ACT

LWG MEETING 2 OUTCOMES SUMMARY

ndis | **feros care** GROW BOLD

Delivering the NDIS in your community

This report provides a summary of discussion points shared during ACT Local Working Group Workshop 2

OVERVIEW OF PRESENTATIONS:

PROJECT: DIVERSE & INCLUSIVE WORKPLACE PROJECT

Building on focus of promoting inclusive employment this project aims to improve participation and engagement for people with disability across the four stages of employment journey, which include finding a job & hiring process, starting the role, maintaining the role, and supporting career development: through collaboration with private sector employers in shaping up their workforce to be inclusive, accommodative, and free of stigma. Key methods of engagement with employers will be conducted through ongoing training, presentations, and workshops.

COHORT: EDUCATION & EMPLOYMENT (E&E) COHORT

The Education & Employment Cohort are a team of Local Area Coordinators (LAC) who are passionate about improving inclusion and economic opportunities for people with disabilities (and their supporters).

The E&E Cohort aims to work with people with disabilities to empower and advocate for themselves and challenge perceived social norms associated with employing people with disabilities (and their supporters). The E&E Cohort also work with community organisations and employers, to build their capacity and understanding of accessibility and inclusion and remove barriers related to employing people with a disability and their support network.

1 REVIEW FEROS CARE POLICY'S & PRACTICES

Group Insights from Presentations

- Most participants stated that Co-locations are integral in building community capacity building and awareness.
- Possibility for 11 potential new Co-locations at various ACT schools in the year of 2023 onwards.
- Co-location framework to be implemented.
- Co-location service offering established.
- LACs should present in all interactions with parents/guardians/teachers/students during co-location as they are considered as an important connector.
- More capacity building activities needed for parents/guardian. It be conducted during the Co-location regular sessions.
- Co-locations at DES providers could pave a promising pathway towards inclusivity for people with disability.

Quotes / insightful statements:

- Explanation of what the project is and how to execute. It is imperative that the overarching purpose of co-location at schools is to assist students in providing a pathway to employment.

- It is imperative to elaborate the service offerings and split them into different parts such as info sessions, Q&A sessions, teacher professional learning, ad-hoc learning, and so on.

- There is a large amount of feedback for DES and SLES – participant gets funding for SLES, PPTs uses SLES to utilise services. Seeing participant using SLES (and DES), government paying the providers but limited delivery. Poorly managed by provider. Not giving the support required for DES – hopeless – they're there to get their handout apply for jobs they don't care what the individuals interests or strengths are, tick the box. No training, no knowledge. There is no knowledge of what the disability is and the functional impacts/ challenges. Need a better understanding of this and how it affects the Indvidual and how to meaningfully put them in to the workplace. Experience of several clients with DES/SLES and haven't received any outcomes despite significant funding.

- Lack of training around SLES/DES, NDIS have a 'hangup' on qualifications and experience, providers often questioning participants capability as not stated as a 'professional with qualification', puts pressure on the clients as to why participants are using their services

- All reports from qualified people regarding NDIA in the hospital, often pushbacks regarding access, funding requests, etc. NDIA don't seem at accept reports for ARF or progression without very incredibly specific criteria.

- Often there are disputes regarding if people have disability or not, as the same with providers and their qualifications.

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2 GUIDING PRINCIPLES

Guiding Principles – reviewed and insights

ACCOUNTABILITY & TRANSPARENCY

- All NDIS Plans should have employment goal for children in school.
- Upskill Local Area Coordinators regarding employment pathway options.

INCLUSIVE & ACCESSIBLE DESIGN

- Social and cultural shift needed outside Feros Care in the community.
- Support connection is needed for those without NDIS plans.
- Special team within Feros Care should be formed.

