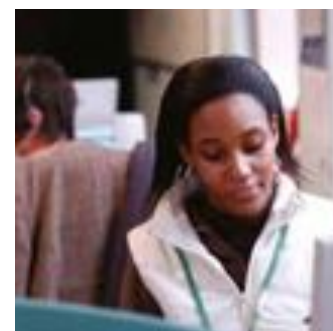


Valuing Employment Now



VALUING EMPLOYMENT NOW LOCAL SELF-ASSESSMENT FRAMEWORK

PART 1: PLANNING

This is a framework to help Learning Disability Partnership Boards (LDPBs) to understand the current delivery of employment supports within their locality; set targets and write a plan to deliver *Valuing Employment Now*.

This framework was written by Bill Love and Simon Whitehead of the National Development Team for Inclusion (www.ndti.org.uk) and represents our experience of auditing and supporting employment services and planning.

Using the framework:

We have followed the chapter headings of *Valuing Employment Now*. Where there is a direct link to the key priorities for 2009-11, identified in *The Delivery Plan*, this has been made.

The framework is not designed to be completed by one person or a small group representing one viewpoint. Ideally, you will set aside a day for a sub-group that includes all employment stakeholders of the LDPB, to consider the questions, your evidence and where you rate your locality on the RAG scale. A second day, or a number of smaller meetings, will be used to validate the evidence and complete the action plan.

The questions:

- The large number of questions reflects the complexity of planning to deliver *Valuing Employment Now*.
- Most of the questions include 'secondary' questions. These are designed to help you identify your current position and local evidence.
- Our intention is to stimulate and inform (not restrict debate). However, please do not add your own questions into the main body of the framework, as it is easier to build a regional picture if all Learning Disability Partnership Boards collect the same data.

Evidence:



- When answering the questions it is crucial to look for evidence that informs and supports your answer.
- Where possible evidence should be statistical and drawn from more than one source.

RAG rating:

- The Red, Amber, Green rating allows you to discuss and identify how you would rate your current position.
- Red indicates a lack/low level of evidenced activity, outcomes or planning. Amber indicates evidenced activity that needs focus/investment/support if it is to meet your *Valuing Employment Now* targets. Green indicates evidenced activity that is on course to meet your targets.
- Agree to stick to a standard for the RAG rating.



Your action plan:

- Should contain clear and agreed actions.
- Ideally, the actions will also have identified leads, delivery dates and success benchmarks.

Questions to ask	Your evidence	RAG	Your action plan
GROWING THE PRESUMPTION OF EMPLOYABILITY			
<p><i>Linked to Delivery Plan Key Priority:</i></p> <ul style="list-style-type: none"> • Are all the key local stakeholders aware of the strategy and what it says, especially the key message that people can and should be supported to work? • Is there a mechanism to involve all the key stakeholders in the work needed? 			
<p>1. Has there been a mapping exercise for all stakeholders (from within and outside traditional services) who need to be involved in the planning and delivery of employment supports?</p> <ul style="list-style-type: none"> • Does the stakeholder list include: People with learning disabilities, families, employment support workers/agencies, colleges, employers, Jobcentre Plus, social services, health, chamber of commerce, etc? 			
<p>2. Is the business case for employment clear to elected members, senior managers, commissioners and those involved in day service change?</p> <ul style="list-style-type: none"> • Are there clear costs available to compare employment support and day services charges? • What evidence is there that costs are based on established best practice for support and costing? 			

