

NORTH YORKSHIRE COUNTY COUNCIL

CARE AND INDEPENDENCE OVERVIEW AND SCRUTINY COMMITTEE

3 JUNE 2010

VALUING EMPLOYMENT NOW: UPDATE ON TASK GROUP

1.0 Purpose of Report

- 1.1 To report the work undertaken by the Task Group examining the implications of the National Strategy – Valuing Employment Now and the recent workshop on Valued in Public.

2.0 VEN Task Group 2010

- 2.1 At your September meeting you appointed a Task Group, comprising County Councillors David Peart (Chairman), Melva Steckles, Brian Marshall and Herbert Tindall.
- 2.2 Activity undertaken by the Task Group has included:
1. A training session, attended by your Chairman, organised by Inclusion North on meeting the aspirations of Valued in Public.
 2. Two meetings with Adult and Community Services Directorate representatives and officers from Supported Employment.
 3. A workshop facilitated by Inclusion North including County Councillors, representatives of NYCC directorates and Supported Employment. (The papers from the workshop sessions are attached.)
- 2.3 The Task Group is now beginning to consider what information it needs to understand better the nature and scale of service change in the community that could result from VEN - a meeting of the Task Group is being arranged for June. The conclusions of the Group should be reported to your September meeting.

3.0 Objectives of the Task Group Review

- 3.1 The review started on the basis the scope of its work would be to assess and contribute to our and our partners' preparedness for the implications of Valuing Employment Now. The knowledge gained so far, together with the support of the Directorate means this review

properly supported can come forward with recommendations and proposals about how we and our partners might respond.

- 3.2 The group has been able to identify the main implications of VEN, which reach beyond the specific aims of the strategy; arguably they will be the driver for a different approach from Adult and Community Services for supporting people, not just those with a Learning Disability, in the community.
- 3.3 The task group has identified the development issues outlined below which it now intends to be the focus of its work. The Group believed it is important that it reported early in the process so that you understand the scale of the task ahead and can help steer and guide the work from an early stage.

4.0 Valuing Employment Now: Real Jobs for People with Learning Disabilities.

- 4.1 This summer saw the release of a cross departmental strategy entitled Valuing Employment Now: Real Jobs for People with Learning Disabilities.
- 4.2 The strategy aims to close the employment gap between those with learning disabilities and the disabled population as a whole by increasing the number of real jobs available and ensuring the appropriate support.
- 4.3 The overall goal is to increase radically the number of people with moderate and severe learning disabilities in employment by 2025.
- 4.4 The more specific overall goal is that as many adults with moderate and severe learning disabilities are employed as in the disabled population generally.
- 4.5 The relative lack of progress in improving the employment rate of people with learning disabilities compared to progress in this area with the disabled population generally is presented as a key reason for this strategy being produced. It is intended to help local authorities fulfil their obligations under the socially excluded adults Public Service Agreement (PSA 16).
- 4.6 The National Programme Board for Learning Disabilities will oversee the delivery of the strategy. A Cross Government National Delivery team will support regional and local implementation. The National Director for Learning Disabilities, Learning Disability Partnership Boards, Deputy Regional Directors, Strategic Health Authorities and Local Authorities also have defined roles in implementation.

- 4.7 It is suggested in this document that public bodies should set an example to other employers in employing people with learning disabilities.

5.0 Aims/Principles of the Strategy

- Growing the presumption of employability, people with LD can work and have careers, this is a message that we must move to get across from an early age.
- All sectors must look to joint working to create employment paths for individual.
- Better work preparation at school, college and adult learning.
- The role of personal budgets and social care - Personal Budgets can and should be used to buy support to get and keep a job. Person Centred Planning should be used to help individuals think about their aspirations for work.
- Increasing high quality job coaching.
- Clearing up confusion about the benefits system.
- Promoting self employment.
- Encouraging employers to see the business case.
- Transport to get to work.
- Addressing barriers where people live.
- Better support for the most excluding adults with learning disabilities.
- People with learning disabilities and their families leading the way.
- Better data and performance management - The Government will publish targets and milestones for this strategy in 2010.

