"Pathway to Employment" Impact Evaluation

Ability not Disability

Final Report

July 2023.

Dr. Claire Monk

Executive Summary

Key Findings

- Young people with complex needs joining the Pathway to Employment programme all joined with the view to learn skills that would gain them paid employment.

- The trainees enjoy their session in the cafés, but most especially enjoyed the front of house tasks such as taking customer orders, making coffee and using the card machine.

- From the parents' perspective the Pathway to Employment programme met their expectations. They could see their child growing in confidence and developing new skills.

- Parents felt that their child's needs were fully understood and embraced; that the child was not defined by their disability.

- Communicating progress, however, with parents and the trainees is an area for development, with parents feeling unsure about their child's progress and developments.

- The role of the Employment Development Manager is crucial to the operation and success of the Pathway to Employment Programme. It was evident that the Pathway to Employment Programme could not deliver its outcomes (ie the young people with complex additional needs gaining paid employment) without the role of the Employment Development Manager.

- The findings were explored using Critical Development Theory. Within this, what could be evidenced was the impact that the Pathway to Employment programme had on improving skills and confidence of the young people with complex needs, and valuing diversity. But the value-added was the impact that the Employment Development Manager had on breaking down barriers for people with complex learning needs accessing the workplace; empowering young people with complex needs and giving a voice to disabled people; challenging 'anxious avoidance' when it comes to learning disabilities; and transforming outcomes for young people with complex needs.

Unique selling points

Within the evaluation of the Pathway to Employment programme, several *unique selling points* could be identified. These were:

- The young people do not need an EHCP or formal diagnosis of any additional need to gain a place on the Pathway.

- The Pathway is not strictly time-bound. The Pathway embraces diversity and is more focused on working at the trainees' pace and emphatic in not pushing them into employment until they are truly ready.

- The Pathway to Employment is "*the slice between*" college and going into employment.

- Staff value diversity: they understand each individual trainee and their very individual needs. They use creative thinking to find different ways (often through trial-and-error) to change/adapt/develop the working environment to meet the needs of each young person.

- The Pathway to Employment Programme is changing attitudes in the work environments, and combatting 'anxious avoidance' to understand and embrace disability in the workplace, particularly learning disabilities.

Recommendations

Summary of recommendations to improve the Social Model of Disability

- Coaching and mentoring training for staff (see page 47).

- Consider ceasing the Blue Butterfly café and operating from a single, more centrally situated site which is easily accessible by public transport (see page 47).

Summary of recommendations to improve multidimensionality

- Employ a job coach to manage the on-the-job coaching in the place of paid employment and free up the EDM to manage the many relationships around the trainee (see page 49).

Summary of recommendations to improve diversity

- The Pathway to Employment values diversity in terms of the young people whom it supports, but could develop several models of the Pathway. This would market further flexibility to the trainees so that those wishing to be ready for employment more

quickly can 'fast track' in contrast to those who may wish to or need to develop at a slower pace (see page 52).

Summary of recommendation to improve Rights.

- Draw on the legislation of Human Rights and the Equality Act to highlight the legal factor to co-developing an inclusive working environment, and the mutual benefits to all parties (see page 54).

Summary of Recommendations to improve voices of disability

- Recruit at least one young person with complex additional needs to the Steering Group/Management Group to ensure that voices of disability are embedded within the strategic development of the Pathway to Employment Programme (see page 57).
- Develop a clear communication strategy (to be shared with the trainees and parents) which clearly stipulates how and when trainees and parents can be included in the formal review procedures (see page 57).

Summary of recommendations to improve transformative politics

- Draw on the transformative benefits to both the young person and their respective communities as an element of success when recruiting young people with complex needs to the Pathway (see page 61).

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1.0 Introduction.

1.1 Background to the development of the Pathway to Employment programme.

Initially the Open Door Café (ODC) was run by St. Michael's Church in Hampton Magna. Entrust Care Partnership (ECP) rented a space to operate the Entrust Entrepreneurs Programmes. Eventually ECP began to place young people in the ODC under the guidance of the Manager from the Church and some Entrust Support Workers. This became the precursor to the *Pathway to Employment* programme.

Currently, located in South Warwickshire, Entrust Care Partnership established its *Pathway to Employment* initiative in 2020. The purpose of this initiative is to provide experience for disabled young adults aged 16+ in a Community Café with the intention of helping them to become *employment ready* and help them to gain employment if it is their wish to do so. Using funding acquired through the National Lottery's Community Fund, the Programme employed an Employment Development Manager for 30 hours per week to work with and support these young people in this goal.

Two cafes are currently run:

- One in Warwick, The Open Door, on Tuesday and Thursday mornings
- One in Bishops Itchington, The Blue Butterfly, on Monday and Wednesday morning.

Trainees join one of the cafes to complete one shift per week for up to 12 months.

1.1.2 The outcomes of the programme were:

	TARGETS		
	Year one	**Year two**	**Year three**
Number of trainees recruited	10	15	20
Number of employers engaged	3	6	9

1.1.3 The outcomes for trainees are to demonstrate

- Increased confidence

- Increased independence

- Improved ability to engage with customers and reduce their own social isolation

- Readiness for employment beyond the programme.

- Transferable work skills

1.2 The evaluation

In January 2023, Entrust Care Partnership contacted Dr. Claire Monk from the Centre for Community and Social Justice at Newman University Birmingham to undertake an evaluation of the Pathway to Employment Programme as it neared the end of the three-years funding. The core purpose of the evaluation was to identify the value-added for the young people with complex needs accessing the programme before gaining paid employment.

1.3 A brief context of the challenges facing young people with complex needs in gaining meaningful paid employment.

Young people with learning disabilities leave school and college, often falling into the gap between day care provision and unemployment, therefore becoming marginalised in society. Many – including their parents – prefer the safety and security of specialist services and personal networks. Yet such actions can perpetuate marginalisation (see Taylor *et al*, 2003[1]; Butcher and Wilton, 2008[2]).

In addition, the challenges faced by adults with disabilities, including learning disabilities, gaining paid employment, or having aspirations to seek employment, is well documented (see

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[1] Taylor, B., McGilloway, S. and Donnelly, M (2003) 'Preparing young adults with disability for employment' in *Health and Social Care in the Community*, 12(2) pp93-101.
[2] Butcher, S and Wilton, R (2008) 'Stuck in transition? Exploring the spaces of employment training for youth with intellectual disability' in *Geoforum* 39 pp1079-1092.

for example Taylor et al, 2003[3]; McGlinchey et al 2013[4]; Mauksch and Dey, 2023[5]). Even when they do gain paid employment there are barriers and challenges to overcome on a daily basis in the place of employment including 'a lack of understanding amongst employers and employees of the needs of people with disabilities' (Taylor *et al*[6], 2003 p93). Furthermore, a capitalist society focused on targets and profit-making discriminates against people with disabilities in the workplace where they may be unable to work to pace, and their disabilities are considered as *unprofitable*.

Yet, for many, their needs (including mental well-being) may be better met by gaining employment (See Taylor et al, 2003[7]; Butcher and Wilton, 2008[8]; McGlinchey et al, 2013[9]). Work environments in which young people with learning disabilities can negotiate reasonable adjustments *empowers* those with disabilities to remove structural barriers impeding their social inclusion (see Mauksch and Dey, 2023[10]).

1.4 Using Critical Disability Theory as an Analytical Lens

Traditionally, disability was framed under a medical model as something to be resolved or treated with medical interventions, instead of being accepted and accommodated within society. Since the turn of the 21st Century, however, theorists have been challenging this mindset and have developed 'an interdisciplinary set of theoretical approaches' (Mauksch

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[3] Taylor, B., McGilloway, S. and Donnelly, M (2003) 'Preparing young adults with disability for employment' in *Health and Social Care in the Community*, 12(2) pp93-101.

[4] McGlinchey, E., McCallion, P., Burke, E., Carroll, R and McCarron, M (2013) 'Exploring the Issue of Employment for Adults with an Intellectual Disability in Ireland' in *Journal of Applied Research in Intellectual Disabilities* Vol 26(4) pp335-343

[5] Mauksch, S. and Dey, P (2023) 'Treating disability as an asset (not a limitation): A Critical examination of disability inclusion through social entrepreneurship' in *Organization* pp1-21.

[6] Taylor, B., McGilloway, S. and Donnelly, M (2003) 'Preparing young adults with disability for employment' in *Health and Social Care in the Community*, 12(2) pp93-101.

[7] Taylor, B., McGilloway, S. and Donnelly, M (2003) 'Preparing young adults with disability for employment' in *Health and Social Care in the Community*, 12(2) pp93-101

[8] Butcher, S and Wilton, R (2008) 'Stuck in transition? Exploring the spaces of employment training for youth with intellectual disability' in *Geoforum* 39 pp1079-1092.

[9] McGlinchey, E., McCallion, P., Burke, E., Carroll, R and McCarron, M (2013) 'Exploring the Issue of Employment for Adults with an Intellectual Disability in Ireland' in *Journal of Applied Research in Intellectual Disabilities* Vol 26(4) pp335-343

[10] Mauksch, S. and Dey, P (2023) 'Treating disability as an asset (not a limitation): A Critical examination of disability inclusion through social entrepreneurship' in *Organization* pp1-21.

and Dey, 2023[11]) that examine how disability is '*done* through the enactment of capitalist values, medical diagnoses, or bureaucratic practices' (*ibid*).

Critical Disability Theory is a conceptual framework which can be used to examine, explore and understand how and why particular barriers and challenges exist which may impede those with disabilities from being fully included in all aspects of society. It analyses and challenges traditional ideas about disability to transform boundaries between nondisabled and disabled. It puts disability in the centre in order to examine the relationship between impairment, disability and society. It is about power, and moreover the ideas of *who* and *what* gets valued and trying to rebalance that power.

Hosking (2008)[12] identifies seven elements of the CDT conceptual framework. These 7 elements serve as a useful evaluative and reflective tool for discussing the findings from this evaluative study.

- The Social Model of Disability
- Multidimensionality
- Valuing diversity
- Rights
- Voice of disability
- Language
- Transformative Politics.

The **Social Model of Disability**, contrasts with the traditional medical model of disability and views disability as a social construct rather than a consequence of disease or dysfunction. The social model views disability as a system of interrelationships between the individual, their response to their 'disability' and the environment. Negative experiences for the disabled

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[11] Mauksch, S. and Dey, P (2023) 'Treating disability as an asset (not a limitation): A Critical examination of disability inclusion through social entrepreneurship' in *Organization* pp1-21.

[12] Hosking, D. L (2008) Critical Disability Theory: A Paper presented at the 4th Biennial Disability Studies Conference at Lancaster University, UK Sept 2-4, 2008.

community are caused by structural and social attitudes and the view of sitting beyond "normality".

Multidimensionality, identifies that people with disabilities 'are a diverse and variable population within any particular social structure' (*ibid* p9). Therefore, multidimensionality allows the multiple interconnected relationships disabled people have as they go about their everyday lives.

Valuing diversity, is the idea that disability should not simply be dismissed or ignored. Instead, it embraces the disability by removing barriers facing people with disabilities to enable their participation based on equality and equal rights (Sztobryn-Giercuszkiewicz, 2017[13]) and acknowledging diversity within society.

Rights, CDT highlights the disjuncture and failure of Human Rights and Equality to respond adequately to the needs and interests of those with disabilities both individually and as a group within society. It has failed 'to incorporate the diversity of the disabled community within the scope of its conception of equality' (Hosking, 2008 p12).

Voices of disability, are traditionally marginalised and suppressed, especially when they challenge *mainstream* ideas of disability. CDT gives those with disabilities a voice. As Hosking (2008 p13) stated 'it is only by listening to and valuing the perspectives of those who are living disabled lives that the able bodies can begin to understand that even severe disability does not have to prevent a joyful and desired life'.

Language is inherently political. Language labels groups of people, and such labels can hold negative connotations. Words and images used to portray those with disabilities has an effect on social attitudes towards disabled people, which subsequently renders those with disabilities as powerless, dependent and vulnerable.

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[13] Sztobryn-Giercuszkiewicz, J (2017) 'Critical Disability Theory as a theoretical framework for disability studies' Available at (PDF) Critical Disability Theory as a theoretical framework for disability studies (researchgate.net)

Transformative Politics is the link between politics and society, and in the case of people with disabilities, emancipation through the pursuit of real and actual empowerment and equality, not just a tokenistic gesture in policy.

The findings from the research were examined and assessed using these 7 elements. Through considering all elements of the process from empowering the young people with complex additional needs, to ensuring accountability and responsibility of those in a position of trust, and power over the young people.   This enabled recommendations to be suggested to The Pathway to Employment programme

1.5 Structure of the report

Section 2, Methodology, briefly explains how the evaluation was conducted.

Section 3, descriptively explains the findings by participant category.

Section 4, The findings are discussed using Hosking's 7 elements of CDT as a Framework for evaluation of the practices currently in place in the Pathway to Employment Programme.

Section 5, concludes the report drawing out the key findings in relation to evaluation questions. Recommendations for practice are subsequently suggested.

2.0 Methodology

2.1 The Research Aim

Having been established for 3 years, Entrust Care Partnership needed to carry out an impact evaluation of the Pathway to Employment Programme to identify if the appointed Employment Development Manager has made a real difference to the Programme in terms of:

- How has the programme prepared Trainees to the point of employment readiness (extrinsic factors)
- How has the programme developed Trainees to be employment ready (intrinsic factors)

In order to evaluate this the following questions were examined:

1. The Employment Development Manager's vision for "Employment Ready".

2. What changes have occurred because of the Employment Development Manager which contribute to meeting the Programme Outcomes.

3. What measurable outcomes, both intended and unintended, have occurred? Can these be directly attributable to the role of the Employment Development Manager

4. What difference has the role of Employment Development Manager made to:
   - The trainees – *in what ways have trainees been impacted, how and why?*
5. How has the role influenced outcomes for trainees?

6. What changes (if any) could be made to the role to improve Programme Outcomes for trainees and ensuring that they are employment ready?

2.2 The methods and participants

Before deciding which research methods to adopt, the researcher spent time in both cafés to see each café in action to fully understand the purpose of what Entrust is achieving through the Pathway to Employment programme. I spent time with both staff members, I talked to the young people working during my visits, and I observed the customers' interactions with

the young people. Spending time in the environment in this way then informed the most appropriate research design for the evaluation. The research was designed in two phases: a qualitative phase with staff, followed by a quantitative phase with service users.

Phase 1: Interviews

i)   A qualitative in-person interview was carried out with the Employment Development Manager (see Appendix One).

ii)   A qualitative in person interview was carried out with one Entrust Staff member who has worked in the Café sessions with the Trainees for a minimum of 6 months (see Appendix Two)

Phase 2:

Participants were drawn from the Pathway to Employment Programme's own contact database. This included:

i)   An online questionnaire of the young trainees (to be completed with a parent) (see Appendix Three)

ii)   An online questionnaire sent to the parents (see Appendix Four).

To ensure GDPR guidelines were followed, the Employment Development Manager distributed the questionnaires on behalf of the researcher.

All research tools were designed with input from the ECP.

2.3 Data Analysis

Upon completing the two face-to-face interviews in phase 1, the interviews were transcribed. Thematic analysis (Braun and Clarke, 2006[14]) was used to draw out the core themes emerging from the data.

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[14] Virginia Braun & Victoria Clarke (2006) Using thematic analysis in psychology, Qualitative Research in Psychology, 3:2, pp77-101

Upon completing phase 2, descriptive statistics were used to summarise the data from the two questionnaires in relation to each of the corresponding groups. As identified in section 1.4, the findings were explored using the seven elements of Critical Disability Theory.

3.0 Findings

3.1 Response rates

The Qualitative interviews in phase 1 were carried out as planned with the Employment Development Manager and subsequently with one member of staff from the cafes.

To date the Pathway to Employment programme has worked with or is currently working with 10 young people with complex needs, and 10 parents or carers. In relation to the questionnaire, there was a 50% response rate from the young people and a 70% response rate from parents/carers (see figure 1).

Figure 1: Total number of participants

	Number of participants	Total Number in Programme	Response Rate %
Young People	5	10	50%
Parents and carers	7	10	70%
TOTAL	12	20	60%

3.2 Findings by respondent

3.2.1 The Pathway to Employment Staff: Interview findings

Core themes that emerged from the staff interviews were:

- The vision and purpose of the Pathway to Employment

- The role of the Employment Development Manager

- Sharing, understanding and communicating the aims of the P2E.

- Being employment ready

- Training for staff for working with young people with complex needs.

- Benefits of the Programme for the Young People who join it

- Benefits to others, for example parents.

- Living up to its purpose? The young people and running the cafés

- Identifying goals for each young person

- Applying for a job

- Person Centred approach

- Strengths and positives of the Pathway.

- Future Challenges

The section will now explore the findings from the two interviews under these core themes.

