

FROM THE MINISTER



Mr Robin Swann MLA
Chairperson
Employment and Learning Committee
Room 375
Parliament Buildings
Ballymiscaw
Stormont
BELFAST
BT4 3XX

Adelaide House
39/49 Adelaide Street
Belfast
BT2 8FD
Tel: 028 9025 7791
Fax: 028 9025 7919
email: private.office@delni.gov.uk

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Dear Robin

Thank you for your letter of 23 January 2014 regarding the Committee's Inquiry into post Special Education Need (SEN) provision in education, employment and training for people with learning disabilities in Northern Ireland.

I attach for the Committee's consideration detailed information concerning my Department's provision, which impacts young people with learning difficulties who are aged from 16+ years:

- **Appendix 1** – provides details on specific elements of the Committee's Terms of Reference; and
- **Appendix 2** – provides an update on recent key developments and outlines DEL's provision of programmes and services.

With regard to the Department's contribution, Committee members will appreciate that a number of the issues highlighted will continue to evolve during the timescale of the Committee Inquiry. I should therefore wish members to note that my Department may need to provide further updates on significant



developments, in addition to the attached update and any verbal updates the Committee may request from the Department.

I would like to take this opportunity to welcome the Committee's Inquiry. I know all too well from my engagement with young people with learning difficulties, their families and through representations I have received from elected representatives, that this is an increasingly important matter for them and requires a concerted cross-departmental effort if we are to deliver better quality services.

Yours sincerely

Dr Stephen Farry MLA
Minister for Employment and Learning

1. Data on participation rates and outcomes for those with learning disabilities/difficulties.

Disability Employment Service

Work Connect

- 1.1 Work Connect commenced in September 2012, and from this date until 31st March 2013, 28 clients with learning difficulties started the programme. In the current financial year April 2013 to 31 January 2014, a further 27 (9%) clients presented with learning disabilities/difficulties.

Of these 55 clients with a learning disability/difficulty, 9 have gained employment thus far. A further 3 are currently being supported in work and 6 have moved into sustained employment.

Workable (NI)

- 1.2 As of 1 February 2014, 479 people are participating on the programme, of which 255 (53%) have a learning disability. 114 (24%) of the participants are aged between 17 and 24. Since April 2013, 92 people have retained their jobs as a result of receiving Workable support.

In the year 1 April 2012 to 31 March 2013, participation totalled 432 people. Of those, 200 (46.3%) had a learning disability. In the same period there were also 49 Leavers with a learning disability, of whom 24 (49%) progressed into unsupported employment.

Residential Training

- 1.3 Parkanaur College, Dungannon offers residential training to people with learning disabilities/difficulties, including some with very complex needs. At February 2014, there are 13 students participating in residential training, compared to 11 students in February 2013.

Access to Work

- 1.4 From 01 April 2013 to 31 January 2014 there were 288 new applications to the programme and 80 renewal applications. Total participants as of February 2014 stands at 647 clients – and, of this total, 154 (24%) clients availing of Access to Work have learning disabilities/difficulties. At January 2013, client participation stood at 627 and, of this total, 140 (22%) had learning disabilities/difficulties.

Further Education

Professional and Technical Enrolments and outcomes in FE Sector

- 1.5 In the academic year 2009-10, of the 163,350 enrolments in FE, 6,287 declared a learning disability (3.8%). This rose in 2012-13 to 7,284 with a declared a learning disability (4.6%).

Source FESR.

The retention rates of final year students over the same periods was 87% and 90% respectively with an achievement rate of 69% and 87%.

Source FELS

Discrete Courses for Students with Learning Difficulties/Disabilities (SLDD)

- 1.6 In addition to the £1.5m per annum Additional Support Fund (ASF) that FE colleges receive for the provision of technical and personal support for students with learning difficulties and/or disabilities (SLDD), a further £2m per annum is provided to help meet the cost of providing tailored discrete courses for SLDD for whom mainstream courses are not appropriate due to the nature/degree of their disability/learning difficulty.

Statistics for the 2012/13 academic year indicate that retention and achievement rates for this cohort of young people are very high. The table below indicates that both retention and achievement rates for SLDD provision is 92%.

Professional and Technical Retention and Achievement Data for Discrete Disability, at NI FE Colleges - 2012/13

No. of Final Year Enrolments (A)	No. of Final Year Completers (B)	Retention Rate (B/A)	No. of Achievements (C)	Achievement Rate (C/B)
2,852	2,629	92%	2,417	92%

Data source: Further Education Leavers Survey (FELS)

Destinations of students leaving discrete provision in FE

- 1.7 The Department is currently developing policy proposals to collect data in relation to the destination of FE leavers. Therefore, comprehensive data relating to the destination of any FE student is not available, at present. However, students from FE discrete provision progress to a range of destinations on completion of their courses. These include continuing in full-time and part-time education within FE, attending training programmes delivered by DEL and other voluntary sector organisations, full-time and part-time employment and also unemployment.

Essential Skills Enrolments

- 1.8 In the academic year 2009-10, of the 51,587 enrolments in Essential Skills, 1,846 declared a disability (3.6%). This rose to 52,604 total enrolments in 2012-13 of which 3,378 declared a disability (6.4%).

Source ESER. Enrolments in Essential Skills cannot, at present, be disaggregated by specific disability.

Higher Education Participation Rates - Students with Learning Disabilities

- 1.9 In academic year 2012/13 there were 275 enrolments at Northern Ireland Higher Education Institutions by students with “a social / communication impairment such as Asperger’s syndrome or other Autistic Spectrum Disorder. This represents an increase of 45 on the figure in academic year 2011/12. At the same time in academic year 2012/13, 90 students with Asperger’s / ASD registered with the Register of Support Providers in either Queen’s University Belfast or the University of Ulster and received appropriate support including non-medical helper support in the form of Notetakers and Asperger’s Autism Tutors .

Participation in Training Programmes

Training for Success and Apprentices NI (AppNI)

1.10 The Department provides a **Pre-Entry Training Support** referral for school-leavers with learning, or other, disability. Clients are referred, after parental/guardian consent, by the Department's Careers Advisers to contracted Disability Support Suppliers specialising in disability and learning support. This process aims to ensure that support needs in training are identified and put in place as soon as possible after commencement of training.

Disability Action, Sensory Learning Support, Cedar Foundation and Ulster Supported Employment Limited are contracted by the Department to work in conjunction with training suppliers delivering programmes.

Referral to Pre Entry Support and % uptake:

2009 = 252 referrals 82% began training.

2010 = 264 referrals 86% began training. (Includes 1 AppNI)

2011 = 318 referrals 88% began training. (Includes 1 AppNI)

2012 = 333 referrals 82% began training. (Includes 2 AppNI)

2013 = 284 referrals 81% began training (Includes 4 AppNI)

**** Programme Occupancy** - Records show that at October 2013:

Training for Success 2013 (Skills for Your Life & Skills for Work)

Occupancy 4327

865 participants have a disability.

Training for Success (Programme-Led Apprenticeships)

Occupancy 2470

380 participants have a disability

ApprenticeshipsNI

Occupancy 7885

247 participants have a disability

** Unable to disaggregate "learning disabilities" from "all disabilities". .

Specialist Support Expenditure

Financial Year	£
2012/13	
Training for Success	236,595
PLA	185,534
ApprenticeshipsNI	6,807
Total	<u>428,936</u>

Financial Year 2013/14 YTD - January 2014

Training for Success	484,803
PLA	150,493
ApprenticeshipsNI	274
TFS 2013 Disability	29,630
Support	
Total	<u>665,200</u>

Collaboration and Innovation Fund (CIF)

1.11 The Appleby Trust Print Room project will assist 50 young people from the Southern Health and Social Care Trust area. At 5th February 2014 the project had 27 participants. As yet none of the participants have completed their project activity.

2. TOR 2 - views of children and young people with learning disabilities - the services they would like to see in place and how the current situation meets their needs.

2.1 This Disability Employment Strategy is the product of a joint partnership project with the Northern Ireland disability sector. A working group has been established

to take the work on the Disability Employment Strategy forward, with membership comprising of officials from the Disability Employment Service and a number of key representatives from local disability organisations.

- 2.2 The Department fully recognises the major contribution that the disability sector makes and the role they play. This is clearly acknowledged by the fact that a number of the key stakeholder organisations involved in the development of this strategy are existing providers of departmental services, be they vocational and employability training courses, or pre-employment and in-work support programmes. This is also a testament to the very positive relationship and partnership working that exists between the Department and the disability sector. The direct involvement of the disability organisations will enable the Department to gain a deeper insight into the specific employment needs of people with disabilities.
- 2.3 In developing the Disability Employment Strategy the Department is keen to engage with is the people who are living with a disability. They are often referred to as Users or User Groups, and whilst many do use existing employment related support services, one of the key objectives of this strategy is to increase the amount of people who know about these services, and to listen to those who can inform both the statutory and non-statutory organisations about what is missing or what could be done better to help them achieve their employment goals in life.
- 2.4 Five regional User events have been organised therefore, with four having taken place in Derry, Belfast, Craigavon and Antrim. Feedback from these events has been very positive and the final event scheduled in Omagh on 24th February, will conclude this consultation. The Working Group has deliberately targeted a mix of people, with various disabilities, including young people with learning disabilities, who have or do use existing services.
- 2.5 The information gathered at the User events will be collated and analysed and the views and opinions will be summarised for the purpose of informing the content of the Disability Employment Strategy.

2.6 Higher Education - Engagement with Disability Representative Groups

During the development of the consultation document on a Regional Strategy for Widening Participation in Higher Education, which subsequently led to the publication of Access to Success, Disability Action was represented on the Expert Group on Enhancing Recruitment and Selection and the Widening Participation Strategy Group which oversaw the entire project.

Training Programmes - Liaison / Plans/ Issues

- 2.7 Contracts for disability support were awarded in June 2013 and will run until March 2016.
- 2.8 Prior to re-tendering, the Department received feedback from a number of training suppliers indicating that the arrangements for additional learning support were insufficiently flexible under the existing arrangements. In light of this request the funding for additional learning support under the new contract arrangements is allocated directly to the new contracted training suppliers. It allows suppliers a greater flexibility to provide a wider service to those individuals that need assistance.
- 2.9 Training Suppliers were of the view that the current arrangements for disability specialist support should continue. Under the new arrangements funding of up to a maximum of £1,000 annually per participant will be made available to provide disability specialist support.
- 2.10 A Disability Working Group was established in 2008 to carry out a review focused on the needs of people with disabilities in the context of the Department's Training for Success programme. The Group made a number of recommendations with the aim of making a positive impact on the recruitment and retention of young people with a disability to this training provision. Its report was endorsed by the Department's Disablement Advisory Service Disability Liaison Group.
- 2.11 Training Programmes Branch met with Disability Support Suppliers in November 2013, the first meeting since the new contracts were awarded. Operation of the

new contracts is still at a relatively early stage and further meetings are planned through the life of the contracts. No major issues requiring attention have been identified to date.

