EQUAL OPPORTUNITIES COMMITTEE

AGE AND SOCIAL ISOLATION

SUBMISSION FROM ENABLE SCOTLAND

About ENABLE:

ENABLE Scotland is the largest voluntary organisation in Scotland of and for children and adults who have learning disabilities and their families. We have a strong voluntary network with over 5000 members in 44 local branches and via individual membership.

Around a third of our members have a learning disability. ENABLE Scotland campaigns to improve the lives of people who have learning disabilities and their families and carers. ENABLE Scotland provides social care services to more than 2,000 people across Scotland who have learning disabilities or mental health problems.

1. Prevalence of social isolation in urban and rural settings

People with learning disabilities disproportionately experience social isolation. Studies show that up to a third of people with learning disabilities have no contact with friends. Many people with learning disabilities experience lifelong exclusion resulting from lack of choice and opportunity as well as experiencing significant barriers to access and inclusion. Too often, for people with learning disabilities, their social networks consist of paid supporters who come and go. Some of whom understand the importance of supporting people to form and maintain social networks, others do not. This is the experience across Urban and Rural settings.

ENABLE Scotland is working with partners including the Scottish Government to engage with people with learning disabilities about the Keys to Life Strategy. Over the past year we have engaged with almost 300 people with learning disabilities across Scotland. Social isolation has been a central theme dominating these discussions. People with learning disabilities consistently tell us that they face barriers to inclusion and participating in their community.

When discussing the health outcomes in the Strategy, one person with a learning disability said “what is the point in living to 100 if you don't have any friends?” That comment alone speaks volumes for the significance and prevalence of this issue.

ENABLE Scotland would also bring to the attention of the Committee, the prevalence of social isolation among those caring for relatives with learning disabilities. 75% of carers in 2014 said it was hard to maintain relationships and social networks. Carers are not able to get out of the house as much (55% of respondents) and don’t have as much time to participate in social activities (61% of respondents) as their peers. Furthermore, carers often cannot afford to participate in social activities (45% of respondents).

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2 Herklots, Helena (2014) ‘Caring Alone’, Alone in the crowd: loneliness and diversity, Campaign to End Loneliness and The Calouste Gulbenkian Foundation
There are issues that are more pertinent in rural setting. Access to social networks and services which facilitate social opportunities can be limited by both distance and cost. Argyll and Bute Council cites remoteness and rurality as impacting on costs and therefore charging for social care services.\(^3\)

Similar experience applies to carers in rural areas. One example would be a lack of accessible respite in rural areas, with the respite hours being reduced because of time spent travelling to the service.\(^4\)

That said, ENABLE Scotland would emphasise to the Committee that people with learning disabilities face additional barriers to social inclusion which cut across the urban/rural dichotomy:

- **Non-Inclusive communities**

  People with learning disabilities belong to a stigmatised group and are more likely to experience social isolation and marginalisation.

  Social distance describes the distance between different groups in society and the lack of interaction between groups in society. People with learning disabilities, as a group, often experience social distance and ‘non acceptance’ which prohibits inclusive communities.

  Research shows if someone is aware that they are perceived as different or belong to a stigmatized group they might fear being put down or treated badly by others. In turn, this may lead them to **avoid particular social situations or activities** where they feel vulnerable or likely to be negatively evaluated by others.\(^5\)

  Not feeling safe in the community inhibits social opportunities and causes isolation. Research\(^6\) draws links between disabled children feeling unsafe and their lack of inclusion in community life.

- **Non Inclusive Schools**

  School should be an opportunity to make friends but for young people with learning disabilities simply being in the classroom does not mean they are included.

  A study\(^7\) has found that young people with Special Educational Needs are twice as likely to experience social exclusion by their peers. The study concluded that young people

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\(^6\) Mepham, S. (2010): Disabled Children: the right to feel safe, Child Care in Practice, 16:1, 19-34

with a SEN are particularly vulnerable to all forms of bullying, including exclusion, because they are perceived as being different from other young people.

People with learning disabilities who attend or attended Special Educational Needs (SEN) School will attend the nearest SEN school. However these, and other specialist services, often service a wide geographical area. This often means their school friends are spread over a wide geographical area and don’t live near each other. This makes it hard for people with learning disabilities to maintain friendships outside or after school; especially when you face additional barriers accessing transport.

