



The Disability Rights UK newsletter co-edited with and for young people

Stay informed with news and information on your journey through education, training, and work

T-Levels

The government have introduced some new temporary industry placement flexibilities which will help support the delivery of industry placements for the first two cohorts of T Level students. This is part of the response to the challenges with securing placements within the constraints of Covid-19. There is a blended approach, alongside three other flexibilities that relate to T Levels in Digital, Construction, Education and Childcare and Health and Science. The flexibilities will be allowable until July 2023.

1. to allow a blended approach for placements for Wave 1 and Wave 2 students, as follows:

- up to 40% of total placement hours to be delivered remotely for Wave 1
- up to 25% of total placement hours to be delivered remotely for Wave 2

2. To allow placements for Health and Science to be delivered at pathway level, e.g., in Health, Healthcare Science or Science

3. To extend the existing industry placement hours flexibility that we have in place for the Wave 1 Education and Childcare T Level to Wave 2

4. to allow some elements of the Education and Childcare T Level to be assessed remotely, as per the Joint Awarding Body Quality Group (JABQG) Risk Rated Approach that exists for other Early Years courses

For further guidance go to: **[Temporary flexibilities for Wave 1 and Wave 2 industry placements \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)**

Following feedback from providers and delivery partners, there is a further update on changes to the English and maths requirements for T Levels and the timeline for the reform of level 3 qualifications.

Changes to the English and Maths requirement for T Levels

Until now T level students have been required to achieve either a grade 4 in English and maths GCSE or level 2 in functional skills in order to pass their T Level. This means T levels are the only classroom-based level 3 qualification with this requirement.

T Level providers and others from across the sector have said that the English and maths exit requirement is a real barrier for students in taking up T Levels. The Government have decided to **remove the exit requirement with immediate effect for all T Level students** - those who have already begun their courses and those who have yet to begin.

Maths and English study will remain of central importance to T Levels and the exit requirement will be replaced with the condition of funding, bringing T Levels into line with other level 3 post-16 programmes. Attainment in these subjects will also continue to be referenced on T Level certificates and statements of achievement.

Changes to timeline for reform of level 3 qualifications

The government will continue to **support students in taking mixed programmes of A levels and applied general qualifications**, (including subjects with a practical or occupational focus that is valuable for progression to related fields of HE, such as STEM subjects like engineering, applied science, and IT). There will also be **support for high quality qualifications in areas where there are no A levels and there is no equivalent T Level**, such as performing and creative arts, protective services, and sports science.

The **Secretary of State has announced plans allowing an extra year before the reform timetable is implemented.**

The extra year means that the government will remove 16-19 funding approval for qualifications that overlap with wave 1 and 2 T Levels from AY 2024/25, and from wave 3 and 4 T Levels from AY 2025/26. We will be publishing the provisional list of qualifications in scope for defunding in 2024 in the coming months. It is important to note that the **removal of funding approval from a qualification will only apply to new starters** – students who are entering the second year of a two-year qualification will be able to complete it.

The timeline for the introduction of reformed technical and academic qualifications will also move back one year, starting with the pathfinder in the Digital route in AY 2024/25, followed by remaining routes in AY 2025/26 and 2026/27.

Created in 2013, Apprentice Connect is an initiative developed by City and Guild's very own apprentices who wanted to improve the information, advice and guidance offered to young people on apprenticeships. To educate and inspire as many young people as they could, this online learning module was created. It's a short but practical overview of what's involved in an apprenticeship and the key things to consider when thinking about the important next steps to enter the world of work.

This is the pack, along with two PDF's:

- [**A-Z apprenticeship standards**](#)
- [**CV & Interview tips**](#)

Self-directed (participants completing the module themselves) should take around 20 minutes, facilitated (participants being taken through the module, as a group with added activities) should take around 40 minutes. Click [here](#) to access the module and to check out the FAQ section.