European Social Fund (ESF)

2.12 The new ESF programme is being developed for 2014-2020 and the disability sector will be consulted in due course although no date/further details have been agreed at this time.

3. *ToR 3 - Best practice in post school provision for those with learning disabilities*

3.1 In developing the Disability Employment Strategy five key themes have emerged from the discussions within the Working Group and the User events. It is probable that these will form the basis of the Strategy and enable the Department to develop key objectives and action plans relating to each. The five themes are:

- Supporting people into employment
- Progression and Career Development
- Employers
- Research, Development and Innovation
- Strategic Consultation and Engagement

3.2 The first key theme is “supporting people into employment” with a specific strategic objective to develop and implement a supported employment delivery model that will help young people with a disability to make a successful transition from school, further education, training or other provision into paid employment. The Disability Employment Strategy, through the Disability Employment Service will have a renewed focus on young people with disabilities. It aims to link the existing disability services that young people currently avail of, with a new person-centred and flexible employment offering that will enhance the employment prospects and outcomes for this client group.

3.3 Key theme 4 “Research, Development and Innovation” will ensure that Northern Ireland will be regarded as applying international best practice when it comes to Disability Employment policy and operational delivery.

The objectives within this key theme are as follows:

- **To enhance disability employment provision through ongoing research at local, national and International level.**
- **To develop and test new interventions and services as appropriate**

A final draft of the Disability Employment Strategy is due to be agreed by end of April 2014

Disability Employment Service and FE Discrete Learning Unit Pilot

3.4 DES is conducting a pilot with Further Education (Northern & Southern Regional College) that will increase the SLDD Learning Student’s opportunities to gain employment and realise their potential in the labour market.

- 52 students have been referred to the project from the 2012-2013 student cohort;
- 20 students have gone on to further training/education or have registered with specialist disability providers; and
- 12 students have secured paid employment through the project.

A further group of students have registered for the pilot from the 2014 student leavers.

Further Education - Best Practice Visits

3.5 The Delivering Excellence Programme included best practice visits. Colleges undertook these visits to look at best practice in relation to transition into FE, progression from FE, diagnostic testing, assessment of needs, inclusion and discrete provision. These visits took place in collaboration with the curriculum working group to develop a strategic approach to meet the skills and social inclusion agenda.

3.6 An example of this was a visit by the six colleges to AMPROS (Social Enterprise and Employment Organisation Santander) an award winning Organisation in Spain, which provided supported employment and progression opportunities for SLDD, in December 2012. This visit took place in conjunction with Stepping Stones - a Lisburn based organisation providing adults with learning difficulties / disabilities with the opportunity to access accredited training towards gaining employment.

College feedback

3.7 Colleges found that the best practice visits enabled staff to share areas of good practice. They afforded the opportunity to visit institutions that demonstrated new and innovative approaches to discrete provision. Delegates sampled areas of work and were able to bring back to their colleges new ideas and also to reaffirm current practice. The visits also forged the development of relationships between local colleges which again facilitated the sharing of ideas and initiatives, on a longer-term basis.

Delivering Excellence Programme

3.8 The Department provided earmarked funding of £56k to the FE sector (during the financial years 2010/11, 2011/12 & 2012/13) to develop a programme to provide specialist training, advice and an advocacy service, to support SLDD accessing / attending provision in FE colleges.

3.9 Through this funding, the 'Delivering Excellence Programme' was introduced by the sector in 2010, to develop and disseminate best practice in the spheres of support, training, and specialist advice for SLDD, across the six colleges. The programme helped the sector develop innovative ways to build understanding and build capacity to respond to the needs of SLDD. The programme promoted best practice and provided mechanisms for its dissemination through study visits and conferences.

3.10 As part of the programme, FE colleges worked with key organisations including Action on Hearing Loss, Mencap and other external stakeholders to raise awareness and deliver training to staff in the FE sector on the needs of students

with a hearing disability. The training covered a number of areas including lip reading, and assistive technology for the FE sector.

- 3.11 Staff training has been incorporated into college staff continuous personal development, and the dissemination of best practice and advice, is being continued through the Learning Support and Discrete Managers Working Group, consisting of representatives from all six colleges.

Beattie Resources for Inclusiveness in Technology and Education (BRITE)

- 3.12 The Department has supported the delivery of accredited, needs assessment training to learning support staff in FE colleges, delivered by the BRITE Centre in Edinburgh. In addition, the Department funded BRITE to deliver a suite of specialist virtual training for FE lecturers, who teach or support learners with a diverse range of needs.

Improved Service in Higher Education

- 3.13 Each academic year, as part of the annual reporting process on their Register of Support Providers, the Universities carry out Student Satisfaction Surveys. Responses from students with Asperger's/ASD are not identified or detailed separately but a high level of overall satisfaction was expressed by students in both Universities. The surveys are also used to improve service to students. The following is an example of improved service to students with Asperger's/ASD. In academic year 2012/13 feedback from QUB students with Asperger's indicated that when they had the support of more than one notetaker (as most did) they found that keeping track of who was covering which lecture added to levels of stress / anxiety. As a result in 2013/14 the University aims, as far as possible, to match students with Aspergers with just one notetaker per semester.
- 3.14 On 25th November 2013, Minister Farry announced that he and Minister O'Dowd had agreed to conduct a formal review of careers policies and practices in Northern Ireland during 2014.
- 3.15 The review will be conducted jointly by both the Department of Education and Department for Employment will involve a fundamental review of the policies and practices underpinning careers education and guidance in NI. The aim is to

ensure that provision reflects the needs of a modern vibrant and dynamic 21st century economy in which all individuals regardless of age, aspiration or ability have access to independent, high quality advice which helps them to maximise their potential and contribute to the community and the NI economy.

- 3.16 The review will take into account the recommendations of the Employment and Learning Committee's inquiry report as well as a variety of recent research and best practice elsewhere to include "Overcoming barriers" with a focus on those people with learning difficulties or disabilities.

4. ToR 4 and ToR 6b. - Evaluations concerning the quality of current provision, including details of barriers to engaging in DEL provision which are faced by those with Learning Disabilities

Evaluation of Current Provision in Further Education (FE)

- 4.1 The Education and Training Inspectorate (ETI) has a role in inspecting the quality of teaching and provision across the FE sector. A complete SLDD Review was conducted in 2008/09 and the findings of the report can be found in the attached PDF document.
- 4.2 However, inspection of provision for SLDD is also incorporated into 'whole college' inspections carried out across the sector. The most recent inspections have been carried out at Belfast Metropolitan College (BMC) in April 2013 and Southern Regional College (SRC) in November 2013. A college inspection was also carried out at Northern Regional College (NRC) in 2012.

Southern Regional College (SRC)

- 4.3 The results of the inspection provided that the college had a very good range of FE courses to meet the diverse needs of learners with barriers to learning. This ensured that all learners were placed on the programme which best met their needs. Inspectors commented positively about the role of The Learning Support Centre which they said contributed very effectively to the College's widening

participation and inclusion agenda through supporting the individual needs of learners throughout the College.

- 4.4 The report also indicated that the overall quality of the teaching, training and learning was strong within the discrete provision, with most of the sessions observed being good or better; 45% of the sessions were very good and a further 41% were outstanding.
- 4.5 In addition it was found that continuing professional development and targeted additional learning support made a significant contribution to the quality of discrete provision. It was noted that almost all of the learners in the discrete provision were very well-motivated and achieved good employability and independent living skills.
- 4.6 Finally their report stated that retention rates overall on part-time and full-time discrete courses were outstanding at 92% and achievement was very good with an overall rate of 88%.

Belfast Metropolitan College (BMC)

- 4.7 The inspection found that the College provided a good range of full-time and part-time courses across almost all campus sites to meet the diverse needs of students with barriers to learning. These included discrete provision, both in the College and the community, for learners with moderate or severe learning difficulties and/or disabilities, with appropriate progression opportunities for all students.
- 4.8 Inspectors commented that the quality of the strength of the provision of teaching and learning was in the with all of the sessions observed being good or better. The report highlighted examples of good practice including work placements, a comprehensive programme of visiting speakers and study visits, and an innovative entrepreneurship project providing further very good opportunities for developing the learners' vocational and ICT skills.
- 4.9 It was noted that almost all of the learners were well-engaged in their courses and motivated to develop good employability and independent living skills. Finally

retention and achievement rates overall on part-time and full-time courses were considered outstanding at 95% and 98% respectively.

Northern Regional College (NRC)

4.10 NRC was inspected by the ETI in November 2012. The inspection included an element of SLDD provision. It was found that the quality of the provision for SLDD was considered good. It was recognised that the College had developed effective links and partnerships with a wide range of appropriate external organisations to support SLDD. However, the Inspectorate stated there was a need for staff to share examples of good practice with regard to effective teaching strategies.

Information and Advocacy Resource Hub/Online Access Guides – DisabledGo

4.12 As part of the Delivering Excellence programme, the Department provided financial support for FE colleges to develop two online tools, which are designed to help and encourage disabled students to access and benefit from FE.

4.13 The Resource Hub provides an online signposting service to direct both existing and potential learners, parents and carers, to FE. It makes it easier for people to access information about college provision, services, including the level of learning support available, and the range of support available from external organisations. The Hub also allows college staff to develop further the sharing of good practice, and drive efficiencies in the area of learning support and inclusive curriculum. The site will host research, policy and process development, to improve the provision of learning support in FE.

4.14 Disabled Access Guides – ‘Disabled Go’ assist users and potential college users, by providing detailed information on features such as car parks, entrances to buildings, ramps, steps and lifts. The guides also contain information on the availability of hearing systems, lighting levels and signage. The benefits of the guides include improved access to FE colleges for learners, visitors and staff with a disability and this will develop the role of colleges in the service they provide for the wider community.

Disability Employment Service

4.15 A strategic review of the Disability Employment Service is currently being undertaken. To inform this review, an overarching Disability Employment Strategy is being developed. The primary objective of this piece of work is to define a clear strategic framework for people with a recognised and diagnosed disability that will offer them a choice of support, advice, guidance and provision, all of which can help them to achieve their full employment potential. The strategy will ensure that the Disability Employment Service re-focuses its efforts and resources on those people with more significant and complex disabilities, and who therefore need specialist, flexible and personalised support, whilst the wider Employment Service builds its capacity and capability for helping those people with health and other related barriers through mainstream services and provision.

Collaboration and Innovation Fund

4.16 An evaluation of all Collaboration and Innovation Fund (CIF) Projects commenced in February 2014.

5. *ToR 6A - details of the number /duration of courses being offered, including any arrangements when clients are about to or have completed their engagement with DEL provision;*

FE Curriculum Provision

5.1 FE colleges are responsible for determining their own curriculum provision. Therefore, it is the responsibility of each college to assess the need for specific courses, taking into consideration all relevant factors, including potential demand; the abilities of those potentially enrolling; transport infrastructure; and viability. All colleges work closely with schools; Health Trusts; ELB Transition Officers; and the Department's Careers Service to establish potential demand for FE provision.

