

**ENABLE Scotland – 2018**



# Decreasing the Disability Participation Gap

A call to action for effective Industry and Education Partnerships

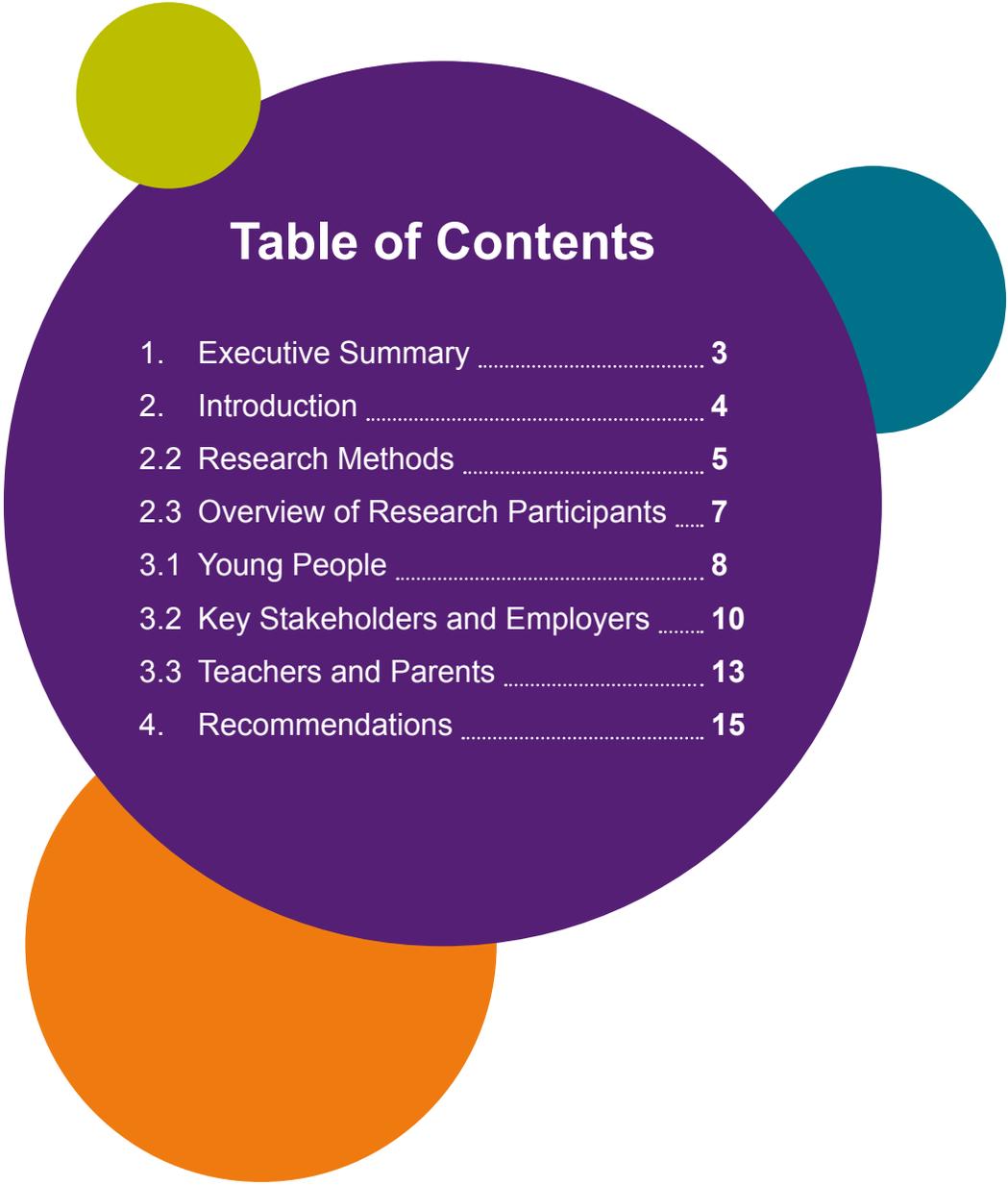
Developing the Young Workforce Edinburgh, Midlothian and East Lothian



An equal society

for every person

who has a learning disability.



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# 1. Executive Summary

Between May and August 2018, ENABLE Scotland sought to review the way in which Additional Support Needs (ASN) schools and hubs across Edinburgh, East Lothian and Midlothian currently engage with industry to support their pupils' goals and ambitions.

This study, commissioned by Developing the Young Workforce, highlights current best practice and identifies potential gaps in provisions. This study focuses on accessible industry engagement – in particular, the way in which employers can successfully engage with young people who have mild, moderate and complex support needs to meet their career goals and ambitions.

## ENABLE Scotland carried out this study to:

- Identify the career ambitions of young people with mild, moderate and complex needs who attend ASN schools and hubs
- Identify the current opportunities and potential gaps in industry engagement practices within ASN schools and hubs
- Identify and map what is happening now in ASN schools in relation to industry engagement by reviewing good practice where it exists and drawing out success criteria
- Identify where employers could improve industry engagement for ASN schools and make recommendations how to get there

## Key findings include:

- Young people with mild, moderate and complex needs want to work and have diverse career ambitions in a variety of industries
- Young people require personalised support to identify and work towards career ambitions whilst having their needs met
- Engagement and partnership working with diverse industries is required
- Schools and education staff require additional support in order to support young people towards their career ambitions
- Industry employers require support to adjust their workplace practices to ensure accessibility to a range of support needs.
- Such support, identified as best practice, has successfully been provided in the past by partnerships specialist agencies.

## Recommendations:

- Employers should look at facilitating engagement of young people in their industries as early as possible in their education – recommendations on ways to do this are outlined in Appendix 3
- Employers should look at upskilling their workforce and participating in training to understand the specialist support requirements of young people with support needs ranging from mild to moderate
- Employers should work with ASN schools and hubs to ensure all young people have a meaningful work placement tailored to their individual needs
- Employers should continuously work together to share and review best practice towards a diverse workforce

