

Inclusive Employment Guide for Councils

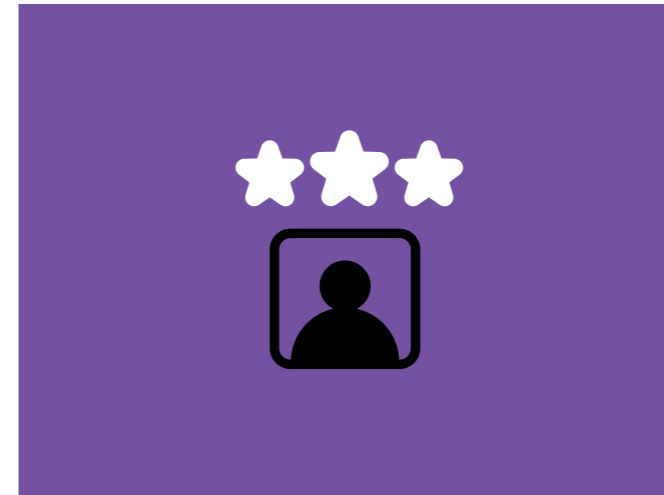
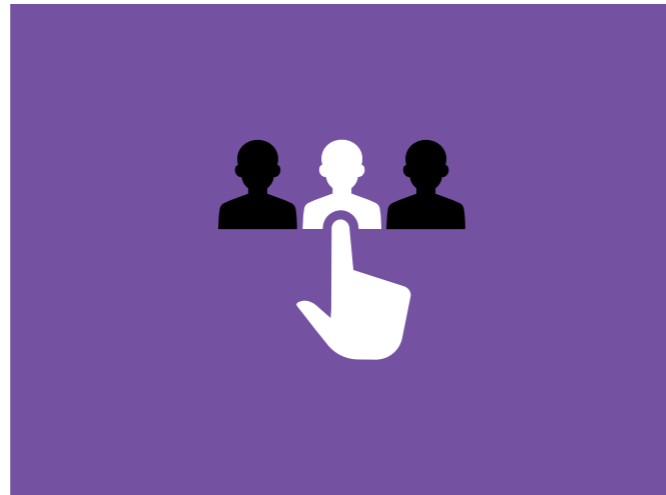
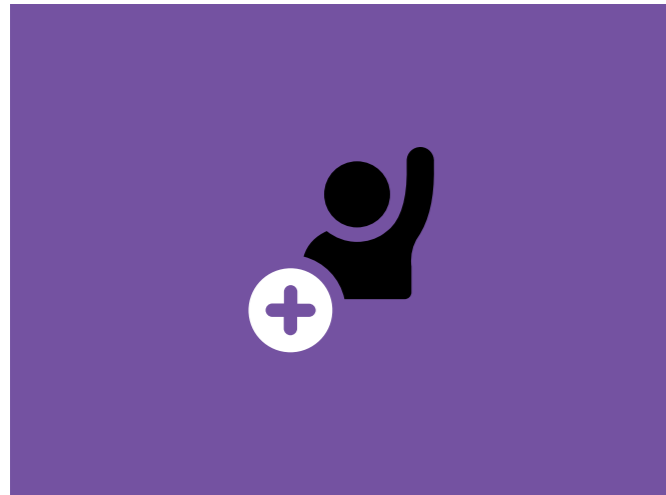




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Inclusive Employment Principles



Inclusive Culture

An inclusive culture is when

- the organisation values diversity and difference.
- every employee has a safe and accessible space to thrive in their role.
- there is active recognition of the skills, experiences and contribution of all people.

Accessible Recruitment

An accessible recruitment process is when

- adjustments to enable access for all people with disability, including intellectual disability are provided.
- applicants have the necessary support in all stages of the recruitment and onboarding process.

Employee Experience

A positive employee experience is when

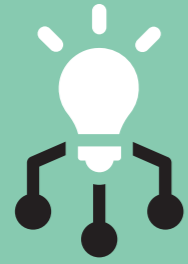
- the skills, strengths and support needs of people with intellectual disability guide job customisation.
- workplace supports and adjustments are provided to meet the needs of employees with intellectual disability.
- the workforce is diverse and the organisation ensures job satisfaction for all employees.

Local Leadership

Local leadership is when people with intellectual disability

- are included.
- are acknowledged as experts in best practice.
- are given leadership roles when engaging in community.
- are actively supported to share stories and education in the community.

Inclusive Culture



Key strategies and resources

Inclusive culture

- Assess the organisation's inclusive practices
- Provide regular staff training
- Use DIAP implementation to lead improvements.

Resources

- Inclusive practice checklist
- Communication tips sheet
- Easy Read quick guide



Inclusion checklist

Create an inclusive practice checklist for your organisation.

Identify areas of strength and areas that need improvement. Create an action plan for them.

Consider assigning an inclusion lead to champion improvement across the organisation.

Assign action plan goals to key departments within your organisation.

Identify cognitive, sensory and physical barriers within the workplace and modify them.

Identify key documentation, including policies and forms that are relevant to an employee with disability, and ensure there is an Easy Read or accessible version.

Consider accessibility of communication and technology platforms and possible adjustments, for example in MS Office, calendar, Zoom, Teams.



Staff training

Offer training options that cater to different preferences and needs, including online and face-to-face sessions.

Consider topics such as Disability Awareness, Supported Decision Making and Inclusive Practices to ensure staff receive a holistic picture of disability.

Engage people with disability to co-design content and co-facilitate training to enhance authenticity and effectiveness.

If all staff cannot attend training select key departments or staff who can share knowledge with others within their current role.

Select key staff to attend Easy Read training.

Ensure all staff are familiar with Australia's commitment to the Convention on the Rights of Persons with Disabilities (CRPD) and the National Disability Employment Strategy to align understanding with relevant policies and initiatives.



