

Briefing

Employment adjustments for people with a learning disability

Contents

Introduction	3
Reasonable adjustments and best practice	4
Employment and people with a learning disability	6
Induction and training	16
Communication	18
Working arrangements to retain employees	19
Teamwork	21
Additional support	22
Performance management – enhancing contribution	24
Harassment	27
Further sources of reference	29

Introduction

What is a learning disability?

It is estimated that about 1.4 million people^[1] in the UK have a learning disability. For the purpose of this briefing paper and in the absence of an agreed, precise definition we define a learning disability as, 'having a reduced ability to understand new or complex information and to learn new skills'.

This reduced ability is described against mainstream intellectual milestones, for example traditional schooling. The impairment will have been present before adulthood, with a lasting effect on development. The cause of many learning disabilities is not known and there may be no visible signs in a person's appearance. Learning disability is thus an umbrella term that covers a variety of conditions, of which Down's syndrome is an example.

A learning disability should not be confused with a mental health condition such as depression or schizophrenia. A mental health condition may be controlled; some are short-term and unlike a learning disability they do not usually affect intellectual ability and can be acquired at any time in your life.

'Learning difficulty', on the other hand, is a broader term that encompasses conditions which do not necessarily affect a person's intellectual capacity but which do affect the processing of information. Examples include aphasia and dyslexia, which are covered in Business Disability Forum's Briefing on 'employment adjustments for people who are dyslexic'.

This paper does not address the needs of people with specific learning difficulties; those on the autistic spectrum or those with brain injuries, although some of the adjustments outlined may be useful.

[1] <https://www.mencap.org.uk/learning-disability-explained/research-and-statistics>

Reasonable adjustments and best practice

Many people who have learning disabilities will be protected under the Equality Act 2010 but will not consider themselves to be disabled.

Nevertheless employers have a legal obligation to make reasonable adjustments and not discriminate against employees who might be facing barriers at work because of a disability or long-term condition – even if it has not been diagnosed as a disability or accepted as such by the individual.

Employers should be aware that non-visible disabilities, such as a learning disability, mean that specific barriers can be less obvious. This means reasonable adjustments may be harder for employers to determine and put in place. Employers can seek advice from Work Coaches and Disability Employment advisers at Jobcentre Plus who refer people with learning disabilities for positions. There are also organisations which offer specialist advice and disability awareness training to help employers ensure that their recruitment process accounts for barriers faced by those with learning disabilities – see page 29 for further details.

It is important that employers have an honest conversation with new employees, and their support staff, about what barriers might present difficulties in the workplace and what simple measures might help. For many people with a learning disability, specialised targeted employment support with job coaches is available and has been proven to be the most effective reasonable adjustment. This support can be paid for by Access to Work, funded by the Department for Work and Pensions (DWP).

Employment adjustments for people with a learning disability

Support from job coaches starts before recruitment to prepare people with learning disabilities for the workplace, and continues throughout the recruitment process and initially in the workplace to support a new starter, fading out over time as the individual builds confidence and becomes familiar with the work.

The best practice approach is to make reasonable adjustments for anyone who needs them in order to work effectively and contribute fully to your organisation.

Most employers will want to know what is 'reasonable'. Doing what seems fair for the individual and others who work for you given the size and resources of your organisation is a good place to start.

This guidance will help you deliver best practice.

- You might need to treat people differently in order to treat them fairly.
- Don't make assumptions about what people can and can't do.
- Ensure that everyone knows who is responsible for doing what and when it must be done.
- Involve the individual in generating solutions and respect their right to confidentiality.

For more detail on the law and making reasonable adjustments contact Business Disability Forum's Advice Service on telephone number **+44-(0)-20-7403-3020** or by email **advice@businessdisabilityforum.org.uk** or see the Briefing on The Equality Act 2010.

Employment and people with a learning disability

Many people with a learning disability want to work and represent a substantial source of untapped commitment and talent.