Once the session has been delivered you can also get in touch to arrange a live follow up apprentice ambassador video call. Putting together this pack to allow you and the young people you support to get the most out of the module and carry on the conversation around apprenticeships and employability.

Cop26 Access

Israeli Minister and wheelchair user Karine Elharrar was unable to access the COP26 climate change conference currently being hosted by the UK government in Glasgow. She was forced to return to her hotel 50 miles away after waiting outside for two hours, Prime Minister Boris Johnson has apologised for the "confusion".



A second Disabled person who uses a crutch was forced to wait in line without a reasonable adjustment being made for her inability to stand for a prolonged period of time, according to the BBC's Today programme.

DR UK's Kamran Mallick said: 'There is no 'confusion'. A lack of accessibility has nothing to do with 'confusion' and everything to do with a lack of the social model of disability being at the heart of government strategy to assure that not only can the 20% of the UK population be able to access everything they need to, but that international ambassadors are also afforded this most basic of human rights.

"25 years after the Disability Discrimination Act and ten years after the Equality Act became law, the government is out of excuses. We need deeds, not words, when it comes to accessibility."

Read Kamran's blog on disability and climate change [here](#).

Students from Treehouse School visit Disability Rights Office

Students from Treehouse School in London visited the Disability Rights UK office at Plexal in London. They did a tour of the office and premises and enjoyed some of the facilities.

They were also welcomed by Alistair from Barclay's Eagle Lab. They support hardware start-ups and innovators by providing access to electrical and physical prototyping equipment.



Arda and Anaiah enjoying a game of ping-pong



Curating for Change is a work placement programme for D/deaf and disabled curators in museums. Curating for Change will provide a landmark Fellowship and Traineeship programme which includes fully funded paid work placements with mentoring and training opportunities for D/deaf, disabled and neurodivergent people wanting to pursue a career within museums.

Fellows and Trainees will be hosted by more than 20 partner museums from across England and each Fellow will have space to research and curate a range of new exhibitions and events for more than 240,000 visitors across 9 locations.

This is the first time that such a significant range and calibre of museums have come together to create a network of activities that will begin to tackle the under-representation of disabled people in our museums.

It will provide a much-needed platform for D/deaf, disabled and neurodivergent curators to demonstrate their skills and unique insights. Museums include a whole variety from the National Rail Museum to the Imperial War Museum and the Horniman's Museum.

If you are interested in applying for Fellowships and Traineeships, please contact Jane Sparkes: cfc@accentuateuk.org

Curating for Change Launched – Screen South

Journalistic work Experience

By Cody

Currently, I am in my first year at the Creating Tomorrow College. The college is for students aged 16-25 and delivers core subjects of maths and English alongside an employability curriculum, supporting and preparing all students into employment.

I have been doing work experience at Daventry Hill School for a couple months and I have learnt all sorts of journalistic skills such as writing and investigating. I first implemented these skills into a critique of the Daventry Hill School website pointing out mistakes and what can be improved.

I then moved on to bigger projects with The Daventry Express. I have worked on two articles already, one being about Astley care home and the other about Daventry Hill entering the Northampton Film Festival.



These articles have let me meet all sorts of people ranging from, care home workers, hardworking staff members at Daventry and lots of inspiring young people. I have been able to accomplish lots of things in just a couple months proving you can accomplish anything if you try hard.

Daventry Hill Students Tackle Loneliness among the Elderly

By Cody

Astley Care Home in Daventry is a winning care home located in Daventry. Daventry Hill School has recently developed a partnership with Astley care home.

I recently dropped in to have a chat with some of the students from Daventry Hill School to find out how this is going. The class told me they have been nominated to run this project by the class teacher as a part of their community inclusion work.



All the students are keen to get involved for a variety of reasons including helping the students towards achieving the bronze Duke of Edinburgh Award. So far, the students have sent out Easter eggs with personalized cards attached to the residents, they included their skills, talents, and interests.

