

# Comprehensive Employment Strategy

## Phase Two Action Plan 2019- 2021

### SP1 - Build Skills, Capacity and Independence

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
1.1	Inspire teenagers and young adults with disabilities with effective messaging that will encourage them to focus on their strengths and talents.	HSE - Multi Disciplinary Teams and Others  National Council for Special Education	<ul style="list-style-type: none"> <li>• Extrapolate key messages from completed research</li> <li>• Convene focus groups to test key messages</li> <li>• Develop implementation plan to support roll out of key messages</li> <li>• Agree structure to disseminate key messages throughout the service delivery system on a phased basis</li> <li>• Disseminate key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of key messages in Q3 2019</li> <li>• Agreement and sign off of key messages in Q4 2019</li> <li>• Development of implementation plan by Q1 2020</li> <li>• Agreement of communication plan during Q2 2020</li> <li>• Roll out and dissemination of key messages on a phased basis throughout the sector to take place from Q3 2020 to Q4 2021</li> </ul>
1.2	Raise awareness of training and employment options for school - leavers	HSE, Department of Education and Skills and partners	<ul style="list-style-type: none"> <li>• Review HSE structure for attending to the needs of school leavers</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review of School Leaver Process in Q3 of 2019, 2020 and 2021</li> </ul>

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
			<ul style="list-style-type: none"> <li>• As this structure is staffed, identify Community Health Organisation areas where a liaison structure with educational services can be developed to improve the transition process for young people leaving school in the context of training and employment opportunities available to them</li> <li>• Strengthen the process to provide school leavers with information regarding training and employment opportunities through the school leaver process</li> <li>• Where the guidance service is appropriately populated, develop a liaison structure with colleagues in education to strengthen information provided regarding future training and work options and to support transitions</li> </ul>	<ul style="list-style-type: none"> <li>• SOLAS-led campaigns to promote the standing of further education and training</li> <li>• Revision of school leaver process to improve focus on information about training and employment opportunities in Q4 2019 and annually after that</li> <li>• Campaign for school leavers will coincide with Leaving Cert/CAO results in August 2019</li> <li>• Development of a liaison structure with Educational partners by Q2 2020</li> <li>• Deferred placement process reviewed and report developed by Q4 2020</li> <li>• Outcomes from deferred placement review considered regarding future applications in Q1 2021</li> </ul>

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
			<ul style="list-style-type: none"> <li>Review deferred placement process, report on same and consider outcomes</li> </ul>	
1.3	Provide access to all school leavers requiring specialist supports to an appropriate transition programme	Department of Education and Skills  National Council for Special Education (NCSE)  Solas  HSE  Department of Health	<ul style="list-style-type: none"> <li>Establish a steering group to oversee the development of a Transition Programme</li> <li>Establish a cross sectoral working group to develop a draft Transition Programme</li> <li>Agree arrangements for the piloting of this programme for school leavers</li> <li>Arrange for monitoring of the pilot during the two year programme</li> <li>Review the outcomes with a view to wider application</li> <li>NCSE information seminars topics expanded to include transitions</li> </ul>	<ul style="list-style-type: none"> <li>Steering Group established between NCSE and HSE in Q1 2019</li> <li>Working Group established to develop transition programmes in Q3 2019</li> <li>Draft Transition Programme developed by Q1 2020</li> <li>Piloting of Draft Transition Programme to commence for cohort of 2020 school leavers in Q4 2020</li> <li>Monitoring process in place to track progress of pilot and issues arising from Q4 2020 to Q4 2022</li> </ul>
1.4	Build capacity and deliver co production training programmes in line with the Recovery Framework 2018 -2021	HSE (Mental Health Service)	Delivery of Co Production Training and opportunities in each Community Health Organisation Mental Health service.	<ul style="list-style-type: none"> <li>Training programme designed in Q4 2018</li> <li>Facilitation of learning sets and recovery education programmes for approximately 1,000 people in 2019 (Q4), with this initiative continuing into 2020 and 2021</li> </ul>

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
				<ul style="list-style-type: none"> <li>Ensure that there is a co production element to the design and delivery of all mental health services</li> </ul>
1.5	Introduce measures to develop strong partnerships between Early Learning and Care (ELC) settings and primary schools to support transitions as part of a wider model of support	<p>Department of Children and Youth Affairs</p> <p>Department of Education and Skills</p>	<ul style="list-style-type: none"> <li>Roll out transition activities (including joint CPD) between ELC settings and primary schools, and introduce NCCA's reporting templates and associated support material</li> <li>Building on that work, develop a national approach to support the transitions experienced by children as they move into and through ELC settings</li> </ul>	<p><b>2019</b></p> <ul style="list-style-type: none"> <li>Establish and agree terms of reference for the Interdepartmental Group (IDG) to develop a policy model for transition actions in 'First 5'</li> </ul> <p><b>2020</b></p> <ul style="list-style-type: none"> <li>Finalise and publish the model for transition actions in First 5</li> <li>Set out implementation strands</li> </ul> <p><b>2021</b></p> <ul style="list-style-type: none"> <li>Implement strands of new model as agreed</li> </ul>
1.6	Ensure the necessary supports are in place to sustain learning for all children as they transition from ELC settings to primary school	<p>Department of Children and Youth Affairs</p> <p>Department of Education and Skills</p>	<ul style="list-style-type: none"> <li>Ensure AIM and the In-School and ELC Therapy Support Demonstration Model bring a focus to positive transitions from ELC to primary school</li> <li>This will require strong and early collaboration between ELC and primary school</li> </ul>	<p><b>2019</b></p> <ul style="list-style-type: none"> <li>Establish and agree terms of reference for the IDG to develop a policy model for transition actions in 'First 5' (Note: This IDG is also referred to under Action 1.5 above)</li> </ul> <p><b>2020</b></p>