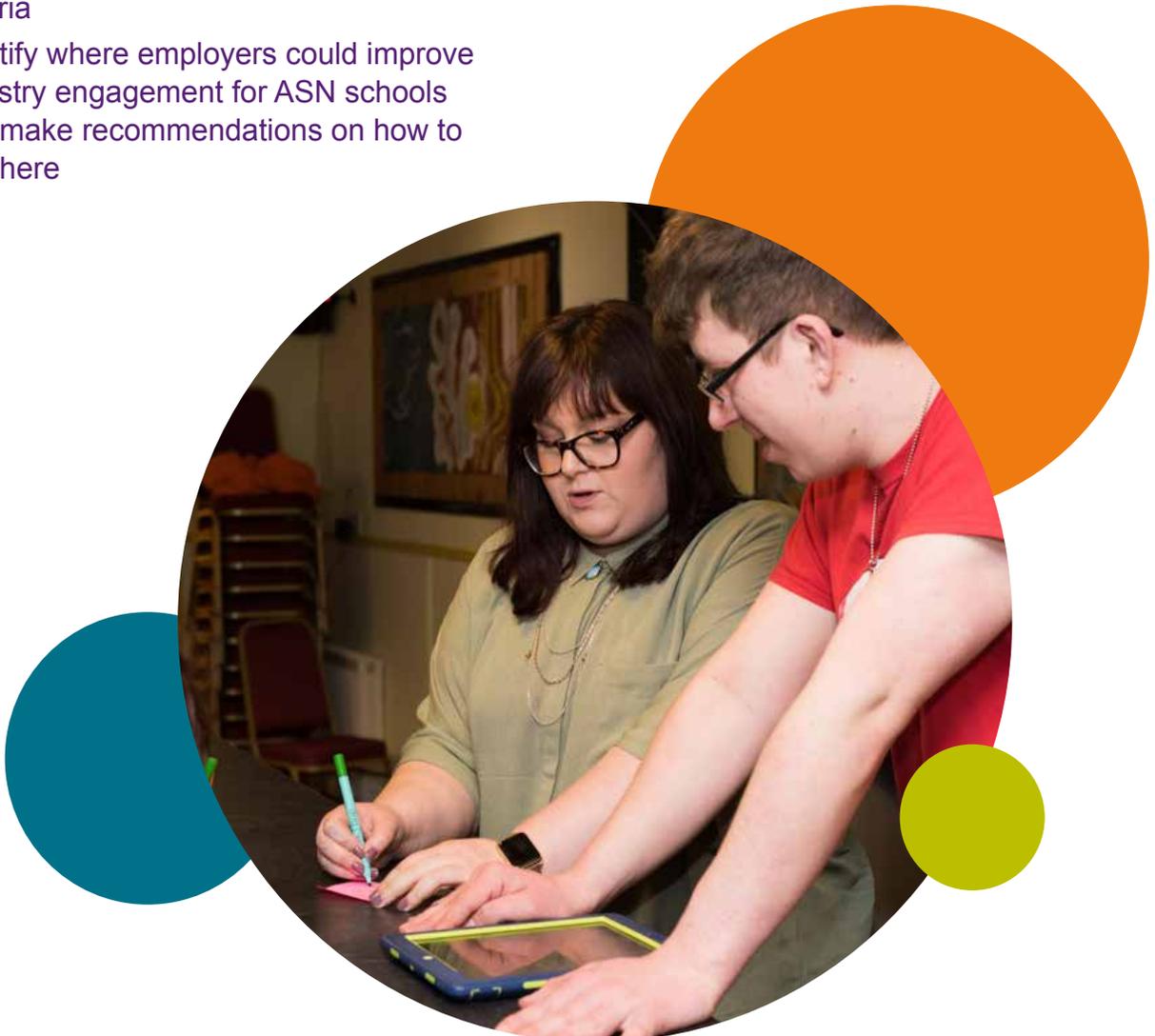
## 2. Introduction

### 2.1. Purpose of Research

ENABLE Scotland conducted a qualitative and quantitative research project, on behalf of Developing the Young Workforce to:

- Identify the career ambitions of young people who have mild, moderate and complex needs who attend ASN schools and hubs
- Identify the current opportunities and gaps in industry engagement practices within ASN schools and hubs
- Identify and map what is happening now in ASN schools in relation to industry engagement by reviewing good practice where it exists and drawing out success criteria
- Identify where employers could improve industry engagement for ASN schools and make recommendations on how to get there

This report will look at the overarching goals and aspirations of young people around ASN schools and Hubs in Edinburgh, Midlothian and East Lothian. It will identify the challenges faced by young people who have additional support needs, alongside educational staff, parents and carers, whilst trying to engage with the local labour market.



## 2.2 Research Methods

ENABLE Scotland designed a series of focus groups for young people, teachers, supporting staff, parents and key stakeholders from industry.

- Young people focus groups consisted of a series of workshop activities that explored; the goals and aspirations of young people, including the industries they would like to work in, the barriers that they face whilst engaging with industry, and the support they would require to successfully engage. These workshops had to be adapted for the needs of each group – for example pictorial aids were used for those pupils who had complex communication barriers. Pupil Support Assistants supported individual pupils during these workshops to ensure they fully understood what was being asked.
- Teacher and supporting staff focus groups consisted of round table discussions. These explored each school's experience engaging with industry, the barriers their young people face throughout their school lives, with a focus on the school leavers during their transitions period. Examples of best practice to date was also discussed.
- Parent focus groups took the form of drop-in sessions for parents. Some parents could not commit to attending a set time due to care and work commitments. Some disclosed that they did not wish to talk about their child's future and barriers in a group setting and therefore opted for 1:1 phone call.
- All discussions with parents covered a loose agenda as many parents are anxious about the thought of their child engaging with industry and their future. Guardians and care support staff were contacted for those pupils who do not have any parental involvement in their life.
- Key stakeholder focus groups consisted of 1:1 discussions in person or over the phone, subject to their availability. Key stakeholders shared their experience of working with young people and they gave suggestions of ways in which Developing the Young Workforce could support industry to better engage with schools and hubs.



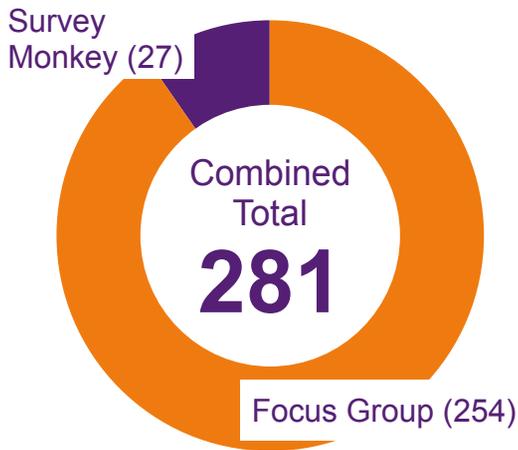
ENABLE Scotland created online surveys (in Appendix 1) for completion by anyone who could not attend the above focus groups, in order to reach as many participants as possible.

ENABLE Scotland engaged with 50 employers by delivering Disability Awareness Training in Edinburgh and the Lothians to specifically raise the profile of hiring young

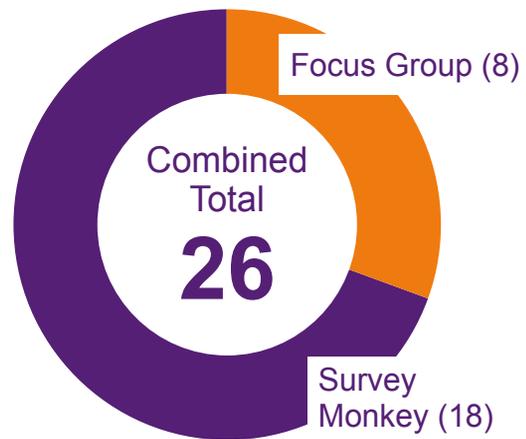
people with ASN into their workforce. A further 32 employers who ENABLE Scotland engaged with completed a survey to feedback their experiences and recommendations of working with young people with support needs.