5.2 All FE colleges provide a range of courses for young people leaving full-time education to enable them to participate in either, mainstream or, discrete FE programmes, depending on ability. Provision includes delivery of accredited provision in a variety of subjects and also life and social skills, and independent living skills, across all FE colleges.

5.3 The Department asked all six FE colleges to provide details of the discrete provision offer for young school leavers with moderate to severe learning difficulties in the 2013/14 academic year. Details of this provision, including the location, description of courses, level, duration and number of hours per week, are provided at **Annex 1**. The content of SLDD provision includes the following:

- work focused – including catering, retail, horticulture and ICT courses;
- personal development and lifeskills – including employability, communication, workskills, health and fitness, money management and essential skills courses (numeracy, literacy and IT); and
- recreational – including art, yoga, music, dance, photography, creative writing and cookery courses.

5.4 The majority of courses are part-time and set at entry level, which reflects the needs of students leaving special schools and special units, within mainstream schools. All provision in this category includes elements of physical activity, social and communication skills.

5.5 In addition, in order to meet the additional needs of these students, there is a high level pastoral care; regular needs assessment; progress reviews; additional learning; and personal support.

5.6 On completion of the employment programme The Appleby Trust will signpost young people to suitable education, training and employment opportunities.

5.7 DEL's first point of contact with young people, including those with learning difficulties, is in schools through our Careers Service which provides impartial information, advice and guidance to help people make informed decisions about their future and the opportunities within further and higher education as well as training and employment.

5.8 The Careers Service works with schools and has developed Partnership Agreements with over 98% of post primary schools in Northern Ireland. In addition, the Careers Service has partnership agreements in place with all Further Education colleges to ensure that all young people who have made the transition

to further education continue to have access to appropriate careers guidance. The service is also available to young people participating in training provision.

6. ToR 6c - Details on DEL actions under Bamford

Listed below are DEL's actions within Bamford, followed by the progress report on each as at February 2014

Action 16. To support and develop the Employment Advisor Teams to deliver services to people with mental ill-health or a learning disability. (DEL)

Advisor teams will continue to receive ongoing support, advice and guidance from Disability Employment Managers and Occupational Psychologists. All Front-line Advisers have also received a desk-aid type card designed by a Disability Sector consortium – which included organisations who specialise in supporting people with mental ill-health and/or a learning disability or difficulty. This will help them to recognise certain behaviours and traits relating to the disability and advises them how to respond to the customer.

Action 17. Maintain support arrangements and extended eligibility for participants with disabilities on the Training for Success programme. (DEL)

On-going - DEL provides a guaranteed training place on its Training for Success (TfS) programme for all unemployed young people in the 16-17 age groups (including those with special educational needs). The programme also provides extended eligibility for those with a disability up to age 22. Disability support services, delivered based on identified needs, include: participant coaching/mentoring, interpreter services (e.g. for those with hearing loss) and disability awareness training.

Action 18. Widen Participation in Higher Education Strategy. (DEL)

Progress continues to be made on the Key Actions in “Access to Success”. A Project Team has been established to review and improve the mechanisms used to gather comprehensive and reliable data which will help to identify students with multiple disadvantages; develop routes of exceptional application to HE and target additional support. Advertising consultants have been appointed to manage a regional awareness raising campaign. HE providers have been invited to submit proposals for interventions which aim to raise the aspiration and educational attainment of the groups identified in Access to Success as under-represented in HE including students with disabilities and some bides have been

received. The new WP annual reporting process has been trialled and will be introduced this year.

Action 19. Establish and progress effective Partnership Agreements and joint working arrangements with post-primary schools, further education, training and apprenticeship providers, HSC Trusts and organisations who act as advocates for young people with a variety of barriers, including disabilities. (DEL)

On target. Partnership Agreements are in place between the Careers Service and 98% of Post Primary Schools. Partnership Agreements are also in place between the Careers Service and further education, training and apprenticeship providers HSC Trusts and organisations who act as advocates for young people with a variety of barriers including disabilities.

Action 20. Lead on the implementation of a cross-departmental Strategy - "Pathways to Success" - for those young people Not in Education, Employment or Training (NEET). (DEL)

Work to establish a tracking system continues with the Careers Service agreeing data sharing arrangements with 258 of 262 schools. The sharing of this data will ensure that young people at risk can be identified by the Careers Service and offered appropriate provision to reduce becoming or remaining NEET.

Action 21. To develop Careers Service delivery to support the above mentioned "Pathways to Success" Strategy (for NEETs). (DEL)

On target. The Careers Service continues to support all 16 and 17 year olds who are not in education, employment or training (NEET). At 31 January 2014 956 16 and 17 year olds were being actively case managed by Careers Advisers. At 31 January 2014, 76 18-24 year olds on the Youth Employment Scheme (YES) were referred by the Employment Service to the Careers Service for a skills assessment. These figures are a snapshot as at 31 January 2014.

Action 22. Continue to work in partnership with DE to increase the level of information sharing in respect of relevant pupil data being shared with DEL's Careers Service including electronic sharing of pupil data via C2K. (DEL/DE)

Data Sharing Agreements are in place with post primary schools; electronic transfer of pupil data via C2K.

Action 23. Continue to provide specialist support, as appropriate, for young people considering participating in Training for Success (TfS). (DEL)

On-going provision of appropriate targeted support to enable young people with significant barriers to enter, engage and achieve the best possible outcomes.

Action 24. Incorporate provision within the design of the new Work Connect Programme to meet the employment needs of those who are claiming Employment Support Allowance and who have mental ill- health and learning disability. (DEL)

Since the launch of the Work Connect Programme, 281 of the 620 starts have mental ill health disability which is 45% of total participants. 41 people with learning disability have started Work Connect which is 7% of programme participants. 14 clients have Autistic Spectrum Disorder (ASD). Of those who have started the programme 152 have found employment. 70 of these have mental ill-health and 9 have learning disability including ASD.

Action 34. Continue to deliver specialist employment provision to address the employment needs of those clients who have disability related barriers to finding and sustaining work. (DEL)

Of the 486 people currently on the Workable Programme 99 (20%) have mental health disability and 260 (53%) have learning disability. Of the 631 people currently on the Access to Work Programme 9 have declared mental ill-health as their primary disability whilst 151 (24%) have learning disability. From 1 April 2013 – 1 February 2014 there were 1,569 referrals to Condition Management Programme (CMP). Of these referrals, 610 (39%) presented with mental health conditions, whilst 410 (26%) presented with mental health and other conditions.

Action 35. Enhance and develop the services to assist clients who transfer from Incapacity Benefit to Job Seekers Allowance. (DEL)

From 3 March 2014, the Condition Management Programme (CMP) provision is to be extended on a pilot basis to all JSA clients in the Northern and Western Health and Social Care Trust areas.

7. ToR 6E – Further Education provision for those that are below level 2 and, where it is known, who have safety, supervision and holistic care needs.

Further Education

7.1 The content of SLDD provision includes the following:

- work focused – including catering, retail, horticulture and ICT courses;
- personal development and lifeskills – including employability, communication, workskills, health and fitness, money management and essential skills courses (numeracy, literacy and IT); and
- recreational – including art, yoga, music, dance, photography, creative writing and cookery courses.

**FE PROVISION OFFER TO YOUNG PEOPLE WITH MODERATE TO SEVERE
LEARNING DIFFICULTIES AND / OR DISABILITIES IN 2013/14**

NORTH WEST REGIONAL COLLEGE						
Campus	Course Title	Accredited	Level	Full-time or Part-time	Hrs per week	No of Weeks
Strand Road	NVQ L1 HOSPITALITY UNIT: MAINTENANCE OF SAFE HYGIENIC ENVIRONMENT - FT INFIL TO FT L1 HOSP	Yes	Level1	FT	16	35
Strand Road	L2 HOSPITALITY UNIT 250 (INFILL TO FT)	Yes	Level2	PT	6	34
Strand Road	NVQ L1 HOSPITALITY UNIT 110 (INFILL TO FT L1)	Yes	Level1	PT	6	34
Strand Road	ARTWORK STROKE ASSOCIATION	No	-	PT	3	8
Off Campus Northside Centre	SIGN LANGUAGE LILLIPUT	No	-	PT	2	36
Off Campus Pilots Row	CRAFTS	No	-	PT	2	38
Off Campus Playhouse	PAINTING TECHNIQUES OCN L2	Yes	Level2	PT	3	10
Strabane	JEWELLERY MAKING	No	-	PT	2	30
Strabane	INTRO TO BEAUTY / REFLEXOLOGY	No	-	PT	2	30
Strabane	COOKERY (SEN)	No	-	PT	2	32
Strabane	CREATIVE WRITING	No	-	PT	2	35
Strabane	CREATIVE WRITING	No	-	PT	2	35
Strabane	BALLROOM DANCE	No	-	PT	2	30
Strabane	LITERACY THROUGH SPORT	No	-	PT	2	35
Strabane	YOGA (SEN)	No	-	PT	2	30
Strabane	WOODWORK	No	-	PT	2	30
Strand Road	ESSENTIAL SKILLS COMMUNICATION (SEN Group)	Yes	Level1	PT	1	31
Strand Road	ESSENTIAL SKILLS NUMERACY (SEN Group)	Yes	Level1	PT	1	31
Strand Road	OCN L2 PERSONAL DEVELOPMENT SKILLS	Yes	Level2	PT	2	17
Off Campus Walsh Hse, Glendermott	COMMUNICATION	No	-	PT	2	33
Off Campus Walsh Hse, Glendermott	SPEECH & LANGUAGE	No	-	PT	2	36
Off Campus Walsh Hse,	YOGA (SEN)	No	-	PT	2	36