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
			support services (e.g. Better Start Quality Development Services, National Council for Special Education)	<ul style="list-style-type: none"> <li>Finalise and publish the model for transition actions in First 5</li> <li>Set out implementation strands</li> </ul> <b>2021</b> Implement strands of new model as agreed
1.7	Manage the delivery of the Ability programme.	Department of Employment Affairs and Social Protection  Pobal	<ul style="list-style-type: none"> <li>Roll out of services (2018/19)</li> <li>All services fully operational by Q1 2019</li> </ul>	<ul style="list-style-type: none"> <li>Monitor data on take-up of programme at individual project level by young persons with disabilities, gathered every six months.</li> <li>Mid-term Evaluation 2019/20</li> <li>Final Evaluation 2021</li> </ul>
1.8	Promote access to the labour market for graduates with disabilities	Department of Employment Affairs and Social Protection	<ul style="list-style-type: none"> <li>WAM Programme delivered</li> <li>Get Ahead Programme delivered</li> </ul>	<ul style="list-style-type: none"> <li>Agreements entered into with provider/AHEAD as required</li> </ul>
1.9	Improve pre - apprenticeship programmes for learners, including persons with a disability, in order to facilitate progression to full apprenticeship programmes	Department of Education and Skills	<ul style="list-style-type: none"> <li>Increase the number of pre-apprenticeship programmes under the PLC banner to 500 to improve access for potential apprentices, including potential apprentices with a disability,</li> </ul>	<ul style="list-style-type: none"> <li>500 learners on pre-apprenticeship courses by Q3 2019</li> <li>The design of pre-apprenticeship programmes promotes access for people with a disability Q3 2019</li> </ul>

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
			<p>who may not meet specific entry requirements to enable them to access the full range of apprenticeships (both craft and new)</p> <ul style="list-style-type: none"> <li>• Comprehensive information to be made available on pre-apprenticeship courses via <a href="http://www.fetchcourses.ie">www.fetchcourses.ie</a></li> </ul>	<ul style="list-style-type: none"> <li>• Impact evaluation to take place in 2020</li> </ul>
1.10	Review FET programmes including traineeships to ensure their effectiveness and relevance for all, including persons with a disability	Department of Education and Skills	<ul style="list-style-type: none"> <li>• Youthreach, Vocational Opportunities Scheme, Specific Skills Training, and Specialist Training Provision will undergo a full evaluation.</li> <li>• SOLAS will develop a 'response document' to each evaluation outlining the policy recommendations to be implemented for each programme</li> </ul>	<ul style="list-style-type: none"> <li>• Publication of the evaluation of the National Youthreach Programme in Q2 2019</li> <li>• Publication of the Vocational Opportunities Scheme and Specific Skills Training reviews during Q3 2019</li> <li>• Evaluation of the Specialist Training Provision during Q4 2019</li> <li>• SOLAS to support Education and Training Boards (ETBs) in reviewing traineeship provision to ensure its accessibility to people with disabilities.</li> </ul>
1.11	Provide additional supports in FET for persons with a disability	Department of Education and Skills	<ul style="list-style-type: none"> <li>• Publish and disseminate guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Publication of case studies on the inclusion of learners with</li> </ul>

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
			<ul style="list-style-type: none"> <li>• Award contract for case study research and compilation</li> <li>• Produce meeting agendas and minutes at least every quarter</li> <li>• Establish Advisory Group</li> <li>• Draft Case Studies</li> <li>• Report Publication</li> </ul>	<p>intellectual disabilities in adult literacy and numeracy provision in Q4 2019</p> <ul style="list-style-type: none"> <li>• Development of Universal Design for Learning Guidelines for Further Education and Training – Phase 1 to be complete by Q4 2019</li> <li>• Synopsis compiled of professional development initiatives for FET teachers and tutors in supporting learners with disabilities, and outcomes used to guide additional initiatives by Q4 2019</li> </ul>
1.12	Progress recommendations relevant to the inclusion of Persons with disabilities in Review of Pathways to Participation in Apprenticeship report	Department of Education and Skills	<ul style="list-style-type: none"> <li>• Examine options to extend the bursary scheme to include people with disabilities</li> <li>• Set a baseline for disability target in 2019 with targets for 2020 and thereafter</li> <li>• Incorporate the national census questions on disability into apprentice</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline target set in Q2 2019</li> <li>• Decision in place by Q4 2019</li> <li>• Incorporate the national census questions on disability into apprentice registration and consider ways of gathering additional data on persons with autism and/or intellectual disabilities</li> </ul>

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
			registration as a means of gathering core robust data on participation apprenticeship by diverse groups	



## SP2 – Provide bridges and supports into work

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
2.1	Develop an implementation plan, subject to the results of the consultation exercise committed to by Government on Make Work Pay recommendations number 9 and 10, for the processes around “early engagement” with persons with disabilities through the Intreo service. The plan will address the key principles identified as part of the consultation process and provide for further input of persons with a disability and other groups	Department of Employment Affairs and Social Protection	<ul style="list-style-type: none"> <li>• Understanding the barriers to be overcome</li> <li>• Understanding and awareness of best practice</li> <li>• Progress will be reviewed as per recommendation # 24 of MWP</li> <li>• Implementation plan and communications plan developed</li> </ul>	<ul style="list-style-type: none"> <li>• Report published</li> <li>• Stakeholder engagement</li> <li>• Early Engagement Implementation and communications plan finalised Q4 2019</li> </ul>
2.2	Develop and strengthen the capacity of the Intreo service to support people with disabilities to get and maintain employment	Department of Employment Affairs and Social Protection	<ul style="list-style-type: none"> <li>• Understanding the barriers to be overcome</li> <li>• Learning from stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Training and capacity building to form part of the overall Early Engagement Implementation and Communications plan Q4 2019</li> </ul>
2.3	Transfer the Wage Subsidy Scheme (WSS) to a new ICT platform with business process improvements and better reporting capabilities	Department of Employment Affairs and Social Protection	<ul style="list-style-type: none"> <li>• WSS business process mapped</li> <li>• Reporting requirements identified</li> <li>• ICT solution developed</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of new ICT functionality from Q2 2019</li> </ul>
2.4	Review the operation of the Reasonable Accommodation Fund	Department of Employment	<ul style="list-style-type: none"> <li>• Understanding the barriers to be addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Examine current provision / supports funded</li> </ul>