Questions to ask	Your evidence	RAG	Your action plan
<p>3. Has the local Learning Disability Partnership Board (LDPB) prioritised employment? How does the LDPB receive updates?</p> <ul style="list-style-type: none"> • Is there a link/shared strategy with local children's or transitions boards? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>4. Has the LDPB produced a local strategy that everyone has signed up to?</p> <ul style="list-style-type: none"> • Does the publicity for the plan reflect its importance? • How has cross-agency sign-up been publicised within and outside agencies? • How have self-advocates, family members and frontline staff been engaged and how do you know that the engagement is working? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>5. Is there a formal, employment-focused link between the LDPB and the Local Strategic Partnership?</p> <ul style="list-style-type: none"> • Is this link informed by outcomes from the Economic Assessment Duty? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>6. Is the Local Employment Partnership aware of the strategy and been asked to formally support it locally?</p> <ul style="list-style-type: none"> • What mechanisms are in place to regularly share information? • What mechanisms are in place for engaging with employers? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	



Questions to ask	Your evidence	RAG	Your action plan
<p>7. Is there a clear understanding of what is currently being invested in employment support by all the different agencies?</p> <ul style="list-style-type: none"> • Has agreement been reached about opportunities for reviewing investment across all agencies? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p><i>Linked to Delivery Plan Key Priority:</i></p> <ul style="list-style-type: none"> • <i>Are there examples of good practice locally that can be called upon to demonstrate support for the key message?</i> 			
<p>8. Are there any examples/demonstration sites or potential ones that could be developed and publicised?</p> <ul style="list-style-type: none"> • Are there people in work who can help spread the word that work works for them? • Are there family carers whose son or daughter works who are supportive of employment and do or would champion it? • If there are not local examples, do links exist with people outside the area who could be brought in? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	

Questions to ask	Your evidence	RAG	Your action plan
<p>9. Are those responsible for statutory workforce development aware of the strategy and the need to build the presumption of employability of people with learning disabilities into all workforce plans at all levels?</p> <ul style="list-style-type: none"> Do local public sector employers (including health, social care services, education and employment) employ people with learning disabilities who can act as role models and ambassadors, if so – how many? Do local public sector employers have a challenging and public target for the minimum number of people with a learning disability they seek to employ, if yes – what? 			
<p>10. Is there an employment lead who can pull everything together, and make sure best practice from elsewhere, support tools and materials are all made available at local level?</p> <ul style="list-style-type: none"> Does the lead have sufficient knowledge, authority and influence to achieve change? 			

Questions to ask	Your evidence	RAG	Your action plan
<p>11. Are the children with disability teams and workers, hospital social workers aware of the strategy, and the need for health care staff and clinicians to be aware of the need to support positive aspirations in parents?</p> <ul style="list-style-type: none"> • What positive information is readily available to the parents of young children? 		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>12. Do local children's centres for young children understand the need to develop expectations of work in children and their families? Do they talk about what children will do when they grow up?</p> <ul style="list-style-type: none"> • Are these recorded to inform future planning? • What materials do they have access to? 		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>13. Are family carers encouraged and supported to return or go to work, for their own benefit, and to prevent worklessness becoming part of the culture they adopt in the family? (links to later questions 39 – 42)</p>		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	



Questions to ask	Your evidence	RAG	Your action plan
<p>14. Is the local Children Schools and Family Service aware of the strategy and the key role their services play in developing the presumption of employability?</p> <ul style="list-style-type: none"> • Are there identifiable potential champions for employment in special schools, education services, or mainstream school special educational needs coordinators (SENCOs)? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>15. What is being done to draw best practice examples from, and promote to, non-statutory stakeholders including private sector employers, chambers of commerce, Jobcentre Plus, etc?</p> <ul style="list-style-type: none"> • What evidence is there that the employment strategy and delivery plan/activity is a real partnership and not just health and social care services? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
JOINT WORKING TO CREATE INDIVIDUAL PATHWAYS TO EMPLOYMENT			
<p><i>Linked to Delivery Plan Key Priority:</i></p> <ul style="list-style-type: none"> • <i>Supporting change for young people in transition</i> 			
<p>16. Is there agreement about the need for person-centered transition planning from Year 9?</p> <ul style="list-style-type: none"> • How does this involve people who know about employment and work opportunities? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	