Yet they are one of the most under-represented groups in the labour market. Only 5.8% [2] of adults with a learning disability known to their local authority in England are in paid work (HSCIC 2015). It is important to emphasise that this percentage only refers to people who are known to their local authority, which is a minority of people with a learning disability in England (and mostly includes people with a more severe learning disability). There is very little current data on the proportion of all adults with a learning disability who have paid jobs in England, but past studies have suggested that about 17% of all working age people with a learning disability have a paid job.

Of the 26,786 adults with a learning disability known to local authorities in Scotland in 2014 who were employed:

- 29% were in employment specifically set up for people with a learning disability.
- 49% were in employment that was not specifically set up for people with a learning disability.
- 1% were self-employed.
- For 21% the employment type was not specified (SCLD 2015).

[2] <https://www.base-uk.org/key-facts-and-data>

Employment adjustments for people with a learning disability

The Welsh and Northern Irish Governments do not publish data on the number of people with a learning disability in paid employment.[3]

There is a misconception that people with a learning disability cannot cope with employment or are only able to undertake routine, methodical jobs. Do not make assumptions about what someone can do. Consider the skills, abilities and aspirations of each individual and implement appropriate and reasonable support so that everyone can maximise their potential.

Many employers employ people who have a learning disability and report that they are committed and motivated employees who often just need the chance to demonstrate their capabilities.

By talking to employees both at the beginning of employment, but also regularly about their work going forward, employers are better able to identify difficulties that could be attributable to an employee having a learning disability. This practice provides an opportunity to talk about possible barriers and adjustments that may enable the employee to work more effectively.

Adjustments may well be simple and inexpensive and make good business sense. Without adjustments, good candidates may not apply for jobs and good employees could be lost. Precise requirements vary from one individual to another. Always ask the person what they need.

[3] Mencap

Recruitment and selection

Candidates with a learning disability may be prevented from demonstrating their abilities and potential by conventional recruitment processes.

You need to make sure that you do not discriminate against a disabled job applicant during the recruitment process. You may also have to make reasonable adjustments. It is important not to make assumptions about what the applicant can or cannot do. Instead, ask applicants about reasonable adjustments as part of the recruitment process. If you use external recruitment agencies, ask for evidence that they make reasonable adjustments for disabled applicants and work to the standards that underpin this guidance.

Information on reasonable adjustments for people with a learning disability

Work trials for people with learning disabilities, rather than traditional job interviews, are proven to be effective reasonable adjustments. Work trials allow people to demonstrate what they are capable of in the work place, rather than having to present at a panel interview, which may be intimidating for some people.

Employers should be aware that many potential employees with a learning disability may have in place or need to put in place effective support from a specialist job coach. Local employment support providers can be contracted by Jobcentre Plus staff to support people before, during and after recruitment. Particularly important is the DWP's Access to Work programme, which funds reasonable adjustments such as job coaches, and any changes required in the workplace.

For more information on this support, visit:

www.gov.uk/looking-for-work-if-disabled/looking-for-a-job

Employment adjustments for people with a learning disability

Further information on best practice for recruitment and selection is also available from the Government's Disability Confident scheme.

For further information, visit: **disabilityconfident.campaign.gov.uk** or contact Business Disability Forum's Advice Service on telephone number **+44-(0)-20-7403-3020** or by email **advice@businessdisabilityforum.org.uk**.

Remember it is unlawful to ask questions about health or a disability prior to a job offer under the Equality Act 2010 unless the question relates directly to an intrinsic aspect of the role for which the person is applying, or is for the purpose of making reasonable adjustments to the application or interview process. Questions about disability can still be asked on equal opportunities monitoring forms.

After you have made a job offer ask if there are any possible barriers to be overcome, and discuss reasonable adjustments that might help overcome them. It is particularly important to ask if any support via Access to Work is necessary to set up, so as to have payments and processes for reasonable adjustments in place as soon as possible.

