



INSPIRED COMMUNITY ENTERPRISE TRUST - THE USUAL PLACE

A summary of activity and impact

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All photos by Leo Paredes

ABOUT ICET

Inspired Community Enterprise Trust (ICET) is an inclusive skills academy, delivering accessible, adapted SVQ qualifications and employability training for young people with additional support needs. Training and qualifications are offered through its social enterprise café and events business The Usual Place.

ICET provides intensive mentoring and training which usually requires one to one support. Each young person is treated as an individual and their programme, which they co-produce, is tailored to their strengths, needs and vulnerabilities.

ICET's approach has brought exceptional results for its young graduates. Many have secured employment, while others have set up their own businesses providing purpose and fulfilment as well as learning transferrable life skills enabling independent living.

VISION

A Scotland where all young people with additional support needs can live, learn and work how and where they choose.

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MISSION

- To provide life changing opportunities for young people with additional support needs through providing and supporting them in real life commercial spaces.
- To work with a range of partners to remove the barriers that young people face in achieving their future ambitions and goals.
- To share our learning with others.



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NUMBERS 2022-23

| | |
|--|---|
| 10 Current SVQ students | 18 Adult volunteers |
| 248 Young people trained | 29 Co-produced training sessions |
| 35 Members of staff | 16 Presentations delivered |
| 70% Staff with additional support needs | 409 Attendees to presentations |
| 7 Student placements | 5728 Customers (3 months end 2022) |

THE ICET OFFER

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In order to realise the vision, ICET provides a range of training and qualifications pathways for individuals, a professional learning programme alongside providing a community events space and café.

This focuses on:

- Vocational training, sector and essential skills work experience
- SVQ qualifications
- A professional learning programme
- Training and support for businesses
- Other community and research activity



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VOCATIONAL TRAINING AND SECTOR SKILLS WORK EXPERIENCE

Young people can access placements or work experience. This will either be by being based at The Usual Place or as supported work experience in another business. Training is underpinned by an externally evaluated Early Enablement Model which has been developed by ICET to successfully challenge poverty of expectation and promote high expectation and ambition.

Training programme

Participants co-design a 12-week strengths based programme. The first six weeks involves two different slots in The Usual Place kitchen, café, and retail before the individual chooses their preferred area.

They will then complete the next six weeks in their preferred area.

However, as with all ICET programmes, this can be adapted to the individual.

Early enablement ensures participants gain confidence and self-worth as well as skills in communication, team work, problem solving and the ability to learn new skills.





Secondary school placements

The training opportunity for secondary school pupils (12 – 19 years) with additional support needs involves being at The Usual Place for 1-day a week over 12 or more weeks in a work experience and enablement placement.

This experience in a professional hospitality environment enables the young person to build a range of different skills, these will include sector specific skills and essential skills (soft skills: communication, team work, problem solving, dependability, critical thinking, positive attitude, organisation, creativity, adaptability, conflict resolution).

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Early transition work experience

Primary school pupils with additional support needs can visit the café for a 1-2-hour morning or afternoon session. This is part of the My World of Work programme to give early opportunities for children to think about skills and development and it also allows early conversations with parents to start happening.

These sessions enable the children to visit the café as a customer, experience a busy café and practise their literacy and numeracy skills in a social environment. They will meet and talk to staff, trainees, young people and volunteers about the jobs and tasks they do. This will develop into an alternative curriculum and transitional pathway for young people with additional support needs.





Developing the Young Workforce

Another work experience offer is for groups of three disabled and non-disabled young people to attend The Usual Place for four hours a week for six weeks. This currently happens four times a year. A key aim of this offer is to contribute to attitudinal change with young people by shifting some assumptions that are evident about what young people with additional support needs can and cannot do. This is funded by Dumfries and Galloway Council's education budget.

Currently The Usual Place has S3 pupils from a local high school attending in groups of three for work-experience placements. This is to enable pupils to understand social enterprise business models, gain new skills, recognise transferable skills and importantly appreciate how everyone in society can contribute to the economy with the right opportunity.



