

DOWNLOAD PDF THE TRAINING AND EMPLOYMENT OF DISABLED PERSONS IN NORTHERN IRELAND

Chapter 1 : blog.quintoapp.com | Learning difficulties | Autism | Belfast | NI

Get this from a library! The training and employment of disabled persons in Northern Ireland: minutes of evidence, Wednesday 23 June . [Great Britain.

Discrimination In general terms the forms of discrimination in Northern Ireland are the same as in Great Britain – sex, marital status, race, sexual orientation although in Northern Ireland the Civil Partnership Act applies, but not the Marriage Same Sex Couples Act , religious belief, disability and age. Also the very detailed procedures for monitoring, recording and reporting introduced in have had an impact on the level of information expected by courts and tribunals dealing with discrimination issues. On the whole, such legislative differences may not have a practical effect on managing and promoting equality in the workplace, but it will have an impact on disputes and employment litigation. There will be differences in how tribunals in Great Britain and Northern Ireland apply tests of discrimination and an increasing divergence in the body of case law in this area. Gender pay gap reporting The recent requirement on organisations in Great Britain to measure and report gender pay gaps is not, currently, applicable to employees in Northern Ireland, although some companies with employees in Northern Ireland have included them in the overall report. There were provisions in the Employment Act Northern Ireland section 19 dealing with this matter but still have not been enacted despite the Act stating that the first regulations in relation to Gender Pay Gap Reporting must be made by 30 June Essentially the provisions in Northern Ireland, when finally enacted, set out that employers must publish information, annually, showing whether gender pay disparities exist between employees. The information is to be presented by reference to prescribed factors and will give details of the method used to calculate any statistics presented. Where gender pay differences are identified, an employer must publish an action plan to eliminate them and provide a copy to employees and any recognised trade union. The size of employer to which the requirements apply, indicated by the number of employees and workers in the organisation, is to be established by regulations. Unlike in GB the statistics must also be broken down by ethnicity and disability. It is anticipated that the other provisions may mirror the GB provisions but could have a lower employee trigger rate. Likewise, the Employment Equality Repeal of Retirement Age Provisions Regulations Northern Ireland removed the default retirement age so employers can no longer apply a default retirement age without justification as is the case in Great Britain. Discrimination on grounds of religious belief or political opinion The main piece of legislation in this area is the Fair Employment and Treatment Northern Ireland Order Case law in Northern Ireland has confirmed that political opinion can include strong socialist or pro-trade union beliefs as well as more traditional splits between Nationalist and Unionist. Some of the cases involve claims against trade unions relating to belief or lack of belief in privatisation of public services. Claimants alleging less favourable treatment by reason of union activities often add to the normal claim with one of political discrimination, because there can be financial advantage in relation to awards made by a tribunal. Registration, monitoring and reporting regime The most important and fundamentally different aspect of discrimination law in Northern Ireland compared to Great Britain is the requirement set out in Articles of Part 7 of the Fair Employment and Treatment Northern Ireland Order This introduces a regime with no statutory equivalent in Western Europe, where employers have to register with the Equality Commission of Northern Ireland The Commission , retain and record suitable data, file an annual monitoring report to The Commission and conduct periodic reviews. Only the main points are considered in this factsheet as there are detailed monitoring and reporting regulations. Registration Where a business employs more than ten people working 16 hours a week or more within Northern Ireland in any week then the employer must apply to The Commission for registration. This must be done within four weeks and it is a criminal offence to fail to register. The Commission publishes an annual list of all businesses that are registered. If there is a change of ownership then under Article 49 The Commission must be advised of this. Monitoring Articles set out a requirement for employers to obtain from their employees information about their perceived religion and