- ***The vision and Purpose of the Pathway to Employment***

Both members of staff were in agreement that the purpose of the Pathway is to get the young people on the Pathway into paid employment. Furthermore, the vision is that:

> "*Just because they've got a disability doesn't mean they are not capable of doing it, and with the right training and support they can go on to paid work and have a job just like every adult*".

Both members of staff interviewed agreed that the vision and purpose were the same at the point of interview as at the start of the programme, but:

> "*What has changed is the understanding about how that works and what support young people need, how much support they need*".

- ***The role of the Employment Development Manager***

The role of the EDM is complex and vast, from recruiting new young people into the pathway, organising the funding, supporting the family, developing relationships with employers, supporting the young people with gaining employment (including the interview process), supporting the young people to negotiate their reasonable adjustments with their employer, supporting the staff managing the cafés and developing the employability skills of the young people and monitoring progress. It was identified that she was "massively" integral to the success of the Programme.

- ***Sharing, understanding and communicating.***

It was expressed that openness and honesty was important in relation to achieving the Pathway's aims. Furthermore, personal buy-in was a driving factor for several staff members in ensuring the success of the Initiative. Sharing their "lived experience" with parents of young people with complex needs who were considering joining the programme, and the aim that "everybody has got something to offer" demonstrates "empathy with the people" they are talking to.

There are also more formal ways of recording, sharing and communicating progress of the young people through folders, Zoom calls, and regular catch-up meetings. It was also pointed

out that the EDM was very good at returning calls and getting straight back to staff when they raised a query or concern.

- ***Being employment ready***

Both interviewees felt that employment readiness looked different for each young person as they join the Pathway with different needs. However, some common themes in relation to demonstrating employment readiness emerged, such as:

- demonstrating improved confidence,
- being able to complete tasks independently,
- and being able to communicate.

It was however acknowledged that being employment ready takes months, not weeks. It was also noted that the Pathway would not allow a young person to go into employment until they were ready because "otherwise you're just setting them up for failure", and risk knocking their newly found confidence.

3.2.1.2 Training for staff for working with young people with complex needs.

It was identified that staff start with generalised training, and disability awareness training. Training has also been offered on using appropriate language/terminology, sensory processing, what *disability* looks like. It was however identified that training in mentoring could be useful for the staff in the cafes.

It was also stated that photo biographies are created of the young people for new staff members with some details about each young person which could be

> "*Anything from I have a dog called Max, I like to do gymnastics, I have really high anxiety, lots of people make me worried*".

The photo biographies serve two purposes; one is to give staff some information on the young people whom they are supporting, but secondly it can offer some points for conversation starters. Equally photo biographies of staff are given to the young people too, which can help to overcome anxiety in the first few sessions.

- ***Benefits of the Programme for the Young People who join it****.*

Many benefits were identified by the staff for the young people joining the programme. It offers them training and experience in a real-world environment working, meeting members of the public. The EDM expressed that:

> "*It offers them a chance. It offers them experience*"

Similarly, the staff member talked about personal growth, she stated

> "*It's not breaking their bubble but it's kind of expanding their bubble*".

More specifically there were benefits in the Pathway that the young people might not gain in other provisions. For example, it was noted that when young people with complex needs leave college they "*are not always ready to go into the world*". It was acknowledged that school, especially special needs school is very sheltered and everything is put into place for you by others, but these young people with additional or complex needs need to be supported in negotiating any reasonable adjustments, and those adjustments may not be the level that they are used to. Initiatives such as the Pathway to Employment is "*the slice between*". The staff member also stated similar ideas, identifying the practical, hands-on experience that the Pathway gives in contrast to learning to gain a qualification. She also identified the real-life experience in terms of dealing with real customers. As she acknowledged:

> "*And sometimes you don't get very nice customers, and going forward on a job, you're going to get that, you're going to get people who aren't as understanding and empathic to a certain situation so for them [the young people] to see it and for them to realise that actually that's not me, that's them, you know, they're the ones being rude. You've done nothing wrong, so I think for that, it is a good programme in that way, I do. It's real life*".

Furthermore, the staff member identified the close-knit working environment of the café and being able to get to know each young person, and being able to recognise when they might "*need a 5-minute break*" or knowing when they are ready and might just need a little extra encouragement to take the next step.

The *value-added* was giving young people with complex needs a purpose, something to work towards, and not falling "into the ether" which was acknowledged as highly likely if the young

person does not have an EHCP. Evidence of the need for purpose was highlighted in the case of one young person who had undertaken the Pathway to Employment programme and gained paid employment in a large national organisation. He was notorious for being unable to get up in the morning but in the EDM's words

> "He said knowing that I'm coming in on this day means I have to get up, I have a purpose, I have a focus, and I'm doing it and that's why he wanted a job as well, he wanted to make sure that he was living his life and not just lying in bed".

She went further to identify that value-added was different for each person

> "But ultimately it's having people that care and have their best interests at heart and want them to succeed and have purpose and are willing to support them from beginning to end, and beyond really".

- ***Benefits to others, for example parents.***

In addition to the many positive elements for the young people with the additional needs, other secondary benefits were also subsequently identified for other family members. For example, having the confidence that their child was in an environment with people who understood them with a full outcome offered parents some respite. One staff member stated

> "We've been going for 10 years now as Entrust so we are well known in the local community. People know that they can trust us and rely on us so it gives them peace of mind I suppose".

The other staff member stated:

> "It's about them [parents] feeling like they're [the child] accepted in society".

One staff member reverted back to the core vision of Entrust, and that disability should not define anyone or "*stand in anybody's way. They are who they are and they should be accepted for who they are*".

- ***Living up to its purpose? The young people and running the cafés***

It was identified that there was still a challenge between the vision of the Pathway to Employment programme being the young people with the complex needs running the cafés *supported by* the staff team, and the staff occasionally stepping in to lead in busy periods and

> "There's quite a lot of the young people looking at what's doing [sic] or maybe supporting with a little bit of it but I really want them to do all of it ... so that is one of

the things that we do talk about a lot but I still don't think that that is where we want it to be and we've got to find a way to mould that better".

The staff member stated that the work undertaken in the coffee shop was very much led by the young people but identified that there was a disparity between some of the young people being quite hands-on and others who lost focus occasionally.

- ***Identifying goals for young person.***

There was some disparity over understanding how goals were established for each young person. The EDM identified that the young person coming out of the education system might have a communication plan, or sometimes the parents write a plan. She identified looking at the skills gaps, having "a list, a conversation with the staff team, these are the tasks that we want to look at and then I re-evaluate every 2 or 3 months, usually when we speak to the parents as well".   It was also stated that the young people have a "Path travelled" folder.

The EDM also identified tools that she had developed for the young people to use in the café in order to help them for example writing short scripts to help with the etiquette of taking an order, and laminated order forms simplified with tick boxes.

Identifying the goals or aims for the young people seemed to be rather arbitrary in the café because each young person has different needs and goals and there wasn't "any particular way" of establishing these. One staff member identified that "I'm not there to dictate to them what, I'm there to teach them skills". Further evidence of this is the fact that it was only identified after one young person moved into employment in another coffee shop that she could not butter bread and had difficulty sweeping the floor. It was stated that

> *"I'm kind of taking it on trust that all of those things are happening every time but in reality, I know they can't be."*

It was further identified that

> *"There's buy-in but whether there's always action on it"*

This possibly comes back to the issue of the need for mentoring training, which might give the staff more confidence in understanding how to nurture independence and growth in their skillset.

- *Applying for a job*

Upon joining the Pathway, it is set out that the young person will join the Pathway for approximately 12 months, allowing for slight variability under or over the time allocation dependent on the readiness of the young person. But more importantly, it was highlighted that if someone reached the end of their 12 months, then they were not suddenly ejected from the programme. It was stated that

> *"There are no hard and fast rules. There are rules to follow, but we can look at it on a personal basis"*

The staff will assess whether or not the young person has reached a level where they "*can't teach them anymore*". The young person might first discuss the subject of looking for employment with their parents, and sometimes the parents might then liaise with ECP staff. The EDM could then broach the subject of beginning to look for a suitable paid vacancy, and began the search of suitable employers. But equally at this stage they identified that the process was no different to anyone else looking for a job; you look at the skills required and see if you have that skillset or if you need to learn a bit more about something.

The advantage for this element of the Pathway is that the EDM has a recruitment background and therefore adds an element to this programme that others may not necessarily have. The EDM has skills to be able to support the young people with writing CVs, coaching them with interviewing skills, and what to wear for an interview. Furthermore, the EDM has skills in understanding inclusion and diversity, negotiating employment terms and conditions including coaching the young people in how to discuss and negotiate reasonable adjustments that might need to be made to more comfortably support the young person with additional needs in the workplace.

- *Person Centred approach*

The staff were asked about keeping the young person at the centre and in control of any decisions being made about them. The EDM stated quite honestly that

> *"They're not always probably totally in control of the decisions that are made if that's the honest truth"*.

But she went further to explain that given the nature of the young people's complex additional needs, it has to be "*a balancing act between the young person, their needs, abilities, wants and the desires of the family*". It's not just about getting a job, but also considering the

"*Best place geographically, timing, what days work, what hours work, how will she get there, how will she get home because its more than just the job, it's more everything else*".

- ***Strengths and positives of the Pathway.***

First and foremost, getting the coffee shops back open after the Covid Pandemic and encouraging customers to come in and support the young people. Also building the partnership with Compass and JLR and supporting one young person into her role there and sustaining that role with additional support. It was acknowledged that accomplishing that was definitely a three-way learning curve, for the young person, for the Pathway, and for the company itself and its employees from the senior management team to the colleagues working with the young person in the restaurant.

The one said "*all of the trainees, that is the God's Honest truth*". She attributed this to the learning journey and personal progression and that they see each young person go through. The development in confidence from being unable to speak to customers to being able to independently take an order, fill the order and build relationships with the customers.

As one said

"*The end goal obviously is to get them a job, two of them have already, so it proves it works*"

and

"*It's basically fulfilling their needs really, broaden their horizons if your like*".

- ***Future Challenges***

A number of points were raised in relation to future challenges or considerations. Both interviewees raised the issue of the young people currently undertaking only one session per week, and whether or not this was enough, but weighing up the quicker turnover in a shorter time frame, with the slower approach needed to being able to develop their confidence.

In addition to the young people doing more sessions is the consideration of numbers of young people and also the recruitment cycle. Currently the Pathway takes young people on as and when they apply and the funding is available, but this leads to young people all being at varying stages of confidence and ability, which can make providing support problematic. Consideration has been given to whether a September-recruitment cycle might be easier to manage with a view to moving the young people into paid employment throughout the summer.

Another suggestion for development related to building up a network of employer partnerships who would be willing to work with the Pathway to Employment Programme, enabling a smoother transition for the young people to an employer who had awareness of and supported the vision of the Pathway to Employment programme. The EDM is currently in discussions with Compass and JLR as one organisation to partner up with.

A further challenge that had not been considered was the additional support required by the EDM not only in terms of transitioning and coaching a young person into their place of employment, but also supporting colleagues in the workplace to understand the needs of the young person to be able to positively engage with each other for the benefit of the organisation.

Discussion was also had over the current location of the two coffee shops. There was acknowledgement from both participants that The Blue Butterfly café on Mondays in Bishops Itchington was "very very quiet". One view was that it would be better if the coffee shop was in a single location. Another reason for this also related to the baked goods being made freshly on site by the young people, and if they do not sell on the one day they could be saved for the next day. As currently happens they are frozen and then ready for Monday morning. It was also noted that if the coffee shop was just operated at The Open Door, the young people might gain more locals for the business to grow. For example, builders have turned up on days when it is not open, so business has been lost.

3.2.2 The Young People: Questionnaire findings

The Young People were asked how they heard about the Pathway to Employment Programme at the Open Door Café and the Blue Butterfly café. Three out of the five ticked "From School or College"; one ticked "From Facebook" and the other said "Word of mouth i.e. from someone else".

In relation to the question "what was your main reason for joining the Open Door /Blue Butterfly, all five young people ticked "to learn new skills that would help me to get a job". The skills that they hoped to learn included using the coffee machine, taking customer orders, baking cakes (see figure 2).

Figure 2: the skills which the young people hoped to learn.
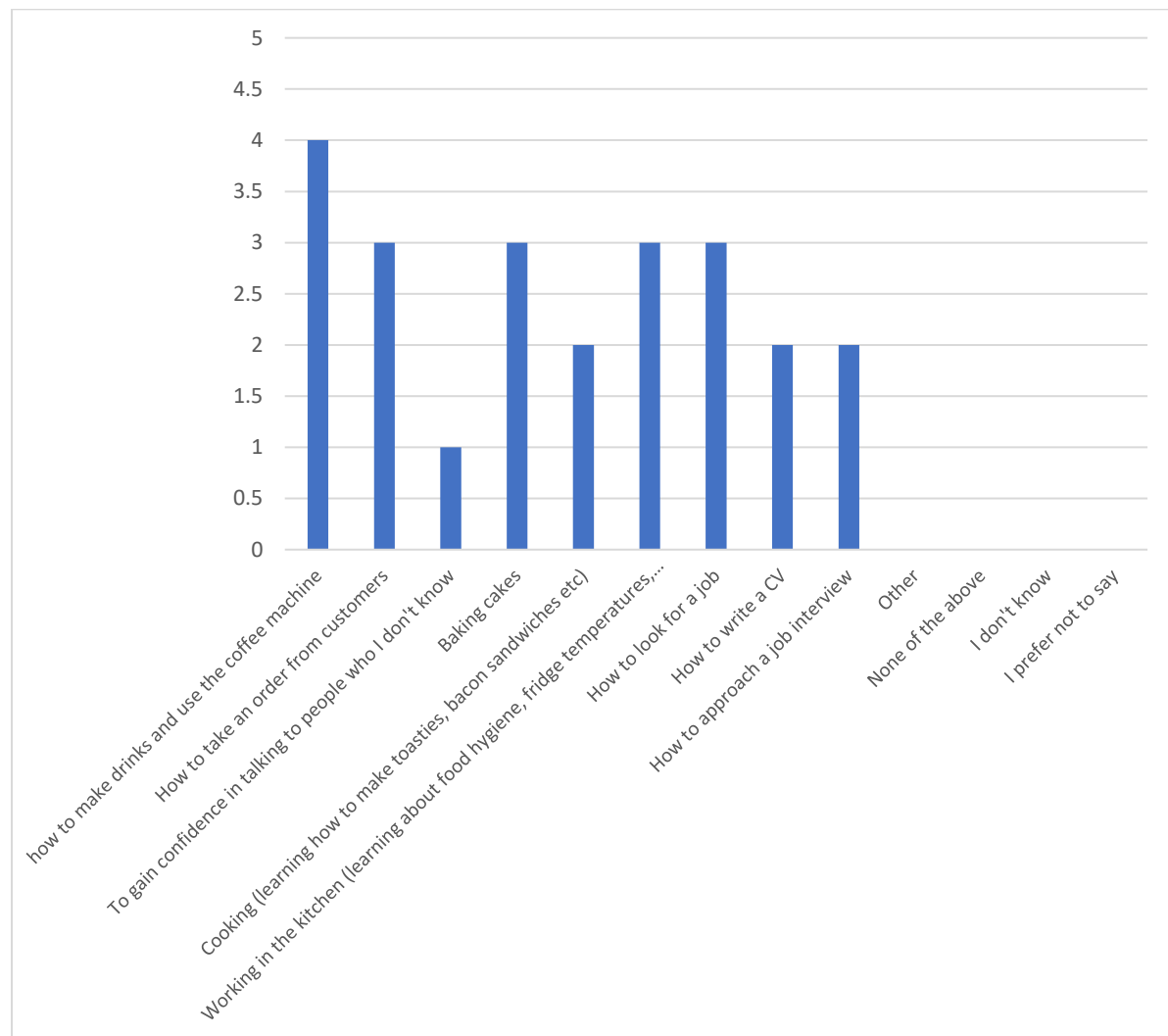
In response to the question, overall do you like going to the Open Door Café/Blue Butterfly café, four young people ticked "yes" and one ticked "sometimes". This question was then broken down further to explore what they liked about going (see figure 3).