Over the research period, ENABLE Scotland engaged with the following volumes:

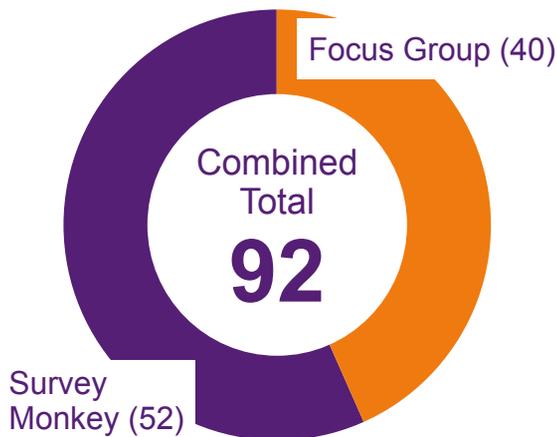
### YOUNG PEOPLE



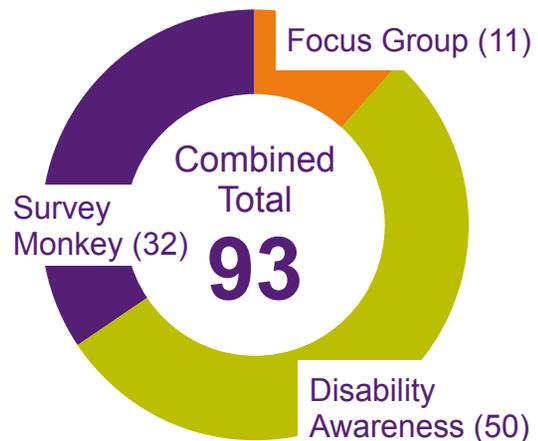
### PARENTS



### TEACHERS AND SUPPORT STAFF



### KEY STAKEHOLDERS AND EMPLOYERS



## 2.3 Overview of Research Participants

### Edinburgh

Braidburn School  
 Gorgie Mills School  
 Pilrig Park School  
 Edinburgh Secure Services – Howdenhall and St Katherine’s Kaimes School  
 St Crispin’s Special School  
 Leith Academy  
 Woodlands School

### East Lothian

Ross High  
 Meadowpark Knox Academy

### Midlothian

Saltergate School  
 Lasswade High School

Please note the following schools did not wish to participate in this research; Drummond High School, St Thomas of Aquin’s High School, Craigmount High School, St David’s RC High School and Dalkeith High School.

### Employers

82 employers engaged with ENABLE Scotland from the following industries:



Please see appendix 2 for the list of 44 employers that participated in this study. Note some employers requested to remain anonymous.

### Key Stakeholders:

Name	Organisation
<b>Garrett Brady</b> (Development Officer)	JET Programme
<b>Marjorie Benn</b> (East Lothian Works)	East Lothian Council
<b>Ken Shaw</b> (Head of Employability and Talent Development)	City of Edinburgh Council
<b>Duncan MacKechnie</b> (Programme Manager)	Inspiring Scotland
<b>Sandy MacDonald</b> (Head of Corporate Sustainability)	Standard Life
<b>Michelle Fisher</b> (Employability Officer)	Inclusion Scotland
<b>Prasun Barman</b> (Manager Catering Department)	City of Edinburgh Council
<b>Arlene Farrell</b> (Restaurant Manager)	McDonald’s Restaurant
<b>Nina Cowe</b> (HR Assistant)	Dynamic Earth
<b>Richard Barr</b> (Store Manager)	Asda

- Hospitality (15%)
- Childcare (12%)
- Charity (12%)
- Administration (9%)
- Horticulture (6%)
- Retail (6%)
- Tourism (5%)
- Sports (5%)
- Healthcare (5%)
- Beauty (5%)
- Education (4%)
- Finance (3%)
- Animal Care (3%)
- Mechanics (3%)
- Security (2%)
- Engineering (1%)
- Armed Forces (1%)

### 3. Findings

#### 3.1 Young People

ENABLE Scotland engaged with 281 pupils across 12 ASN schools and hubs in Edinburgh, East Lothian and Midlothian. Throughout these engagements, key findings highlighted that young people:

- have diverse goals and career ambitions
- want to work within various industries
- want a meaningful work placement aligned to their career ambitions
- need specialist support to meet their individual needs in order to achieve their employment goals

#### Young people have diverse goals and career ambitions:

When discussing employment with all young people with mild, moderate and complex needs, they demonstrated an understanding of what work is:

*‘I want to work so I have money to buy things, I want to make new friends and I want to learn.’*

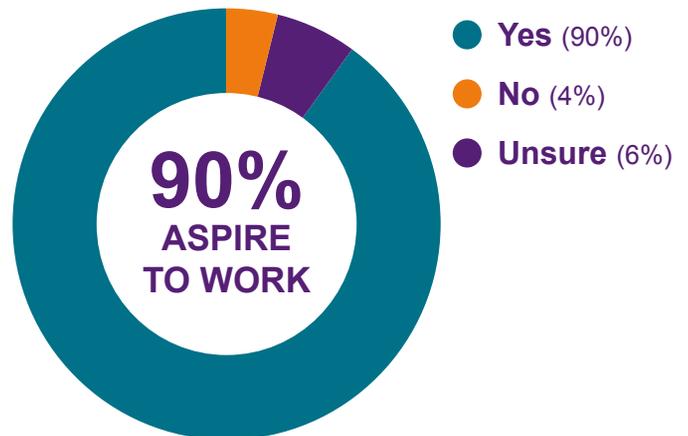
We asked 281 young people if they wanted to get a job when they leave school:

90% aspired to work.

The ‘unsure’ 6% tended to be of the younger years within school, or had little or no exposure to industry and felt they could not comment.

