

Learning for Living and Working in London

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

January 2008

Of interest to agencies delivering learning and
employment opportunities to people with learning
difficulties and/or disabilities in London.

This publication was produced in partnership with members of the London Region Strategic Advisory Group for people with learning difficulties and/or disabilities.

In partnership with:

Care Services Improvement Partnership **CSIP**



Valuing People
Support Team



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Data is correct at time of publication but is subject to change

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Foreword

This *Learning for Living and Working in London* strategy is being published following very extensive consultations across London and important developments at both regional and national levels. We are very grateful for the hard work that so many people have put into its development. Responses to the consultations were overwhelmingly positive and have led to many valuable additions to the strategy.

The **London Skills and Employment Board (LSEB)** has published a consultation draft of an employment and skills strategy for all Londoners. This is a major new development for the capital and people with learning difficulties and/or disabilities will benefit from the increased opportunities for skills development and employment which it brings. Between now and 2015 much will be going on to improve opportunities for Londoners more generally, including better services for children and young people, more integrated employment and skills services and opportunities associated with the 2012 Olympic and Paralympic Games. We see it as an essential feature of this strategy that people with learning difficulties and/or disabilities are not marginalised from these wider developments and are able to benefit from them to the fullest possible extent.

Ministers from three Government departments – **Work and Pensions, Education and Skills**, and **Health** – have published *Progression through Partnership*, a cross-government strategy for people with learning difficulties and/or disabilities. The **Department for Education and Skills** has now been replaced by the **Department for Children, Schools and Families** and the **Department for Innovation, Universities and Skills**. Ministers in both these new Departments are committed to taking the *Progression through Partnership* strategy forward, alongside the other two Departments, and we want London to be in the vanguard in its implementation.

In 2006, the **Learning and Skills Council (LSC)** set out an ambition that by 2015 England should be an international exemplar in providing high quality post-16 learning provision for people with learning difficulties and/or disabilities. This is a major challenge for us all but it is one we are determined to meet in London. We believe that this *Learning for Living and Working strategy* will lay the foundations over the next three years for London to achieve the 2015 ambition. The strategy also recognises that London differs from other parts of the country, combining a globalised economy with ethnic diversity, a large number of migrants and stark socio-economic contrasts. We have written it and intend to implement it in ways that meet the needs of Londoners and reflect the way things are in London.

This will require a great deal of effort and commitment. The **LSC** has used **Investment for Change** funding available to kick-start the changes that are needed and it will ensure that support for infrastructure changes is available through the London capital investment strategy. But the challenge cannot be tackled by allocating additional money to it on a long term basis: additional money is simply not available. The strategy will require better focusing of existing levels of funding, whether that is funding from

LSC mainstream provision, funding for placements in specialist colleges or funding for care, health, employment or transport support from **Local Authorities, the Health Service, Jobcentre Plus** and **other agencies**.

Action is needed at local, regional and national levels. Concerted action is needed by planning and funding agencies to align their programmes and funding more effectively. Concerted action is needed by colleges, schools, work-based learning providers, jobs agencies and providers of advice, guidance, mentoring and brokerage. The engagement and involvement of employers is vital. No one organisation can address the full range of people's aspirations and requirements and effective partnership working is essential if we are to fulfil the expectations of people with learning difficulties and/or disabilities. Our consultations have shown a strong groundswell of support from partners for working together to achieve this.

The support of strategic partners is reflected in the statements of support we have received from them and gives us confidence that the *Learning for Living and Working in London* strategy will go from strength to strength between now and 2015, whatever further changes in responsibilities there may be. We wish to thank the members of the Strategic Advisory Group who have given so much support up to now and to thank in advance everyone who will be working together to make a difference for Londoners with learning difficulties and/or disabilities.



David Hughes
Regional Director, London Region,
Learning and Skills Council



Caroline Allen
Chair, London Region Strategic Advisory Group for
Learners with Learning Difficulties and/or Disabilities

Glossary

ALS	Additional Learning Support.
APS	Annual Population Survey.
DCSF	Department for Children, Schools and Families.
DfES	Department of Education and Skills.
DIUS	Department for Innovation, Universities & Skills.
DoH	Department of Health.
DWP	Department of Work and Pensions.
EDP	Employability Demonstration Pilots.
ESF	European Social Fund.
FE	Further Education.
GLA	Greater London Authority.
ICT	Information and Communication Technology.
ILP	Individual Learning Pathway.
IPPR	Institute for Public Policy Research.
LDA	London Development Agency.
LSC	Learning and Skills Council.
LSEB	London Skills and Employment Board.
MAST	Multi-Agency Skills Team.
NIMHE	National Institute for Mental Health in England.
NIACE	National Institute of Adult Continuing Education.
NVQ	National Vocational Qualification.
OLASS	Offender Learning and Skills Service.
OFSTED	Office of Her Majesty's Chief Inspector of Schools in England.
PCDL	Personal and Community Development Learning .
PCP	Person-Centred Planning.
RNID	Royal National Institute for Deaf and Hard of Hearing People.
RNIB	Royal National Institute of the Blind.
SEN	Special Educational Needs.

References

Links to all publications listed can be found at www.livelearnwork.org

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- Capital Investment Strategy, LSC, 2006.
- Current Provision and Outcomes, Ofsted, 2007.
- Disabled People and the Labour Market in London, GLA, 2007.
- Disabled Students in London, GLA, 2007.
- Disability Equality Scheme, LSC, 2006.
- Every Child Matters, DCSF, 2003.
- Greater Expectations, Adult Learning Inspectorate, 2006.
- Improving Opportunities, DWP, 2007.
- Improving Services for Learners with Mental Health Difficulties, LSC, 2006.
- In Work, Better Off, DWP, 2007.
- Is It for me? Training Package, NIACE/ NIMHE – Under development, for launch later in 2008.
- Is Work Good for Your Health and Well-Being, Waddell, Gordon, A. Kim Burton (commissioned by DWP), 2006.
- Learning for Living and Work, LSC, 2006.
- Review of provision for learners with learning difficulties and/or disabilities in the London Region, Hood, Pat, 2007.
- Narrowing the Gap, Ofsted, 2007.
- Opportunities for the Full and Equal Citizenship of Disabled People in Britain in 2020, IPPR, 2007.
- Progression through Partnership, DWP, DfES, DH, 2007.
- Prosperity for all in the global economy - world class skills, Leitch Report, 2006.
- Reducing Dependency, Increasing Opportunity, Freud, David, (commissioned by DWP), 2007.
- Review of Disability Employment Services, DWP, 2007.
- Single Equality Scheme, LSC, 2007.
- Skills and Employment in London, London Skills and Employment Board, 2007.
- Valuing Older People, Mayor of London's Office, 2007.
- Valuing People, DoH, 2001.

Statements of support



'Skill is pleased to support the Learning for Living and Working strategy for London. Disabled learners in London tell us that continuing in learning once they have left school has helped them develop confidence and self esteem, as well as knowledge and skills, which enable them to make better choices about life and work. Skill and the learners look forward to real change in the way opportunities for disabled people are designed and delivered in London.'

Skill: National Bureau for Students with Disabilities

'Jobcentre Plus welcomes the opportunity to work with partners towards a more integrated employment and skills system for customers with learning difficulties and disabilities. This will require better links between Jobcentre Plus, colleges, specialist employment services and employers. We are introducing Pathways to Work for those on Incapacity Benefit and Local Employment Partnerships with employers that will give us opportunities to work with partners and help these customers to compete in the labour market.'

Jobcentre Plus

'This long-awaited and much needed strategy is impressive in its focus on excellence. Only if we invest at the core of our services will young people with learning difficulties and/or disabilities access the wealth of opportunities that London offers.'

London Central Connexions Service

'We intend to work closely with the Learning and Skills Council to achieve an effective transition to new 14-19 planning and funding arrangements in 2010 and to make sure the new arrangements meet the requirements of all young people with learning difficulties and/or disabilities.'

London Councils

'The strength of London's economy and communities depends on making the most of the talents of everyone and so the LDA warmly welcomes this strategy. We are committed to working jointly with our London Skills and Employment Board partners to ensure it is delivered in a joined-up and coherent way.'

London Development Agency

'This strategy commits the LSC and partners to working towards employment and participation outcomes built around the desires and needs of the individual and achieved through agencies working together. We look forward forward to working with others to deliver this.'

London Development Centre, part of the Care Services Improvement Partnership

'Helping people make the right choices makes it more likely they will learn and progress: London's advice services will support this strategy by ensuring people with learning difficulties and/or disabilities know what opportunities are available and can choose the ones that are right for them.'

London East Advice Partnership

'London Primary Care Trusts welcome the publication of this strategy. We will work with the Learning and Skills Council to ensure that health services play an important part in implementation.'

London Primary Care Trusts

'People with learning difficulties face some of the most severe problems in London's competitive market. The Board supports the Learning and Skills Council's plans for a greater multi-agency approach with more strategic planning and funding to improve the quality and work-relevance of support and provision.'

London Skills and Employment Board

'We are committed to working in partnership with the London Region LSC so that together we can help people with learning disabilities realise their aspirations to participate in education and training as full and equal citizens.'

Valuing People Team, Care Services Improvement Partnership

Our vision for London

Making the most of the talents of people with learning difficulties and/or disabilities in London.

To achieve this vision, we need more and better provision available locally in London; more opportunities for progression for learners; a greater focus on employment and independent living; and a more holistic approach to people's needs. This is extremely ambitious, even over an eight year period. Later in this strategy we propose **five goals** to put us on the right path over the next three years.

About this strategy

This strategy is for people over the age of 16 who have significantly greater difficulty in learning than the majority of people of their age, and/or a disability that means they are unable, or find it difficult, to use standard education or training facilities (based on definition in the *Learning and Skills Act*). The strategy therefore embraces people with:

- learning difficulties.
- physical disabilities.
- mental health difficulties.



The strategy is based on evidence of demand from a range of sources and on what people and organisations have told us needs to be done. It has been endorsed by key regional strategic partners. Much impetus and energy for change has already come from providers and from learners whose support and continued commitment is vital for the strategy's success.

The strategy itself is a high level document designed to set out a vision of what needs to be achieved between now and 2015 and, particularly, over the next three years. The goals and milestones set out later in the document reflect the many detailed comments and suggestions that have been made even though these may not be mentioned specifically. These comments and suggestions will be reflected in more detail in an implementation planning phase. Implementation planning will be carried out by all the strategic and delivery partners, with detailed action commitments and lead responsibilities to be agreed between partners.

Building on national thinking

In 2006, the **LSC** published *Learning for Living and Work* which set out an ambition that England should by 2015, be an international exemplar in providing high quality post-16 learning provision for people with learning difficulties and/or disabilities. This strategy for London builds on the national *Learning for Living and Work strategy* and also on a range of related national policies and strategies.

We intend London to be in the vanguard of implementing the decisions and proposals of *Progression through Partnership* and the transfer of 14-19 to Local Authorities as set out in the Machinery of Government changes made in the summer of 2007. This makes the commitment of the **Association of London Directors for Children's Services (ALDECs)**, **Jobcentre Plus**, **London Councils** and the **NHS** crucial to the success of this strategy.

