



Macaulay Associates Network Ltd
CREATING POSITIVE SOCIAL CHANGE

NICIE Shared Classrooms Deepening Learning Project: Draft Report of Baseline Research for the SEN Cluster

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1. Introduction

This is a report on a baseline research study carried out to inform and underpin the work of the Shared Classrooms Deepening Learning Special Educational Needs Cluster Group (consisting of Castle Tower, Loughshore and Tor Bank schools).

The research question was:

What is nature of the education, training and employment progress of post 16 and post 19-year-old school leavers in the first four years after attending a Special School in Northern Ireland?

The research was carried out between December 2012 and June 2013 by independent research consultants, Macaulay Associates Network.

2. Methodology

The following methodology was designed as the most effective way of addressing the research question within the resources available:

a) Desk Research

The desk research gathered the following information:

- Current relevant government policy and programmes.
- The latest relevant research on SEN school leavers.
- Statistics on the progress of statemented students and Special School leavers.
- Related policy and programme initiatives from other jurisdictions.

b) Tracking School Leavers' Progress

The three schools within the cluster collected information tracking the progress of a sample of school leavers. The researcher collated and analysed the information provided by the three schools.

c) School Consultations

The researcher designed a series of questions (see Appendices) for the schools to use in consultations with a sample of teachers, parents, school leavers and employers to explore the progress and experiences of school leavers.

Five teachers, five parents, nine school leavers, one training provider and one employer participated in the consultation.¹

The notes from the responses to these consultations were collated and analysed by the researcher.

d) Draft Report

The researcher will present this draft Research Report of findings and recommendations to the SCDL SEN Cluster Group and following discussion and feedback a final draft of the report will be published.

¹ The schools identified potential research participants based on interest and availability. The sample is therefore not representative of age, gender or need.

3. Experiences of Transition

For young people with learning disabilities the process of transition is commonly understood as leaving school and moving on into further education and training or employment.

3.1 Recent Research

The *My Day, My Way*² research paper produced by the Bamford Monitoring Group (2011) for the Patient and Client Council investigated the views and experiences of people with learning disabilities and their parents/carers. This research found that transition planning and post-school options were a concern for parents.

'One of the most common concerns raised by parents and carers of people with a learning disability was the transition process from school into adult day services. One parent was positive about this experience and felt their son now had a good balance between college and work and that he felt more "grown up."

However, other parents described the transition process as "terrible". Two sets of parents said that transition officers at school advised that day care was the only option for their children. Both declined this offer, as one parent explained, he "wanted something different" for his son and felt that the day centre did not offer "enough stimulation". Both family members now have a more varied week between college, volunteering and work placements. As a result, one of these parents felt that post-school day options had allowed his son to mature a lot and had given him more independence. Despite these positives, this parent said that they still go from "day to day", anxious about the future.'

The report says that transition *'appears to be a particularly stressful period for the parents and families of people with a learning disability.'*

Comments on experiences of transition included:

'Some parents felt that planning for transition does not happen as early as it is supposed to; one parent said that it was left until their child was just about to leave school. They felt that there should be more preparation and coaching for the next steps after school.'

One parent described the transition process as a "complete nightmare" and felt that this process is particularly difficult for those with profound learning disabilities.'

² 'My Day May Way' Bamford Monitoring Group, Mencap Northern Ireland, August 2011
http://www.patientclientcouncil.hscni.net/uploads/research/My_Day_My_Way_FINAL.pdf

The Post 19 Lobby Group³ Research Report, *The Impact of Transition on Family Life* (2012)⁴ included an examination of the experiences of transitional arrangements on families.

Of the 63 families who responded to an electronic survey, 17 had been through the transitional process. The research found that among these families:

- 82% did not receive enough advice or support through the process.
- 76% had to give up or reduce hours of employment as a consequence of transition.
- 82% indicated a decrease in their household income as a consequence of caring and transition.

Comments from families consulted during the research included the following:

'It was haphazard. Only found out about FE lifestyles programme through the grapevine. I was informed that daycare was most likely option as there was nothing else.'

'There was little or no input from the Transition Officer who had never met my daughter yet felt capable of making decisions on her behalf.'

'Our oldest of 2 boys is 19 and in transition and it has been a nightmare and still full of uncertainties.'

'We never felt in control of the situation yet we were going to have to face the consequences of any decision made. Took everything too long to get sorted.'

'My son has limited communication skills and challenging behaviour and it was always going to be difficult to get something sorted for him. Yet nothing was finalised before he finished school and it took some months before a place finally became available in the day centre.'

'Information is available through transition fairs etc. but it is general and not specific to my daughter. The real transition experience happens too late to have much parental input and for fear that if we don't take what's offered we won't get anything, we take it.'

'Learning does not stop for young people at 19 years. It is the same as it is for everyone else. It continues and my son needs to be stimulated and encouraged to continue his learning and developing independence.'

³ The Post 19 Lobby Group is made up of parents/carers and 'severe learning disability' schools from across Northern Ireland.

⁴ http://www.sperrinview.ik.org/attachments/Post_19_Lobby_Group_Research_Report.pdf

As a parent of a post 19 who has been through the system. Three years later parents are still in the same position. No places for their young people. We are meeting with local politicians, MLAs and the Western Health and Social Care Trust and most importantly the parents who are distraught at the thought of having their young people at home on a 24/7 basis. When will politicians realise that under-spending in learning disability will lead to an overspend in Mental Health due to the stress the parents and carers are under?'

3.2 SCDL SEN Cluster Research

Different Experiences of Transition

The teachers consulted described a range of experiences of progression for different school leavers. The schools aim for all pupils to be enrolled/guided towards some type of provision on leaving. Support includes careers interviews and one to one support, as well as liaison and co-operation with FE colleges and training providers. Teachers reported on the importance of providing sustained and intensive support. For example:

'Most of our young people end up falling off the end unless we get them into training organisations or other support networks after leaving school. I/we have supported a pupil who is agoraphobic over the past three years. During this time we have managed to get him 6 GCSE qualifications and he has just completed his second year of A levels. It is hoped that he will now go on to university to study a computer related degree. I have no doubt that if this support had not been put in place this young man would not have made it. As for employment there are only a few who would go into immediate employment and this is usually with a family member.'

Some teachers reported that the majority of students were transitioning to post 19 placements and moving to Adult Training/Day Centres. Some teachers explained that some post 16 students continue to attend school for support and qualifications after leaving. However, teachers emphasised the importance of individual pathways to meet the particular needs of each student. For example:

'Employment is not suitable for everyone but is an excellent experience that helps to give students with SEN gain adult status.'