	that provides financial supports to employers to retain and recruit persons with a disability in order to improve its delivery and effectiveness and to improve employment outcomes	Affairs and Social Protection	<p>through the provision of reasonable accommodations funding</p> <ul style="list-style-type: none"> <li>• Understanding and awareness of good practice</li> <li>• Understanding of the employer's perspective</li> <li>• Will be complemented by NDA review of reasonable accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Review of literature on good practice in reasonable accommodation &amp; review WRC cases on reasonable accommodations for persons with disabilities – link with NDA – in Q3 2019</li> <li>• Stakeholder engagement in Q3 2019</li> <li>• Finalisation of review in Q4 2019</li> <li>• Implementation in Q1 2020</li> </ul>
2.5	Implement the YESS work experience placement programme specifically targeted at young jobseekers including persons with a disability aged 18-24 years of age who face barriers to employment	Department of Employment Affairs and Social Protection	<ul style="list-style-type: none"> <li>• Annual review of participation levels</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of take-up of scheme by persons on disability payment.</li> </ul>
2.6	Implement the key recommendations of the Indecon report in relation to the EmployAbility service in order to improve the strategic and operational capacity of the service as part of the overall Comprehensive Employment Strategy objectives and the effective management of the public employment service	Department of Employment Affairs and Social Protection	<ul style="list-style-type: none"> <li>• Indecon recommendations to be incorporated into the review and design of the contract and operational guidelines for the delivery of the service</li> </ul>	<ul style="list-style-type: none"> <li>• Agreements entered into with contractors as required</li> </ul>

2.7	Create a strategy that promotes and supports entrepreneurship and self-employment for people with a disability	Department of Business, Enterprise and Innovation Enterprise Ireland  National Disability Authority	<ul style="list-style-type: none"> <li>• Entrepreneurship/self-employment strategy for people with a disability in Enterprise Ireland</li> <li>• One to one mentor support in place</li> <li>• Awareness campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement for introduction of scheme by Enterprise Ireland Management Board</li> <li>• Introduction of a broad based programme offering basic information and training to a large audience of people with disabilities</li> <li>• Development of awareness campaign which utilizes success stories of self-employed and entrepreneur role models with a variety of disabilities</li> <li>• Assessment of uptake of programme</li> </ul>
2.8	Develop a pilot initiative in cooperation with other Government bodies and stakeholders aimed at enhancing the ability of job candidates with disabilities to avail of employment opportunities in Foreign Direct Investment (FDI) companies.	Department of Business, Enterprise and Innovation  IDA Ireland	<ul style="list-style-type: none"> <li>• Introduction of a pilot initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Desk review of relevant policies and initiatives already in operation in FDI companies</li> <li>• Survey a sample of companies to ascertain what they see as the key obstacles and opportunities to increase the potential of persons with disabilities to avail of employment opportunities</li> <li>• Consult with and agree necessary cooperation and coordination with DEASP and other Government departments/agencies</li> <li>• Design a pilot initiative in cooperation with other Government bodies and stakeholders</li> </ul>

				<ul style="list-style-type: none"> <li>• Seek approval of pilot initiative from relevant authorities</li> <li>• Launch pilot initiative</li> <li>• Review operation and outcomes of pilot initiative</li> </ul>
2.9	Facilitate the concept of car sharing beyond the car sharing website and voluntary car schemes that currently exist and tailor that provision for those with a disability	National Transport Authority	Pilots established and feasibility of extension examined	<ul style="list-style-type: none"> <li>• Consult local link offices to identify suitable pilot areas</li> <li>• Agree eligible criteria conditions</li> <li>• Design pilot</li> <li>• Commence pilot in Q4 2019</li> <li>• Monitor</li> <li>• Review after one year of operation</li> <li>• Decision on possible extension in 2020 subject to available funding</li> </ul>
2.10	Enhance the passenger assistance concept further for assisting people with a disability to plan their public transport journeys	National Transport Authority	Existing system improved and possible extension considered	<ul style="list-style-type: none"> <li>• Assessment of the current provision and demand for the service</li> <li>• Examine best practices internationally</li> </ul>
2.11	Examine the introduction of conditions on licensed commercial operators of public transport services to provide wheelchair accessible vehicles	National Transport Authority	<ul style="list-style-type: none"> <li>• Regulatory assessment complete</li> <li>• Conditions inserted on licenses for public transport services to provide accessible fleet.</li> <li>• Proposals developed</li> <li>• Increase percentage of commercial licensed services that are provided</li> </ul>	<ul style="list-style-type: none"> <li>• Regulatory assessment complete in 2019</li> <li>• Consultations with commercial operators</li> <li>• Public consultation in 2019</li> <li>• Proposals developed and implemented from Q4 2019</li> </ul>