The vision set out in *Progression through Partnership* is:

'To ensure that there is high quality local provision and support for the full range of post-16 learning required so that people with learning difficulties and/or disabilities can learn in the setting that best suits their interests and aspirations at particular points in time. This may mean choosing to remain in their local communities, or leaving home to go on to a specialist college or university. Indeed, we expect that person-centred approaches and effective multi-agency planning and co-operation will enable our various agencies to better support these learners to access appropriate local provision and challenge traditional assumptions about post school destinations.'

Progression through Partnership commits the Government to produce advice and guidance on where responsibility rests for funding different aspects of provision and, in particular, placements at specialist residential providers. It then expects local organisations to reach agreement over who funds what as part of broader inter-agency planning and funding, based around person-centred approaches. It confirms the need for alternative and more flexible assessment methods, dissemination of best practice, and person centred planning and **Individual Learning Pathways**. It does not pledge any additional funding increases above those already planned, but it brings the thinking of the different departments and agencies together to make sure that existing funding is used in the most effective way.

London is in a good position to support the developments proposed in *Progression through Partnership* as we are already piloting a number of developments which are relevant to its proposals for:

- Research into joint funding packages.
- Joint planning protocols.
- Joint commissioning pilots.
- A national information, advice and guidance action plan.

'Despite the importance of social and civic participation, greater opportunities of participation in paid work are also being rightly demanded by many disabled people. Improving the employment rate of disabled people rests in part on the continued development of, and investment in, personalised welfare to work and employment support services.'

From the 2007 IPPR report *Opportunities for the Full and Equal Citizenship of Disabled People in Britain in 2020*, commissioned by the **Disability Rights Commission**.

Other relevant national reports include:

- *Valuing People*, the national learning disability strategy published in 2001, which aims to make it possible for people with learning disabilities to lead fulfilled lives including accessing the type of education that they want in order to get jobs or to be able to be fully included in their local communities.
- The *Improving Opportunities* report to Ministers at the **Departments for Health and Work and Pensions**, about employment opportunities for people with learning difficulties and/or disabilities, which emphasise that services should fit the needs of individuals.
- The **National Employment Panel's** report, *Able to Work*, prepared by its Employers' Working Group on Disability, which set out a vision for 2025 in which more disabled people are working, employers value disabled employees at all levels in the workforce and the government ensures that disabled people benefit fully from public investment in the country's skills base.
- *Putting People First*, the Government's proposals for a personalised adult social care system, including personalised budgets for everyone eligible for publicly funded adult social care support.
- The **Department for Work and Pensions' (DWP) Review of Disability Employment Services** in which it proposes to develop and enhance its specialist employment services for disabled people, such as those with learning difficulties, who experience complex, disability-related barriers to work.

Review of Disability Employment Services

The **DWP** published a consultation document in December 2007. In this it proposes to:

- Replace the **Job Introduction Scheme, Work Preparation** and **WORKSTEP** with a new programme to provide a more personalised and seamless service covering work entry; transitional supported employment; and longer-term supported employment.
- Clarify and enhance the role of **Jobcentre Plus's** Disability Employment Advisers.

The Government has also published its responses to the Leitch report on skills and Freud report on welfare to work. These *World Class Skills* and *In Work, Better Off* documents included commitments to achieving a more integrated employment and skills system so as to better meet the requirements of individuals and employers. Through this *Learning for Living and Working in London* strategy we intend to apply this Government commitment to better integration to our employment and skills services for people with learning difficulties and/or disabilities. In working to increase employability, we will adopt a wide definition of employment to include all kinds of meaningful opportunities in the community.

'There is a strong evidence base showing that work is generally good for physical and mental well-being...Work can be therapeutic and can reverse the adverse health effects of unemployment. That is true for healthy people of working age, for many disabled people, for most people with common health problems and for social security beneficiaries. The provisos are that account must be taken of the nature and quality of work and its social context; jobs should be safe and accommodating.'

From the findings of a 2006 report *Is Work Good for Your Health and Well-Being* quoted in the 2007 Freud Report *Reducing Dependency, Increasing Opportunity*.

In a more integrated system, **Jobcentre Plus** Advisers will be able to refer people for a skills assessment by a careers adviser and later to job-related training. In London, we will give priority to achieving an effective referral process for people with learning difficulties and/or disabilities. We will also develop an effective process for referring people who are currently on **LSC** funded education or training courses to receive advice on employment options, where appropriate, from **Jobcentre Plus** and other agencies such as voluntary organisations specialising in supporting people with learning difficulties and/or disabilities.

The **DWP's** *In Work, Better Off* report puts employers centre stage in improving job opportunities for disadvantaged people and establishes the model of **Local Employer Partnerships** through which employers can provide opportunities for work to workless people. In London, the **LSEB's** draft strategy seeks commitments from employers to tackling worklessness and proposes the **London Employer Accord** to co-ordinate employers efforts to provide job

opportunities with the skills and employment sectors efforts to meet the needs of job seekers and business.

Choices 4 All

CASE STUDY 1

Choices 4 All is a London charity offering pre-entry training for people between the ages of 19 - 25 with learning difficulties in Brent, Ealing, Hillingdon and Harrow. Its approach is to channel a learner's abilities and aspirations towards paid employment opportunities and it also provides job matching, on-site support for employees with learning difficulties, disability awareness training for other staff and ongoing support to employers on issues which may arise.

Morrison and Foerster, an international law firm, initially did some pro bono work for Choices and then suggested 'job carving' a paid job for one Choice student. This gave a person with a learning disability an employment opportunity and enhanced an existing employee's role and career path. Mary Frith, Office Services Manager says: "Morrison & Foerster has been working with Choices 4 All for many years now. We were very impressed with the work this charity was doing and we wanted to become more involved. We saw the creation of a student placement scheme in our London office as an ideal work experience opportunity for one of Choices' students. There is considerable consultation and preparation between the students, Choices and ourselves. Typically, Choices nominate a student who they feel is best suited for our working environment who is then introduced to us. This process runs over a series of months, which includes a trial period for the new student to see how they adjust to life in the city. We have found that Choices not only carefully consider the students needs and wants but also what we require as a working office environment. Where possible we have tried to develop new opportunities for our students as they grow in their role and we find when students are provided with the exceptional support offered by Choices they have grown in confidence and really develop their interpersonal skills."

The Government has also announced its intention to introduce from 2008 the **Employment and Support Allowance**, a modernised and simpler benefit for people with a health condition or disability, enabling people to meet their employment aspirations while still providing financial or other support.

The Government's new **Pathways to Work** programme for people on incapacity benefits will include condition management whereby people can develop greater understanding of their health conditions, how these can be managed safely in a work setting and what the health benefits of employment of some kind would be.

As regards the quality and appropriateness of learning and skills provision, inspectorate reports have identified important issues which need to be addressed nationally, regionally and locally. The **Ofsted Narrowing the Gap** report says that the planning and management of transition arrangements, as young people move to adult services, is critically important – particularly for young people with learning difficulties and/or disabilities. Its **Current Provision**

and Outcomes report on college provision recommends that the **LSC** improves the collection and use of information to identify gaps and enhance provision and outcomes for young people, and that colleges provide students with more opportunities for work experience placements and programmes that develop their work related skills. The **Adult Learning Inspectorate Greater Expectations** report found that there was too little collaboration and not enough sharing of specialist knowledge and good practice taking place. The report also identified a lack of specialist assessment and guidance, insufficient understanding about the appropriateness of Skills for Life provision and scant attention being paid to meaningful progression or the intermediate labour market. We intend to address all these issues when implementing this strategy. In the meantime there are already many excellent examples of appropriate provision in London.

Havering College's ROSE Programme*

CASE STUDY 2

Part-funded by **LSC London East**, **Havering College's ROSE** (Realistic Opportunities for Supported Employment) programme provides work placements for students with learning difficulties. This work experience enables students to gain skills and confidence, engage with society and earn money. Each ROSE student follows an individual learning plan with the support of parents, guardians and **Havering College** staff. These staff include job coaches who work alongside students until they are confident enough to operate independently, and who liaise with employers to ensure that tasks are completed to their full satisfaction. Around 20 businesses are participating in the programme, including Matalan, McDonalds, Alfa Cars and Sainsbury's.

Joe, is one of the ROSE programme's success stories. He started working a few hours each week in the McDonalds restaurant at Havering's Liberty Shopping Centre, accompanied by his job coach, Kathy Clarke. Although initially nervous at the prospect of working and of being with new people, Joe soon settled in and later said: "I felt happy that Kathy was with me when I started the job because I was a bit scared and sometimes I got stuck. But she was always there to help me. I really like working and am happy I have got the chance to do this." Staff at the restaurant were so impressed with Joe's determination to do well that he moved on to a six-hour shift, was made Employee of the Month and received a bonus in his pay packet. Restaurant Manager Debra Birch is full of praise for Joe: "He really is helpful, reliable and polite and picked things up very quickly. The ROSE programme has made us as a business more aware of students who are disadvantaged or have learning difficulties." Job coach, Kathy Clarke, said: "It's lovely to see how much Joe has progressed. When employers are willing to give people with learning difficulties the opportunity to have real jobs, they are doing so much more than just giving them paid employment. It's about inclusion within society, which makes such a difference to their lives."

* Names of learners in case studies have been changed.

Many providers have excellent employer links but we need more employers to recognise the potential of learners with learning difficulties and/or disabilities.'

Progression through Partnership

Our commitment in London

Through this *Learning for Living and Working in London* strategy, we intend to be in the vanguard in implementing *Progression through Partnership* and the national advice and guidance flowing from it (and we have included key statements from it throughout this strategy), and also in implementing the other aspects of Government thinking described above. We intend to do this in ways that meet the needs of Londoners and the way things are in London, recognising that London differs from other parts of the country, combining a globalised economy with ethnic diversity, a large number of migrants and stark socio-economic contrasts.

The position of people with learning difficulties and/or disabilities in London is summarised in a Demand Analysis at Annex 1 of this strategy document. This describes the current situation in the London labour market and in Further Education (FE) and includes some initial projections of future need. We intend to build on and regularly update this analysis as a basis for future investment decisions and for identifying gaps in provision.



Our Demand Analysis demonstrates the scale of the challenge we face in achieving our vision for 2015. In particular, only one in two of the disabled working age population are economically active, compared to four in five of non-disabled Londoners, and those in work are more likely to work part-time (28 per cent) than non-disabled workers (19 per cent).

Looking to the future, the Government's *Valuing People strategy* has already identified that the number of people with severe learning difficulties will increase, primarily because of:

- Increased life expectancy, especially among people with Down's syndrome.

- The growing numbers of children and young people with complex and multiple disabilities who now survive into childhood.
- A sharp rise in the numbers of school age children with autistic spectrum disorders, some of whom will have learning disabilities.
- Greater prevalence among some minority ethnic populations of South Asian origin.