- Barriers to participating in other social opportunities

Social groups and peer-activities are a great way to reduce social isolation and form friendships with others. However people with learning disabilities face additional barriers to participating in these opportunities.

ENABLE Scotland’s survey with 121 Young People revealed the following reasons why young people with learning disabilities are not attending young people’s activities and services:

- The clubs are not suitable for me 41%
- The clubs are not accessible for me 21%
- I have been bullied/picked on at other clubs 17%
- I worry I wont make friends 22%

Comments on this included:

- “People don’t always like me I find it hard to make friends”
- “My social skills are poor and people alienate me because of that”

- Lack of Accessible transport

Public transport is a resource which enables citizens to maintain social networks and attend social opportunities. Accessible, affordable and available transport is fundamental to addressing social isolation and enabling people with learning disabilities to participate fully in all aspects of life.

People with learning disabilities face additional barriers to accessing transport independently. Communication barriers – timetables and timetable changes are not communicated in accessible formats; psychological barriers including having the skills and confidence to travel independently; and feeling unsafe on public transport, a known bullying hotspot.

- Unemployment

Unemployment is a recognised cause of social isolation. The extremely low employment rate 7.3% amongst people with a learning disability indicates that the current system is failing to help people achieve their ambitions.8

2. Impacts of social isolation, for instance loneliness, ill-health

Social Isolation has a profound impact on the lives of people with learning disabilities. Social isolation

- Health
  Poor health can result from social isolation and deprivation. People with learning disabilities already experience serious health inequalities:
  - The average age of death is 20 years younger than the general population.\(^9\)
  - People with learning disabilities are more likely to be exposed to common causes of poor health such as poverty, poor housing, lack of employment and social isolation.

Social isolation has well established links to ill health. Researchers at University of Chicago have found that loneliness increases a person’s chances of premature death by 14%.\(^10\) Social isolation has also been linked to obesity and more recently dementia.\(^11\)

- Mental Health Impact
  The link between social isolation and the prevalence of mental health and emotional problems is well documented (Emerson, 2003\(^12\); Emerson and Hatton, 2007\(^13\); Count Us In, 2002).
  ENABLE Scotland asked 121 young people with learning disabilities: “If you don’t have a lot of friends how does this make you feel?”
  - 30% said it made them feel sad/upset
  - 40% said it made them feel lonely
  - 20% said it made them feel worried.

- Impact of Employability
  ENABLE Scotland delivers employability programmes and employment support in various local authorities in Scotland.\(^14\) Our experience is that young people that have transitioned from ENABLE Scotland’s youth groups often find sustainable employment easier because they have developed the necessary soft skills through developing friendships.

- Limiting social choices
  Enduring social isolation can limit peoples’ social choices and make them worried about how others will view or treat them, even in the absence of actual negative treatment or

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\(^9\) Confidential Inquiry into premature deaths of people with Learning disabilities (CIPOLD). 2014 - [http://www.bristol.ac.uk/cipold/](http://www.bristol.ac.uk/cipold/)


\(^11\) [http://www.theguardian.com/society/2012/dec/10/loneliness-dementia-link](http://www.theguardian.com/society/2012/dec/10/loneliness-dementia-link)


\(^14\) Full breakdown of ENABLE Scotland’s employment services attached as Appendix 2
bullying. Past experiences of bullying, including social exclusion, limits social and recreational opportunities which further enhances social isolation.

- Reduced feelings of safety

People with learning disabilities at the Keys to Life engagement events often spoke of the importance of friends and a support network to “stand up for you”, “to help you out when you’re in trouble”. Research also highlights the link between disabled children feeling unsafe and their lack of inclusion in community life.

‘Feelings of safety’ is another example where social isolation presents both cause and effect. Feeling unsafe inhibits the uptake of social opportunities and causes social isolation; the impact of social isolation and an absence of a support network enhances reduced feelings safety in the community.

3. Best practice and ideas that could be shared across Scotland, including examples of targeted support or initiatives (including housing, health, third sector)

- Building Inclusive Communities

More needs to be done to tackle negative attitudes and behaviours that exist in communities and to build supportive inclusive communities.

