

Making Transition Work

Supporting young people with learning disabilities to get on the ladder of work.

A simple guide to help teaching staff and carers support young people with learning disabilities in making a good transition from school or college into the world of work.



Developed by CHANGE

Funded through the Yorkshire and Humberside Involvement Partnership.

Making Transition Work

Introduction

It is important that young people get the right support from family members, teachers and professionals to help them along the path towards getting a job.

This guide includes some activities to help the students become aware of what is out there to support them and help them to think about what they can achieve.

I hope the guide will help young people with learning disabilities to decide on their future and to really believe they can be successful and get a job.

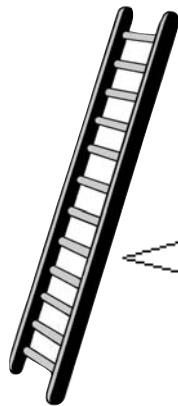


“It is important to me to have a paid job so that I can live more independently. I would like to see lots more people with learning disabilities have a chance to work.”

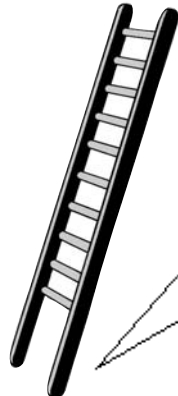
Catherine Carter

Woman with a learning disability
and CHANGE Project Worker

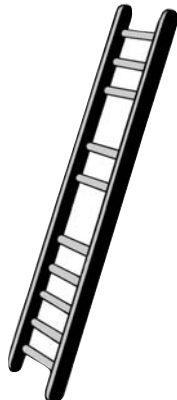
Getting on the Ladder of Work



Everyone needs to get on the ladder.



For people with learning disabilities it can be hard to get on the ladder.



Sometimes it seems that rungs are missing further up the ladder for disabled people.

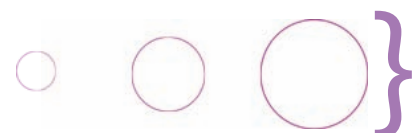
Getting on the Ladder of Work

Making a start

We think that year 9 and 10 students should do some course work on understanding what it means to get a job and explore the areas they would like to work in. Often, young people with learning disabilities are not encouraged to develop any aspirations around finding work when they leave school.

CHANGE employs adults with learning disabilities and many of our workers say they were not encouraged to develop their own ideas or made to believe that they could find a good job when they left school. We think this is wrong. Young people should be encouraged to follow their dreams and to raise their aspirations.

To help students to think of ideas and make choices around what interests them they can make a person-centred plan. You can help them to do this by running a group activity. The activities work best when the group size is between 4 and 8 students.

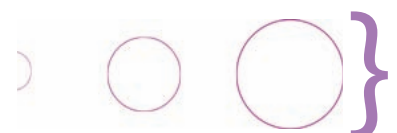


First of all, take a photograph of every individual student. Put their photograph in the centre of a piece of flip chart paper.

Get everyone to introduce themselves by saying their name and miming (acting out) what they think is their favourite job. Write (or draw) their choice on their piece of flip chart paper.

Provide the group with a selection of images showing different activities and job roles. The images can be cut from magazines or printed from image banks (such as CHANGE Picture Bank) on to pieces of cards. Ask each student to choose two images which show activities they have a strong interest in or a job role they would like to do in the future.

Put the two selected images on the piece of flip chart paper. Get the individuals to discuss their choices and help them to come up with a job they would really like to do. Write their choice at the top of the piece of flip chart paper.



Each student should have something like this:

Job Title		
Picture Choice 1	Name & Photo	Favourite Job (mime)
Picture Choice 2		Hobby or interest

The plan can be used by the student and their support to consider what type of a job appeals to them. Together they can start to get an understanding of what it means to work and what sort of support they will need to achieve the goal of getting on the ladder of work.

Now we look a lot closer at the jobs people have chosen.
We see if the job they have chosen has real opportunities.