Figure 3: What do you/did you like about going to the Open Door or Blue Butterfly café?
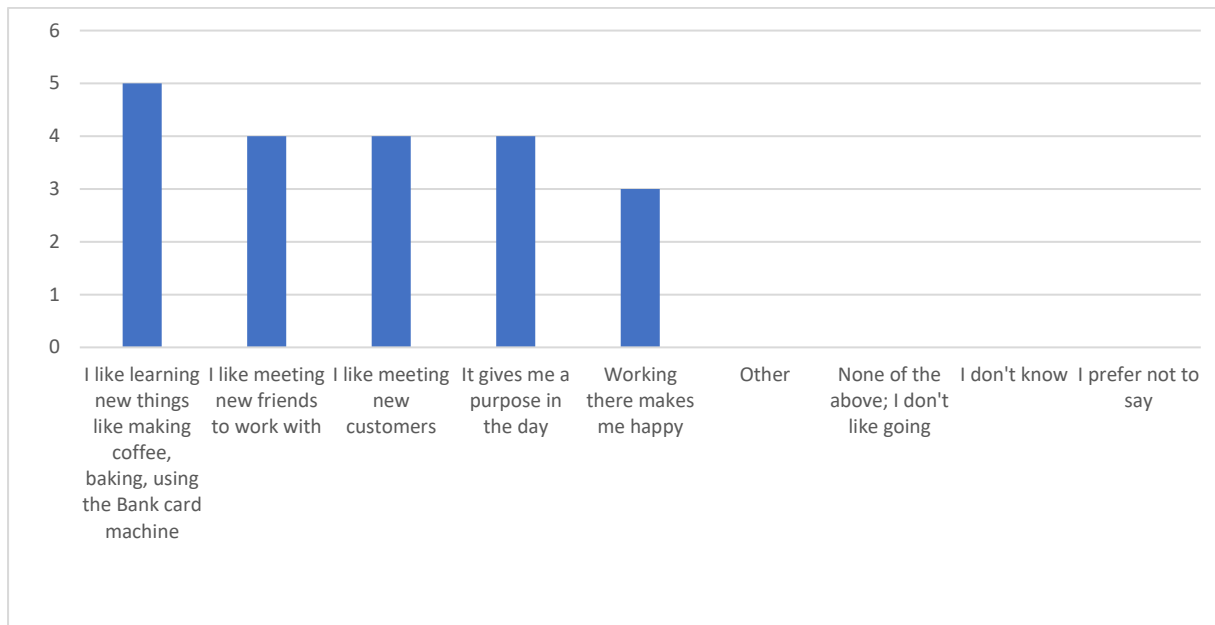
In relation to the top three things that the young people liked most, the highest responses (80%) were front of house tasks such as taking customer orders and working the till and taking payment (see figure 4).

Figure 4: the top three things the young people like the most
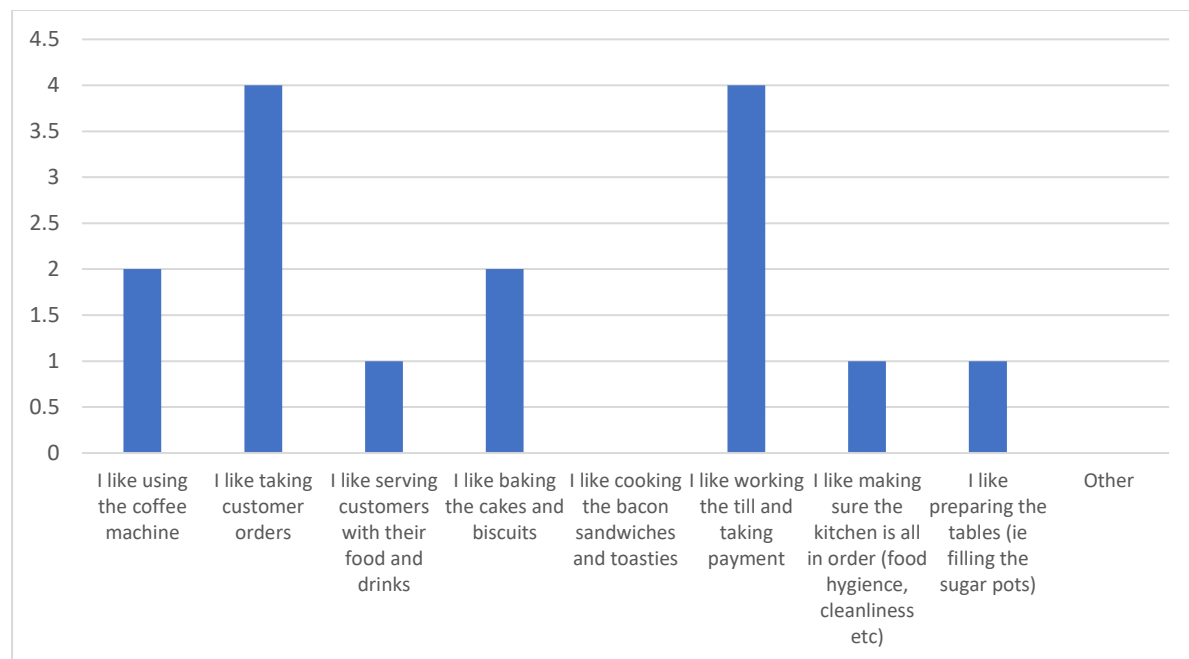
The young people were also asked what they did not like or enjoy about going to the Open Door Café or the Blue Butterfly café. Three young people ticked that they did not like using the frother. Two ticked that they did not like touching anything hot (i.e. the hot drinks, hot pans). One young person ticked that they did not like baking the cakes or biscuits.

Some questions were asked to ascertain how much of a voice the young people had when working at either café. As shown in figure 5, three young people said yes, but even those who said no felt that they preferred to be directed on the tasks.

Figure 5: Do you feel you have a say on what tasks you do at The Open Door/Blue Butterfly?

- yes I can say "no" if I don't want to do something
- No but that's ok because I prefer to be instructed on what I need to do
- No I am told what to do
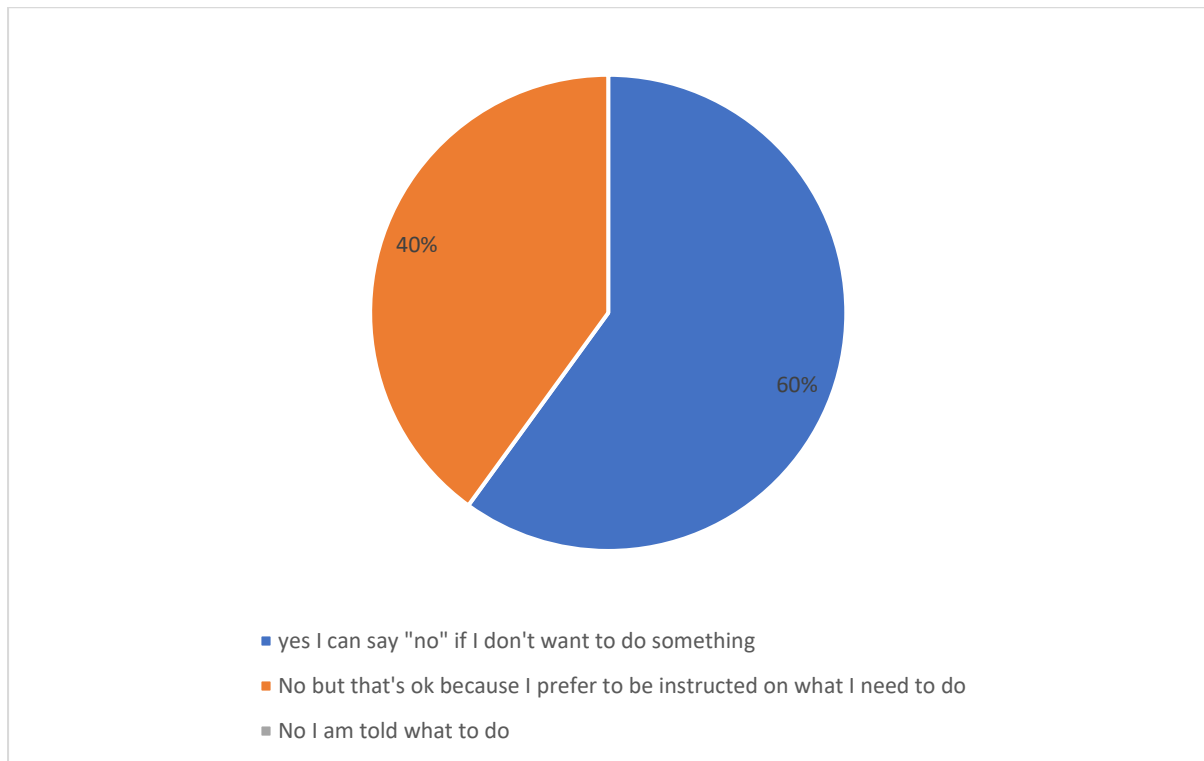
In addition, the young people were asked if they were included in discussions on their progress. The young people whilst not always included were satisfied with that (see figure 6).

Figure 6: when deciding on the skills you need to learn and progress made, do you feel you have a say on how you are doing?
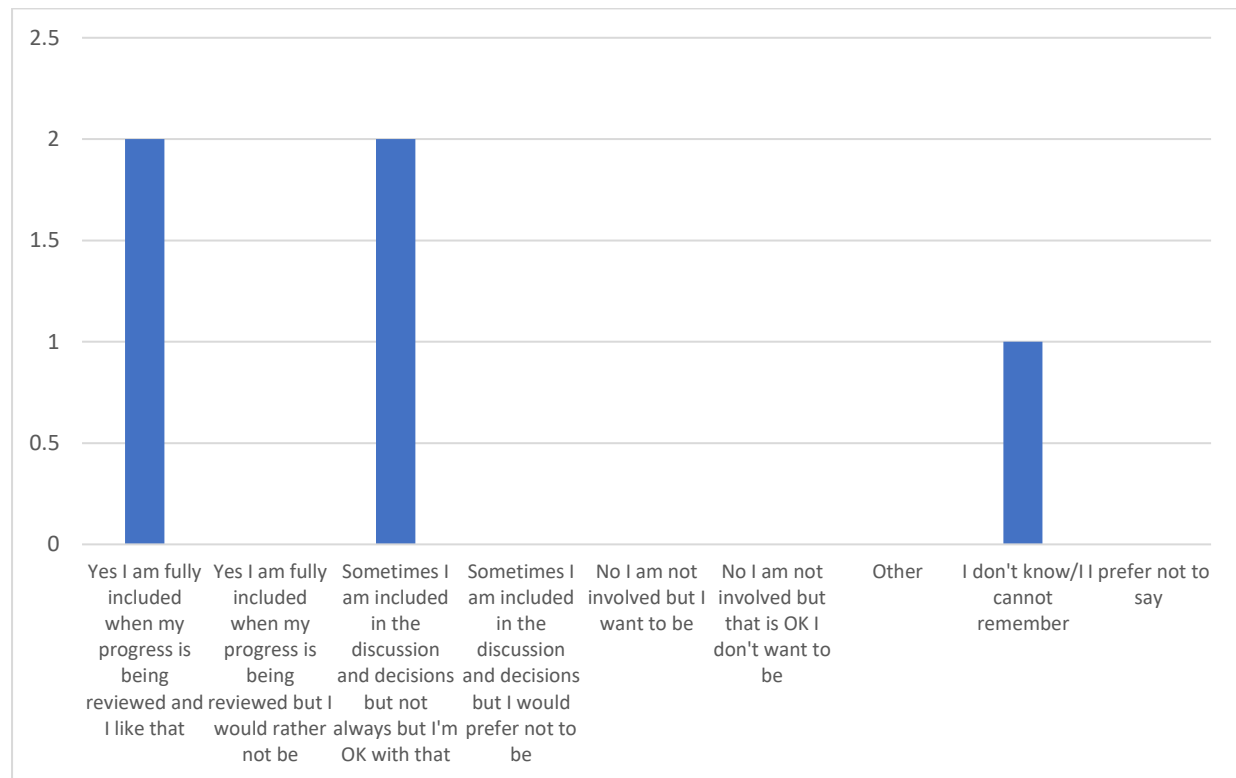
Some questions sought to gain responses specifically in relation to searching for a job (see figure 7). The response under "other" was "Not at that stage yet".

Figure 7: What support did you/are you getting to help you to get a job?
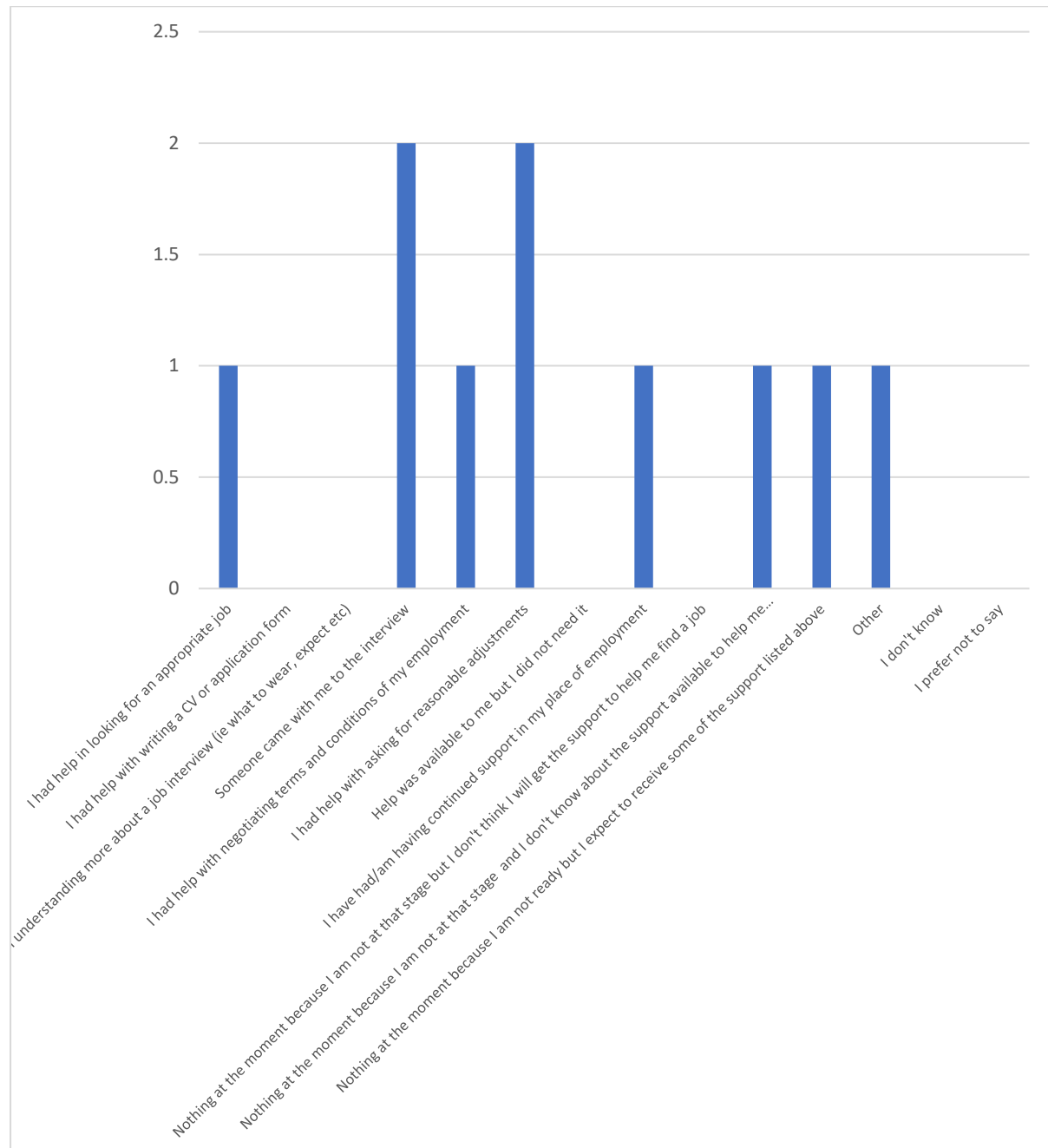
In relation to personal development, all five respondents ticked that working at the Open Door/Blue Butterfly had developed their confidence, and also developed their skills in working as part of a team (see figure 8).