Glendermott						
Off Campus Northside Centre	COMMUNICATION	No	-	PT	2	35
Off Campus Northside Centre	INTRO TO COMPUTERS LILLIPUT	No	-	PT	2	36
Off Campus Pilots Row	INTRO TO BEAUTY / AROMATHERAPY	No	-	PT	2	38
Off Campus Pilots Row	COMMUNICATION	No	-	PT	2	38
Off Campus Pilots Row	BALLROOM DANCE	No	-	PT	2	38
Off Campus Pilots Row	OUTDOOR / INDOOR ACTIVITIES (SEN)	No	-	PT	2	36
Off Campus Pilots Row	YOGA (SEN)	No	-	PT	2	29
Off Campus Valley Centre	RECREATIONAL ART	No	-	PT	2	36
Off Campus Valley Centre	OUTDOOR / INDOOR ACTIVITIES (SEN)	No	-	PT	2	36
Off Campus Playhouse	BALLROOM DANCE RNIB	No	-	PT	2	32
Off Campus Playhouse	DRAMA PERFORMANCE RNIB	No	-	PT	3	20
Off Campus Playhouse	PERFORMANCE (SEN)	No	-	PT	2	28
Off Campus Playhouse	PERFORMANCE (SEN)	No	-	PT	2	30
Off Campus Playhouse	DIGITAL PHOTOGRAPHY (SEN)	No	-	PT	2	34
Strabane	TRANSITION PROGRAMME (EDEXCEL WORKSKILLS) - FT Yr1	Yes	Level1	FT	15	35
Strabane	TRANSITION PROGRAMME (EDEXCEL WORKSKILLS) - FT YR2	Yes	Level1	FT	15	34
Strand Road	TRANSITION PROGRAMME (EDEXCEL WORKSKILLS) - FT YR1	Yes	Level1	FT	15	35
Strand Road Building	TRANSITION PROGRAMME (EDEXCEL WORKSKILLS) - FT YR1	Yes	Level1	FT	15	35
Strand Road	TRANSITION PROGRAMME (EDEXCEL WORKSKILLS) - FT YR1	Yes	Level1	FT	16	35
Strand Road	TRANSITION PROGRAMME (EDEXCEL WORKSKILLS) - FT YR2	Yes	Level1	FT	15	34
Strand Road	TRANSITION PROGRAMME (EDEXCEL WORKSKILLS) - FT YR2	Yes	Level1	FT	15	34
Strand Road	TRANSITION PROGRAMME	Yes	Level1	FT	17	34

	(EDEXCEL WORKSKILLS) - FT YR2					
Strand Road	EDEXCEL L1 CERT WORKSKILLS (SEN) - FT	Yes	Level1	FT	16	35
Limavady	TRANSITION PROGRAMME (EDEXCEL WORKSKILLS) - FT Yr1	Yes	Level1	FT	15	35
Limavady	TRANSITION PROGRAMME (EDEXCEL WORKSKILLS) - FT YR2	Yes	Level1	FT	15	34
Strand Road	AQA LITERACY (HOSP NVQ1 SEN)	No	-	PT	1	35
Strand Road	MAIDEN CITY CLUB	No	-	PT	2	31
NORTHERN REGIONAL COLLEGE						
Campus	Course Title	Accredited	Level	Full-time or Part-time	Hrs per week	No of Weeks
Ballymena	Aspire 2 Work	Yes	Level 1	F/T	15	36
Ballymena	Workready	Yes	Level 1	F/T	15	36
Ballymoney	Aspire 2 Work	Yes	Level 1	F/T	15	36
Ballymoney	Workready	Yes	Level 1	F/T	15	36
Magherafelt	Aspire 2 Work	Yes	Level 1	F/T	15	36
Magherafelt	Workready	Yes	Level 1	F/T	15	36
Newtownabbey	Aspire 2 Work	Yes	Level 1	F/T	15	36
Newtownabbey	Workready	Yes	Level 1	F/T	15	36
Newtownabbey	Route2Work	Yes	Entry Level	F/T	15	36
Off Campus (Antrim Library)	Wider Choices	Yes	Entry Level	P/T	8	34
Ballymoney	Wider Choices	Yes	Entry Level	P/T	8	34
Magherafelt	Wider Choices	Yes	Entry Level	P/T	8	34
Ballymoney	Wider Choices	Yes	Entry Level	P/T	8	34
Ballymena	Wider Choices	Yes	Entry Level	P/T	8	34
Ballymena	Wider Choices	Yes	Entry Level	P/T	8	34
Coleraine	Lifeskills	Yes	Entry Level	P/T	4	34
Magherafelt	Lifeskills	Yes	Entry Level	P/T	4	34
Newtownabbey	Lifeskills	Yes	Entry	P/T	4	34

			Level			
Off Campus (Larne Centre Point)	Lifeskills	Yes	Entry Level	P/T	4	34
Ballymena	Horizons	No	-	P/T	2	30
Ballymoney	Horizons	No	-	P/T	2	30
Off Campus (Larne Centre Point)	Horizons	No	-	P/T	2	30
Magherafelt	Horizons	No	-	P/T	2	30
Newtownabbey	Horizons	No	-	P/T	2	30
Antrim	Horizons	No	-	P/T	2	30
SOUTH EASTERN REGIONAL COLLEGE						
Campus	Course Title	Accredited	Level	Full-time or Part-time	Hrs per week	No of Weeks
Downpatrick	C&G Employability And Personal Development (includes catering units)	Yes	Entry Level	F/T	15	35
Downpatrick	C&G Employability And Personal Development (includes catering units)	Yes	Level 2	F/T	15	35
Downpatrick	C&G Employability And Personal Development (includes catering units)	Yes	Entry Level	F/T	16	35
Downpatrick	C&G Employability And Personal Development (includes catering units)	Yes	Entry Level	F/T	16	35
Lisburn	C&G Employability And Personal Development (includes catering units)	Yes	Entry Level	F/T	15.25	35
Lisburn	C&G Employability And Personal Development (includes catering units)	Yes	Entry Level	F/T	15.25	35
Lisburn	C&G Career Planning and making Applications	Yes	Entry Level	P/T	9	35
Newtownards	C&G Personal Development (includes catering and retail)	Yes	Entry Level	F/T	16	35
Newtownards	C&G Personal Development (includes catering and retail)	Yes	Entry Level	F/T	16	35
Newtownards	C&G Personal Development (includes catering and retail)	Yes	Entry Level	F/T	16	35
Newtownards	C&G Personal Development (includes catering and retail)	Yes	Level 1	P/T	1.5	35
Bangor	C&G Entry Level 2 Healthy Living	Yes	Entry Level	P/T	1	34
Bangor	C&G Entry Level 3 Candidate Project	Yes	Entry Level	P/T	1	34
Bangor	C&G Entry Level 2 Healthy Living	Yes	Entry Level	P/T	2	34
Downpatrick	C&G Introduction to ICT + Presenting Accurate	Yes	Entry Level	P/T	3	30

	Documents					
Downpatrick	C&G Employability (Retail + Teamwork)	Yes	Entry Level	P/T	5	35
Lisburn	Entry Level 2 Introduction to Health and Safety at Work	Yes	Entry Level	P/T	10	34
Lisburn	Level 1 Presentation software	Yes	Level 1	P/T	4	32
BELFAST METROPOLITAN COLLEGE						
Campus	Course Title	Accredited	Level	Full-time or Part-time	Hrs per week	No of Weeks
Millfield	Towards Work A -NOCN Entry Level Certificate in Skills Towards Enabling Progression (Step-UP) Entry 3	Yes	Entry Level	F/T	15	34
Millfield	Towards Independence A - NOCN Entry Level Certificate in Skills Towards Enabling Progression (Step-UP) Entry 3	Yes	Entry Level	F/T	15	34
Millfield	Towards Work B - NOCN Entry Level Certificate in Skills Towards Enabling Progression (Step-UP) Entry 3	Yes	Entry Level	F/T	15	34
Millfield	Employability A - NOCN Entry Level Certificate in Skills Towards Enabling Progression (Step-UP) Entry 3	Yes	Entry Level	F/T	15	34
Millfield	Towards Independence B - NOCN Entry Level Certificate in Skills Towards Enabling Progression (Step-UP) Entry 3	Yes	Entry Level	F/T	15	34
Millfield	Towards Work C - NOCN Entry Level Certificate in Skills Towards Enabling Progression (Step-UP) Entry 3	Yes	Entry Level	F/T	15	34
Millfield	Employability B - NOCN Entry Level Certificate in Skills Towards Enabling Progression (Step-UP) Entry 3	Yes	Entry Level	F/T	15	34
Millfield	Right Track Level 1 - NOCN Level 1 Certificate in Progression (QCF)	Yes	Level 1	F/T	15	34
Millfield	Pathfinder (Year 1) - City & Guilds Level 1 Extended Certificate in Employability and Personal Development (QCF)	Yes	Level 1	F/T	15	34
Millfield	Pathfinder (Year 2) - City & Guilds Level 1 Extended Certificate in Employability and Personal Development (QCF)	Yes	Level 1	F/T	15	34
Tower Street	ICT Step 1 (Orchardville) -	Yes	Entry	P/T	2	30

	OCR Entry Level Award in Using ICT (Entry 3) (QCF)		Level			
Castlereagh	Right Track Core Skills - NOCN Entry Level Diploma in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)	Yes	Entry Level	P/T	6	34
Millfield	Right Track Independent Living Skills – NOCN Entry Level Diploma in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)	Yes	Entry Level	P/T	7	34
Chichester Ave	Right Track Independent Living Skills - NOCN Entry Level Diploma in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)	Yes	Entry Level	P/T	7	34
Castlereagh	Right Track Independent Living Skills - NOCN Entry Level Diploma in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)	Yes	Entry Level	P/T	7	34
Millfield	Right Track Community - NOCN Entry Level Diploma in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)	Yes	Entry Level	P/T	6	34
Millfield	Right Track Creative Activity - NOCN Entry Level Diploma in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)	Yes	Entry Level	P/T	6	34
Millfield	Right Track ICT - NOCN Entry Level Diploma in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)	Yes	Entry Level	P/T	6	34
Millfield	Introduction to College - NOCN Entry Level Diploma in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)	Yes	Entry Level	P/T	3	34
Millfield	Right Track Creative Activity - NOCN Entry Level Diploma in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)	Yes	Entry Level	P/T	6	34
Millfield	Right Track Enterprise - NOCN Entry Level Certificate in Using Employability Skills (Entry 3) (QCF)	Yes	Entry Level	P/T	6	34
Millfield	(Towards Work A) - ESB Entry Level Award in Communicating with Art (Entry 1) (QCF)	Yes	Entry Level	P/T	2.5	34
Millfield	(Towards Independence A) - ESB Entry Level Award in	Yes	Entry Level	P/T	2.5	34