Our own Demand Analysis includes an initial perspective on future demand for skills and employment services in London: currently there are 44,500 secondary school students with learning difficulties and/or disabilities whose needs will have to be addressed in the post-16 skills and employment system.

The **Greater London Authority (GLA)** Report, *Disabled Students in London*, published in 2007 called for a range of improvements including better transition arrangements, more opportunities for supported employment, support to overcome transport difficulties and provision for older people with learning difficulties and/or disabilities. It also called for closer and more effective collaborative working between strategic and delivery partners. This *Learning for Living and Working in London* strategy represents a very substantial and timely response to the issues and recommendations in this report.

The Demand Analysis at Annex 1 of this strategy includes key findings from the London-Wide Review commissioned by the **LSC** as part of developing this strategy (the full report is available on-line at www.livelearnwork.org). Some key conclusions from the review, to be addressed in implementing this strategy, are that:

- There must be a more strategic, multi-agency approach to planning and funding provision.
- Each borough should have a coherent 14-19 strategy covering Statemented, School Action and School Action Plus learners.
- There should be common transition protocols for school leavers and for adults leaving **LSC** funded provision.
- Providers should work together flexibly to deliver individual learning programmes which draw on different kinds of provision, supported by flexible funding arrangements.
- Colleges should sharpen their focus on employability and employment, using broad definitions of employment to include social enterprises, volunteering and other forms of community engagement.
- There is a need for more specialist providers of work related learning and there should be more provision at Entry and Level 1.
- Employers should be involved more, especially at a strategic level.
- Staff must be trained to have the right skills and confidence, particularly to work with people with complex or profound difficulties or with mental health difficulties.
- The collection and analysis of data must be improved.

Roots and Shoots*

CASE STUDY 3

Roots and Shoots is a charity which helps disadvantaged young people, mainly from Lambeth and Southwark, to prepare for the world of work. Each year, **Roots and Shoots** gives up to 20 young people opportunities to develop the skills and confidence they will need to enter employment. The **Roots and Shoots** project is co-financed by the **LSC** and the **European Social Fund (ESF)**.

In 2005 **Roots and Shoots** offered a 40-week course, leading to an NVQ Level 1 in Horticulture. Two young participants, Mark and David, performed exceptionally well during their training, which included successful placements at The Honourable Society of Lincoln's Inn, the Grosvenor Estate, the Royal Hospital Chelsea and Buckingham Palace. Mark and David worked hard on their NVQs, the Preparing for Employment Certificate and improving their skills in English and Maths, while also working for a local contract gardener. Both completed their courses with flying colours. Described as 'natural gardeners', they have since been offered **Apprenticeships** with parks maintenance organisation, **Quadron**, and attend **Capel Manor College** one day a week as part of their studies for an NVQ Level 2 in Horticulture.

The strategic agencies in London which have endorsed this strategy are committed to ensuring that people with learning difficulties and/or disabilities are a priority in all relevant strategies for London. These include:

- The training and employment opportunities presented by World Skills 2011 and the 2012 Olympic and Paralympic Games.
- The *Skills and Employment in London Strategy* being developed by **LSEB** to improve skills and employment opportunities for all Londoners. The consultation draft of this strategy says that: 'People with learning difficulties and/or disabilities face some of the most severe problems in London's competitive labour market. The Board supports the **LSC's** plans for a greater multi-agency approach with more strategic planning and funding to improve the quality and work-relevance of support and provision.'

The **LSC** published its national *Disability Equality Scheme* in December 2006 which has since been incorporated within its *Single Equality Scheme*. This describes how the **LSC** will fulfil its statutory duties to promote equality of opportunity and avoid discrimination, demonstrating its commitment to placing the promotion of equality and diversity at the centre of every aspect of its work. The **LSC** will set equality and diversity measures specifically for London. The **GLA's** Disability Equality Scheme includes priorities to improve access to employment and to support independent living. Other public sector partners have made similar commitments to improve opportunities for disabled people. In endorsing *Learning for Living and Working in London*, the London strategic agencies have pledged to become exemplar

employers of people with learning difficulties and/or disabilities. This means we will develop our recruitment and employment policies, which the *In Work, Better Off* report recommends should include:

- Work Trials.
- Appropriate induction and technical training.
- Employee mentoring.
- Guaranteed job interviews for people successfully completing pre-employment programmes.
- Inclusive job application processes and flexible employment practices.

Very positively, the London-Wide Review and the consultations on the draft version of this strategy have also identified a strong groundswell of support, enthusiasm and commitment from delivery partners and other stakeholders for working together to achieve the kinds of change proposed in this strategy. This and the review itself are already stimulating developments which will help to reshape and transform provision in London.



Understanding people's different needs, goals and aspirations

People with learning difficulties and/or disabilities have a wide range of needs, aspirations and goals and understanding people's skills requirements often must be combined with understanding other barriers preventing them achieving their goals and aspirations. A way of understanding the needs, aspirations and goals of different groups of disadvantaged people and the services they require is being successfully piloted in London, involving key regional partners including the **LSC**, **LDA** and **Jobcentre Plus**. The benefits of this **Licence to Skill** approach are that it:

* Names of learners in case studies have been changed.

- Focuses planning and delivery by segmenting the needs of different groups of people and employers.
- Encourages delivery partners to work together to develop an integrated employment and skills system.
- Makes sure that people and employers get the right kinds of programmes and support.
- Means that resources and investment can be used more efficiently and effectively.

'We will recognise that meeting learning requirements is not restricted to one service provider or another, and links well to person centred planning. For example a professional adult with mental health difficulties, seeking to rebuild confidence before returning to the labour market needs something completely different from a young 'A' level candidate with sensory impairments, which is again different from someone with cognitive learning difficulties who needs job coaching through a supported employment agency.'

Progression through Partnership

The **Licence to Skill** approach is helping to develop more effective pathways to inclusion and employment for priority groups of learners and could be a powerful mechanism for people with learning difficulties and/or disabilities. Its emphasis on understanding and meeting requirements specific to different groups can usefully be applied to the very wide range of people with learning difficulties and/or disabilities. Examples include:

- Cared for young people.
- Older people (including disabled people over the age of 60).
- People with mental health difficulties (see page 12).
- Black, Asian and Minority Ethnic groups (BAME).
- Migrant workers.
- Offenders and ex-offenders.

During the implementation of the strategy, we will use the **Licence to Skill** approach to better understand the requirements of these and other groups and to plan provision to meet those requirements. In doing so, we will:

- Take account of relevant London strategies, such as the Mayor's *Valuing Older People strategy* and *Childcare Strategy*.
- Consider which groups are currently participating most and least and how best to boost participation rates of under-represented groups.
- Have regard to different motivations for learning, including re-skilling and the social, leisure and citizenship aspects of learning.

The **DWP In Work, Better Off** report puts employers centre stage in improving job opportunities for disadvantaged people and establishes the model of **Local Employer Partnerships** through which employers can provide opportunities for work to workless people. In London, the **LSEB's** draft strategy seeks commitments from employers to tackling worklessness and proposes the **London Employer Accord** to co-ordinate employers efforts to provide job opportunities with the skills and employment sectors efforts to meet the needs of job seekers and business.

The Healthy Gourmet Café at Lambeth College

CASE STUDY

4

Students with learning difficulties and disabilities who had completed an Entry 3 Skills for Work qualification in catering ran a successful mini-enterprise making bread. This enterprise proved popular and the students learnt many business skills through the Young Enterprise scheme. The course aims to build work skills while providing on-the-job training in a real working environment. However, the students who have a range of learning difficulties and disabilities struggled to get employment as they had little work experience. An opportunity arose for the learners to set up and run a café as a social enterprise at one of the **Lambeth College** centres in September 2007.

This is giving the students practical work skills and increasing their confidence.

Lambeth College Principal Richard Chambers was the guest of honour at the grand opening of the 'Healthy Gourmet Café' at the Adare Centre in Streatham in November 2007. The opening attracted many people wanting a taste of the fabulous food and drink lovingly prepared by students of the new social enterprise course.

In his address Richard Chambers paid tribute to the fantastic work done by the group and their tutor Frank Innes in planning the business. This included the naming and design of a company brand and logo, the types of food they would serve, pricing and the day-to-day running of a busy eating establishment. He said: 'This is a great opportunity for our students to show the whole College community what they can do.'

Frank and the students invited guests from Turney School, **Lambeth Council, People First** and students from other **Lambeth College** courses to attend the opening of the cafe.

Students are learning new skills and gaining valuable experience of working in a catering business environment. The project is up and running and Streatham's newest eatery is now open. A learner commented 'the best thing about the course is that we don't have to be in a classroom, we learn to do things on the job.'

Example: people with mental health difficulties

1 General approach

Of the 300,000 people on Incapacity Benefit in London, over 40 per cent are identified as having mental health difficulties and the number of young people reported as having mental health difficulties is growing. The **LSC's** report, *Improving Services for Learners with Mental Health Difficulties*, particularly addresses the stigma and discrimination which can make it difficult for people with mental health difficulties to access education and training and improve their skills.

There is a particular requirement for providers to understand how a person's mental health affects their learning and what policies and procedures need to be put in place to support their progress and achievement. This includes issues about people's preparedness to disclose their difficulties.

Mentally healthy settings such as those promoted through 'Healthy Colleges' can help to create the kind of environments whereby people feel safe to disclose their mental health needs and can flourish in their learning. Priorities for action include:

- Providing the right kinds of information, advice and guidance to individuals.
- Awareness raising amongst college and other provider staff.
- Offering a flexible range of employment-focused provision such as: confidence building; provision available during periods of ill-health; and opportunities to develop new skills.
- Challenging stigma and discrimination in employment and helping employers understand and manage perceived risks.

These priorities for action need to be underpinned by capacity building. **National Institute of Adult Continuing Education (NIACE)** has developed a suite of training courses to develop provider knowledge and skills. This training includes mental health and information, advice and guidance; mental health and adult learning (Level 1 and 2); and mental health awareness for work-based learning providers.

2 Meeting the requirements of particular groups

- Employment rates for people with severe and enduring mental health problems are amongst the lowest for any group of disabled people. Their needs can be tackled through working with mental health trusts, as they develop better vocational rehabilitation services, to increase take-up of learning and employment opportunities; better links with **Primary Care Trusts**, and initiatives such as *Improving Access to Psychological Therapies*, to re-direct people with mild to moderate mental health difficulties away from secondary mental health services to get back to or remain in work or other meaningful activity; and more effective links with **Child and Adolescent Mental Health Services** and **Early Intervention in Psychosis services** to keep young people in learning and work and support recovery from mental health problems.

- One third of all working age disabled people are from BAME groups and their employment rate is 36 per cent as compared to 49 per cent for white disabled Londoners. People with mental health difficulties from black African-Caribbean backgrounds, particularly young men, tend to access mental health services much later in the development of their illness, and are more likely to receive higher doses of medication and to be sectioned under the *Mental Health Act*. This has implications for the way that they access and succeed in learning and employment. In some cultures there is a greater taboo about mental illness and no words to describe mental health problems, which makes it harder to engage with certain groups. London, with its diverse and culturally rich population, is in a good position to lead on work to develop good practice in meeting the needs of learners with mental health difficulties from BAME communities. A recent project completed by **NIACE** with three providers in London on *Pathways to learning and skills for people with mental health difficulties* has set out a series of recommendations which could be developed further as part of implementing this strategy.