Questions to ask	Your evidence	RAG	Your action plan
<p>17. Do transition plans include an employment path/plan?</p> <ul style="list-style-type: none"> • Is there someone nominated to lead on employment for each individual? • What arrangements are in place to ensure that employment plans are carried into adult services? 		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>Are employment plans a core feature of planning with working age adults?</p> <ul style="list-style-type: none"> • Is the presumption to employment? • How is this monitored? 		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>18. Do lead professionals/coordinators/brokers understand and prioritise employment, and sign post individuals accordingly? (Links to later questions about personal budgets)</p> <ul style="list-style-type: none"> • What training/information is available to lead professionals/coordinators/brokers? • How do we monitor that they are updating their knowledge? 		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	



Questions to ask	Your evidence	RAG	Your action plan
<p>19. Do individual or block contracts with social care providers feature the importance of employment as everyone's responsibility? (Links to later questions about personal budgets)</p> <ul style="list-style-type: none"> • Are there perverse incentives in contracts that make work undesirable for individuals and/or the providers? • Do frontline social care staff and their provider managers see helping someone get a job as part of their role? 			
BETTER WORK PREPARATION AT SCHOOL, COLLEGE AND ADULT LEARNING			
<p><i>Linked to Delivery Plan Key Priority:</i></p> <ul style="list-style-type: none"> • <i>Identifying and implementing ways to achieve better job outcomes for people leaving schools, colleges and work-based learning</i> 			
<p>20. Are job outcomes for young people going through transition being taken up in children's and transitions boards and meetings?</p> <ul style="list-style-type: none"> • Are these boards/groups talking about how the local authority will use their new responsibility for 16-19 learning (up to 25 for those with special needs) to achieve job outcomes? • How will the resources currently spent on special courses in colleges be used to help deliver jobs for people? 			

Questions to ask	Your evidence	RAG			Your action plan
<p>21. Are there mechanisms/processes in place to make sure that people with moderate and severe learning disabilities are included in new opportunities for work preparation as they emerge, and provided with appropriate information, advice and guidance?</p>		Red	Yellow		
<p>22. Do all special schools have proactive policies to promote employment?</p> <ul style="list-style-type: none"> • Do schools provide meaningful work experience (in line with the guidance for education providers) in placements outside school, preferably arranged and supported by employment agencies? • If yes, what percentage of pupils with a learning disability access these? • Do pupils all have a Connexions advisor? <p>Are they giving advice about how to get a job, or what job might be appropriate?</p> <ul style="list-style-type: none"> • Are pupils leaving school given the choice of work, rather than just college? <p>If yes, what figures support this?</p> <ul style="list-style-type: none"> • Do special schools have budgets to access supported employment expertise? <p>If yes, what?</p>		Red	Yellow		



Questions to ask	Your evidence	RAG	Your action plan
<p>23. Do local colleges have proactive policies to promote work?</p> <ul style="list-style-type: none"> • Are local colleges arranging meaningful work experience for college leavers prior to people leaving, in line with the guidance for education providers? If yes, what percentage? • Do local colleges have partnership arrangements with Connexions advisors, Jobcentre Plus and supported employment agencies to help people move in to work as they leave? 		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>24. Do college and further education providers promote work?</p> <ul style="list-style-type: none"> • Can college curriculums and activities/ actions be demonstrated as having helped people gain employment? • What evidence is there of Additional Learning Support Funds being used to promote access to employment supports? 		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	

Questions to ask	Your evidence	RAG	Your action plan
THE ROLE OF PERSONAL BUDGETS AND SOCIAL CARE			
<p><i>Linked to Delivery Plan Key Priority:</i></p> <ul style="list-style-type: none"> • <i>Providing more flexible funding for job coaching and support through personal budgets, Access to Work and other funding streams</i> 			
<p>25. Are Resource Allocation Statements (RAS) only signed-off if there is a reference to employment in individual's person-centered plans?</p> <ul style="list-style-type: none"> • What evidence is there that employment is a key feature in person-centered plans? 			
<p>26. Is employment strongly represented in plans to roll out personal/individual budgets?</p> <ul style="list-style-type: none"> • What has been done to ensure that all stakeholders understand that personal/individual budgets and Direct Payments can be used to fund job coaching and support for employment? • How is this being monitored? 			