Teachers reported that some former pupils revisit school after having gained work and other pupils revisit after they are asked to leave college/training or 'packed it in'.

The school leavers consulted described broadly similar pathways with a variety of different experiences of transition:

'I attended a three year Life Skills course, part-time four days a week at a local college and a voluntary placement one day a week in a hospital café.'

'I have attended a training and resource centre for four days a week.'

'I left school and went to NRC to study mechanics course then I went to a training agency in Ballymena to study retail. I am now completing a course in Stores and Warehousing.'

'I have continued with the Orchardville Society and now got a job in Dunne's Stores Café.'

'At college four days a week and continue with my Mencap placement at the local Spar.'

'I went to Towards Work and Independence at college and kept my placement with the Orchardville Society at their business centre.'

'Training at Dr B's then I got paid employment.'

'I went to Stepping Stones when I left school to complete an NVQ Level 1 in catering as well as work in Springsteen's. I now work 16 hours in Springsteen's.'

'I left school to go to complete a retail course at Rutledge.'

The parents consulted consistently highlighted the need for ongoing support throughout the years of the transition from school. For example:

'His move into training was smooth although he was worried/anxious about this move. More support as he made the transition would have helped. I felt that he could have had more support for his learning disability. He is very positive about gaining employment but again I would like to see more support as he leaves training.'

Some parents described the many challenges, which a family faces during this period of transition, once their son/daughter leaves school. Here are three examples describing the considerable impact on school leavers and their families:

'It was really hard getting my son into a suitable placement. The school was very helpful but at the end of the day you feel a bit 'out of the loop' when your child is a leaver. You know that the school has other pupils to help. I was very worried as my son could not apply to the usual places because of his problems. I did go to some training providers with the school but again they assume that my son could cope with a full time place. The support he was used to in school just wasn't there. It took 2.5 years for me to find a suitable job that my son could do. During that time he suffered from agoraphobia and depression. He thought nobody cared. My life went on hold as I was afraid to leave him at home alone. He is now 20 and works part time in a supermarket. He loves his job but it was a real struggle to get him into it. The school was the only support we had. The Board just wanted to take his statement away and this made it very difficult to explain to other people that he had special needs. I would love to have had him stay at school until he was ready to move on. I think there should be a 'half way' between school and work. He spent many happy years at

school and then it all stopped. I was determined to get him sorted but it took a toll on me and the family.'

'I felt that my son could have received more support with the transition leaving school to move into new training course. One tutor in his jobskills placement was excellent and very supportive. It has proved nearly impossible to get work. The learning difficulty alongside the recession has made it very difficult to get work. Placement needs to be suitable –my son was offered a job in a women's clothes shop which was totally unsuitable and he wouldn't stay there.'

'My daughter went to a special school and was really happy there. She wanted to stay at school until she was 18 but the board said no. I tried to fight her case but they said there were other places who could meet her needs. The main problem was they didn't know her the way the school did. She has funny ways and can come across as aggressive but when she is handled right she is no bother.'

I think there should be changes so that disabled children can stay at school the same as their peers who have no problems. It's very discriminating. The school tried its best for her but she had to leave. She got into a training placement but she got thrown out for fighting. She is 21 now and just stays at home all day. She has no friends and no interests. I am very worried about her future. I would have liked her to stay at school for a few more years. This might have helped her mature enough to move on to a job.'

The employer consulted provided an interesting perspective on the impact of good support for an employee with learning difficulties:

'To be honest I have am not sure about the education part but, I have employed a young fella on a day release basis so he can work towards completing his hospitality and catering qualification in a local training organisation. When he first started with us he was well shy and withdrawn, good manners, nice lad like but no confidence at all. He had obviously done some work in a kitchen environment before but his social skills were nil. We had been told he had a condition called Asperger's which I had not heard of before. The training organisation didn't really know too much about him and we were all just kind of trying to support him as best we could.'

A couple of weeks after the lad had started one of the teachers from his old school called into the restaurant to see the him and check how he was getting on. It was his catering teacher and when he saw her you could see the obvious relief on his face. I took the opportunity to sit us all down and have a chat over coffee. It was agreed that the young fella should have a link with his old school and that someone would check in on him regularly, keep a handle on how he was getting on.'

From that day the young fella came right out of himself, his confidence went right up and you could see he was enjoying his placement with us. Most importantly he stayed on. I would put money on that he would have left had that link not been made. He now works his own station in the kitchen and is bursting with confidence.'

Desired Progression

In exploring the extent to which school leaver progressed in the way they wanted there were different experiences.

Some of the parents described a generally positive experience:

'Yes she is very happy and has a brilliant social life. She enjoys two days at college doing life skills and cookery and works in a nursing home and a café...she is happy in her work placement and I would love if she progressed to paid employment. I had another child who attended a school for moderate difficulties and I got little or no support for his transition, whereas my daughter's transition went smoothly.'

The training provider consulted also highlighted a positive experience:

'This went well with the school offering a work sampling opportunity. Transition was good involving foster parent and pupil was given support from school, home and new training provider...The school leaver achieved all qualifications and within 2-6 years moved to employment.'

However other parents highlighted the difficulties being faced due to inadequate ongoing support after school:

'His disability held him back and stopped him from completing the course he wanted to. He has done well on his other courses but there is still not enough support given.'

'I feel that there needs to be more support for young adults and indeed all adults with a learning difficulty in the world of work. There should be some form of supported employment. I feel that there is discrimination against pupils/adults with learning difficulties in the workplace and this makes it hard for them to get work.'

Most of the school leavers consulted felt they had progressed in the way they had desired, albeit with some limitations. For example:

'I have continued with the Orchardville Society and now got a job in Dunne's Stores Café.'

'Yes, I wanted to attend four days a week because five days is too much for me.'

'I did a mechanics course, level 1, for two years but once I found out that I wouldn't be able to drive due to my eyesight I left that course and went to study retail. I stayed there for a year but didn't really want to complete it so I moved onto a Stores and Warehousing course which I really like. I really wanted to be a mechanic but my eyesight meant I could never drive so I quit the course. I enjoy my latest course and I expect to do well in it when I leave this June. I now have the experience of working on three courses and that gives me the experience to get a good job this year.'

'Yes, most things...I cannot travel by myself so if I want to go places my mum has to take me. I am looking into using Door to Door Transport.'

Some of the school leavers consulted had not been able to progress in the way they wanted. For example:

'I had applied to complete a mechanic course but couldn't get into it as too many people had applied and I didn't have the qualifications to get in. My second option was retailing. I really wanted to be a mechanic but thought I was sorted by doing my placement in Halfords, which I really enjoyed. The problem was that when my placement was finished the shop brought in another retail trainee. I couldn't find any other work that would suit me.'