For more information on recruitment see Business Disability Forum's Briefing on 'managing recruitment' or contact Business Disability Forum's Advice Service on telephone number **+44-(0)-20-7403-3020** or by email **advice@businessdisabilityforum.org.uk**

Job descriptions

Job descriptions can inadvertently place unnecessary barriers in the way of people with a learning disability. When drawing up job descriptions:

- Provide them in easy read format.
- Distinguish between essential and desirable requirements and ensure you present an accurate picture of the job and key skills actually required, e.g. the essential criteria of a receptionist is to answer the telephone and meet and greet visitors; a desirable skill may be to take notes of meetings.

Employment adjustments for people with a learning disability

- Concentrate on what is to be achieved in a job rather than how it is achieved. People with a learning disability may do things in a different way, e.g. a person with a learning disability may record information on a Dictaphone rather than by writing it down.
- Do not ask for educational qualifications that do not relate to the position. This will exclude people with a learning disability who have not been successful in accessing mainstream education.
- Accept completed application forms in alternative formats and appreciate that a written application may have been completed with support.

There is no requirement to alter the fundamental nature of a job so that a candidate with a learning disability can do it.

Advertising and attracting applicants

When advertising a job:

- Use positive wording like “we welcome disabled applicants” or “being part of Business Disability Forum’s membership, highlights our commitment to being a disability-smart organisation”.
- Provide a point of contact for people who are concerned about the recruitment process, giving a range of contact methods.
- State that applications will be accepted in alternative formats, e.g. on USB stick or by email.
- Display or mention the Disability Confident symbol if you are a symbol holder.
- Be clear that you are willing to make reasonable adjustments, such as offering a work trial as an alternative to an interview.

Employment adjustments for people with a learning disability

- Consult your local Jobcentre Plus which can help you make your recruitment process is accessible. As well as advising on your recruitment process, Work Coaches and Disability Employment Advisers at Jobcentre Plus will also know of individuals with learning disabilities who may be suitable candidates, and specialist employment support providers who are preparing people for the workplace and looking for employment opportunities. Business Disability Forum Members and Partners can contact us for help.

Advertise in more than one medium. In addition to mainstream press, advertise on local radio, talking newspapers and online.

Application forms

Adjustments may need to be made to the short listing process, because an applicant may:

- Have gaps in their CV due to their disability.
- Have gained experience outside of paid employment, e.g. work experience and voluntary work.

Application forms should be clear, easy to fill in and as straight forward as possible to improve accessibility. Where possible, an easy read version should also be made available.

Interviews and tests

Ensure that candidates who have a learning disability are able to demonstrate their ability to do the job and what they can contribute to your organisation. Focus on the person's abilities, not on the person's learning disability. If you have any doubts about a person's ability to do an intrinsic function of the job simply ask how they would do it.

Employment adjustments for people with a learning disability

When you invite applicants for an interview, make sure you ask the candidate if they require any adjustments to be made for the interview:

- Consider a work trial rather than an interview. This is often the most effective way for people to demonstrate their skills in the workplace.
- For some people with a learning disability attending an interview will be a daunting experience. If you do choose to interview, help them feel at ease and allow time to become accustomed to the situation.
- Consider using an informal interview. A more relaxed situation could enable applicants to convey a more accurate picture of their abilities.
- Allow more time during the interview for the applicant to answer questions.
- Consider waiving certain aspects of the process, e.g. is a group interview appropriate or necessary? A candidate with a learning disability may not have the confidence or the social experience to compete on an equal footing with other candidates in a group situation.
- Make it clear that a support worker, job coach, family member or friend may attend the interview with the person. Always address the individual; the accompanying person should only intervene when necessary or for feedback at the end.
- Structure your interview around concrete experiences that the person can relate to, giving clear examples. Rather than “ensure the files are displayed in an organised manner”, say “ensure the files are in alphabetical order”.

Employment adjustments for people with a learning disability

- Be prepared to ask closed questions for example: Can you use email? Have you done this before? Are you used to talking to customers?
- Remember that interpersonal skills often develop once in the role and as the person becomes part of the team.
- Take into account voluntary work and life experience.
- Consider if the person would benefit from seeing the job at first hand so that they understand what is expected of them.