DIAP implementation

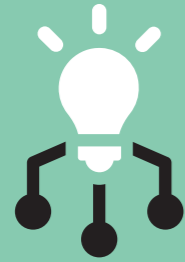
Ensure a current Disability Inclusion Action Plan (DIAP) is in place and all staff have read and understand the content.

Provide consultation opportunities for community members with intellectual disability to provide input on the DIAP. This can include inclusion committees, surveys, online forums and face-to-face focus groups.

Ensure the DIAP is available in Easy Read or other accessible formats.

Evaluate areas of the DIAP that could be strengthened with the support of an advisory committee of community members with intellectual disability.

Accessible Recruitment



Key strategies and resources

- Customise the job role
- Make adjustments to position description and advertisement
- Modify the recruitment process

Resources

- Example job advertisement
- Example interview questions
- Person centred tools like power of 10 and one page profile



Customised employment

Job customisation involves reallocating tasks from other roles, or adapting a role to suit both the candidate and the needs of the organisation.

Start by thinking of meaningful tasks that need to be done, or tasks others are doing that are not necessarily part of their role.

Consider tasks that are concrete as well as those that provide spontaneous learning opportunities with support.

Ensure the job role has a mix of tasks that suit the contracted hours. Tasks should be meaningful, not menial.

Co-design the final aspects of the role with the person with intellectual disability to suit their individual circumstances.

Challenges and development opportunities are key for any employee to grow and progress in their career.



Job description and advertising

Review the essential criteria carefully and outline what is truly necessary to deliver outcomes.

Ensure the job description and ad are in Easy Read. In the ad include only the need to know information.

Use person first language.

Create a friendly introduction in ads. For instance: 'People with disabilities are encouraged to apply' or 'We can accommodate needs during hiring and work'.

Ensure a variety of contact options for the person to gain further information. Consider application packages that can be posted with clear instructions.

Consider the right platform for advertising. Approaching a Disability Employment Service (DES) may help you to reach your target audience.



Assessment process

Ensure information is provided in a range of accessible formats such as verbal, written, Easy Read, and screen reader compatible.

Ask candidates what adjustments they may need to participate in the recruitment process successfully.

Provide information about the assessment process. Consider sending the questions or assessment activities beforehand.

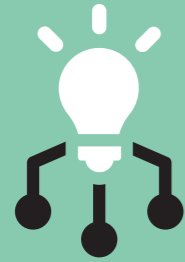
Focus on assets, skills and supports that connect to the role. Use on the job scenarios that are clear and relevant.

Ensure the interview is physically and cognitively accessible. Consider needs such as breaks between questions, visual supports, a quiet space, accessible bathrooms, a support person in the room and minimal number of interviewers to avoid crowding.

Clearly outline the follow up process and feedback.

Be open to trying other ways of assessing an individual's suitability for the role, like running a role assessment.

Employee Experience



Key strategies and resources

- Consider support needs and how to provide them
- Conduct a training needs analysis
- Ensure an inclusive induction

Resources

- One page profile
- What happens here
- Person centred support and development
- Task analysis
- Work schedule in Easy Read
- Example of policy in Easy Read



Support needs and provision

Encourage open communication with the employee to understand their specific requirements. Some support or communication needs may be evident from the recruitment process and some may be learnt over time.

Building trust and rapport is key to ensuring employees feel comfortable to share support needs.

Be sensitive in raising support needs observed on the job that may not have been disclosed previously.

Check if the employee has a support worker or another supporter who they prefer to have present when discussing support needs.

Complete a one page profile.

Support decision making opportunities for the employee by implementing adjustments and supports.

Schedule regular meetings to provide ongoing support and development opportunities.



Training needs analysis

Gather and discuss the employee's feedback on the outlined tasks in the position description.

Break down the tasks and provide instructions in Easy Read where appropriate.

Identify and remove/reduce any barriers that could hinder the employee's success.

Ask the employee in which areas they would like training or additional support.

Consider the individual support needs of the employee in relation to each assigned task.

Role model tasks first.

Consider a job progression strategy for professional growth. Base this on the employee's feedback, skills and strengths.

Regularly review progress and make any necessary adjustments.

Consider assessments and supports from DES providers or individualised strategies suggested by allied health professionals.



Induction process

Review current employee induction process and offer Easy Read documentation. Focus on need to know information.

Identify relevant policies and procedures that need to be translated into Easy Read, such as the Code of Conduct.

Introduce the employee to relevant departments and organise meet-and-greet sessions with key people.

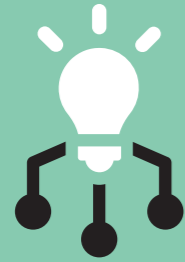
Provide opportunities for everyone in the team to share their one page profile.

Check relevant IT equipment and processes are functional and accessible.

Share the organisation's values and expectations with the employee.

Develop an Easy Read work schedule for the day.

Local Leadership



Key strategies and resources

- Deliver community education
- Engage with local business networks
- Lead events

Resources

- Accessible events checklist



Community education

Create educational opportunities for community members, covering topics such as accessible communication, inclusive practice and disability rights.

Enlist relevant organisations to provide workshops. Create a schedule of events and involve people with intellectual disability in meaningful roles.

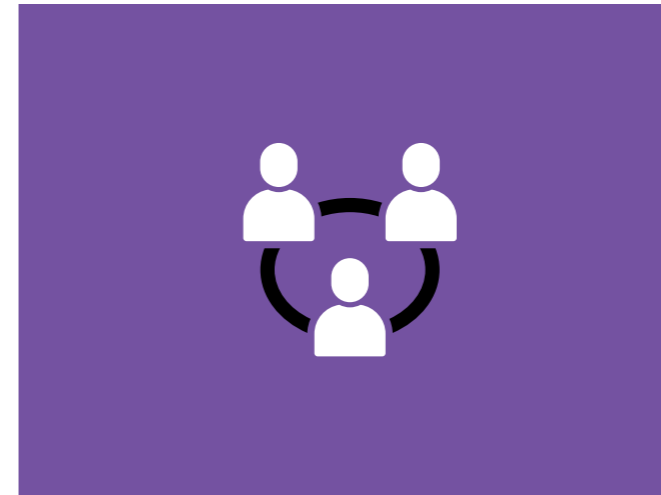
Dedicate a section of the library to resources and information promoting disability rights, diversity and inclusion.