ENABLE Scotland’s #BeTheChange campaign challenges the general public to think about their attitudes and behaviour towards people with learning disabilities; particularly focusing on verbally abusive language used about people who have learning disabilities.

Early evaluation reveals that the campaign has had a positive impact on the general public:

- 43% people said the impact of the campaign was that they know these words are not acceptable
- 18% said they now think differently about the use of these words
- 9% said they have stopped using these words because of the campaign.
- 64% of people also said the impact of the campaign on them had been that they will now challenge other people if they hear them using abusive and offensive language about people with learning disabilities.

- Building Inclusive Schools

ENABLE Scotland’s #BeTheChange school lesson plans – create a safe place for children and young people to discuss learning disability and challenge some of the barriers to forming friendships, namely lack of understanding.

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16 Mepham, S. (2010): Disabled Children: the right to feel safe, Child Care in Practice, 16:1, 19-34
Research which informed the development of these school resources indicated that children and young people become more accepting of difference when their knowledge and understanding about peers with disabilities is increased.\textsuperscript{18}

- Supporting people with learning disabilities to have a more active and visible presence in their community.

ENABLE Scotland’s Branch Network, Advisory Committee of ENABLE (ACE) Network and Youth Network enable people with learning disabilities to have an active role in their local community. One example is a local pool tournament organised by ENABLE AYR branch and AYR ACE members. This is held in the local pub meaning that it was not an activity for people with learning disabilities, this was an activity organised by people with learning disabilities for the whole community. They now have regular tournaments in the local pub where people with and without learning disabilities play. Many of the people with learning disabilities now visit the pub outwith the pool tournament and have real friends in the community.

- Inclusive peer support model\textsuperscript{19}

ENABLE Scotland’s Youth Groups work on an inclusive peer support model; welcoming young people with and without learning disabilities. Staff access local SEN schools for participants to come along and have fun and make lasting natural friendships while developing a number of soft skills such as improved communication skills, team building skills and many more. Staff recruit Peer Supporters from local mainstream schools to come along and support young people who have learning disabilities take part in the youth groups. Peer supporters are not assigned young people to work with instead staff observe the group and find where the natural friendships are developing and then supports these friendships to develop. Some of our participants with learning disabilities will then naturally develop into a peer supporter role where we work with them to further develop their skills – these young people are often best placed to support the participants having experienced it themselves. Some of these peer supporters have even gone on to volunteer in our projects and sessional staff.

The approach also involves staff stepping back as the friendships naturally develop so the friendship becomes self-sustainable and not dependent on the service offered by ENABLE.

- Inclusive Sport

Trust Rugby International uses rugby to tackle limiting assumptions about disabled people. Instead of focussing on what people may not be able to do they look at what they can do and ensure everyone can play an active part in the team.

\textsuperscript{19} Case Studies attached as Appendix 1
TRI aims to reduce health inequalities for individuals with a learning disability in Scotland by improving and promoting physical and mental wellbeing, fundamentally embedded within a social integration model.

‘The Clan’ in Ayrshire, is a TRI rugby squad of 28 adults; the team is made up of members who have learning disabilities, carers, retired players, and some youth players. The age of the squad ranges from 18 – 51 yrs. The Clan has travelled to Belfast and Wales to compete in Rugby tournaments, playing against teams with and without players with learning disabilities.

- Targeted employment support\(^{20}\)

Stepping Up is ENABLE Scotland’s flagship schools service funded through Inspiring Scotland. Stepping Up is based in schools across the country, taking referrals from teachers and education professionals and supporting young people aged 14-19 to take part in a comprehensive and individual employability programme.

This includes various elements such as developing new skills/confidence, taking part in vocational training, person centred planning, reviewing options for transition, extended work placements, visits to employers/colleges and aftercare to ensure that the young person have moved to a positive destination and maintains it.

4. Potential ideas for improvement and influencing policy

ENABLE Scotland suggests the committee look to make recommendations that would remove some of the barriers which enhance social isolation. Potential recommendations could include making transport more accessible; improving employability and employment opportunities for people with learning disabilities; and rolling out inclusive good practise models nationally.