Figure 8: How has working at The Open Door or Blue Butterfly café helped you?
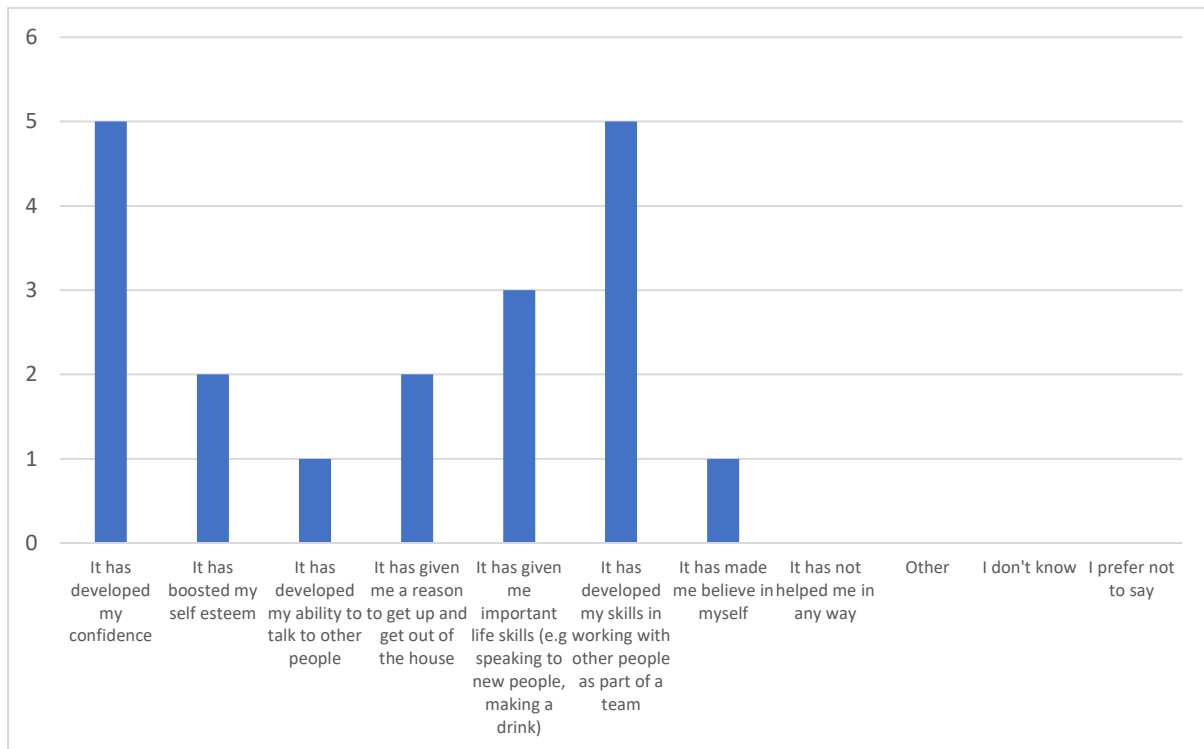
The young people were given a set of statements to which to respond. For the most parts, responses were highly positive, but the ones where mixed feeling was created were in relation to the statements regarding progress; *I don't feel that I am making progress*, and *I don't know how well I am doing* (see figure 9).

Figure 9: responses to given statements.
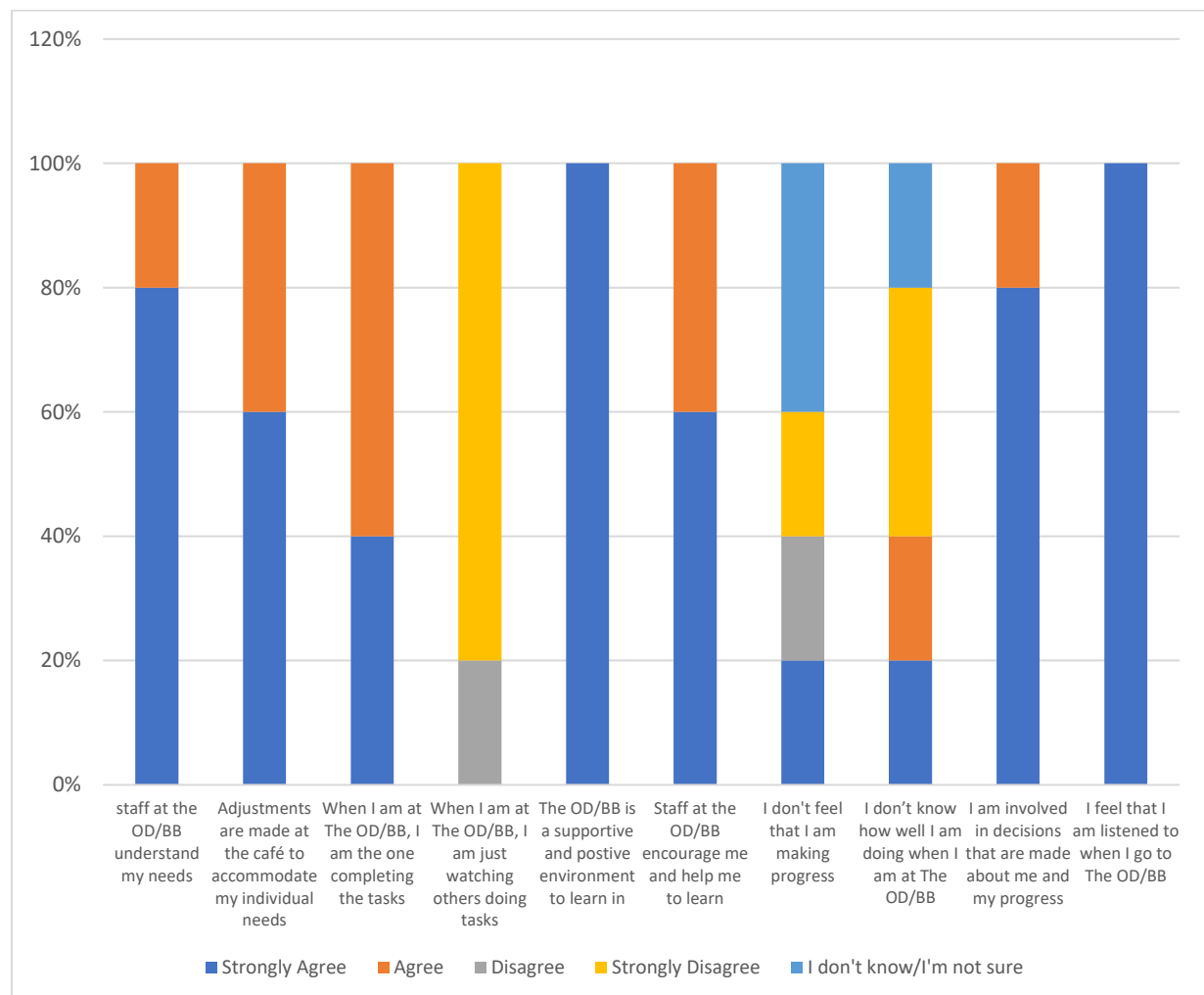
The young people were all asked if there was anything they would change or ask the Programme to do differently. The responses were as follows:

"*No. I feel like Dave and Eve are like a mini family now. It is really nice*".

"*No I'm really happy*".

"*Don't know*"

"*I wasn't sure why one trainee kept telling me to leave and didn't [sic] like it*".

"*Call it 'Finley's Café'*"

The young people were also asked if there were other things or skills that they would like to do such as marketing, social media, accounts, ordering supplied. The responses were as follows:

"None of the above"

"Happy with what I'm doing"

"I just like front of house"

"Ordering supplies. More cash handling"

"Sell cards. Helping drinks" [sic].

The young people were asked if they would recommend the Pathway to Employment to other young people like themselves. All five respondents ticked "yes, absolutely".

The young people had the opportunity to post any further comments, of which two did. These were as follows:

"I think it's a great initiative helping disabled adults into paid employment".

"I really loved it".

3.2.3 The parents/carers: Questionnaire findings

Parents were asked how they heard about the Pathway to Employment Programme at the two cafés. More than half said from their child's school or college. Other responses were Facebook, from accessing other provision from the Entrust Care Partnership, and one parent heard about it from their child.

Parents main reason for making enquiries about their son/daughter joining the Pathway to Employment programme was to learn new skills that would help their son/daughter to get a job (57% N=4). Other responses ticked were to help them gain work experience, for something for him/her to do, and he/she wanted to do it, the enquiries were driven by the young person.

Just under three quarters (71% N=5) of parents said that it was very easy/straightforward to get a place on the programme, and two parents ticked that it was fairly easy but there were some issues.

Parents were asked what they initially hoped their child would gain from accessing the Pathway to Employment Programmes. Responses were as follows:

"*Skills and confidence*"

"*Confidence, continued practise in hospitality skills*"

"*She already had done experience so I wanted to build on this, also the hope of getting a job at the end was positive*".

"*More experience. Help getting a job*"

"*Work experience, new friendships, social skills*".

"*Initially only that she would settle in and then start to learn and apply new skills*"

"*Transferable life skills*".

Parents were then asked if the Programme had met their expectations. One said "*mostly, yes*", two parents said "*yes*", one said "*more than*" and one said;

"*Definitely, she has gained lots of confidence and is currently on a placement in a [organisation]*".

Parents were asked if, in their opinion, their son or daughter liked going to their sessions at the café. All of the parents ticked "yes, they look forward to it every week". The parents were then asked what they thought their son or daughter liked the most about their session. The Responses were fairly evenly split across the options (see figure 10).

Figure 10: what, in your opinion, do they like most about going to their session?
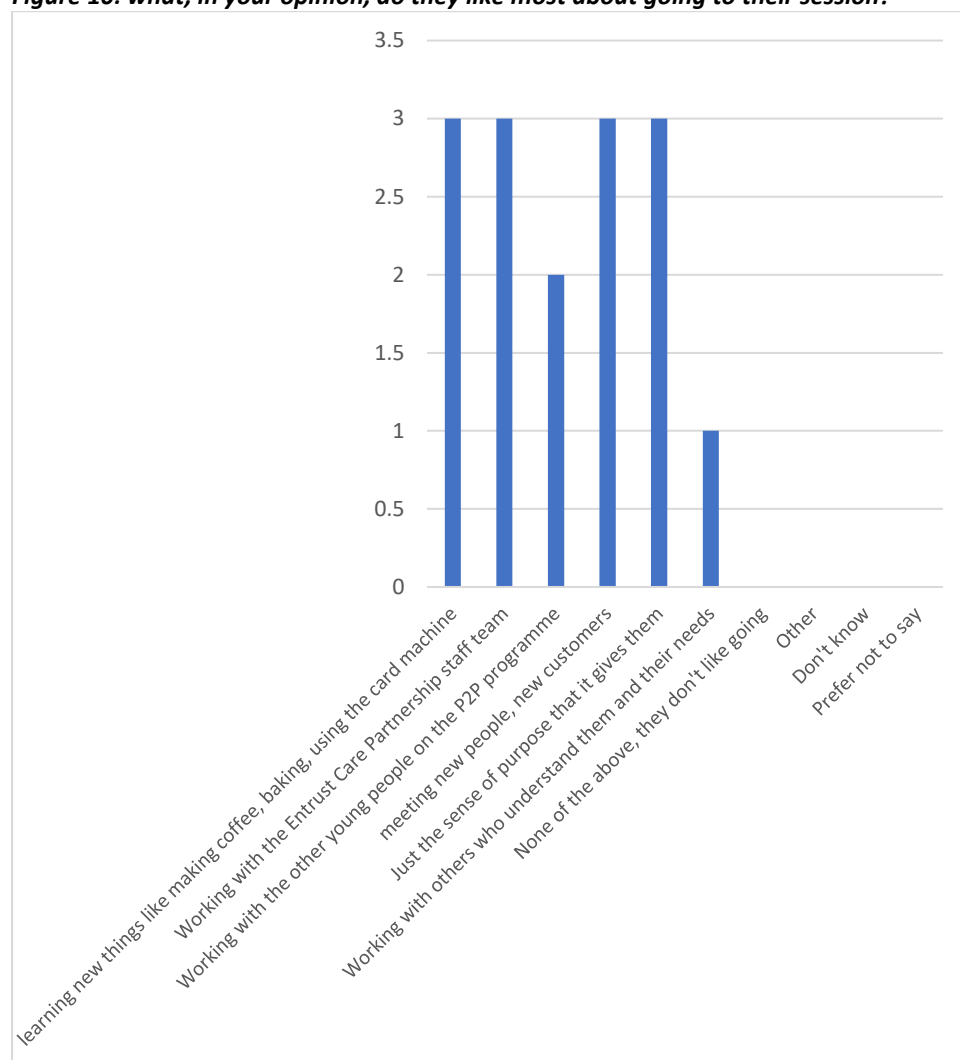
Like the young people, parents were also asked questions to gauge the level of input they had on their child's targets. Nearly three quarters of respondents ticked "sometimes but not always" (see figure 11).

Figure 11: As the parent/carer, do you have a say in the targets that are set for your child?
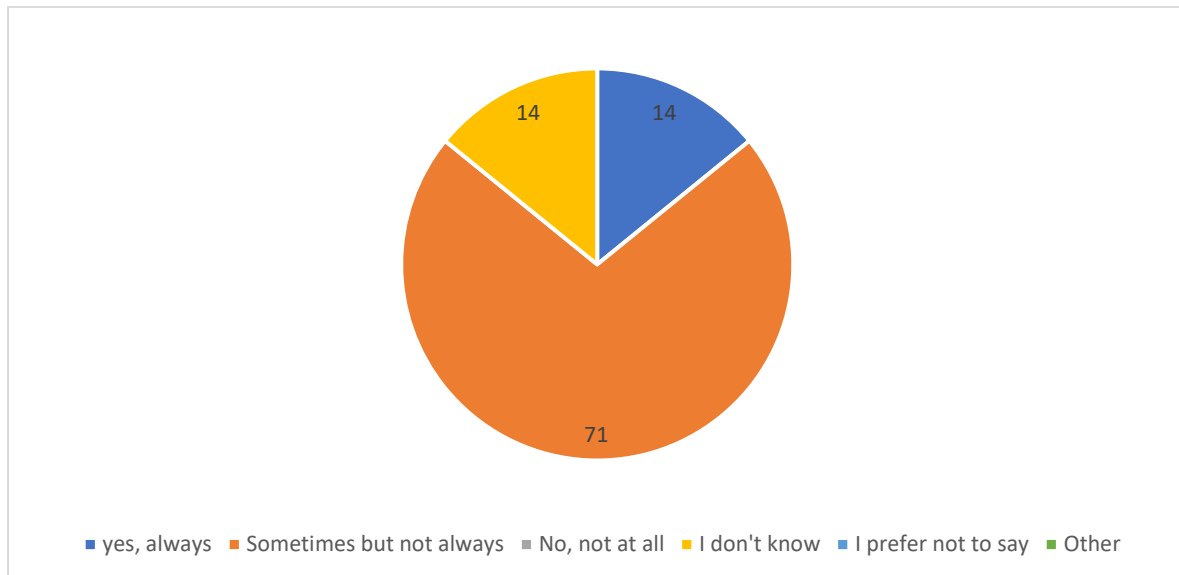
Similarly parents were asked if their child's progress was discussed with them. Four parents (57%) ticked "yes, regularly" and 3 parents (43%) ticked "sometimes but not very often".

Parents were also asked about their level of involvement and whether they feel that they are consulted enough about their child's progress and developments on the Pathway. The results were evenly split between some feeling that they were involved enough, and others saying they were involved but not enough (see figure 12).

Figure 12: in terms of parental involvement, do you feel that you are consulted enough about your child's progress and developments on the pathway.
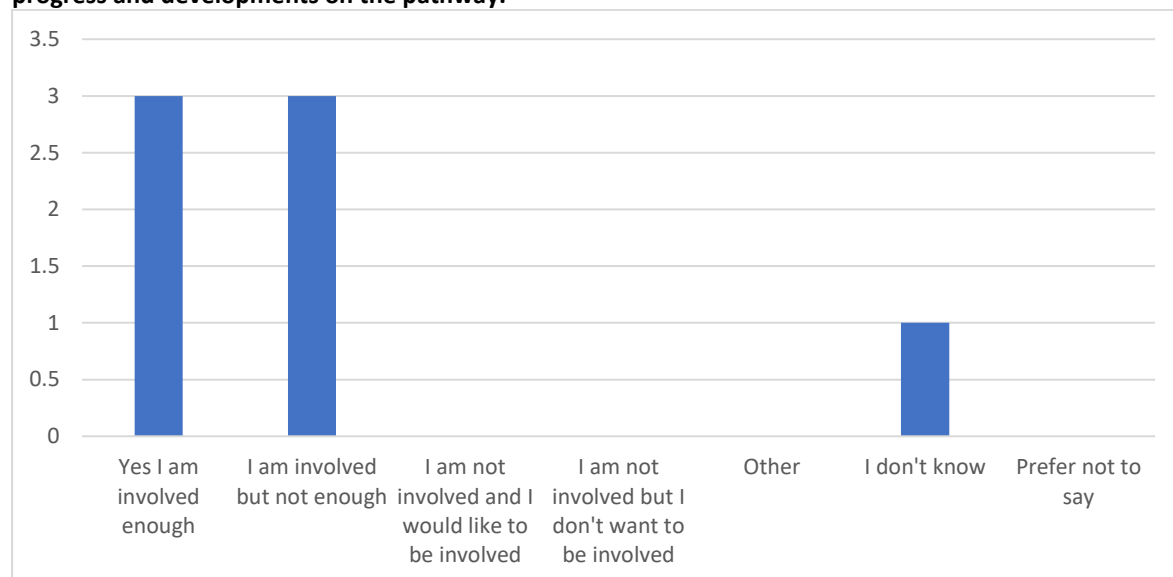
Parents were invited to comment on what, if anything, has their child gained from being on the Pathway to Employment programmes. Responses were as follows:

"Ability to work alongside others. Skills. Learning to follow instruction"

"More confidence, and employment at [name of employer]"

"Confidence, especially when serving customers"

"A sense of purpose, a routine, social skills"

"[they are] now in paid employment two half days a week. She has been and continues to be very well supported by Entrust. The support has been tailored to her needs as they have changed"

"Confidence. New skills. Formed meaningful relationships. Sense of purpose. Increased self-esteem. Pride in [their] achievements".