Consider partnering with people with intellectual disability, such as employees or local disability groups, to participate in a living library where they speak about topics like employment, belonging and inclusion.

Provide Easy Read versions of all community newsletters and event guides.

Share DIAP progress reports in Easy Read.

Include artists with disability in exhibitions and art gallery spaces.



Local business network

Connect with other councils, businesses and organisations that have employed people with intellectual disability.

Establish or connect with an employer network to promote inclusive practices.

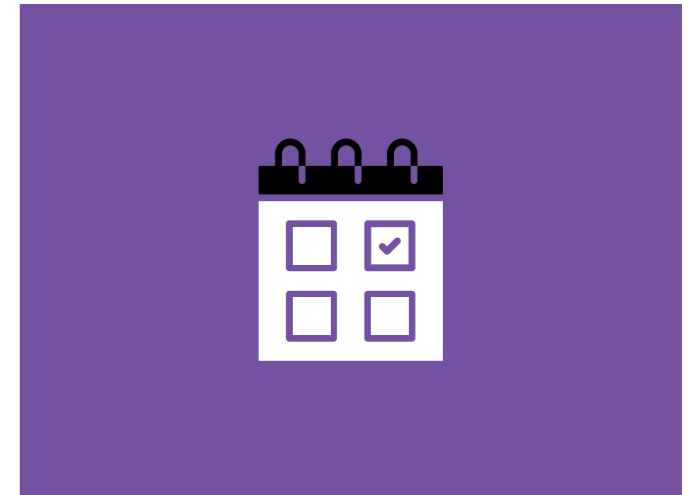
Foster connections where people can support the hiring chain and learn about how to employ a person with disability.

Promote and support local businesses who recruit people with intellectual disability in open employment. Include a specific Business Awards category.

Share success stories of the council's recruitment strategies and the supports in the workplace to educate other organisations.

Consider working with local businesses to help them identify and customise job roles in their workplace and to assist with advertising job opportunities.

Partner with Chambers of Commerce to share success stories and create connections to increase inclusive employment.



Events

Create opportunities for people with intellectual disability to share their positive employment stories.

Research national and international events that acknowledge disability and inclusion e.g. Day of People With Disability.

Connect with local disability groups, businesses and disability support organisations to partner and support current events happening in the community.

Consider events that grow the community's knowledge and understanding of disability and diversity – consult the community for ideas, including people with disability and without.

Assess accessibility for all local events and provide organisers with an accessibility checklist.

Consider hosting a business forum led by people with disability talking about employment.

Establish regular peer group events for people with intellectual disability to create networks and share information about relevant council initiatives.



Resources

Inclusive culture

- Inclusive practice checklist
- Communication tips sheet
- Easy Read quick guide

Accessible recruitment

- Example of job advertisements
- Example of interview questions
- Power of 10 template

Employee experience

- One page profile template
- Who am I template
- What happens here template
- Person centred support and development
- Task analysis
- Work schedule in Easy Read
- Example of policy in Easy Read

Local leadership

- Accessible events checklist

Inclusive practice checklist guide

This resource has been developed to assist your council in creating an inclusive practice checklist.

An inclusive practice checklist assists an organisation to understand where it supports inclusion and accessibility well, and what needs to be improved. It is recommended to develop the checklist with the input of people with intellectual disability here. While these are main considerations, it is important to acknowledge that each organisation has its unique characteristics. Therefore, we encourage flexibility and adaptability as necessary.

Inclusion is a dynamic journey, and the checklist should be a responsive tool that can be tailored to meet the specific needs and goals of your council while ensuring the full and equitable participation of people with intellectual disability.

Completing the checklist at different stages of your inclusion and access journey allows you to see progress and review strategy where improvement is still required.

Before you start, ensure the following:

Consultation - Involve people with intellectual disability in the checklist development process.

Comprehensiveness - Cover a wide range of inclusion aspects, such as cognitive, sensory and physical accessibility, communication, community inclusion, and participation. Also, consider intersectionality.

Sensitivity and respect - Use respectful and non-stigmatising language throughout the checklist. Ensure that it promotes a positive and empowering attitude towards people with disabilities.

Regular review - Commit to regularly reviewing and updating the checklist to reflect evolving needs and best practices.

Key considerations:

Inclusive culture

- Is there a culture of respect, inclusion, and diversity within the organisation?
- Are diversity and inclusion values integrated into the organisation's mission and vision?

Recruitment and hiring

- Are recruitment materials and processes accessible to people with intellectual disability?
- Is there a commitment to diverse hiring, including people with intellectual disability?

Accessible work environment and reasonable adjustments

- Are reasonable adjustments provided based on individual needs?
- Is there a process for requesting accommodations, and is it well-known and accessible?
- Are workspaces designed with consideration for people with disability (e.g. adjustable desks, accessible restrooms, quiet workspaces)?

- Are physical facilities accessible, with ramps, elevators, and appropriate signage?

Communication

- Are communication materials available in accessible formats (e.g. plain English, Easy Read, large print)?
- Is there support for alternative communication methods (e.g. communication devices, sign language)?

Training and awareness

- Have employees received training on disability awareness and inclusion?
- Are there resources available for employees to learn about intellectual disability and best practices?

Job tasks and responsibilities

- Are roles and job tasks modified to match the skills and strengths of people with intellectual disability?
- Is there a clear understanding of each employee's strengths and areas where they may need support?