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to provide this information in an annual monitoring return to the Commission. The format of the monitoring return is set out in the legislation. The information is required in relation to employees, applicants for jobs, appointees and apprentices. Those employing more than people are required to submit additional information covering promotions and leavers. In practice, smaller employers are advised to retain such information because it will be relevant for the periodic review – see below. It is a criminal offence to fail to file a return or to file an inaccurate return. The Commission provides guidance on completing monitoring returns and also on how to comply with the detailed monitoring regulations. Periodic reviews Under Article 55 each registered employer must at least once every three years review the composition of people employed in and ceasing to be employed in its workforce. It must do so for the purpose of determining whether members of the Roman Catholic and the Protestant communities are enjoying and are likely to continue to enjoy, fair participation in employment in the concern. The review involves a substantial level of work. The ability to complete it is very dependent upon the employer having kept full and accurate records of the religious background of all its employees, all job applicants and for larger employers, all applicants for promotion and all leavers. The Commission may require to see a review and can give advice and later direction as to how this is to be carried out and as to the conclusions. It does request and consider these reviews and has on occasion required changes. In addition, a review can be required as a discoverable document in Tribunal and the statistics or other information contained in the review may be relevant to discrimination claims. The Commission may undertake formal enquiries and require undertakings from an employer. It also can and on occasion does, require the setting of timetables by employers. The legislation stops short of recommending positive discrimination, but clearly allows for affirmative action. However, because of the complicated legal and technical issues surrounding affirmative action it is strongly recommended that affirmative action measures should only be introduced after consultation with The Commission. Penalties on employers Employers should be aware that as well as some breaches of the monitoring provisions being criminal offences, The Commission has available a substantial penalty that is not matched in Great Britain. Where The Commission considers that an employer is not affording equality of opportunity and where the employer has not complied with appropriate instructions or requirements from The Commission or given appropriate undertakings, The Commission may serve a notice that the employer is no longer qualified. An employer who is not qualified will not be permitted to obtain contracts for any work on behalf of Government or public bodies and will not be permitted to obtain grants otherwise available to businesses. For most employers in Northern Ireland this would create major problems and most public tendering processes require the employer to certify that it is qualified. In practice The Commission has almost never had to make use of this power because sensible employers will actively engage with it. The monitoring and reporting regime is backed up by detailed regulations and also a detailed code of practice. One general effect of the detailed monitoring and reporting regime and the way in which this may be considered by a tribunal is that recruitment and appointment procedures need to be more detailed and more carefully documented than is sometimes the case in Great Britain. Tribunals in Northern Ireland are more willing to draw an inference from failures in procedure or in paperwork that unlawful discrimination has taken place. However in Northern Ireland, the Irish travellers community is specifically defined as a racial group for the purposes of the legislation. The tribunals have struggled with whether being from Northern Ireland or being Northern Irish can constitute an appropriate grouping covered by the RRNIO and as a result claims continue to be brought along with claims under the Fair Employment Order involving religion or politics as well. In the tribunal, chairmen have dealt practically with this by giving consideration to discrimination on the grounds of not being for instance, English or Scottish. Harassment - display of flags and emblems Employers need to adjust harassment policies to take account of the particular concerns in Northern Ireland surrounding use of flags and emblems such as union jacks, tricolours, lilies and so on. Some football shirts are associated with different sides of the Northern Irish community and wearing a Rangers or Celtic shirt at work has been found to amount to harassment. There is considerable case law about differing circumstances relating to flags and other emblems which may have