Many people with a learning disability will have difficulty competing on equal terms with other candidates in test situations. This does not mean they will be any less effective when in the post. If selection normally involves a test, be sure that it does not discriminate against someone with a learning disability:

- Consult the candidate to identify any problems with the testing method and consider adjustments accordingly.
- Allow extra time.
- Ensure that any instructions are understood by the candidate.
- Allow a job coach to be available to provide support if necessary during the test and interview.
- Be prepared to waive the test. There are often other equally satisfactory ways of getting the information.

Support available for employers to employ more people with disabilities

The local Jobcentre Plus has a system which can purchase and provide specialist employment support before employment, during recruitment and within the workplace. This support fades out over time as the employee becomes more confident in their role. The purchasing system enables Jobcentre Plus staff to quickly contract for specialist employment support options from learning disability providers, so as to support employers who are considering recruiting people with learning disabilities.

Access to Work is a Government funded programme which can pay for reasonable adjustment employers need to make, to help prospective employees overcome potential barriers. This could be for a job coach to help someone with a learning disability become familiar with the workplace, work tasks and travel training, or any equipment which might make performing the role easier.

Entry level jobs

Many entry level jobs may be suitable for someone with a learning disability. However it can often be the case that others, perhaps with qualifications which are not relevant to the role, may get the job on the basis of these qualifications. An example of this would be stewards at an art gallery who might be chosen because they have a degree in History of Art, even though this degree has no relevance to advising visitors where the restrooms are. It would be good practice for employers who are disability-smart to place as much value on a disabled candidate's potential, as they do on an additional but non-relevant qualification of others.

Post job-offer

Once someone has been offered a job, you may need to put adjustments in place to ensure they can perform to their highest capability. Start getting the adjustments in place as soon as practicable after you have made an appointment – it may take time to set up reasonable adjustments and secure Access to Work funding. Consult the individual and make sure that the employee's manager or supervisor understands the agreed adjustments. Disability awareness training can be useful for the candidate's team but only if the individual is comfortable with this

Build in regular reviews of adjustments, for example at the end of the probationary period, in supervision sessions and appraisals to ensure that the adjustments are still effective. Ensure that you take the same approach to adjustments when a person with a learning disability applies for promotion, again not making assumptions about what the employee can or cannot do.

Completing a 'tailored adjustment plan' with new employees who have a disability or with an employee who develops a disability is a good way of recording and reviewing adjustments that have been agreed and what will be done if the employee is off sick. This is a live document recording the reasonable adjustments that have been agreed for an employee. To see an example of a tailored adjustment agreement and to download a template visit Business Disability Forum's website at **www.businessdisabilityforum.org.uk** or contact Business Disability Forum's Advice Service on telephone number **+44-(0)-20-7403-3020** or by email **advice@businessdisabilityforum.org.uk**

Induction and training

Disability and the need to make adjustments should be embedded in all policies, for example, policies on sickness, training, and appraisals.

New recruits should be made aware of these policies during the induction process. People with learning disabilities should be made aware that they can ask about any problems they may have, particularly at the beginning of a new job.

It is important that your standard induction and training programme is accessible: for example, you could provide the information in easy read format. It is important that an employee with a learning disability has the same information about, for example, the company profile and office procedures. The following adjustments might help the employee:

- Consider a planned induction such as starting off with reduced hours and slowly building up to full hours. This will assist with confidence building and help the individual retain information needed for the new role.
- Allow the employee to be supported by a job coach or use appropriate assistive technology. If necessary, support your employee to find a job coach with Access to Work funding (see page 8 for links on how to do this).
- Break down duties into smaller, manageable tasks. There is system called Training in Systematic Instruction, which job coaches use to break down tasks into simple, easy steps to make them more manageable for people with a learning disability. It could be worthwhile for your Line managers staff to receive training in this system.