Supervision and support

- Do supervisors and colleagues receive training on how to support people with intellectual disability in the workplace?
- Is there a mentorship or support system in place for new employees?

Performance evaluation and career progression

- Is the performance evaluation process adapted to assess the contributions of all employees?
- Are people with intellectual disability given equal opportunities for career progression?

Feedback and open communication

- Is there a mechanism for employees to provide feedback on their workplace experiences?
- Is the organisation responsive to concerns and suggestions?

Policies and procedures

- Do workplace policies include and consider people with intellectual disability? Are they in accessible formats?

Community engagement

- Does the organisation engage with the local disability community and advocacy groups?
- Are there partnerships or initiatives aimed at promoting disability inclusion beyond the workplace?

Data collection and reporting

- Does the council collect data on the representation and experiences of people with intellectual disability in their community and in the workplace?
- How is this data used to track progress and make improvements?

Legal compliance

- Is the organisation in compliance with relevant disability rights laws?



Top communication tips

Working with a person with intellectual disability

- ✔ Ask the person how they like to communicate
- ✔ Be willing to explain things
- ✔ Give the person time to answer you
- ✔ Be an active listener
- ✔ Ask the person if they need help, never assume that they do
- ✔ Have Easy Read information available

Easy Read Quick Guide

Easy Read is information that is easy to read and understand.

Language

- Use everyday words: avoid jargon and slang.
- Use short sentences and short words.
- Avoid acronyms unless widely used and known such as NDIS and NSW.
- Think about what people **need to know** not what is nice to know.
- Have one idea per sentence.



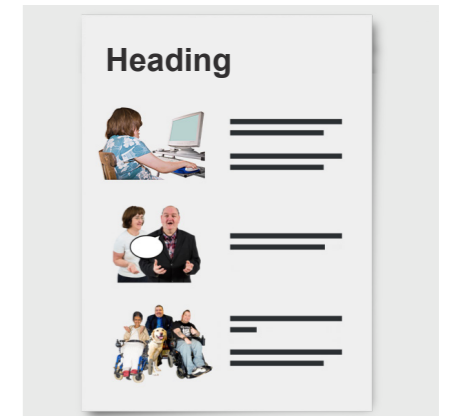
Text

- Use sans-serif fonts: Arial, Verdana or Tahoma.
- Size 14 or 16 font for main text.
- Size 18+ for headings and use **bold**.
- Do not use *italics* or underline.
- Use dark text on light background.



Format

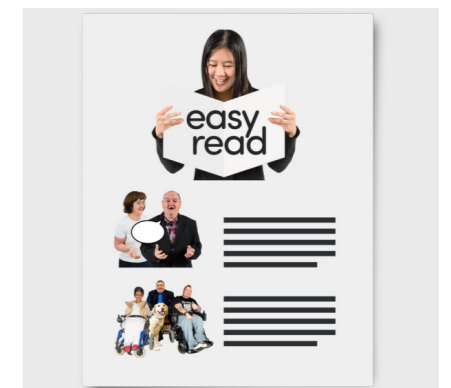
- Ensure plenty of white space on the page.
- Use wide margins with minimum 2.5cm on top, bottom, left and right.
- Use double line spacing or 1.5 minimum.
- Bullets
 - Good to break up large amounts of text
 - Do not use for every line on a page
 - Great for a short list up to 3 points
- Do not use tables, graphs or columns.
- Align text to left, do not centre or justify.
- Limit punctuation (brackets) – hyphens / slashes are not easy to read.



White space is thinking space – it gives people time to process information

Pictures

- Pictures and images help illustrate main points
- Pictures should sit to the left of text or between heading and text.
- Make sure images and pictures relate to the text.
- If you cannot find a suitable picture do not use one.



For more information contact business@cid.org.au.

Administration Officers

who have lived experience of intellectual disability



Job Guide

This guide has 3 parts

- 1 About this job
- 2 Skills you need for this job
- 3 How to apply for this job

Please read all the information before you apply

Job Advertisement

This is an example of an Easy Read job advertisement.

1 About this job

We are looking for 2 people with intellectual disability
You will help people to have more power to make choices and decisions for themselves.



These are part-time jobs.

You will work up to 15 hours in a fortnight.
You will work the same hours each week.



This job is for 18 months.
It will start in March 2022.



You will be paid **\$37.54** an hour
This is Level 4 of the Social, Community, Home Care and Disability Services Award.
The award tells disability organisations how much to pay staff.

2 Skills you need for this job

You will

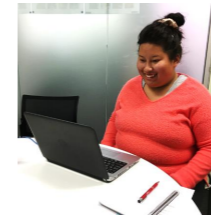
- Know or be able to learn about supported decision making.
- Speak up for the rights of people with intellectual disability.
- Be confident to talk to groups of people.
- Support other people to speak up.



Work as a team with other CID staff.

Share your ideas.

Speak up if you need help.



Use a computer and email.

Work by yourself sometimes.

Be on time for work.

3 How to apply for this job

If you decide to apply for this job



Answer the questions on the next pages.

Email your answers to info@cid.org.au



Send a resume if you have one.



You have to send your application by
Friday 14 January 2022.



To ask questions or get support to apply
call 1800 424 065

Example of Interview Process and Questions

CID Project Worker Position.

Panel – 1 Manager, 1 Project Officer, 1 CID staff with intellectual disability

Overview of role

This interview is for a Project Worker job.

In this job you will work creating and delivering workshops about employment for people with intellectual disability.

The projects you will work on are about helping organisations become more inclusive.

The projects will do these things:

- Build the skills of employers to recruit and maintain a person with intellectual disability
 - Create an inclusive workplace
-

Questions

1. We would like to get to know you.

Please start with a 5 minute presentation about you and something you enjoy that you want to share with us.