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political significance. A neutral workplace has been more of an issue in as a result of the Diamond Jubilee celebrations and the Olympics. The issue of the Olympics and the stocking of products with Union Jacks caused such a stir that the Equality Commission for Northern Ireland had to produce guidance for retailers. There are certain symbols which are deemed not to cause offence so long as they are worn proportionately and with decorum, including poppies and shamrock. However, it would be normal for an employer to have a policy which provides times when such items are worn, for how and the manner in which they are worn. Troubles-related convictions Employers should refer to guidance on the employment of people with troubles-related convictions published by the Office of the First Minister and Deputy First Minister, but should be aware that this remains a sensitive issue with potential impact on employee and public relations. Discrimination questionnaires The removal of discrimination questionnaires in Great Britain on 6 April does not apply in Northern Ireland and there is no consultation on it as yet. Employers should assume that questionnaires remain and be aware that these are more widely used in Northern Ireland. Recruitment Recruitment in Northern Ireland is specifically covered in the codes of practice issued by the Equality Commission for Northern Ireland see codes of practice table below. Due to the issues raised in legislation, case law and the codes of practice in Northern Ireland, it is important that employers consider the following points when recruiting: Ensuring that the job and the person specification are thoroughly developed and the employer can show how this was applied in recruiting and selecting the right candidates. Ensuring that there are no discriminatory criteria to be applied. Advertise widely to ensure a representative pool. Using standard application forms to try to prevent details which could be provided through CVs and construed as discriminatory, for example age age discrimination , school or hobbies religion or political opinion discrimination. Having properly constituted shortlisting and interview panels, to reflect equality as far as possible. Ensuring good record keeping throughout the process. Northern Ireland Act Under Section 75 of the Northern Ireland Act , public authorities carrying out their functions in Northern Ireland must have due regard to the need to promote equality of opportunity and to the desirability of promoting good relations between persons of different religious belief, political opinion, racial group, age, marital status, between men and women, and between persons with a disability and persons without. Section 75 also requires public authorities to have due regard to the need to promote equality of opportunity between persons with dependents and persons without dependents. The Act requires the public authorities to review their policies at intervals and, where considering changing any policy, to conduct where necessary an Equality Impact Assessment EQIA. This will involve public consultation and so it can take considerable time. Private sector employers involved in tendering for public sector projects may well be asked to provide information and confirmation that their employment practices will follow appropriate guidelines and will assist a public authority in carrying out its obligation under section 75 of the Act. Dispute resolution procedures In Great Britain the statutory disciplinary and grievance procedures were repealed on 6 April and replaced with the new Acas code of practice on disciplinary and grievance procedures. Following a consultation period, the Employment Act Northern Ireland came into force on 3 April The main effects of the Act are: In Great Britain the award can be reduced by up to 25 per cent. In Great Britain the award can be increased by up to 25 per cent. The statutory dismissal and disciplinary procedure applies to most terminations including redundancy and the termination of fixed-term contracts. This should simplify the question of time limits, because the time limit for most matters will be three months from the date of termination or the act complained of. The Act also brings in various technical changes to update Northern Ireland law on matters such as determination by a tribunal without a hearing, enforcement of awards without the need for a county court Order, restriction of publicity and widening the power of the Fair Employment Tribunal to hear all claims which could be heard by an Industrial Tribunal, thus removing the need for two separate hearings. The Act removes the limit on the time period during which the Labour Relations Agency can attempt to conciliate. The qualifying period before an employee can bring a claim of unfair dismissal remains at one year and has not been increased to two years as in Great Britain and there seems to be no political appetite to change this in the future. Civil procedure

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Although for practical purposes civil procedures in Northern Ireland and Great Britain are very similar, there are differences in organisation. Employment tribunals in Northern Ireland therefore consist of the Fair Employment Tribunal and the industrial tribunals. As in Great Britain, procedural matters and some cases are heard by a legally qualified person sitting alone. Full hearings normally consist of the legally qualified person and two lay members.

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Chapter 2 : Preparation for Work Programmes Branch | blog.quintoapp.com

Information on employment for people with disabilities, including help with finding work, training, work schemes, rights at work, the role of the Equality Commission for Northern Ireland and the Disability Discrimination Act.