Employment adjustments for people with a learning disability

- Provide a workplace mentor to ensure supportive training. This can provide another employee with valuable personal development.
- Do not assume that skills learnt in one part of the business can be automatically transferred to another. It may be that new associations need to be developed, e.g. a person inputting data may need retraining if asked to perform a similar task on a different computer system. Ensure that reasonable adjustments are transferable internally.
- Remember the 'unwritten rules' of your workplace and do not assume that the person will just pick these up (e.g. when external clients visit the office smart dress is expected).

Communication

Clear and open communication is key to successful working relationships:

- Keep language simple and to the point.
- Avoid using jargon and sarcasm.
- Check with the individual how they prefer to communicate and develop a flexible approach to communication. People with a learning disability may remember instructions that are explained in picture form or verbally with the use of a Dictaphone or smart phone rather than in writing – talk to the person and not through a third party, i.e. a support worker.
- Be patient. It may take more time for a person with a learning disability to understand instructions and provide responses.
- Ask the individual to repeat what they understand to be their instructions.
- Regularly ask the individual whether there are any problems you can help with.

Working arrangements to retain employees

Further adjustments to ensure the employee can work effectively might include:

- Developing a work pattern that the person is able to learn, remember and maintain.
- Being prepared to reallocate some duties throughout the team. This does not mean that the core tasks need to be removed.
- Ensuring that the person is familiar with existing tasks before you look at increasing the pace of the work.
- Using an external support worker or job coach if necessary. This can be organised through Access to Work.
- Providing the employee with clear expectations. Outline the job requirements and how they fit into the overall business objective, e.g. show an assembly-line worker the finished product and how their job helps to develop it.
- Allowing flexible working hours, but also be aware that routine is important for some people.
- Encouraging feedback. Praising employees for good work instils confidence. Constructive criticism helps to define boundaries and expectations.
- Appreciating that a person with a learning disability may require extra management support. Allow additional time.
- A lunch break is important for any employee's wellbeing. For people with learning disabilities, it should be made clear that this is part of their daily routine.

Employment adjustments for people with a learning disability

Be aware that employees may request adjustments to hours because of their entitlement to welfare support or payments. Some welfare payments are lost if an employee earns or works more than a certain limit.

Many people with a learning disability will have been reliant on welfare support or payments for years and will have had little positive experience of work. They may be reluctant to increase the hours that they work and may request a drop in hours if their pay takes them over the threshold that enables them to receive the support or payment.

If an employee is concerned about losing their welfare support or payments encourage them to get additional information, for example, from their support worker, an employment adviser in Jobcentre Plus or a Citizens Advice Bureau.

Teamwork

Employees with a learning disability often become valued team members. To maximise their involvement with the business and with colleagues:

- Ensure that colleagues are aware of any adjustments needed to maximise interaction, e.g. communicating verbally rather than by email.
- Do not presume that workplace jargon/abbreviations are understood.
- Always invite them to work social events and make them feel part of the team.
- Do not assume that hesitancy to take part in social activities reflects a desire not to be involved. Colleagues with a learning disability may have had limited experience of social interaction and could have concerns that are not immediately apparent, e.g. they might be unsure and anxious about the route home from the pub.
- Ensure that every employee is aware of your organisation's disability and adjustments policies
- Implement disability and workplace adjustments' training. Remember that flexible working practices will have direct business benefits, encouraging participation and loyalty across the workforce.

Additional support

Many people with a learning disability have additional support networks, which can also provide valuable support for employers.

Developing supportive partnerships

Partnerships can be forged with formal support providers (advocacy groups, social services) and informal (family members etc.), who can be useful sources of advice and help to aid the transition into work.

Contact between an employer and support groups will depend on individual circumstances; you should ensure that the employee is happy with any contact between yourselves and a third party. Stay in touch with Disability Employment Advisers at the individual's local Jobcentre Plus, their GP and social services.

Make sure the individual has an emergency contact who can be contacted if necessary. A person with a learning disability may have strong links with their family or a friend. However, any support at work needs to be conducted in a professional manner with definite boundaries.

Before asking for a supporter's help or opinion, ensure that they are aware of the background to the situation and any relevant policies and procedures, for example your process for making adjustments.