My Goals:

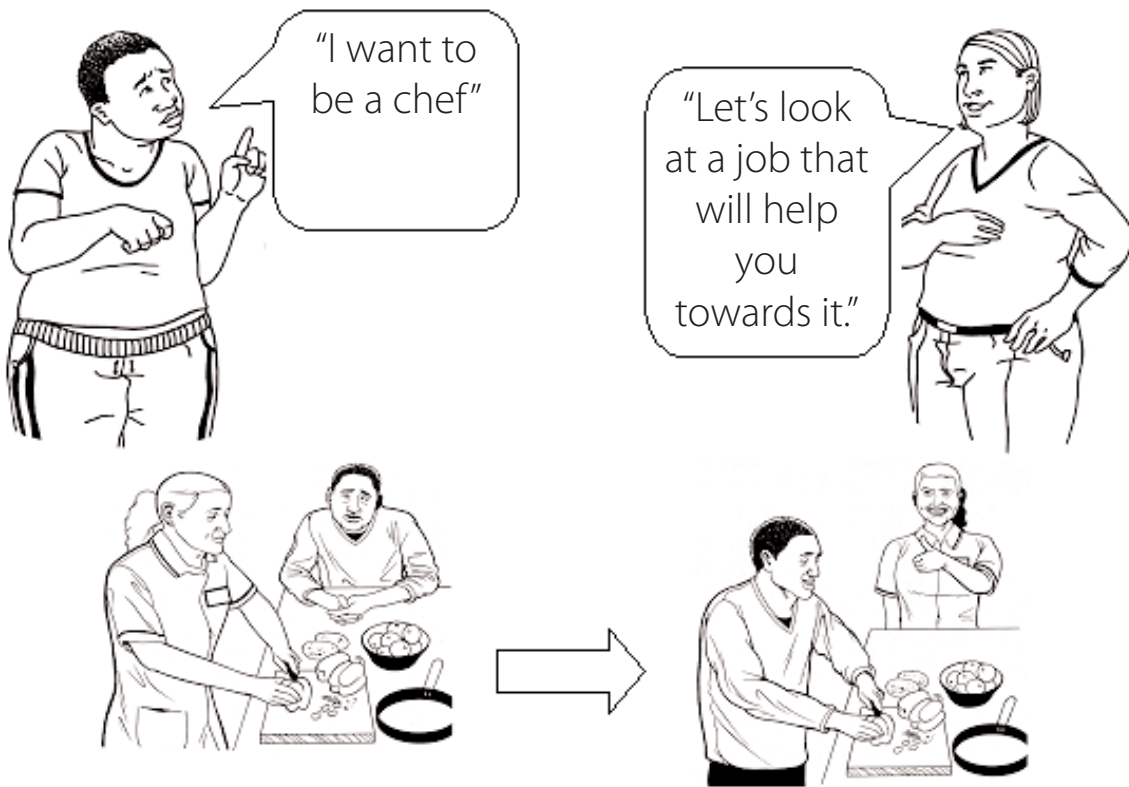


I want to be
a chef!

1	2	3
"Can I do this job straight away?"	What is it I like about this job?	How can I get a job that will help me move towards my goal?

4. Who can help me?

		
<p>Support Worker</p>	<p>Disability Job Advisor</p>	<p>Supported Employment</p>



Learn about cooking and preparing food



Do a basic food & hygiene course



Look for work as a
Kitchen Assistant

To help the students think about the job they want to do we asked them to make a job description for it. We asked them to think carefully and fill in the form on the next page:

Make a Job Description

Write the title of your job here

What do you do in the job?

Write what sort of things you have to do in this job here

What skills are needed to do the job?

Write what skills you have to have to do this job here

We then showed them a completed job description like the following one to help them understand everything about a job.