Parents were asked about benefits to them as well, as a parent or carer, of a child attending the Pathway to Employment Programme. Responses were as follows:

"Happiness that they are doing something purposeful and having fun and friendship along the way."

"Good for her to have a routine of regular work"

"I can see how [they] has developed; [they] really enjoys going each week and it feels like a real job to [them]

"Opportunity for respite and interests for myself."

"Knowing they are well looked after by kind, caring and supportive staff."
"Huge benefit. Initially one-half day a week respite, now 2 half days a week respite. Our [child's] skills, self-esteem and confidence have improved beyond our expectations"

"Feel happy that [they] is engaged in worthwhile activities. Learning essential life skills and gaining work experience. Not at home doing nothing. [They] thoroughly enjoys going and this makes life easy. It is always a challenge finding things for my [child] to do and this is perfect. Thank you."

Parents were aksed if there had been any challenges or problems in terms of getting their son/daughter attending the sessions at the café. Four parents ticked "no, no challenges or problems". Two parents ticked being able to get them to or from the sessions had provided challenges. One parent ticked that getting the funding for their child to be able to attend had been a problem. One person ticked "other", and their response was:

"The Entrust Staff have all been magnificent. However, the difficulties people with special/additional needs face particularly with regards to communication and physical tasks are easily misunderstood and usually under-estimated. This has certainly been the case with our [child]. Entrust have however, treated this as an opportunity to learn and adapt their own approaches. They have been patient and understanding. Not everything they do is perfect but they are truly inspiring in the attitude to change and development"

Parents and carers were given a set of statements to which to agree or disagree (see figure 13). The majority of questions were responded to positively. Parents agreed that the Pathway to Employment Programme was value for money and that there were benefits to their child. Similar to the young people however, there was disagreement in relation to being informed about their child's progress. There were also some mixed views over whether one session per week was enough with some saying that it was, and some parents clearly feeling that they would like more than one session per week.

Figure 13: Parents responses to given statements
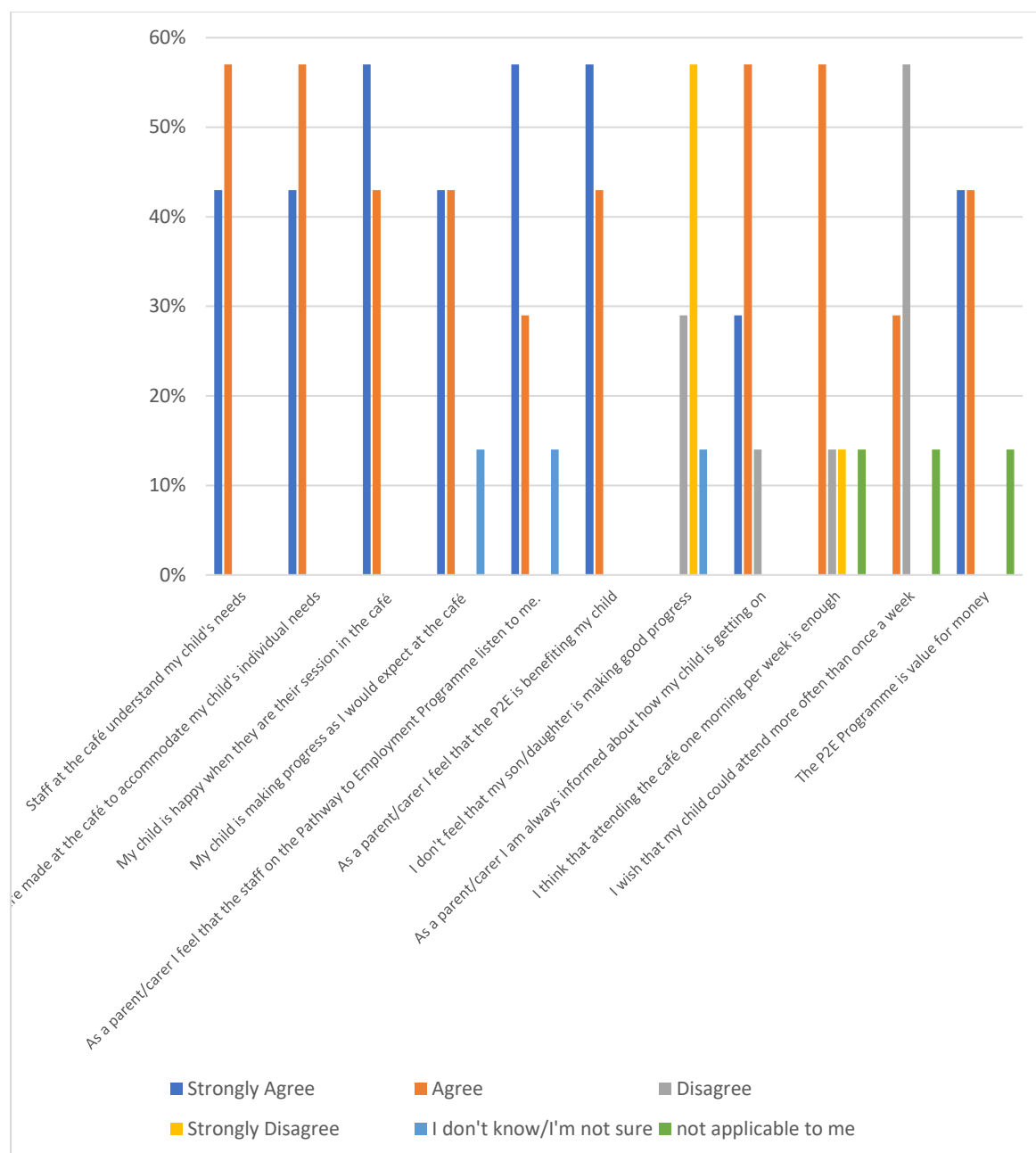
Parents and carers were asked if there was anything further that they would suggest the Pathway to Employment Programme changes or did differently. Responses were as follows:

"Preparing volunteer /students for the social aspects, that are part of the working world. Social nights etc."

"More cafes, especially in Coventry"

"It would be nice to hear how my [child] is getting on and what [child] does. A list of duties and what they have done could be helpful, maybe on a monthly basis"

"A second more central location would perhaps be good. The participants could maybe progress to that busier location once they have learnt the basics and have become more confident."

"Not sure if it happens or if there's time but sharing and reviewing of targets each week with the students. Maybe a social meet up. A "celebrating success" at end of each term inviting parents and trainees to attend. Sharing and celebrating progress".

Parents and carers were asked if they would recommend the Pathway to Employment Programme to other young people with additional or complex needs. Almost three quarters of respondents said "yes absolutely" and one person saying "maybe, I'm not sure" (see figure 14).

Figure 14: Would you recommend the P2E to other young people with additional or complex needs
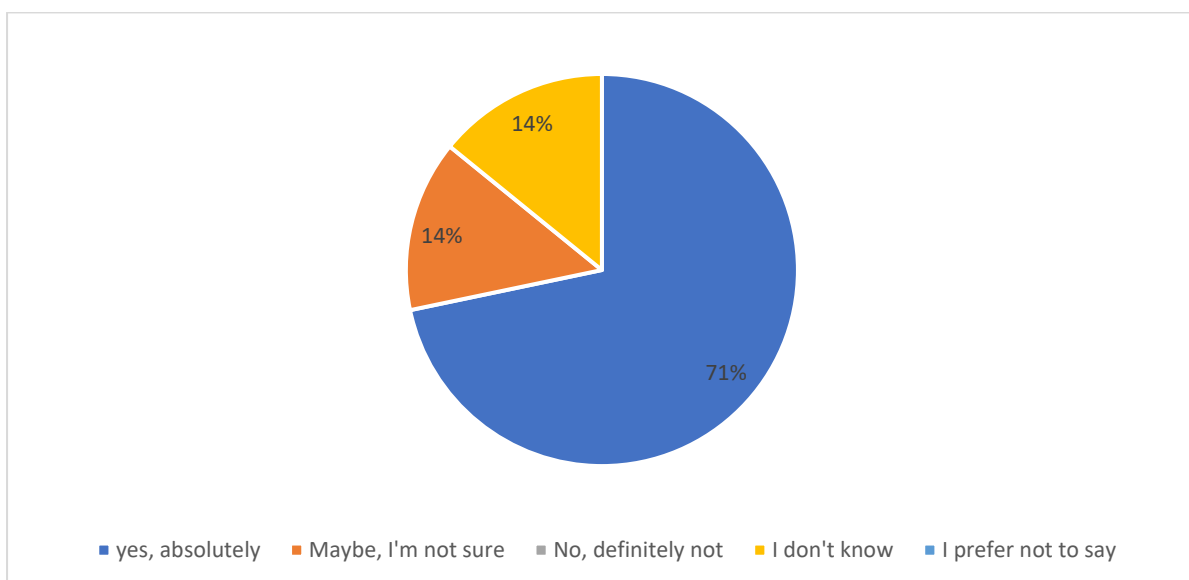
However, when asked would you recommend that Pathway to Employment Programme to other parents of young people with additional needs, all parent/carer respondents ticked "yes, absolutely".

Parents and carers were given the opportunity to add further comments. Responses were as follows:

"I am so glad that everyone participating is seen as an individual, with individual needs and going at their own pace. This is something that Entrust should be proud of, that they are not part of the "one size fits all".

"Communication is the key. Especially when your young person doesn't say a lot!"

"Absolutely recommend. Funding was not a problem for us and we helped out with the transport. Social services need to be made more aware of the benefits and encouraged to provide additional funding wherever needed. Entrust really can help participants into supported work. Social Services should look at the additional funding as an investment in young people's future employment and sense of self-worth".

"Just to say a BIG THANK YOU for giving this opportunity. It can be difficult and time consuming to find suitable work experience. This has been an easy process taking the pressure off me as a parent."

4.0 Using the 7 elements of CDT as a Framework for Discussion and Analysis

4.1 Social Model of disability

It was evident that the Pathway to Employment programme embraces the Social Model of Disability (as opposed to the medical model of disability). Staff on the programme clearly look beyond the young person's disability, and use various interventions (tailored to the individual) to break down barriers and create a supportive and inclusive environment in which they can develop their confidence, soft skills (such as communication), and other work-related but transferable skills to help them gain paid employment.

4.1.1 Breaking down barriers

The move to online provisions during the Covid Lockdown in 2020 demonstrated a step that may not have otherwise been identified in terms of reaching out to ostensibly hard to reach groups. One staff member talked about a young person with complex needs for whom the school system "wasn't going to cut it". At the same time Entrust were reverted to online courses to offer a provision relating to how to get a job, even though the cafés were closed. This young person agreed to join the online courses "but on the proviso that [young person] didn't speak, that nobody acknowledged [them], and [young person] didn't have [their] camera on, so in essence [young person] was there as a ghost". But in the process of joining six sessions on line developed [their] confidence enough to agree that[they] would at least visit one of the cafés to see if the programme might be for [them]. By slowly reducing barriers for this young person, [they] moved from a place of finding it difficult to leave the house, to joining one of the cafés. It was stated that:

> "[young person] is a really big success story for us from the point of view of how hard [they] found it to come in".

The Pathway to Employment programme has a partnership with a start-up Tech company. This company develops technology for young people with additional needs which enables them to be independent in their job. One of the young people who the Pathway to Employment has placed into paid employment is currently trialling some of their technology,

further championing the notion of breaking down barriers to employment for people with disabilities and developing socially inclusive work environments.

In addition, staff working on the Pathway to Employment programme are given relevant training in order to understand the young people with whom they are working. Such training enables the staff to break down the barriers to working with these young people by giving them skills in understanding their needs and how to develop positive working relationships with those young people.

4.1.2 Championing the inclusive work environment

It was evident that the most important element for the staff on the Programme was that the young people were happy, that they enjoyed being in the café and felt included. One staff member said:

> *"From a soft skills perspective, initially the whole thing for me is actually about "are they happy?", so when they come in every week, are they happy? Do they like what they are doing? Do they want to be here? Do they like the people that they are with? Do they get on with the staff?"*

It is only from the point of feeling happy and included that the young people can then begin to develop in other ways. As one parent noted:

> "*Our [child's] skills, self-esteem and confidence have improved beyond our expectations*".

The other staff member also highlighted that it was important that the young people were seen for who they were, as part of the café, and that they were not defined as being a young person with a disability. They said:

> *"Sometimes I think that helps with them as well because they are meeting new people, they're not seen to have their disability if that makes sense, they are part of something and I think that's [CEO's] aim actually throughout the whole of Entrust, she's very much that disability should not stand in anybody's way, they are who they are and they should be accepted for who they are".*

4.1.3 Championing responsibility, independence and success in young people with complex needs

Whilst ensuring the programme is an inclusive work environment, the programme also looks beyond the young people's disabilities and needs to develop personal responsibility and independence beyond their family/private lives. As one staff member stated:

> "So offering them responsibilities they have to do outside of the home, making sure they've got their name badge with them, washing their hands, making sure that they do that on a regular basis, they understand the hygiene, which is the hand washing sink and which is the washing up bowl"

In addition, it was highlighted that it is imperative that the young people achieve success on the Programme.

> "... to be successful and that is really important that the young people feel successful in what they do. I don't want them to come in and keep failing at what they're doing or feeling like they're failing

The core purpose of the cafés is that it is the young people with the complex needs who are learning the business of the café and it is they who are running it, with *support from* the staff members.

> "But I really want them to do all of it and it is because of that independence because you know if you can make a cup of tea or make a toastie and you're living partially independently, you can eat and you can drink"

The results from the questionnaire with the young people also indicated that they consider that they are hands-on but this was not fully evident in practice. Whilst staff buy-into the vision of the programme, wholly implementing that vision and what that looks like in practice needs further development.

> "...are quite clear that the vision is that the young people should be running the cafes and the staff should be supporting. We're still not there yet, and that is one of my challenges about how to communicate that with the staff, particularly out the back in the kitchen because I think when it gets quite busy .... and so when it's busy is what ends up happening is the staff make the bacon butties or the whatever and there's

quite a lot of the young people looking at what's doing or maybe supporting with a little bit of it"

All that being said, travel to the cafés (and future employment) remains a barrier. The locations of the two cafés are not easily accessible – one in particular was in a small village. This may prevent the young people with complex needs from feeling fully included and independent if they are relying on parents, or taxis, to travel to the sites.

Recommendations:

1. Coaching and Mentoring training for staff.

2. Consider ceasing the café at the Blue Butterfly café and operating from a single, more centrally situated site easily accessed by public transport links

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4.2 Multidimensionality

The Pathway to Employment programme recognises and utilises multiple interconnected relationships that the young person with complex needs already has in order to get to know and support them. But equally they need to help them to expand those relationships in order to support them into paid employment. This has the outstanding result of reducing barriers and stereotypes that disabled people may face in employment.

4.2.1 Young Person ⟷ Pathway to Employment staff ⟷ Parent

First and foremost, the Pathway to Employment staff need to consider the working relationships between the young person and the staff, and the other young people attending on the same day. These are young people with complex needs, whom for some, may have difficulties with meeting new people and developing positive relationships, so this is a hurdle to be overcome by the young person with support from the Pathway to Employment staff. As one staff member stated:

"Do they want to be here? Do they like the people that they are with? Do they get on with the staff? Because matching personalities, obviously we have to think about staff and the young people and also the young people to the young people. Occasionally

we've had those challenges, most often it's been good, and actually everyone does get on really well"

In line with this, it was also recognised that conversations needed to be held with the parents/carers too. These conversations related to finding out more about the young person and their needs from the parent/carers' perspectives, but also in dropping their son or daughter off at the café understanding what mood the young person was in, to enable the staff to consider their approach to greeting the young person and discussing a change of rota if someone had had a bad morning and perhaps needed to start with a quieter task or away from the public eye. As one staff member said:

"But ultimately it's having people that care and have their best interests at heart and want them to succeed and have purpose and are willing to support them from beginning to end, and beyond really"

When the young person reached the level of independence and at which point conversations could be had regarding finding paid employment, again this needed to be a multidimensional dialogue. Factors needed to consider not just the wants of the young person but also considering the parents if they were working too and perhaps also needed to juggle helping their child get to work, even if only on a short-term basis while they settled in.