2. What is important to you about people with intellectual disability working in open employment?

3. This project is about training organisations.

Do you have any experience presenting or delivering workshops?

4. What is important for employers to know about being inclusive in the workplace?

5. Do you have any questions for us?

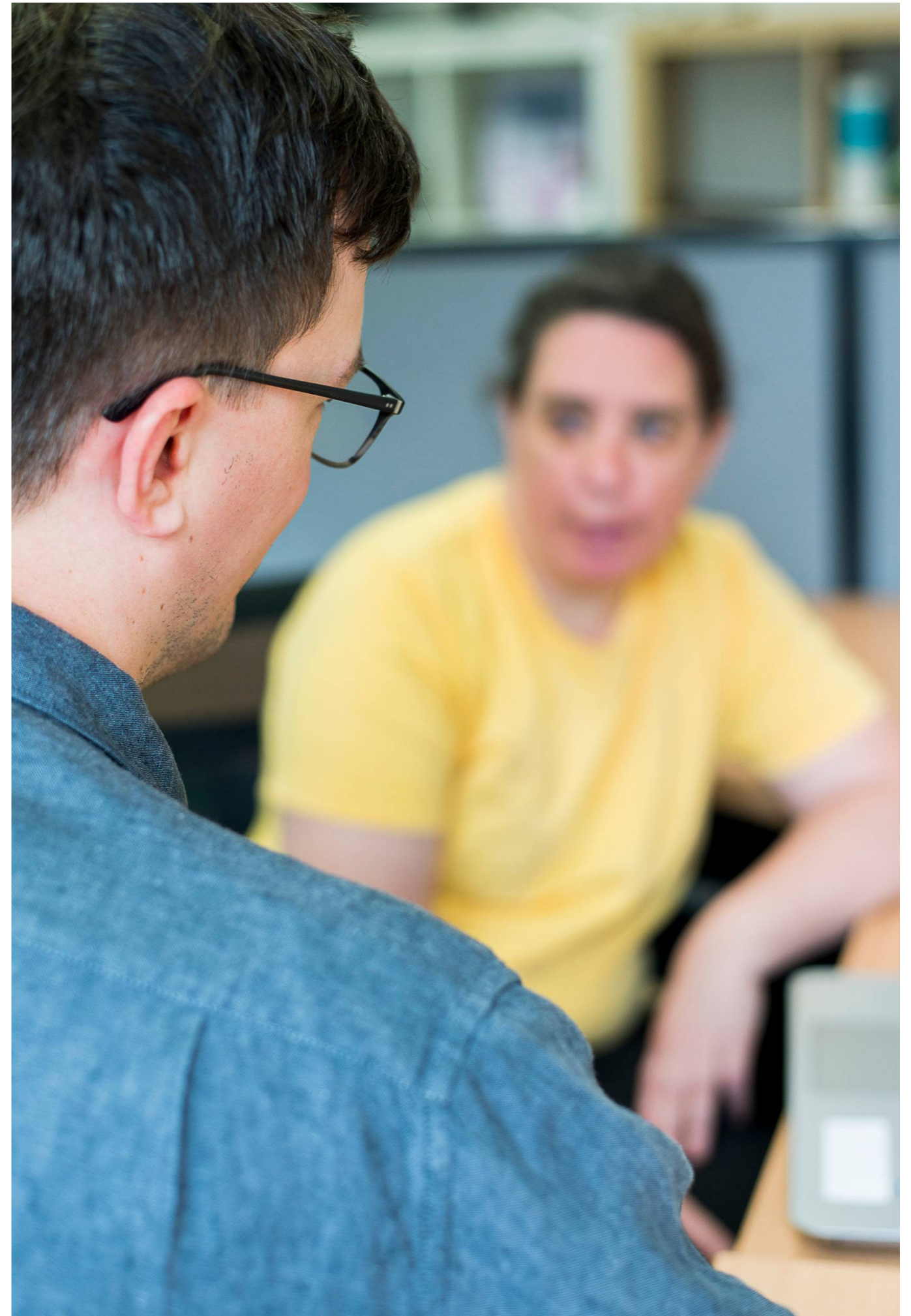
What happens next?

We will make a decision Tuesday next week.

We will let you know how you went.

If you got the job, we will ask you:

1. when can you start
2. what days you are available to work



Power of 10

The Power of 10 is an easy to use brainstorming tool.

It allows people to think of different options and possibilities. Use the Power of 10 in any situation where you want to support a person to think creatively or explore different options.

How to use it:

Add the person's name or photo in the middle – this can be especially useful for people with intellectual disability. The 10 circles around will be completed with the relevant topics, ideas or other points. Many times thinking about 10 different things will likely push people beyond standard thinking and ideas – go with it as that is that is often where great ideas come from. You MUST complete all 10 circles.

However, be mindful that people with intellectual disability may need more time to think and complete all 10 items. That is ok. Keep thinking and discussing, but respect the person's boundaries and support needs.

