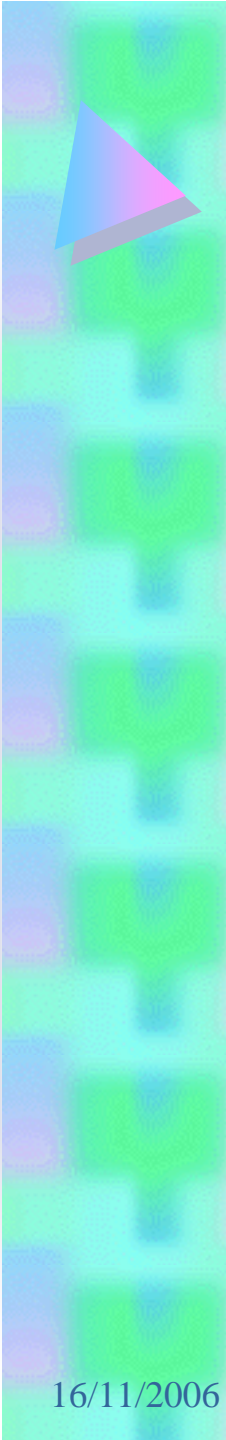




Why isn't Transition working?



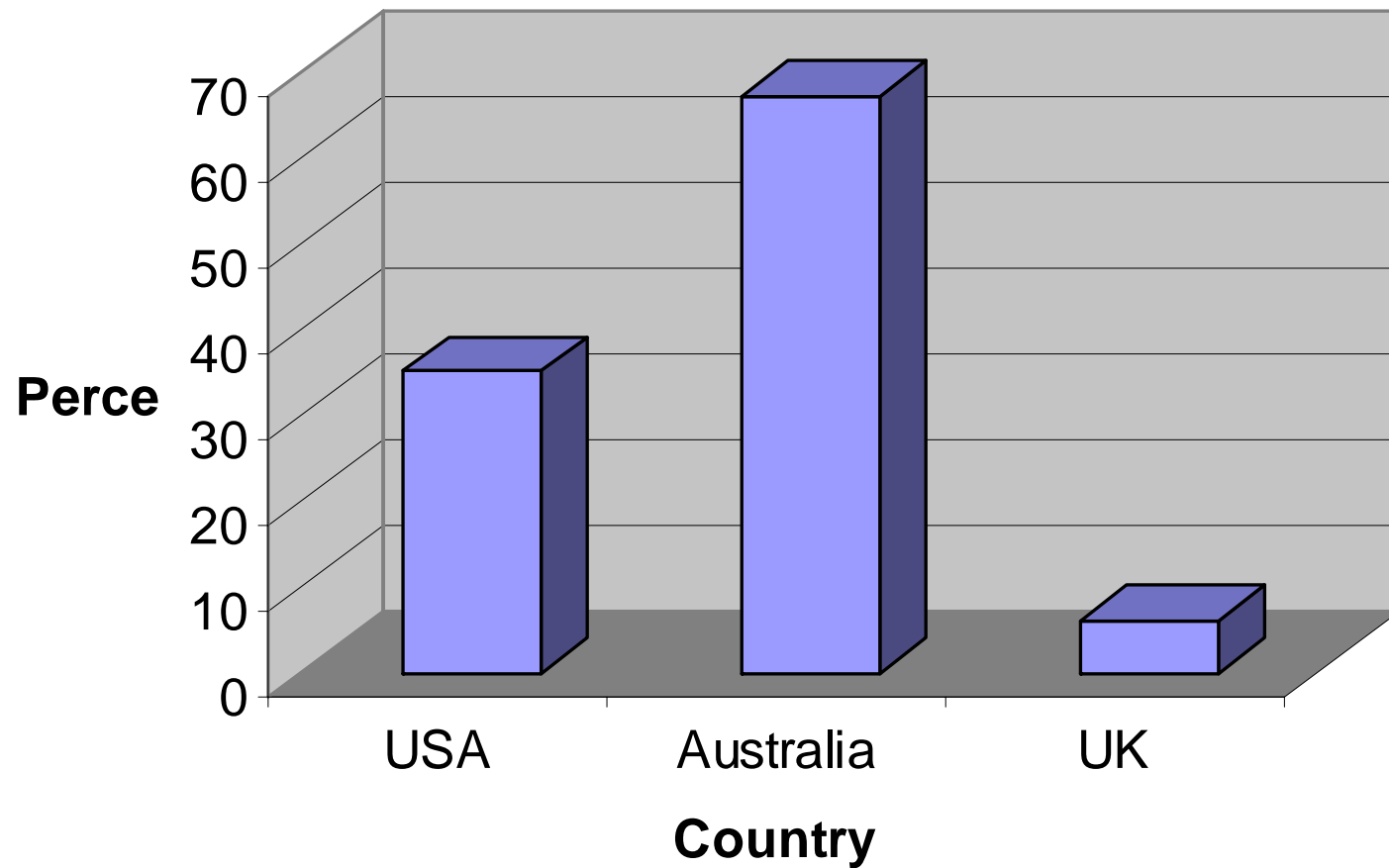
“Despite the recent impetus of the social inclusion agenda, the exclusion of people with learning difficulties from political, economic and social life continues to occur, and nowhere is this more apparent than in the labour market.”

