

↔ For consultation

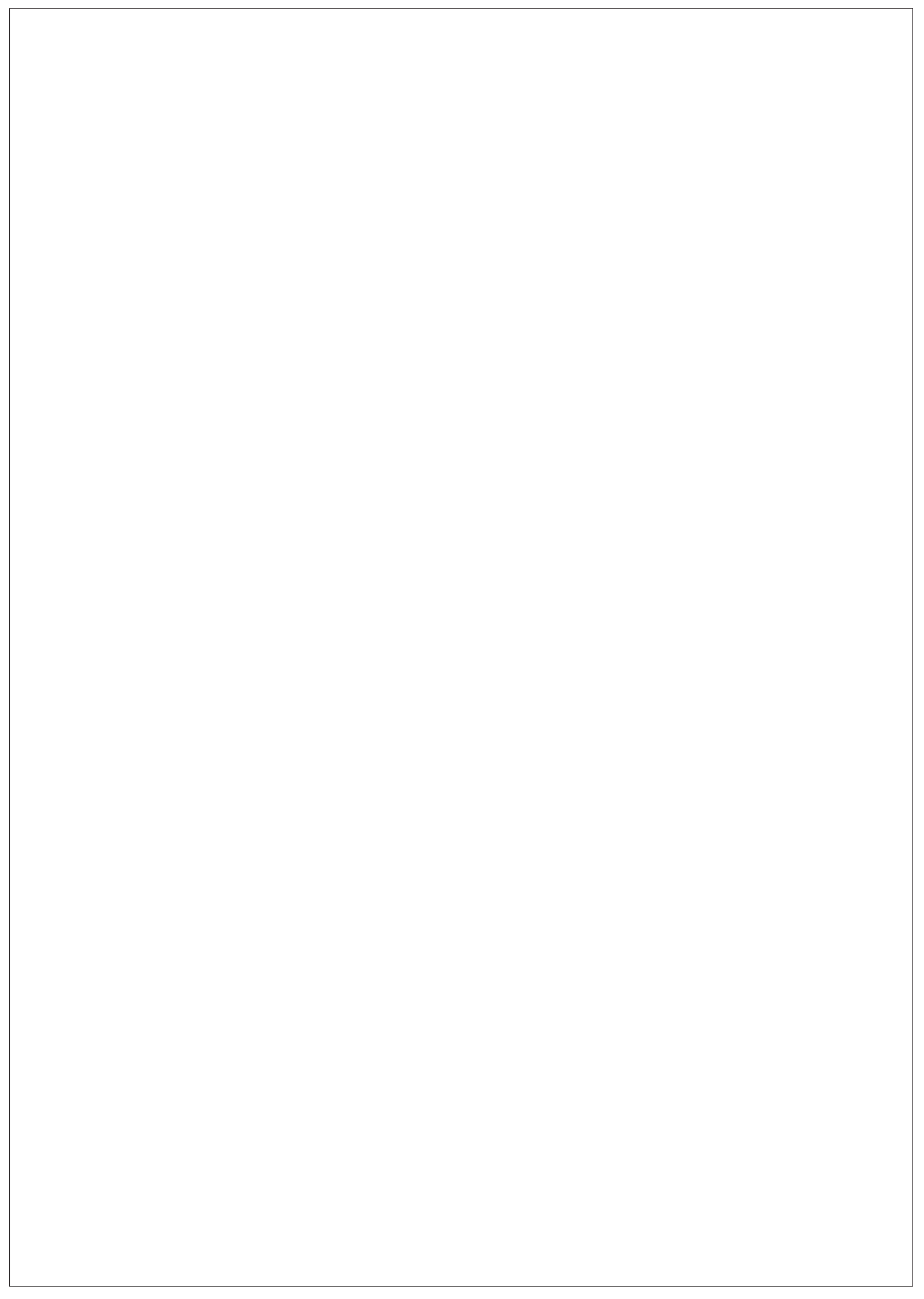
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Leading learning and skills

# Learning for Living and Working in London

A strategy for learners with learning difficulties  
and/or disabilities.

Easyread version  
June 2007



# Learning for Living and Working in London

A strategy for people with learning difficulties and disabilities

“The Learning and Skills Council is committed to making the most of the talents of people with learning difficulties and disabilities”

**says David Hughes, Regional Director**



“People with learning difficulties and disabilities have given us the ideas for this strategy. Parents, carers and partners from different agencies have spoken to us about it too. Please take part in this consultation and tell us your views”

**says Caroline Allen, Regional Strategic Advisory Group**



**We are setting 5 goals to be done over the next three years**

# Word list

## **Cross-border arrangements**

A way for councils to work together so that a person's learning needs can be met by more than one borough

## **Curriculum development**

Designing learning materials

## **Funding**

Money given to an organisation to help them meet people's needs

## **Necessary adjustments**

Changes to a course or job that are made to meet a disabled person's needs

## **Person-centred planning**

A way of life planning that builds a picture of what a person wants to do with their life. It brings together people who are important to them - family, friends, support workers and other people involved in their lives

## **Strategy**

A plan which tells people what we want to happen in the future

This booklet is about **learning for people with learning difficulties and disabilities**. We have often used '**people**' on its own to make the booklet easier to understand.

