and gaining paid employment. ○ Cleaning Crew continues to run in both Huntingdon and Fenland. This is paid employment and offers positions to 15 individuals across the County. ○ Huntingdon Community Garden Project has had a busy summer period attending various local shows and also entering into community garden competitions. This project supports 25 learners and aims to improve social skills, joint working, independence, customer skills and confidence, as well as the hands on horticultural skills which are taught by the qualification Employment Skills Worker. ○ March Community Café has recently opened in the Community Centre. This

	<p>new venture will not only offer hands-on work experience but learners will also complete vocation qualifications offered through the Adult Learning & Skills Team.</p> <ul style="list-style-type: none"> ○ Opportunities are being explored for partnership working to reopen the Café in Huntingdon. Positive links have been made with THERA Trust who now donate locally grown vegetables to the café in Ely. ○ A new project was set up early this year, refurbishing unused Cambridgeshire County Council PC's and laptops and then donating them to charities and/or community causes. This has resulted in work based learning and technical experience for a number of individuals. ○ A Job Coach, funded by Adult Skills, is currently working with two learners in Huntingdon who are 'work ready'. This work will provide evidence of why this type of role is needed, and the outcomes that will be achieved from having this role in place. It will also act as a 'pilot role' in anticipation of the ESIF Bid being successful and the swift implementation from the learning gained. ○ Funding from a successful grant award within Special Educational Needs and Disabilities (SEND) services will be used to provide training opportunities for Employment Skills Workers and the Team Leader within the Huntingdon Day Opportunity. This has been made possible through closer inter-directorate working, and the recognition that partnership working between children's and adult services is integral to ensuring service users are encouraged at a young age.
2.4.2	<ul style="list-style-type: none"> ● The County Council to provide information about employment and training opportunities in the county. Officers from LGSS Digital, Transformation, Adult Learning & Skills and Commissioning all joined forces to complete a 'HACK'. This involved workshops with officers, service users, parent/carers and providers to look at how employment prospects can be improved for Adults with a learning disability and/or Autism. This has resulted in a website being designed which outlines all the pathways to employment, where support could be found, YouTube video's from service users who had accessed the various pathways and useful links such as benefit advice. The journey and the website can be viewed here: https://sway.com/iUH9ATBLwnEu47qz?ref=email * <i>The 'hack' was a week designed to draw all those in the sector (service users, parents, carers, professionals) together to focus on ways of improving opportunities for adults with learning difficulties and autism. See link for further details https://sway.office.com/iUH9ATBLwnEu47qz?ref=Link</i>
2.5	Current Actions to improve performance:
	<p>As outlined above, there are several ongoing pieces of work that will feed into this and will be integral to improving opportunities and increasing the percentage number of adults with a learning disability and/or Autism into paid employment. The work-to-date has been concentrated on building relationships within the Council and with the Private, Voluntary and Independent sector to understand potential pathways. In-house Day Opportunities have used staff as Employment Skills Workers to get Service Users in preparation for getting them ready for work. The next stage in the pathway is identifying and supporting employers, supporting service users in work and providing ongoing support to ensure longevity of employment together with ensuring that young people have the right conversations to recognise work as a realistic aspiration, and support is</p>

	therefore tailored to support this.
2.5.1	<ul style="list-style-type: none"> • Enable more disabled people to be employed by the County Council. <ul style="list-style-type: none"> ○ A new opportunity at Stanton House will be available in the near future to work in a reception /business support role. This will involve work based learning and experience alongside apprenticeship/vocational qualifications. ○ The County Council Estates teams have confirmed their commitment to supporting work experience and potentially work within their teams. Work is underway to ensure that the placements and employment is supported by an appropriately skilled officer. This support post is linked to the European Structural and Investment Fund (ESIF) bid, which is currently under consideration (see 'Work in Progress').
2.5.2	<ul style="list-style-type: none"> • Ensure that employment is promoted as a positive outcome for children and young people who have Education Health and Care (EHC) plans. This work is included in several work streams within both Adults services and Children's services. The Adult Positive Challenge LD Enablement work stream team is liaising with Children's commissioners and operational staff to identify opportunities for positive conversations regarding employment with a view to increasing employment aspirations in adult life. This is also a work stream that has been identified by the Oxford Brookes study recently completed within Children's services. It will help change the culture in children services around enablement/empowerment and support children and young people having greater aspirations when preparing for adulthood.
2.5.3	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Provider Services have worked in partnership with Adult Skills for the last 12 months and an employment pathway and supported employment model has been presented to Directors and senior managers. This was presented to the People and Communities Extended Management Team in September. ○ Adult Skills are currently working on a proposal which will create an alternative to Higher Education for individuals with extra needs. This includes partnership working with HE (Higher Education) colleges, SEND services and County Council Provider Services
2.6	Future Opportunities:
2.6.1	<p>Identification of 'Work Ready' Service Users</p> <p>In House Day Opportunity staff have identified 16 service users who have the potential, given the right support, to move into employment. The pathway into employment currently does not allow for support from services into employment. This specialised support for both the service users and the employer has been recognised as a shortfall in the pathway and the European Social Fund (ESF) Bid seeks to bridge this gap by funding Employment Skills Worker/Job Coach roles. Additionally, the contracted (independent) Day Opportunity providers have indicated they have a number of service users who are also 'work ready'. However they do not have the skills or resources within their own organisations to support these service users further; the new employment pathway could</p>