Social isolation should be a theme within many areas of policy. For example there is an important connection to be made in health and social care integration. The principles underpinning planning and delivering integrated health and social care included in the Act, and subsequent guidance, enshrine the importance of support for participation in the community. Given the established links between long term conditions, poor health and social isolation, ENABLE Scotland would suggest that the Committee look at how Health and Social Care Partnerships are seeking to tackle social isolation on a local level. Integrated Strategic plans should reflect plans to address social isolation in each local authority area.

There is also opportunity to address social isolation within the developments around the Children and Young People Act. The Committee could make recommendation that guidance on commissioning children’s services should reflect the importance of commissioning services that address social isolation and provide positive interventions to particularly socially isolated groups.

\(^{20}\) Full breakdown of ENABLE Scotland’s employment services attached as Appendix 2
The Committee could make recommendation to improve access to transport. One example would be to improve access to the National Bus Travel Concession Scheme.

The Scheme provides more than financial support; the scheme facilitates the accessibility of bus travel and the independence of people with learning disabilities. Having a bus pass removes the psychological barriers to independent travel; reducing the anxiety of having the correct change for a bus fare and increasing confidence to make journeys independently.

Being able to use transport independently can open up new avenues and opportunities that people with learning disabilities would otherwise be unable to access, like work or college, as well as social activities and just going out with friends.

As things stand disabled people, who are in receipt of disability living allowance (DLA), are eligible for the concessionary travel scheme only if they qualify for the higher rate mobility component or the higher or middle rate care component.

In order to be entitled to the lower rate of the mobility component of Disability Living Allowance a claimant must “require guidance or supervision outdoors”[^21].

Currently, any claimant who is unable to get outdoors in unfamiliar areas without the help of another person would not be entitled to a bus pass unless they also satisfied the criteria for an award of the higher rate of the mobility component (which is mainly awarded for physical disabilities) or an award of the middle or highest rate of the care component (which is awarded for difficulties indoors).

This has created a situation where many of the people with learning disabilities who are unable to go outdoors without significant difficulties, as recognised by their Disability Living Allowance award, do not qualify for a bus pass which would in fact remove some of these barriers to getting outdoors.

Additionally, ENABLE Scotland is aware of anecdotal evidence which highlights a lack of transport staff training meaning unhelpful responses or reactions to people with learning disabilities.

ENABLE Scotland suggest that the Committee make recommendation for the Scottish Government to address some of the barriers to independent travel and social inclusion by extending the eligibility criteria of the National Bus Travel Concession Scheme to include disabled people in receipt of the lower rate mobility component of DLA.

ENABLE Scotland further suggest that the Committee look to make recommendation that the mandatory disability awareness training provision set out in EU Regulation 181/2011 on the rights of passengers in bus and coach travel is implemented in Scotland, without further delay.

There is also opportunity to link to the Education and Culture Committee’s current investigation into the educational attainment gap, with a view to improving employability and consequently addressing social isolation caused by unemployment. The Committee could

look to make joint recommendation as to the implantation of recommendations in the Wood Report.

ENABLE Scotland would warmly welcome the implementation of recommendations in the Wood report, particularly those relating to young disabled people, including:

- **Rec 33** – Tailoring career advice and work experience for young disabled people who are still at school to help them realise their potential and achieve their career aspirations. This recommendation cites ENABLE Scotland’s Stepping Up Programme as an example of good practice.
- **Rec 34** - Funding levels to colleges and Modern Apprenticeship training providers should reflect the cost of providing additional support to young disabled people, and age restrictions should be relaxed for those whose transition may take longer.
- **Rec 35** – numbers of young disabled people in Modern Apprenticeships should be increased.
- **Rec 36** - Employers should be supported and encouraged to employ young disabled people.

ENABLE Scotland would also emphasise that the expected devolution of employment support to the legislative competence of the Scottish Parliament presents opportunity to take a more holistic approach to the support for unemployed people which recognises the principle that social isolation is both a cause and consequence of low employment rates among disabled people.

**5. Effective awareness-raising within communities**

ENABLE Scotland believes that to build safe and inclusive communities we need to break down the barriers which prevent people with learning disabilities being fully accepted and included in their communities.