# Goal 1

## To make more job opportunities and make it easier for people to move into different kinds of work

- Most young people want learning that leads to **jobs**. We need more **specialist providers of work based learning** and more provision at **Entry and Level 1**.
- Adults with learning difficulties and disabilities are **much less likely to be in work** than other people.



- There are not enough choices for them when they leave LSC funded provision. There are not enough routes for them to go into work.



More choices

- Employers and providers need **support to manage risks** and make **necessary adjustments** to provide work opportunities.



The LSC and its partners plan to provide:

- more learning opportunities related to work
- more work opportunities through colleges, social enterprises and supported employment agencies working together.

There will be support for employers and providers.

## Goal 2

### To provide better services through working well together at all levels

- We need more **person-centred planning** and **better use of public money**.
  
- At the moment, transition after school is poor:
  - there are not borough-level strategies for Statemented, School Action and School Action Plus learners
  - there is not much planning for learners moving on from LSC funded provision
  - partners do not work together enough at transition for people.
  
- We need co-ordinated funding and spending to use public money better. This means extra funding and better use of the funding we have now for programmes.
  
- People's needs will not all be met inside a single borough so **cross-border arrangements** need to be sorted out.



Extra funding

#### The LSC and its partners plan to:

- start to make this strategy work
- give more importance to people with disabilities and learning difficulties by looking at how we plan and pay for learning
- make sure agencies work together.

Agencies will agree on how transition should work and make sure it is person-centred.

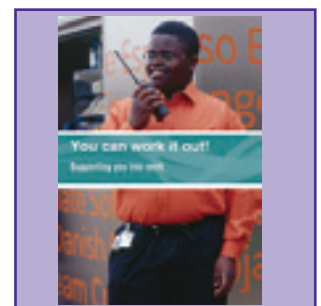
## Goal 3

### To understand better what learners want, the services we have now and what needs to change

- People have a wide range of needs, hopes and goals. They often meet barriers which are **not** to do with their lack of skills. People from some **black and minority ethnic groups** are less likely to access services.
- **Learners, parents and carers** need to have a say in learning provision. **Employers** should play a big part in developing work opportunities.
- Agencies and providers need to know whether people are getting what **they** want and what **needs to change**.
- People need **better information and advice**, to be able to make **informed choices**. Advisers need to find out people's **hopes and skills**, understand what **work opportunities** there are and help people choose **the right sort of training**.



A bigger say for parents and carers



Better information and advice

#### The LSC and its partners plan to:

- understand where the curriculum gaps are and how we should make them better
- communicate better - partners' plans will make sure the needs of people with learning difficulties and disabilities are met
- involve people with learning difficulties and disabilities in this strategy
- help employers deliver work experience, training and employment.

## Goal 4

### To change the curriculum to help people move towards independent living and work

- People with learning difficulties and disabilities need the **same** access to training and education as other learners. They need to develop **confidence** and achieve their hopes of **independent living and employment**.
- They should have **more of a say** in curriculum development and monitoring progress.
- There is **not enough choice** for school leavers:
  - there are not enough **pre-entry programmes**
  - people with **Asperger Syndrome** and people with **mental health difficulties** need more provision
  - standard **Skills for Life provision** often doesn't suit people at pre-entry levels.
- People need more flexible learning and funding so they can have better, more person-centred services.



More choices



Funding

#### The LSC and its partners plan to:

- make funding more flexible
- plan better provision for people with mental health problems
- meet the needs of people with Autistic Spectrum Disorders
- provide more local and accessible provision for young people, to use new programmes and qualifications.

## Goal 5

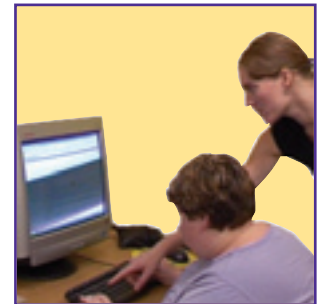
### To build networks of high quality, accessible provision based around centres of excellence

- There is some excellent provision in London for people.
- Some provision is not good enough and does not focus enough on skills for independent living and employment. Some young people with profound and complex conditions are learning far from home because there is not the right sort of provision where they live.



Making provision better

- Providers need to work together to deliver **individual learning programmes** which give people **more person-centred provision**. Staff need the right skills to work with people with complex or profound difficulties or with mental health difficulties.



- We need **more high quality provision** and to set up a co-ordinated professional development programme. We need better strategic management to help providers work together.



Working together

#### The LSC and its partners plan to:

- have Centres of Excellence by 2010
- work with learners, parents, carers and providers to develop Learning for Living and Working campuses and develop staff
- have provision for people with complex needs closer to their homes
- have more good quality learning based on skills building, independent living and work.

# Consultation Questions

Do you support the five goals?



Do you have anything else you would like to say?



**Tell us your views!**

If you would like to reply to the questions you can reply on the website:  
**[www.livelearnwork.org](http://www.livelearnwork.org)** or email: **[sllp@prospects.co.uk](mailto:sllp@prospects.co.uk)**

or you can write to:

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