			with a wheelchair accessible bus	
2.12	Simplify the fares structure across the public transport modes to make them easier to understand	National Transport Authority	Reduction in number of fare types	<ul style="list-style-type: none"> <li>• Use the steps involved in the annual process as milestones</li> <li>• Repeated annually 2019-2021</li> </ul>
2.13	Improve the functionality and the availability of the Leap Card so that paying for public transport is easier for people with a disability.	National Transport Authority	Next generation ticketing system in operation	<ul style="list-style-type: none"> <li>• Survey users to ascertain what improvements could be made in the Leap Card scheme in 2019</li> <li>• Consult users with a disability on what should be introduced in the next generation ticketing system to assist their payments in 2020</li> </ul>
2.14	Facilitate the increase in the number of wheelchair and accessible taxis across the State by allowing smaller vehicles and incentivising purchase or adaption of those vehicles	National Transport Authority	<ul style="list-style-type: none"> <li>• Percentage of Wheelchair Accessible Vehicles (WAV) and their location throughout the country</li> <li>• Deliver 100% target by 2035 subject to available funding</li> </ul>	<ul style="list-style-type: none"> <li>• Annual steps taken re WAV Grant Scheme</li> <li>• 12% by end of 2020, 15% by 2021 subject to availability of funding</li> </ul>
2.15	Provide a subsidy to fund the provision of public transport services throughout the state	National Transport Authority	<ul style="list-style-type: none"> <li>• Subject to budgetary provisions provide a 10% increase in subsidised services over period</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the travel demand each year and provide a service to meet that demand</li> </ul>
2.16	Invest in bus fleet to increase the number of wheelchair accessible vehicles in the provision of public transport services	National Transport Authority	<ul style="list-style-type: none"> <li>• 50 low-floor regional vehicles added to the PSO fleet in 2019/2020</li> <li>• An additional 30 low floor regional fleet to be provided in 2020/2021</li> </ul>	<ul style="list-style-type: none"> <li>• 50 low-floor regional vehicles added to the PSO fleet in 2019/2020</li> <li>• An additional 30 low floor regional fleet to be provided in 2020/2021 subject to availability of funding</li> </ul>

			subject to availability of funding	
2.17	Invest in supporting infrastructure to increase their level of accessibility i.e. bus stops, bus and rail stations and bus ramps	National Transport Authority	<ul style="list-style-type: none"> <li>• Delivery of 86 accessible bus stops in 43 towns each with a population over 5,000 (one stop in each direction)</li> <li>• Complete works so that 80% of train stations are wheelchair accessible with assistance</li> <li>• Complete works so that 50% of bus stations are wheelchair accessible with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop programme of works in 2019 and commence works</li> <li>• Deliver programme by end of 2021 subject to available funding and local authority co-operation</li> <li>• Develop programme of works in 2019 and commence works</li> <li>• Deliver programme by end of 2021 subject to available funding</li> <li>• Develop programme of works in 2019 and commence works</li> <li>• Deliver programme by end of 2021 subject to available funding</li> </ul>
2.18	Broaden the range of information tools that are currently available to ensure that they include the information that a person with a disability needs to know in order to take a public transport journey e.g. the National Journey Planner is being developed to include an option to plan a step free journey	National Transport Authority	<ul style="list-style-type: none"> <li>• Deliver a Step Free Journey Planner</li> <li>• Irish Rail pilot on station signage</li> </ul>	<ul style="list-style-type: none"> <li>• Step Free Journey Planner delivered by Q4 2020</li> <li>• Pilot on station signage completed in 2019</li> <li>• Rollout to all stations will begin in 2021 subject to available funding</li> </ul>
2.19	Implement on board announcements of next stops on all public transport to assist those with a visual impairment	National Transport Authority	<ul style="list-style-type: none"> <li>• Completion of Next Stops project for BE PSOI services</li> </ul>	<ul style="list-style-type: none"> <li>• Scope out the project by end 2019</li> <li>• Deliver next stop announcements on 50% of all PSO BÉ bus services by end 2020; 75% by end 2021 subject to funding</li> </ul>

			<ul style="list-style-type: none"> <li>• Irish Rail/DART next stop announcement system</li> </ul>	<ul style="list-style-type: none"> <li>• Scope out project by end 2019</li> <li>• Commence tendering in 2020</li> <li>• Deliver 100% of next stop announcements on DART by end 2022 subject to available funding</li> </ul>
2.20	Seek to regularise the status of current users of HSE-funded day services that are involved in elements of work that do not conform to Employment and Equality Legislation.	HSE and Service providers	<ul style="list-style-type: none"> <li>• Identify service users in three day service locations throughout the country.</li> <li>• Get agreement at local area to develop a coordinated approach to exploring initiatives to regularise the work component of these people's day placements.</li> <li>• Establish three local area coordinating committees of relevant stakeholders to identify initiative to address this issue</li> <li>• Develop proposals to address the regulation of the work component for these service users</li> <li>• Agree initiatives and proceed to implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Service locations identified and agreement from service users engaged in work activities to participate in pilot process in Q3 2019</li> <li>• Local coordination committee established in Q4 2019</li> <li>• Proposals developed to address work regularisation issue in Q2 2020</li> <li>• Agreement secured to pilot proposals in three locations by Q3 2020</li> <li>• Proposals implemented in three pilot sites by Q4 2020</li> <li>• Pilots reviewed in Q1 2021</li> <li>• Further sites identified for action</li> </ul>

			<ul style="list-style-type: none"> <li>• Review pilot site outcomes and select further sites to apply successful outcomes</li> </ul>	
2.21	Use Person Centred Planning (PCP) to discuss training and employment services with service users	HSE and Service Providers	<ul style="list-style-type: none"> <li>• Within the implementation structure for the PCP Framework, arrange for the dissemination of information on training and employment opportunities for people with disabilities throughout the PCP demonstration sites in 2019.</li> <li>• Review demonstration site outcomes</li> <li>• Agree approach for wider dissemination to the system</li> </ul>	<ul style="list-style-type: none"> <li>• Information on Training and Employment incorporated into the foundation base of the Person Centred Planning process in Q2 2019</li> <li>• PCP Demonstration sites work reviewed with a focus on information relating to training and employment in Q4 2019</li> <li>• PCP Implementation Plan agreed for all day services in Q1 2020</li> <li>• PCP Implementation Plan progressed on phased basis in Q2 2020 and onwards</li> </ul>
2.22	Provide coordinated and seamless support through the introduction of an Independent Placement Support (IPS) into each of the nine Community Healthcare Organisations (CHOs)	HSE (Mental Health Service)	Provision of employment support to a proportion of mental health service users	<ul style="list-style-type: none"> <li>• 29.5 IPS employment specialists have been employed in Q4 2018 across all CHO areas, 23.5 from the Service Reform Fund and 5 from the Clinical Programme Initiative</li> <li>• Each Employment Specialist is to have a caseload of 15 to 20 persons by Q1 2019</li> </ul>