"It's a balancing act between, the young person, their needs, abilities and wants and the desires of the family. They don't always match"

4.2.2 Young Person ⟷ Pathway to Employment staff ⟷ Employer

In order to further break down barriers, the Employment Development Manager acts as a broker to support the young person with complex needs into paid employment. Staff and /or the Employment Development Manager first discuss with the young person about seeking employment and what they would like to do. This is subsequently balanced with the needs of the parents, and then the Employment Development Manager may broker a conversation with an employer where a vacancy has been advertised. As the EDM stated, it's

"Not just the conversations with [young person] but also with [their] mum because of having support because I really see it – having a child of my own who is disabled – it's a team, it's me, it's everybody that's involved, so for [young person] it was me, it was

the staff, it was [their] mum, it was the company [young person] was going to go and work for, so we all talked together"

What is equally important to note is the on-going job-coaching given to the young people gaining paid employment which is (currently) not time-bound. As one staff member said:

"And we're still supporting [young person], so even when they go into paid employment it's not like we just go "bye!".

It was equally noted that the Pathway to Employment has stepped in when, once in employment, some key skills required for the role have been overlooked, skills that a non-disabled person might take for granted. It was recalled that:

"We have another young [person] who has just started a job and actually what we realised – which is a learning thing for me – is that [young person] can't really butter bread very well. And that is partly to do with [their] fine motor skills but it made me think actually these are some of the things that really [young person] should have been doing in the café having been with us for quite some time"

This multidimensionality then begins to expand to new people in the paid employment both in terms of the immediate line manager/team supporting the young person in their new role, but then subsequently other employers. Upon placing and continually supporting one young person in a large company, it was noted that:

"The team are really open, they've learned quite a lot, they've had lots of good conversations, and they even said to the hiring manager, because a couple of them had said do you know what, actually, I've got 'this', and another lady said my Grandson is autistic and these are things that had never been a conversation before, nobody ever knew these things so it's opened up this whole world of relationships and conversation actually having [young person] working there which is also another ripple effect of the positives of doing this project".

Recommendation:

Employ a job coach to manage the on-the-job coaching in the place of paid employment

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Figure 15. Mapping the multidimensionality of a young person moving through the Pathway to Employment programme.

Parent/ family

P2E

Cafe customers

Young person
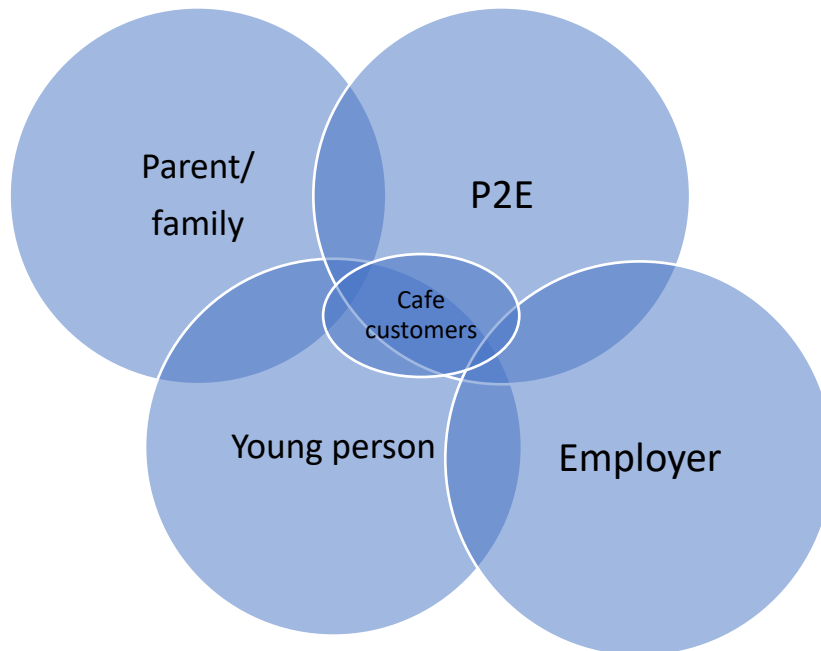
Employer

4.3 Valuing diversity,

Staff on the Pathway to Employment programme clearly recognise and embrace the diversity of each young person with complex needs who joins the programme. They acknowledge that each young person has their own needs, recognising individuality and that each will join the programme at a different starting point, taking their own time to reach their end goal. As one staff member said "... *and it's kind of going at their pace*".

The other staff member recognised that:

"*Because obviously every autistic person is totally different or every person with Downs Syndrome is totally different*".

She also said:

"*... and [young person] is really complicated but I truly believe [they've] got something to offer and I think that everybody has got something to offer*"

From the parents' perspective, having their child's needs understood is crucial. One parent noted:

"The support has been tailored to her needs as they have changed".

Another parent similarly stated:

"I am so glad that everyone participating is seen as an individual, with individual needs and going at their own pace …they are not part of a one-size-fits-all".

Another parent commented:

"The difficulties people with special/additional needs face particularly with regards to communication and physical tasks are easily misunderstood and usually underestimated. Entrust have, however, treated this as an opportunity to learn and adapt their approaches".

Having their own lived experiences certainly benefitted their understanding of working with young people with such individual and complex needs, but also empathy demonstrated towards the parents. There was also the recognition that the Pathway does not suit for everyone, but that in those cases those young people are signposted towards other available services in the local area.

4.3.1 Acknowledging diversity in career aspirations

Whilst the Pathway to Employment programme was established in a café mostly with the aim of helping young people with complex needs to gain employment within the hospitality sector, it does not restrict young people's ambitions but recognises them and helps them to achieve their own goals. For example:

"But we are always very open and if they want to work on a farm, or with animals, or really anything at all, as long as we can look at those transferable skills".

"We were talking about not just what's OK for now but what could that progress to because obviously once you're in you could be in the garden centre, you could be in retail, there's a whole lot of variety there".

Recommendation:

The Pathway to Employment values diversity in terms of the young people with whom it supports, but the programme model could develop several models of the Pathway. This would market further flexibility to the trainees so that those wishing to be ready for employment more quickly can 'fast track' in contrast to those who may wish to develop more slowly.

For example:

Once a week = 12 months

Twice a week = 6 months.

This would also align with findings from the questionnaire in which some parents and young people highlighted considering attending more than once a week.

4.4 Rights

Through ensuring they are pan-disability the Pathway to Employment programme tries to break down barriers to the Rights of young people with complex needs. Certainly, the Right to have meaningful and purposeful work is one barrier that they are actively overcoming, and the Right to being socially included. That being said, the need for the Pathway to Employment programme highlights how as a society there are still failures in the willingness to incorporate the diversity of the disabled community within the scope of equality.

4.4.1 Rights and systemic barriers

This evaluation discovered barriers in place for young people with complex needs because of wider systemic barriers which still exist in spite of equality legislation and human rights. One of the issues highlighted related to having additional needs but being ineligible for some provision because the young person does not qualify for an EHCP (which, it might be argued, aligns to the medical model of disability). The Pathway to Employment programme accepts those with or without an EHCP.

> *"Particularly if they don't have an EHCP, you're more than just drop off a cliff. Lots of young people end up being like a daycare centre or an activity day, which can be fun, obviously, but the majority of them and their parents want a purpose".*

A further barrier related to the Food Hygiene certificate which was an online course. To some extent online programmes legally have criteria to meet to make them 'accessible', but what it does not account for is the challenges for some with disabilities in using a computer. As one staff member stated:

> *"Not everybody's capabilities mean they can access and do the computer version."*

4.4.2 The Right to Employment for those with learning / mental health issues

Whilst ground has been made in terms of accommodating neurotypical young people and adults with physical disability into their environments, it seems that there is still some ground to be covered for those with learning needs or mental health issues. As one person noted.

> *"As [child] has grown up, I've always thought "oh I see the disabled kids around but where are the adults?" I don't necessarily mean in a wheelchair but additional learning needs and learning disability, where are they all? And it made me feel really sad and not that many decades ago, if [child] had been born then, he'd have been put into a home and he'd have been taken away"*

It was further noted that one young person who joined the Pathway to Employment had been seeking employment for a decade, they wanted to work, but was finding it difficult to gain employment because of ongoing mental health issues. It was noted that:

> *"[young person] desperately wanted a job, [they] hadn't had any work for 10 years, [they] had some mental health issues which had made things really difficult for [them] so [young person] was very, [they] didn't come across as nervous but [young person] was, the anxiety was there, so [they] came to us for a year and we worked on all of those skills …."*

The Pathway to Employment Programme is making ground though in this area. One young person with whom they worked who had ADHD gained paid employment and

> *"… after his 3 months [young person] did manage to, well [they] loved it, and they [company] thought [young [person] was great, so [young person] signed a permanent contract"*

4.4.3 The challenges of the capitalist society and Rights

Whilst the Equality Act 2010 identifies the right to work, and embracing diversity in the workplace, quite often this is contrary to the capitalist society and ideas of needing to making profit in order to grow the economy. More often than not under the capitalist regime, social ideas for what human traits or features are considered as disabled align with what traits/features are considered as unprofitable. As was noted by a staff member:

"Her floor manager if you like, really wasn't just very welcoming and warm. It turns out, I've only recently, learned, she actually has to work to KPIs, so when the bottles of Coke and whatever are not facing forward and looking neatly when they get spot checked from [company name], she could be marked down on her KPIs, so she needs all of her team to be functioning at 100% so that when they get looked at she gets looked at right. So, there's a lot of pressure"

In addition,

"She was being asked to take on a young person, she wasn't involved in the decision – which you wouldn't be at that level of employment - and help her learn how to do her job. That was putting more pressure on her"

Recommendation:

Draw on the legislation of Human Rights and the Equality Act to highlight the legal factor to *co-developing* an inclusive working environment, and the mutual benefits to all parties.

4.5 Voices of disability

4.5.1 The voices of the young people with complex needs

On an informal day to day level, it was evident that the young people working in the cafés had a view and their view was important. For example, one staff member noted that

"F would be very much like "I've had a good day today, haven't I? I've had a good day today. I've worked really hard today"

It was also noted that they would want to know what the staff member was writing about them in the folder. The staff member also noted that with the young people who could be reflective

"I will say to them, the ones who are more able to reflect on it, I'll be like "what do you think you need to work on?".

But perhaps in the more formal types of performance review and target setting for each individual, it seems according to the young people that they might not feel that they have a voice, or that the process is more relaxed than they might have anticipated and they have not recognised that their performance is being reviewed. The EDM stated that

"Well they're not always probably totally in control of the decisions that are made if that's the honest truth".

Of course, it must also be acknowledged that some of them have clearly had a voice in saying that they do not wish to be included in those processes.

Furthermore, it must be recognised that having a voice also aligns with the ideas of multidisciplinarity and maintaining the balance between the programme's requirements, the young person, and the parents. For example, in being able to join the programme, the EDM very much listens to the voice of the young person over the parent. She is quite emphatic that any young person considering joining the programmes visits the café that they intend to join before committing themselves because she is cognisant of extra sensory issues that young people with complex needs may have that do not affect other neurotypical adults. She stated

*"They might not be able to manage it and think "I cannot possibly be here" because their parents might think "this is a really good idea. Let's have my child come in here" but actually the lighting, or the noise, or the echoing or the noise from the fan or whatever it might be, that might not be cool for them. So that's why it's really important, for me, that they come in so I **can see** "do you feel comfortable, do you want to go away and think about it, do you have any questions for me"*

It is evident here too that non-verbal cues and understanding young people and complex needs was just as, if not more than, important than just listening to the *voice* of the young person. This was further reinforced by the other staff member who highlighted going at *their* pace and "being led by the trainee". In order to do this, it was essential to know the young person and understand their needs, to spot the visual, nonverbal cues:

"Because I don't want to push him too hard, because if you push them too hard they're not going to want to come. Their anxiety is going to play up and then it's just going to make it worse and before you know it, they're going to revert straight back into themselves"

4.5.2 Empowerment

That being said, when it came to seeking employment, it was clear that the young people with complex needs, with the support of the Pathway to Employment programme had been *empowered* to understand how to address the issue of seeking reasonable adjustments in the workplace. For example, as recalled by a staff member, one young person during their job interview with a major employer

"[young person] managed to tell him, [young person] didn't tell him all of his diagnosis, but [young person] said "I have ADHD and this means it makes this this and this difficult. Would it be a reasonable adjustment to have a break if it's getting too busy".

This further led to the interviewer being on a level with the young person and said:

"Do you know what, sometimes I suffer with depression and I need that too so I completely get what you're saying so yes we can make that happen"

This indicates that the young person had been understood, felt welcomed, had been able to advocate for themselves, having developed from a young person who could not speak to a customer when he first joined one of the Pathway to Employment programmes cafés. But equally their openness and empowerment meant that the interviewer felt able to share similar experiences as well, and demonstrated empathy, which may otherwise have remained hidden for fear of stigmatisation for both parties.

4.5.3 The voices of the parents of the young people with complex needs

Given the ideas around multidimensionality as previously highlighted, within the *Voices of disability*, the voices of parents of young people with complex needs also needs to be considered. Parents were communicated with on an informal basis, and felt understood, quite often after years of not being heard or having their child's needs understood. As one staff member highlighted

"Lovely feedback from the parents of a young lady that we are supporting in work at the moment and she said that for 15 years she feels that nobody has been able to help

them but she said that finally we're here, with you and no one has taken so much care as you have, and so much interest and support to get her to this point"

That being said, however, results from the questionnaire with parents and carers demonstrated that some of the parents did not feel that they were fully included in the more formal processes around reviewing performance of their son or daughter. This aligns too with the questionnaire from the young people on this matter. One parent stated:

"*Communication is key, especially when your young person doesn't say a lot*".

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<u>Recommendation:</u>

1. Recruit at least one young person with complex additional needs to the Steering Group/Management Group to ensure that voices of disability are *embedded* within the strategic development of the Pathway to Employment Programme.

2. Develop a clear communication strategy (to be shared with the trainees and parent which clearly stipulates how and when trainees and parents can be included in the formal review procedures.

</div>

4.6 Language

In terms of negotiating employment, it became evident that language around disability, images and stereotypes had an impact both in terms of the receptiveness of the concept behind the community café, but also the fear that the Employment Development Manager was sometimes met with in negotiating placements within companies. Despite the Pathway to Employment working to develop the young people's confidence, communication skills, and empowerment, such public misconceptions hold the young people with complex needs in a place of dependency, powerlessness and vulnerability.

There were some issues raised regarding one of the cafés and a lack of footfall. This was attributed to several factors, one of which was the lack of support from the trustees of the community venue. As one staff member pointed out

"It's a choice isn't it – well shall I go for coffee? Shall I go to the one at the Post Office or shall I go to the one that supports young people with a disability and obviously some communities are more open to these things than others"

In addition, a concern was raised regarding busy periods and flagging up the vision of the café to customers, certainly to those who are not regulars, to point out that the order may take a little more time because the young people have additional needs so there may be a little wait. But there may be a reluctance from the café staff to say that. This therefore may be where staff take over to lead the service and placing the young people back in a situation of dependency and vulnerability, to protect them from customers with negative comments. As one staff member said *"some people who don't really understand the vision, they can be a bit narky"*.

These misconceptions were held by some of the organisations who have been approached to employ a young person with complex needs. It was noted that "they are all quite scared of taking on someone with additional learning needs". The fear that people do not want to say is "we don't get disability", even though as an organisation, as a society, there is legislation, policy and guidance in place to allegedly support disability in the workplace. But that becomes a more complicated matter when it is learning needs, and the reality of being confronted with taking on someone with a learning need. But the EDM was able to overcome this anxious avoidance by acknowledging the fear and concerns, about how that might work within their organisation and "how everybody interacts". As previously acknowledged, one young person, before joining the Pathway to Employment had been – unsuccessfully – seeking employment for ten years. As one staff member pointed out

"So [young person] could easily have been pushed out of [their] job because that lady didn't know how to manage it, didn't know how to build a relationship and thought this is way too hard"

"You know they can do as many courses as they like but unless you actually start to work with somebody with a disability of whatever nature that is, it can be frightening because it's just a fear of the unknown. But they never want to say that that is what it is but actually it's realising that lots of companies are not doing it because they don't

want to, it's because they are worried or afraid and so it's trying to overcome that barrier and have those open conversations with them"

It is important though here to reiterate the positive changes to organisations when they have embraced having a young person with complex needs, and enabling those conversations to be held and not feel stigmatised. As one staff member said "My view is that we all want to see ourselves represented in society".

4.7 Transformative Politics

The Pathway to Employment programme is transformative in the work that it is achieving. It understands what the other offerings for young people with disabilities are, but it is less restrictive on who it will work with. It is, therefore, plugging a need for those young people who do not have an EHCP or formal diagnosis, or fall outside a specified age bracket, potentially preventing them from falling through the gap in services. As one staff member stated:

"Because some organisations it's just about supporting people who are autistic or specifically a learning disability but actually, we are pan-disability and that is really core to our vision as well that we can support and help a whole variety of people".