Questions to ask	Your evidence	RAG	Your action plan
<p>27. Is there good advice and guidance about employment available to and through those charged with developing support plans with people and their families?</p> <ul style="list-style-type: none"> • How are care managers/support brokers/lead providers/DEAs/JCP geared up to prioritise employment? • How are care managers/support brokers/lead providers/Disability Employment Advisors (DEAs)/Jobcentre Plus geared up to prioritise employment? 		<div style="display: flex; justify-content: space-between; width: 100%;"> </div>	
<p>28. Are there mechanisms to bring funding streams together?</p> <ul style="list-style-type: none"> • Are there plans in place that are achieving the braiding of different funding streams at a service level? • Has there been discussion about braiding at an individual level? <p>Braiding is bringing together personal benefits (like DLA and mobility allowance), social care personal/individual budgets, Access to Work and other sources of money (potentially skills accounts for example).</p>		<div style="display: flex; justify-content: space-between; width: 100%;"> </div>	

Questions to ask	Your evidence	RAG	Your action plan
<p>29. Has the LDPB identified how employment will feature in plans for day service modernisation?</p> <ul style="list-style-type: none"> • Is employment the primary goal for adults of working age within day service modernisation strategies and plans? What evidence supports this? • Is the current cost of day services per person known to all? • Is best practice cost benefit evaluation of employment service known to the local authority? 			
INCREASING HIGH QUALITY JOB COACHING			
<p><i>Linked to Delivery Plan Key Priority:</i></p> <ul style="list-style-type: none"> • <i>Growing the workforce of skilled job coaches</i> 			
<p>30. Has there been local agreement through the LDPB about the need for skilled job coaches, standards for job coaching agreed, and plans drawn up for funding and training them?</p> <ul style="list-style-type: none"> • Is this informed by (evidenced) national best practice? 			



Questions to ask	Your evidence	RAG	Your action plan
<p>31. How many job coaches are working in the area? Of these, how many have received recognised job coach training?</p> <ul style="list-style-type: none"> • What job coach training have they received? • Was the training evaluated? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>32. Is there evidence that the current investment in job coaching is leading to people getting jobs?</p> <ul style="list-style-type: none"> • How successful have they been placing people with moderate or severe learning disabilities in paid jobs, especially at least 16 hours? • How creative are they in their profiling/ discovery process with people? • Do they just follow the labour market, or will they negotiate with employers? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>33. Are skilled/trained job coaches available to all?</p> <ul style="list-style-type: none"> • How is job coaching made available to special schools and colleges? • How will job coaches be recruited by people using individual budgets? • Is there evidence of job coaching being available to people furthest from the workplace because of complex disabilities? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	

Questions to ask	Your evidence	RAG	Your action plan
<p><i>Linked to Delivery Plan Key Priority:</i></p> <ul style="list-style-type: none"> <i>Improving access for people with learning disabilities to mainstream employment programmes</i> 			
<p>34. Is there a relationship between the LDPB and the regional contractor delivering the new Department for Work and Pensions (DWP) disability employment service?</p> <ul style="list-style-type: none"> Is there a mechanism for influencing the new providers of Work Choice – a consortium or group for discussions about sub-contracting to ensure specialist DWP provision is available to people in localities? Do contractors have targets for working with people with learning disabilities? 			
<p>35. Are social care staff (commissioners and providers) supporting people to access Jobcentre Plus for benefits advice, and for access to mainstream programmes?</p> <ul style="list-style-type: none"> What evidence is there that social care staff understand the role of Jobcentre Plus? 			