'I enjoyed my course and thought that I would get a job but it is very hard to get work now especially if you are special needs. Help needs to be given to get a job in a suitable area.'

Many of the school leavers consulted were unable to progress to full time employment as this would reduce the housing benefit. Comments included:

'Yes, although I would like to work full time, but can't as I need benefits to pay my rent, so I can only work 16 hours per week.'

'Yes, I have always volunteered to fill in my week as I don't like to sit at home...I can only work 16 hours per week but I enjoy helping charities so I volunteer...I had great support through the Orchardville Society. While I was a Tor Bank they found me a variety of work placements. Also I completed a lot of courses at MMC while at Tor Bank and they helped me to develop skills I need for employment.'

'Yes, although I can't work more than 16 hours per week as I need to pay my rent and I need my benefits to do that. I would like not to have to rely on benefits and work full time but I can't afford to live without my benefits as I need to pay my rent and I need to get housing benefit.'

'No. I can only work two hours in the Spar as I am paid and I can only earn £20 before I lose my benefits. If I volunteered in a charity shop I could work all day.'

'No. I cannot work more than 16 hours due to my benefits. I would like to move out of home but I cannot find a supported living placement.'

Teachers consulted highlighted issues of ability, attitude and support as factors impacting on whether a young person can progress as desired. Sustaining initial progress over a period of years after leaving school appears to be a major challenge. Comments included:

'Most make some initial progress. A few continue to training related jobs – many drop out. I speak to my leavers and emphasise the need for qualifications and appropriate attitude. This complements all careers advice given from others.'

'Lack of certain levels of ability can be a deciding factor so the main focus should be on keeping realistic expectations.'

Support

The existing support reported in the research included schools, teachers, , careers advisors, tutors, social workers, local businesses, parents, classroom assistants and local organisations such as Mencap and the Orchardville Society.

Examples of support available to help with the transition are highlighted in the comments below:

'Her teacher and Orchardville prepared her and myself for the move. We were well informed and knew what was happening.' (Parent)

'I had work experience at Dr B's one day a week and travelled from school. Then the Tor Bank staff trained me to get the bus from home to Dr B's.' (School Leaver)

'The school was very good. They were involved in all aspects of transition involving home and future training placement.' (Employer)

However, the need for greater support after leaving school was consistently identified. Comments included:

'He had some guidance in school but I feel he needs more support as he moves into employment.' (Parent)

'My son had a meeting in school to discuss his transition but I feel that continued support as they enter new training would help and again when this course finishes and they move into work. They need a support worker.' (Parent)

'He received good help in school and in Rutledge but none really since he left his course. He needed support linking the two places and more support for when he tried to get work.' (Parent)

Successes in Progression

When asked what had helped the young person to progress in education, training or employment the following successes were identified:

- A one to one approach and relationship
- School support – staff time, advice and expertise
- College experience during school
- Work experience placements
- Linking a course in college with a work placement
- Travel training
- Learning for Life and Work

- In school work tasks
- Community support
- Staff from Adult Centres open to ideas and offering opportunities to visit pupils in the school environment.

School leavers referred to these successful approaches. For example:

'I liked Dr B's as I could learn at a pace suitable to me...and I had opportunities...to have placements in catering.'

'I went for some time to visit the Training and Resource Centre before I left school. I was attending two days a week before I left school and had the support of a classroom assistant on the visits. My teacher gave me a timetable to let me know when I was going.'

'My transition programme organised by Tor Bank school and working with the Orchardville Society. I also went to college sampling days before I left school to see if I would like to go there when I left. It helps me greatly.'

'Without supportive staff I would not have been able to continue in training. Also I keep in touch with them if I have problems or to share good news.'

'The staff at Tor Bank helped to travel train me to get to Dr B's myself and gave me lots of opportunities to develop y catering skills through work experience placement. The staff at Dr B's helped me to gain qualifications and never gave up on me. They found my job and made sure I could cope....The staff in Dr B's and Tor Bank have helped me so much and I am still in touch with them. If I have a problem I can still phone them and ask for help. This helps me not to feel alone as I grew up in care. '

'Work experience placement when I was at Tor Bank as well as the employment support worker at Stepping Stones.'

Parents and the employer consulted also highlighted approaches that had been effective. Comments included:

'He was able to move courses which helped but he was very confused as to what course he should have taken and what work he would get at the end of it. He now feels happier that having studied three courses he will have a really good chance of gaining work.' (Parent)

'Work experience before she left school helped develop skills and familiarise her with the work placement she would go on when she left school.' (Parent)

'His disability has been a barrier but I feel that more doors are opening and work opportunities are definitely getting better for adults with a learning disability.' (Parent)

'Having the opportunity to go on work experience from school and having a sampling period of a new placement gave them the ability to make an informed choice.' (Employer)

Barriers to Progression

The main barriers and challenges to school leavers progressing that were identified were as follows:

- Pupil attitudes, behaviour and level of ability
- School leavers can't cope with transition and miss the support from school
- Parental concerns and lack of parental/family support including a history of unemployment or education not being valued
- Cost of and access to transport during transition
- Management of staff to support transition
- Some lack of consistency in support services
- Not enough places in FE colleges
- Attitudes towards young people with special needs
- The impact of the recession

Required Changes

Consultees were asked what needs to change in relation to school leavers' progression into education, training and employment.

One of the most consistently highlighted issues was the benefit system which currently results in restricting most school leavers to part time work. When asked what needs to change a number of school leavers pointed out this problem. Comments included:

'Benefits. I would like to work full time as I get bored and lonely as I live alone and have no family near me.'

'The benefits system and more catering options and courses geared at people with a learning difficulty.'

Teachers talked about the need for more structured support and more support in an inclusive educational setting, greater clarity regarding who is responsible for students during the transition process, more parental involvement and ownership and greater consistency and equality of opportunity for young people living in different Health Trust areas. Comments included:

'Creation of more support organisations or expansion of the existing ones. Changes in colleges so they can meet the needs of very student.'

'Equality of opportunity during transition period regardless of the Trust one belongs to. Do students in the Belfast Trust benefit more from support services?'

'Increased parental responsibility and support and ownership of transition.'

'Support for adult services to fully engage in transition process.'

'A structured work placement for all young people. Emphasis on the common threads of all work and specifics of what a job entails.'

Once again, parents identified the need for more support at every stage of transition. For example:

'More support for the young adult. They need someone to help them with the transition and even to speak on their behalf to lecturers if they are having a problem.'