	in addition take these referrals.
2.7	Enabler:
2.7.1	To ensure the developments and opportunities highlighted in the report are realised the following bid is currently in progress:
2.7.2	ESIF Bid – If successful will secure £240k over a two year period. This bid requires match funding from the Transformation Fund, a bid is being prepared, giving a potential budget of £480k. This is in line with the Adults Positive Challenge Programme.
2.7.3	<p>The project will:</p> <ul style="list-style-type: none"> • Create the Work Related Assistance and Progression (WRAP) service. This service is a wraparound supported employment service for people with learning difficulties in Cambridgeshire and Peterborough offering personalised advice, training opportunities and pre- and post- employment support. • Provide professional advice for employers thus ensuring meaningful work and tailor made in-work support which produces employment that is sustainable • Share and develop good practice across the two authorities and their networks to meet local needs, and which reflect the diverse challenges of urban and rural employment. • Deliver activities across the lifetime of the project and embedded into service delivery to continue beyond the funding period.
2.7.4	<p>WRAP will:</p> <ul style="list-style-type: none"> • Support young people with learning disabilities to transition from children's services/education to adulthood with a work related focus • Support adults with learning disabilities into work related opportunities • Engage and work with organisations/employers to embed employment as a real option • Utilise partners' existing sites to scope and secure a retail site for upcycling and recycling and create a long term sustainable employment opportunity • Champion a diverse workforce with employers
2.7.5	<p>Who will deliver the activities?</p> <ul style="list-style-type: none"> • A network of professionals who already engage with service users will assess their potential through a shared assessment methodology • Referrals will be made to a service lead who will co-ordinate and track participants progress • Job/Work Coaches will work with participants developing personalised WRAP action plans and subsequently will identify individual training/work experience needs • WRAP Job Coaches will provide supported employment services to prepare individuals with job applications and interviews and also understand employers' needs so that they get the right employee and have the right support to retain that worker.
2.7.6	<p>Additional WRAP Activities:</p> <ul style="list-style-type: none"> • Engagement through Job Centre Plus, DWP, Education, Housing, Social Care, Charities and other wider Networks • Vocational Profiling - A vocational profile sets out skills and aspirations for each

	<p>individual and is amended as they progress. It is an approach currently being trialled with LDP/Adult Learning and Skills/selected other learning providers and some employers. The aim is for it to be started in Year 9/10 at school – work is being done with special schools to achieve this.</p> <ul style="list-style-type: none"> • In-work support for both the employee and employer • Personalised employability training • Sector training within supported enterprises • Self-Employment Business Plan creation • Travel Training, motorcycle schemes
2.7.7	<p>The WRAP activities will achieve:</p> <ul style="list-style-type: none"> • Outcomes and impacts measured via KPIs including number of engaged partners and referrals, in-training support started and completed, employers engaged, jobs started and sustained. Our Quality teams will use qualitative and quantitative surveys to be completed at the engagement, training and job start stages. • A sustainable cross county employment support service from which a best practice model will be mainstreamed into local authority service delivery
2.7.8	<p>This investment will make a huge difference in the development of a sustainable long term employment plan for Cambridgeshire. It will change the shape of the 'day offer' for people with learning disabilities starting from a young age then transitioning into adulthood. It will also introduce another offered option for adults with learning disabilities who are currently accessing social care services.</p>
3.	ALIGNMENT WITH CORPORATE PRIORITIES
3.1	Developing the local economy for the benefit of all
	<ul style="list-style-type: none"> • More disabled people become economically active which is good for them and for the local economy. • Using less local public services resources as people become more independent.
3.2	Helping people live healthy and independent lives
	<ul style="list-style-type: none"> • Disabled people are likely to be healthier and more independent if they are in employment.
3.3	Supporting and protecting vulnerable people
	<ul style="list-style-type: none"> • Disabled people generally have a lower income and worse health outcomes than the general population and having greater numbers in employment will help to address these disadvantages.
4.	SIGNIFICANT IMPLICATIONS
4.1	Resource Implications
	Resource is being requested to support this work as detailed in Section 2 of this report
4.2	Procurement/Contractual/Council Contract Procedure Rules Implications