Other financial help Help finding work This information describes the main Government employment schemes. Most schemes are provided through JobCentre NI offices, where you can get more details. You can also find information here about employment schemes for the self-employed, training schemes, and other types of help on offer. Help for disabled people Every Job Centre NI office has an Employment Service Adviser attached, providing specialist advice to disabled people and actual or potential employers. The Employment Service Adviser can advise on finding work, job retention and getting practical help through the Access to Work scheme and supported employment. There are specific schemes to help you return to work if you are disabled. The programmes available are: Your benefit may be affected if you refuse or leave a scheme before completing it. Benefit sanctions If you refuse to take part in, or leave a compulsory scheme before completing it, you may suffer a benefit sanction. For more information about sanctions, see Benefits for people looking for work. This details the steps you should take to find work and forms the basis of your interviews with the personal adviser. Review A review can take place at the discretion of the personal adviser. This will depend on your individual circumstances. Attendance at the interview is compulsory. As a result of the review interview, you may: Steps 2 Success Steps 2 Success is an employment programme that is personalised to meet your needs to help you into work. You will be allocated an adviser who will provide you with support and guidance to help you prepare for work and find a job. There is also support available after you find a job to help you stay in work. If you fail to take part in any part of the programme you may have your benefit sanctioned. For more information about Steps 2 Success visit www.ApprenticeshipsNI.com. Apprenticeships NI is a Northern Ireland programme that offers training to 16 year olds and over across a wide range of apprenticeships. The programme provides suitable training and if you successfully complete the training programme you will be interviewed by the company with a view to being offered employment. When in training you: You do not have to be in receipt of benefits. If you work under 16 hours a week you can also apply for Bridge. Applications forms can be obtained from your local Jobs and Benefits Office or downloaded from jobcentre.com online website for the particular Bridge to Employment vacancy. You can find out more by contacting Training for Success Training for Success is designed for young people aged up to 24 years for those who qualify under extended eligibility and provides training to give them the tools and skills they need to get a job. This training provides young people with relevant qualifications as well as the required personal and behavioural skills to progress into work. If you are aged over 17, but have a disability, are aged under 22 i. If you are aged over 17 but, you are under 24 i. If you turn 18 after 1 July and before first Monday in September, you will be allowed to join Training for Success, providing you start during the first week of September immediately after your 18th birthday. To find out more about whether you qualify for Training for Success, talk to your local Careers Adviser or visit www.TrainingforSuccess.com. If you are entitled to one of these benefits in your own right, then that benefit will not be affected either. In addition you will receive Participant Bonuses at various stages of your training from your Training Supplier. Travel, lodging and childcare allowances may be paid depending on individual circumstances. In addition to these areas LEMIS is also available on an outreach basis throughout Northern Ireland to individuals with a common employability barrier to employment: How does the service work? The service provided is person centred, flexible and puts your needs first. You can use the service on a voluntary basis at a time that suits you and this will not affect any benefits you may receive. An Employment Adviser will provide you with one-to-one support and create an action plan to help you get a job. For those clients across Northern Ireland with a common employability barrier, the Employment Advisors will make arrangements to meet you in your local area. Who can use the service? The service is available to: An Employment Adviser can support and help you find a job by providing information, advice, guidance and

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practical help in: They may also be able to provide information on starting a small business or arranging a franchise. If you want information, you should speak to your personal adviser. New Enterprise Allowance If you are unemployed, you may be able to claim New Enterprise Allowance to help you start a business. You can also get further information on starting your own business by contacting Invest Northern Ireland on or by visiting their website www.investni.gov.uk. Other help Other help is available for unemployed people looking for work or who have found work but need assistance to start. Universal Jobmatch Universal Jobmatch is a government website to help people find jobs. You can use it to: You can find Universal Jobmatch through the Gov. Uk website at www.gov.uk. To use some of the services, you will need to register for a government gateway account. Employment on Trial Under the Employment on Trial scheme, if you are a previously unemployed person, you can try out a job without risking losing benefit if you leave, provided that you leave the job voluntarily and do not lose the job because of your misconduct. You will not qualify for Employment on Trial, even if signing on as unemployed, if you worked part-time for any of the days in the week unemployment period. There are exemptions for work done for the emergency services. The following count towards the week qualifying period: If you want to return to or claim benefits after Employment on Trial, check that you satisfy all the conditions before you leave the job. Job Grants If you are a customer of JobCentre NI, you may be able to get a payment called a job grant to cover any expenses you run up while taking up work or training. Other financial help You may be entitled to other financial help as a result of starting work and coming off benefits, for example: For more information on any of these you should consult an experienced adviser, for example, a Citizens Advice Bureau. Did this advice help?

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Chapter 3 : Government employment schemes - Citizens Advice Northern Ireland

There are currently no known outstanding effects for the Disabled Persons (Employment) Act (Northern Ireland) for the training of disabled persons.