'These young people need support for all stages as they move from school to college and then to work. Someone who can offer guidance and support when they need it.'

'More support for when they make each transition and a support worker for when they finish their course and this would continue even when they found a job. I feel that young adults need a special advisor as they move into the workplace. This support has to continue as they move through adulthood.'

Specific suggestions included:

- A support worker throughout the transition
- Appointment of mentors in FE training
- More formalised links between schools, FE colleges and Training Organisations.
- Additional support for formerly statemented students especially at FE level
- More opportunities for work experience in years 11 and 12

Other suggestions from school leavers included:

'I think that pupils leaving NRC or Rutledge should be given at least one year of work to gain more experience. If we even had supported employment so that we could work and employers could get money for taking us on.'

'I think that pupils from special schools should be given sample courses when they leave school. Complete a year or two in different areas then allow them to select the course they are best at to study for another two or three year. I think that more support could be given to students in their first two years away from school. It is a difficult to go to a new place, meet new classes, meet new teachers and have a lot of work to do without having enough support.'

School Collaboration

When asked how schools could work together on these issues, the teachers consulted made the following suggestions:

- Exchange ideas and experiences
- Create focus groups to promote necessary changes
- Involve parents more during the transition process
- Share good practice of realistic level of support to be offered and consistency for all students
- Sharing of contacts
- Possible share subject provision
- Cluster groups working together
- Training organisations with branches/links in school.
- Meetings to share views/ideas with other schools tutors/careers sections

4. Tracking Transition

4.1 Existing Information

There are currently no published statistics on the transition outcomes of statemented students and special school leavers for Northern Ireland. As part of this research study the following Freedom of Information request was made to the Department of Education:

"Under the Freedom of Information Act 2000 we seek the following information from the Department of Education:

'Can you provide us with any information DE has collected in the past 5 years which tracks progress into education, training and employment of post 16 and post 19 year old school leavers in the first four years after attending a Special School in Northern Ireland?'"

The Department responded as follows:

"I refer to your request under the above legislation for information about the tracking of school leavers from special schools. I wish to confirm that the Department has now completed compiling the information which you requested on 5th June 2013.

The information requested is not held by the Department as it does not continue to collect information on pupils once they leave the school system."

Therefore no information is available from the government on the outcomes for students with SEN once they leave the school system.

The Qualifications and Destinations of Northern Ireland School Leavers report 2010/11 (Table 10) recorded the academic outcomes only for SEN pupils attending mainstream schools. Special and independent schools were not included in the data collected by the Department of Education.

The table overleaf⁵ is the only publicly available data collected by government departments in NI on outcomes for school leavers with SEN. There are no published employment statistics.

The latest report on destinations for NI School Leavers (2011/12) records outcomes based on gender, grammar/non-grammar, Protestant/Catholic and Free School Meals entitlement/ Non-Free School Meal entitlement. Again, there is no published data for SEN pupils.

⁵ http://www.deni.gov.uk/qualifications_and_destinations_1011_revised_aug_12.pdf

Table taken from Qualifications and Destinations of NI School Leavers Report 2010/11

TABLE 10

QUALIFICATIONS OF SCHOOL LEAVERS BY SPECIAL EDUCATIONAL NEED (SEN) STATUS⁽¹⁾⁽²⁾

	2010/2011							
	No SEN		SEN Stages 1-4		SEN Stage 5		Total	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
3+ A Levels A*-E ⁽²⁾	10497	55.2	639	19.2	77	9.5	11213	48.4
2+ A Levels A*-E ⁽²⁾	11494	60.4	753	22.6	95	11.7	12342	53.3
At Least 5 GCSEs A*-C ⁽²⁾	15300	80.4	1452	43.6	197	24.4	16949	73.2
At Least 5 GCSEs A*-C ⁽²⁾ inc English and maths	12793	67.3	891	26.8	107	13.2	13791	59.5
At Least 5 GCSEs A*-G ⁽²⁾	18377	96.6	2750	82.6	528	65.3	21655	93.5
No GCSEs ⁽³⁾	186	1.0	237	7.1	98	12.1	521	2.2
No Formal Qualifications ⁽⁴⁾	166	0.9	198	5.9	74	9.1	438	1.9
TOTAL	19023	100.0	3328	100.0	809	100.0	23160	100

NOTES

1. Excludes special and independent schools.
2. Includes equivalent qualifications.
3. Includes those who undertook no GCSE examinations or obtained no graded results but who obtained other qualifications.
4. Includes only those without qualifications of any kind.

Please see Notes to Readers point 6 for an explanation on how these figures are calculated.

In April 2008, during a debate in the Northern Ireland Assembly on further education provision for young people with disabilities MLAs were informed that statistics released by the National Bureau for Students with Disabilities indicated that about 100 young people with disabilities and/or learning disabilities leave special schools in Northern Ireland each year. About 20% of those are classed as having complex or multiple disabilities, and for those young people, there is often no option other than day care provision.

Support for the transition of SEN pupils in Northern Ireland is not provided within any single scheme with targeted resources after they leave school.

There is currently no detailed strategy to specifically target young people with Special Educational Needs to complete their transition from education to the workplace.

It currently falls within broader Executive targets relating to NEETs (young people Not in Employment, Education or Training) and disability access schemes provided for under the Disability Discrimination Act 1995.

a) Department of Employment and Learning 'NEET' Strategy

The Department of Employment and Learning (DEL) strategy *Pathways To Success: preventing exclusion and promoting participation of young people* (2012)⁶ seeks to tackle the problem of young people outside education, employment or training (NEET). The strategy acknowledges that 'young people with mental health conditions, sensory impairment, learning disability, physical disability, experiencing abuse or those with caring responsibilities all face difficulty in gaining employment, accessing training or remaining in education.'

The Department's strategy is to reduce the number of NEETs and to focus on preventative measures amongst young people - focusing on the transitional period between school and employment.

The strategy states there is '*a clear need for an identification and tracking system to be developed. The Department for Employment and Learning has, therefore, commissioned research to scope the potential for a Northern Ireland tracking system for those young people who are in or who might enter the NEET category. It is intended to have a tracking system in place by 2014.*'

The strategy states:

'Such a system will track a young person's progress and interactions with various government departments and agencies to allow all stakeholders to

⁶ <http://www.delni.gov.uk/del-pathways-to-success-v6.pdf>

learn more about their particular client group and will have benefits for all concerned.