6.0 NYCC Development Issues Which Remain to be Examined

- 6.1 Refocus funding from day service modernisation plans to supported employment, with consideration of how the current investment in Supported Employment can be used more effectively alongside savings from day services to deliver more jobs for people with learning disabilities. For families and carers secure in seeing sons or daughters

in traditional day care how do we best help them understand a different future? The individual and the families need to commit to this process.

- 6.2 There will be a need to take into account the overall strategy that has been considered within Adult and Community Services on learning disabilities. The approach to Valuing Employment Now will affect the nature of jobs and restructuring proposed. A good deal of current employment is directed towards residential care, a different structure for future provision will be needed. Job coaching needs to be consistent, of a high standard and monitored. External providers will need to be supported to deliver this alongside NYCC staff. This will require officers to think differently.
- 6.3 To what extent are we communicating the Strategy in terms of changing from day-centres to employment opportunities and what is the role of members within that?
- 6.4 The 'sister' document to Valuing Employment Now is called 'Valued in Public'. The strong message for us is that local authorities, particularly those that have adult social services responsibilities, are to be exemplar authorities. We need to think carefully and creatively about how we achieve that.
- 6.5 The Local Authority needs to become exemplar employers of people with learning disabilities(ACS have set a target of 2 people with learning disabilities to be employed per establishment)- however further work needs to be undertaken with recruiting managers and Human resources across the authority- such as:
 - All vacancies in first instance are directed to NYCC SES – to see if appropriate job matches can be made.
 - All vacancies to be considered by recruiting line manager for job carving or task trading.
 - All recruiting line managers and ASO to have training on issues relating to recruiting, selection and induction of disabled people.
 - All establishments/teams to have a “diversity/disability” champion (not necessarily the line manager) who will support and advise managers on issues such as “reasonable adjustments”/buddying, reducing workforce discrimination, back to work action plans.
 - Occupational Health Services – should be required to look at issues of ill-treatment of disabled workers and support managers and person to reach solutions.

- 6.6 Getting a job should be a priority in the person centred support plans of everyone of a working age and encourage use of personal budgets to support this.
- 6.7 What approach has been taken within the school environment, are we offering different work experiences and the same opportunities?
- 6.8 Ensure Commissioners use their responsibility for 16-19 learning to ensure that courses for people with learning disabilities are focused on employment outcomes and to commission supported employment.
- 6.9 Commissioners should build an expectation of work for adults with learning disabilities into contracts for providers of support, so that they see their key role in encouraging people to think about work and get the advice they need, and helping them to move nearer to the labour market. Research shows that work experiences are not turning to paid jobs, do we rethink how we fund/support providers to provide on the job training and coaching
- 6.10 Ensure Common Assessment Frameworks for adults enable information sharing to support individual employment plans.
- 6.11 Good welfare rights advice for people with learning disabilities and their families as a key part of Supported Employment Services.
- 6.12 Links made between homes and jobs for people with learning disabilities for example by using employment options in strategies to reduce use of residential care (where applicable).
- 6.13 Ensure SES are accessible to support the most excluded adults with learning disabilities, i.e. people with complex needs, autism, mental health conditions, minority ethnic and newly arrived communities and ex-offenders. How do we do this? What would be the impact on current provision and with what resources?
- 6.14 Collation of data to enable target setting of getting people with learning disabilities into work. Data to also gather information on ethnicity, age and gender of people with learning disabilities and other impairment groups.
- 6.15 Links to be made between DWP/Job centre Plus, DEAs and SES on countywide basis, with the formation of a formal partnership/agreement.
- 6.16 Do we need to identify who will lead on this work? Do we have a lead for VEN/VIP on an operational and strategic level within NYCC?
- 6.17 Contracting and Procurement: how are we using our influence and power as a procuring organisation to lever businesses to think about doing something for people with learning disabilities?

6.18 To what extent do we widen the key recommendations to include all disabled adults?

7.0 Recommendation

7.1 The Committee is asked to note the work undertaken so far by the Task Group and confirm that it shares the emerging conclusions and that Task Group's view of what further work is required.