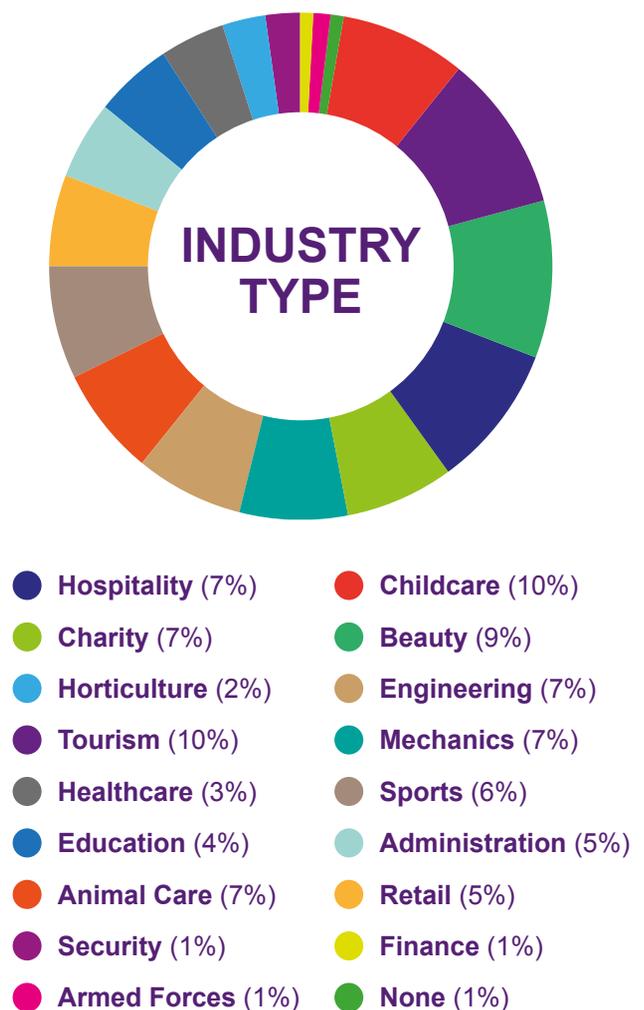
Two young people in one school, initially stated that they did not want to work, however towards the end of the session they stated they would consider it after hearing about options available to them in the future.

#### YOUNG PEOPLE’S CAREERS AMBITIONS



#### Young people want to work in many industries:

We asked 281 young people, if they would want to work in any of the following industries:



## Young people want a meaningful work placement:

90% of young people stated they wanted a work placement, taster or employer visit whilst in education to help them make an informed decision about their future. Yet only 30% (76 of 254) of young people, who participated in focus groups, had taken part in a work placement experience.

Of those 76 young people who had been on placement before many stated their work placements took place in supported workplaces such as IKEA placement programme, charity shops, community projects and Gorgie City Farm. Although beneficial, these opportunities are not in the open labour market with no long term employment options available. Some young people also stated that their work placement experience did not align to their personal career aspirations.

For many, their work placements were setup through family members. This arrangement was due to lack of resources available within schools to support personalised work placement experiences. One young person at Meadow Park School stated:

***'I helped Dad for my work experience, he is a painter. I liked it, but I want to be in the army so it wasn't useful.'***

Another young person (who wanted to remain anonymous) said that they felt a little uncomfortable going on a placement with their guardian, as they felt under pressure. They felt they would have gained more through a placement of their choice. The fact that many work placements came through family also highlights the issue of young people from non working families being excluded from opportunities and therefore disadvantaged in comparison with young people who have this access.

There is a need for a personalised work placement experience aligned to interests

and ambitions. These work placements should be based on the support needs of each young person, adapted in line with the complexity of their needs and crucially should be accessible to all young people seeking such opportunities.

Developing the Young Workforce should support schools to engage with employers in the open labour market, who are willing to work in partnership with schools, enabling each young person to have a meaningful work placement.

## Young people need support to achieve their employment goals:

ENABLE Scotland's asked the 27 young people who completed our survey, 'What support do you think you would need or like to find a job?'

The responses stated they would need the following support:

- Help with CV, finding a good place to work,
- Someone to get me a job
- Help to find one, I don't know what I want to do
- People to listen to me
- Internet access
- Money for transport and clothing
- I would need help to get started
- Help to find the jobs and help to do the interview and know what to say for the questions

The above was further supported by focus group feedback. It became apparent that young people who have additional support needs require help to access industry in various ways - from economic factors such as costs involved for uniform, to their learning support requirements to access and apply for work.

Both teachers and staff also highlighted the importance of support with travel training for

young people. Teachers stated they are not equipped with time to travel train a young person.

A lack of independent travel skills can often result in a work placement failing. Keith Mackay, Depute Head of Pilrig Park School stated:

**“Our pupils need industry engagement near to home or school – somewhere accessible and in a familiar area, which they can learn to travel to, to promote their independence.”**

Developing the Young Workforce should look at transport options and locations of industries, ensuring it is accessible and promotes independence.

Alongside this, all 281 young people were asked which method of vocational training they would prefer, the results as follows:

Of the 254 young people who participated in the focus groups 100% acknowledged that

they would like a person to accompany them or support them behind the scenes, to engage with industry. A senior pupil at Saltersgate School stated:

**“I have ambition, but I get help at school. I know I need help to find a job. I get nervous I don’t always understand things.”**

Another pupil from Gorgie Mills School stated:

**“I need support from someone I know well. It has taken a long time for me to trust the people around me. I want to find a job when I leave school but I’m scared of going to work on my own in case I get confused.”**

In discussions with teachers at Gorgie Mills and Edinburgh Secure Services – Howdenhall and St Katherine’s, they both raised their concerns that many of their pupils are coming from care backgrounds or have convictions. Therefore many require 1:1 support and legal guidance throughout any activity out of school.

### VOCATIONAL TRAINING PREFERENCES



- **Work Placement** (40%)
- **Work Taster** (36%)
- **Work Place Visits** (14%)
- **Unsure** (10%)

## 3.2 Key Stakeholders and Employers

ENABLE Scotland identified a number of key findings through focus groups, surveys and disability awareness training which engaged with a combined total of 93 Key Stakeholders and Employers.

### The key findings as following:

- Industry engagement needs to be person centred meeting mild, moderate and complex needs
- Employers should actively provide opportunities for young people with support needs
- Employers would benefit from training
- Employers need linked to a diverse talent pool of young people

## **Employers need to provide person centred opportunities:**

75% of the 82 employers who engaged in this research have provided work placements for young people. However, only 30% felt equipped to provide placements for a young person with additional support needs.

All 82 employers felt they would require ongoing support from a third party to engage successfully with a young person who requires support as this would help remove barriers for both the young person and the employer.

Nina Cowe at Dynamic Earth reflected on her experience of engaging with schools through The Stepping Up programme and also Developing the Young Workforce stating

***“It has been a really rewarding experience working together with these schools and DYW, as even if some students may not be ready to work just yet or feel confident enough, you can see a massive change in their attitude to work, when their work placement is made accessible to their needs individually.”***

This demonstrates that employers can support young people from both mainstream and additional support needs schools alike, with specialist third party support to cater for a range of support needs.