	None
4.3	Statutory, Legal and Risk Implications
	The strategy was written in line with the following guidance: <ul style="list-style-type: none"> • Valuing People Now, Department of Health 2007 • Adult Autism Strategy, Statutory Guidance, Department of Health 2015
4.4	Equality and Diversity Implications
	<ul style="list-style-type: none"> • The aim of the strategy is to increase the numbers of adults with a learning disability and/or Autism into paid employment, employment levels are low amongst this group of people.
4.5	Engagement and Communications Implications
	There are no significant implications within this category.
4.6	Localism and Local Member Involvement
	There are no significant implications within this category.
4.7	Public Health Implications
	<ul style="list-style-type: none"> • Increasing the numbers of people with a learning disability and/or Autism in paid employment will improve the health prospects of this group whose health outcomes are worse than the general population.

Implications	Officer Clearance
Have the resource implications been cleared by Finance?	Yes Name of Financial Officer: Tom Kelly
Have the procurement/contractual/ Council Contract Procedure Rules implications been cleared by the LGSS Head of Procurement?	N/A
Has the impact on statutory, legal and risk implications been cleared by LGSS Law?	Yes Name of Legal Officer: Fiona McMillan
Have the equality and diversity implications been cleared by your Service Contact?	Yes Name of Officer: Tracy Gurney
Have any engagement and communication implications been cleared by Communications?	Yes Name of Officer: Matthew Hall
Have any localism and Local Member involvement issues been cleared by your Service Contact?	Yes Name of Officer: Tracy Gurney
Have any Public Health implications been cleared by Public Health	Yes Name of Officer: Kate Parker

SOURCE DOCUMENTS GUIDANCE

It is a legal requirement for the following box to be completed by the report author.

Source Documents	Location
Employment Strategy For People with Learning Disabilities Or Autism	Amanda Roach Room 015, Shire Hall, Cambridge

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;

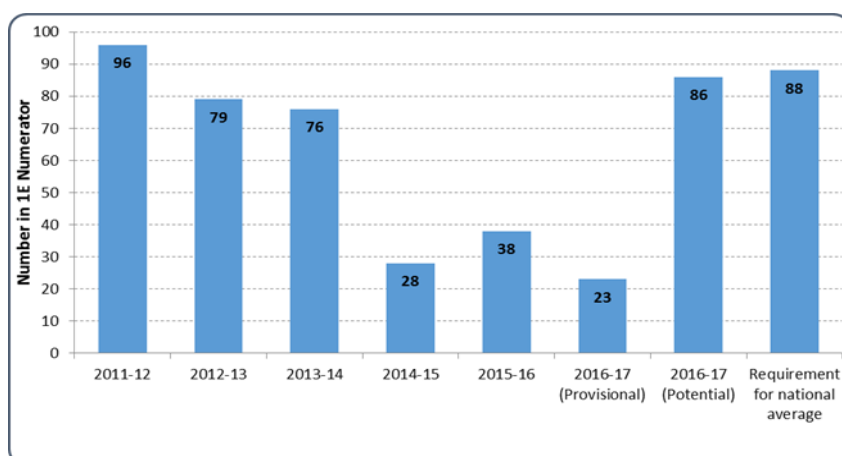
- Employer Engagement and the SEND reforms Department of Education (2015)
- Autism Act 2009
- Fulfilling and rewarding Lives - the national strategy for Autism (2010).
- Statutory guidance for implementing the national strategy (Department of Health Best Practice Guidance, Gateway 15204, 2010)
- Think 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' (Department 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. The person collates and disseminates 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 also 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 is about a third of people with learning disabilities who 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.
 - Increase the number of employers willing to offer opportunities to young people with disabilities including building successful transitions/pathways to traineeships and apprenticeships.
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 years, 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
1. Improved recording of employment status of people known to social care	LDP Service Development Manager	Guidance to be issued to operational teams on reporting on AIS	Staff are clear on reporting process	Sept 2017
	Operational Teams	Operational teams to choose an employment lead to ensure accurate recording	100% of people in employment accurately reported	Dec 2017
2. Enable more disabled people to be employed by the County Council.	LGSS	In consultation with service users', 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 Council to be encouraged to employ more people with learning disabilities or autism.	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
4. Learning Disability Partnership provider services to promote more employment opportunities.	LDP Provider Services Manager	Visit day opportunities and employment/social enterprise services run by City College Peterborough		October 2017
		Develop a cooperative model for day services	3 more service users in paid employment (12 in total over three yrs)	March 2018
		Develop a 'Tuck Shop' in Fenland to		