The strategy says the research 'is investigating options that will allow the systematic collection and use of data to track young people as they move through key transition points, for example, from school to further education, training and employment. The central aim is to determine what is required to identify and track those who are NEET. These young people, by definition, tend to fall outside many current data collection systems.'

The Department for Employment and Learning Assembly Committee Recommendations Response to the Strategy recommended that *'work is undertaken to better track and monitor the numbers of disabled young people who find themselves NEET. This should allow for better provision for disabled NEET young people to be incorporated into the NEET strategy.'*

b) Disablement Advisory Service:

The purpose of this Department for Employment and Learning (DEL) service is to ensure that disabled people can play as full a role as possible in the workplace - through obtaining or retaining employment - as well as support for employers. The Disability Discrimination Act 1995 outlawed discrimination against people in NI who have a disability. The Equality Commission for NI has a role in ensuring the legal rights of disabled people are upheld.

Various employment schemes exist:

- Job Introduction Scheme: Offers a grant to employers during initial period of employment for disabled people.
- Access To Work (NI): Practical support schemes for disabled people attending interviews and in the workplace. Also includes provision for support workers and the costs of travel.
- Workable (NI) Scheme: to allow disabled people to work alongside non-disabled people in a wide variety of jobs.
- Careers service: This can be contacted through schools or Jobs and Benefits offices. Their role is to help plan careers, provide support with CVs and applications and put clients in touch with any specialist help which they might need.
- Tax Credits are available to disabled people.

There is no current dedicated scheme, which provides support to SEN young people and their families or carers when they leave the school system. It appears to depend on the young people / families making contact with some of the existing services and as a result there is potential for some people to 'fall through the cracks' in this system.

There is a significant gap in information about the outcomes for young people with special needs after they leave school in Northern Ireland. Neither the Department of Education or the Department of Employment and Learning currently collate information that could accurately assess the situation - therefore making it difficult to establish the scale of any problems.

This situation is not unusual in the British Isles, with similar gaps in information in England and Wales, Scotland and the Republic. However, the Westminster government plans for England in the *Support and Aspiration* document sets out clear goals, which the government hopes to achieve by 2015. The English model is the most clearly focused in terms of how young people with special needs and disabilities will be supported after they finish education. The UK government plans will see support given to individuals and their families and carers until the age of 25.

4.2 Tracking School Leavers in the SCDL SEN Cluster

The three schools in the SCDL SEN Cluster collated as much data as was available on their school leavers over the past eight years. The information collated is in the Appendices⁷.

Analysis of this information on 564 school leavers between 2006 and 2013 reveals the following main points:

- The majority of school leavers are in Day Centres, at home or in part-time work placements.
- Evidence of school leavers continuing to engage in Day Centres, part time work placements over a period of years.
- No evidence of the school leavers transitioning into full time paid employment.
- High levels of support for work placements provided by voluntary sector organisations.
- Gaps in information increase over time.

⁷ The schools collected different types and different level of details of information over different time periods.

4.3 Approaches in Other Places

England

A report in England in 2012 criticised the support and opportunities available to SEN pupils during their transition to adulthood. The UK government then launched a SEN and Disability Green Paper calling for a new approach: *Support and aspiration: A new approach to special educational needs and disability*.

This states that the government intend to have the following goals achieved by 2015:

- *early and well-integrated support and advice for SEN young people spanning education, health, social care, and support into employment;*
- *access to better quality vocational and work-related learning options to enable young people to progress their learning post-16;*
- *good opportunities and support in order to get and keep a job; and*
- *a well-coordinated transition from children's to adult health services, and a feasibility study on annual health checks from GPs for all disabled young people from the age of 16.*

The overall aim of the scheme is to enable SEN young people to make the most of their lives and integrate and contribute to their communities. Where independent living isn't possible, the government wish to provide support for them and their parents and carers. Under the Education Act 2011 schools are responsible for securing access to independent careers advice for SEN pupils, and local authorities are responsible for providing targeted support to help them with education and training up to the age of 25. The report acknowledges that the level of support varies from area to area.

Scotland

The Scottish Government's approach is integration of SEN pupils into mainstream education where possible. Rights of the children are dealt with in the Education (Additional Support for Learning) (Scotland) Act 2004. The Scottish Executive published a report in 2005 called *Mainstreaming Pupils with Special Educational Needs*. This report deals exclusively with the placement of SEN pupils within schools, and makes no reference to choices after they leave the school system. As part of their integration strategy, the Scottish Government have included SEN pupils in the 'additional support needs' (ASN) category, alongside other children - such as Gypsy/Traveller - who need extra support. Data is collected specifically for children with ASN, and broken down into specific types of additional support. This information is collected from both mainstream and special schools, unlike in Northern Ireland. With regard to a strategy for SEN school leavers in Scotland, the picture is patchy. There is no over-arching government strategy, despite the data collected on outcomes. Local authorities are at early stages in assessing

the needs of the school leavers, with no programme in place to help them into employment or further/higher education.

Republic of Ireland

In 2004 the Irish government introduced the Education for Persons with Special Educational Needs Act. Over the past two decades Irish governments have favoured the inclusion of SEN pupils within mainstream education, however there are still a large number of special schools. A 2008 report commissioned by AHEAD showed that participation rates for students with disabilities in higher education “can be very low for some types of disability and tend to diminish overtime.

As with Northern Ireland, there is no scheme, which tracks the progress of all SEN school leavers and their educational, training, and employment outcomes. However, the AHEAD report mentioned previously suggests that there may be significant problems facing SEN and disabled young people when they leave secondary education.

Conclusions

The 'Review of Transitions to Adult Services for Young People with Disabilities'⁸ by the Northern Ireland Commissioner for Children and Young People (NICCY) in September 2012 reached the following key conclusions in relation to education, employment and training for young people with learning disabilities.

'Young people with learning disabilities and their families do not always receive appropriate information about the options and support available to them on leaving school. Nor is there a statutory obligation on a public body to take young people's views into account in decision-making processes. This is compounded by the inadequacy of joint/interagency working between staff in education and health and social care services and between the public and voluntary sectors.'

'The availability and adequacy of transition planning, support and post-school options varies across Education and Library Boards (ELBs) and Health and Social Care Trusts (HSCTs). Moreover, there continues to be variation at the age in which a young person has to leave a Moderate Learning Disability (MLD) school in contrast with those attending Severe Learning Disability (SLD) schools.'

'The existing statutory duty to plan for transition is currently only available to young people who have statements of special educational need.'