Kickstart

ICET took up the offer of Kickstart to support and enable young people with additional support needs to gain meaningful employment after their 6-month paid placement. ICET worked with six young people with additional support needs, three of these young people are still employed with ICET, two went onto other employment and one went into full time education at Barony College. This programme proved to be hugely successful and hopefully the opportunities will become available again.

Occupational Therapy summer school

In partnership with NHS Occupational Therapy Children and Young People Department a Summer Enablement Programme takes place which consists of two mornings a week work experience over six weeks within the café, kitchen, and shop. The young people who attend through this programme range in age from 11-16 years. This is a successful emerging approach to improving transitions at an earlier age. It includes transitional support for parents.

SVQ QUALIFICATIONS

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ICET offers five different SVQ qualifications to individuals with additional support needs. These qualifications were adapted by young people with additional support needs who took the existing content and co-developed accessible materials and approaches by breaking down the basic curriculum for each unit.





Courses available

ICET is able to have 10 SVQ students at one time (this is limited due to the assessor availability at Dumfries College). The five SVQs on offer are:

1. Professional cookery – this consists of 8 units
2. Hospitality services/front of house – 7 units
3. Retail services – 7 units
4. Facilities services – 5 units
5. Hospitality services in housekeeping with Dumfries College – 7 units

The length of time each unit takes depends on the individual. ICET and Dumfries College agreed that two years should be enough time for the qualification to be completed and this is the timeframe ICET works to. Young people with significant barriers also require enhanced 1:1 enablement and students take an average of 17 months to complete a full qualification. The minimum a student can study (stipulated by SQA) is 16 hours a week and individuals could do up to three days per week (up to 21 hours per week).



There have been 52 SVQ graduates since 2017.

PROFESSIONAL LEARNING PROGRAMME

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ICET provides a professional learning programme to practitioners in health, social care and education, where they can learn directly from people with lived experience about the difference that a work first approach and vocational enablement makes to their skills development and ultimately their employment and independence. This is for students and potential employers.



Several Scottish Universities have worked with ICET for placements for their OT students, paramedic students, nursing students and teaching students.

University placements

University student placements at The Usual Place range from 1 day to 7 weeks. These placements allow students to see how the café enables people with an additional support need to gain skills and knowledge for work and life. Students experience how an enablement approach can promote and develop a person's independence and resilience, empowering their social inclusion and equality in local and wider society.

This develops and widens the student's professional insights and skills enabling a more aspirational way of working with young people and demonstrating the importance of listening to the disabled person who is the expert in their disability before any intervention.

TRAINING AND SUPPORT FOR BUSINESSES

ICET is a Disability Confident Leader organisation which works with other employers to work through their journeys. ICET assesses other organisations both locally and throughout Scotland.

ICET provides a bespoke employer-ability programme based on each employers' aspirations and needs in relation to employing disabled young people. This includes autism and enablement training co-produced and co-presented by young people, visits to The Usual Place and professional learning placements to meet and work alongside young people with additional support needs in a working environment and guidance about reasonable adjustments and Access to Work applications.

ICET will support employers with onsite mentoring support to a young person during their transition from The Usual Place to employment.



OTHER COMMUNITY AND RESEARCH ACTIVITY

Alternative provision from school

ICET provides placements for young people who are not in school due to refusal to attend or being home schooled. ICET works closely with local schools to make this offer and tailors it to the individual involved.

Youth voice

ICET established a Young People and Volunteer Monthly Forum and through this young people contribute to all ICET policy and implementation in The Usual Place and have their voices heard about issues that affect them. Recent examples have included; Cop 26, climate anxiety, United Nations review of disabled people's human rights in the UK, and the Disabled Children and Young People (Transition to Adulthood) (Scotland) Bill.

