



Not Just Supported Internships

Creating employment pathways into education providers

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Why it's important...

- Less than 1 in 5 people with a learning disability work: 65% want to
- Employment rates have been dropping for adults with a learning disability
- Raising Aspirations of both young people and families
- Local solutions - less reliance on out of county support
- Confidence, Health and well being.
- Early Intervention
- EHCP in Surrey have doubled, parents worried about letting EHCP go
- Delaying the move into adulthood
- Need to involve people with LD and their families in the process
- **Young SEND students do not HAVE to stay in education until they are 25 ...**

Our story...Surrey Choices

- A local authority trading company, formed in 2014 owned by Surrey County Council
- A team of 375 people providing adult social care services across and around Surrey
- Day Activities, Respite Service, Vocational Projects(eg cafe, horticulture, garden centre, office skills, radio station), Shared Lives, EmployAbility Supported Employment

Where we work...

Surrey's population stands at approx 1.2 million

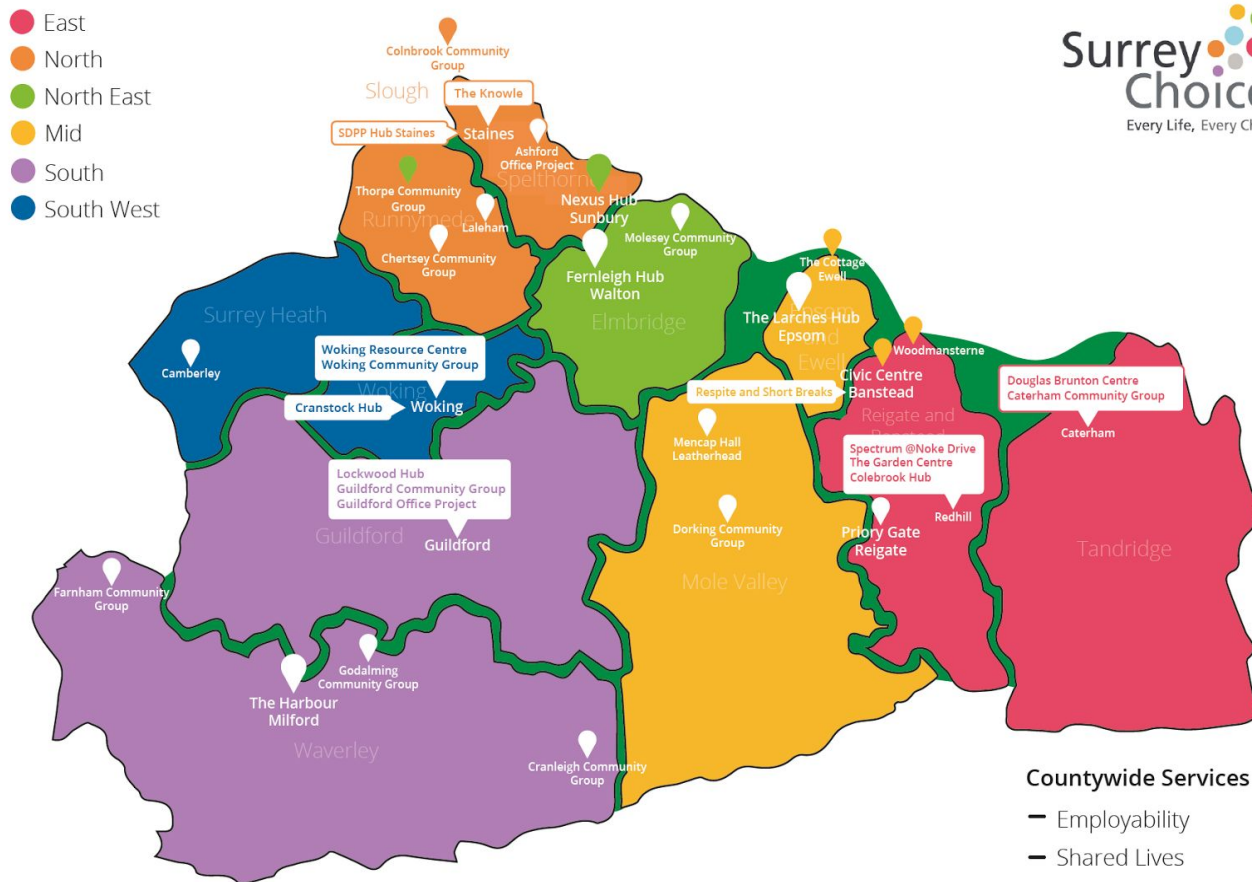
Surrey is the one of the most densely populated shire counties in England

Eighty seven per cent of inhabitants live in urban areas and yet 73% of land in Surrey is green belt. Surrey highest number of trees in UK

50% rise in number of Surrey children and young people with autism and a SEN.