Daniel, the event coordinator from the care home made a visit the students of Daventry Hill School to talk about the residents' the career opportunities available in the care sector.

Daniel had this to say about the partnership "Astley Hall is a fun and caring environment, and we strive to give the best possible care and wellbeing to our residents. It's been lovely to create a contact link between us and Daventry Hill School to enable a skill swap between different generations."

I have recently met the Pearson's class when visiting the school to do a presentation about Astley Hall as they kindly donated Easter eggs and made cards for our residents. I am excited for what the future holds." The plan is for students to make regular visits to Astley Care Home. They would like to spend time with the residents and do activities such as sewing, drawing and puzzles.

Some of the students have started making puzzles for the residents; Thomas has made a word search and has said, "I wanted to make some indoor activities as there plenty of outdoor ones." Isabelle has made a Sudoku and other students in the Pearson's Class have made riddles, dot to dots and colour by numbers. Sarah-Jane a Pearson's student has said, "It will be really great to spend time with the elderly people."

They hope to achieve lots from this experience, giving the elderly something to look forward too, giving something back to the community and showing that everyone can make a difference no matter your age, ability or needs.

Connected Futures supports young people to get good jobs through local partnerships. Applications will be open from the 4th November 2021. Connected Futures wants to support these services and agencies to interact more effectively with each other to support young people to get good jobs. These young people need:

- **holistic** support that responds to their situation by taking their needs and strengths into account
- **aligned** services that work together to help them achieve their goals, rather than pulling in different directions
- **connected** services with effective communication and coordination across organisations and sectors so that they don't have to navigate everything for themselves
- **consistent** support over time

You can read more about the strategy [here](#). If you, or someone you know, would be interested in applying for the Connected Futures Fund email grants@youthfuturesfoundation.org to register your interest. Alternatively, visit [Youth Futures Foundation](#) for more information.

Working in the Café

By George

At the beginning of October, the school Café, Café on the Hill, reopened to a sit-down service. Instead of having to order by sending an email and then go to the café entrance to get your food and take it back to your class, you can go inside the place, order something and then sit down at a table or take it with you back to your class.

I like working in the café. I like preparing the food and the ingredients for the food. I enjoy writing down people's orders and working out how much their order is. I also like using the till in the café. I don't really like cleaning the dirty pots and plastic containers as sometimes there's stuff like carrot peelings and food in the water. The radio is on in the café so there's music to listen to while I work.



Tom's Inclusive Apprenticeship Journey

How working in partnership with the Targeted Employment team can create meaningful employment or training opportunities for young people with additional needs



"Everyone working together has helped give me a really good start in my career. I would like to say thank you to all of the people who helped me get to where I am now"



Tom, 19, is a Level 2 Sports Activator Coach Apprentice at St Elizabeth's School in Much Hadham, where he helps to organise and lead events and activities to help other young people grow and develop through physical activity, organised play and sport.

Having been a student at St Elizabeth's, a school for young people with epilepsy and complex needs, staff recognised the potential in Tom when undertaking work experience in his last year of school. Through partnership working with Stuart Bruce, Deputy Head, Tom's Social Worker and Preparing for Adulthood Adviser, Targeted Employment have been able to work with Tom to match his aspirations, skills and interests to a realistic employment and training pathway, at the same time as working with St Elizabeth's to create an opportunity that met the needs of all parties.