Supported employment

Many jobseekers with a learning disability use supported employment providers to help them to find a job. The aim of such agencies is to place people into real and valued jobs for which they are suited. They can also provide 'on the job' support and advice to the employer throughout the recruitment/training process and while the person is in the post.

Details of how to contact organisations, including United Response, for supported employment advice can be found at the end of this Briefing.

There are many supported employment agencies in the UK, some provide programmes nationally others are local services. Jobcentre Plus staff can quickly contract for specialist employment support options from learning disability providers. For more information about supported employment contact your local Disability Employment Advisor in Jobcentre Plus.

Performance management – enhancing contribution

Enlightened employers understand the benefit of using a holistic approach when assessing an individual's contribution to an organisation. Different employees bring different qualities.

A person with a learning disability may not produce as much as other employees. They can, however, promote diversity in the organisation, develop supervisor learning, improve task analysis, increase team morale etc. These contributions can far outweigh the more 'tangible', traditional outputs.

Before deciding that a person with a learning disability cannot produce a target output, ensure that all reasonable adjustments, which would increase their performance, have been tried.

While you do not have to accept a lower quality of work from anyone, rigidly applied performance standards can constitute discrimination and undervalue your aim to be a fair employer.

For example:

- A clerical worker with a learning disability cannot sort papers quite as quickly as some of his colleagues. Although there is very little difference in productivity, he is dismissed. This is unlikely to be an acceptable reason for dismissal under the Equality Act 2010 if reasonable adjustments for him have not been considered.

Agree the levels of output according to the actual requirements of your organisation. This is easier for jobs where the output is tangible. For example, it may be reasonable for a person with a learning disability to produce 80 units per hour compared to the general target of 100 units per hour if this is something your organisation can sustain. Where jobs do not have quantifiable outcomes employers need to think creatively and with an open mind about what variations in productivity can be sustained across the organisation.

Performance-related pay can still be operated for employees with a learning disability. Employers only need to ensure that reasonable adjustments have been implemented to allow the person to work to the best of their ability. Do not forget to ensure that every employee, without exception, receives at least the national minimum wage.

Like any employee, a person with a learning disability may on occasion need to go through a disciplinary procedure. As part of the induction:

- Ensure employees are aware of the rules and what is expected of them.
- Clearly explain the disciplinary procedure, explaining their rights and obligations.

Should a disciplinary procedure need to be followed, ensure that:

- The person understands why this is happening.
- The meeting is conducted in a way that the person understands.
- Adequate time is given in the meeting to allow for full explanations and responses. This may require extending the usual investigation period.
- The meeting is recorded in a format that the person will find easy to refer to later. Reassure the person that this is to allow them to listen to the complaint in a different environment when they might be better placed to understand what is being said.

Employment adjustments for people with a learning disability

- An advocate, trade union representative, friend, family member or supported employment provider is present if required. Do not assume that this person understands the complaints procedure or background to the incident.
- You get as much detail as possible.
- The action that has triggered the disciplinary procedure is not the result of adjustments not being in place, a misunderstanding of behaviour by another employee or the result of harassment from colleagues.
- Training needs identified through the disciplinary procedure are implemented.
- You are confident that the complaint is not a reflection of the person's disability, e.g. when investigating why an employee with a learning disability has been coming in late it was found that he had recently been given a new digital watch and he was only able to read the time when using a watch with hands.

For further information about advocacy services contact the British Institute of Learning Disabilities (BILD).

Harassment

A person with a learning disability may be particularly vulnerable to harassment from their colleagues.

As an employer you must take all reasonable steps to deal with harassment. Harassment includes not only physical or verbal abuse, but also anything which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Harassment stems from stereotyping, lack of understanding, intolerance of difference and fear. To prevent bullying and harassment of anyone you should:

- Ensure your organisation has clear policies on workplace bullying and harassment and that complaints are investigated promptly and effectively. Ensure these policies are communicated across the organisation through campaigns and awareness raising initiatives.
- Make it clear that any harassment, including on grounds of disability, will not be tolerated; and that offenders will be dealt with through the organisation's disciplinary procedures.
- Ensure line managers understand that people who have a learning disability experience increased risk of harassment, and provide training for line managers to help them to identify and manage incidents connected to bullying and harassment in the workplace.
- Make the employee aware of their right to equal treatment and their entitlement to make a complaint and to initiate a grievance. Ensure that reasonable adjustments are made to the grievance procedure to enable the employee to use it, e.g. waiving requirements to make the complaint in writing.