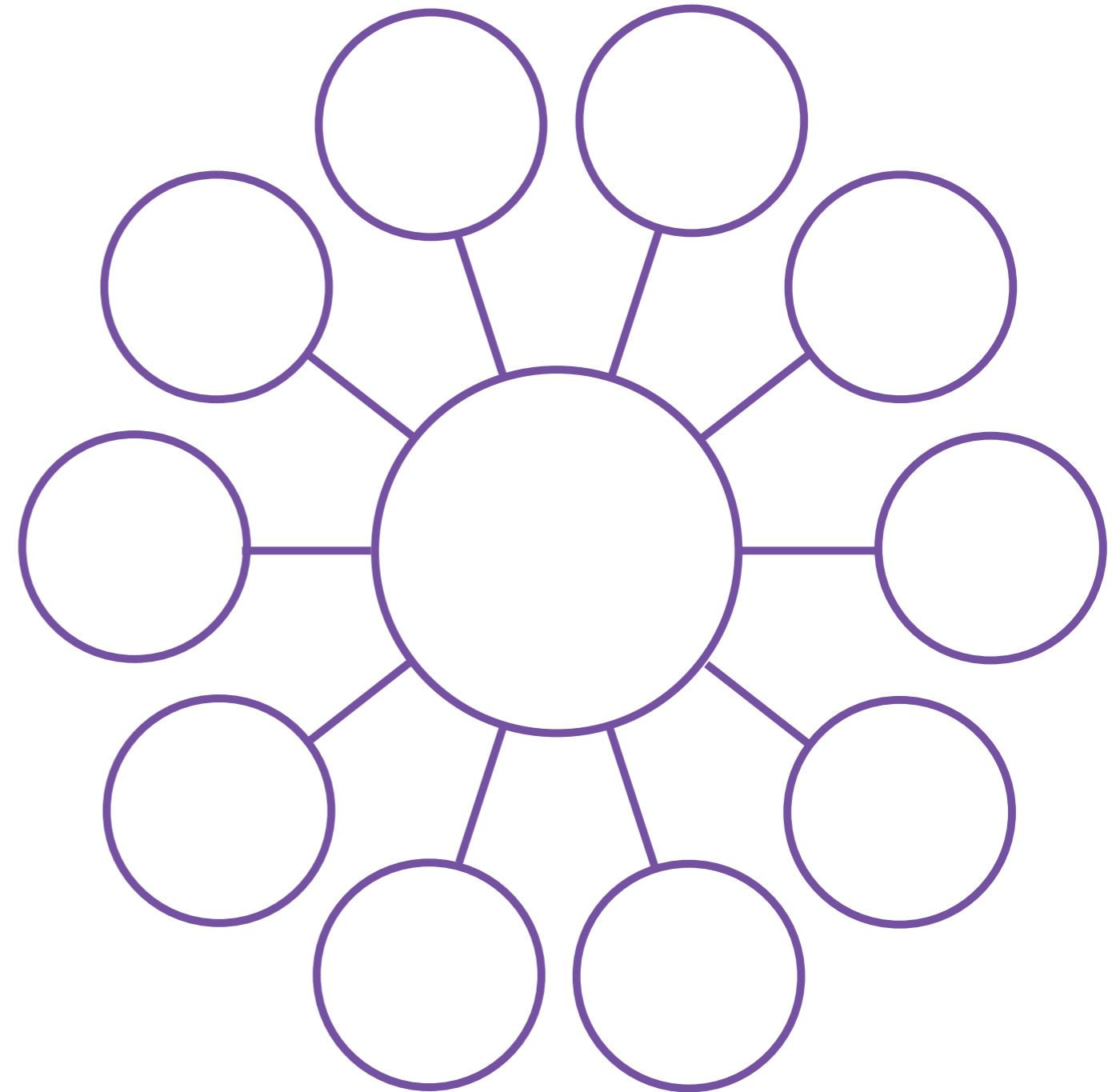
It is important to keep in mind that your role is to support the person through the process and learn together, so check if they need breaks, consider sharing, check if they would like some examples, and be open to finalise it another time if it becomes too much.

Example:

Power of 10



Power of 10



One Page Profile

One Page Profile is a tool that can be utilised in a variety of settings and adapted to the context. In the workplace it can be used by any employee to capture information about what is important to them at work and the supports they need. This assists in colleagues getting to know and understand each other better in their roles and working relationships.

Sections include:

What People Like and Appreciate About Me. This is a homework section where the person asks people they are close to, family or colleagues to provide the answers.

What is Important to Me is all the things that create happiness and satisfaction at work but are not necessarily critical to success. This section can also include some information about hobbies, interests or important aspects of personal life which can encourage conversation or show commonality amongst peers.

What to Know and Do to Best Support Me is the must have. This identifies the supports that make a difference to a person's ability to carry out their role successfully and thrive. It may also include information like dietary requirements, allergies or medical information relevant to the workplace.

There are a number of questions which help inform the content of each section of the one page profile. Thinking about these can encourage reflection on personal practice and assist the person better in knowing and sharing what creates the best work environment for them.

It's important to ask the person if they would like to develop a one page profile on their own or with support. Consider this as a team or all office activity. This should not be a special exercise for the employee with disability. Managers and colleagues can participate in this. A photo can also be added.

Example:

Paul Mitchell's One Page Profile



What people like and appreciate about me	
<ul style="list-style-type: none"> • I am a good communicator and am very responsible • I am a great facilitator who is kind and thoughtful • I work well as a team member • I have great Admin skills 	
Important to me	What to know and do to best support me
<ul style="list-style-type: none"> • That I trust my colleagues and they trust me • When people respect me for my work • Feeling like I am part of a team • Giving and receiving feedback • Having information in an accessible way • I like to take on challenges, I will ask for support if I need 	<ul style="list-style-type: none"> • Give positive and negative feedback. That helps me to build my skills • Give me time to think about a new concept, new tasks or changes • An easy to read and accurate work schedule • I like to work in quiet places. This helps me to concentrate • Give me writing instructions

Template:

One Page Profile



What people like and appreciate about me	
Important to me	What to know and do to best support me

Who Am I

The Who Am I poster assists a person to think about who they are, their interests and good things about them. The tool is asset based and can be used to help the person introduce themselves to others. In a team environment people can share posters and connect over similarities and interests.

My Identity

Your identity means who you are as a person.

We all have different backgrounds, beliefs and ways of expressing ourselves as individuals.

We have different roles in life.

My skills and things I know a lot about

You could also say skills and knowledge.

We all have different skills in life or things we have learned.

My hobbies and interests

We all have interests in life. This can be what helps us to try new things or make new friends when we find people who have the same interests. Some of us have a hobby or activity that we do often.