Job description for a Kitchen Assistant





The Job

	<p>You will be working in a busy and hot place.</p>
	<p>You will have to prepare food to deadlines.</p>
	<p>You have to take orders from the main chef.</p>
	<p>You have to work shifts that may include early, late or night shifts.</p>

Duties

	<p>Washing up and cleaning of pots.</p>
	<p>Cleaning and tidying of the kitchen area. Making sure the equipment is always clean and tidy.</p>
	<p>Simple cooking and serving food. Cleaning and cutting up vegetables, fish or meat.</p>
	<p>Collecting and throwing away any waste.</p>

Skills

	<p>You must be able to work as part of a team.</p>
	<p>You should be able to work under pressure in a busy kitchen.</p>
	<p>You must be able to use kitchen equipment.</p>
	<p>You should have a food hygiene certificate.</p>

We are looking for a person who has:

	<p>A passion for cooking.</p>
	<p>Some previous catering experience.</p>
	<p>Training</p>
	<p>Training is usually given on the job. You will be trained under supervision.</p>
	<p>You might be able to do catering qualifications.</p>

Getting the Right Support

Your students should now have a person-centred plan, a selected area of work they want to do when they leave school and a job description for a specific job.

The example we have used of a student saying they want to be a chef and finding out about being a kitchen assistant can be used with most job choices.

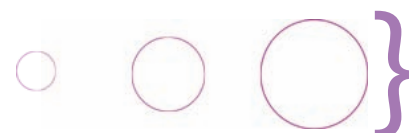
In our workshops students selected being a policeman, being a lorry driver, being a vet, working in a shop and being a fashion designer amongst their job choices. The important thing is not to dismiss their original choice but to support them to understand ways into this area of work, or to make a connection with their choice and a more realistic job role.

For example, if someone says they want to be a vet you can help them to look at helping out at a stable or an animal sanctuary or even working in a pet shop.

Remember, very few people start out working in their ideal job!

Now the students have had a chance to consider the type of work they would like to do when they leave school or college, they can learn about the different types of support which are available to help them into work.

This is what we will look at in the remaining sessions with the students.



Getting on the ladder of work game

<p>12 Hooray! Your first paid job.</p> 	<p>11 Getting a work placement.</p>	<p>10</p> 	<p>9 Working as a volunteer.</p>
<p>8</p> 	<p>7</p> 	<p>6</p> <p>A supported employment service helps you.</p>	<p>5 Looking for a job.</p>
<p>4 Still wondering what to do.</p>	<p>3</p>  <p>You have a really good employment advisor!</p>	<p>2 What to do now?</p>	<p>1 Start Leaving School!</p> 



Getting the Right Support

You can play a game like our ladders game to help the students to think about getting support into work.

You can make a bigger version than the one we have shown you. You will need a dice and some counters.

Put in lots of reasons why people will go up the ladder.

You can add in “snakes” why people will lose out or slip back down.

	<p>The teacher and students should do some research to find out what support is available in your area.</p>
	<p>This support is available from the Disability Job Advisor in the Job Centre, or from Supported Employment Organisations in the local council or in the voluntary sector.</p>



The students should help to fill in the form on the next page:

Contact Details

Job Advisors	Details
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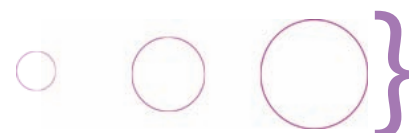
Supported Employment	Details
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Work Placements	Details
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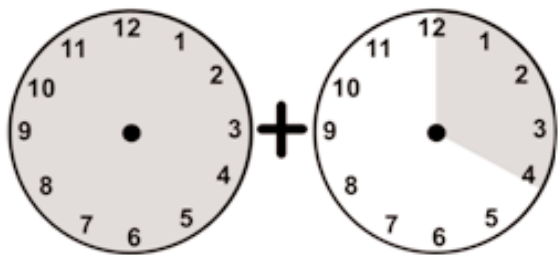
Invite people from these organisations to speak about what they do at your school!



Use your local **Jobcentre Plus** and nearest **Access to Work** Centre to support you. It is important that you get the right advice. The Disability Employment Adviser (DEA) at your local Jobcentre Plus can ensure that this happens.