	Communicating with Art (Entry 1) (QCF)					
Millfield	(Towards Work B) - ESB Entry Level Award in Communicating with Art (Entry 1) (QCF)	Yes	Entry Level	P/T	2.5	34
Millfield	(Employability A) - ESB Entry Level Award in Communicating with Art (Entry 1) (QCF)	Yes	Entry Level	P/T	2.5	34
Millfield	(Towards Independence B) - ESB Entry Level Award in Communicating with Art (Entry 1) (QCF)	Yes	Entry Level	P/T	2.5	34
Millfield	(Towards Work C) - ESB Entry Level Award in Communicating with Art (Entry 1) (QCF)	Yes	Entry Level	P/T	2.5	34
Millfield	(Employability B) - ESB Entry Level Award in Communicating with Art (Entry 1) (QCF)	Yes	Entry Level	P/T	2.5	34
Millfield	(Right Track level 1 FT) - ESB Entry Level Award in Planning a Journey (Entry 3) (QCF)	Yes	Entry Level	P/T	2.5	34
Castlereaigh	NOCN Practical Cookery (Special Needs)	Yes	Entry Level	P/T	2	34
Riddell	NOCN Feast Programme (Special Needs)	Yes	Entry Level	P/T	2	34
Riddell	NOCN Practical Cookery (Special Needs)	Yes	Entry Level	P/T	2	34
Riddell	NOCN Practical Cookery (Special Needs)	Yes	Entry Level	P/T	2	34
Riddell	NOCN Practical Cookery (Special Needs)	Yes	Entry Level	P/T	2	34
Chichester Ave	NOCN Skills for Everyday Life (Number)	Yes	Entry Level	P/T	2	34
Whiterock	NOCN Skills for Everyday Life	Yes	Entry Level	P/T	2	34
Whiterock	NOCN Skills for Everyday Life	Yes	Entry Level	P/T	2	34
Millfield	NOCN Skills for Everyday Life	Yes	Entry Level	P/T	2	34
Off Campus Bloomfield House	OCR ICT Special Needs	Yes	Entry Level	P/T	2	34
Off Campus Dee Street	OCR ICT Special Needs	Yes	Entry Level	P/T	2	34
Riddell	OCR ICT Special Needs	Yes	Entry Level	P/T	2	34
Castlereaigh	NOCN Horticulture (Special Needs)	Yes	Entry Level	P/T	2	34
Castlereaigh	NOCN Horticulture (Special Needs)	Yes	Entry Level	P/T	2	34
Castlereaigh	NOCN Art (Special Needs)	Yes	Entry Level	P/T	2	34
Whiterock	NOCN Personal Development (Special Needs)	Yes	Entry Level	P/T	2	34

Tower Street	NOCN Word Processing Software (Pathfinder Year 1 Additionality)	Yes	Level 1	P/T	2.5	34
Tower Street	NOCN Word Processing Software (Pathfinder Year 2 Additionality)	Yes	Level 1	P/T	2.5	34
Tower Street	Pathfinder - City and Guilds Essential Skill Literacy	Yes	Entry Level	P/T	1.5	34
Tower Street	Pathfinder - City and Guilds Essential Skill Literacy	Yes	Entry Level	P/T	1.5	34
Tower Street	Pathfinder - City and Guilds Essential Skill Numeracy	Yes	Entry Level	P/T	1.5	34
Tower Street	Pathfinder - City and Guilds Essential Skill Numeracy	Yes	Entry Level	P/T	1.5	34
Millfield	Employability A - City and Guilds Essential Skills Literacy	Yes	Entry Level	P/T	1.5	34
Millfield	Employability B - City and Guilds Essential Skills Literacy	Yes	Entry Level	P/T	1.5	34
Tower Street	Orchardville - City and Guilds Essential Skills Literacy	Yes	Entry Level	P/T	1.5	34
South West College						
Campus	Course Title	Accredited	Level	Full-time or Part-time	Hrs per week	No of Weeks
Cookstown	ASDAN Entry Level Certificate in Personal and Social Development (Entry 1) (QCF)	Yes	Entry Level	P/T	16	30
Cookstown	NOCN Entry Level Award In Skills Towards Enabling Progression (Step-UP) (QCF)	Yes	Entry Level	P/T	6	30
Cookstown	NOCN Level 1 Certificate In Skills Towards Enabling Progression (Step-UP) (QCF)	Yes	Level 1	P/T	13	30
Cookstown	NOCN Level 1 Certificate In Skills Towards Enabling Progression (Step-UP) (QCF)	Yes	Level 1	F/T	17.5	30
Dungannon	NOCN Entry Level Certificate in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)	Yes	Entry Level	P/T	6	30
Enniskillen	AQA Level 1 Certificate in Personal and Social Education (QCF)	Yes	Level 1	P/T	6	30
Enniskillen	AQA Level 1 Certificate in Personal and Social Education (QCF)	Yes	Level 1	F/T	17.75	34
Enniskillen	AQA Level 2 Certificate in Personal and Social Education (QCF)	Yes	Level 2	P/T	6	30
Enniskillen	AQA Level 2 Award in Personal and Social Education (QCF)	Yes	Level 2	F/T	17.75	30
Enniskillen	ASDAN Entry Level Certificate	Yes	Entry	F/T	16	34

	in Personal and Social Development (Entry 3) (QCF)		Level			
Enniskillen	ASDAN Entry Level Certificate in Personal and Social Development (Entry 1-3) (QCF)	Yes	Entry Level	P/T	6	30
Enniskillen	ASDAN Level 1 Certificate in Employability (QCF)	Yes	Level 1	P/T	6	30
Omagh	ASDAN Entry Level Certificate in Personal and Social Development (Entry 2) (QCF)	Yes	Entry Level	P/T	4	34
Omagh	Core Skills And Techniques For Craft	Yes	Entry Level	P/T	2	34
Omagh	Developing Hand Knitting Skills	Yes	Level 1	P/T	2	34
Omagh	Developing skills for a healthy lifestyle	Yes	Entry Level	P/T	1	34
Omagh	Developing Technical Skills for Performance in the Arts	Yes	Level 1	P/T	2	17
Omagh	Engage in discussion	Yes	Entry Level	P/T	2	5
Omagh	Entry Level Award in Skills towards Enabling Progression (Step-Up)	Yes	Entry Level	P/T	2	34
Omagh	Environmental issues	Yes	Entry Level	P/T	2	17
Omagh	Family Relationships	Yes	Level 1	P/T	2	17
Omagh	Garment Making	Yes	Entry Level	P/T	2	34
Omagh	Getting to know woodlands	Yes	Entry Level	P/T	2	17
Omagh	Household Shopping	Yes	Entry Level	P/T	2	17
Omagh	Introduction to mixed media in 2D	Yes	Entry Level	P/T	2	34
Omagh	Introduction to practical floristry skills	Yes	Entry Level	P/T	2	17
Omagh	Introduction to Understanding Diversity in Society	Yes	Entry Level	P/T	2	17
Omagh	Knowing your local area	Yes	Entry Level	P/T	2	17
Omagh	NOCN Entry Level Award in Independent Living - Leisure Activities (Entry 3) (QCF)	Yes	Entry Level	P/T	1	34
Omagh	NOCN Entry Level Certificate In Independent Living - Living In The Community (Entry 1) (QCF)	Yes	Entry Level	P/T	4	34
Omagh	NOCN Entry Level Certificate In Independent Living - Looking After Yourself And Your Home (Entry 3) (QCF)	Yes	Entry Level	P/T	4	34
Omagh	NOCN Entry Level Certificate in Skills Towards Enabling	Yes	Entry Level	P/T	5	34

	Progression (Step-UP) (Entry 3) (QCF)					
Omagh	NOCN Entry Level Diploma in Independent Living (Entry 3) (QCF) - Horticulture	Yes	Entry Level	P/T	5	34
Omagh	NOCN Level 1 Certificate In Introduction To The Hospitality Industry (QCF)	Yes	Level 1	P/T	4	34
Omagh	OCR Entry Level Diploma In Life And Living Skills (Entry 3) (QCF) with NOCN Entry Level Certificate In Independent Living - Looking After Yourself And Your Home (Entry 3) (QCF), OCR Entry Level Certificate In Employability Skills (Entry 3) (QCF) & OCR Entry Level Certificate In Personal Life Skills (Entry 3) (QCF)	Yes	Entry Level	F/T	16	34
Omagh	Recognising Own Skills for Personal Development	Yes	Entry Level	P/T	2	40
Omagh	Skills For Shopping	Yes	Entry Level	P/T	2	17
Omagh	Speaking to Communicate	Yes	Entry Level	P/T	2	6
Omagh	Take Part in an Activity	Yes	Entry Level	P/T	2	6
Omagh	Taking part in exercise fitness	Yes	Level 1	P/T	2	34
Omagh	Understanding Self & Others	Yes	Entry Level	P/T	2	17

SOUTHERN REGIONAL COLLEGE

Campus	Course Title	Accredited	Level	Full-time or Part-time	Hrs per week	No of Weeks
Armagh	Level 1 Combined Catering & Retail (QCF)	Yes	Level 1	FT	21.50	34
Armagh	ABC Level 1 Certificate in Introduction to the Hospitality Industry (QCF)	Yes	Level 1	PT	6.00	34
Armagh	ASDAN Entry Level Certificate in Employability (Entry 3) (QCF)	Yes	Entry Level	FT	15.00	34
Armagh	CCEA Level 1 Award in Creative Craft (QCF)	Yes	Level 1	PT	2.00	30
Armagh	City & Guilds Level 1 Award in Employability and Personal Development (QCF)	Yes	Level 1	PT	2.00	34
Armagh	City & Guilds Level 2 Certificate in Essential Skills - Communication	Yes	Level 2	PT	2.00	30
Armagh	OCR Entry Level Certificate	Yes	Entry	PT	4.00	32

	in Life and Living Skills (Entry 1) (QCF)		Level			
Armagh	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	8.00	30
Armagh	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	8.00	30
Armagh	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	FT	15.00	34
Armagh	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	FT	15.00	34
Armagh	Recreational Computer Courses	No	-	PT	2.50	10
Armagh	Recreational Crafts	No	-	PT	2.00	15
Armagh	Recreational Crafts	No	-	PT	2.50	10
Armagh	Recreational Music	No	-	PT	2.00	15
Armagh	Recreational Special Needs Programme	No	-	PT	2.00	7
Armagh	Recreational Special Needs Programme	No	-	PT	2.00	10
Armagh	Unit - Asdan Entry Level 3 Introduction to Customer Care	Yes	Entry Level	PT	2.00	34
Armagh	Unit - Asdan Entry Level 3 Introduction to Customer Care	Yes	Entry Level	PT	2.00	34
Armagh	Unit - Entry Level Developing communication Skills	Yes	Entry Level	PT	1.50	34
Armagh	Unit - Entry Level Developing communication Skills	Yes	Entry Level	PT	1.50	34
Armagh	Unit - Entry Level Developing communication Skills	Yes	Entry Level	PT	1.50	34
Armagh	Unit - Entry Level Developing Number Skills	Yes	Entry Level	PT	1.50	34
Armagh	Unit - Entry Level Developing Number Skills	Yes	Entry Level	PT	1.50	34
Armagh	Unit - Entry Level Developing Number Skills	Yes	Entry Level	PT	1.50	34
Armagh	Unit - Entry Level Introduction to using ICT Systems	Yes	Entry Level	PT	1.50	34
Armagh	Unit - Entry Level Introduction to using ICT Systems	Yes	Entry Level	PT	1.50	34
Armagh	Unit - Entry Level Introduction to using ICT Systems	Yes	Entry Level	PT	1.50	34
Armagh	Unit - OCR Entry Level 3 Basic Food Preparation	Yes	Entry Level	PT	2.00	34
Banbridge	Level 1 Combined Catering	Yes	Level	FT	21.50	34