'For young people with learning disabilities attending Further Education (FE) courses, concerns centred on the lack of support for the young person when settling into FE and the lack of genuine options and subsequent opportunities for progression when a course comes to an end. There are no specific statutory obligations to support young people with learning disabilities on transition into FE and from FE into employment. In the context of employment, again there is variation across NI in terms of supported employment opportunities, the availability of suitable work experience placements, and the impact of part-time working on social security benefits.'

'It is not yet clear how the Review of Special Educational Needs and Inclusion proposals, which are still in development, will impact on the transitions process for young people with learning disabilities. However, there is concern that there will be a reduction in provision and in statutory protection for children who, as defined under the new proposals, would no longer have statements of special educational needs. There is also concern at the current lack of statutory obligations surrounding the transitions process for young people who do not have statements.'

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http://www.niccy.org/uploaded_docs/2012/Publications/NICCY%20Transitions%20Report%20-%20final%20Sept%202012.pdf

The field research carried out in the three schools within the SCDL SEN Cluster for this baseline research study echoes the findings and conclusion of the other more substantial studies cited above.

Specifically this research concludes that:

- Transition can be a stressful experience for many young people and their families.
- The current level of support available for the transition of young people from education to training and employment is inadequate to meet the needs of many young people with special educational needs.
- Parents, school leavers, teachers and employers highlight the success of sustained one to one support for school leavers appropriate to their individual needs.
- There is a lack of information collected by government to provide a baseline to identify the issue or to monitor progress in transition.
- The benefit system currently results in restricting most school leavers to part time work (16 hours per week).
- There is a need for more structured support at every stage of transition, greater clarity regarding who is responsible for students during the transition process, more parental involvement and ownership and greater consistency and equality of opportunity for young people living in different Health Trust areas.
- Specific suggestions for improvement included support workers throughout the transition, appointment of mentors in FE training, more formalised links between schools, FE colleges and Training Organisations, additional support for formerly statemented students especially at FE level and more opportunities for work experience in years 11 and 12
- Schools could collaborate in clusters to exchange ideas and experiences, share good practice, contacts and subject provision and lobby for necessary changes

Recommendations

The 'Review of Transitions to Adult Services for Young People with Disabilities'⁹ by the Northern Ireland Commissioner for Children and Young People (NICCY) made the following recommendations on education, training and employment:

There is a need for:

Better and more consistent transitions planning and support.

Statutory obligations to provide transition planning for all young people with learning disabilities and not just those with statements (or CSPs).

A legal obligation to take young people's views into account in transitions planning.

Involvement of parents in the transitions process.

Consistency across ELBs in age at which a young person has to leave MLD schools.

Information and support for young people and their families about the transitions process and choices on leaving school.

Greater communication and co-operation between education and health and social services.

Appropriate and accessible post-school educational opportunities with real options for progression and lifelong learning opportunities.

Opportunities for work experience while in school.

Personal support for young people when they are settling into FE.

A statutory obligation to make provision for young people with learning disabilities generally as well as on transition into FE and from FE to employment.

Provide a way of challenging decisions about FE provision.

Consistency across Northern Ireland in terms of transition support and supported employment opportunities.

Targeted employment interventions.

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http://www.niccy.org/uploaded_docs/2012/Publications/NICCY%20Transitions%20Report%20-%20final%20Sept%202012.pdf

As result of this baseline research the following recommendations are suggested to the SCDL SEN Cluster Group to continue to collaborate:

- 1) To exchange ideas and experiences, share good practice and contacts for transition.
- 2) To explore the potential for shared subject provision in relation to careers and transition.
- 3) To lobby policy makers to ensure effective tracking of school leavers with special educational needs, to target resources to increasing support for every stage of transition, to address the impact of the benefit system on restricting most school leavers to part time work and to ensure there is greater consistency and equality of opportunity for young people living in different Health Trust areas.
- 4) To develop innovative collaborative projects with training providers, adult centres, FE colleges, voluntary sector groups and employers to pilot and demonstrate the impact of a high level of sustained support available for the transition of young people from education to training and employment.

Appendix I

Semi Structured Interviews: Teachers/Parents/Students/Employers

1. What is your experience as a student, teacher, parent, employer of young people after leaving school in terms of progressing into:
 - a) Education
 - b) Training
 - c) Employment

2. To what extent has the school leaver progressed/do school leavers progress in the way they want?

3. What support was/is available to help with the transition?

4. What has helped the young person/young people to progress in education, training or employment?

5. What have been the barriers/challenges to progressing?

6. What needs to change in relation to school leavers' progression into education, training and employment?

7. Are there any other key issues you want to feed into this research?

For teachers only

8. How can schools work together on these issues?

Appendix II

School Leaver Focus Group Questions

1. What have you been doing since you left school?
2. Have you been able to what you wanted to do?

If no, what has stopped you from doing what you wanted to do?

If yes, what has helped you to do what you wanted to do?

3. What needs to change to help school leavers to do what they want to do after school?
4. Is there anything else you want to say about your experience after leaving school?

Appendix III: Tor Bank School Leavers June 2007 –June 2012

Leaving year	Disability	Post school Placement When left school	Present Day Placement
June 2006	Downs syndrome, challenging behaviours	Mount Oriel Day Centre. 5 days per week	Mount Oriel Day Centre. 5 days per week
June 2006	Global developmental delay	Split placement with Orchardville Society and Mount Oriel Day Centre	3 days in work placements organised by Orchardville Society
June 2006	Downs syndrome	Orchardville Society	Job in Ikea and Starbucks and attends BMC, Millfield for Right Track
June 2006	ASD, challenging behaviour, ADHD	Orchardville Adult Training and Resource Centre	Orchardville Adult Training and Resource Centre
June 2006	Downs syndrome	Balloo Adult Training and Resource Centre and	Balloo Adult Training and Resource (3days per week)
June 2006	Cordelia de Lange	Edgcumbe Adult Training and Resource Centre	Edgcumbe Adult Training and Resource Centre
June 2006	ASD, Mental Health issues, Challenging behaviours	Mount Oriel Adult Training and Resource Centre and a work placement @ EGSA	Due to mental health problems, he attends Mount Oriel 5 days per week
June 2006	Global developmental delay, mental health issues	Mount Oriel and Orchardville Society(work placement)	Spell in Muckamore and recently discharged so attends Business Centre (1 day per week).
June 2006	PMLD, complex medicalneeds	Non attender at school. Post school placement in TRC arranged but parents didn't take up offer	At home with parents