70% of the 50 employers who received Disability Awareness Training felt that their recruitment process would need to be adjusted to be more person centred for young people with additional support needs. Arlene Farrell from McDonald’s raised concerns about employers’ capacity to do this stating:

***‘We are a franchise, we are able to make these adjustments to recruitment on a local level which is great. However, those companies who are***

***‘tied down by HR legislation and central systems will hit brick walls trying to be flexible.’ She added ‘It would be good if DYW could do something at a higher level to support other employers to do this.’***

St Crispin’s Special School and Woodlands School stated that employer visits to their school was a model that worked well for their pupils in the past. However, this is no longer possible due to limited resources. They would like Developing the Young Workforce to look at this model going forward for students of all ages and abilities.

## **Employers need ongoing support:**

30% of the 93 employers and key stakeholders made reference to a form of best practice that exists or used to exist. These practices included; Sheltered Employment such as Garvald, PROJECT Search, The Stepping Up programme, JET Programme, East Lothian Works, Princes Trust and All in Edinburgh.

This was supported by the Head of Employability and Talent Development, Ken Shaw at the City of Edinburgh Council, stating:

***“DYW should ensure they look at current models that are being used and work alongside them. DYW should ensure they do not create a new system when there is no requirement for one, especially if it does not compliment what is already there.”***

This was reiterated by Inspiring Scotland noting that:

***‘DYW should look at the already existing projects (such as Stepping Up) and support these to progress further.’***

However a teacher from an ASN school explained that due to funding cuts, they are unable to access the above best practice.

One employer who has been supported by All In Edinburgh (Edinburgh's Supported Employment Consortium) stated how positive the experience had been. Thea Cowan, from Waldorf Astoria, Caledonian Hotel said this support:

***“made the experience of hiring someone who uses BSL a breeze.”***

Supported employment practice allows employers to gather more specialist information about the young person's support needs. Ken Shaw further supported this by explaining that Developing the Young Workforce should

***“work with already existing agencies and link together- a quick fix plaster would not solve any of the issues these young people face when engaging with industry,”***

This would allow employers to have expert support to recruit and sustain a diverse young workforce.

### **Employers should seek available awareness training:**

80% of the 50 employers, who participated in the Disability Awareness Training sessions, suggested that they would always need training to confidently support a young person with additional support needs. One employer, who received Disability Awareness Training from ENABLE Scotland gave the following feedback:

***“This training has been helpful for my team that work alongside young people with disabilities. Many come into this role with no previous experience of this, so this training has helped to explore the issues they may encounter and equip them with better methods to support and build relationships with these young people***

The remaining 20% said they would not require training as they already had specialist training, or they have their own in house training.

### **Employers need linked to a diverse talent pool:**

The manager at ASDA mentioned that they recruit via Princes Trust 'Get Hired' projects and this model works well for them, as it simplifies the recruitment process for all involved.

Thea Cowan from Waldorf Astoria suggested that Developing the Young Workforce should host recruitment events specifically for disabled young people. This would ensure all stall information was accessible, and that the venue was not too busy for those who need a quieter environment.

DYW could use case studies, good news stories, or promotion of inclusive best practice. Key stakeholder, Ken Shaw reinforced this approach stating:

***“Celebrating success is powerful.”***

Another employer specified that they were once invited to a Developing the Young Workforce event and it was good to hear news stories first hand - however regular electronic updates around inclusive industry engagement would also be beneficial.



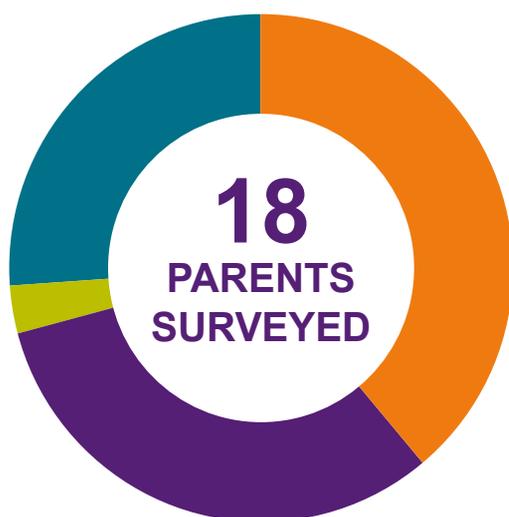
### 3.3 Teachers and Parents

ENABLE Scotland held focus groups for teachers and parents within ASN schools and Hubs. Those who could not attend completed surveys and phone call interviews. Throughout these discussions key findings emerged:

- Parents and teachers are concerned about the future for young people who have additional support needs.
- There is a gap in support for transitions beyond school

18 parents completed the online survey and chose the word that best stated how they felt about their child’s future as below:

PARENT ONLINE SURVEY



- **Worried** (39%)
- **Nervous** (32%)
- **Unsure** (26%)
- **Inspired** (3%)

A teacher who wished to remain anonymous stated a parent was so concerned about the lack of employment opportunities for her child in the future she was asked:

***“Do I need to quit my career to support my child after school? I’ve been thinking it might be easier just to end it all for us.”***

This highlights the extreme consequences that the lack of current industry engagement and transitions are having on young people and their families.

Furthermore, a parent from Meadowpark Knox Academy stated:

***“My child can achieve more with the right support. His disability is visual but his talent is hidden. Employers need to be willing to support him to achieve. I can’t do it alone and I don’t know what to do.”***

This concern was a common theme throughout focus groups, with many stating that stable progression routes such as college or day centres were explored, over employment due to lack of support. Kevin Smith from Woodlands School explained:

***“This is a concern as places such as Garvald are all full to capacity. Where will our pupils go then? We need to look at realistic employment opportunities for more of our pupils.”***

The majority of teachers and parents noted recent funding cuts for work placements and transitions support within schools.

Teachers discussed that whilst they wanted to support their young people, they were not equipped to do so, whether this be through lack of funding, time or support. One teacher at Meadowpark Knox Academy stated:

***“We are not experts in transitions and industry.”***

Another teacher at Ross High School highlighted their concern about the future support to sustain a planned transition.

***“There is a gap in transitions. The school can start placement/employment, but when the young person leaves school, there is often not a provision to continue the support.”***

This emphasises the need for employers to look at sustainable opportunities for young people with support needs in their workforce.

Many schools would prefer engaging with employers from earlier in education to ‘Get the ball rolling’ and to ‘Sow the seed [of employment]’ amongst their young people. Processing information and change in routine can be hard for their pupils and leaving it to senior phase is considered not effective or well supported as these young people would benefit from more time to become confident.

Gorgie Mills School staff stated that industries need to be fully inclusive and not to have a ring fenced approach for certain disabilities stating:

***“There is a need for a form of support that does not require a diagnosis. Often, young people require a diagnosis to receive specialist support when engaging with industry, which is why so many young people fall through the cracks.”***

This was also mentioned in discussion with other schools, staff stated that their young people’s needs are so complex that they are undiagnosed. Without a diagnosis, opportunities with strict eligibility criteria such as PROJECT Search are ruled out immediately.