Gosling and Cotterill, 2000, p. 1016

Messages from abroad

% disabled people in paid employment

(Lewis, 2003)



Promoting Independence




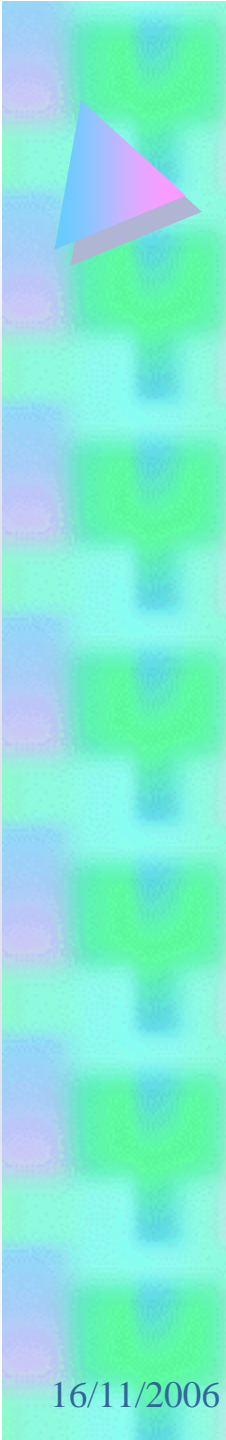
EUROPEAN UNION
European Social Fund
YR UNDEB EWROPEAIDD
Cronfa Gyndeithasol Ewrop



Promoting Independence aims to

- **To increase the Work, Leisure and Social Opportunities available to young people with Learning Disabilities in Transition**

- 
- foster the greatest possible degree of independence and participation of young people with severe and complex learning disabilities.

- 
- **work towards the provision of a sustainable infrastructure of inclusive services.**