Employment support Employment support information Information on employment for people with disabilities, including help with finding work, training, work schemes, rights at work, the role of the Equality Commission for Northern Ireland and the Disability Discrimination Act. Steps 2 Success Steps 2 Success is an employment programme to help you build the skills and experience you need to find and keep a job. The programme provides a personalised service and is tailored to meet your needs to help you into work. Work schemes and programmes If you have a disability that affects the kind of work you can do, you may be eligible to join some of the many programmes open to people who have been unemployed for some time. Working and receiving disability and incapacity benefits Disability Living Allowance Disability Living Allowance DLA is a benefit that can be paid whether you are in or out of work or training, providing you have a level of care or mobility needs which meets the entitlement conditions. This could result in either an increase or a decrease in the amount of DLA you are entitled to. This is called Permitted Work. If you get Employment and Support Allowance or Incapacity Benefit and a wage, this could affect income-related benefits you receive, like Housing Benefit or Rate Relief. However, there are some things you might want to consider in making that decision. Telling a potential employer about your disability Although you may be uncertain about how an employer may react, there are good reasons for telling a potential employer about a disability. This means it is unlawful for employers to discriminate against people with disabilities in their recruitment and selection procedures. However, it could also decide that your employer could reasonably be expected to know about your disability even if you have not declared it. It is worth remembering that if your employer does not know you have a disability, they cannot make any adjustments to help you succeed in your job. Employment rights and the Disability Discrimination Act Deciding how and when to declare a disability The DDA is the law but keep these points in mind when deciding whether to declare a disability. Make the distinction between a health condition and a disability. If you sign a declaration saying you do not have a disability when in fact you do, this may have consequences later on. Application forms and medical questionnaires Some application forms ask direct questions about disability, so you can give all the details you feel are important when completing the form. If necessary, explain how your disability would affect you in a work environment - or say that it has no practical effect. You may also be asked direct questions about disability and health on a medical questionnaire. Whether you will need to fill one out, and at what stage you do this, can depend on the type of job or employer. They may ask irrelevant questions about your disability that you could have answered simply on the application form. Employers with a commitment to employing people with disabilities Your decision to declare your disability may be influenced by your judgement about the attitude of a particular employer. The following points may help you make that judgement. Many employers have equal opportunities policies. These organisations will have a certain commitment to recruiting and employing without prejudice. You may feel more comfortable disclosing a disability if the organisation has an equal opportunities policy. They can help you decide on the best way to explain your suitability for the job, or, if you would find it helpful, they may contact the employer on your behalf. Action to take if you are discriminated against As a first step, you might want to have an informal discussion with your employer, or prospective employer, about your needs and why you feel you are being discriminated against. Remind the employer of your rights and their responsibilities under the DDA. If you wish to make a complaint to an Industrial Tribunal, you must do so within three months of the date of the alleged act of discrimination taking place. Help and advice from the Equality Commission The Equality Commission provides free and confidential advice to people who believe they have been subjected to disability discrimination and other forms of unlawful discrimination. It also provides free general advice to employers and service providers on recommended good practice under the

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DDA. Taking a case to the tribunal The Questions Procedure The Questions Procedure receives information from an employer that might help you prove whether you have been subjected to unlawful discrimination. You need to complete the first part of this questionnaire yourself, setting out the reasons why you feel you have been discriminated against and ask the employer to comment on your claim. You then need to ask the employer to reply to the questionnaire. Gathering information from the respondent - Equality Commission NI Industrial Tribunals and the Fair Employment Tribunal Industrial Tribunals are independent judicial bodies in Northern Ireland that hear and decide claims to do with employment matters. These include a range of claims about:

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Chapter 4 : Home | Department for Employment and Learning

Disabled Persons (Employment) Act (Northern Ireland) F1 CHAPTER 6. An Act to make further and better provision for enabling persons handicapped by disablement to secure employment, or work on their own account, and for purposes connected therewith.