Research which informed the development of ENABLE Scotland’s #BeTheChange campaign identified that a lack of understanding and negative/limiting assumptions create barriers to forming friendships with people with learning disabilities.

There is scope for a national campaign to raise awareness in the general public about social isolation and the impact it can have; and to promote inclusive communities. An effective awareness-raising approach often involves people sharing their stories. For example people talking about their experiences of social isolation; also people from particularly socially isolated groups speaking out to challenge negative and limiting assumptions about their role in communities.

Kayleigh Thorpe  
Campaigns and Policy Manager  
ENABLE Scotland  
12 March 2015
Appendix to ENABLE Scotland’s Evidence to the Equal Opportunities Committee.
March 2015

Case Study: Case Study from Parents of Young Person who attend ENABLE’s Speak For Yourself (S4Y) Youth Group

Young girl who attends an ENABLE Youth group is often excluded from things at school as she displays hyperactive behaviours and is naturally very excitable. This often irritates her peers as they don’t understand her disability and what that means. Coming to our youth group has been a new experience for mum and for N – Mum no longer has to ask if its ok for N to come along and she has made new friends – friends that understand sometimes N is very excited and that actually that’s a positive thing. It’s been a revelation for her family to have a group that understands N and supports her.

Before N joined ENABLE s4y her parents feel that although she was involved in different clubs, there were children of different age groups involved in them and she would gravitate toward the younger children, probably because she is quite immature for her age. N’s mum, was quite concerned about this particularly as she was approaching adulthood, and felt that getting involved with a group that would be supportive and which dealt with the issues that she would be faced with because of her age would be a benefit to her.

N has a lot of support within school and can often get involved in situations that she misunderstands which can lead to her peers getting annoyed or frustrated with her. She doesn't have friends at school and tends to be drawn more to the teachers or learning assistants who have been kind to her to have conversations with. Within a classroom setting N finds it hard to concentrate and is often distracted. N rarely goes out unless accompanied by an adult and doesn't meet up with anyone out of school, however as a result of a couple of Disability Clubs that she goes to she has made friends but only meets up with them occasionally and always with adult supervision.

Both of N’s parents feel that ‘S4Y’ benefits N because the group discusses things that perhaps N would be less likely to discuss with them. It’s somewhere she can go that her parents don’t have to stay with her which gives her a bit of independence but is also supported which she needs at the moment. The group is also for young people of N's age and both her mum and dad thinks with N being in that environment grounds her a bit.

Evidence from Young Person who attends ENABLE Scotland Speak for Yourself Youth Group

Before

Before ENABLE Scotland I very rarely went out I found it difficult to socialise with new people. I was always driven to places by my mother and the thought of independent travel never even crossed my mind at that time.
Now

When I first joined Speak 4 Yourself the youth group run by ENABLE Scotland I never spoke at large groups until the first night I went. However as time went on I grew in confidence I had the chance to do more fun exacting and adventitious things. Since I have started with ENABLE I have became an independent traveler and I’m currently a peer supporter.

After

I hope to still be a member of ENABLE Scotland and be a part of their organisation and my aim is eventually become a volunteer and continue my progress that I have worked so hard to achieve. ENABLE Has shown that I want to work in a community setting.
Appendix 2 – Outline of our current Employment Services (November 2014)

Speak For Yourself and ENABLE Link
These services give young people who have learning disabilities the chance to establish peer networks, develop self advocacy skills and gain new experience through youth group activity.
Both services engage volunteers as peer mentors, young people without a learning disability, who also attend the groups. S4Y operates in West Dunbartonshire and Angus and is funded through Children in Need, whereas ENABLE Link is funded directly by East Dunbartonshire council.
This year’s ‘HUBS’ campaign, nominated for SCVO Campaign of the Year, was led by the users of these services.

SKETCH Toy Library
The Toy Library is commissioned by East Dunbartonshire council to lend developmental and educational toys to children and families. Operating in primary and secondary schools across the local authority, this small service lends to over 300 children, many of whom have a learning disability. In addition, SKETCH offers developmental play sessions to mother and toddler groups each week across East Dunbartonshire.