- London is experiencing changing demography of which a key feature is the increase in numbers of jobs filled by migrant workers. The typical profile of migrant workers is that they are 'young, fit and able', and the initial migrant of any family/friendship group to the UK is less likely to be disabled or experiencing health issues in comparison with the rest of the population. However, as a proportion of migrant workers eventually decide to settle and are joined by other family members, the numbers of people with learning difficulties and/or disabilities or experiencing mental health problems are likely over time to reflect those of the population as a whole. Migrant workers may acquire mental health problems as a result of their migration experience and the isolation or discrimination they may face, but evidence to date shows that they are unlikely to disclose this or to seek help from mental health support services and may return to their country of origin to seek healthcare if needed. In part, this may be due to varying attitudes to mental health in different countries. We therefore intend to monitor trends in migrant workers' needs as part of implementing this strategy.

- Many offenders and ex-offenders have mental health difficulties or personality disorders and the strategy will inform the development of the **Offenders Learning and Skills Service (OLASS)**. Participation in learning can have a positive impact on re-offending rates but also on recovery and rehabilitation from mental health difficulties. There is also a need to raise awareness of personality disorders, challenge the stigma attached to the label and to support learning providers to meet offenders' learning needs in offender institutions, forensic and secure settings and in the community.

Planning and developing person centred services

This strategy for London will build upon the central proposition in the *Improving Opportunities* report that 'services should fit the needs of individuals, rather than fitting people into what is available.' This is what is meant by the idea of 'person centred services' and - once the needs, goals and aspirations of different groups are properly understood - person centred planning is the first step in making sure that services meet people's individual requirements.

Improving accessibility through shared expertise and building local capacity

A key barrier to undertaking education and training identified by people with learning difficulties and/or disabilities is accessibility to the right opportunities. This relates to physical access to premises, transport difficulties and the fact that specialist facilities and expertise are too far away. Responses to the consultation draft of this strategy have confirmed the importance of having access to a good range of opportunities throughout the Capital and have highlighted transport difficulties for many people with learning difficulties and/or disabilities.



There are examples in London of excellent provision for people with learning difficulties and/or disabilities within both specialist and mainstream providers. There is also provision which is of insufficient quality or which is insufficiently focused on progression or skills for independent living and employment. Moreover, too many of our young people with profound and complex conditions have to study in residential provision far from home because there is insufficient provision locally of the right kind and quality to meet their needs. All this adds up to a requirement to develop high quality and more appropriate provision throughout London for both young people and adults (although opportunities to study outside London will continue to be available for young people for whom this appropriate).

One aspect of this is for all providers to review and reshape the curriculum to focus on progression and employability. A national priority is to refocus public funding on learning leading to progression and, where appropriate, accreditation. A further priority is for learning leading to sustained employment of some kind, while recognising that not all learners will be able to progress into employment. The following types of provision will cease to receive public funding over the next five years:

- Poor quality, unnecessary and duplicate provision.
- Holding activity (i.e. learning without clear direction or purpose).
- Programmes that do not have clear progression outcomes and intentions.
- Work preparation programmes that do not focus on learning in the workplace and the supported employment model.

Merton Employability Demonstration Pilot (EDP)

CASE STUDY 5

As part of this pilot programme, **Merton College** has supported a group of young adults with learning difficulties who had been at one or more colleges for some time and were keen to work. A curriculum was designed to include an Employability Level 1 qualification; music and drama to increase self confidence and interview skills; and a sport module for team working. Out of an initial group of eight, all have passed the first two units of their Level 1 qualification, seven have had work experience in a variety of settings, one male participant has full time paid work in a nursery and two other male participants have had successful work experience in the same nursery.

The participants have had practically 100 per cent attendance, are smartly dressed and work hard. Skills gained include library work; helping physically disabled people; working in a cinema; pub, restaurant and retail work; cleaning and administration. The programme includes listening and mentoring on a 1:1 basis, with a focus on realistic goals and expectations while avoiding narrow assumptions about career routes or options. All the participants now have clear ideas about what they want to do and are highly motivated to achieve their goals.

The participants have vastly increased their confidence to the extent that four of them presented to a conference of 50 people, including the LSC London Skills Director. As one of the presenters said:

"If you think about it, every single person in the whole world has a disability because we all have things we can and cannot do. There are many different reasons that I may not get a job, but I am as capable as everyone else in this room today."

Employability Manager, Helen Binnie said: "All of the team believe these learners will be in paid employment by the end of the programme and, more importantly, will be in paid employment that suits their skills and interests."

'The advent of Diplomas with an entitlement for every young person to have access should enable learners with learning difficulties and /or disabilities to follow vocational routes, should they choose to.'

'The Foundation Learning Tier will create a framework for adult learners who are working below Level 2.'

Progression through Partnership

We want to make sources of existing expertise more widely available and to develop additional provision. One way of doing this is through collaboration between specialist and mainstream providers and we are delighted that this is already happening in some places. We want to encourage collaboration so as to improve accessibility in a number of ways, including:

- Capital investment to improve accessibility and make specialist facilities more widely available.
- Making specialist providers' expertise and facilities available in local colleges and other accessible places, for example through:
 - Peripatetic specialist staff teaching in other colleges and training organisations.
 - Co-location of specialist and FE colleges.

- 'Hub and spoke' provision models with some learning taking place in community settings.
- Specialist providers having outreach centres within local colleges.
- Support to providers of work-based learning opportunities.
- More opportunities for people to learn at home or in places close by through on-line learning and other information and communications technology (ICT).
- Recognised sources of expertise which give other providers support in relation to particular conditions or industry sectors.
- A professional development programme to enable non-specialist teaching staff to understand and respond to people's special requirements.



Benefiting from Information and Communication Technology (ICT)

Responses to the consultation draft of this strategy have pointed to the role of ICT both as a support to people with learning difficulties and/or disabilities and as a potential barrier to employment or inclusion for those who do not have the necessary ICT skills.

In particular, ICT can be the solution for people for whom transport is a problem. A gap in provision identified by one respondent to the consultation was:

'Provision for house bound learners to learn at home or eventually to work from home in a self-employed or part time capacity which may be paid, voluntary or community work. For a disabled person this may well be by far the most attractive option for them to develop their abilities.'

ICT skills are also required for most jobs (as many as 90 per cent) and can represent either a barrier or a passport to employment. As the same respondent to the consultation said:

'If employers are genuinely to value disabled employees at all levels in the workforce they must have the necessary skills. On a computer everyone is equal. The computer is also essential [for] working from home opportunities for house bound people.'

In reshaping the curriculum, therefore, there needs to be a particular focus on e-learning. Also, there are some providers who specialise in providing computers for disabled and sensory impaired people in their homes and also in supplying tutors for people at home. Another respondent to the consultation suggested that we should:

'Look at providing virtual networks of support for people with disabilities who do not have access to transport as well as virtual support for them at work and in the home. Staff need creative ways of gaining skills that suit their work patterns and high staff turnover numbers. Centres of excellence need to be easy to use and designed to respond quickly so staff and learners [do not] spend too long waiting for answers or solutions.'

In developing our programme for improving accessibility, we wish to include the contribution which such providers can make to implementing this strategy. The LSC invested £800,000 in 2007/08 in London to provide ICT solutions for people with learning difficulties and/or disabilities.

A further aspect of accessibility is transport. The GLA Report, *Disabled Students in London*, has called for action to help disabled students overcome transport difficulties. As part of implementing this strategy, the strategic and delivery partners will address the transport barriers faced by learners with learning difficulties and/or disabilities with transport organisations at local and regional level, including Transport for London. In doing so we will draw on experience from existing pilot activity by **Orchard Hill College**, **Lewisham College** and others and we will build on the work of the LSC-funded post-16 transport partnerships at borough level.

Raising awareness and overcoming discrimination

Attitudes are the second key barrier identified by people with learning difficulties and/or disabilities: partly a lack of understanding but also prejudice and discrimination. One way of tackling this will be through better identification of people's needs, aspirations and goals but there also needs to be a programme of awareness raising (amongst staff and students) supported by professional development for teaching staff. This should include understanding ways of identifying and meeting people's real goals and aspirations and how to overcome prejudice and discrimination amongst fellow students. This will be an important element of the cross-London professional development programme for staff in colleges and training organisations which we plan to develop and support.

Helping people with transitions and choices

The London Wide Review has confirmed the national perspective that more effective transition planning and mechanisms are needed for young people due to leave the school system and for adults wanting to move from education or training into employment. As part of the implementation planning phase for this strategy we intend to develop London-wide transition protocols for both young people and adults.

'Ensuring effective individualised transition planning and implementation from education to employment could have a dramatic and long lasting effect on [people's] life experiences.'

From *Improving Opportunities report*

For people to make good choices about skills and employment opportunities, they need to have access to high quality information, advice and guidance services. The **Connexions service** is the lead agency here for people up to the age of 19, and in some cases to the age of 25. It will have a key role in helping focus young people earlier and more clearly on possible employment options later in their development and in working with other children and young people's services, schools and colleges to ensure that they are on the education or training programmes which are best for them and that the transition from school is planned and managed effectively.

Nextstep has a similarly important role to play for adults, particularly as regards transition from education or training into employment, together with a range of voluntary organisations, specialist employment and business support organisations which understand the requirements of particular groups of people and employers.

Meeting people's employment goals

As part of our commitment to achieving greater integration of employment and skills services for people with learning difficulties and/or disabilities, we intend to develop better links between **LSC** and **Jobcentre Plus** programmes and providers. In working together to increase employability, we will adopt a wide definition of employment to include all kinds of meaningful opportunities in the community. Improving employability skills helps people develop greater independence and we want as many people as possible to have the opportunity to work, at least for a few hours a week, in a range of possible settings.

'Work matters. People in work are generally better off financially and better off in terms of their health and wellbeing, their self-esteem and the future prospects for them and their families. Disabled people must get the same opportunities to benefit from work as everyone else.'

Anne McGuire, Minister for Disabled People

The **Local Employment Partnerships** being developed as part of the Government's *In Work, Better Off strategy*, and the **Employer Accord** in London, will play an important role in securing jobs for **Jobcentre Plus's** priority customers, including people with learning difficulties and/or disabilities.

DWP/Jobcentre Plus programmes

- Information, advice and guidance from Disability Employment Advisers.
- Access to Work which enables individuals and employers to overcome work related barriers.
- Work Preparation.
- New Deal Job Brokers.
- Job Introduction Scheme.
- Residential Training.
- Pathways to Work for people who are on Incapacity Benefit.