				<ul style="list-style-type: none"> <li>• Referrals for the IPS service are to come from adult mental health teams</li> <li>• Target of 50% of all referrals to progress into employment</li> <li>• Due to the nature of mental health illness, the number of people who gain employment may fluctuate due to ongoing psychosis.</li> </ul>
2.23	Promote the use of the Education Passport to support the transfer of pupil information on progress and achievement in learning from primary to post-primary school and the home	Department of Education and Skills	<ul style="list-style-type: none"> <li>• NCCA to review draft SEN form developed as part of the Education passport to take account of the new GAM and wider developments and practices supporting children with SEN as they move from primary to post-primary school.</li> </ul> <p><b>Promotion of Passport Materials</b></p> <ul style="list-style-type: none"> <li>• NCCA to promote the availability of the passport through tweets and copies of info@ncca.ie.</li> <li>• The Education Passport referenced in annual</li> </ul>	Work related to the draft SEN form will be concluded by Q4 2019

			circular issued from Department of Education and Skills to primary schools in late spring/early summer	
2.24	Implement recommendations arising out of the review of Career Guidance provision as they relate to SEN learners, progression and participation in FET and HE.	Department of Education and Skills	<ul style="list-style-type: none"> <li>• Publication of review in early 2019</li> <li>• Implementation Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Examination by the Internal Taskforce of the recommendations in the Report</li> <li>• Development by the Taskforce of a prioritised implementation plan</li> </ul>

## SP3 – Make work pay

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
3.1	Consider what aspects of the Partial Capacity Benefit scheme should be changed, in light of the implementation of the early engagement programme, with the aim of improving the effectiveness of the scheme.	Department of Employment Affairs and Social Protection	The Partial Capacity Benefit Review contains a number of differing recommendations covering legislation, early engagement and operational changes. Progress will be considered in the overall context of the	Progress Report in Q4 2019

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
			approach to early engagement (referenced in earlier priority)	
3.2	Include in DEASP's communications strategy information on the benefits people with disabilities will still be entitled to if they are in employment	Department of Employment Affairs and Social Protection	Understanding best practice approaches to communications for persons with disabilities	<ul style="list-style-type: none"> <li>Communications materials updated in line with budget cycle</li> <li>Early Engagement Implementation and communications plan Q4 2019</li> </ul>
3.3	Proof all new schemes or reforms at design stage in order to ensure that they contribute to the MWP objectives	Department of Employment Affairs and Social Protection		Addressed as part of the Early Engagement Implementation and communications plan in Q4 2019
3.4	Review the Disability Allowance earnings disregard at regular intervals taking into account developments in the wider economy	Department of Employment Affairs and Social Protection	Link to preparations for annual Budget process	Q3 2019
3.5	Strengthen data collection efforts and the research and evaluation capacity to inform policymaking	Department of Employment Affairs and	<ul style="list-style-type: none"> <li>Incorporated into DEASP's broader data strategy</li> </ul>	Q4 2021

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
		Social Protection	<ul style="list-style-type: none"> <li>• Use better data to review Early Engagement approach</li> </ul>	
3.6	Support relevant departments in the implementation of the Make Work Pay Recommendation No. 5 (“Undertake a review of transport supports encompassing all Government funded transport and mobility schemes for people with disabilities, to enhance the options for transport to work or employment supports for people with disabilities, and to make proposals for development of a coordinated plan for such provision. This Plan should have regard to making the most efficient use of all available transport resources.”	<p>Department of Justice and Equality</p> <p>National Disability Authority</p> <p>Department of Transport, Tourism and Sport</p> <p>National Transport Authority</p> <p>National Disability Authority</p>	<ul style="list-style-type: none"> <li>• Provide membership to cross-departmental group</li> <li>• Commission and oversee research, as required to guide considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Membership of working group Q3 2019</li> <li>• Support research and consultation in Q1 and Q2 2020</li> </ul>

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
3.7	Support relevant departments in the implementation of the Make Work Pay Recommendation No. 3. (“Develop and bring forward proposals to address access to or affordability of necessary aids/ appliances/ assistive technology required for everyday living for those people with disabilities whose entry, retention or return to work could be jeopardised by being unable to afford these items, given the level of employment income, and whose needs are not met by other schemes of assistance.”)	Department of Justice and Equality  National Disability Authority  Department of Health/HSE  Department of Employment Affairs and Social Protection	<ul style="list-style-type: none"> <li>• National Disability Authority to support the Department of Justice and Equality to convene round table to consider next steps</li> <li>• Commission and oversee research, as required, to guide considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Membership of working group Q3 2019</li> <li>• Support research and consultation in Q1 and Q2 2020</li> </ul>
3.8	Provide employment opportunities for peer support workers and area leads for mental health engagement through the Remuneration and Reimbursement Register	HSE (Mental Health)	The engagement and paying of people for work done as experts by experience	<ul style="list-style-type: none"> <li>• Recruitment of a Mental Health Engagement Head of Service with lived experience (General Manager level) by Q1 2019</li> <li>• Recruitment of an additional 10 Peer Support Workers across all Community Health Organisations by Q4 2019</li> <li>• Recruitment of additional peer educators for Recovery Colleges by Q4 2019</li> </ul>

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
				<ul style="list-style-type: none"> <li>• Establishment of a Peer Support worker on each Community Mental Health Team by 2024</li> <li>• The R and R register is fully established and consistent with financial regulations in the public service, revenue regulations and social Welfare Schemes</li> </ul>