Youth people have engaged with other organisation and led a local conference Youth Matters 2022 which will be disseminated widely both locally and nationally.

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Project development

Trainees also contribute to other projects and civic developments such as co-developing the TUP Cookbook and designing a local art installation for Sustrans.

Trainees are offered opportunities for personal and citizenship development through functions taking place outside the normal café opening hours. This enables the young person to be part of events such as music, concerts, theatre and awards ceremonies as customers or hosting of such events. This enables the young people practice the skills they have been learning while on placement, to build their confidence, self-esteem, and influence inclusivity within the local community.

Safe Place and Third-Party Reporting Centre

The Usual Place is a registered Safe Place and Third-Party Reporting Centre. This is a critical role for the organisation and is supported by a good relationship with the local community police.

Adult volunteering

ICET offers adult volunteering opportunities. Volunteers work alongside young people in the café, shop or front of house and external events. There is also a volunteer pianist. At present there are 18 adult volunteers. ICET monitors the volunteer hours and provides each volunteer with a volunteer contract.

Guest lectures

ICET delivers a guest lecture and workshop (on The Usual Place site) to Glasgow University students on the MA in Leadership and Management. ICET also provide placements for the students on the Leadership and Management course.



Research

ICET is involved with research on resilience with young people with additional support needs with the University of Glasgow. The project titled Fostering resilience in young people with additional support needs (ASN) using a 'settings' approach has taken place with the National Centre for Resilience at Glasgow University.

The peer reviewed research has been published in the Journal of Intellectual Disabilities.

ICET is also developing research involvement with the University of Glasgow, Crichton Carbon Centre, and the Scottish National Centre for Resilience, to co-create and co-deliver research into climate change and just transition for young people with additional support needs.

The objective is to develop inclusive training materials, approaches and resources and make the available with the required support to enable young people with additional support needs to be involved in inclusive climate action. This will ensure young people with additional support needs will be fully included in just transitions.

ICET faces the accumulation of different fundamental challenges for the organisation: a reduction in grant income and options for grant funding, reduced income to the café, increased costs for the café, increased salary costs and energy costs and uncertainty over different funding with decisions either being delayed or not made until close to the funded period.

ICET work in whole life transitions which straddle different Government departments (Learning Disabilities, Mental Health, Education, Health & Social Care).

In 2022-23



Income from the social enterprise café was £164,452



Grant income was £422,910



Staffing costs were £582,982



Other operating costs were £122,384

In addition to self-generated income, ICET is dependent on grant funding from trusts and foundations to drive its unique programmes forward, income from the café is unlikely to ever be sufficient to deliver this. The biggest demand on resources is staff costs.



STRATEGIC IMPORTANCE

Trainees, the senior leadership team and staff participate in a range of strategically significant advisory groups and boards. The primary aim of this contribution is to share the ICET model, its impact through a work first approach in reducing inequality and poverty and the gaps that continue to exist for this population. Current groups with ICET representation are:

- Disabled Children's Strategy Group (Dumfries and Galloway Council and NHS Dumfries and Galloway)
- NHS Dumfries and Galloway Complex Needs Programme Board
- Third Sector Dumfries and Galloway on the Local Employability and Skills Partnership
- The Scottish Parliament's Cross Party Group on Autism
- The Scottish Parliament's Cross Party Group on Learning Disability
- The Scottish Parliament's Cross Party Group on Changing Places Toilets
- The Scottish Parliament's Cross Party Group on Social Enterprise



Awards

Recent awards include:

- **DG Life Awards** - Young Community Champion (2022), awarded to Sarah Cronie, mentor
- **OT Awards** - Best Placement (Role Emerging) Winner (2020)
- **OT Awards** - Best Practice Educator (Role Emerging) Winner (2020) - awarded to Sandra McGrath, Early Enablement
- **SCDI Skills and Learning Award** (2020) - awarded to Morgan Deer, mentor

Disability Employment Gap

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Employment outcomes for people with learning disabilities are poor. At the point of the 2011 census the population size in Dumfries and Galloway was 151,324. Of this:

- There were 718 people of 151,324 with a learning disability
- 543 of 16-64-year-olds with a learning disability
- 52 people with a learning disability in paid employment
- 8.7% of adults with learning disabilities with paid employment in Dumfries and Galloway, compared with 55.9% of all adults.