	& Retail (QCF)		1			
Banbridge	City & Guilds Level 1 Award in Employability and Personal Development (QCF)	Yes	Level 1	PT	2.00	34
Banbridge	City & Guilds Level 2 Certificate in Essential Skills – Communication	Yes	Level 2	PT	1.50	34
Banbridge	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	4.00	32
Banbridge	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	4.00	32
Banbridge	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	4.00	32
Banbridge	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	4.00	32
Banbridge	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	4.00	32
Banbridge	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	FT	15.00	34
Banbridge	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	FT	15.00	34
Banbridge	Recreational Crafts	No	-	PT	2.00	15
Banbridge	Recreational Special Needs Programme	No	-	PT	2.00	8
Banbridge	Recreational Special Needs Programme	No	-	PT	2.00	9
Banbridge	Recreational Special Needs Programme	No	-	PT	2.00	12
Banbridge	Unit - Asdan Entry Level 3 Introduction to Customer Care	Yes	Entry Level	PT	2.00	34
Banbridge	Unit - Asdan Entry Level 3 Introduction to Customer Care	Yes	Entry Level	PT	2.00	34
Banbridge	Unit - Entry Level Developing communication skills	Yes	Entry Level	PT	1.50	34
Banbridge	Unit - Entry Level Developing communication skills	Yes	Entry Level	PT	1.50	34
Banbridge	Unit - Entry Level Developing Number Skills	Yes	Entry Level	PT	1.50	34
Banbridge	Unit - Entry Level Developing Number Skills	Yes	Entry Level	PT	1.50	34
Banbridge	Unit - Entry Level Introduction to using ICT Systems	Yes	Entry Level	PT	1.50	34

Banbridge	Unit - Entry Level Introduction to using ICT Systems	Yes	Entry Level	PT	1.50	34
Lurgan	Level 1 Combined Retail & Business Administration (QCF)	Yes	Level 1	FT	21.50	34
Lurgan	City & Guilds Level 1 Award in Employability and Personal Development (QCF)	Yes	Level 1	PT	2.00	34
Lurgan	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	4.00	32
Lurgan	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	2.00	32
Lurgan	Recreational Special Needs Programme	No	-	PT	2.00	5
Lurgan	Recreational Special Needs Programme	No	-	PT	2.00	10
Lurgan	Recreational Special Needs Programme	No	-	PT	2.00	12
Newry	Level 1 Combined Catering & Retail (QCF)	Yes	Level 1	FT	21.50	34
Newry	Level 1 Combined Retail & Business Administration (QCF)	Yes	Level 1	FT	21.50	34
Newry	ASDAN Entry Level Certificate in Personal and Social Development (Entry 2) (QCF)	Yes	Entry Level	PT	4.00	32
Newry	City & Guilds Level 1 Award in Employability and Personal Development (QCF)	Yes	Level 1	PT	2.00	34
Newry	City & Guilds Level 2 Certificate in Essential Skills – Communication	Yes	Level 2	PT	2.50	32
Newry	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	3.00	32
Newry	Recreational Art	No	-	PT	1.50	10
Newry	Recreational Crafts	No	-	PT	1.50	10
Newry	Recreational Drama	No	-	PT	1.50	10
Newry	SLDD Primary Movement	No	-	PT	3.00	30
Portadown	City & Guilds Level 2 Certificate in Essential Skills - Application of Number	Yes	Level 2	PT	2.50	16
Portadown	City & Guilds Level 2 Certificate in Essential Skills - Application of Number	Yes	Level 2	PT	2.50	16
Portadown	City & Guilds Level 2 Certificate in Essential Skills - Communication	Yes	Level 2	PT	2.50	16
Portadown	City & Guilds Level 2	Yes	Level	PT	2.50	16

	Certificate in Essential Skills - Communication		2			
Portadown	Level 1 Combined Retail & Horticulture (QFC)	Yes	Level 1	FT	21.50	34
Portadown	Level 1 Combined Catering & Retail (QCF)	Yes	Level 1	FT	21.50	34
Portadown	City & Guilds Level 1 Award in Employability and Personal Development (QCF)	Yes	Level 1	PT	2.00	34
Portadown	City & Guilds Level 1 Award In Practical Horticulture Skills (QCF)	Yes	Level 1	PT	6.00	34
Portadown	City & Guilds Level 2 Certificate In Essential Skills - Information And Communication Technology	Yes	Level 2	PT	1.22	34
Portadown	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	4.00	32
Portadown	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	4.00	32
Portadown	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	4.00	32
Portadown	OCR Entry Level Certificate in Life and Living Skills (Entry 1) (QCF)	Yes	Entry Level	PT	4.00	32
Portadown	Recreational Special Needs Programme	No	-	PT	2.00	7
Portadown	Recreational Special Needs Programme	No	-	PT	2.00	10
Portadown	Recreational Special Needs Programme	No	-	PT	2.00	12

Appendix 2

DEL's Provision - Overview

1. DEL's services are provided on a 'pan-disability' approach; the key aim is to ensure that the needs of all people with special needs or disabilities are individually identified and addressed in the most effective way.

DEL's Role and Responsibilities

2. The Department for Employment and Learning (DEL) is committed to the development of a highly skilled, flexible and innovative workforce that will contribute towards social inclusion and economic success. The Department's programmes and services, and those of its key delivery partners, all aim to meeting the needs of individual clients, with additional support, including extended eligibility criteria and additional funding, offered to people with significant barriers, such as a learning difficulty/disability. A key aim is to ensure that people with special needs or disabilities are identified and, as appropriate, are provided with personalised support.
3. DEL, along with its delivery partners (i.e. universities, colleges and training/employment providers), currently offer a range of client-centred services which provide additional support for people with a disability, including those with a learning disability. The Department's delivery of these services contributes to the OFMDFM Disability Strategy.
4. DEL offers a wide range of services to the public, including students leaving Special Schools - from job searches to training programmes to more formal education. Care is taken across the board to ensure that our services and facilities are open to people with disabilities, including Special Educational Needs (SEN) and learning disabilities and can be

accessed by them. The Department's provision can be broken down into four main areas: **Advice and Guidance**; **Employment Support**; **Education**; and **Professional and Technical Training** details of which are provided in **Annex A** below.

Recent Developments

5. Over the past year DEL has undertaken a number of issues raised by interested parties, namely:

(i) undertake an audit of further education provision for young people with SLD across all college campuses to ensure uniformity with regards to standards that are provided.

(ii) to provide clarification on entry level provision across all six colleges, for young people with SLD and are unlikely to progress to higher **levels**;

(iii) engage with DHSSPS over HSCT provision to improve interfaces and provision for young people with SLD;

(iv) engage DFP over Social Clauses in public sector contracts to discuss the provision of employment / training for young people with SLD; and

6. In relation to actions **(i) and (ii)**, Further Education Division have undertaken an audit and the findings were provided to the Committee.

7. In addition, the Minister recently approved an increase in the level of funding for students with learning difficulties and/or disabilities, through the Additional Support Fund (ASF). The ASF Basic fund has been increased from £1.5m per annum to £2m. The fund helps provide the additional technical and personal support required by students to participate in mainstream or discrete programmes within further education colleges.

This will facilitate an increase in the number of students being supported in FE and in the long term, increase the number of young people with learning difficulties or disabilities being able to access FE provision.

8. Turning to action **(iii)**, DEL officials have met with DHSSPS colleagues to discuss how we might make improvements within the current arrangements. In this regard, we have shared detailed information on DEL provision for people with SEN/SLD and relevant contact details in each of the local FE colleges. In turn, DHSSPS colleagues have undertaken to approach the Health and Social Care Trusts to obtain data about those with SLD and also, information on any gaps in provision their clients may be encountering.
9. On the issue of Social Clauses, action **(iv)**, DEL has been working with DFP colleagues to use social clauses in order to provide training and employment opportunities for Departmental clients. The DFP Minister agreed in late 2013 to the DEL Minister's request to include an additional Clause to 'provide employment, training and skills development opportunities for people with a disability'.

Transitions and Cross-Departmental Working

10. DEL has been instrumental in pursuing cross-departmental engagement in order to support young people and make their transition from school to adult life as smooth as possible, including where appropriate meaningful education, training or employment.
11. In relation to the DHSSPS-led Bamford Action Plan, in November 2013, the DEL Minister tabled an agenda item on Transitions at the Inter Departmental Ministerial meeting on Mental Health and Learning

Disability. At that meeting Dr Farry highlighted the need to consider strategic inter-Departmental approaches and how Departments might contribute to improving the lives of those young people with Severe Learning Difficulties/Disabilities (SLDD) who are leaving school and transitioning to adult life. In particular, this issue significantly impacts on the roles of the Department of Health and Social Services and Public Safety, the Office of the First and Deputy First Minister, the Department of Education, the Department for Employment and Learning, the Department for Agriculture and Rural Development and the Department for Regional Development.

12. Over the past year a key feature of the concerns expressed by Assembly Members, families and other interest groups, relates to transitions and access to education opportunities across the board for people with severe learning difficulties/disabilities, in particular in and around Day Centre provision, responsibility for which rests with DHSSPS.
13. As a result of the Minister's action above, DEL is now chairing an inter Departmental Group on transitions which will report to Inter Departmental Ministerial meeting on Mental Health and Learning Disability in the coming months.

Day Opportunities

14. The Health and Social Care Board (HSCB) commissioned a review of Day Opportunities, and has recently developed proposals on a 'Regional Learning Disability Day Opportunities Model' for consideration. DEL officials have held a number of meetings with DHSSPS colleagues, to discuss their proposals further as well as how the Children and Young People's Strategic Partnership Transitions Sub-Group can facilitate

improving the transition services across a number of key Departments' responsibilities.

15. DHSSPS provision within Day Centres offers well-being, social development and life skills training, for instance: arts and crafts; community based activities; and health and Leisure. They also facilitate access to demand driven Further Education provision, which Colleges deliver through their normal funding model. A recent audit of provision in Further Education highlighting that there are over 500 courses currently being offered, around 300 of which are delivered in Day Centres. The table below provides details of the numbers and qualification levels of Further Education courses delivered in DHSSPS Day Centres. Whilst it is recognised that this provision adds quality to the lives of people and enhances their experiences, such courses are generally recreational and non-progressing.

DAY CENTRE PROVISION, DELIVERED BY FE COLLEGES FOR ADULTS WITH MODERATE TO SEVERE LEARNING DIFFICULTIES – 2012/13

	Numbers of available courses and qualification level				
College	Non-accredited	Entry Level	Level 1	Level 2	College totals
SERC	0	1	5	0	6
NWRC	61	5	2	2	70
NRC	42	0	0	0	42
BMC	36	0	0	0	36
SRC	14	4	1	2	21
SWC	111	0	5	1	117
TOTAL	264	10	13	5	292

16. DEL promotes a stronger and more concentrated role for Further Education in up-skilling and supporting the economy, but this is not to the

exclusion of others. DEL has focused Further Education provision to support a mix of those in Colleges and Day Centres, but the balance has been around College activities. As the nature of DHSSPS provision changes, such the adjustment to investment in discrete day centre provision, DEL is prepared to consider how it can develop its support to help the users of Day Centres. However, this would be subject to the constraints of available resources. This development would need a co-ordinated and strategic engagement between Departments.