Before I start, I want to make a few personal comments about the inquiry. It is about the needs of young people with special educational needs. Let me quote the following: I thank all the Committee members who took part in the inquiry. It was not an easy subject to engage with, as some of our visits and the personal testimonies that we received were heart-wrenching. In his absence, I highlight and acknowledge the work of Pat Ramsey and his contribution to the initial stages of the inquiry. My main thanks go to the young people and their parents. They are the reason why we undertook the work, and I hope that the report is used and its recommendations taken on board. The parents of children with special needs create their own world of happiness and believe in things that others cannot yet see. I hope that, through the inquiry, others will see the crucial need for our recommendations. I appreciate the Minister being here today to respond. Given the wide-ranging nature of the inquiry and the large number of recommendations, the Committee agreed to divide sections of the report among the members. Each member of the Committee will talk to different parts of the report and to the relevant recommendations. We agreed to conduct the inquiry to address the concerns raised by Committee members and by advocates for individuals with learning disabilities and their families that, once those individuals leave full-time education, where they have received long-term support, they find themselves with little help and few options for what they do next. We critically examined post-school provision in Northern Ireland, including consideration of the current policies, programmes and opportunities available in Northern Ireland, for those with learning disabilities leaving education. We also looked at issues raised regarding the transition planning process. On initiating the inquiry, the Committee became aware that there have been a number of reviews on the matter over the years and a number of action plans have been agreed by Departments to improve services. However, it also became obvious to us that the issues still existed. Although action has taken place, it has been mainly procedural in nature. The numerous barriers facing young people with learning disabilities as they leave school and try to lead a productive life remain. This is a complex area of policy-making, involving numerous services across a range of Departments. We listened to the heartfelt pleas of parents and carers for better services and provisions for their loved ones. We also heard from Departments about the efforts they are engaged in to support people with learning disabilities when they leave school. At this point and on behalf of the whole Committee, I thank all those who engaged with the inquiry. I also thank the many organisations and schools that opened their doors to Committee visits to show how they work to develop and support those with learning disabilities. Thanks also go to the officials from the Department for Employment and Learning and the Department of Health who, the Committee could see, work hard to provide the best services that they can. We received 53 written submissions, and we held five evidence events: We considered 21 research papers that we commissioned from the Assembly Research and Information Service, as well as a range of academic and departmental publications. The Committee visited 14 schools and organisations across Northern Ireland and visited services in Manchester. We also considered exactly what was meant by a "learning disability". The most widely endorsed definition is this: On reviewing the evidence, it was clear that there were distinct areas of concern. We believe that, if the recommendations are accepted and acted on across government, they will create a system that meets the needs of those who rely on it. I turn to the content of the report. With regard to the transition process, the evidence showed that there were two conflicting views: These problems are outlined in the report, and they include a lack of information sharing and a process, which is meant to be a long gradual one, that, in reality, is years of paying lip service and then a last-minute panic for parents to find post-school provision. It was evident from submissions that further education colleges and vocational training were central and vital in the plans of people with learning

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disabilities and their families. However, despite their crucial role, the evidence highlights that access to appropriate educational courses is inadequate to meet the need and that there is a structural problem at the heart of the provision. A specific problem is that further education cannot be considered the solution for everyone with a learning disability, and yet there is a lack of alternative provision. It is our view that the need to provide an individualised service for the most vulnerable in our society remains an absolute priority for any modernised or reforming day service. Following on from that, another important issue highlighted in the evidence was the need for proper progression for learners in post-school provision. The aim should be that the levels of provision are appropriate for the individual as he or she develops. There were repeated examples of individuals repeating courses, so that they had something to do during the day or engaging in courses and training where there were few beneficial outcomes for them or which were inappropriate for their level of ability. In addition, there was no structure for continual development. The aim, as we see it, is to strive towards making work-ready individuals. This, for some, may be a far-off aspiration, but the provision on offer should be bringing individuals along that path. For some, the starting point may be independent living or improved communication and social skills; for others, it may be only supervised experience of the workplace, but all have the right to receive help to get to that point. One of the overarching concerns relayed to the Committee during the inquiry was the lack of coordination across government. This is something that we all understand and witness in our daily work. Time after time, in all Committees, there are calls for better cross-departmental working. The Committee inquiry found that, although there are many cross-departmental strategies and action plans that aim for better coordination, and although there are localised examples of good practice in cross-departmental working in providing services for those with learning disabilities, the criticism remains that communication and service provision across Departments is inadequate. Not only does that waste time in arranging provision and create frustration and aggravation for parents and carers, but, all too often, it is inefficient and prevents effective working. The evidence suggested that more can and should be done in the community setting to support those with learning disabilities. In looking at this issue in an economic climate of limited resources, we see that the better utilisation of what already exists is the perfect answer. Historically, learning disability “all disability for that matter” was kept out of sight. We visited a number of schools and facilities, and, as a rule of thumb, the older the establishment, the higher the wall that surrounds it. However, there are examples of good practice. In some communities, local churches and charities are opening cafes staffed by individuals with learning disabilities “places where, once you walk through the door, you can see the pride and the sense of worth of the individuals working there. Another major obstacle for post provision has been the availability, or otherwise, of transport for getting those with learning disabilities to post provision. The lack of viable transport options, particularly in rural areas, adds another significant barrier to those trying to access services. Those who are not yet able to travel independently can become housebound. One of the strongest arguments made to the Committee was for post-school provision, where demand currently outstrips supply. The evidence to the Committee suggests that demand for further education FE provision is not currently being fully met, and submissions referred to the number of individuals with learning disabilities who end up not in employment, education or training. What provision is available is largely part-time, some of it for just a few hours a week. There is a lack of consistency and security in that. There is also evidence suggesting that demand will only increase in the coming years, creating a challenge that Departments need to plan for. As I mentioned, the aim of post-school provision should be to move those with learning disabilities ever closer to employment via education and training. For some, this may be a long road; others are nearly job ready but face the barrier of not being able to find work experience. For those who could be deemed to be further from the workplace “those with severe learning disabilities and, more so now, those with complex health needs” the main route after school has been to day-care centres. However, evidence presented to the Committee suggests that these establishments are ill-equipped for training and education purposes. Those with communication issues, who throughout school have learnt to use signs and other non-verbal means of being understood, find that the staff are not trained in these systems and are left