The disability employment rate gap varies between local authorities. In 2021 Dumfries and Galloway had the **largest disability employment rate gap** in Scotland (41.9 percentage points).

Outcomes for ICET trainees so far...



in employment



self-employed



to mainstream
college



to volunteering



to Project
Search





SKILLS AND INDEPENDENCE

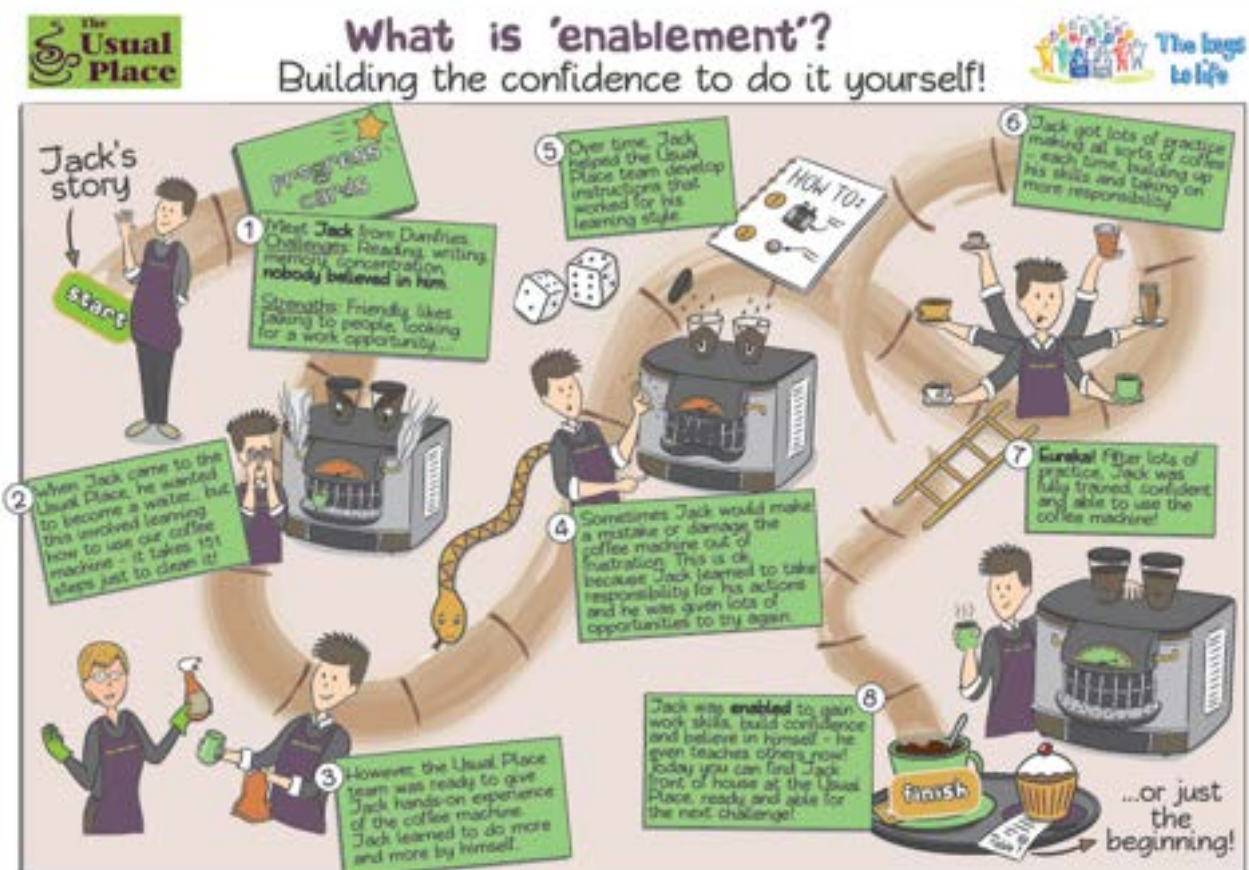
For this population ICET's work builds the foundations and skills for the transitions and experiences that individuals will encounter across their lives. These include:

- **Independent living skills** - cooking, cleaning, ironing, washing clothes, personal presentation, using money, communication skills.
- **Transport** - independent travel skills.
- **Housing** - connecting with professionals about their housing needs and developing skills for independent living.
- **Training** for civic and economic inclusion.
- **Work** - preparation for work in a real business and time management.



The capability the organisation has to prepare and upskill employers is also key to make sure that workplaces are more inclusive and that employment is long term.

This is illustrated by the What is 'enablement'? board game below which shows the steps to achieving confidence for ICET trainees.



SARAH'S CASE STUDY

Sarah is a young woman with a learning disability, a long term health condition and is a young carer. Growing up Sarah lived at home with her mum and her sister. Sarah's mum had been disabled and ill for many years of Sarah's childhood

Sarah cared for her mum and sister as well as coping with her learning disability and Diabetes requiring daily injections of insulin and dietary restrictions.

Sarah told us school was regularly interrupted because her mum was poorly, and Sarah was so afraid to leave her, It was very hard to cope with and only some people at really school understood what she had to deal with day to day helping her mum and her sister and why she was so afraid to leave her mum alone.

Sarah joined The Usual Place Team as a volunteer in 2019.

In Sarah's early weeks in The Usual Place she was full of anxiety, fear, lacking in confidence, self-worth and any hope. Sarah found it so hard to come out of her room at home and talk to us.

Staff enabled Sarah to cope with leaving the house and coming to The Usual Place, enabling Sarah to use public transport and meeting Sarah off the bus. Sarah found all this really hard and experienced great anxiety but the team spotted Sarah's potential and day by day Sarah's confidence and competence grew.

Sarah started in the shop because it provided a quieter environment with less people to talk to. Sarah struggled to talk at first but grew in confidence and it was clear Sarah had lots to say! Additionally, Sarah took on a work placement arranged by The Usual Place in La Maison in Dumfries. Sarah's confidence grew even more as she realised how good she was in the role.



Sadly, Sarah's mum died but her love, and encouragement had fanned the flames of Sarah's growing ambition and competence.

The pandemic meant that The Usual Place had to close but Sarah worked with us, through the Young Peoples Forum to keep everyone connected and join with other young people in talking to the Scottish Government about their circumstances and what needed to happen. Sarah had a role in encouraging and supporting young people online. Sarah did really well in this. Again, growing in confidence and in her ability to reach other young people through her unique experience.

During the pandemic Sarah worked with the staff team, developing social media skills. This was featured in Education Scotland's publication, What Scotland Learned.

Post pandemic, Sarah took advantage of Kickstart programme and achieved a paid job in The Usual Place. This was with the Front of House Team, a very busy environment in which Sarah now thrives. When this programme finished Sarah moved into a paid job as Mentor building on her skills and experience by deputising for the Front of House Lead when they are absent. In this role Sarah has to support the whole team, delegate and provide support for young people. Sarah is studying for an SVQ in Hospitality Services.

With thanks to funders - the Scottish Government, South of Scotland Enterprise, National Lottery Community Fund, Dumfries & Galloway Council, Holywood Trust and Building Brighter Futures Fund.





The Usual Place, Academy Street, Dumfries, DG1 1BZ



01387 253485



www.theusualplace.org



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Company Number: SC412597

Registered Charity in Scotland Number: SC050602.

Registered Office: The Usual Place, Academy Street, Dumfries, DG1 1BZ