Questions to ask	Your evidence	RAG	Your action plan
<p>36. Have there been any discussions with Jobcentre Plus about access to the new programmes for people with moderate and severe learning disabilities?</p> <ul style="list-style-type: none"> • Can social care refer direct to provider? • Are DEAs available for referrals via Jobcentre Plus? • Are Jobcentre Plus dealing with people sensitively and appropriately? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>37. Have there been discussions locally with Jobcentre Plus about the use of Access to Work, especially for funding job coaches for longer time, and for work trials?</p> <ul style="list-style-type: none"> • Are there local examples of creative and best practice use? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>38. Is the limited potential role of volunteering in the employment process clearly understood?</p> <ul style="list-style-type: none"> • Is there an inappropriate expectation that volunteering is part of becoming employment 'ready'? • Is the volunteering time limited, with job coaching available to support the individual to move on? • Are the volunteering opportunities relevant to the individual's interests/aptitudes identified through the profiling/discovery process? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	

Questions to ask	Your evidence	RAG	Your action plan
CLEARING UP CONFUSION ABOUT THE BENEFITS SYSTEM			
<p><i>Linked to Delivery Plan Key Priority:</i></p> <ul style="list-style-type: none"> • <i>Dispel the myths about the benefits system being a barrier</i> 			
<p>39. Is high quality independent information, advice and guidance about benefits readily available to people with learning disabilities, their families and professionals?</p> <ul style="list-style-type: none"> • Are benefits being identified as a major barrier to work by people, families and staff? • Are 'better off' assessments a regular part of the employment support/job coaching process? • Are people going to Jobcentre Plus for benefits advice and is the advice they are getting sound? 			
<p>40. What has been done locally to inform people about the true impact of work on benefits?</p> <ul style="list-style-type: none"> • Has the local LDPB considered how it can get the message across about benefits, and the reality of their impact on work? 			

Questions to ask	Your evidence	RAG			Your action plan
41. Are genuine problems in the benefits system that interfere with people getting paid work being recorded and taken up with Jobcentre Plus and welfare rights advisors?					
42. Are the Permitted Work rules being used positively to help people on the path toward full time employment?					
PROMOTING SELF-EMPLOYMENT					
43. Are there any local examples of people being self-employed? <ul style="list-style-type: none"> Do they demonstrate good practice in self-employment? Are they registered with HM Revenue & Customs (HMRC) and for National Insurance (NI) contributions? 					
44. Is there a local strategy for promoting self-employment to people, families and staff? <ul style="list-style-type: none"> Have any demonstration and discussion events been held? What partnerships are in place/ planned with agencies that support small businesses (such as the Prince's Trust, regional development agency or chamber of commerce)? 					

Questions to ask	Your evidence	RAG	Your action plan
45. Do people who want to be self-employed have access to good advice about benefits?			
ENCOURAGING EMPLOYERS TO SEE THE BUSINESS CASE			
<i>Linked to Delivery Plan Key Priority:</i> <ul style="list-style-type: none"> • <i>Role modeling the recruitment and retention of people with learning disabilities in the public sector</i> 			
46. Is there awareness and belief at local level (for example on the LDPB) about the business case for employing people – what people bring to jobs, how they contribute to the business, why it makes economic sense? <ul style="list-style-type: none"> • What has been done to promote/share the business case and how successful has this been? • Are there good role models in different employment sectors that can help market people's employability? • Has consideration of the wider business case and plans included activity under the authority's Economic Assessment Duty? 			