17. The proposed approach being considered under the Day Opportunities, and the role of Health Trust run Day Centres, has the potential to exacerbate some of the current difficulties if not managed properly. The solutions to gaps or deficiencies in provision rests with the collective responsibility for relevant Ministers, Departments and providers. There must be better partnership working in order to improve our services for those at risk of exclusion.
18. There is a vital role for all Departments to develop more appropriate arrangements, so that young people and adults with severe learning difficulties/disabilities may access services that can address their individual needs. DEL will play a full role in this process.
19. The degree of support available in Further Education for students with disabilities is intended to be 'reasonable'. For students with severe disabilities, the educational element can be overshadowed by medical and personal assistance considerations. In these circumstances, whilst FE might have a contributory role, primary responsibility remains with health authorities; hence Further Education Colleges will engage with Day Centres on the understanding that the primary role of Colleges is to provide educational support in situ, with care responsibilities continuing to rest with the Health Trusts. It should be recognised that some people may

access both Day Centres for certain days of the week and Further Education Colleges for other days of the week.

DEL's Programmes and Services

1. DEL offers a wide range of services to the public, including students leaving Special Schools - from job searches to training programmes to more formal education. Care is taken across the board to ensure that our services and facilities are open to people with disabilities and can be accessed by them. The Department's provision can be broken down into four main areas: Advice and Guidance; Employment Support; Education and Professional and Technical Training.

ADVICE AND GUIDANCE

Careers Service

2. The Department for Employment and Learning's (DEL) Careers Service provides an all-age, all-ability, impartial, information, advice and guidance service to young people and adults in education, employment and training and to the unemployed, including those with a disability. Careers advisers help young people and adults make informed decisions about opportunities in education, training and employment.
3. This service is delivered by professionally qualified careers advisers based in Careers Resource Centres, Jobs and Benefits and Jobcentres throughout Northern Ireland. All careers advisers participate in continuous professional development and have received awareness training in a range of disabilities and barriers to employment.
4. The Department's first point of contact with young people with special educational needs in school is with the Department's Careers Service.
5. To ensure that pupils in education have access to appropriate careers guidance the Careers Service has Partnership Agreements in place with

post-primary schools including special schools. These agreements allow careers advisers, in consultation with schools, the opportunity to offer a range of services appropriate to the needs of their pupils and to support them in the transition process.

6. Careers advisers are actively involved in the transition planning process for young people with special educational needs. During 2012/13 academic year, attended 1055 transition planning meetings. Working with multi-disciplinary teams including teachers and educational psychologists, they contribute to the young person's Transition Plan by providing impartial careers guidance on the range of educational, training and employment opportunities available to them. These meetings enable the young person and their parents/guardians to access information and guidance regarding the options and support available to them on leaving school.
7. The Careers Service has partnership agreements in place with all Training for Success providers and Further Education colleges to ensure that all young people who have made the transition to training or further education continue to have access to appropriate careers guidance.
8. The Careers Service also provides Pre-Entry Training Support referrals for school-leavers with a disability who indicate a preference for Training for Success. Clients are referred, after parental/ guardian consent, by careers advisers to contracted specialist support providers specialising in disability and learning support. This ensures that support needs in training are identified and put in place as soon as possible after commencement of training to ensure they are given every opportunity to overcome difficulties.
9. Careers advisers keep in regular contact with all young people aged 16 and 17 who do not have a positive destination when they leave school or

who drop out of provision early. The aim is to help them to secure and sustain suitable employment, education or training provision.

10. Careers advisers also work closely with the Employment Service to offer clients tailored, careers guidance to help people further develop their skills and to gain employment. As part of the Youth Employment Scheme, the Careers Service offers a personalised skills assessment to young people aged 18-24 years usually within the first three months of their benefit claim. The aim of this is to help them maximise the benefits of the work experience placements or skills development opportunities offered as part of the scheme.
11. The Careers Service has developed and implemented a social inclusion policy which focuses on addressing the needs of young people facing, or vulnerable to, social exclusion, including young people with a severe learning difficulty. It has established working relationships with the relevant statutory, voluntary and community sector bodies across Northern Ireland with a shared interest in supporting clients vulnerable to social exclusion.
12. The Committee will be aware that a review of the joint DEL and DE Careers Strategy is currently being taken forward.

EMPLOYMENT SUPPORT

13. *Disability Employment Service (DES) programmes and provisions:*

(a) **Job Introduction Scheme**

A job-trial lasting up to 13 weeks to enable a person with a disability and a potential employer to work together to consider if this or work in general is an appropriate way forward for that individual.

(b) **Access to Work**

Access to Work (AtW) provides individually assessed support to assist people with a disability find and keep suitable employment. A range of one-off or longer term, often indefinite, supports are offered, including: assistance with travel to and from work; the provision of a support worker; provision of equipment and adaptations to premises.

(c) **Workable (NI)**

Workable (NI) is delivered by a range of organisations with extensive experience of meeting the vocational needs of disabled people; its programme provides a flexible range of long term supports to assist people with a disability with substantial barriers to employment to find and keep employment. Client needs can be addressed by support from Job Coaches, financial subsidies to employers, and disability awareness training.

(d) **Residential Training**

Residential Training Parkanaur College, Dungannon is funded by DEL and provides residential training opportunities for young adults leaving Special Schools who are not yet ready to access mainstream training. Each individual's suitability for this training and his/her future potential for progression towards or into employment is assessed by the Department's Occupational Psychology Service.

Disability Employment Services fund residential training places at Parkanaur College for people with disabilities including those with learning disability. This is primarily accessed through the Department's Employment Service Team Leaders/Employment Advisers and Careers Advisers who identify disabled individuals who are likely to benefit from residential vocational training and who cannot avail of other mainstream programmes such as "Training for Success" or "Steps to Work" due to the severity and subsequent effects of their disability.

Parkanaur College is the only residential vocational training facility for people with significant disabilities in Northern Ireland. It is a member of NATSPEC (The National Association of Specialist Colleges) which is a membership association for independent Specialist Colleges that provide further education or training for people with learning difficulties and/or disabilities. It was established in 1960 and is owned by the Thomas Doran Parkanaur Trust. The College provides training consisting of a 12 week multi-skills course leading to a preferred training option in business administration, catering, horticulture or upholstery, mainly at NVQ Level 1. The training normally takes two years to complete although short extensions may also be approved.

(e) **Work Connect**

Work Connect is a specialist employment programme, delivered by a consortium of local disability organisations, which aims to help people overcome health and/or disability related barriers to work and to support them make the transition from benefits into work and then to sustain employment. Work Connect consists of three key elements: Pre-employment; Work Entry; and Sustained Employment.

(f) **Occupational Psychology Assessment Services**

Occupational Psychology Services (OPS) provide an assessment service to people with disabilities, including those with learning disability who are seeking work. Through the assessment service the individual's strengths and weaknesses are assessed and the individual is helped to identify appropriate work that meets their interest and capabilities. Support needs are defined which will help the individual to secure employment and progress in their chosen career path.

(g) **Condition Management Programme (CMP)**

CMP aims to help manage the health conditions of those clients in receipt of Incapacity Benefits with mild to moderate health conditions and enable them to return to work. It is based on short-term, work-focused support and advice and is delivered on DEL's behalf by Health Trust partners.

14. The Disability Employment Service (DES) and Further Education (FE) Division are undertaking a Pilot in two FE Colleges, to explore mechanisms for enhancing linkages between College Discrete Learning Units (DLUs) and DES services and programmes. The aim is for tutors, students and parents, working in collaboration with DEL's Employment Service, to identify employment needs and relevant vocational support to help progress the students towards and into suitable jobs. This work may help develop good practice for supporting students with disabilities to secure employment and may also help develop the rationale for additional specialist training and employment provision.

European Social Fund Projects

15. The Northern Ireland European Social Fund (ESF) Programme, 2007-2013 aims to direct support towards 'Helping people into sustainable employment' by assisting unemployed and economically inactive people towards sustained employment. It seeks to support groups experiencing difficulty in obtaining employment or maintaining sustained employment, including people with disabilities.
16. Currently, there are 20 projects funded under Priority 1 that target participants with disabilities or health conditions. These 20 projects have been offered funding of around £11.5 million ESF (40%) and £7.2 million DEL (25%) contribution.

17. Over the period 1 April 2008 and 31 December 2012 ESF projects have assisted approximately 19,000 participants with disabilities or health conditions.

18. The ESF projects supported by DES funds, offer vocational training and employment support for many people, including a large number with learning disabilities who are supported by organisations who specialise in their support for this disability group.

EDUCATION

Further Education (FE)

19. Responsibility for delivering further education (FE) provision rests with the six regional colleges. DEL has responsibility for ensuring that the relevant policies and procedures are in place to allow colleges to meet their obligations to those students wishing to avail of FE, but have a learning difficulty and/or disability which may create barriers to learning.

20. The Department provides guidance to colleges in relation to additional support for those students with learning difficulties and/or disabilities (SLDD) through the Additional Support Fund (ASF) Circular 2013/14 FE 08/13.

FE Colleges

21. Under the Special Educational Needs and Disability (NI) Order 2005 (SENDI), FE colleges are required to make reasonable adjustments for SLDD, to enable them to access provision. The Department assists the six colleges in fulfilling this obligation, by making funding available to support SLDD students through the ASF.

Funding - ASF

22. ASF was introduced in 1998 as a ring-fenced funding source, to help colleges meet the additional needs of SLDD. ASF funding helps FE colleges to provide additional technical and personal support for these students, to enable them to fully participate in either mainstream FE provision, or in a tailored discrete programme. The Department increased this funding from £1.5 million to £2 million per annum in September 2013.

23. In addition, FE colleges receive £2m per annum, through the ASF to help meet the cost of providing tailored discrete courses for SLDD for whom mainstream courses are not appropriate, due to the nature/degree of their disability/learning difficulty. This funding is provided to FE colleges to help meet the cost of reduced class sizes, additional lecturer contact time, classroom assistants or other services involved in delivering tailored courses for those students.

Student Assessment

24. All SLDD enrolling at an FE college undergoes an educational needs assessment, which determines the level of additional support required to meet their particular needs. The level of support provided depends on both the nature of the disability and the course of study. Colleges are required to review any agreed additional support twice-yearly, to ensure that it remains appropriate, and to allow the student to input to their own support arrangements and progression planning.

25. However, as some students are unable to participate in some mainstream FE provision, particularly those requiring a high level of nursing and other personal care, colleges collaborate with special schools and adult day centres to assess the needs and abilities of these young people, and to provide customised training and development opportunities on discrete,

vocational and lifeskills courses for young people with moderate or severe learning difficulties. These courses may be offered in the college, at a day centre, or in other suitable premises.