My gifts and strengths

We all have good things that we bring to the world and give to others.

We all have things that other people like about us.

Sometimes it's a bit hard to give ourselves a compliment but we deserve to say nice things about ourselves.

Example:

Who am I

My Identity. Who I am.

Sister Daughter
Best friend Big joker
Office worker
Cat owner
Swimmer

My skills and things I know a lot about

Breathing in the pool
The bus route where I live
The Simpsons
Knitting jumpers Making soups
Making phone calls and helping customers

My hobbies and interests

Swimming
Making my own clothes
Cartoons Cooking
Listening to music

My gifts and strengths

Kind Big heart
Strong
Good friend
Funny

Who am I

Credit Helen Sanderson Associates

- Who am I
- One page profile
- What happens here

My Identity. Who I am.

My skills and things I know a lot about



Who am I

My hobbies and interests

My gifts and strengths

What Happens Here

“What Happens Here” is a template that can be used to capture the nuances, details, or unwritten rules that occur within a particular event or meeting. It can be especially useful when introducing a person to a new environment, event, or group of people, as it aids in preparedness and understanding the content and expectations.

Both internal and external events or meetings can take place within organisations, and these may be one-off or spontaneous, not necessarily part of a person’s established understanding of ‘what happens here’.

To effectively utilise this template, it is recommended to go through each section with the individual, ensuring they comprehend the information and addressing any additional questions or concerns they may have to enable successful participation. If there are expectations for the person to perform a task or contribute to the content, make sure to prepare in advance and leverage other tools available in the guide, such as a one-off schedule or checklist.

Considerations when completing the template include:

- What time do people typically arrive?
- What is the expected dress code?
- Should the person bring anything with them?
- Are there any unwritten rules or customs?
- Where do people usually sit?
- Do specific individuals have designated roles?
- Are there expectations regarding what will happen or what should be achieved?
- How do people typically conclude or leave the event or meeting?

Example 2:

What happens here

	<p>Start time</p> <p>End time</p>	
	<p>Breaks</p>	
	<p>What to wear</p>	
	<p>What to bring</p>	
	<p>What to know and do</p>	
	<p>Transport</p>	

Person Centred Support and Development Agenda

This template provides an agenda for Support and Development with your new employee. The agenda provides opportunity for you to each be prepared for the meeting and to follow a process that includes opportunity for rapport building as well as more formal information giving and action steps.

Things to consider

- Ensure the agenda is in a format the person understands
- Send the agenda the day before via email or print it so the person can add notes or think about the topics
- Ensure the meeting is in an accessible and safe space
- Allow for a break if necessary
- Remember communication tips and translate any written documents to Easy Read prior to the meeting where possible

Example:

Support and Development



Open the meeting

- Acknowledgement of country – introduce the concept if the person is unfamiliar
- Start with a friendly catch up or ice breaker to create a relaxed atmosphere
- Reiterate the purpose of the meeting



Add items for information to the agenda

- Add your items for discussion to the info sharing section of the agenda
- Ask the person is there anything about their role they want to talk about. Give examples such as the tasks they are doing or the office space or colleagues



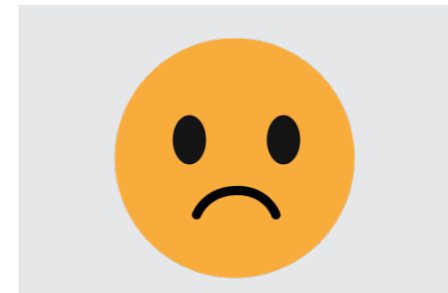
Information to share

- Work through each agenda point together and discuss



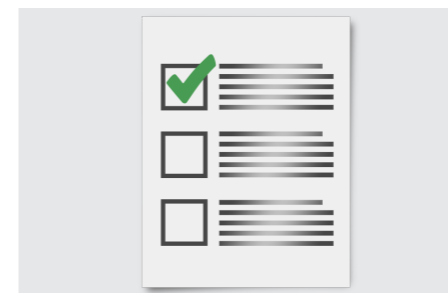
What is going well

- Ask the person to name some things going well for them in their role
- Break down components of the role to assist the person's thinking
- Provide feedback on what you feel is going well



What could be better

- Ask the person what is not going so well or could be better
- Reiterate this is their personal support and development and they won't be in trouble for anything they mention
- Break down components of the role again if necessary
- Share what you feel is not going well in a constructive way with the view to providing additional support



Actions to take

- Document any actions
- Involve the person in the brainstorming, planning and solution
- Check in about additional supports
- Ask for any areas for further training or interest areas



Close the meeting

- Share what you appreciated about the meeting or the person and their role in the organisation
- Thank the person for their input

Task Analysis

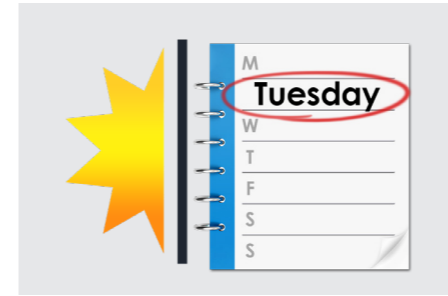
An important part of teaching anyone how to do a task is to break the task into steps. This is called task analysis.

This provides an opportunity for the employee to learn the task in a logical sequence. It also assists you to understand which parts of the job task the employee may be having difficulty with.

Including pictures helps the person to see what they need to do. Take pictures within the work space where possible. Demonstrate the task more than once before relying on the task analysis.

Example:

Order lunch for event



On Tuesday morning count how many names are on the event list.



Call the Nest Café at 10am. The number is **44 42 33 99**

Tell them

- Who you are
- Where you work
- How many lunches to deliver for Wednesday at 12 noon.



A worker from the Café will bring the lunch at 12 noon.

Ask them to put the lunch on the table in the kitchen Show them where.