Surrey places twice as many children in the independent sector as other areas.

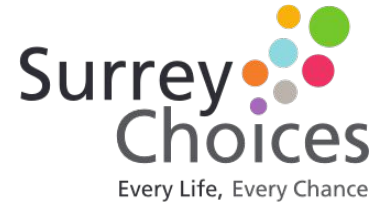
There are approx 800 learners with EHCP's in Surrey and this estimated to rise



What we do...EmployAbility

- Work with around 700 people
- 410 job retention and 249 active job seekers
- Partner with 16 education providers
- 3 colleges
- 9 Special Schools
- 2 PRU's (Pupil Referral Unit)
- 2 Mainstream Schools
- SEND Supported Internships- countywide
- Work with around **250** students each year

Surrey Choices EmployAbility



What we do...

- Total staff team of 21 FTE;
- 250 Work Experience placements found last year for students
- 3.5 FTE hours funded in schools/colleges, average 70 work experience placements per FTE
- Takes the risk from the colleges and uses expertise of supported employment provider
- Placements last from one term to a full academic year- all tailor made to each school and student
- Some students completed more than one placement and others secured part time paid employment as a result

Why isnt it all about supported internships?

- SI not right for everyone
- Some just need a shorter period of work experience
- Others need much longer than a year
- Physical and mental conditions may make it impossible for more than few hours a week initially
- Some need paid work due to family situation
- SI are very admin heavy and partnership working not always easy
- SI Lack flexibility, if someone gets a job colleges can be penalised for leavers, all do same days/times, 600 hours
- Why english and maths....
- What would happen if the money just came straight to a supported employment service eg if £10K per student, per annum, our expected case load of 25

Work Experience support

- Hours and length of Work Experience lead by school funding and students need
- EmployAbility seek and secure placements, can offer transport from school to work or route train to work- dependent on students needs
- Termly placements or full academic year- tailored to school budgets
- Full day/Half day one day a week
- One:one support for more complex students

Employment Works

We have projects run very similar to supported internships but they have been running before these were available. It is generally funded by education but unlike SI we are not claiming Access to Work. They are often aimed at younger people in school who may at the end choose to go onto college, but it gives them a taste of work and which college course to attend. It is more like a pre-internship.

2/3 days per week

2 or 3 terms

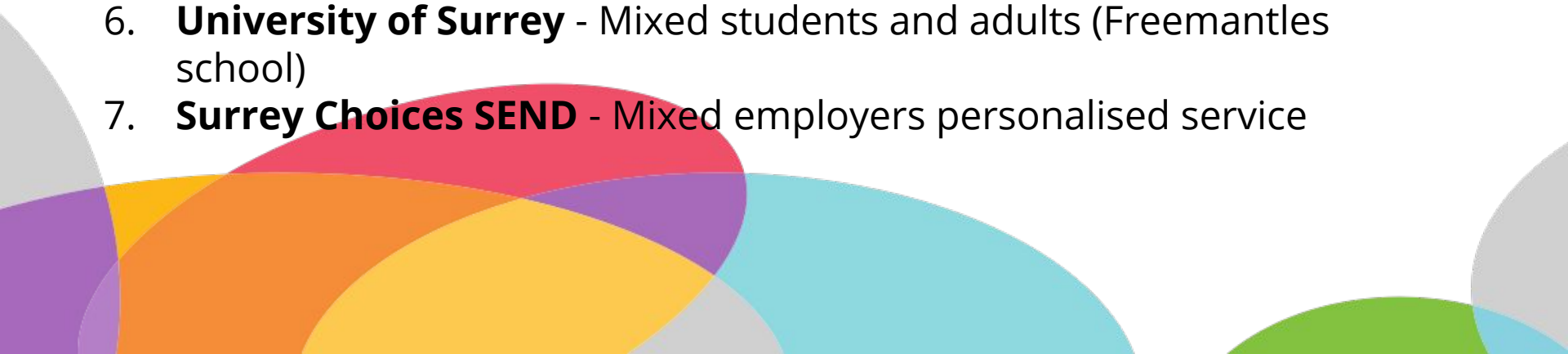
Usually at will be two different placements