COLLABORATION

- Local Working Group (LWG) is a great avenue for stakeholders to share ideas (different lenses, different people)

- No collaboration outside dedicated groups: Q&A sessions / info sessions / meetings should be facilitated regularly with parents/carers/government/other tangible stakeholders

SAFE SPACES AND SAFE PEOPLE

- Needs to ensure a safe and inclusive space for everyone
- Feros Care should implement the framework of accessibility at all levels

CIRCLE OF SUPPORT

- Invite stakeholders for regular meetings / info sessions
- Communicate between stakeholders regarding services

CHANGING THE NARRATIVE

- Feros Care needs to be seen as safe space
- Feros Care needs to show themselves as support 'signpost'

INVESTING TIME

- More capacity building for people who don't usually come to info sessions
- Invest time to inform medical professionals on report writing

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3 CO-DESIGN RESOURCE ACTIVITY

Review of project feedback for National Employment Resource:

Local Working Groups 1 highlighted:

- Employers need to be involved in co-design as we cannot expect them to get on board without consultation. We need to do co-collaboration with employers.
- The need to focus on 'real examples' as there is not a one size fits all approach.

At the National Advisory Collective meeting in January Top industries reviewed and assigned by NAC group across each service area. This informing Local Working Group Activity for Workshop 2.

Local Working Group 2 Activity – Inclusion tip sheet (Industry specific):

Resource will be developed with guest employer as case example for representing industry. Informing 1 of the 4 industry specific tip sheets for the National Employment Resource.

LWG members provided guidance on how to be inclusive across the four stages of employment journey with guest employer, with capture insights across four stages below:

Insights / Feedback from activity

RECRUITMENT

- Work with schools (public sector and independent school).
- Workplace and work experience offered every term if required.
- Last year hosted 28 children's placements across the board – 11 with disability out of 28, more intellectual than physical and local school maybe 2 disability participants (ADHD).
- People finish school, what happens afterwards – a window of opportunity.
- Customised employment needed

ONBOARDING

- Small class workshops for any disabilities, working 1 on 1 with participant and can offer expertise on what to look for.
- 1 month training/experience test to see if it's for them.
- Focus on school recruitment.
- When sign an apprenticeship, used to give $5000 to build up toolbox. Things shifted a bit, need financial help to live out of home rather than toolbox funding. Apprenticeship changes. 22000 of interest free loan that can be used for anything – e.g. buying a car, $1200 support wage on top of that. Income tested previously, not anymore.
- Employer gets $6500 a month to assist employer – for 4 years

EVERYDAY PRACTICES

- Reached profit goals, now maintaining customer goals and satisfaction.
- Making workplace more profitable from 1 on 1 assistance with ppt to maintain everyday workplaces.
- Started poster systems and visual systems to get everything functioning, staff members keeping everyone accountable.
- Ethical rewarding is a big plus, not only just profit. Helping community, staff are much happier because of it.
- Return on investment of people with a disability, more affordable, turnover of staff etc.
- Some staff can only work certain days, times – allocating and adjusted for. 1 in 35 now 1 in 7 have neurodiversity or disability listed on resume, drastic increase.
- Goal to get multiple stakeholders to the table (e.g. do you want a support worker in to assist you). Utilises individuals NDIS plan.
- 'the system doesn't work' – actually just a lack of communication.

CAREER PROGRESSION/DEVELOPMENT

- Ensure that co-employees and managers lead by example.
- Reward the employee appropriately (which can be verbal), for good work and effort.
- Set up an environment where the employee feels comfortable asking for assistance.
- Social inclusion is important for an employee and co-employees. This could be as simple as asking the employee to join other staff at lunch time or a social outing that all staff are partaking in. If an employee feels happy and included in an environment, he/she will work more efficiently.
- Alteration to procedures when needed and appropriate – if a procedure is not essential and the employee is finding it challenging then it could be agreed to modify or alter it.
- Alteration to work hours may be necessary for a variety of reasons and this should be discussed with the employer, employee and DES employee.
- Job restructuring, such as a change in work schedule or a decrease in the number of job duties, may be necessary

4 NEXT WORKSHOP ACTIVITY

Activity: *Connecting with stories of lived experience*

Using short video(s) as creative medium to share a response (as a group or individually) to compliment the inclusive employment resource.

When thinking about your response remember: Employers are targeted audience. How can we show the importance/ impact of why employers need to be inclusive. Ie. success stories, and or barriers.

Some questions to consider:

- Why do employers need to be inclusive?
- What are the impact you have seen / experienced in your career
  (or person you support)
- Talk about times things were done well and how that made you/them feel
- Talk about times things not done well how that made you/them feel
- What are the strengths people disability to employment
- Highlight what are employers missing out on by not having a diverse workforce
- Anything else that you would to add.