Employment adjustments for people with a learning disability

- Allow employees access to support networks internally or externally from work. If possible ensure employees who have experienced bullying or harassment have access to professional and confidential counselling.
- Ensure disability awareness training is implemented across your workforce to challenge stereotyping. This should address unhelpful assumptions which can stem from the unorthodox way that people with a learning disability may interact or do their job, which others view as 'strange'.

Further sources of reference

Useful organisations

Business Disability Forum

Nutmeg House, 60 Gainsford Street,
London SE1 2NY

Tel: +44-(0)20-7403-3020

Website: businessdisabilityforum.org.uk

Business Disability Forum (BDF) is a not-for-profit membership organisation that supports businesses to recruit and retain disabled employees and serve disabled customers.

Business Disability Forum provides pragmatic support, expertise, advice, training and networking opportunities between businesses. Our aim is to transform the life chances – and experience – of disabled people as employees and consumers.

United Response

Highland House
165-167 The Broadway
Wimbledon
London SW19 1NE

Tel: +44-(0)20-8246-5200

Fax: +44-(0)20-8547-4548

Email: info@unitedresponse.org.uk

Website: www.unitedresponse.org.uk

United Response is a national charity supporting people with learning disabilities, physical disabilities and mental health needs to live the lives they choose.

Business Disability Forum would like to gratefully acknowledge the help of United Response in consulting with us on the advice and guidance included in this Briefing. United Response is a national charity with over 40 years' experience of providing skilled social care and support to people with learning disabilities. Their specialised supported employment services help young people and adults with learning disabilities, autism, Asperger's and mental health problems overcome barriers to move towards employment and other work-related activity.

Mencap

123 Golden Lane
London EC1Y 0RT

Tel: +44-(0)20-7454-0454

Fax: +44-(0)20-7608-3254

Email: information@mencap.org.uk

Website: www.mencap.org.uk

Mencap Direct (Helpline): Telephone +44-(0)808-808-1111 or email help@mencap.org.uk (Monday- Friday 9am-5pm).

Mencap works with people with learning disabilities to change laws and services, challenge prejudice and directly support thousands of people to live their lives as they choose.

British Institute of Learning Disabilities (BILD)

Birmingham Research Park
97 Vincent Drive
Edgbaston
Birmingham B15 2SQ

Tel: +44-(0)121-415-6960

Fax: +44-(0)121-415-6999

Email: enquiries@bild.org.uk

Website: www.bild.org.uk

You can contact BILD staff on the main telephone number:

+44-(0)121-415-6960

© 2017 This publication and the information contained therein are subject to copyright and remain the property of Business Disability Forum. They are for reference only and must not be reproduced, copied or distributed without prior permission.

Business Disability Forum is committed to ensuring that all its products and services are as accessible as possible to everyone. If you wish to discuss anything with regard to accessibility, please contact us.

Company limited by guarantee with charitable objects.

Registered Charity No: 1018463.

Registered in England No: 2603700.

This briefing is not an authoritative statement of the law. While we have made every effort to ensure that the information we have provided is correct, Business Disability Forum cannot accept any responsibility or liability.

Contact us

For further information on joining Business Disability Forum and a comprehensive list of our Members and Partners please visit: businessdisabilityforum.org.uk/membership/meet-our-partners-group/

**Business Disability Forum
Nutmeg House
60 Gainsford Street
London
SE1 2NY**

Tel: +44-(0)20-7403-3020

Fax: +44-(0)20-7403-0404

Email: enquiries@businessdisabilityforum.org.uk

Web: businessdisabilityforum.org.uk