Disabled people can continue to get help from the benefits system whether in work or unemployed.



If a person is in a paid job of less than 16 hours per week, they may be able to earn money and keep their benefits. This can help people to build confidence for paid work of more than 16 hours.



Disabled people who work for more than 16 hours a week are entitled to Working Tax Credits which can boost an income to make paid work a much better financial option.



There is currently a rule that protects benefits for 2 years.



If a disabled worker is unable to carry on at work because of health reasons, they can go back on the level of benefit they were on previously. Many people do not know this and it helps people to feel more positive about starting work.



Disability Living Allowance (DLA) is about the health situation a person has and **not** about their income. If someone starts employment, the level of DLA remains the same.



There is a scheme called 'Access to Work' which can help to provide equipment or even a support worker to make sure that a disabled person can learn and do well in their job.



This does not cost the employer or the employee any money and can be really helpful for all concerned.



Employment and Support Allowance

is a new benefit which can help you manage and cope with your disability at work.

It gives you access to a specially trained personal adviser and a wide range of further services including employment, training and condition management support.





Individual Budgets



An Individual Budget is designed to give people greater choice and control over their support arrangements.



It means that people can create their own support packages and choose to use their support in different and new ways.



They are for disabled people who want to live independently and have more choice and control over how their individual needs are met. This is a good option for many disabled people.



You may be able to have an assessment to see if you can have an individual budget.

It is important to ask your local council or social services for any information.



Many people are already using individual budgets to support their pathway to employment through training, work experience and volunteering - all with the aim of finding employment.



You might be able to use part of your budget to help you to find a job or support you at work.



This can be a very good way of making sure that somebody gets the help they need to find work and stay in employment.



Having a budget to manage can seem like a difficult task but you can get help with this.



Independent Living Schemes, Advocacy groups and your local authority can provide support, advice and information about individual budgets.

Volunteering should be a way to prepare for paid work



We know that lots of people with learning disabilities want the chance to work.



We want to see more volunteering opportunities for people with learning disabilities.



Most of us do voluntary work to gain the experience we need to develop a career.



We think that it is important that more organisations look at how they can turn volunteering roles into real paid jobs and value the contribution people with learning disabilities can make to their organisation.

Support people with learning disabilities into work



People with learning disabilities worry about losing benefits if they work too many hours.



Use your local Jobcentre Plus and nearest Access to Work Business Centre to support people with learning disabilities into work.



There are various supported employment agencies (such as MENCAP Pathway) which can assist in the process.



People with learning disabilities need support around which benefits they are still entitled to and making sure they are in place in time.



They should be supported to see a disability employment advisor. Most of all, they need positive attitudes around them taking up employment.

Final Comments

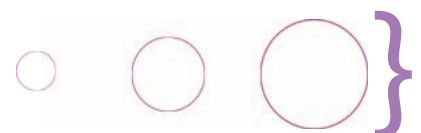
The best thing about doing the project was the enthusiastic response we received from the students and their teaching/support staff.

In two different workshops a student from one school and a student from another school began the sessions with very negative attitudes. Student one said they would never work and student two was reluctant to join in the session. In both cases the student went through a transformation during the workshop alongside their peers and became very active in the exercises, creating some excellent plans for potential areas of employment with relevant job descriptions.

We felt the workshops were very successful with the students and their teaching/support and we feel the same outcomes will be achieved with family members and carers taking part in a joint workshop with students.

We know that families want their children to succeed and feel the workshops are a good way for them to recognise how they can encourage young people and in finding out what is out there to support them.

Catherine Carter & Austin Bradshaw (CHANGE)



We worked together to find out how we can get a job.

Student

This fits great with the ASDAN work we are doing. Every transition team should use this guide!

Support Staff

Getting a job will give us power.

Student



Making Transition Work

Supporting young people with learning disabilities to get on the ladder of work.



Yorkshire & Humber
Improvement Partnership



web: www.changepeople.co.uk
www.gettingalife.org.uk

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