Students can keep their EHCP



Supported Internships

Currently Surrey Choices are running or involved in seven supported internships, all run very differently, but have in common funding jointly from education and Access to Work (sometimes we claim AtW others direct claim from college)

1. **Linden Bridge** - Surrey CC County Hall/Kingston University
 2. **Brooklands College** - Ashford and St Peters Hospital (also run other WEXP for them)
 3. **East Surrey College** - Mixed employers including East Surrey Hospital
 4. **Farnborough College** - Mixed employers including Frimley Park Hospital (also run other WEXP for them)
 5. **Clifton Hill school** - Morrisons Supermarket
 6. **University of Surrey** - Mixed students and adults (Freemantles school)
 7. **Surrey Choices SEND** - Mixed employers personalised service
- 

Case Study:

Farnborough College of Technology



6 projects:

- One Supported Internship
- One pre supported Internship- higher needs group
- One 2 week block work experience-
- One High needs groups requiring one:one support half day week for academic year
- One 1 day a week wex support for the academic year 1st year students
- One 1 day a week wex for the full academic year for 2nd year students

Case Study:

Farnborough Tech

Expected Outcomes:



- **Supported Internship** 100% outcomes of paid or voluntary work within local community, ASC assessments, sign post to supported employment service if appropriate
- **Pre Supported Internship**- transition onto Supported Internship if appropriate OR move into paid employment or voluntary employment within local community, ASC assessment, supported employment service
- **Block** work experience move onto level 1 course at college or paid employment, AtW funding
- **1st years** to move onto 2nd year and take part in further wex
- **2nd years** to move into employment, signpost to other services, ASC assessment, supported employment service or AtW funding

Surrey Choices SEND Supported Internship - a new pilot way of working

Run entirely by supported employment service

Learners enrolled with Brooklands College to allow us to pull down funding (they take a commission on education funding and Access to work) RAPPA accredited by college

Students do not attend college, 3 days per week at employer site

Mixed employers, personalised to their needs

Surrey CC SEND team to make referrals (after discussion with YP and families)

Regular progress reviews between SC and SEND and college

Annual Reviews to be completed by supported employment provider

Joint exit plans

Exploring expanding to 5 day provision to include social, sports, health and wellbeing



Things we can improve...

Documentation and marketing materials (issues with students not understanding what is involved)

Wider understanding of range of options, fear from parents of losing EHCP

Exit strategies, for example

- If student in paid work can pick up issues under Access to Work
- If eligible for adult social care can move to supported employment model
- If not eligible and not found work can signpost to JCP provision
- If not eligible and very close to job have used funding from SYP
- **If not eligible and move into volunteering - No support**
- **Employers left with students unsupported and no advice**
- **SC have been picking up ex students from other SI providers who are losing job before end of schools holidays...**

MORE PEOPLE GOING STRAIGHT INTO SUPPORTED EMPLOYMENT..

Case Study 1



C was very motivated and eager to find work. Her supported internship at East Surrey hospital, which was close to her home and she was able to travel to and from work independently. C undertook 3 placements, the first being in the staff and public restaurant, where she carried out a variety of tasks. Working with a large team and dealing with the general public helped her to improve her self esteem. Her second role was on a dementia ward helping the staff team with general duties and sitting with patients, the ward was very busy, but taught C a lot about care and patience. Her final role was in the hospital medical library, again helping the staff with general duties but this role enabled her to work much more independently and follow instruction. All placements were supported, but the level of support reduced as C learnt the roles, grew in confidence and natural support from colleagues took over. A vacancy came up in the restaurant and C applied but was unsuccessful. She remained positive and gave her even more motivation to seek paid employment. During the year on the programme, C applied to the Transition Team for an ASC assessment, she was found to be not eligible. However SC secured funding from Surrey Young Peoples fund for 2 hours per week for 10 weeks. Should C secure paid work, we can continue to support her via Access to Work on her employment journey.