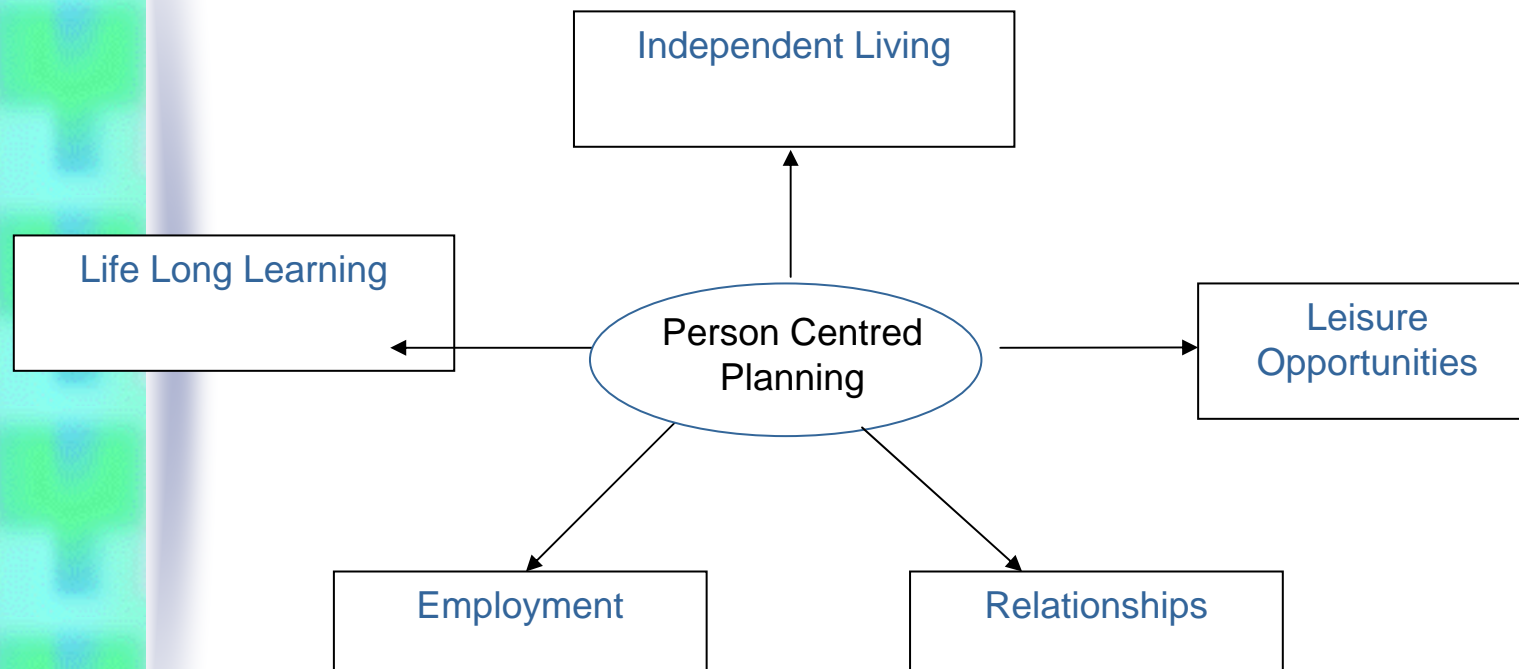
- 
- **create dynamic working partnerships between all relevant agencies and voluntary organisations.**