## SP4 – Promote job retention and re-entry to work

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
4.1	Supply qualitative and quantitative statistics in relation to WRC adjudication and mediation cases where disability is a central issue	Department of Business, Enterprise and Innovation  Workplace Relations Commission		This analysis to feed into a wider cross agency study reviewing ‘reasonable accommodation’ practice in Ireland.
4.2	Work with relevant departments to develop policy advice for a national programme of Vocational Rehabilitation (VR) with due regard to medical/neuro models currently being implemented	National Disability Authority	<ul style="list-style-type: none"> <li>• Produce policy advice paper on VR</li> <li>• Disseminate policy advice paper</li> </ul>	<ul style="list-style-type: none"> <li>• Develop policy advice in Q4 2019</li> <li>• Share policy advice with relevant government departments in Q1 2020</li> <li>• Disseminate paper with sector in Q1 2020</li> </ul>
4.3	Work with relevant departments to develop pilot approach to implementation of national programme of vocational rehabilitation and evaluation recording	National Disability Authority	<ul style="list-style-type: none"> <li>• Support relevant government departments to ensure a national approach to VR is introduced</li> <li>• Support establishment of advisory group to oversee VR recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Bilateral engagement with relevant departments and agencies in Q1 2020</li> <li>• Post bilateral support Implementation of pilot in Q2 2020</li> <li>• Evaluation of pilot approach in Q4 2021</li> <li>• Recommendations on next steps in Q4 2021</li> </ul>

			<ul style="list-style-type: none"> <li>• Support the development of a VR pilot phase</li> <li>• Support evaluation of pilot outcomes</li> <li>• Report on evaluation outcomes, including recommendations for scaling any system tested</li> </ul>	
4.4	Deliver IPS service within each CHO	HSE (Mental Health)	Provision of employment support to a proportion of mental health service users.	Progression into employment for 50% of those provided with IPS – 15 to 20 people for each Employment Specialist (29.5 Employment Specialists in post Q4 2018 – 24.5 from the SRF initiative in mental health and 5 from appointed as part of clinical programmes initiative. )
4.5	Support all actions in Strategic Priority 4 and engage where appropriate in providing advice on job retention	Irish Congress of Trade Unions		



## SP5 – Provide coordinated and seamless support

	<b>Actions</b>	<b>Responsible Body</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
5.1	Delivery of the agreed policy of the CES 5.1 report and the demonstration pilots identified by the interdepartmental implementation group	<p>National Disability Authority</p> <p>Department of Employment Affairs and Social Protection</p> <p>Department of Health/HSE</p> <p>Department of Education and Skills</p>	<ul style="list-style-type: none"> <li>• Support delivery of implementation plan actions</li> <li>• Continued facilitation of cross departmental working group</li> <li>• Develop observations from testing of coordinated policy, to ensure changes to the system</li> <li>• NDA prepares independent advice on implementation if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Publish Report of the 5.1 Working Group</li> <li>• Facilitate working group meetings from Q1 2019</li> <li>• Identification of pilot sites by Q1 2019</li> <li>• Analysis of learning from pilot sites starting Q3 2019</li> <li>• Continued liaison with cross departmental steering group</li> <li>• Learning from testing</li> <li>• Implementation of changes to system</li> </ul>

		Department of Justice and Equality		
5.2	Review exiting protocols or where necessary put in place new protocols with the range of State-funded Disability Service Providers to work in partnership with Intreo offices to advance common objectives, and support people with disabilities to fulfil their employment ambitions	Department of Employment Affairs and Social Protection		To form part of the Early Engagement Implementation and Communications plan Q4 2019
5.3	Support the development of coherent pathways from further education to higher education that support the transition of students, including students from target groups identified in the National Access Plan which includes students with a disability	Department of Education and Skills	<ul style="list-style-type: none"> <li>• The SOLAS led Transitions Sub-Group (part of the wider DES led Transitions Group) to work with FET and HE partners to make recommendations on how best to position further education and training qualifications for points and entry purposes into higher education</li> <li>• The Sub-Group is also mapping and evaluating current FET-HE transitions practice and data across the Further and Higher Education Sectors</li> <li>• The Sub-Group will develop proposals so that education and training qualifications from the FET sector are recognised for</li> </ul>	<ul style="list-style-type: none"> <li>• Sub-Group Report to be published in Q2 2019</li> <li>• Updates from the FET-HE sub group will be a standing agenda item for meetings of the Steering Group of the NAP</li> </ul>

			<p>entry into Higher Education in an agreed and consistent manner</p> <ul style="list-style-type: none"> <li>• The Sub-Group will also examine specific issues relating to the transition for learners from further education and training into third level</li> </ul>	
5.4	Following the publication of the Progress Review of the National Plan for Equity of Access to Higher Education (2015-2019), revise targets to increase participation by under-represented groups, including students with disabilities and progress implementation plan over period to 2021	Department of Education and Skills	<ul style="list-style-type: none"> <li>• Increase targets for some groups where targets have exceeded the original NAP target set for 2019</li> <li>• New targets set to 2021</li> </ul>	A stakeholder consultation process will take place in 2020 to review the current NAP and inform the development of the next NAP
5.5	Establish a pilot of a new School Inclusion Model for children with special educational and additional care needs involving up to 75 participating schools in the Community Healthcare Organisation Area (CHO7)	<p>Department of Education and Skills</p> <p>National Council for Special Education</p> <p>HSE</p>	<ul style="list-style-type: none"> <li>• A new frontloaded allocation model of SNAs to be allocated in line with profiled need having regard to the approach taken by the New Allocation Model for Special Education Teachers which was introduced in September 2017</li> <li>• Expansion of the National Educational Psychological Service (NEPS) to support pilot schools</li> <li>• Continuation of the pre-school and in-school Therapy Demonstration Project in the pilot area to ensure a</li> </ul>	<ul style="list-style-type: none"> <li>• A cross-departmental steering group established in Q2 2019</li> <li>• Consultation with stakeholders on development of the Model (which commenced in Q2 2019)</li> <li>• Implementation of pilot commenced for 2019/20 school year</li> </ul>