Case Study 2

- D is 18, has diagnosis of Global Development Delay, affecting learning and language.
- He lives with his family who are concerned about his safety outside of the home
- When attending school D was transported by taxi.
- Since leaving education D has become very isolated, socialising with family and volunteering with mum at a care home.
- Wanted a role in the care sector supporting vulnerable adults.
- A placement was found facilitating sessions at a Day Centre. D found it difficult to distinguish between him providing support rather than receiving it.
- Travel training was provided and after several weeks D was able to walk to placement independently.
- Work secured in residential care home structured to increase independence.
- Taxi's continued to be used for transport due to location funded by ATW, Was offered a paid role but not sure if he wanted to they are trying a different role in kitchen.
- The enrichment day was used to work on independence skills, D particularly wanted to be able to leave the house unattended. He can now walk to several places close by independently, one of them being the library, enabling him to enjoy his passion for reading.
- During the year, we have worked closely with family, supporting mum to gain the confidence to encourage his skills and independence.
- As D is eligible for ASC so has been referred to EmployAbility for further support




Case Study 3

P attended the 2017 to 2018 Farnborough College of Technology's Supported Internship Programme.

P started by having a six-week work experience with South Western Railways at Woking train station as his main passion is trains and really wanted to work at a train station. P has memorised rail links so proved to be very good at offering travel advice to customers. P's primary role was security work, assisting the customers with route plans and getting to know how a railway links works as a colleague. P was given a work buddy during his time at South Western Rail to ensure he received a really positive and in depth work experience. Unfortunately due to company changes South Western Train were unable to offer P an ongoing Supported Internship placement.

In January 2018 P commenced his long term Supported Internship placement at Frimley Park Hospital. The job mostly consisted of cleaning the main corridors and hallways as well as some of the wards. P learnt new skills including how to use the floor cleaning machine independently and working as part of a team to make sure all areas are kept clean and up to standards. As part of his induction process P attended several training courses with support as well as learning tasks on the job. Towards the end of P Supported Internship he applied for a role at Frimley Park Hospital and was offered a bank position with the team working full time hours. This meant he needed to get to work earlier and finish later. P demonstrated great team work and very high cleaning standards ensuring all tasks were completed to the best of his ability. P contact will be changed to a permanent full time position once the hours become available.



What hinders us?

Funding

Different Ethos - eg short term education, long term supported employment

Not clear who leads in projects, can lead to mixed messages

English and Maths

Travel - students not able to use transport or employers inaccessible

Realism from education, families and people on the variety of placements on offer

Employers - how we ensure they stay or come on board and meet their business needs

Stretching our employees - can be tough targets in education

Exit strategies - how we help those who are not eligible for our services



What helps us?

Experience and reputation - 20th Birthday year in 2018

Existing employer links

Word of mouth the head teachers networks

KIT - our keep in touch service allows us to maintain on-going placements using minimal resources

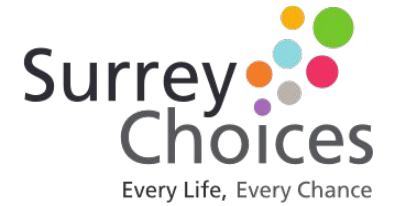
Strong management, team are targeted and performance monitored, but it is a very personalised service and focus is on customer experience

Flexibility, different offer for each education providers, for every level of disability

Vocational projects can be used when difficult to place, this can include Direction Radio or garden centre.

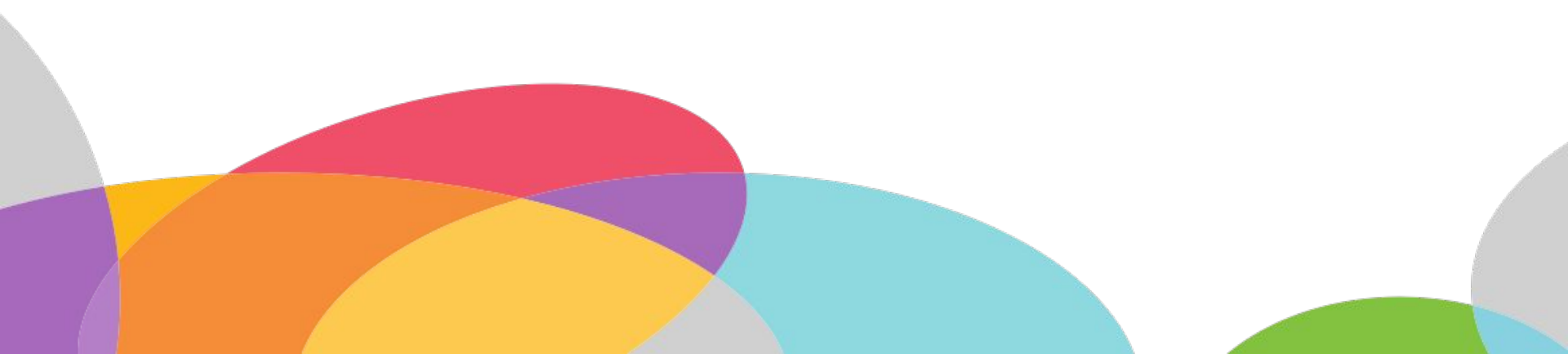
Not being school! For example students from PRU see us a different and behaviours with peers in classrooms not seen in work place

Our Partners...