Questions to ask	Your evidence	RAG	Your action plan
<p>47. Are public sector employers setting an example to all employers through an active programme to recruit people with learning disabilities on to their workforce?</p> <ul style="list-style-type: none"> • Are the chief executives and heads of human resources (HR) publicly on board? • What is being done to understand and explain the concept of reasonable adjustment in the context of employing people with learning disabilities? • Has a Valued in Public workshop for HR and employing departments been undertaken/considered? 		<div style="display: flex; justify-content: space-between; width: 100%;"> </div>	
<p>48. Is there a local forum where employers and trades unions from different sectors can be engaged?</p>		<div style="display: flex; justify-content: space-between; width: 100%;"> </div>	
<p>49. Does the employment of people with learning disabilities reflect local employment sectors?</p> <ul style="list-style-type: none"> • If people with learning disabilities are under-represented in any local employment sectors, what is being done to address this? 		<div style="display: flex; justify-content: space-between; width: 100%;"> </div>	

Questions to ask	Your evidence	RAG	Your action plan
TRANSPORT TO GET TO WORK			
<p>50. Has the LDPB included transport to get to work within its local transport strategy/ considerations?</p> <ul style="list-style-type: none"> • Are there clear links between the employment strategy and transport strategies? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>51. Are there local services that support people to travel as independently as possible?</p> <ul style="list-style-type: none"> • Are local supported employment agencies able to provide or arrange appropriate travel training? • Is there information available to people about assistive technology that may help them get to and from a job safely? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>52. Is there a forum or process for raising issues (such as reasonable adjustments to access transport, the routing of buses, or bullying by other passengers) with local transport providers?</p> <ul style="list-style-type: none"> • How successful has this been? • Are there relationships with other groups of public transport users? • Is good practice identified, fed back to the transport operator and shared with others? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	

Questions to ask	Your evidence	RAG	Your action plan
53. Is employment and transport to work taken into consideration when people are considering where to live? <ul style="list-style-type: none"> • Is there evidence of people being supported to move, if necessary, to gain employment? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
ADDRESSING BARRIERS WITH WHERE PEOPLE LIVE			
54. Do local accommodation/housing plans actively encourage people with learning disabilities to seek and retain employment? <ul style="list-style-type: none"> • Has the local authority considered raising the personal allowance, or reducing discretionary charges for residential care, to encourage individual people living in registered homes to consider employment? • Has the information from PSA 16 and settled accommodation been linked to that from PSA 16 and employment? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	

Questions to ask	Your evidence	RAG	Your action plan
<p>55. Does the local authority have a programme to reduce the numbers of people living in residential care, and increase the numbers in supported living?</p> <ul style="list-style-type: none"> • Is getting a job seen as one of the key steps for people moving, and therefore influencing where they end up living? • Does the local authority understand the increased cost benefit of adding work to a moving-on programme, reducing the need for day services? 		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>56. Is loss of Housing Benefit an issue for people living in homes with high rents when they want to go out to work?</p> <ul style="list-style-type: none"> • Has the Housing Benefit authority been approached about using its discretionary powers to mitigate this disincentive to work? 		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>57. Is consideration and appropriate support being given to people wishing to both have a job and purchase their own home?</p>		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	

Questions to ask	Your evidence	RAG	Your action plan
BETTER SUPPORTS FOR THE MOST EXCLUDED ADULTS WITH LEARNING DISABILITIES			
<p>58. The most excluded people includes people with profound and complex learning disabilities, people from minority ethnic communities, people with challenging labels and people from economically deprived communities.</p> <ul style="list-style-type: none"> • Is specific information about the numbers of people in the most excluded groups, and how many have paid jobs, being collected? • How many hours a week are people working and do they have access to the full range of local jobs? 		<div style="background-color: red; width: 100%; height: 100%;"></div> <div style="background-color: yellow; width: 100%; height: 100%;"></div> <div style="background-color: green; width: 100%; height: 100%;"></div>	
<p>59. Are there any plans or programmes specifically to target people from excluded groups, so that the expertise is developed locally, and others can see it is a realistic proposition?</p> <ul style="list-style-type: none"> • Do local stories/examples include people from the most excluded groups? • Are there any local supported employment organisations with the specialist skills, backgrounds, cultures that can be supported to grow and develop their work? 		<div style="background-color: red; width: 100%; height: 100%;"></div> <div style="background-color: yellow; width: 100%; height: 100%;"></div> <div style="background-color: green; width: 100%; height: 100%;"></div>	