INSPIRE Me and SMARTER
These are innovative training and development programmes that engage over 500 young people who have learning disabilities each year.
INSPIRE Me is a community skills and citizenship course designed in partnership with Mencap, funded through the Co-operative Charity of the Year 2012 funding.
SMARTER is a drugs and alcohol awareness course, designed in partnership with Fast Forward but made accessible to young people who have learning disabilities and their parents/carers.
Both these courses are delivered by the Youth team as well as by Employment Coordinators, enhancing their employability skills training.

Stepping Up is ENABLE Scotland’s flagship schools service funded through Inspiring Scotland. We are based in schools across the country, taking referrals from teachers and education professionals and supporting young people aged 14-19 to take part in a comprehensive and individual employability programme.
This includes various elements such as developing new skills/confidence, taking part in vocational training, person centred planning, reviewing options for transition, extended work placements, visits to employers/colleges and aftercare to ensure that the young person have moved to a positive destination and maintains it.

In addition, we support approximately 40 young people with autism in schools in Dundee and Renfrewshire, funded by local authorities via the Scottish Autism Strategy.

16+ Learning Choices
In addition to our Stepping Up programmes, we also manage Activity Agreement coaches within North Lanarkshire council’s 16+ Learning Choices team. We engage pupils with learning disabilities who are determined as having no likely positive destination six months prior to leaving school. Engaging with them and their families, we support them to develop the skills and confidence required to engage with training, education or employment. We represent an expertise within this citywide service and support 30 clients annually.
Transitions to Employment (T2E)
This is our college based project, operating in 12 colleges across Scotland (Kelvin College, New College Lanarkshire, Fife College, SRUC, City of Glasgow College, Borders College, West Lothian College, Kilmarnock College, Forth Valley College, Aberdeen College, Dundee College and Perth College).

Our staff are part of the team in the college, taking referrals from the Support for Learning department and supporting students to plan for and implement an exit plan from further education. This includes a number of elements such as work placements, job search, marketing the person to local employers, benefits advice and guidance and one to one training and mentoring. The client group for this project are people who have learning disabilities or additional support needs.

Skills Development Scotland Employability programme
We offer the new Employability programme that is funded on an annual basis by Skills Development Scotland. From April 2014, we will offer a service for young people who have learning disabilities aged 16-24 in Edinburgh, West Lothian, Aberdeen, Angus, South Lanarkshire, Stirling, East Renfrewshire, Renfrewshire, East Dunbartonshire, West Dunbartonshire, South Lanarkshire, North Ayrshire, East Ayrshire and Glasgow. Each person receives skills for training and work experience for approximately 13 weeks before moving on to employment. Each year we support approximately 200 young people.

We also deliver a specific vocational skills service in Glasgow, South Lanarkshire, Renfrewshire, West Lothian, East Ayrshire and North Ayrshire. The client group are mainstream job seekers who are longer term unemployed and wishing to training for a career in the care sector. As a major social care provider we are able offer work experience placements and jobs within our own organisation. Each year we support approximately 50 people to train for work.

Employer Recruitment Incentive for Targeted Young People
We offer £1500 and bespoke support to employers recruiting a disabled young person (16-24) for more than 16hrs a week as part of Skills Development Scotland’s wage incentive scheme.
We are offering this across Scotland as part of Open Doors Scotland, a pan-disability consortium of RNIB, AoHL, Capability Scotland, SAMH and the Lennox Partnership.

Certificate for Work Readiness capacity building
We are leading on the development of the CWR for people with additional support needs, an exciting new accredited qualification for Scotland’s young jobseekers – developed in partnerships with SQA and Skills Development Scotland.

Additionally, we are developing an accessible training package for the Introduction to Workplace Skills for people with additional support needs at school or college.

Community Jobs Scotland
We deliver a small proportion of SCVO’s contract for this Scottish Government initiative for mainstream young people who are becoming long-term unemployed. This follows on from the UK governments Future Jobs Fund programme which was abolished by the coalition
government. This is a very successful programme which gives young people 6 months paid work. We employ young people within our own organisation in a range of areas including social care, administration, finance etc and support them to look for a job during their time with us. Each year we recruit about 40 young people onto this programme.