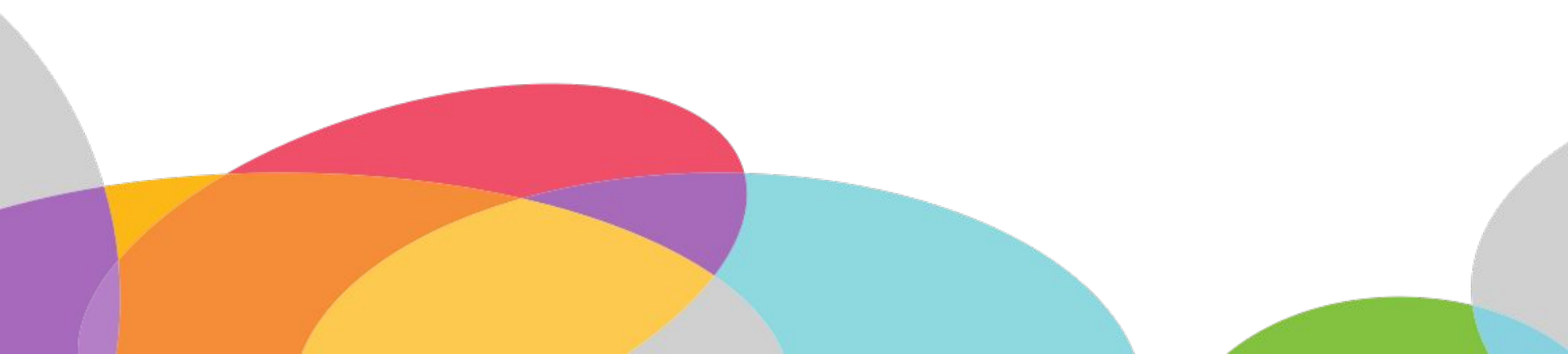
More than just a job...

“Your Keep In Touch service is the gilding on a already beautiful thing. Knowing that I can get support if I need it, is extremely comforting. It gives me confidence in my work and piece of mind.”



More than just a job...

“Things are still going great at the museum! ...it still remains my dream job and I am very thankful to have it. :)”



Any questions?.

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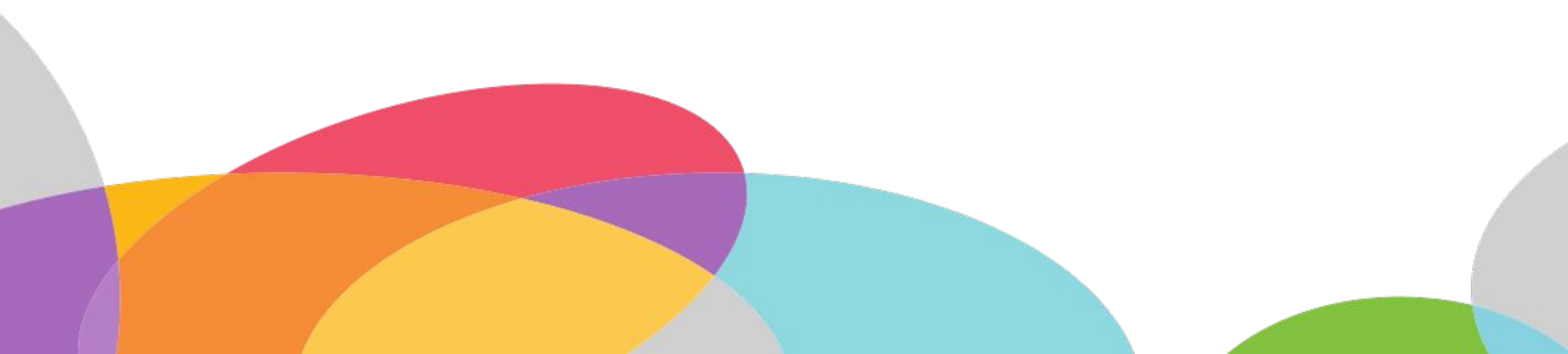
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DISCUSSION TIME

What do you think is the best way for young people with SEND to gain employment?

What issues have you had with current provision and what is working well?



Thank you.

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