Objective	Lead organisation or role	Action	Outcome	Timeline
		<p>be managed by service users who would receive payment.</p> <p>Open the Café at Huntingdon Community Centre where service users would be paid employees.</p> <p>Consider which other corporate contracts could be carried out by service users.</p>		
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 the Innovation Fund	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 with a disability	Oct 2017 onwards
8. The County Council to provide information about employment and training	Additional Needs Employment Strategy	Ensure comprehensive information on employment opportunities is	Better access to information	Oct 2017

Objective	Lead organisation or role	Action	Outcome	Timeline
opportunities in the county.	Coordinator	available on the County Council website.		
9. Ensure that employment is promoted as a positive outcome for children and young people who have Education Health and Care Plans (EHCP)	14-25 Additional Needs Team	1. Supported Employment Techniques Training	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	Jan 17 – Dec 17
	Additional Needs Employment Strategy Coordinator	2. Employment focused skills sessions delivered in schools	ANESCo delivering skills sessions with KS3/4 and Post 16 to look at understanding of the world of work and it's pathway to independence	Jan 17 ongoing
	Additional Needs Pathway Advisers	3. EHCP documents to include section around employment aspirations and pathway plans to work	EHCP document revised	April 17 – Sept 17
	Additional Needs Pathway Coordinators	4. EHCP review to include opening discussion with parents and young person about employment opportunities	Parents and young person will be better informed of choices relating to employment opportunities and where to get information around this	April 2017 ongoing
10. Ensure that	14-25	1. As above	As above	Jan- Dec 17

Objective	Lead organisation or role	Action	Outcome	Timeline
employment is promoted as a positive outcome for children and young people who have SEN (Special Educational Need) support	Additional Needs Team	2. As above	As above	Ongoing
	Additional Needs Employment Strategy Coordinator	3. Information around employment is widely available through schools/colleges/ events	Young people and parents are better informed about work pathways and future opportunities	Jan 17 ongoing
	Additional Needs Pathway Advisers and Coordinators	4. Young people who are SEN NEET are encouraged to work towards employment as an alternative to education	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 & 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	LDP Service Development Manager	Meet with Adult Learning and Skills to agree effective working arrangements and explore funding	More joined up working within the County Council and with Peterborough	

Objective	Lead organisation or role	Action	Outcome	Timeline
working on the Skills Agenda ensure that people with learning disabilities are able to maximise opportunities for education, training and employment.		opportunities		
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
NEET	Not in Education, Employment or Training
PCC	Peterborough City Council
SDS	Self-Directed Support
SALT	Speech & Language Therapy
SEND	Special Educational Needs and Disability

Appendix 2 – Case Studies

Johnny– TAG bikes

Johnny was very isolated before joining TAG bikes, spending most of his time at home and did not engage in any services. Eight months after joining TAG bikes he attends three days a week and has shown determination to succeed and make new friends, widening his social support network.

Johnny was attending the project on arranged transport but explained that he wanted to change this and increase his independence, he now cycles to and from TAG four days a week on a bike reconditioned by the project. This has had huge benefits to both his mental and physical health.

In Johnny's words he now feels 'part of something special' and has made great friends. Johnny has been interviewed as part of the media coverage and has helped to create videos for the facebook page.

Individuals who know Johnny from outside the project have commented on his increased motivation and confidence since starting at TAG bikes.

Johnny also completed the bikeability level 1 and 2 awards to support him to cycle safely on the roads, these courses are directly funded by the income from selling refurbished bikes.



Laura –TAG bikes and Clean Team

Laura is the only female member of TAG Bikes and she is very proud of this, she enjoys the environment and working alongside the others learners.

Laura explained that she wanted to cycle to and from the centre each day and now uses a bike, which was reconditioned by TAG bikes, to do this.

Laura is extremely proud of the increased independence and the physical health benefits this has created. Laura completed the 'bikeability' training and was very proud when she passed this, she has an excellent understanding of road safety and is now very confident travelling each day on her bike. Laura will remark every week about how she uses the skills learnt in TAG bikes and completing the course and she also mentioned this during the Anglia TV interview.

Laura also works as part of the Clean Team, this is a paid position within the Community Centre



Beverley – Ely Community Cafe

- Beverley has recently moved into her own home in Ely and is totally independent, she works at the Community Café twice a week and has been heavily involved in recent partnership working with THERA community allotment. Beverley has gained numerous skills and confidence within her role at the café and prepares all of her own meals at home, she also accesses her work placement independently. Moving into her own home has been a huge step for Beverley and she is very proud of this and her work within the café.