**“Often, young people require a diagnosis to receive specialist support...”**

**Staff Member  
Gorgie Mills School**



## 4. Recommendations

Through the findings outlined in this study, ENABLE Scotland has identified that regardless of the level of support need, all:

- Young people want to work and have diverse career ambitions in a variety of industries
- Young people require personalised support to identify and work towards career ambitions

### For success:

- This requires employers from diverse industries to engage with ASN schools
- Schools and education staff require additional support in order to support young people towards their career ambitions
- Industry employers require support to prepare their workplace for successful engagement

ENABLE Scotland suggests that employers and Developing the Young Workforce consider the following action to better engage with young people from ASN schools and hubs:

**Facilitate the engagement of young people and industries as early as possible in their education**

Developing the Young Workforce should consider engaging with young people within ASN schools and hubs from S1 onwards. Young people with support needs tend to require extra time to process information and achieve the same results from a work placement, than their peers in mainstream schools. Also, it can take longer to fully understand the support needs and adjust the workplace accordingly. Therefore, industry

engagement for these young people should start earlier through; work place visits, work tasters and employer visits to introduce them to the world of work as early as possible. This will allow these young people to make a more informed choice about their future, through well supported industry interventions.

Developing the Young Workforce should look at making industry specific events more accessible to young people with support needs. For example, introducing accessible job fairs that have easy read hand outs, quiet spaces and extra time for young people with support needs to engage fully with industry experts. Different methods of communication should also be considered such as the use of assistive technology. In order to do this successfully, industries may benefit from training and support from a specialist organisation to adapt their marketing and information material correctly along with advice on other adjustments to ensure accessibility for specific needs.

**Upskill and train industries to understand the range of support needs of young people**

Developing the Young Workforce should signpost employers to specialist organisations to deliver bespoke and current awareness training to raise understanding of support need requirements in the workplace. This training should look at ways in which industries can be supported to adapt their recruitment processes and make their workplace more accessible for people with support needs. The training should highlight success stories and raise understanding of the abilities and invaluable contributions young people with support needs bring to industries. These success stories should also be marketed to raise this awareness with industries and raise aspirations to young people and their families currently seeking this success.

**Employers should actively upskill to understand the range of support needs of young people from ASN background**

Employers should work with specialist organisations to deliver bespoke and current awareness training to raise understanding of support need requirements in the workplace. Extended planning and timeframes for work placements are needed to allow implementation of reasonable adjustments to take place based on the individual support needs of each young person. Developing the Young Workforce should review the success of these work placements and circulate good news stories, to raise the profile of young people with a range of support needs across industries - encouraging best practice, and the benefits of diversifying workforces across all industries.

**Employers should provide all young people a meaningful placement**

Employers should engage as early on in the academic year as possible with ASN schools and hubs to ensure that all young people are given equal access to work placement opportunities. Marketing material should showcase the current aspirations of young people with ASN, with a focus on the skills these young people can bring to a workforce. Developing the Young Workforce should look at making industry specific events more accessible to young people with support needs. For example, introducing accessible job fairs that have easy read hand outs, quiet spaces and extra time for young people with support needs to engage fully with industry experts. Different methods of communication should also be considered such as the use of assistive technology. In order to do this successfully, industries would need training

and support from a specialist organisation to adapt their marketing and information material correctly along with advice on other adjustments to ensure accessibility for specific needs.

**Employers should engage with young people as early as possible in education**

Employers should work in partnership with organisations that already specialise in supporting people with a range of mild to complex disabilities into employment. This will ensure correct, consistent and thorough support is given to young people with additional support needs and their employers. Highly qualified and experienced employment practitioners can provide crucial ongoing support for young people and their employers from early engagement at school through to sustained employment.



## 5. Appendix Forms

### Appendix 1.1 : Employer Survey

1. What industry do you consider your business?
2. What is your local authority?
3. Do you currently employ any young people within your workforce?
4. If so, in what role or capacity?
5. If no, what has been your reasoning for not hiring a young person?
6. Do you currently employ anybody who has an additional support need?
7. If so, what support do you provide this individual?
8. What challenges do you face within your specific industry to recruit a young person with additional support needs?
9. Do you feel confident providing support for the given individual?
10. Are you currently aware of any free support available to you, as the employer, when supporting individuals with additional support needs?
11. If yes, what support are you aware of?
12. If specialist support for you and your young workforce was offered to you as an employer, would you and your company benefit from this?
13. Have you previously worked with any of the following support agencies?
14. If yes, would you recommend the support that you received?
15. Are you aware of any funding or incentives, which support you to recruit a young person?
16. Would you be happy for Enable Scotland to contact you in the future to discuss providing opportunities for your workforce, given the correct support?

## Appendix 1.2: Teacher Survey

1. What school do you work at?
2. How many students with a disability do you currently support?
3. What are the age ranges of the young people you teach?
4. How many of your young people have mild disabilities?
5. How many of your young people have moderate disabilities?
6. How many of your young people have complex disabilities?
7. Do you feel there is enough support available for you to raise the topic of aspirations around employment with your young people?
8. What are the common barriers your young people face on a day to day?
9. How many of your school leavers this year, are going into Further Education? Please give a number and give detail around the type of education.
10. How many of your school leavers this year are going into training e.g. Princes Trust, Employability Fund Courses, Modern Apprenticeships? Please give a number and give details.
11. How many of your school leavers this year, are going into employment? Please give a number and expand on your answer.
12. How comfortable do you feel supporting your young people to think about their future?
13. Do you have enough time in your current role to provide industry engagement with employers in line with your pupils employment aspirations?
14. Do you work with any specialist organisations alongside your curriculum to help you support young people to think about their future?
15. Do you believe that your current students with disabilities will be able to find employment in the future?
16. Do you think employers understand the support needs of your pupils?
17. Do you signpost your young people to support services after school?
18. Do you think employers in the local area would employ your young people?
19. Have any previous pupils gone onto positive destinations?
20. Have you had any engagement with employers currently or in the past?
21. Have you have any engagement with employability providers in the past?
22. What support do you need to better engage with employers? Please give suggestions.
23. What do you want from employers in line with your pupils employment aspirations?
24. Would you be willing to participate in a focus group to further discuss the above as part of this evaluation?