June 2006	Global developmental delay, visual impaired	Orchardville Adult Training and Resource Centre	Orchardville Adult Training and Resource Centre
June 2007	Global developmental delay, visual impairment, challenging behaviour	Ards Training and Resource Centre 5 day placement	Ards Training and Resource Centre (5 days per week)
June 2007	Global development delay, short term memory difficulties	Now Project- BMC Millfield campus for 3 years	Disengaged with Now Project so no information obtained
June 2007	PMLD	Orchardville Training and Resource Centre	Deceased April 2012
June 2007	PMLD	Non attender	Deceased 2008
June 2007	Downs syndrome	Orchardville Society and Mount Oriel	Several Work Experience Placements – Credit Union, Café Nosh and Orchardville Business Centre.
June 2007	Downs syndrome	Orchardville Society and Mount Oriel	Works in Sainsburys, The Orchard and Orchardville TRC
June 2007	ASD, Challenging behaviours when younger	Orchardville Society	Work placements in B&M, Law Courts and Bombardier and looking into offering part time employment in Bombardier but difficulty Agency Staff
June 2007	Downs syndrome	Datalink Reprographics LTD	SERC, Work and Life Skills
June 2007	Global developmental delay, hearing impairment and wore hearing aids	Moved to England and went to a college	Moved to England and went to a college

June 2008	Retts Syndrome	Mount Joy Adult Training and Resource Centre	Deceased, New Years Eve 2008
June 2008	Noonan's Syndrome	Ravara Intensive Support Unit	Ravara Intensive Support Unit
June 2008	Downs syndrome, challenging behaviours	Edgcumbe Adult Training and Resource Centre- phased transition up 3 days per week	Edgcumbe Adult Training and Resource Ongoing transition working towards 3 days per week
June 2008	ASD	Datalink Reprographics LTD	North Down Training LTD then Kilcreggan Urban Farm with 1:1 support funded by direct payments
June 2008	Global developmental delay, epilepsy	Datalink Reprographics LTD	Left Datalink due to health issues in June 2010. No further information obtained.
June 2008	Global developmental delay	Orchardville Society- work placement and courses	Attends BMC and is working in Espresso East (1 day per week)
June 2008	ASD, Challenging behaviours	Orchardville Training and Resource Centre- IST personal unit	Orchardville Training and Resource Centre- IST personal unit
June 2008	Cerebral palsy	Now Project – BMC Millfield	Muckamore, Prison, On the run and attends homeless shelter in North Belfast
June 2008	Cerebral palsy and global developmental delay	Edgcumbe Adult Training Centre 5 days per week	Edgcumbe Adult Training Centre 5 days per week
June 2008	Downs syndrome	Split Placement – Orchardville Society and Edgcumbe Training and Resource Centre	Extended Orchardville Society early 2013
June 2008	Downs syndrome	Edgcumbe Adult Training Centre 5 days per week	Edgcumbe Adult Training Centre 5 days per week
June 2009	CHARGE Syndrome Visual and audio impairment	Orchardville Society	Work placements at McDonalds, Action Cancer and O'Briens and attends training courses organised by Orchardville Society

June 2009	ASD, Associated emotional and communication difficulties	Datalink Reprographics LTD with 1 day per week placement at Business in the Community.	Datalink Reprographics LTD and 1 day at Business in the Community
June 2009	Challenging behaviour and mental health issues	Muckamore then moved to Newcastle, Co. down to sheltered living accommodation	Muckamore then moved to Newcastle, Co. down to sheltered living accommodation
June 2009	Global developmental delay, speech and language difficulty and epilepsy	Orchardville Training and Resource Centre 5 days per week	Orchardville Training and Resource Centre
June 2009	SLD, global developmental delay	SERC, Work and Life skills and MENCAP	Volunteering 2 morning per week at Charity shop
June 2009	Downs syndrome, global developmental	Edgcumbe Training and Resource Centre and Portview 5 days per week	Edgcumbe Training and Resource Centre and Portview
June 2009	Tuber sclerosis, epilepsy and global developmental delay	Edgcumbe Adult Training and Resource 5 days per week	Deceased December 2009
June 2009	Global developmental delay	SERC, work and life skills 4 days per week	SERC Work and Life skills for 1 year North Down Training LTD for 3 years, finishes in June 2013
June 2009	ASD	Edgcumbe Adult Training and Resource 5 days per week	Edgcumbe Adult Training and Resource 5 days per week
June 2010	Downs syndrome	SERC, Work and Life skills and MENCAP (1 day placement for 3 hours per week. Cant be extended unless charitable organisation	SERC ends in June 2013
June 2010	Global developmental delay	Orchardville society – 3 days a week at Bottling plant, 2 days at home working with parent	5 days in the Bottling Plant in Knockmore

June 2010	PMLD	Aaron House – 5 days per week	Aaron House – 5 days per week
June 2010	ASD, mental health, SEBD, epilepsy	Stepping Stones for 3 days per week and placement at Springsteens, Lisburn	16 hours paid work at Springsteens, Lisburn
June 2010	Global developmental delay, anger management issues	Left school June 2009	No information obtained
June 2010	Downs syndrome and under active thyroid	SERC, Work and Life skills (4days per week) and MENCAP (1 day at Daisies Café)	Leaving SERC in June 2013. Heading to Promote Action 3 days per week and 1 day at Daisies Cafe, Ards
June 2010	Downs Syndrome	BMC, Towards Work and Independence and 1 day placement at Orchardville Society	Starting in September 2013 Employability for 1 year with BMC
June 2010	PMLD, acardi syndrome, severe epilepsy	Edgcumbe Training and Resource Centre	Edgcumbe Training and Resource Centre
June 2010	Downs syndrome	BMC, Towards Work and Independence and 1 day placement at Orchardville Society	Starting in September 2013 Employability for 1 year with BMC
June 2010	Downs syndrome	SERC, Work and Life skills (4days per week) and MENCAP (1 day at Spar in Holywood)	Leaving SERC, ARDS in June 2013. Heading to Promote Action, Conlig 3 days per week and 1 day with MENCAP
June 2010	ASD	Orchardville Society	Working in Dunnes Store (1 day per week) and 4 days at ARC Cafe, Orangefield Church (paid for 16 hours work)
June 2010	SEBD, SLD	Dr B's Training Kitchen	16 hours paid employment in Sugar Cane in Comber. Will not be extended due to benefits.

