

## TRAINEE DEVELOPMENT

Overall the programme aims to assist trainees to move beyond the school environment, helping them to develop:

- Independence
- Self-confidence
- Self-esteem
- A sense of achievement
- Build a CV

## YOUTH FORUM

The trainees will have the opportunity to become part of a forum, The forum will discuss the programme and issues around the transition process. It will play a key role in future implementation and steering of the programme, ensuring young peoples voices are heard.

## PARENT INVOLVEMENT

We encourage parents to actively be involved in the programme at every stage. The Transitions Officer may visit the home or regularly phone to discuss progress.

For those trainees who are unable to travel independently, we ask parents when ever possible to assist with transporting their son or daughter to work placements and training events.

## WHO ELSE IS INVOLVED

It is important that everyone involved with young people during the transitions period work collectively. We seek help and advice from:

- Parents
- School Teachers
- Colleges
- Social Workers
- Special needs Careers Advisors
- Health Boards
- Representatives from youth services
- Representatives from DEL/DENI/DHSS
- Professionals from similar projects.

Some of these will have greater involvement that others, depending on individual circumstances.

For Further Information about the transitions programme contact:

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**the Orchardville**  
SOCIETY

## Transitions Programme



## WHO WE ARE

The Orchardville Society is a voluntary organisation assisting people with learning disabilities to realise their full potential and ambitions. An integral part of the work involves preparing people for work by vocational training opportunities and work experience.

## WHAT IS THE TRANSITIONS PROGRAMME?

Research from Queens University Belfast, the Disability task force, Mencap, RNIB and The Norah Fry Institute highlighted that a large percentage of young disabled people leave school without :

- A career action plan
- Exposure to vocational training
- Career advice
- Job sampling
- Support need to continue into adult life

The transitions programme aims to address these issues, preparing young disabled people to play an active and inclusive role in their communities as adults. It may help to identify other opportunities available to young people as they move into adulthood.

## PAN DISABILITY APPROACH

The Orchardville society is a member of Agencies in Consortium for Education and Training (ACET). The partnership consists of a number of voluntary and statutory organisations, that work with disabled people in South and East Belfast.

The transitions project has adopted a PAN disability approach, whereby working with other partners of ACET in similar projects will help highlight some of the common barriers that disabled people face in day to day life.

## TRANSITIONS OFFICER

A Transitions Officer will work both with individuals and small groups of young people to explore the world of work and explore the issues around the transition from school to work.

Each young person will have an individual programme tailored around their needs and ambitions. The transitions officer will co-ordinate the programme which may include:

- Vocational Training
- Visits to different Employers in different Vocational areas.
- Job sampling
- Work placements with support

## VOCATIONAL TRAINING

As part of the programme trainees may wish to access one of our accredited courses in:

- Health and Safety
- Profile of achievement
- Numeracy and Literacy
- NVQ Business and Administration
- NVQ Hospitality and Catering

Other training offered by the society includes, Independent travel, communication and interview skills.

## WORK PLACEMENTS

Trainees will be given the chance to attend work trials, allowing them to have a basic insight into various jobs.

There are also opportunities for work placements which last for around 12 weeks, giving the trainee a chance to experience a specific job in greater detail.

Depending on individual circumstances, the transitions officer will stay or make frequent visits throughout the placements, supporting both trainee and employer.