We are concerned, however, that adults with learning difficulties and/or disabilities currently accessing either the education and training system or the employment support system often have imperfect knowledge of what the other system can offer. For example, they may not be aware that support from **Jobcentre Plus** and its providers is available to people who are not claiming benefits. Equally, **Jobcentre Plus** customers may not be aware of the range of education and training opportunities which are funded by the **LSC**. It will be important in future for colleges and

Pathways to Work providers to collaborate in providing a joined up service for people with learning difficulties and/or disabilities and other priority groups.



As part of this strategy, we intend to raise awareness amongst **LSC** and **Jobcentre Plus** staff, and amongst their respective providers, of what is available across the board. We also intend to publish guidance to be available both on the Internet and in hard copy.

'Many providers have excellent employer links but we need more employers to recognise the potential of learners with learning difficulties and/or disabilities.'

Progression through Partnership.

We also want to increase collaboration between learning providers and specialist employment organisations, particularly those which work closely with employers to understand their business needs and potential for recruiting people with learning difficulties and/or disabilities. As one such organisation said during our consultation on the strategy:

'We would like to express strong support for the notion of expert brokering services capable of matching supply and demand issues in order to broker individual solutions, but on a volume basis. Employers often complain about being approached by multiple organisations with common agendas. Structured brokering facilitating the provision of services from a range of partners, who work together on a basis of mutual trust, provides a more effective engagement tool which is able to broker the right suite of services for both the employer and the individual.'

Linking skills and employment with health and social care

For many people with learning difficulties and/or disabilities, more effective linking of skills and employment will only go part way to meeting their requirements. Skills and employment services must also work closely with health and social care services.

A great deal of progress has been made in linking health and social care services under the Government's *Valuing People* strategy. This has included putting different budgets together to fund services ("Joint Commissioning"); combining budgets for individual people ("Individual Budgets"); and putting people more in control of how their funding is used ("In Control").

As part of its *Valuing People programme*, the Government is looking for better joint approaches to what people do during the day including day services, education and employment. We intend to explore the potential for linking skills, employment, health and care budgets in similar ways to those developed in earlier phases of the *Valuing People programme*.

The London Borough of Newham pilot

Newham is the focus of an important *Improving Opportunities* project to identify best practice in enabling people with learning disabilities to get jobs and to seek to apply this comprehensively in one area on a multi-agency basis. This is a joint project between the **DWP**, The **Valuing People Support Team** and the **London Borough of Newham**, with support from **LSC London East**. It aims to maximise the opportunities available across a wide range of organisations rather than just focusing on one particular service sponsored by one government department. It is focusing on:

- Transition reviews, links with schools and improving awareness of employment as an expectation.
- Working with local colleges and **Jobcentre Plus** to increase people's vocational options.
- Increasing awareness of different funding streams and the impact of work on benefits.
- Joint training to raise awareness of employability.
- Working with local employers, including those in the public sector, to improve work opportunities.
- Working through a local **Employment Task Group**, the local **Learning Disability Partnership Board**, and a Regional Support Group to improve joint working and partnerships.

A report on the project's findings is planned for Autumn 2008. This will inform both policy makers and practitioners.

In implementing this strategy for London, we wish to explore the potential for more effective referrals between the health, employment and skills systems. For example:

- The changes the Government is making to the *welfare to work system* might be an opportunity to strengthen existing arrangements for referring benefit claimants for health assessments. The changes might also be an opportunity to strengthen the role of GPs and other health professionals in identifying people with health conditions for whom employment might be the route to improved health and well-being.
- The **Departments for Work and Pensions and of Health** each have large incapacity-related budgets and many clients in common (including the 40 per cent or more long term benefit claimants with mental health issues). The Individual Budgets concept which has been piloted by the **Department of Health (DoH)** could be extended to embrace measures to improve people's employability as part of piloting a joint commissioning approach, and skills funding could be included in the mix.
- A key proposition in the *Employability Demonstration Pilots (EDPs)* currently being supported by the **LSC** in London is that workless people need help to identify and follow pathways into sustained employment. There are three elements to this:
 - 1 Confidence building and upskilling for individuals.
 - 2 Helping employers identify business benefits and manage perceived risks.
 - 3 Brokering employment opportunities which benefit both the individual and the employer. Brokers are professionals drawn from a wide range of backgrounds, including employment, careers guidance, education and the voluntary sector. Health could be another, with health professionals playing a role in both elements 1 and 2.

Delivering through partnership

No one partner can deliver this strategy alone: partners need to work together to assess future demand and agree how best to meet that demand. There must be concerted action by:

- strategic partners: planning and funding agencies at regional and borough level.
- delivery partners: colleges, schools, work-based learning providers, jobs agencies and providers of advice, guidance, mentoring and brokerage.

'We will ensure that the LSC and/or FE providers, health services and Jobcentre Plus are represented on operational planning groups in local authority children and young people's services, at least from age 14, to establish the likely demand for provision early.'

Progression through Partnership

At regional level

During the development of this *Learning for Living and Working in London* strategy, the LSC has been strongly supported by a Strategic Advisory Group in which the perspectives of a wide range of partners have been represented. These partners have also committed themselves to contribute to a regional implementation and accountability structure. This structure will include:

- A Learning for Living and Working Strategic Partners Group which will:
 - Ensure timely and effective planning and investment decisions.
 - Set up task and finish groups as required.
 - Carry out annual reviews of progress on implementing this strategy.
 - Plan for the second three years of the strategy from 2010.
 - Be accountable to LSEB and the individual partners' statutory governance boards.
- A number of time-limited task and finish groups to plan the implementation for particular strands of the strategy, consisting initially of groups on:
 - Planning: to enhance our understanding of demand and current supply to inform business planning.
 - Employability: to increase the number of people with learning difficulties and/or disabilities moving from training and education into sustainable employment.
 - Investment: to align investment and build capacity according to current and future demand.
 - Transition: to enhance the transition of young people into training and education.

As a first step we will be inviting a range of partners to contribute to these groups and making arrangements for learners' involvement in the decision making process.

At borough and sub-regional levels

At Borough level, we will build on structures and programmes that already exist to plan and secure improved services for local people:

- For young people, there are **Children and Young People's Trusts** charged with implementing the national *Every Child Matters* strategy; the young people's strands of **Local Area Agreements**; and 14-19 Partnerships responsible for securing better and more seamless education and training services for young people.
- For Adults, there are the economic development and healthier communities strands of **Local Area Agreements**; specific, geographically focused economic development and regeneration programmes; and the **Learning Disability Partnership Boards** which are responsible for implementing **Valuing People**.

'We will work collaboratively across Departments with our delivery partners and other colleagues to improve the experience of transition from school to further learning, training and work and from children's services to adult services; and to explore a definition of 'transition' which covers the period from the year nine review to when they enter employment or alternative adult provision (age 25 for some young people).'

Progression through Partnership

Partners' commitment to this *Learning for Living and Working in London* strategy includes a commitment to ensuring that people with learning difficulties and/or disabilities are a priority within these existing structures and programmes. It also includes a commitment to work together to achieve specific milestones and to negotiate cross-border arrangements - multi-area agreements - to reflect the fact that the aspirations and goals of people with learning difficulties and/or disabilities will not all be met within particular Borough boundaries.

'We will work together to promote our vision that the vast majority of people with learning difficulties and/or disabilities can and should enter into and sustain employment whilst ensuring that those who are unable to access work can also access meaningful educational provision which enables them to live fulfilling adult lives.'

Progression through Partnership

The existing structures, although broadly following the pattern described above, do vary in their make-up and priorities in different boroughs and parts of the region. We want to build on existing structures and programmes but also achieve coordinated, effective and consistent implementation of this strategy.

Existing networks in each of the five LSC sub regions (Central, East, North, South and West) will continue to implement the strategy in order to:

- Review the current arrangements in each sub-region and Borough.
- Lead programmes of awareness raising for local strategic and delivery partners.
- Involve learners in decision making processes.
- Encourage innovative and creative solutions, working across Borough boundaries.
- Support the development of person-centred provision available from a range of providers.
- Promote the better integration of local employment and skills services.
- Ensure that structures exist and/or are developed to ensure the effective implementation of this strategy.



A new funding and investment framework

'We expect our Departments to:

- Determine the scope for joint commissioning of provision
- Collaborate and share costs on delivery, innovation and evaluation.'

'We expect our delivery partners to follow this approach.

We expect absolute collaboration in regard to planning and commissioning of provision.'

'We believe there are savings to be made to enable reinvestment, derived from joint commissioning from common providers.'

Progression through Partnership

The main planning and funding agencies – the **LSC, Local Authorities, the NHS, the DWP** and the **London Development Agency (LDA)** - will develop a new funding and investment framework for London based on the national drive to achieve collaborative deployment of public funding and alignment of programmes and resources. This will include funding for learning and skills, health, social care, transport and other programmes. It will draw on experience with *Children and Young People's Trusts and Local Area Agreements*. It will adopt a person-centred approach, recognising the range of requirements, aspirations and goals referred to in this strategy.

'We will work together to create more flexible uses of funding from different Departments to meet the holistic requirements of individuals. For example, developing and building on the current models and pilots for Individual Budgets to include LSC and DWP monies, as well as those from Local Authorities and the NHS, so that all people with learning difficulties and/or disabilities can have control over the funds to support them into further/higher education and employment.'

Progression through Partnership

The **LSC** provides £1.47 billion annually for people with learning difficulties and/or disabilities nationally, and over £150 million in London. This includes investment in FE, work-based learning, personal and community development learning (PCDL), specialist college placements and special educational need block grants to local authorities. Current investment by the **LSC** is therefore very substantial and there is scope for changing the balance of provision within existing resources to be more responsive and appropriate to people's requirements. This will be part of the **LSC's** broader strategy to target public funding on priority groups of learners.

The **ESF** co-financing organisations have confirmed that disabled people are a priority group within the new **London ESF programme**. Under Priority 1 (employment and skills activities targeted at young people who are not in education, employment or training), 22 per cent of participants must be disabled people and, under Priority 2 (creating a skilled and adaptable workforce), 15 per cent must be disabled people. To meet these targets **ESF** tender specifications have been developed in line with **ESF** funding criteria and priorities within the *Learning for Living and Working in London* strategy.

Arrangements for **Additional Learning Support (ALS)** funding are under consideration as part of a wider review of the **LSC's** funding arrangements. The **LSC** will be considering how this funding can respond most effectively to people's needs.

The **LSC** spends some £23 million a year on specialist college placements for around 500 London students, at an average cost of £46,000 a year. There is insufficient specialist provision available locally and a requirement for greater collaboration between partners at points of transition. By investing in more high quality and appropriate local provision and greater collaboration between partners, better use can be made of this funding on behalf of people with learning difficulties and/or disabilities.

'We will explore a refocusing of policy for LSC funding, in line with the Disability Discrimination Act 2005, to fund, as a priority, a whole range of learning activities outside the current priorities of Skills for Life and Level 2 to allow for provision including short courses that:

- Provide stepping stones designed to help people:
 - a) make the transition from unemployment to employment where the purpose is to increase their confidence,
 - b) develop a routine,
 - c) concentrate on a task and recognise the value of this learning to the individual.
- Provide learning programmes that support people in realising their person centred plans, for example receiving training on how to work in a shop to support someone's voluntary work in a local shop; going to a course on local history to foster an interest in the neighbourhood; joining a cookery class to support independent living.'