26. The purpose of this training was to help colleges fulfil their obligations under the SENDO and to ensure that FE college Learning Support staff were kept up-to-date in the use of technology to support learning and teaching. The programme of training has also resulted in links being developed with the BRITE Centre to help colleges keep abreast of developments in the area of inclusive teaching and support strategies. In particular, colleges and SLDD continue to benefit from the ongoing relationship with BRITE and from the enhancements to the “inclusive learning environment” and use of assistive technologies.

Transport

27. The Department is currently examining the issue of access to transport for SLDD aged 19 and over. The Department aims to consider a course of action aligned with existing arrangements and already available funding from other sources.

Essential Skills Strategy

28. The Department’s Essential Skills Programme offers all learners, including those with disabilities to undertake recognised qualifications in literacy/Communication, Application of Number/Maths and ICT from Entry Level through to Level 2. Courses are delivered across all FE Colleges and are free to all learners. Essential Skills qualifications are also an integral component of all DEL training and employment programmes (where this is appropriate). To ensure that the learning needs for all those undertaking the qualifications are met the Department has recommended that provision for the majority of learners should be a minimum of 40

teaching hours. However, it is recognised that in a small number of cases some learners may require up to 70 teaching hours per Essential Skill. An Essential Skills class generally lasts between 1 and 2 hours per week.

Higher Education

29. “Access to Success” is DEL’s integrated regional strategy for Widening Participation in Higher Education. It is a key element in ensuring that university education will continue to be accessible to people from all backgrounds. It aims to raise attainment by students from under-represented groups, including disabled persons, through a number of projects which include: an awareness raising campaign to promote the benefits of higher education, a campaign to raise aspiration and attainment among under-represented groups, the piloting of regional programmes for disadvantage and disability application routes into higher education and the development of additional support measures for students to sustain continuing participation.

30. The Access to Success Strategy also aims to expand the outreach activities of higher education institutions to promote higher education as ‘a real possibility’ to young children with learning disabilities, their parents and advocates, through a programme of informative workshops led by disabled students and graduates.

Existing Support for Students with Learning Disabilities

31. To assist persons with a disability or learning difficulty to access Higher Education and fulfil their potential, DEL makes available funding through the Disabled Students Allowance (DSA) to help pay the extra costs which may be incurred in attending a course of study, as a direct result of a disability, mental health condition or specific learning difficulty. DSA can

help with the cost of a non-medical support provider, major items of specialist equipment, travel and other costs.;

32. Through DSA, DEL also funds a Register of Support Providers in each of the Universities. These are registers of freelance professional and non-professional support providers who are recruited and trained to assist students with disabilities. The support needs of each student are assessed and they are “matched” with a support provider(s). The services of the Register are available to all disabled students in the universities, university colleges and Further Education colleges with higher education provision. Disabled students can avail of a range of support provider roles including dyslexic coach, note-taker, proof-reader, typist, campus assistant, library assistant and sign language interpreter. DSA attracted £3.227m during 2012/13, which was paid to students of all ages.

Institutional Support

33. DEL pays a widening access premium to the universities and university colleges for students with learning difficulties and disabilities. The widening access premium to the universities and university colleges for students with learning difficulties and disabilities this amounted to £231,425 in the 2012/13 academic year. The premium is intended to provide specialist equipment and/or specific support for these students and it is allocated based on the number of full-time undergraduate students in each institution in receipt of Disabled Students Allowance.

PROFESSIONAL AND TECHNICAL TRAINING

Training for Success

34. The Department provides a guaranteed training place on its Training for Success (TfS) programme for all unemployed young people in the 16-17

year old age group. The programme also provides extended eligibility, up to age 22, for those with a disability.

35. TfS aims to progress participants to higher level training, further education, or employment in addressing personal and social development needs, developing occupational skills and employability skills and, where necessary, Essential Skills in literacy, numeracy and information technology.

36. The Skills for Your Life strand of the programme specifically aims to address the personal and development needs of young people who have disengaged from learning and/or have significant obstacles. Each participant has a Personal Training Plan that is tailored to meet his/her personal and training development objectives. Specialist support is also available to provide support where this is needed to keep the participant engaged in training and to secure the best possible outcomes. TfS is delivered by over 40 contracted Training Suppliers across Northern Ireland.

37. All participants receive an entitlement of up to 104 weeks on the TfS programme, or up to 156 weeks for those with a disability who have an identified need for additional time.

38. Suppliers must ensure that participants attend training or work placement/sampling for a minimum of 30 and a maximum of 35 hours per week. Where a Supplier considers that, due to the existence of exceptional personal circumstances (including disability), a participant cannot adhere to the prescribed attendance requirements, the Supplier must submit a request for reduced attendance to the careers adviser for consideration and approval.

39. The Department provides a Pre-Entry Training Support referral for school-leavers with learning, or other, disability. Participants are referred, after parental / guardian consent, by the Department's Careers Advisers, to contracted Disability Support Suppliers specialising in disability and learning support. This process aims to ensure that support needs in training are identified and put in place as soon as possible after commencement of training.

40. Disability Support Suppliers (Disability Action, Sensory Learning Support, Cedar Foundation and Ulster Supported Employment Limited) are contracted by the Department to work in conjunction with training suppliers delivering the TfS programmes. Disability Action has been permitted to sub-contract with the National Autistic Society to provide specialist support where needed for participants diagnosed as being on the Autistic Spectrum Disorder.

41. Examples of support provided by Disability Support Suppliers include:

- pre-entry assessment and identification of support requirements;
- one-to-one mentoring;
- job coaching;
- advocacy with potential employers; and
- disability awareness training for employers and colleagues of people with a disability.

42. An enhanced training fee for participants with a recognised disability is payable to a training supplier in order to provide significant additional input of resources such as specialist equipment.

43. The Department refunds the cost of taxis to and from a Supplier's premises where it is decided that public transport is not a suitable option for a young person with a disability or additional needs.

ApprenticeshipsNI

44. The Department's ApprenticeshipsNI programme is open to those who have reached school leaving age, are either entering or already in employment and contracted to work a minimum of 21 hours per week. Support is available for participants with a disability as required.
45. Participants on the ApprenticeshipsNI programme are in employment from day 1 and as such can avail of the disability support programmes administered by the Disability Employment Service e.g. Access to Work.
46. Disability Support Suppliers (as outlined above at paragraph 8) are contracted by the Department to work in conjunction with training suppliers delivering ApprenticeshipsNI training. Whilst their main target group will be those who are participating on TfS, there will be individual support for participants undertaking an apprenticeship as necessary.
47. A disability supplement, of up to £1,560, is payable under ApprenticeshipsNI to allow training suppliers to provide additional support, such as specialist equipment.

PATHWAYS TO SUCCESS – YOUNG PEOPLE NOT IN EMPLOYMENT, EDUCATION OR TRAINING (NEET)

48. DEL leads on the new strategy, "Pathways to Success", in relation to young people not in employment, education or training (NEETs). This Strategy was published in 2012 and comprises a three tier package of measures aimed at:
- preventing young people missing opportunities for education and training, and/or becoming unemployed;
 - helping young people in the 16-18 age group, especially those facing barriers to participation; and

- assisting unemployed young people aged 18-24 more generally.

49. To support delivery of this vision, the Strategy introduces a number of new initiatives within the context of existing and developing programmes:

(a) The **Pathways for Young People Educational Maintenance Allowance**, for young people participating in European Social Fund and Collaboration and Innovation projects or who avail of the Local Intermediary Employment Service (LEMIS).. This allowance of up to £25 per week was introduced to ensure there are effective incentives in place for young people in the NEET category, aged 16 and 17 on entry, but up to age 22 if they have disability or 24 if they have experience of care, to progress from provision which re-engages them with learning and develops skills linked to education and training, to programmes that provide the skills and qualifications to support progression and success in work.

(b) A **Collaboration and Innovation Fund** to test new approaches to re-engaging young people in the NEET category and to deliver collaborative and innovative support to help young people aged 16-24 who are disadvantaged, or at risk of disadvantage, helping them progress to, participate and succeed in education, employment or training and most importantly improve their employability through the acquisition of economically relevant skills.

(c) The Appleby Trust Print Room project has been awarded £262,962 to deliver CIF activity from January 2013 to March 2015. The project will help young people with Aspergers Syndrome to succeed in education, employment and training through the provision of a pathways to employment programme delivered by specialist staff in a specifically designed environment that meets their needs.

(d) The **Learner Access and Engagement NEET Pilot Programme**, described in 'Pathways to Success' as the Community- Based Access Programme, will provide opportunities for non-statutory organisations to provide learner support to those aged 16–18 through a contractual arrangement with a Further Education College. In line with the mainstream Learner Access and Engagement Programme, the pilot will commenced enrolments in September 2013. The pilot programme is intended to deliver the following aims to:

- engage and enrol the 16-18 year-old cohort, who are not in employment, education or training, nor in Essential Skills provision;
- increase the numbers of 16-18 year olds achieving Essential Skills, through FE; and
- create pathways to enable disengaged 16–18 year olds to progress from Entry Level/Level 1 to Level 2 Essential Skills provision into mainstream FE, or other government-funded training programmes.

(e) The **Community Family Support Programme (CFSP)** is designed to help families make life changing decisions to enhance their prospects and become full participants in society. The CFSP supports families with a high level of need to develop their capacity to reach their full potential by addressing the health, social, economic, educational, employment and training issues that impact on their daily lives.

The programme also aims to prevent young people falling into the NEET category and help other young people who find themselves in this situation to re-engage with education, training or employment.

Professional support workers engage and consult with parents of children and young people to promote early intervention and high quality parenting and to identify solutions to address their specific needs.

Families get help to tackle a range of issues and receive support to improve parenting skills. Children receive support for needs they may have including additional help with essential skills, numeracy, literacy, problem solving and ICT. Help and support for social and economic issues e.g. health, housing, money management, alcohol and drugs misuse also feature in the support package. Everyone of working age also gets help to develop skills to find work.

The CFSP also has a structured family learning component to enhance parenting skills and family life skills. This learning component helps address issues that families are faced with in their daily lives e.g. family values, changing behaviour, anger management, drug and alcohol misuse, speaking and listening.

(f) The **Local Employment Intermediary Service (LEMIS)** was refocused in November 2012 to support the Pathways to Success strategy. LEMIS is designed to help unemployed people in the community overcome those issues that may be preventing them from finding and keeping a job. The service is provided by local community employment organisations in the Belfast area, Derry, Strabane, Newry & Mourne, Moyle and Cookstown District Council areas and service is also available on an outreach basis throughout Northern Ireland to individuals with a common employability barrier to employment i.e. young people (16 to 24 years) Not in Education, Employment or Training (NEET), individuals that are homeless, ex-offenders / ex-prisoners, individuals with a history of drug/alcohol abuse and care leavers