Work Choice.
Work Choice, is a specialist disability programme funded by the DWP. We offer this programme in East Dunbartonshire and East Renfrewshire. We are sub-contracted to Momentum and the Shaw Trust, taking referrals from them and supporting the clients they send us into employment by helping them to look for jobs, marketing directly to employers and using work experience placements when appropriate. The client group are people with long term health problems, mental health issues or disabilities. Annually we work with approximately 30 clients.

Glasgow Supported Employment Service (GSES)
This is a traditional supported employment service funded by the local authority. Clients are referred from Glasgow’s social work services, working with us to develop skills and motivation before going into vocational placement and employment. We are anticipating that this service will close during 2012 to be replaced by personal budgets. The closure date was expected to be June 2012 but this may be extended until 2013. The client group are people who have learning disabilities. Annually we work with approximately 30 clients.

HirED
This is a traditional supported employment service funded by City of Edinburgh Council. Clients are referred from Edinburgh’s social work services, working with us to develop skills and motivation before going into vocational placement and employment. We are anticipating that this service will close during 2012 to be replaced by personal budgets. The client group are people who have learning disabilities. Annually we work with approximately 100 clients.

EAST
This is a new supported employment service funded by the Big Lottery Fund – we will be working with people who live in East Renfrewshire and East Dunbartonshire. These are two of Scotland’s wealthiest local authorities but have little provision for those furthest from the labour market.
The project will support around 50 people annually.

Aquired Brain Injury service, Aberdeen
We are part of the delivery framework offering support to adults with acquired brain injuries in Aberdeen city. We support clients through a 26 week programme of skills and employability training before supporting them into employment.

GET SET
Our pilot personalised employment service, offering people the opportunity to purchase employability skills training through self-directed support. Clients will develop pre-employability skills over the year by engaging in a series of community impact projects and person centred interventions. The client group will be people who have learning disabilities, but we may offer this to other community care groups as we go forward. In the first year we aim to work with 5 clients.
**Inverclyde Supported Employment.**
This is a traditional supported employment service, funded by Inverclyde Council’s social work department. We take referrals from the social work department, progressing them through the supported employment training model and linking in with other local voluntary and statutory agencies as required. The people who use the service generally only want to gain jobs for 3 or 4 hours per week although in some cases they wish to work longer hours. The client group for this project are people who have learning disabilities. Each year we work with approximately 30 clients.

**Re-Connect (and Remploy ERI)**
Our Re-Connect service supports people whom have been made redundant due to the closure of the Remploy factories in Glasgow, Motherwell, Stirling and Clydebank. We offer support to re-enter the community, undertake new training, job seeking and work experience before making the move back into work. This is funded by the DWP and we expect to support upwards of 60 people annually. Additionally, we administer the Employer Recruitment Incentive for employers who wish to hire former Remploy workers who have disabilities. Employers are entitled to over £1000 of additional support for training in order to sustain employment over a long term.

**Darling’s Coffee Shop**
Our Angus Social Enterprise which launched in May 2012, funded by the Big Lottery as well as commercial income generation. Darling’s is a coffee shop based on Arbroath High Street that also operates as a training service for those who wish to work in catering and hospitality. The project works with young people who have learning disabilities who can be referred to us from any source or self refer. They work through a comprehensive 26 week programme that includes both classroom based and shop floor training elements before moving onto an external work placement. Each year the service will works with 60 clients.

We have just started offering a Darling’s coffee shop in Knightswood, Glasgow, as part of our hopes to expand this business.

**Hazeldene Horticulture**
Our second Social Enterprise venture which launched in September 2013 in partnership with North Ayrshire council, funded by the Postcode Lottery. Hazeldene is a plant nursery based in Kilwinning that also operates as a training service for those who wish to develop employability skills. The project works with young people who have learning disabilities who can be referred to us from any source or self refer. They work through a Employability Fund training programme that includes both classroom based and horticultural elements before moving onto an external work placement. Each year the service will works with 30 clients.

**ENABLE Works**
**October 2014**

**NB Schools partnerships in:**
Edinburgh, Angus, Dundee, North Lanarkshire, South Lanarkshire, Renfrewshire, East Renfrewshire, Glasgow, West Dunbartonshire, Inverclyde, East Ayrshire and North Ayrshire.