Progression through Partnership

The LSC has invested £35 million nationally up to 2008 to help providers reshape their provision through an **Investment for Change strategy**: it invested £1.5 million in London in 2006/07 and is spending a similar sum in 2007/08.

'We will work together to simplify the systems and processes of support for people with learning difficulties and/or disabilities, particularly in regard to accessing funding to support their learning and route into employment.'

Progression through Partnership

Through the LSC's **Capital Investment Strategy**, it expects to support investment of up to £1.5 billion by 2011 for the modernisation of buildings and facilities in London. As part of this capital investment strategy, the LSC will support investment to improve physical access to buildings and utilisation of facilities for people with learning difficulties and/or disabilities and to support co-location projects between specialist and FE projects. Providers have previously been supported from a programme of funding to enable them to improve their facilities to meet the requirements of the *Disability Discrimination Act*.

Our goals for London

This strategy aims to achieve five broad goals over the next three years

- Goal 1** To expand employment opportunities and improve progression routes into employment of different kinds
- Goal 2** To provide people with better services through effective partnership working at local, regional and national levels
- Goal 3** To understand better what learners and employers want, the services currently available and what changes need to be made
- Goal 4** To reshape the curriculum so as to support people in achieving their potential for independent living and employment
- Goal 5** To make a good range of opportunities accessible throughout the region through shared expertise and building local capacity

The reasons for proposing these goals, where we are starting from and some key milestones to be reached are set out over the next few pages.



To expand employment opportunities and improve progression routes into employment of different kinds

Reasons for this goal

'Successful employment is one of the intended outcomes (and perhaps the most desired) for many learners with learning difficulties and/or disabilities.'

Progression through Partnership

Most young people with learning difficulties and/or disabilities want an earlier and stronger focus on employment and on learning that leads to work. There is a need for more specialist providers of work-based learning and more provision at Entry and Level 1.

Adults with learning difficulties and/or disabilities are far less likely to be in employment than other people. There are not enough options for adults leaving LSC funded provision and too few progression routes into employment.

Employment can be in the open market, self-employment, in voluntary and community organisations, supported employment or in social enterprises. Employers and providers need 'brokerage support' to manage perceived risks and make necessary adjustments to provide such opportunities.

There is a need to spread good practice developed through a number of employment focused pilots on a much larger scale, through programmes of embedding and mainstreaming.

Where we are starting from

Existing employment focused pilots provide excellent starting points, including those being delivered by **Remploy** in Lewisham and **Mencap** in South London; social enterprise plans between **MacIntyre and Lambeth College**, and between the **Camden Society** and **Southwark College**; the **Moving On project** based on a partnership between **Treloar and Lewisham Colleges**; and partnerships with social enterprises such as cafes, shops or bakeries.

The strategy should inform, build on, and be embedded within existing services including **Connexions**; the Schools' Enterprise Education Network; Education Business Links; **Entry to Employment** and **Apprenticeships**; information, advice and guidance provided by **Next Step**; **Jobcentre Plus** support for people on **Incapacity Benefit** and through New Deal; the LSC-funded Skills Coaching Service; and the **OLASS**.

LSEB is working to develop a more integrated and effective skills and employment system in London and the LSC with other partners is developing a national **Skills for Jobs** programme in response to the Leitch Report. The LSC is funding 11 **EDPs** to test new ways of working based on the **Licence to Skill** approach, including new ways of meeting the needs of people with learning difficulties and/or disabilities. Partners are also exploring how more people with learning difficulties and/or disabilities can participate in the **Train to Gain** programme in which people can study for Level 2 qualifications supported by their employer.

Large public sector employers in London are committed to improving employment opportunities for disabled people through **Single Equality Schemes**. There will be enormous skills development and employment opportunities through World Skills 2011 and the 2012 Olympic and Paralympic Games.



GOAL

The milestones we want to reach

By 31 March 2008

- Skills development, employment and volunteering opportunities for people with learning difficulties and/or disabilities through World Skills 2011 and the 2012 Olympic and Paralympic Games have been identified.
- The strategic partners have committed themselves to being 'exemplar employers' and to acting as large employer test-beds as part of their *Single Equality Schemes*.
- Adults with learning difficulties and/or disabilities have been included as a priority group in a number of *EDPs*.
- Opportunities for people with learning difficulties and/or disabilities have been created within the new *Skills for Jobs* and *ESF* programmes in London.

By 30 September 2008

- Actions have been agreed to provide more progression routes, access to employment and specialist provision for work-based learning.
- Opportunities for people with learning difficulties and/or disabilities in **LSC** mainstream programmes have been reviewed and extended.
- Progress with pilot projects has been evaluated and embedding strategies developed.
- Guidance has been developed for **LSC** and **Jobcentre Plus** staff and providers on what is available in each others' programmes.

By 31 March 2009

- *EDPs* have been evaluated and good practice identified for increasing employability of people with learning difficulties and/or disabilities.
- Priorities for people with learning difficulties and/or disabilities have been identified within the work to develop a more integrated skills and employment system in London.
- Young people with learning difficulties and/or disabilities have more work-related learning opportunities, particularly at Entry and Level 1.
- More employment opportunities in a supported environment are available based on partnerships between colleges, social enterprises and supported employment agencies.
- Offenders with learning difficulties and/or disabilities are benefiting from a more responsive and integrated **OLASS**.
- Brokerage support arrangements are available for employers and providers.

By 31 March 2010

- Progress on this goal has been reviewed and plans developed for 2010-15.

Learners' comments

'Three out of five of us want to get a job when we leave college.'

'I want to learn about working in a hospital.'

'Once we're in jobs we need good support. A lot of [employers] hire you because of political correctness [but then] don't give you good opportunities to progress.'

'Government departments and local authorities should lead by example.' (parent)

To provide people with better services through effective partnership working at local, regional and national levels

Reasons for this goal

'Learning, living and working are bound together, yet all too often we treat these separately, with the consequence that people receive fragmented services.'

Progression through Partnership

The challenges identified at national, regional and local level and the results of forecasting and segmentation will require more person-centred planning and more strategic, planned and effective use of public funding on behalf of people with learning difficulties and/or disabilities.

Currently, post-school transition is patchy, there is an absence of borough level strategies for Statemented, School Action and School Action Plus learners, and there is little planning for adult learners moving out of LSC funded provision. There is insufficient collaboration between partners at points of transition.

A co-ordinated funding and investment framework is required for people with learning difficulties and/or disabilities, based on the national drive to achieve collaborative deployment of public funding and alignment of programmes and resources. This should include capital investment, pump-priming funding and more effective deployment of existing levels of programmes funding.

Cross-border arrangements - 'multi area agreements' – should be negotiated to reflect the fact that the requirements of people with learning difficulties and/or disabilities will not all be met within particular Borough boundaries.

Where we are starting from

DoH *Individual Budget* pilots are being run in the boroughs of Barking and Dagenham and Kensington & Chelsea. The **NIACE/ NIMHE *Is it for me?*** project will improve awareness and decision making for mental health users eligible for Direct Payments.

At borough level, structures and programmes exist on which improved planning and co-ordination of services for people with learning difficulties and/or disabilities should be based, rather than setting up extra structures. For young people, there are **Children and Young People's Trusts** and 14-19 Partnerships. For adults, **Local Strategic Partnerships** have economic development and healthier communities programmes and **Learning Disability Partnership Boards** are responsible for implementing the national *Valuing People* strategy. Some local authorities, such as Westminster and Kensington & Chelsea, have formed multi-area partnerships with providers and other partners.

At regional level, the strategic partners have committed themselves through this strategy to ensuring that the needs of people with learning difficulties and/or disabilities are a priority in all relevant plans and strategies for London. A Multi Agency Skills Team (MAST) exists to enable the **LSC, LDA** and **Jobcentre Plus** to co-ordinate approaches and align their funding.

Nationally, the Government has published its *Progression through Partnership* strategy on joint funding arrangements. Under the *Valuing People* strategy, a system of **Individual Budgets** is being implemented. **Pathways to Work, the labour market programme** for people on incapacity benefits is being rolled out across the country. The **LSC** is carrying out a review of **ALS** funding and the Leitch Report on skills has made proposals for **Learner Accounts**.



GOAL 2

The milestones we want to reach

By 31 March 2008

- Partners have a better understanding of the relationship between key national strategies - *Learning for Living and Work*, *Valuing People* and *Progression through Partnership*.
- The Government has published guidance on funding responsibilities for different aspects of provision as part of the national Progression through Partnership strategy.
- The implementation planning phase has been completed.
- A multi-agency Strategic Partners Group has been formed to co-ordinate implementation of this strategy.

By 30 September 2008

- The recommendations of the national review of **ALS** are beginning to be implemented.
- The strategic partners' main plans and strategies have been reviewed to ensure people with learning difficulties and/or disabilities have sufficient priority.
- The **LSC's Capital Investment Programme** has been reviewed to ensure it properly reflects the needs of people with learning difficulties and/or disabilities.
- Future **LSC** investment priorities support this strategy and are aligned effectively with other investment programmes.
- Four Task and Finish Groups have made specific implementation proposals on planning, employability, investment, transition and work opportunities.

By 31 March 2009

- A joint funding and investment strategy has been agreed at regional level by the main funding organisations (**LSC**, **Local Authorities**, the **NHS**, **DWP** and **LDA**).
- Local arrangements and cross-border 'multi area agreements' have been agreed to lead, co-ordinate and monitor implementation at sub-regional level.
- People with learning difficulties and/or disabilities are benefiting from person centred planning - covering skills, employment and health and social care - across London.

- Statemented, School Action and School Action Plus learners are benefiting from coordinated and effective strategies in all boroughs.
- Effective Transition Protocols are supporting school leavers and adults leaving **LSC** funded provision.

By 31 March 2010

- Progress on this goal has been reviewed and plans developed for 2010-15.

Learners' comments

'We would like to have more choice – we need help to make choices.'

'I would have liked more choices when I left school for what to do next. Would have liked IT as an option.'

'I don't like it when people tell me what to do.'

'We don't understand about person centred planning.'

'I do feel like I am left out of education and it is up to voluntary organisations. If they weren't around I would be very isolated indeed.'

To understand better what learners and employers want, the services currently available and what changes need to be made

Reasons for this goal

'Over-emphasis on work preparation and independence skills, coupled with the LSC's priority to fund programmes which lead to full level 2 vocational qualifications [has led to some learners] being excluded from post-16 education altogether. This is something that this strategy seeks to address, whilst recognising that for many people with learning difficulties and/or disabilities, employment is their identified primary goal.'

Progression through Partnership

People with learning difficulties and/or disabilities have a wide range of needs, aspirations and goals. Developing skills must often be combined with overcoming non-skills barriers. People with learning difficulties and/or disabilities from some BAME groups are less likely than others to access available services.

The views of learners, parents and carers should be reflected in the prioritisation and design of provision and employers should be heavily involved in developing opportunities for progression into employment.