			<p>wrap-around service for the pilot schools</p> <ul style="list-style-type: none"> <li>• The establishment, on a pilot basis, of an NCSE Regional Support Team in the Community Healthcare Organisation area (CHO 7) in which the pilot is to take place, to include specialists in relevant disciplines, in order to inform teacher Continuing Professional Development and best practice in schools in that area</li> <li>• The development of a National Training Programme for SNAs and a pilot roll-out</li> <li>• The provision of a nursing service for children with complex medical needs in schools to complement existing HSE-supported nursing provision; and</li> <li>• The trialing in the NCSE of a new functional operating model in order to better reflect the establishment of the NCSE Support Service and regional teams, and to more fully integrate supports for the piloting of the new model</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of pilot beginning in 2019/20school year</li> </ul>
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5.6	National Council for Special Education (NCSE) to develop policy advice on special classes and special schools to examine whether placement in specialist settings brings about improved educational outcomes and experiences, relative to their ability, for students with special educational needs	Department of Education and Skills	NCSE to progress policy advice on special classes and special schools, with report submitted by end of June 2020	
5.7	Development of an evaluation framework to monitor outcomes in special education needs provision	Department of Education and Skills	<ul style="list-style-type: none"> <li>• Joint spending review paper prepared by the Department of Public Expenditure and Reform, and Department of Education and Skills</li> <li>• Trialing the approach to evaluating outcomes in the piloting of the new School Inclusion Model</li> </ul>	<ul style="list-style-type: none"> <li>• Publication of spending review paper in Q3 2019</li> <li>• Initiation of evaluation framework for School Inclusion Model before the end of Q4 2019</li> </ul>
5.8	Engage with the work of the implementation group overseeing the report and recommendations of the review of the Fund for Students with a Disability (FSD).	Department of Education and Skills	<ul style="list-style-type: none"> <li>• Implementation of the funding model continues on a phased basis for 2019</li> <li>• Further work during 2019 in relation to implementation of other recommendations</li> </ul>	Further work during 2019 in relation to implementation of other recommendations as well as full implementation of funding model
5.9	Explore options to extend the FSD to part-time students in consultation with the FSD Implementation Group	Department of Education and Skills	<ul style="list-style-type: none"> <li>• Reporting from institutions in 2019 on the extent to which institutions have availed of the extension of the FSD to part-time courses, including pilot projects</li> </ul>	

			<ul style="list-style-type: none"> <li>• Annual review of guidelines governing FSD</li> <li>• Implementation review group will continue to meet</li> </ul>	
5.10	Develop the real time information system both on street and on web and smart phone applications to be more accessible and to include real time information that is of value for a passenger with a disability e.g. wheelchair symbol on real time information identifying services that are wheelchair accessible	National Transport Authority	<ul style="list-style-type: none"> <li>• Reduction in pre-booking times for rail services</li> <li>• 60 new RTPI signs installed</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver Irish Rail booking App for all commuter rail servicers by end 2019 (four-hour advance booking period)</li> <li>• Deliver walk-up service for wheelchair access on all intercity service by end 2020</li> <li>• 20 new RTPI signs delivered each year.</li> </ul>
5.11	Develop the model of door to door community transport provision that is currently being provided in isolated rural areas	NTA	Pilot scheme introduced in urban area	<ul style="list-style-type: none"> <li>• Identify suitable pilot areas in 2020</li> <li>• Agree eligible criteria conditions</li> <li>• Design Pilot</li> <li>• Commence Pilots Q4 2021</li> <li>• Monitor for a year</li> <li>• Review operations and decide whether to extend service</li> </ul>

## SP6 – Engage Employers

	<b>Actions</b>	<b>Department</b>	<b>Deliverables and Measuring Progress</b>	<b>Milestones</b>
6.1	Raise awareness among employers of services and supports for the recruitment and retention of persons with disabilities through the planning and implementation of an employer information campaign	Department of Employment Affairs and Social Protection	<ul style="list-style-type: none"> <li>• Employer information campaign planned</li> <li>• WSS on ICT solution Q2 2019</li> <li>• RAF reviewed Q4 2019</li> <li>• Employer Pack reviewed</li> </ul>	Employer information campaign to commence in Q4 2019
6.2	Develop a pilot Civil Service internship for people with disabilities that could lead to permanent positions including consultation with public sector unions.	Department of Public Expenditure and Reform in conjunction with participating departments/offices	Proactive recruitment strategies for the public sector	Pilot Scheme in operation – annual review
6.3	Ensure that customers with disabilities will be able to access on-line services and supports.	Department of Business, Enterprise and Innovation  Local Enterprise Agencies	Revised and accessible website for Local Enterprise Agencies at <a href="https://www.localenterprise.ie/">https://www.localenterprise.ie/</a>	Revision and update of website and online presence
6.4	Review part 5 process to improve levels of engagement and accuracy	National Disability Authority	Research on good practice in monitoring <ul style="list-style-type: none"> <li>• Recommendations on amendments to current system</li> </ul>	<ul style="list-style-type: none"> <li>• Commission research in Q1 2019</li> <li>• Consult with stakeholders in Q3 2019</li> <li>• Prepare advice in Q4 2019</li> </ul>