There is evidence that the young people were clearly at the heart of the programme's aims and the vision that was embraced. It is not tokenistic. There is a genuine belief in empowering young people with complex needs to gain meaningful paid employment. The programme started with the idea of doing more with the young people rather than simply taking them *"bowling or going to the park …this had a purposeful outing"*, with specific outcomes and training. As one parent noted:

"Truly inspiring in the attitude to change and development".

Furthermore, the Programme is proving transformative in the work that it does beyond the cafés and in helping organisations truly understand how to provide a fully inclusive working environment for a young person with complex needs

"Because even companies that say they are disability confident or whatever, they are not. They are not equipped, they don't know, their team don't know, they might have

that as their headline or one of their badges, but actually when you get into the nitty gritty of it, a big company like [company name], their team was wholly underprepared"

But moreover, there is then the evidence of the transformative impact and the ripple effect that placing a young person with additional needs has had on the immediate community (see figure 16); parents; the workforce; the community.

Figure 16: The ripple effect and inverse ripple effect within the supportive framework of the Pathway to Employment Programme.
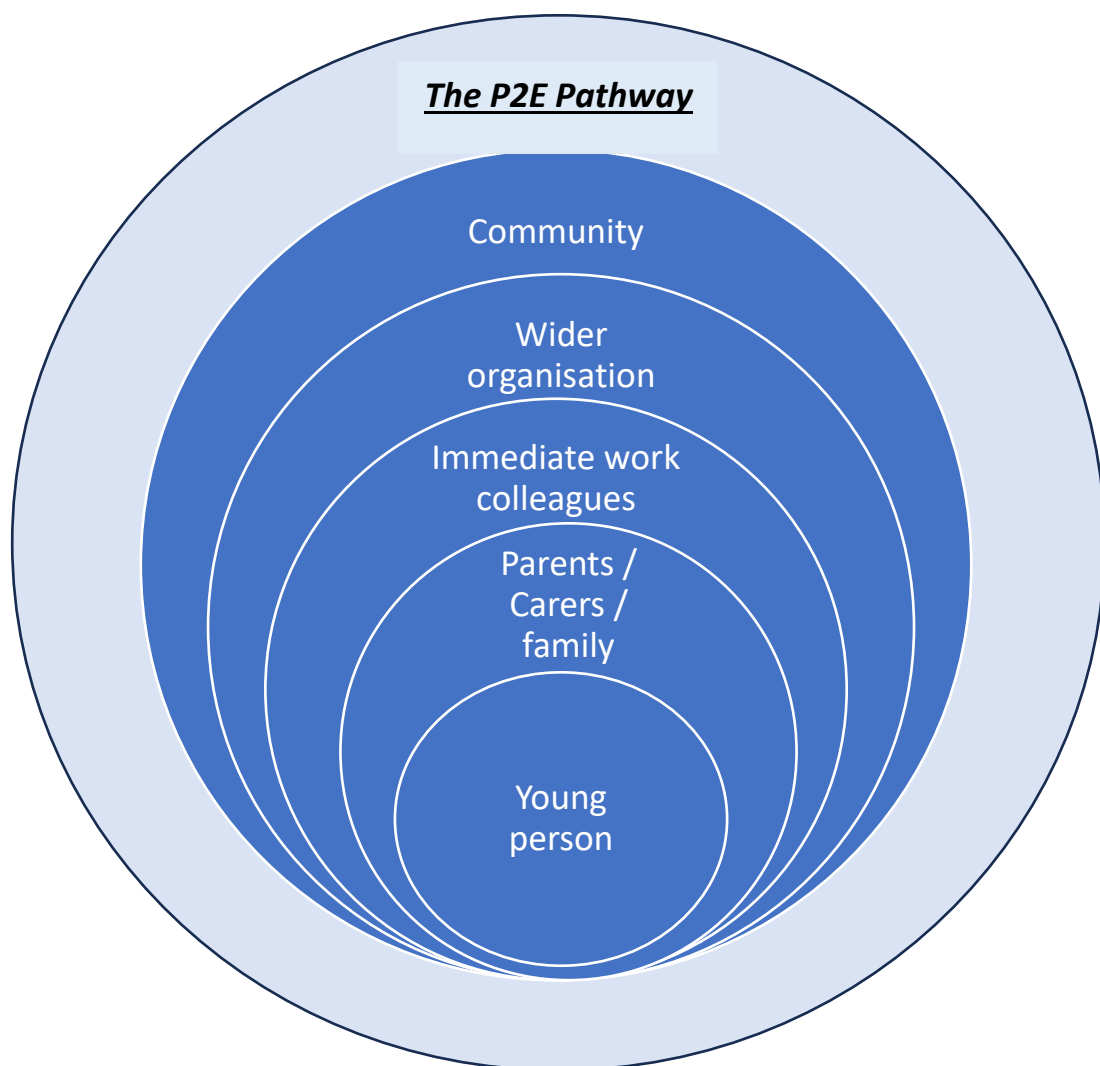
Furthermore, conversely there is an inverse ripple effect on the young person, as they develop their confidence to "expand their bubble" more and more. All of the young people responding to the questionnaire agreed that the pathway had developed their confidence and developed skills in working as part of a team. As was stated in the staff interviews:

> "This isn't just about this one person getting a job this actually has a massive **ripple effect** out and, you know, when other people can see themselves well then, they might think "well I can do that too".

> "We could have many more of this massively huge untapped talent pool working and creating a huge difference"

Recommendation:

Draw on the transformative benefits to both the young person and their respective communities as an element of success when recruiting young people with complex needs to the Pathway

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This chapter has discussed the findings from the staff interviews and questionnaires with young people and also parents using Critical Disability Theory as a lens for examination. The next chapter will use these findings to respond to the six broad research questions set out at the start of this evaluation and to identify the *value-added* for the young people with complex needs accessing the programme before gaining paid employment.

5.0 Conclusion

In conclusion, the six evaluation questions as set out in Section 2.1 can be answered as follows:

1. **The Employment Development Manager's vision for "Employment Ready".**

It was evident that from carrying out the evaluation that Pathway to Employment identified that being "employment ready" varied between each young person as staff on the Pathway clearly value and embrace diversity. It was acknowledged that the young people join from a different starting point and it was essential that each had a voice, and felt able to progress at their own pace. Overall, however, there were three questions to identify if the trainees were employment ready:

    i)   Have they developed in confidence?

    ii)   Can they complete tasks independently?

    iii)   Can they communicate willingly with other people?

2. **What changes have occurred because of the Employment Development Manager which contribute to meeting the Programme Outcomes.**

It was highlighted that the role of the EDM was "massively" integral to the Pathway to Employment programme. It was pointed out that the work in the cafés would happen, but the EDM actively recruited new young people to the programme. Developing the inter-connected relationships around the young person, she liaised with the parents, she found employers and carried out job coaching with the young people once in employment. The role of the EDM has enabled barriers to be broken down, enabling young people with complex needs to successfully enter and negotiate their way into the workplace environment. None of these tasks could happen without the Employment Development post.

3. **What measurable outcomes, both intended and unintended, have occurred? Can these be directly attributable to the role of the Employment Development Manager**

In terms of the intended outcomes, the EDM:

-   Recruited young people to the Pathway to Employment Programme. She developed links with the families.

- Within the Social Model of Disability and found paid employment for the young people with complex needs who were employment ready. Furthermore, through challenging social attitudes, and 'anxious avoidance', to learning needs in the workplace, the EDM has enabled these young people to sustain those roles because of on-going job coaching.
- Has been transformative in developing positive partnership links with major employers in the local area and thereby co-constructing the workplace to meet the needs of young people with complex needs.

In terms of unintended consequences. The EDM:
- Has challenged social attitudes to disability in the workplace and raised awareness of complex learning needs in the workplace. She has enabled difficult conversations to be had and overcome *anxious avoidance* of employers and their employees, thereby crucially breaking down barriers to employment for disabled people with complex needs.
- She has *empowered* and given a *voice* to young people with complex needs, to negotiate their reasonable adjustments in order to be *included* in the workplace environment.
- Has given faith to the parents of the young person with complex needs that with the right support their child can gain employment and have a sense of purpose.

4. **What difference has the role of Employment Development Manager made to:**
   - **The trainees – *in what ways have trainees been impacted, how and why?***

The EDM trains staff in using appropriate language and recognising/understanding 'disability'. She supports the staff in understanding how to work with the young people with additional complex needs in order that they develop their skills development with a view to seeking meaningful paid employment. This therefore has a positive impact on the trainees and enables staff to ensure that the trainees learn in a safe, supportive environment, co-constructed with them, so that they have a positive experience.

The current EDM has a background in recruitment and this experience has been crucial to the trainees because she has been able to support them with skills such as CV writing, searching for appropriate-level jobs, interview preparation, and being able to negotiate reasonable adjustments.

The EDM's ongoing support once the young people are in employment has also been *transformative* in helping the young person to sustain their position. She has also supported those working alongside the young person in the place of employment to understand their needs better. This has, in turn, opened up wider discussions in the work place about employees own or family circumstances thus enabling a more inclusive work environment and reducing social stigmas surrounding such issues.

5. **How has the role influenced outcomes for trainees?**

Without the EDM the cafés could have operated but without the EDM the end goal of obtaining paid employment simply would not happen.

- The EDM juggles the multidimensionality of the young person, weighing up the needs and wishes of the young person, the parents and the potential employer.
- The trainees develop confidence in the cafés, but the EDM has empowered the young person to negotiate reasonable adjustments, and terms and conditions of permanent contracts, thereby responding to Human Rights to successfully incorporate the disabled community within the scope of equality.

6. **What changes (if any) could be made to the role to improve Programme Outcomes for trainees and ensuring that they are employment ready?**

The main development needs to be the recruitment of a Job Coach who can take the lead on on-the-job support once the young people are in paid employment. This would enable the EDM to have a more strategic oversight of the Pathway from start to finish, managing the *multidimensionality* of the young person and the ripple effect on their extending support 'bubble'. The EDM would then be able to focus specifically on recruitment of new young people to the programme, moving them through to being supported by the staff in the cafés who train them to being employment ready. The Job Coach, strategically supported by the EDM, then takes the lead with the on-the-job support and training, ensuring that requested reasonable adjustments are adequately and sustainably in place.

APPENDIX ONE

ECP Pathway to Employment Programme
Interview schedule with the Employment Development Manager

Joining ECP Pathway to Employment Programme

1.   When did you join the Entrust Care Partnership as the Employment Development Manager?

2.   What was the position of the Pathway to Employment Programme when you joined it? *(why was an Employment Development Manager needed at that time?)*

Vision/Purpose of EP

3.   As Employment Development Manager, what is your vision for the young people accessing the programme?

4.   How do you share that vision with ECP staff?   parents? the young people? customers ?

5.   How do you ensure buy-in into your vision?

6.   What is the core aim or core purpose of the Pathway to Employment Programme? *(Has this changed since you joined?)*

7.   Since joining the programme, what changes have you made to the programme? *(why? How? With what effect? How do you know?)*

Employment readiness

8.   What does the term "employment ready" mean to you?

8i.   How does this apply/differ to the assessed needs of young people with disabilities who you are working with on this programme?

The staff

9.   How do you ensure that the staff are trained to work with the young people with complex needs? (CPD?) *(how do you ensure that they understand the needs of each young person, and their individual goals?)*

The Trainees/Young People

10.   What does the programme offer to the young people who join it?

10i.   What about benefits to others e.g. parents?

How do you develop goals/aims for the young person? *(assets based vs deficit based?)*

12. How do you monitor the progress of the young people accessing the programme? *(e.g. how do you know the impact made on those young people? Skills audit? Targets?)*

13. What skills or other assets do you think the young people gain from joining the programme?

13i. What do you think they gain from a programme like this that they can't get from elsewhere? *(what's the value-added?)*

14. How do you know when they are ready to apply for a job (if that is their goal?) *(how do you keep the young person at the centre and in control of decisions that need to be made about them?)*

15. How do you liaise with employers on behalf of the young people?

The role of Employment Development Manager

16. What difference do you think the role of Employment Development Manager has made to the delivery of the Pathway to Employment Programme? *(why? How measured? How do you know?)*

17. What outcomes have you had since joining the programme? (how measured?)

Have these targets been met? If not, why not?

	TARGETS		
	Year one	**Year two**	**Year three**
Number of trainees recruited	10	15	20

18. How do you engage with employers? *(how do you retain their engagement?)*

19. How would you convince an employer to partake in the Pathway to Employment Programme and recruit a young person with complex needs? *(what is in it for them?)*

The Future of the Entrepreneurs Programme

20. To ensure the continuation and growth of the Pathway to Employment Programme what do you think is needed? *(any changes needed?)*

21. What are your short, medium and long term goals?

Drawing to a close

22.   Is there any particular achievement or success that you are proud of ?

23.   Are there any learning points that you would wish to share ?

24.   Is there anything else that you would like to add or discuss that you don't feel you have had the opportunity to say?

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APPENDIX TWO

Interview Schedule – ECP Staff

Joining ECP Pathway to Employment Programme

1.   What is your current role within the ECP Pathway to Employment Programme?

2.   How long have you held that role? / worked for ECP / Pathway?

Vision/Purpose of EP

3.   What do you understand to be the core aim or core purpose of the Pathway to Employment Programme? *(Has this changed since you joined? If so how? Why?)*

4.   Do you agree with that core aim/purpose? *(why/why not?)*

The role of the Employment Development Manager

5.   What is the role of the Employment Development Manager? *(what does she bring to the Programme? How might the programme differ if there was not an Employment Development Manager?)*

6.   How do you work with the Employment Development Manager to meet the aims of the programme?

Employment readiness

7.   What does the term "employment ready" mean to you?

7i. How does this apply/differ to the assessed needs of the young people who you are working with on this programme?

The Trainees/ Young People

8.   What does the programme offer to the young people who join it?
8i. What about benefits to others e.g. parents?

9.   How do you develop goals/aims for the young person? *(assets based vs deficit based?) how much is this your role? How much input/support from the Employment Development Manager?*

10.   How do you monitor the progress of the young people accessing the programme? *(e.g. how do you know the impact made on those young people? Skills audit? Targets?) How much is this your role? How much is it the role of the Employment Development Manager?)*

11.   How do you know when they are ready to apply for a job (if that is their goal?) *(how do you keep the young person at the centre and in control of decisions that*

need to be made about them?) How do you work with the Employment Development Manager to help the young people reach their desired goals?

      12.   What skills or other assets do you think the young people gain from joining the Programme?

12i. What do you think they gain from a programme like this that they can't get from elsewhere? (*what's the value-added?)*

The Programme

      13.   What do you think are the strengths of the programme? What currently works well?

      14.   What are the challenges or areas of weakness of the programme? What needs to be developed?

The Future of the Pathway to Employment Programme

      15.   To ensure the continuation and growth of the Pathway to Employment Programme what do you think is needed? *(any changes needed?)*

Drawing to a close

      16.   Is there any particular achievement or success that you are proud of ?
      17.   Are there any learning points that you would wish to share ?
      18.   Is there anything else that you would like to add or discuss that you don't feel you have had the opportunity to say?

March 2023

APPENDIX THREE: Questionnaire for the young people

Entrust Care Partnership is working with Newman University, Birmingham because we would like to find out about your experiences of working at The Blue Butterfly Café or the Open Door. Before deciding if you want to answer these questions, with an adult please read the following information carefully which we hope will help you to decide whether or not you wish to take part.

What is the purpose of the evaluation?

The Pathway to Employment programme (run at the Blue Butterfly Café and The Open Door) has been running now for 3 years. Entrust Care Partnership would like to carry on running the programme but we would like to find out what young people using the programme like or dislike about it.

Who is undertaking this study?

Hi, my name is Claire Monk and I work at Newman University in Birmingham. I am working with Entrust Care Partnership to find out what you think about the Pathway to Employment programme.

Why have I been chosen?

You have been chosen because you have either worked / are currently working at the Blue Butterfly Café or The Open Door.

What will happen if I take part?

With an adult to help you can complete the questionnaire by clicking on the link below. The questionnaire will only take a few minutes to complete, and your mum, dad or another adult can help you to complete the questions if you get stuck. It's ok to say "don't know" or "not sure" to a question, there is no right or wrong answer, just how you honestly feel.

What will happen if I don't take part?

Nothing, you are not required to take part if you do not wish to.

Will anyone know I have taken part?

No. nobody will know that you have taken part or what responses you gave. It will be anonymous. You have the right to withdraw from the research at any time after participating in the research, and any information which you have given will not be used within the study.

Limits of confidentiality

Confidentiality means that I won't tell anyone what you say. Confidentiality will be maintained throughout the study **<u>unless</u>** you say something which potentially puts you or anyone else at risk of harm or danger. If this occurs, I would be required to discuss with Lynne Barton.

What will my information be used for?