**HUGH WILLIAMSON
HEAD OF SCRUTINY AND CORPORATE PERFORMANCE**

**County Hall
Northallerton**

24 May 2010

Background Documents: None

Publicly Valued in North Yorkshire

Friday, 30th April 2010

Key Themes Emerging from Both Sessions

- Owned and led from the top across North Yorkshire.
- Early contacts/links with schools.
- Understanding and identifying people's skills – what benefits the employer?
- Right person with rights skills meeting the needs of the employer.
- Identifying partners, ex NYSP.
- Gaining corporate ownership on VEN and VIP.
- Talent pool for people with learning disabilities.
- Matching jobs.
- Communication strategy – to keep the issue at the forefront of people's minds.
- Encourage the community to be involved and engaged in VEN.

Session 1 Conclusions

| What do you want to see happen in the County? | Who could do that? |
|---|--|
| 1. Acknowledged and owned corporately. Highest level of leadership. There is a role for targets here. | Members / HR / Scrutiny Committee |
| 2. Embraced collectively so not just “social care”. | Executive and “Champion” Agenda in Scrutiny Committees |
| 3. Simplified so Freedom Workplace to Act. Challenge existing processes. Agreement around tolerating and accepting opportunity and risk. | Senior Managers / Team Leaders |
| 4. Communication Strategy – Internal/External - awareness | |
| 5. Identify other employers network and “get in”. | Officers / Managers / PHs |
| Practical Next Steps from today | |
| <ul style="list-style-type: none"> • Transitions – Clear evidence that it works. • Young People’s Recruitment Team. • Scrutiny – developed a team. | |

Session 2 Conclusions

| What do you want to see happen in the County? | Who could do that? (Task Group to consider for report) |
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| 1. More people in jobs. | |
| 2. Greater communication between HR and SES. | |
| 3. Identify and map support required and provide better links between education directorate. | |
| 4. Leaving school/transitions and employers and employment services/SES. | |
| 5. Influence companies that we procure with to employ more people with learning disabilities – have one policy across the county that can pass and influence LSP NYSP – district councils – LDF – ensure follow up plan – ensure support for people when in work. | |
| 6. Homelessness issue – through NYSP – housing policy – influence the Local Development Forum – accessible toilets/buildings. % that for people with learning disabilities. | |
| Practical Next Steps from today | |
| <ul style="list-style-type: none"> • Relationship with Corporate Equality Group. What targets to they have? • Need to raise awareness with recruiting managers. • Mentoring pool of staff (disabled or otherwise) to support disabled colleagues within their own workplace. Mentoring pool will be development opportunity for staff. | |

| What do you want to see happen in the County? | Who could do that? |
|---|---------------------------|
| 1. Same support and opportunities if more in county. | |
| 2. Consistent recruitment / change practises in HR. | |
| 3. Voluntary work is valued – many people with learning disabilities in voluntary work – some of the voluntary groups would employ people with learning disabilities but can't afford it – voluntary sector there to help but not day services. | |
| 4. Need to ensure day services move people through into work as gap in transitions from leaving school going to day centres don't work people can't get a job from a day centre. People get job ready in a job not in a day centre. | |
| 5. Raise expectations – what do you “want to be when you grow up”? | |
| 6. All directorates take responsibility for employing people and making it happen. | |
| 7. Targets across directorates – job carving - work experience for school attendees, paid work. | |
| 8. Are children with learning disabilities getting work experience at aged 15? (Ask the schools if ensuring all disabled children are getting work experience.) | |

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| 9. Improve imagery of the County Council to staff and to the public – that we can be an employer of choice for disabled people. Low numbers of staff declaring their disabilities. | |
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| Practical Next Steps from today | |
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| <ul style="list-style-type: none">• Consolidate points raised and bring to next group (task)• Informing all members.• Capture the vocational profiling and job matching process.• Capture who else is undertaking this type of work in county and then develop a process to work in a joined up way.• Develop a talent pool for disabled people in NYCC – identifying people's skills to NYCC vacancies.• Automatic job carving option prior to general advertising of vacancies.• The above 2 options need to cross borders – for police/ district councils.• Positive discrimination should be in action – recognising merit. | |
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