			<ul style="list-style-type: none"> <li>• Legislative changes if required</li> <li>• Update monitoring process</li> <li>• Review outcome after one year of implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminate new tools &amp; reporting mechanisms in Q2 2020</li> </ul>
6.5	Examine the current provision of reasonable accommodation to guide good practice including consultation with health and civil service unions	National Disability Authority	<ul style="list-style-type: none"> <li>• Understanding the barriers to provision of reasonable accommodations</li> <li>• Understanding and awareness of good practice</li> <li>• Research – informed guidance for employers</li> <li>• Review of impact of guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Review of literature on good practice in reasonable accommodation – national &amp; international by Q2 2019</li> <li>• Review of WRC cases on reasonable accommodation for persons with disabilities – barriers and opportunities by Q3 2019</li> <li>• Development of guidance for employers, including case studies in Q2 2020</li> <li>• Survey of impact/awareness among employers in Q4 2020</li> </ul>
6.6	Explore cost benefit analysis of employer supports in context of reducing number of persons with disabilities who are unemployed	National Disability Authority	<ul style="list-style-type: none"> <li>• Identification of sample group</li> <li>• Analysis of current spend</li> <li>• Research on costs of supporting persons across spectrum of need in new models of support</li> <li>• Develop report</li> <li>• Identify next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of current spend complete by Q3 2019</li> <li>• Research on likely future spend complete by Q2 2020</li> <li>• Report available by Q4 2020</li> </ul>



6.7	Develop a defined programme of work on employer engagement, informed by cross-sectoral workshop outputs	National Disability Authority	<ul style="list-style-type: none"> <li>• Host workshop to identify a programme of work to support SP6</li> <li>• Key learning and next steps identified</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop completed in Q3 2019</li> <li>• Range of follow-up actions identified in Q4 2019</li> <li>• Actions progressed from Q4 2019 forwards</li> </ul>
6.8	Promote the employment of people with disabilities within the HSE	HSE	<ul style="list-style-type: none"> <li>• Get commitment from HSE National HR to develop initiatives to support the employment of people with disabilities as employees within the HSE</li> <li>• Establish working group to explore and agree potential initiatives</li> <li>• Arrange for piloting of appropriate initiatives with HSE National HR</li> <li>• Review pilots and agree next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment achieved from HSE National HR Department by Q3 2019</li> <li>• Working Group established in Q4 2019</li> <li>• Pilot Initiatives agreed in Q1 2020</li> <li>• Pilot initiatives implemented Q2, 3 and 4 2020</li> <li>• Pilot initiatives reviewed and next steps agreed by Q1 2021</li> </ul>
6.9	Disseminate regular information on the comprehensive employment strategy to the Regional Skills Fora and request that through their communication channels, employers are also made aware of the strategy and its ambition to provide enhanced opportunities for people with disabilities.	Department of Education and Skills  Department of Justice and Equality	RSF will disseminate as and when required to their Fora members	

6.10	Enable opportunities for people with disabilities within Civil Service competitions.	<p>Department of Public Expenditure and Reform</p> <p>Public Appointments Service</p>	<ul style="list-style-type: none"> <li>• PAS encourages people with disabilities to apply for positions advertised for which they have the basic qualifications</li> <li>• PAS ensures that its recruitment and selection process accords with its principals of fairness, equality and merit based selection</li> <li>• PAS makes all reasonable efforts to accommodate any requirement.</li> <li>• Explore further recruitment methods and international best practice for recruiting people with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• About 2% of applicants for open EO and CO competitions apply for reasonable accommodation</li> <li>• PAS has started to collect information on a number of areas including disability to better understand the numbers applying and their success rate</li> <li>• Information should be available in Q3 2019</li> <li>• Inform disability organisations of competitions</li> <li>• DPER to issue a short note on reasonable accommodation by Q1 2019</li> </ul>
6.11	Introduce a pilot civil service internship scheme with the possibility of full time positions at the end	Department of Public Expenditure and Reform	<ul style="list-style-type: none"> <li>• Six departments participating</li> <li>• Internship at Clerical Officer Grade</li> <li>• Internship operates for 12 months</li> <li>• Examine possibility of carving out roles and/or shorter working week</li> </ul>	<ul style="list-style-type: none"> <li>• Consult widely with Departments and disability organisations in Q1 2019</li> <li>• Create a senior public service group to act as champions</li> <li>• Internship advertised in Q2 2019</li> <li>• Report on initiative</li> </ul>

			<ul style="list-style-type: none"> <li>• Offer through a competition a number of permanent positions</li> </ul>	
6.12	<p>Fund and oversee the development and delivery of employer awareness-raising materials that would enable employers to:</p> <ul style="list-style-type: none"> <li>• Understand disability</li> <li>• Understand their statutory obligations regarding disability</li> <li>• Understand how best to support people with disabilities in employment</li> <li>• Consider HR and Equality issues</li> <li>• Ensure disability-friendly and inclusive work-places</li> <li>• Consider all stages of the employment journey such as recruitment, interviews and career progression.</li> </ul>	National Disability Authority	<p>Development of an awareness training module that:</p> <ul style="list-style-type: none"> <li>• Can be delivered online and/or in person</li> <li>• Covers employer needs (based on the EDI report)</li> <li>• Can be implemented regardless of size of the organisation, or whether it is public or private</li> <li>• Covers the different categories of disability (focused on function rather than disability label)</li> </ul>	<ul style="list-style-type: none"> <li>• Development of the training materials</li> <li>• Delivery of training materials in selected locations</li> <li>• Measurement of the impact of the training – i.e. against the Employer Disability Information service survey as a baseline and some important KPI's</li> <li>• Written report to inform decisions about 2020 and beyond</li> <li>• Universal Design principles applied to all project materials, where practicable</li> </ul>
6.13	<p>Develop a multi-faceted programme, similar to SeeChange, to promote awareness among employers and other key stakeholders of the opportunities represented by employees with disabilities.</p> <p>This programme will include capacity building for employers and positive</p>	<p>Department of Justice and Equality</p> <p>IBEC</p> <p>ICTU</p>	Planning to be undertaken in 2019	Programme to start in January 2020 with public launch

	<p>action measures to support the recruitment and retention of people with disabilities in employment.</p>	<p>Employer Representative Groups</p> <p>Government Departments</p> <p>Disability Organisations</p> <p>Major representative groups in Sports/Arts</p>		
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