Count how many plates and napkins you need.

Place them on the table.



Count how many water bottles you need.

Place them on the table.

Accessible Work Schedule

Employees with intellectual disability may benefit from a visual representation of their work schedule to help them understand their daily requirements. Schedules should be tailored to each individual's specific needs. Some people may require visual aids for each task or to represent time. It's important to maintain consistency in visual elements for tasks that are repeated in each schedule.

Keep the schedule as uncluttered as possible and refer to Easy Read standards. Including the person's work hours is especially helpful for those required to report their work time to Centrelink every fortnight. Regularly review the schedule to ensure that the format is effective for the individual.

The provided example is for work in an Administrative position. In this case, additional items can be incorporated into the schedule to assist the individual:

- In/out trays or trays containing the necessary materials for each task.
- A column to check off when a task is completed.
- Clearly identifiable name badges for the assisting staff buddies.
- A designated cupboard or space containing items that aid the person in completing their schedule.

When a schedule is concrete and consistent, the person can develop skills in completing tasks independently. Routine and familiarity can help build independence. Start with simple and consistent tasks and gradually introduce new tasks. Timeframes and the level of support required for learning will vary from person to person, as will the speed at which tasks are carried out. Investing time in getting to know the individual will assist you in developing and managing their workload.

Example 1:

Work schedule















Date: 08/03/2023 (Monday)

Task	Time	Notes
Check emails	9.30am – 10.00am	
Team Meeting	10.00am – 11.00am	Print the agenda for todays meeting
Filing	11.00am – 11.45am	Bill from HR is your buddy
Check in meeting with Manager	11.45am – 12.15pm	In the staff meeting room
Lunch Break	12.15pm – 12.45pm	
Data entry on the computer	12.45pm – 1.30pm	The files are in your email. Email subject is "files for data entry"
Council Newsletter mail out	1.30pm – 2:45pm	Lyn from HR is your buddy
Pack up and turn computer off	2:45pm – 3.00pm	
		Total work time = 5 hours

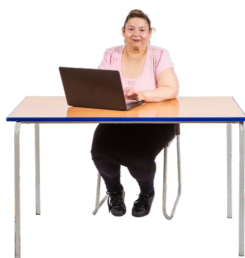
Example 2:

Work schedule

Date: 08/03/2023 (Monday)

		Check emails
		Team Meeting
		Filing
		Lunch
		Newsletter printing
		Data entry on the computer
		Pack up and catch the bus

Work Health and Safety



It is important you are safe at work at CID.

Some of the places you can work are

- The CID office
- Your home
- Other places you are at with CID like workshops.

These places must not make you sick or hurt.

This is the law.

It is important you know about being safe at work.

Tell your manager if you see anything unsafe.

The work health safety policy is the rules to keep people safe at work.

This is the easy to read form of the policy.

Example of policy in Easy Read

How CID keeps you safe and healthy



We have a First Aid Kit.

We have a kitchen and bathroom.

We have equipment and furniture you need to do your job.

We show you how to use the equipment for example the photocopier.

We have

- Training
- Information

Employee Assistance Program



You can ring the Employee Assistance Program if you feel upset or worried about something at work or at home.

This is sometimes called EAP.

The people who run our EAP are called Mind and Matter Consulting.

Their phone number is 879 122 345

You can see a counsellor or talk to one by phone.

This is free for you.

Counselling is confidential.

No one at CID will know that you have seen a counsellor unless you decide to tell them.

Working from home



You and your manager might decide you can work from home.

Your home must also be a safe and healthy place to work.

We will tell you how to do this.

There are a list of things you must do so your home is safe for work.

Some of these things are

- Good desk and chair
- Quiet and private place to work
- Tidy floor so you will not trip
- Good lights
- Enough space for your work things
- Putting your computer where it will not hurt your neck to see it.

Guide for an accessible events checklist

When hosting internal or external events consider the physical, cognitive and sensory accessibility of your event.

It is recommended to develop a checklist suitable to the organisation with the input of people with intellectual disability here. You can provide this checklist to event organisers.

Some general considerations for accessibility

- Train staff in disability awareness, accessibility considerations and in providing this information to attendees
- Train staff in communicating with people with different needs including learning, behavioural or sensory challenges
- Provide information in a range of ways for attendees on the available accessibility options both before and during the event
- Ask any suppliers to also implement accessibility practices
- Employ people with disability
- Accept the Companion Card

Accessible information

- Provide information in multiple ways to cater to various abilities and needs:
- Printed, digital and by phone
- Easy Read text, fonts, and large print
- Braille and text versions that work with screen readers
- Audio
- Auslan and closed captioning
- Have accessibility options on your website
- Have signs visible from ground level
- Have technology to support use of hearing loops
- Make sure everyone can navigate the area independently, (e.g. tactile buttons or audio controlled lifts)

Sensory considerations

- Have a quiet space available
- Have low noise reception areas with friendly acoustics
- Have adequate lighting for viewing documents and facial expressions
- Use fragrance free and low irritant hand soaps, room deodorisers, toiletries and other chemicals

Accessible bathrooms

- Ensure sufficient space for people using mobility aids to enter and turn around
- Provide hoists, adult changing tables, showers and change rooms
- Provide areas for toileting for assistance dogs

Physical access

- Ensure step free access to all areas and handrails as needed
- Provide firm, smooth and slip resistant floor coverings
- Have wide entry ways with lever handles that are easy to operate
- Provide accessible seating including in waiting areas (e.g. reception)
- Have any buttons, intercoms or other facilities at an accessible height
- Provide matting or ramps on soft ground covers (e.g. grass or sand)
- Have a wheelchair or mobility aid charging station
- Have a place to store medical equipment (e.g. oxygen)





inclusion works

Inclusive Employment for Councils



Council for
Intellectual Disability



Funded by the Australian Government Department of Social Services.