Questions to ask	Your evidence	RAG	Your action plan
<p>60. Are people most excluded from employment a focus of local employment plans?</p> <ul style="list-style-type: none"> • Are alliances being built with groups or organisations in a position to promote better employment opportunities? • Do the most excluded groups have a voice on the LDPB? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
PEOPLE WITH LEARNING DISABILITIES AND THEIR FAMILIES LEADING THE WAY			
<p>61. Are people with learning disabilities and family carers on the LDPB championing work opportunities for people?</p> <ul style="list-style-type: none"> • Have people and families been given support to see best practice locally and in other areas? • Are there family carers whose sons or daughters have successfully moved into paid employment in positions of influence? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	
<p>62. Are there families who would be interested in working together as a group to help support their sons and daughters into work?</p> <ul style="list-style-type: none"> • What support is in place to help them do so, and how are their views taken into account? 		<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>	

Questions to ask	Your evidence	RAG	Your action plan
<p>63. Do local self-advocacy groups and organisations, including user-led organisations, provide advice and information to people who want to work?</p> <ul style="list-style-type: none"> Do they themselves employ people with learning disabilities? 		<div style="display: flex; justify-content: space-between; width: 100%;"> </div>	
BETTER DATA AND PERFORMANCE MANAGEMENT			
<p><i>Linked to Delivery Plan Key Priority:</i></p> <ul style="list-style-type: none"> <i>Collecting better data about people with a learning disability and employment</i> 			
<p>64. Does the LDPB receive up to date information about the number of people in paid employment?</p> <ul style="list-style-type: none"> Is the LDPB aware of best practice in employment supports and delivery monitoring? Does the lead commissioner responsible for delivering the employment plan understand best practice in employment commissioning? 		<div style="display: flex; justify-content: space-between; width: 100%;"> </div>	
<p>65. Does the employment strategy contain clear, measurable targets?</p> <ul style="list-style-type: none"> Are targets linked to other initiatives such as PSA 16? What actions will be taken if targets are not met? 		<div style="display: flex; justify-content: space-between; width: 100%;"> </div>	

Questions to ask	Your evidence	RAG	Your action plan
<p>66. How will the LDPB receive reports and report annually on progress with the employment strategy?</p> <ul style="list-style-type: none"> • How will the reports show targets, activity and comparison information about the public sector as employers of people with learning disabilities? 		<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red; height: 20px;"></div> <div style="width: 33%; background-color: yellow; height: 20px;"></div> <div style="width: 33%; background-color: green; height: 20px;"></div> </div>	

PART 2: READINESS TO DELIVER VALUING EMPLOYMENT NOW – SUPPORTING NUMERICAL DATA

The aim of Part 2 is to provide local facts and figures to inform the employment plan and then act as a benchmark for reviewing progress.

It is in two sections:

- Section A collects basic information essential to writing employment plans.
- Section B collects information that will support the evaluation and development of the employment plan.

You may choose to complete both sections to inform the writing of the plan.

You will find it useful to have gathered this information, to at least Section A, before you undertake Part 1 of this framework.

As with Part 1, please do not add questions into the standard proforma. If you wish to add your own questions, please do so at the end.

Completion notes

- Before you start, agree who you are collecting information about. Is it:
 - All people with learning disabilities?
 - People known to services? Does this include Jobcentre Plus?
 - People receiving services?
- Unless directly requested to do so, do not include people in unpaid work placements, volunteering roles or on employment training programmes.

Completed by	
Completion date	

SECTION A: BASIC INFORMATION

THE LOCAL POPULATION

How many adults with learning disabilities of working age (18-65) are known to services?	
<i>Of these how many are:</i>	
Men	
Women	
People from black and minority ethnic communities	
People with complex/profound disabilities	
Aged under 25	
Aged 25-40	
Aged 41-55	
Aged 56 +	

Are there local mechanisms for identifying the number of people with learning disabilities who are not known to services?	
If yes – how many?	