June 2010	Epilepsy, SEBD, Challenging behaviours	SERC, Work and Life skills (4days per week)	Leaving SERC in June 2013. Heading to Promote Action 3 days per week
June 2010	ASD, challenging behaviours, sensory issues, SEBD	5 day placement at the Suffolk Centre	5 day placement at the Suffolk Centre
June 2010	SLD, Severe epilepsy and Lennox Gastuat Syndrome	Ravara Adult Training and Resource with 1:1 assistance	Ravara Adult Training and Resource with 1:1 assistance
June 2010	SLD	Edgumbe Adult Training and Resource Centre	Edgumbe Adult Training and Resource Centre
June 2010	SEBD, Global developmental delay, challenging behaviour	Towards work and Independence at BMC (4 days per week) and Orchardville Society (Bottling Plant)	Was not engaging with Orchardville so has exited the programme
June 2010	Downs syndrome, thyroid problem	Towards work and Independence at BMC (4 days per week)	Health issues so currently attending college intermittently
June 2011	Global developmental delay, SEBD	5 day placement at Edgumbe Adult Training and Resource Centre.	Irregular attendance
June 2011	ASD, SLD, PMLD	5 day placement at Edgumbe Adult Training and Resource Centre.	Attends 5 day placement at Edgumbe Adult Training and Resource Centre.
June 2011	Mosaic downs syndrome, SLD, SEBD, mind/moderate hearing loss	5 day placement at Fallswater Training and Resource Centre	5 day placement at Fallswater Training and Resource Centre
June 2011	Downs Syndrome	Towards work and Independence at BMC (4 days per week) with 1:1 assistance	Ends in June 2014
June 2011	SLD, diabetes	Towards work and Independence at BMC (4 days per week)	Ends in June 2014
June 2011	ASD, SLD, Biopolar	Ards Training and Resource Centre (4 days a week by choice)	Attends Ards TRC 4 days per week

June 2011	Opitz G syndrome, SLD,	Glencraig Camphill community Centre (5 day placement non residential)	Glencraig Camphill community Centre (5 day placement non residential)
June 2011	SEBD, SLD	Orchardville Society	Works in Mail Rooms at Mallusk Post Office (1day), Bottling Plant (2 days) and with Orchardville Society for courses
June 2011	ASD, SLD	Edgcumbe Adult Training and Resource Centre (5 days per week)	Edgcumbe Adult Training and Resource Centre- full time
June 2011	SLD	Orchardville Society – 3 day work experience and courses at Orchardville	Resides at home 4 days per week. Attends occasional course with Orchardville Society. Parental choice
June 2011	SEBD, SLD	BMC, Towards Work and Independence (4 days per week) and 1 day with the Orchardville Society	Ends in June 2014
June 2011	ASD, SEBD, SLD	Promote Action for 4 days per week with 1:1 support	Working at Positive Futures Office 1 day per week and Promote Action 3days per week.
June 2012	SEBD, ADHD, SLD	BMC, Towards Work and Independence (4 days per week) and 1 day with the Orchardville Society	BMC ends June 2015
June 2012	SEBD, Mental Health Issues	Promote Action for 3 days per week	Promote Action 3 days per week.
June 2012	Downs syndrome, ASD, SLD, SEBD, mild asthma	Mount Joy, Downpatrick, 5 days per week with 1:1 assistance	Mount Joy, Downpatrick, 5 days per week with 1:1 assistance
June 2012	Downs syndrome	BMC, Towards Work and Independence (4 days per week) and 1 day with the Orchardville Society	BMC ends June 2015

June 2012	ASD, SLD	BMC, Towards Work and Independence (4 days per week) and 1 day with the Orchardville Society at B&M, Connswater	BMC ends June 2015
June 2012	SLD, SEBD, SLT difficulties	BMC, Towards Work and Independence (4 days per week) and 1 day with the Orchardville Society	BMC ends June 2015
June 2012	SLD	BMC, Towards Work and Independence (4 days per week) and 1 day with the Orchardville Society	BMC ends June 2015
June 2012	ASD, SLD, Epilepsy	Edgcumbe Adult Training and Resource Centre (5 days per week)	Edgcumbe Adult Training and Resource Centre (5 days per week)
June 2012	SLD, Cerebral Palsy, SEBD	Ards Training and Resource Centre (5 days per week)	Ards Training and Resource Centre (5 days per week)
June 2012	SLD Downs Syndrome	BMC, Towards Work and Independence (4 days per week) and 1 day with the Orchardville Society	BMC ends June 2015
June 2012	SLD, SEBD	BMC, Towards Work and Independence (4 days per week) 1 day with the NOW Project	BMC ends June 2015
June 2012	SLD, Epilepsy, Tuberosis Schlerosis	Orchardville Day Centre (5 days per week)	Orchardville Day Centre (5 days per week)
June 2012	Cerebral Palsy, Dandywalker Syndrome, SLD	Edgcumbe Adult Training and Resource Centre (5 days per week)	Edgcumbe Adult Training and Resource Centre (5 days per week)
June 2012	ASD, Epilepsy, SLD	Ravara Training and Resource Centre (5 days per week)	Ravara Training and Resource Centre (5 days per week)

June 2012	SLD	BMC, Towards Work and Independence (4 days per week) and 1 day with the Orchardville Society	BMC ends June 2015
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Appendix IV: Loughshore School Leavers 2005 – 2013

2005-2006 79 leavers

18 – Training – maintained for one year minimum

61 – At home or part time placements in training

2006-2007 64 Leavers

22 – Training/FE placements

42 – At home or part time placements in training

2007 – 2008 54 Leavers

16 - Training/FE placements

38 - At home or in part time placements

2008 – 2009 66 Leavers

27 - Training/FE placements

33 - At home or in part time placements including 2 in prison

2009 – 2010 59 Leavers

14 - Training/FE placements

4 - Detained

41 - At home or in part time placements

2010-2011 72 Leavers

43 - Training/FE placements

4 - In prison

1 - Mental health detention

23 - At home or part time placements

2012 - 2013 57 Leavers

34 - Training/FE placements

22 - As yet unplaced

Appendix V: Castle Tower School Leavers

Seven Towers Training Level 2 Stores
Unemployed - JSA
Unemployed - JSA
Motor Mechanic employed in Randalstown.
Employment Support Allowance
Employment Support Allowance
Unemployed - JSA
ESA/Parent
Unknown
Day Opportunities Programme
Employed in Retail through Workable(NI)
Employment Support Allowance
Employment Support Allowance
Employment Support Allowance
Day Opportunities Programme
Employment Support Allowance/Pregnant
Employment Support Allowance
Employment Support Allowance
Now Project Belfast (Supported Emp) Employed in Catering through Workable(NI)
Unknown
Unemployed - JSA
Unemployed – JSA living in Portrush
Employment Support Allowance
Employment Support Allowance
Day Opportunities Programme
Unknown
Completed TFS in Jan 13 – has applied for ft FE for Sept '13 currently on JSA
Employed – occupation unknown
Employed in Catering through Workable (NI)