Planning and funding agencies and providers need to know whether people are getting what they want and what changes need to be made.

People need better information, advice and guidance and the ability to make informed choices. Advisers should be able to draw out people's aspirations and potential, understand what employment opportunities are available and identify suitable training provision.

Where we are starting from

The LSC's London-Wide Review, the GLA Report *Disabled Students in London* and the Demand Analysis at Annex 1 of this strategy have already identified many issues to be addressed. We intend to build on and regularly update these analyses as a basis for future investment decisions and for identifying gaps in provision.

A way of understanding the aspirations and goals of different groups of people and the services they require - using the *Licence to Skill* approach - is being successfully piloted in London. This is helping to develop more effective pathways to inclusion and employment for priority groups of learners and could be a powerful mechanism for people with learning difficulties and/or disabilities.

Using the *Licence to Skill* approach is likely to identify substantial levels of unmet demand. But it will also clarify the extent to which:

- some young people with profound and complex conditions are studying in residential provision far from home because there is insufficient provision locally of the right kind and quality to meet their needs, and
- funding for adults is being used to 'recycle' existing groups of learners while others are not benefiting from learning and skills provision at all.

A better understanding of demand will enable the strategic partners to plan more effective deployment of public funding in future years. It will also provide a clearer understanding of the balance of people's requirements between learning and skills and health and social care provision.

Currently people are subject to repeated assessments by different agencies, involving duplication of effort and no apparent added value for the individual: this could be resolved through effective information transfer arrangements between different agencies.



GOAL 3

The milestones we want to reach

By 31 March 2008

- Actions have been agreed to improve future understanding through improved data collection, forward projections of trends, examination of the needs of people in different groups.
- The aspirations and goals of different groups of people and the services they require are better understood and expressed through use of the *Licence to Skill* approach, drawing on findings from the London Wide Review.
- An effective communications strategy is in place to keep people informed of progress and ensure partners understand the priorities for action.
- Decisions have been made about future arrangements for involving people and employers in further thinking and decision making about the implementation of this strategy.

By 30 September 2008

- There is a better understanding of where the main curriculum gaps and weaknesses currently lie and the level of resources needed to address them.

By 31 March 2009

- The priority to be given to people with learning difficulties and/or disabilities is clearly expressed in partners' plans for 2009 and beyond.
- Improved analysis and forecasting of demand and supply has been reflected in partners' planning processes for 2009/10.
- People with learning difficulties and/or disabilities are being involved effectively in influencing further thinking and decision making about the implementation of the strategy.
- People are receiving *information, advice and guidance* which helps them clarify their aspirations and potential, identify employment and training opportunities and make informed choices about all the available options.

- People are benefiting from better communication between agencies based on an information 'passport' for individual learners to be shared between information, advice and guidance and provider organisations, subject to appropriate protocols.
- Employers are well engaged in planning and delivering opportunities for work experience, training and employment.

By 31 March 2010

- Progress on this goal has been reviewed and plans developed for 2010-15.

Learners' comments

'We would like people to ask us more about what we think.'

'I like to make sure things are explained to me clearly.'

'It is good to have lots of information when choosing...so you know what lessons are about.'

'I need more help with mainstream work not just the stuff for people with special needs.'

'Teach things that help me get a job.'

'We would like people from social services and the college to speak together more.'

To reshape the curriculum so as to support people in achieving their potential for independent living and employment

Reasons for this goal

'The advent of Diplomas with an entitlement for every young person to have access should enable learners with learning difficulties and/or disabilities to follow vocational routes, should they choose to.'

'The Foundation Learning Tier will create a framework for adult learners who are working below Level 2.'

Progression through Partnership

People with learning difficulties and/or disabilities need to have equal access to vocational and academic opportunities as other learners and also need to develop self-confidence, understand and manage their disabilities, and achieve their aspirations of independent living and employment.

People with learning difficulties and/or disabilities should have a stronger voice in curriculum development and progress monitoring. So should employers to ensure that people's skills meet business needs.

The London Wide Review has shown that we need, amongst other things, more choice for school leavers; more pre-entry programmes; more appropriate Skills for Life provision at pre-entry levels; more work based learning opportunities; more e-learning opportunities; more provision suited to people with Asperger's Syndrome; and a greater range of opportunities for people with mental health difficulties.

More flexible delivery and funding arrangements would enable people to have more personalised and effective provision – on the lines currently being piloted in the Lambeth and Southwark boroughs. The position of adults with learning difficulties and/or disabilities needs to be prioritised in relation to changes in LSC funding priorities.

Where we are starting from

A national priority is to refocus public funding on learning leading to progression and, where appropriate, accreditation. A further priority is for learning leading to sustained employment, while recognising that not all learners will be able to progress into employment. The following types of provision will cease to receive public funding over the next five years:

- poor quality, unnecessary and duplicate provision.
- 'holding' activity (i.e. learning without clear direction or purpose).
- programmes that do not have clear progression outcomes and intentions.
- work preparation programmes that do not focus on learning in the workplace and the supported employment model.

Mainstream LSC and other funded provision (**LDA, London Councils, Jobcentre Plus, ESF**) currently supports many people with learning difficulties and/or disabilities, but there needs to be a more developed range of opportunities, particularly to support achievement through the **Foundation Learning Tier** and at Level 2. The new **Diplomas** will provide young people with more varied and vocationally focused opportunities.

Developing differentiated and appropriate curriculum offers is a key element of the **Licence to Skill** approach described under Goal 3. The Lambeth and Southwark **Flexibility Project** is testing approaches to flexible provision and funding packages.

The new PCDL Partnerships will be able to monitor trends in provision for adults with learning difficulties and/or disabilities, drawing on a **NIACE** project on PCDL provision and people with learning difficulties and/or disabilities. There are opportunities for people with learning difficulties and/or disabilities to develop literacy, numeracy and other key skills through London's Skills for Life Strategy. London intends to take a lead in developing solutions for people with mental health difficulties from BAME groups.



GOAL 4

The milestones we want to reach

By 31 March 2008

- Flexible funding and delivery arrangements being piloted through the Lambeth and Southwark **Flexibility Project** are being evaluated for possible roll-out across London.
- The potential for improving opportunities for people with learning difficulties and/or disabilities within *London's Skills for Life Strategy* has been reviewed and actions agreed.
- Opportunities for people with learning difficulties and/or disabilities presented by the **Foundation Learning Tier** have been identified and plans are in place to work with providers or test the benefits of these opportunities.

By 30 September 2008

- Actions have been agreed to meet the needs of people with mental health difficulties, including leadership by London on the needs of BAME groups.

By 31 March 2009

- Learners and employers are influencing curriculum development in effective ways.
- More good quality, locally accessible provision is available for young people.
- Adult provision is more focused towards the development of skills for employability and community engagement.
- People have access to tailored vocational and Skills for Life provision achieved by reshaping existing mainstream and specialist provision.
- Provision which does not comply with the **LSC's** future conditions for receipt of public funding has been identified and providers have strategies to enable them to comply.
- Outcomes from pilot projects on reshaping the curriculum have been reviewed and disseminated across the region.
- PCDL Partnerships are monitoring trends in provision for adults with learning difficulties and/or disabilities.
- Opportunities for some young people with learning difficulties and/or disabilities presented by the new **Diplomas** have been identified and work has begun with pilot providers to test their benefits.

By 31 March 2010

- Progress on this goal has been reviewed and plans developed for 2010-15.

Learners' comments

'There are some training and education that are not right for me but I am offered no alternatives. I need to be taught differently to others, and I use the sense of touch a lot.'

'I would like to find out more about living independently in the future.'

'One on one support is better than learning in a classroom.'

'We would like to do more reading and writing in college.'

To make a good range of opportunities accessible throughout the region through shared expertise and building local capacity

Reasons for this goal

'We expect absolute collaboration [by delivery partners] in regard to planning and commissioning of provision.'

Progression through Partnership

There are examples of excellent provision in London within specialist, community & voluntary sector and 'mainstream' providers.

There is also provision which is of insufficient quality and/or is insufficiently focused on progression or skills for independent living and employment. Some young people with profound and complex conditions are studying in residential provision far from home because there is insufficient provision locally of the right kind and quality to meet their needs.

Providers need to work together to deliver individual learning programmes which draw flexibly on different kinds of provision and give people more personalised and effective provision. Staff must have the right skills and confidence to work with people with complex or profound difficulties or with mental health difficulties

All this adds up to a requirement to develop more high quality and appropriate provision throughout London and to implement a coordinated professional development programme. This calls for more effective strategic management within a clear and accepted framework for provider collaboration.

Where we are starting from

Examples of existing collaboration include:

- Partnership working in Lambeth and Southwark to improve local capacity, curriculum flexibility and progression paths and test flexible funding approaches.
- Collaboration between **Lewisham College** and **Remploy** to increase employment opportunities.
- Centres of specialist expertise such as **Barnet College** (mental health difficulties); **College of North West London** (specific learning difficulties and/or disabilities); and **Harrow College** (hearing impairment).
- Inclusion of employment services in the **Southwark College**, **RNIB**, **RNID**, **Westgate College** sensory centre.
- A number of providers with plans to become **Centres of Excellence** judged against criteria due to be set by the Government.

We want to make sources of existing expertise more widely available and to build capacity of existing provision. One way of doing this is through collaboration between specialist and mainstream providers building on what is already happening, for example through:

- Capital investment to improve accessibility and make specialist facilities more widely available.
- Making specialist providers' expertise and facilities available in local colleges and other accessible places through:
 - Peripatetic specialist staff teaching in other colleges and training organisations.
 - Co-location of specialist and FE colleges.
 - 'Hub and spoke' provision models.
 - Specialist providers having outreach centres within local colleges.
 - Support to providers of work-based learning opportunities.
- More opportunities for people to learn at home or in places close by through on-line learning and other information and ICT.
- Recognised sources of expertise which give other providers support in relation to particular conditions or industry sectors.
- A professional development programme to enable non-specialist teaching staff to understand and respond to people's special requirements.



GOAL 5

The milestones we want to reach

By 31 March 2008

- A number of models for providing a good range of accessible opportunities have been identified.
- Agreed co-location programmes are well advanced.
- Networks have been established across the region to improve accessibility through sharing expertise and developing local capacity.
- Early capacity building initiatives supported by the *Investment for Change* programme have been evaluated.

By 30 September 2008

- Current transport programmes have been reviewed - in the context of the **London Councils'** transport report - and regional and local transport improvement plans have been developed.
- Learners are being recruited to new provision being developed at **Lewisham/Treloar colleges**.

By 31 March 2009

- People are beginning to benefit from an increased range of accessible provision involving specialist, community & voluntary sector and 'mainstream' providers.
- Learners are being recruited to new provision being developed at **Carshalton/Orchard Hill**.
- Young people with learning difficulties and/or disabilities are able to access more provision locally which meets their needs, aspirations and goals.
- People are able to access more high quality provision which is focused on progression, independent living and employment.
- The Government has published the criteria for **Centres of Excellence** for people with learning difficulties and/or disabilities.
- The cross-London professional development programme has been developed and is being implemented.