PEOPLE IN EMPLOYMENT

Completion notes

- If people have more than one job, complete for their main job.
- Except where a specific question is asked about self-employment, include people who are self-employed within the overall figures for people in employment.
- Only include people who work for at least one hour per week.
- Only include people paid at national minimum wage or above – unless they are self-employed.

	<i>Employed</i>	<i>Self-employed</i>
Number of people		

	<i>Number of people</i>	
	<i>Employed</i>	<i>Self-employed</i>
Earning up to £20 benefits disregard		
Working to permitted work rules (earning up to £92 per week)		
Working full time – 16 or more hours per week		
Self-employed		

YOUNG PEOPLE

	<i>Aged 14-18</i>	<i>Aged 18-25</i>
How many young people in full time education (school/college) have a part time job?		

How many young people currently in special school have a transition plan?	
How many of these transition plans include an employment plan?	

How many young people with moderate or severe learning disabilities left school in the last 12 months?	
<i>Of these how many:</i>	
Had work experience outside of the school?	
Had work experience organised by an employment organisation?	
Left straight into paid work?	
Left straight to local colleges?	
Left to out of county/borough colleges?	

How many young people with moderate or severe learning disabilities left college in the last 12 months?	
<i>Of these how many:</i>	
Had work experience outside of the college?	
Had work experience organised by an employment organisation?	
Left straight into paid work?	
Left to go to an employment service?	
Left to go to a day service funded by the local authority?	

SECTION B: EVALUATION AND REVIEW

PEOPLE IN EMPLOYMENT

Completion notes

- If people have more than one job, complete for their main job.
- Except where a specific question is asked about self-employment, include people who are self-employed within the overall figures for people in employment.
- Only include people who work for at least one hour per week.
- Only include people paid at national minimum wage or above – unless they are self-employed.

	<i>Number of people</i>			
	<i>Employed</i>		<i>Self-employed</i>	
	<i>Under 16 hours per week</i>	<i>16 hours or more per week</i>	<i>Under 16 hours per week</i>	<i>16 hours or more per week</i>
Male				
Female				
From ethnic minority communities				
Have complex/ profound disabilities				
Aged under 25				
Aged 25-40				

	<i>Number of people</i>			
	<i>Employed</i>		<i>Self-employed</i>	
	<i>Under 16 hours per week</i>	<i>16 hours or more per week</i>	<i>Under 16 hours per week</i>	<i>16 hours or more per week</i>
Aged 41-55				
Aged 56+				
Live with parents				
Live in rented supported living				
Live in home owned by them ¹				
Live in residential care				
Earning minimum wage				
Earning more than minimum wage				
Have a contract of employment				
Member of a trades union or staff association				
Part of employer pension scheme				
Part of private pension scheme				
Receive regular job-related training				
Receive other at work benefits				

¹ Include people with a mortgage and who own outright

CHANGES IN EMPLOYMENT

Changes in people's work – do not include people who are self-employed. In the LAST 12 MONTHS, how many people have:	Number of people
Been sacked	
Been made redundant (not including been sacked)	
Resigned for another job	
Resigned without another job to go to	
Resigned without another job to go to due to discrimination	
Reduced the number of hours they work	
Increased the number of hours they work	
Been promoted	
Changed role while remaining in the same post	

BEFORE THEIR EMPLOYMENT

Where were people before they gained a job (in the last year)	Number of people
Day centre	
College	
In another full-time job	
In another part-time job	
Volunteering	
At school	
Not receiving any service	

Written by Bill Love and Simon Whitehead
National Development Team for Inclusion
Montreux House
18A James Street West
Bath
BA1 2BT
Tel: 01225 789135
www.ndti.org.uk

Valuing Employment Now: real jobs for people with learning disabilities

For further resources please visit www.valuingpeople.gov.uk/venresources

Email venresources@dh.gsi.gov.uk

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