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frustrated and, often, silenced. For parents moving their loved one from school into adult services, it is a frightening, unsettling and bureaucratic nightmare. The school environment is set up to provide all-round care; the young people are looked after from when they go in the door until they come home. The staff are trained to look after their needs, and they often have access to a speech and language therapist, an occupational therapist and a school nurse. It is a massive shock, after investing so much time and resources into providing a protective environment for those individuals, when that disappears almost overnight. Some evidence emphasised that all post-school providers need to ensure that they can fully meet the wider support needs of their students or trainees by having appropriate measures in place to ensure that they are appropriately supervised. Turning to the transition process, a specific issue raised with us was that individual schools and the Education Authority have a statutory responsibility for the process. However, once an individual leaves school, the school and the authority no longer have the responsibility or control to ensure that the transition plan is followed. Some evidence suggested that the statutory responsibility to carry out and enforce the transition plan should sit with DEL or Health, as they are the Departments that provide adult services. Therefore, we recommend that DEL undertakes a review to establish where departmental responsibility for the transition process should lie in the Executive. Much of the evidence, especially from parents, indicated that, during the transition meetings, it was often the case that decisions could not be made or their questions could not be answered, as the appropriate officials were not in attendance. Another issue facing parents was that, once their child left school, the transition process ended and there was no one at hand to sort out any issues or, if a placement was not working out, to organise an alternative. In addition, after a year on a course, individuals were often back at square one with nowhere to move on to. The view of parents was that all the work was placed on them. To help those parents, we recommend that DEL and DE coordinate to ensure that the transition process continues past the stage of leaving school. It should remain in place to assist the young person with onward progression from a training or further education course into employment. Linked to that, there is a need for closer partnership working with the voluntary and stakeholder groups that can support people in further education, training and employment.

Chapter 5 : Differences in GB & Northern Ireland Employment Law | Factsheets | CIPD

European funding. Advice on the European Social Fund (ESF) programme in Northern Ireland. The Department is the managing authority for ESF in Northern Ireland and provides advice on all aspects of the Programme including how to apply, ESF guidance and support for successful projects.

Chapter 6 : Leadership and management training in Northern Ireland | blog.quintoapp.com

Bridge to Employment is a pre-employment training programme that helps people aged 18 and over to find a job if they are unemployed, whatever their experience of work. The programme provides suitable training and if you successfully complete the training programme you will be interviewed by the company with a view to being offered employment.

Chapter 7 : Disability in Northern Ireland - Wikipedia

transitions to adult services for young people with learning disabilities in Northern Ireland in Transitions were explored in the context of education, employment and training and.

Chapter 8 : Help to find employment | Department for Communities

Committee Business - Inquiry into Post Special Educational Need Provision in Education, Employment and Training for those with Learning Disabilities in Northern Ireland Robin Newton (DUP): One of the things that the House has been

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extremely keen to push forward is ensuring that any contracts awarded contain social clauses.

Chapter 9 : Disabled Persons (Employment) Act (Northern Ireland)

2 Disability discrimination law in Northern Ireland - a short guide This short guide provides some basic information on disability discrimination law.