## Appendix 1.3: Pupil Survey

1. How old are you?
2. What school do you go to?
3. When do you want to leave school or when did you leave school?
4. Do you want to go to college when you leave school?
5. Do you want to go into work related training when you leave school?
6. Do you want to get a job when you leave school?
7. Who currently supports you to think about your future after school?
8. Has anyone ever asked you what job you would like to do?
9. How much support have you had to think about life after school?
10. How does thinking about your future make you feel?
11. Do you want a paid job in the future?
12. What support do you get at school to think about your future?
13. Do you think you could find a paid job without support?
14. What support do you think you would need or would like to find a job?
15. Would you want to work in any of the following industries?
16. What support would you like get a job?
17. Do you consider yourself to have a disability?
18. What barriers do you face to get a paid job?
19. Have you ever taken part in any of the following personal development projects to help think about your future?
20. How long did you attend these projects for if you attended?
21. Would you be willing to come along to a group to chat a bit more about the questions you have answered on this survey?

## Appendix 1.4: Employer Training Survey

1. As a result of the Disability Awareness Training, I feel more confident in my ability to support the requirements of young people with a range of disabilities. OPTION: YES/NO
2. As a result of the training, I feel more likely to employ a young person with a disability to my workforce. OPTION: YES/NO
3. As a result of the training, I feel confident that my organisation's recruitment process is suitable for a young person with a disability. OPTION: YES/NO
4. Do you have any young individuals with a disability in your workforce?
5. Would you be willing to offer work experience to a young person with a disability?
6. How do you feel that this training has benefitted yourself and your industry?

## Appendix 2: Employers Who Participated in Study

1. McDonald Restaurants
2. Edinburgh City Council
3. Waldorf Astoria – Caledonian Hotel
4. Inclusion Scotland
5. Dynamic Earth
6. Standard Life
7. Asda
8. Cyrenians
9. EDP Consulting Engineers
10. Y2K
11. Kevock Garden Centre
12. Rae McIntosh Music
13. Muirfield Nursing Home
14. Football Aid
15. Edinburgh University
16. Gemini Garage
17. PA Training
18. Restoration Yard
19. North Edinburgh Arts
20. Potter About
21. The Business Partnership Ltd
22. Pitstop Café and Softplay
23. Forestry Commission
24. Wickham Place Property
25. Rock Trust Housing
26. Headcases Hair Studio
27. Serenity Café
28. Seahorse Nursery
29. Delaware North Companies
30. Braidhills Driving Range
31. Ora Beauty
32. SRUC
33. Secret Herb Garden
34. Jupiter Art Land
35. Gorgie City Farm
36. Art Point Scotland
37. Artspace
38. Courtyard Edinburgh West
39. Edinburgh Food Project
40. Mercure Edinburgh Haymarket
41. Glencorse Community Centre
42. Murrayfield Ice Rink
43. Macdonald Hotels
44. Citadel Youth Centre

## Appendix 2.1: Signposting Support Services

### Action Group – Real Jobs

Action Group, 57 Albion Road, Edinburgh, EH7 5QY

**Name:** James Wilson

**Email:** realjobs@actiongroup.org.uk

**Phone:** 0131 475 2315

### Action on Hearing Loss

Forth Valley Sensory Centre, Redbrae Road, Camelon, Falkirk, FK1 4DD

**Name:** Sallie Tomaszewski

**Email:** Sallie.tomas@hearingloss.org.uk

**Phone:** 0132 459 0873

### Airport Recruitment Centre

Edinburgh Airport, Edinburgh EH12 9DN

**Name:** John Gibson

**Email:** johntgibson@rscfortkinnaird.co.uk

**Phone:** 0131 348 4290

### All in Edinburgh

All in Edinburgh, Gyleview House, 3 Redheughs Rigg, Edinburgh, EH12 5DQ

**Name:** Lucy Pearson

**Email:** info@allinedinburgh.org.uk

**Phone:** 0300 0200 101

### Barnardo's Works East (Employability Fund)

17 Claremont Crescent, Kings Haugh, Edinburgh, EH7 4HX

**Name:** Rebecca Hughes

**Email:** rebecca.hughes@barnardos.org.uk

**Phone:** 0131 556 4583

### Community Help and Advice Initiative Ltd (CHAI) Money Advice services

CHAI Head Office, 5th Floor Riverside House, 502 Gorgie Road, Edinburgh EH11 3AF

**Name:** Aileen Cunningham

**Email:** aileen.cunningham@chaiedinburgh.org.uk

**Phone:** 0131 442 2100

### Community Renewal - Employability Safety Net

Community Renewal, 3 Hay Avenue, Edinburgh, EH16 4RW

**Name:** Rachel Hanson

**Email:** rachel.hanson@communityrenewal.org.uk

**Phone:** 0131 629 9858

## **Appendix 2.1: Signposting Support Services (Continued)**

### **Cyrenians – Key to Potential**

57 Albion Road, Edinburgh, EH7 5QY

**Name:** Mark Pearson

**Email:** orladoyle@cyrenians.org.uk

**Phone:** 07772 886 421

### **Edinburgh Guarantee**

The City of Edinburgh Council Employability & Skills Economic Development,  
G1 Waverley Court, 4 East Market Street, Edinburgh EH8 8BG