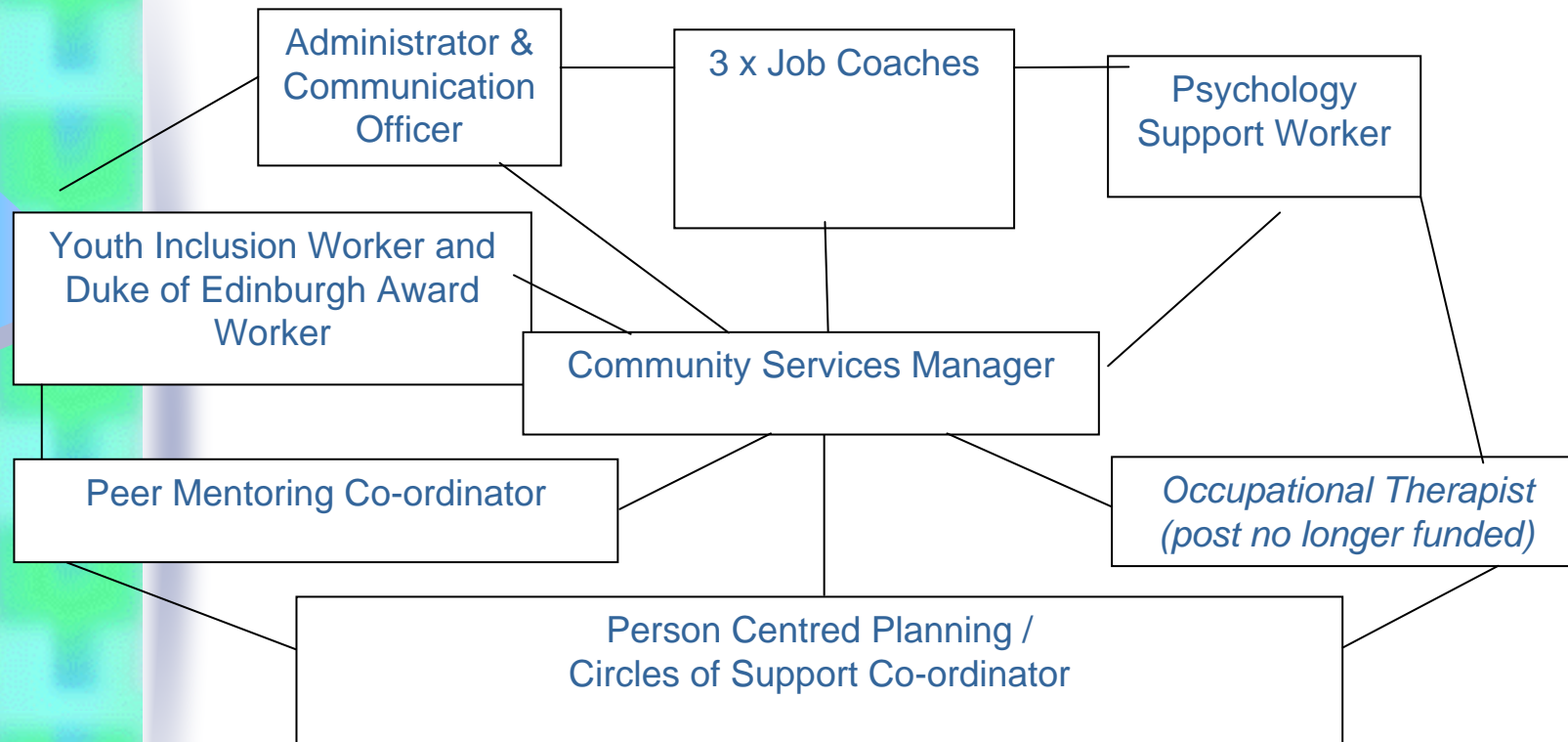
and

- **actively promote a positive culture which facilitates the inclusion of disabled people within all aspects of the community.**

Promoting Independence — Model



The Team





Person Centred Planning

- **...is a way of life planning for individuals based around the principles of inclusion and the social model of disability.**



Pathway to Employment

Job Coaches work with the young people to:

- ❖ **Undertake pre-vocational skill and aptitude assessments and appraise individual preferences**
- ❖ **Identify work placements where they can experience the world of work**
- ❖ **Support the young person through the placement in a very practical way**



Pathway to Social Inclusion/Leisure

Aims to encourage participation in community based youth clubs and integrated activities for young people with severe and complex needs.



Pathway to Independent relationships

Support to

- **Develop the young peoples' capacity to make meaningful relationships**
- **Developing social skills**
- **Develop the skills of parents and other professionals**



Pathway to Inclusive/Continuing Education

- **Peer mentoring support**
- **Pre-vocational training**
- **ASDAN**
- **OCNs**



Peer Mentoring

Recruit and train peer mentors to Support:

- **education**
- **social / leisure**
- **vocational opportunities**



What we've learnt

- **Non-employment options**
 - e.g. for people with profound disabilities
- **16-19 provision**
 - e.g. Work-based training
- **Extend provision of PCP**
 - E.g. Person centred reviews



Sustainability

“After two months the amount of direct staff time required to support a group of employees in jobs was the same as it had been to support them in day services”.

(Social Care Research 86 - May 1996)



The future

Access to this kind of support remains difficult for large numbers of people with learning disabilities who might benefit, and funding for these services is fragile and fragmented.