By 31 March 2010

- Progress on this goal has been reviewed and plans developed for 2010-15.

Learners' comments

'[Useful to focus on a] small group of people with similar needs.'

'If my local college did not offer the courses I need I would have to travel a long way, which would be a problem.'

'If our college changed the courses to focus on one special thing would it still meet my needs?'

'I am a wheelchair user. I find it hard to get around. Transport is a big problem for me.'

Annex 1

Demand Analysis

This Annex describes the current situation in the London labour market and in FE and includes some initial projections of future need. It contains statistics from a variety of sources and it should be noted that these sources use different definitions and collect data in different ways. We intend to build on and regularly update this analysis as a basis for future investment decisions and for identifying gaps in provision.

Disabled people in the London labour market

Key findings from the GLA report *Disabled People and the Labour Market in London* are as follows. Analysis is based on Annual Population Survey (APS) data from the survey period January to December 2005.

Profile of disabled Londoners

In London, one person in six of working age has a disability which limits their work and/or daily activities¹. This represents approximately 800,000 people. Around one in eight (100,000) disabled Londoners suffer from mental health problems.

The demographic profile of disabled Londoners of working age is illustrated in Table 1.

Table 1 Demographic profile of disabled Londoners

Age	8 per cent of young Londoners (aged 16-24) are disabled relative to one third of those aged 55 to retirement age.
Family status	34 per cent of London's disabled working age population are parents with dependent children. Nine percent are lone mothers.
Gender	Women have slightly higher rates of disability than men. Overall, 16 per cent of women aged 16-59 are disabled relative to fourteen per cent of men aged 16-59.
Ethnicity	One third of all working age disabled people are from BAME groups.

The labour market position of disabled Londoners

Disabled people have lower rates of economic activity and employment than their non-disabled counterparts and experience far higher levels of worklessness. Half of the disabled population are economically inactive. Indicators of labour market participation for disabled Londoners are outlined in Table 2.

The following groups of disabled people face multiple barriers to work:

- **Black, Asian and Minority Ethnic groups:** The employment rate for disabled Londoners from BAME groups is 36 per cent relative to 49 per cent for white disabled Londoners.
- **Migrant workers:** Disabled Londoners who were born outside the UK have an employment rate of 38 per cent relative to 29 per cent for UK born disabled Londoners.
- **Mothers:** One third of disabled mothers are in work relative to 58 per cent of non-disabled mothers. The employment rate for disabled fathers is 57 per cent compared with 90 per cent for non-disabled fathers.
- **People with no qualifications:** The employment rate of disabled Londoners with degree level qualifications is 74 per cent – three times as high as the rate for disabled people with no qualifications (20 per cent).

Table 2 Indicators of labour market participation

Economic activity	Half of the disabled working age population are economically active, relative to 79 per cent of non-disabled Londoners.
Unemployment rate	The unemployment rate for disabled Londoners is eleven per cent relative to seven per cent for non-disabled Londoners.
Labour market movement	Disabled people experience greater movement in and out of the labour market compared with non-disabled people.
Employment rate	The employment rate for disabled Londoners is 45 per cent ² relative to seventy four per cent for non-disabled Londoners. Disabled people with mental illness have an employment rate of 19 per cent.

Disabled workers in London experience the following patterns of employment and earnings:

- They are more likely to work part-time than non-disabled workers (28 per cent of disabled workers are employed on a part-time basis relative to 19 per cent for non-disabled workers).
- Disabled people are under-represented in managerial, professional and technical occupations.
- A higher proportion of disabled workers are employed in the public sector relative to their non-disabled counterparts.
- Gross earnings for disabled employees average £12.46 per hour – some 12 per cent less than the level for non-disabled employees (£14.13).

¹ There are approximately 6.9 million disabled people of working age in Britain, representing one fifth of the working age population.

² Within London, the employment rate is far lower for disabled Londoners in Inner London (36 per cent) than in Outer London where the employment rate is 51 per cent – which is similar to the national rate of 50 per cent.

Training and education

Disabled Londoners are less likely to be in full time education than non-disabled Londoners. GLA research based on the APS found that five per cent of the working age disabled population are in full-time education relative to 11 per cent of non-disabled people and 29 per cent of disabled Londoners have no qualifications compared with 12 per cent of the non-disabled London population.

Key findings from the *London-Wide Review* of provision for learners with disabilities and/or learning difficulties are as follows. Part of this review involved quantitative analysis of 2004/05 Individual Learner Records.

Student numbers and characteristics

Over 48,000 learners in London consider themselves to have a learning difficulty and or disability – just under 8 per cent of the total FE learner population.

However, findings from the review indicate that this figure is likely to be an under-estimation, as some learners, including those with emotional and behavioural difficulties, or with mental health difficulties, are less likely to self-declare their difficulties.

The review also noted that there are far too many learners for whom nothing is recorded other than that they have learning difficulties and/or disabilities (with categories such as 'other' or 'not known/not provided' being used).

The profile of learners with disabilities and/or learning difficulties for whom further information is available is illustrated in Table 3.



Table 3 Profile of learners with learning difficulties and/or disabilities in FE

Age	Nearly 25,000 of learners recorded as having a disability and/or learning difficulty are aged between 25 and 59 years; there are nearly twice as many adults as younger learners.
Type of disability/ learning difficulty	28,093 learners are recorded as having a disability and 26,286 as having a learning difficulty. The largest number experience moderate learning difficulties (6,989) and a similar number of learners (6,976) experience dyslexia. Nearly a fifth of learners with learning difficulties and/or disabilities have sensory disabilities.
Level of study	The majority of learners with disabilities and/or difficulties are on Level 2 programmes, including most learners with mental health difficulties.
Ethnicity	People with learning difficulties and disabilities from some BAME groups are less likely to access available services than other people. In addition, GLA research shows that the ethnic profile differs from that of London FE students as a whole. ³

Other key findings from the London-Wide Review include:

- **Specialist Colleges:** 500 London students attend Independent Specialist Colleges for people with learning difficulties and/or disabilities. The majority of London students attending Specialist Colleges are in rural settings.
- **Mental Health:** Of the 300,000 people on Incapacity Benefit, over 40 per cent are identified as having mental health difficulties. Over 3,000 learners in FE have mental health conditions and the number of young people reported as having mental health difficulties is growing. The review also found that people with mental health difficulties experience barriers to learning.
- **Offenders:** Many offenders have mental health or personality disorders. In one surveyed London area this applies to over 40 per cent of learners. Other research shows that nearly all young offenders have some kind of learning or emotional and behavioural difficulty, or mental health difficulty.
- **Young people:** Over a third of 'looked-after' young people in London are not in employment, education or training, including some of the most vulnerable young people with learning difficulties and/or disabilities. In addition, young learners that are in education and training are being kept in provision for too long because there are too few employment opportunities and barriers to work related training.
- **School leavers:** Post-school transition needs to be improved as there needs to be more planning for adult learners moving out of LSC funded provision. The review found that there is not enough choice for school leavers, and pupils do not feel involved in decision about their future.

³ A GLA review of disabled students participation shows London FE students are much more likely to be White British or White Irish (48.1 per cent, compared with 38.2 per cent of all students, and that they are also more likely to come from a Black Caribbean (8.8 per cent, compared with 6.9 per cent of all students), Black other (2.4 per cent, compared with 1.9 per cent of all students), or Mixed Background (4.8 per cent, compared with 4.2 per cent of all students).

- **Adult learners:** Adult learners are being 'recycled' in colleges because there are very few other options available and too few progression routes into employment.

Further detail relating to the London-Wide Review can be accessed at www.livelearnwork.org

Future demand

Analysis from the April-June 2006 Labour Force Survey indicates that there has been a gradual increase in the size of the working age disabled population over time – with a growth of eight per cent from 1999 to 2006.

In 2001, the White Paper *Valuing People*, noted that the number of people with severe learning difficulties was expected to increase over the next 10 years. Some potential reasons for this expected increase include:

- increased life expectancy, especially among people with Down's syndrome.
- the growing numbers of children and young people with complex and multiple disabilities who now survive into childhood.
- a sharp rise in the numbers of school age children with autistic spectrum disorders, some of whom will have learning disabilities.
- greater prevalence among some minority ethnic populations of South Asian origin.

Other factors that may contribute towards an increase in the number of people with learning difficulties and/or disabilities include potential changes in willingness to disclose and increased awareness and diagnosis of disabilities and learning difficulties.

Analysis of the 2006/2007 Pupil Level Annual Schools Census

The following analysis, based on data from the 2006/07 Spring Final file of the Pupil Level Annual Schools Census (PLASC)⁴, provides an initial perspective on future demand for skills and employment services in London. In 2006/07, there were just over 44,500 secondary school students with learning difficulties and/or disabilities - representing 10 per cent of the total secondary school learner population - whose needs will have to be addressed in the post-16 skills and employment system.

Further analysis of this data is outlined in Table 4. We intend to build on and regularly update this analysis as a basis for future investment decisions and for identifying gaps in provision.

Table 4 Analysis of learners with learning difficulties and/or disabilities numbers in Secondary Schools

Gender	Male students have higher rates of disability and/or difficulty than females – with 29,082 male students experiencing learning difficulties and/or disabilities, compared with 15,449 female students.
Distribution by LSC area	The London East sub region has the highest number of learners with learning difficulties and/or disabilities as a proportion of their total secondary school student population ⁵ , while London West has the lowest number of learners with learning difficulties and/or disabilities as a proportion of their total secondary school student population ⁶ .
Type of disability/ learning difficulty	The most common primary learning difficulty and/or disability is Behaviour, Emotional and Social Difficulties (30 per cent of students with learners with learning difficulties and/or disabilities), followed by Moderate Learning Difficulties (25 per cent) and Specific Learning Difficulties (15 per cent).
Distribution by year level	Between the Years 7 and 11, the number of students with learners with learning difficulties and/or disabilities remains constant at approximately 8,000 students per year group. The number of students drops to 1,693 students in Year 12 and then again to 361 students in Year 14, but this decline aligns with trends in the general secondary school population.



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- GLA (2007) Disabled students in London: A review of higher and FE, including students with learning difficulties GLA, London.
- London-Wide Review (2007) of provision for learners with disabilities and/or learning difficulties (LLDD).

⁴ The PLASC data source is derived from an electronic administrative form completed annually by each school in England to cover all enrolled pupils. It provides details on a range of key pupil level statistics, including Special Educational Needs (SEN).

⁵ 14,068 London East secondary school students have learning difficulties and/or disabilities – making up 16 per cent of their total secondary school population.

⁶ 6990 London West secondary school students have learning difficulties and/or disabilities – comprising 4 per cent of their total secondary school population.

Members

Membership of the London Region Strategic Advisory Group for Learners with Learning Difficulties and/or Disabilities

Caroline Allen, OBE (Chair)	Principal, Orchard Hill College.
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Joe Billington	Director of Communications and Diversity, LSC London Region.
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Caroline Dawes	Policy Officer, London Councils.
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