**Email:** edinburghguarantee@edinburgh.gov.uk

**Phone:** 0131 529 3525

### **Edinburgh Project SEARCH**

**Email:** project.search@edinburgh.gov.uk

**Phone:** 0131 529 3157

### **Enable Scotland**

INSPIRE House, 3 Renshaw Place, Eurocentral, North Lanarkshire, ML1 4UF

**Email:** enabledirect@enable.org.uk

**Phone:** 01698 737 000

### **Forth Sector**

Duddingston Yards, Duddingston Park South, Edinburgh, EH15 3NT

**Phone:** 0131 201 2450

### **Foursquare - Connected Learning and Employability**

67 Logie Green Road, Edinburgh, EH7 4HF

**Email:** connected@foursquare.org.uk

**Phone:** 0131 557 7909

### **Fresh Start**

22-24 Ferry Road Drive, Edinburgh, EH4 4BR

**admin@freshstartweb.org.uk**

**Phone:** 0131 476 7741

### **Impact Arts - Creative Pathways**

The Printworks, 66 Albion Road, Edinburgh, EH7 5QZ

**Name:** Rosanna Hall

**Email:** rhall@impactarts.co.uk

**Phone:** 0141 575 3001

## **Appendix 2.1: Signposting Support Services (Continued)**

### **Into Work**

Norton Park, 57 Albion Road, Edinburgh, EH7 5QY

**Name:** Tanya Knight

**Email:** enquiries@intowork.org.uk

**Phone:** 0131 475 2600

### **Job, Education and Training (JET) Programme**

**Email:** jet.info@edinburgh.gov.uk

**Phone:** 0131 529 6900

### **Joined up for Business - In Work Support**

Recruitment & Skills Centre, Fleming House, Fort Kinnaird, Edinburgh, EH15 3RD

**Name:** Kelly Thacker

**Email:** Kelly.thacker@rscfortkinnaird.co.uk

**Phone:** 0131 669 9883

### **Midlothian Training Services (Adults) - Working for Families**

1 Eskdail Court, Dalkeith, Edinburgh, EH22 1AG

**Name:** Marina Miller

**Email:** marina.miller@midlothian.gov.uk

**Phone:** 0131 270 5722

### **Pilton Youth and Children's Project - Positive Transitions for Youth (PT4Y)**

The Greenhouse, 1a West Pilton Place, Edinburgh, EH4 4DG

**Name:** Jen O'Neill

**Email:** jen@pycp.co.uk

**Phone:** 0131 332 9815

### **RFEA - Employment Compass Programme**

New Haig House, Logie Green Road, Edinburgh, EH7 4HQ

**Name:** Annette Berry

**Email:** aberry@theforcesemploymentcharity.org.uk

**Phone:** 07852287832

### **Route 2**

Gate 55, 55 Sighthill Road, Edinburgh, EH14 4PB

**Email:** route2@edinburghcollege.ac.uk

**Phone:** 0131 477 2800

## Appendix 2.1: Signposting Support Services (Continued)

### Skills Development Scotland

Skills Development Scotland, 79 Shandwick Place, Edinburgh, EH2 4SD

**Name:** Patricia Thomson

**Phone:** 0131 718 2040

### Street League - Academy

Skyline Artist Studios, 2nd Floor Suite 5, Beaverhall House, 29 Beaverhall Road, Edinburgh, EH7 4JE

**Name:** Steven Jardine

**Email:** [steven.jardine@streetleague.co.uk](mailto:steven.jardine@streetleague.co.uk)

**Phone:** 07788312855

### Street Soccer Scotland

Caledonia House, 1 Redheughs Rigg, Edinburgh, EH12 9DQ

**Name:** Kirsten Marwick

**Email:** [Kirsten@streetsoccerscotland.org](mailto:Kirsten@streetsoccerscotland.org)

**Phone:** 0131 339 0011

### Support in Mind Scotland – Stafford Centre - Next Step Employability Service

Stafford Centre, 103 Broughton Street, Edinburgh, EH1 3RZ

**Name:** Isobel Campbell

**Email:** [nextstep@supportinmindscotland.org.uk](mailto:nextstep@supportinmindscotland.org.uk)

**Phone:** 0131 557 0718

### The Prince's Trust Edinburgh Centre

73 Ferry Rd, Edinburgh, EH6 4AQ

**Phone:** 0800 842842

### RFEA - Employment Compass Programme

New Haig House, Logie Green Road, Edinburgh, EH7 4HQ

**Name:** Annette Berry

**Email:** [aberry@theforcesemploymentcharity.org.uk](mailto:aberry@theforcesemploymentcharity.org.uk)

**Phone:** 07852287832

### Route 2

Gate 55, 55 Sighthill Road, Edinburgh, EH14 4PB

**Email:** [route2@edinburghcollege.ac.uk](mailto:route2@edinburghcollege.ac.uk)

**Phone:** 0131 477 2800

## **Appendix 2.1: Signposting Support Services (Continued)**

### **Skills Development Scotland**

Skills Development Scotland, 79 Shandwick Place, Edinburgh, EH2 4SD

**Name:** Patricia Thomson

**Phone:** 0131 718 2040

### **Street League - Academy**

Skyline Artist Studios, 2nd Floor Suite 5, Beaverhall House, 29 Beaverhall Road, Edinburgh, EH7 4JE

**Name:** Steven Jardine

**Email:** [steven.jardine@streetleague.co.uk](mailto:steven.jardine@streetleague.co.uk)

**Phone:** 07788312855

### **Street Soccer Scotland**

Caledonia House, 1 Redheughs Rigg, Edinburgh, EH12 9DQ

**Name:** Kirsten Marwick

**Email:** [Kirsten@streetsoccerscotland.org](mailto:Kirsten@streetsoccerscotland.org)

**Phone:** 0131 339 0011

### **Support in Mind Scotland – Stafford Centre - Next Step Employability Service**

Stafford Centre, 103 Broughton Street, Edinburgh, EH1 3RZ

**Name:** Isobel Campbell

**Email:** [nextstep@supportinmindscotland.org.uk](mailto:nextstep@supportinmindscotland.org.uk)

**Phone:** 0131 557 0718

### **The Prince's Trust Edinburgh Centre**

73 Ferry Rd, Edinburgh, EH6 4AQ

**Phone:** 0800 842842

## Appendix 3: Opportunities to provide meaningful engagement with schools

By working in partnership with schools, employers can support disabled young people to develop an aspiration for work, increase a young persons horizon's and increase their talent pool for the future.

### Industry Events

**Suitable for:** ALL Young People

**Timings:** Varied, usually 2 hours+

#### Example Opportunities:

- Engage in career events at schools – provide information sessions, vacancy opportunities
- Employee Visits to schools – a day in the life
- Interactive activities – bring your workplace to the school

### Workplace visits

**Suitable for:** ALL Young People

**Timings:** Varied, usually 1 hour-half day

#### Example Opportunities

- Guided Tour - Provide pupils with a guided tour of the site and information session.
- Employee Presentations - involvement from different members of staff from various departments, in order for the pupils to gain an insight to all aspects of an organisation. Pupils could stop at different departments and hear from different members of staff about their job role and what that job role involves.
- Employer Presentations – involvement from hiring managers, what are you looking for in an employee, what is the interview process like, what experience would you need

- Q+A session so that pupils can ask questions about the work place.

### Work taster

Work tasters help pupils experience a work place in a way that isn't too overwhelming, and should inspire pupils to then go on to take part in a longer and more sustainable work placement if the opportunity is available.

Work with the school to understand the pupils interests and tailor the experience accordingly

#### Suitable for: S4-S6

**Timings:** Usually 1 morning/afternoon, potentially 1 full day

#### Example Opportunities:

- A brief insight to working for an organisation.
- Short information session about the work place
- Introduction to members of the team and a brief on their roles
- Offer opportunities in different departments within the organisation, to get an idea of what different roles are available in one work place



## Work placement

Work placement should provide pupils with a mentor or buddy to shadow during their first few weeks on work experience in order to let the pupil settle in and get used to the working environment. Pupils should be provided with an induction and be introduced to the full team. Pupils should also be provided with a task list to work through, and this should be reviewed throughout the placement.

### Suitable for: S4-S6

**Timings:** Varied, can be one week or more. Young disabled people often benefit from a longer term placement of a few hours per week building up to a more in depth placement.

## Example Opportunities:

Offer pupils a work experience opportunity that is sustainable and valuable

- 1 week placement - pupil could attend a work place for one week which could be Monday to Friday, 9am until 5pm, to ensure they experience a full time working week.
- Long term placement which could mean the pupil attends one day per week for a few months and builds up to a full week.