All information will be collected by me. All of the information will be held securely for 10 years, which is in line with the Data Protection Act.

I will be writing a report for Entrust Care Partnership to inform future developments of the Entrust Care Partnership.

Further contact details

For further details regarding this study or if you have any concerns or further queries, please contact the researcher:

Claire Monk

Email: c.monk@newman.ac.uk

If you have any concerns or complaints regarding the conduct of this research, you can contact Lynne Barton at Entrust Care Partnership

Email: lynnebarton@entrustcarepartnership.org.uk

By Clicking on this link, you are consenting to participate in this study.

Questions

1. How did you hear about the Pathway to Employment Programme and The Open Door /Blue Butterfly Café? (tick only one)

   ☐ From school or College
   ☐ From Facebook
   ☐ A flier
   ☐ An internet search of services
   ☐ Word of mouth (from someone else)
   ☐ From accessing other provision through Entrust Care Partnership
   ☐ My parents found out about it and told me.
   ☐ Other; please specify …………………………………………………………….
   ☐ I Don't know /I Cannot remember
   ☐ I Prefer not to say

2. What was your main reason for joining The Open Door / Blue Butterfly café? (tick only one)

   ☐ To gain work experience
   ☐ For something to do
   ☐ I thought it would be fun
   ☐ To make friends
   ☐ To learn new skills that would help me to get a job
   ☐ To learn new skills that would help me go to college
   ☐ My parents wanted me to do it.
   ☐ Other; please specify …………………………………………………………….
   ☐ I Don't know /I Cannot remember
   ☐ I Prefer not to say

3. What skills did you hope to learn from joining the Open Door / BB? (tick all that apply)
   ☐ How to make drinks and use the coffee machine
   ☐ How to take an order from customers
   ☐ Confidence – in talking to new people that I don't know.
   ☐ Baking cakes
   ☐ Cooking (learning how to make toasties, bacon sandwiches, soup)
   ☐ Working in the kitchen (learning about food hygiene, fridge temperatures, food labels etc)
   ☐ How to look for a job
   ☐ How to write my CV
   ☐ How to complete a job interview
   ☐ Other; please specify …………………………………………………………..
   ☐ none of the above
   ☐ I Don't know /I Cannot remember
   ☐ I Prefer not to say

4. Overall, do/did you like going to The Open Door /Blue Butterfly?
   ☐ Yes
   ☐ No

- ☐ Sometimes
- ☐ Other; please specify …………………………………………………………….
- ☐ I Don't know
- ☐ I Prefer not to say

5. What do/did you like/enjoy about going to The Open Door/Blue Butterfly café? (tick all that apply)
- ☐ I like learning new things like making coffee, baking, using the card machine
- ☐ I like meeting new friends to work with
- ☐ I like meeting new customers.
- ☐ It gives me a purpose.
- ☐ Working there makes me happy.
- ☐ Other; please specify …………………………………………………………….
- ☐ None of the above, I don't like going
- ☐ I Don't know
- ☐ I Prefer not to say

6. What are the top three things you like the most? (tick only 3)
- ☐ I like using the coffee machine
- ☐ I like taking customer orders
- ☐ I like serving customers with their food and drinks
- ☐ I like baking the cakes
- ☐ I like cooking the bacon sandwiches and toasties.
- ☐ I like working the till and taking payment
- ☐ I like making sure the kitchen is all in order (food hygiene, cleanliness, fridge temperatures etc)
- ☐ Other; please specify …………………………………………………………….
- ☐ None of the above, I don't like going
- ☐ I Don't know
- ☐ I Prefer not to say

7. What do you dislike /not enjoy about going to The Open Door/Blue Butterfly café? (tick all that apply)
- ☐ I don't like the environment (the noise, the lights, the smell)
- ☐ It makes me feel anxious / nervous
- ☐ I don't like using the coffee machine
- ☐ I don't like using the frother
- ☐ I don't like using the till or card machine
- ☐ I don't like taking the orders from customers
- ☐ I don't like meeting new customers
- ☐ I don't like working with other people
- ☐ I don't like baking the cakes
- ☐ I don't like working in the front of the café where the customers are
- ☐ I don't like working in the kitchen.
- ☐ I don't like touching anything hot (ie the hot drinks, hot pans)
- ☐ Other; please specify ………………………………………………………………….………………………..
- ☐ None of the above, I like going to the café

☐ I Don't know
☐ I Prefer not to say

8. Do you feel you have a say on what tasks you do at The Open Door / BB? (tick only one)
☐ Yes, I can say "no" if I don't want to do something
☐ No, but that is OK because I prefer to be told what I need to do
☐ No, I am told what to do
☐ Other; please specify …………………………………………………………………………………..
☐ I Don't know
☐ I Prefer not to say

9. When deciding on the skills you need to learn and progress made, do you feel that you have a say in how you are doing? (tick only one)
☐ Yes, I am fully included when my progress is being reviewed, and I like that
☐ Yes, I am fully included when my progress is being reviewed but I would rather not be.
☐ Sometimes I am included in the discussion and decisions but not always but I'm ok with that
☐ Sometimes I am included in the discussion and decisions but I would prefer not to be.
☐ No, I am not involved but I want to be
☐ No, I am told involved but that's ok, I don't want to be.
☐ Other; please specify …………………………………………………………………………………..
☐ I Don't know
☐ I Prefer not to say

10. What support did you/are you getting to help you to get a job (tick all that apply)
☐ I had help to look for an appropriate job
☐ I had help with writing a CV or application form
☐ I had help with understanding more about a job interview (ie what to wear, what to expect in an interview etc)
☐ Someone came with me to the interview
☐ I had help with negotiating terms and conditions of my employment
☐ I had help with asking for reasonable adjustments
☐ Help was available to me, but I did not need it.
☐ I have had/am having continued support in my place of employment
☐ Nothing at the moment because I am not at that stage, but I think I will get the support mentioned above
☐ Nothing at the moment because I am not at that stage, but I don't think I will get the support to help me find at job
☐ Nothing at the moment because I am not at that stage, and I don't know about the support available to help me get a job later on.
☐ Other; please specify …………………………………………………………………….
☐ I Don't know
☐ I Prefer not to say

11. How has working at the OD / BB helped you? (tick all that apply)
☐ It has developed my confidence
☐ It has boosted my self esteem

□ It has developed my ability to talk to other people
□ It has given me a reason to get up and get out of the house
□ It has given me important life skills (such as speaking to new people, making a drink, making food, how to ask for help)
□ It has developed my skills in working with other people as part of a team.
□ It has made me believe in myself
□ It has not helped me in any way
□ Other; please specify …………………………………………………………………………….
□ I Don't know
□ I Prefer not to say

12. How much do you agree or disagree with the following statements

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/I'm not sure
Staff at the OD/BB understand my needs					
Adjustments are made at the café to accommodate my individual needs					
When I am at the OD/BB, I am the one completing the tasks (ie I make the coffee with someone just supervising me, I am hands on)					
When I am at the OD/BB I am just watching the others doing tasks, I am not encouraged to be hands on					
The OD/BB is a supportive and positive environment to learn in					
Staff at the OD/BB encourage me and help me to learn					
I don't feel that I am making progress					
I don't know how well I am doing when I am at the OD/ BB					
I am involved in decisions that are made about me and my progress.					
I feel that I am listened to when I go to the OD/BB?					

13. Is there anything you would change or ask them to do differently? …………………………………….

………..

14. What other things/skills would you like to do (for example, marketing and social media, accounts, ordering supplies)

………

………..

15. Would you recommend the Pathway to Employment Programme to other young people?
- ☐ Yes, absolutely
- ☐ Maybe, I'm not sure
- ☐ No, definitely not.
- ☐ I Don't know
- ☐ I Prefer not to say

16. Is there anything else you wish to add? …………………………………………………………………..

……

<u>About you</u>

1. Are you a?

   ☐ male

   ☐ female

   ☐ prefer not to say

2. How old are you?

   ☐ 16-17

   ☐ 18-19

   ☐ 20-21

   ☐ 22-24

   ☐ 25-26

   ☐ 27-28

   ☐ 29+

   ☐ Prefer not to say

3. Which ethnicity best describes you?

   ☐ White British (this includes

   - English, Welsh, Scottish, Northern Irish or British
   - Irish
   - Gypsy or Irish Traveller
   - Any other White background

   ☐ Mixed or Multiple ethnic groups (including

   - White and Black Caribbean
   - White and Black African
   - White and Asian
   - Any other Mixed or Multiple ethnic background

☐ Asian or Asian British (including

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background

☐ Black, African, Caribbean or Black British (including

- African
- Caribbean
- Any other Black, African or Caribbean background

☐ Other ethnic group (including

- Arab
- Any other ethnic group

Thank you for your time

APPENDIX FOUR: Questionnaire for parents

Entrust Care Partnership is working with Newman University, Birmingham because we would like to find out about your experiences as a parent/carer of a young person who has attended or is currently attending sessions on the Pathway to Employment Programme at either The Blue Butterfly Café or the Open Door. Before deciding if you want to answer these questions, please read the following information carefully which we hope will help you to decide whether or not you wish to take part.

What is the purpose of the questionnaire?

The Pathway to Employment programme (run at the Blue Butterfly Café and The Open Door) has been running now for 3 years. Entrust Care Partnership would like to carry on running the programme but we would like to find out what parents/carers of a young person who has accessed or is accessing the Pathway think about it and the benefits gained (if any).

Who is undertaking this study?

Hi, my name is Claire Monk and I work at Newman University in Birmingham. I am working with Entrust Care Partnership to find out what you think about the Pathway to Employment programme.

Why have I been chosen?

You have been chosen because your child has either worked / is currently working at the Blue Butterfly Café or The Open Door.

What will happen if I take part?

You can complete the questionnaire by clicking on the link below. The questionnaire will only take a few minutes to complete.

What will happen if I don't take part?

Nothing, you are not required to take part if you do not wish to.

Will anyone know I have taken part?

No. nobody will know that you have taken part or what responses you gave. It will be anonymous. You have the right to withdraw from the research at any time after participating in the research, and any information which you have given will not be used within the study.

Limits of confidentiality

Confidentiality will be maintained throughout the study **unless** you say something which potentially puts you or anyone else at risk of harm or danger. If this occurs, I would be required to discuss with Lynne Barton.

What will my information be used for?

All information will be collected by me. All of the information will be held securely for 10 years, which is in line with the Data Protection Act.

I will be writing a report for Entrust Care Partnership to inform future developments of the Entrust Care Partnership.

Further contact details

For further details regarding this study or if you have any concerns or further queries, please contact the researcher:

Claire Monk

Email: c.monk@newman.ac.uk

If you have any concerns or complaints regarding the conduct of this research, you can contact Lynne Barton at Entrust Care Partnership

Email: lynnebarton@entrustcarepartnership.org.uk

By Clicking on this link, you are consenting to participate in this study.

Questions

2. How did you hear about the Pathway to Employment Programme and The Open Door /Blue Butterfly Café? (tick only one)

   ☐ From my child's school or College
   ☐ From Facebook
   ☐ A flier
   ☐ An internet search
   ☐ Word of mouth
   ☐ From accessing other provision through Entrust Care Partnership
   ☐ My child told me about it
   ☐ Other; please specify ………………………………………………………………….
   ☐ I Don't know /I Cannot remember
   ☐ I Prefer not to say

17. What was your <u>main reason</u> for making enquiries about your son/daughter joining The Pathway to Employment programme? (tick only one)

   ☐ To gain work experience
   ☐ For something to do
   ☐ I thought it would be fun for him/her
   ☐ To make friends
   ☐ To learn new skills that would help my son or daughter to get a job
   ☐ To learn new skills that would help my son or daughter go to college
   ☐ He/she wanted to do it, the enquiries came from my child
   ☐ Other; please specify ………………………………………………………………..
   ☐ I Don't know /I Cannot remember
   ☐ I Prefer not to say

18. How easy or straight forward was it to get a place on the Programme? (tick only one)
   ☐ It was very easy/straightforward
   ☐ It was fairly easy but there were some issues
   ☐ It was not at all easy or straight forward
   ☐ Other; please specify ………………………………………………………………..
   ☐ I Don't know /I Cannot remember
   ☐ I Prefer not to say

19. What did you initially hope you child would gain from accessing The Pathway to Employment Programme?
   ………..
   ……….

20. Has it met your expectations?

   ……
   ……

21. Does your son/daughter like going to their sessions at the Open Door/ Blue Butterfly? (tick only one)
    ☐ Yes, they look forward to it every week
    ☐ Sometimes, it is sometimes a challenge to encourage them to go
    ☐ No, they don't like going
    ☐ Other; please specify ………………………………………………………………..
    ☐ I Don't know /I Cannot remember

22. What do they like the most about going to their session at the OD/BB   (tick all that apply)
    ☐ learning new things like making coffee, baking, using the card machine
    ☐ Working with the staff
    ☐ Working with the other young people
    ☐ Meeting new people, new customers
    ☐ just the sense of purpose that it gives them
    ☐ Other; please specify …………………………………………………………….
    ☐ None of the above, they don't like going
    ☐ I Don't know
    ☐ I Prefer not to say

23. As the parent/carer do you have a say in the targets that are set for your child? (tick only one)
    ☐ Yes, always
    ☐ Sometimes, but not always
    ☐ No, not at all
    ☐ Other; please specify ……………………………………………………………..
    ☐ I Don't know

    ☐ I Prefer not to say

24. As the parent/carer is your child's progress discussed with you? (tick only one)
    ☐ Yes, regularly
    ☐ Sometimes, but not very often
    ☐ No, not at all
    ☐ Other; please specify ……………………………………………………………..
    ☐ I Don't know /I Cannot remember

    ☐ I Prefer not to say

25. In terms of parental involvement, do you feel that you are consulted enough about your child's progress and developments on the pathway (tick only one)
    ☐ Yes, I am involved enough
    ☐ I am involved but not enough
    ☐ I am not involved and I would like to be involved
    ☐ I am not involved but I don't want to be involved
    ☐ Other; please specify ……………………………………………………………..
    ☐ I Don't know /I Cannot remember

    ☐ I Prefer not to say

26. What, if anything, has your son / daughter gained from being on the Pathway to Employment programme ……..

……

……

27. What, if anything, has been the benefit to you, as a parent/carer, of your child attending the Pathway to Employment Programme

……..

…….

………

28. Have there been any challenges or problems for you in terms of your son or daughter attending their sessions at the cafes? (tick all that apply)
☐ Getting information about the Pathway
☐ Getting them a place
☐ getting the funding to attend
☐ being able to get them to and from the session
☐ Having things in place to meet their needs
☐ No, no challenges or problems
☐ Other; please specify ……………………………………………………………..
☐ I Don't know
☐ I Prefer not to say

29. How much do you agree or disagree with the following statements

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/I'm not sure
Staff at the OD/BB understand my child's needs					
Adjustments are made at the café to accommodate my child's individual needs					
My child is happy when they are at OD/BB					
My child is making progress at the OD/BB					
As a parent/carer I feel that staff on the Pathway to Employment listen to me.					
As a parent/carer I feel that the Pathway to Employment is benefitting my child					
I don't feel that my son/daughter is making good progress					
As a parent I am always informed about how my child is getting on.					
I think that attending the café one morning a week is enough					
The Pathway to Employment Programme is value for money					

30. Is there anything you would suggest the Pathway to Employment Programme changes or does differently?

……

 ……..

31. Would you recommend the Pathway to Employment Programme to other young people with additional/complex needs?
☐ Yes, absolutely
☐ Maybe, I'm not sure
☐ No, definitely not.
☐ I Don't know
☐ I Prefer not to say

32. Would you recommend the Pathway to Employment Programme to other parents of young people with additional/complex needs?
☐ Yes, absolutely
☐ Maybe, I'm not sure
☐ No, definitely not.
☐ I Don't know
☐ I Prefer not to say

33. Is there anything else you wish to add? ……………………………………………………………………..

………

About you

4. Are you a?

☐ male

☐ female

☐ prefer not to say

5. How old are you?

☐ 18-24

☐ 25-34

☐ 35 - 44

☐ 45 - 54

☐ 55 - 64

☐ 65+

☐ Prefer not to say

6. What best describes you?

☐ I work full time for a company

☐ I work part time for a company

☐ I am self employed

☐ I am a student

☐ I retired

☐ I do not work

☐ None of the above

☐ I prefer not to say

7. Which ethnicity best describes you?

☐ White British (this includes

- English, Welsh, Scottish, Northern Irish or British
- Irish
- Gypsy or Irish Traveller
- Any other White background

☐ Mixed or Multiple ethnic groups (including

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed or Multiple ethnic background

☐ Asian or Asian British (including

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background

☐ Black, African, Caribbean or Black British (including

- African
- Caribbean
- Any other Black, African or Caribbean background

☐ Other ethnic group (including

- Arab
- Any other ethnic group

Thank you for your time