Aspirations

Tom told us: *"When I was younger, I wanted to be a football player but then I realised that I have my own problems and needs so it wasn't going to be that simple for me. Doing this apprenticeship still lets me enjoy the love of sport whilst helping other people grow within sport too".*

Stuart Bruce adds *"Taking the time to vocationally profile Tom over a good period of time really helped him to focus his thinking on what he wanted to do; deciding on the right programme and career pathway has allowed him to hit the ground running".*

Employment

On his employment at St Elizabeth's Tom says: *"Working with Alex [my mentor] and watching him work with the children has helped me learn by example and makes sure that I am not doing anything wrong. I love seeing them being sporty and working as a team. Knowing the people at St Elizabeth's has also really helped as I know they will support me if I need help"*

When asked about the impact employing an Inclusive Apprentice has had on the organisation, Stuart comments: *"Employing Tom as an apprentice has had a really positive effect on our organisation. Seeing Tom move onto something new has also inspired other young people to consider employment and making the reasonable adjustments needed in terms of working hours [and entry requirements] has proved no problem at all. Tom's reduced hours work perfectly with my staff to both allow the delivery of high-quality PE and therapeutic sessions and support Tom at the same time. I would definitely recommend this pathway to other employers"*.

Skills for Life

Dionne Palmer, Office Manager at St Elizabeth's reflects on how Tom's Inclusive Apprenticeship has not only allowed him to "earn whilst he learns" but has also provided a platform to build upon essential life skills:

"Having his own health and learning needs means that Tom can relate to the learners and is proving to be a real role model to many younger learners. The confidence he has gained and the way in which he portrays himself is expanding into other areas of his life...although we are still trying to convince him to make mashed potatoes with fresh veg rather than Smash!"

And speaking about his son's apprenticeship, Tom's Dad says:

"Thank you to all the team for helping Tom to find real life independence in the best way possible with his needs. His new line of work not only is helping Tom, but Tom is now able to help others...WOW! I am one happy, proud and very grateful Dad!"

Collaborative Working

"It's been a really thorough approach working in partnership with Targeted Employment, Social Care and Preparing for Adulthood. Tom has definitely grown in confidence and started to show initiative by developing knowledge and putting it to good use. Tom is so happy; he is working hard, and he is responding to the way things have changed in his life. Everything is falling into place and this is because of the team effort and the time taken to make sure we got everything right" (Stuart Bruce)

Tom's Apprenticeship Journey



Upcoming Events – November

- 15th Nov to 19th Nov 2021-Anti-Bullying Week-A week for learning about the causes of bullying, identifying bullying and encouraging people to speak up against bullying, both children and adults. [Anti-Bullying Week \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk) and [Anti-Bullying Week 2021 - Social Media Toolkit - FINAL_3.pdf \(anti-bullyingalliance.org.uk\)](#)
- 20th Nov 2021-Universal Children's Day-United Nations Universal Children's Day was established to promote international togetherness, awareness among children worldwide, and improving children's welfare.
- 15th-21st November-Enterprise Week-The national celebration of enterprise, inspiring young people to turn their ideas into reality.
- 15th-21st November – Self Care Week – a UK national awareness week on self-care. [Self-Care Week - Self Care Forum](#)
- 21st Nov 2021-World Hello Day-Anyone can participate in World Hello Day simply by greeting ten people. This demonstrates the importance of personal communication for preserving peace.
- 23rd Nov 2021-Doctor Who Day-Also known as TARDIS day, this is the anniversary of the first ever transmission of Doctor Who. Wear a bowtie, a long-knitted scarf. Or just eat some jelly babies!
- December 2nd – December 8th – National Grief Awareness Week – To raise awareness of grief and loss. [Home – The Good Grief Trust](#)
- December 3rd – International Day of Persons with Disabilities – Aiming to increase opportunities for people with disabilities and empowering them. This year's theme is 'not all disabilities are visible.' [International Day of Persons with Disabilities 2021 - Event Info and \(twinkl.co.uk\)](#)
- December 5th – International Volunteer Day – To celebrate the power and potential of volunteering.
- December 10th – Wear A Christmas Jumper Day – Wearing a Christmas jumper to raise money for Save the Children.



Kickstart Scheme

Applications to the Kickstart Scheme are closing soon in December but employers still have a chance to offer a variety of jobs for Disabled people.

Roles provided through the scheme are more than just jobs, with employers providing practical training and skills that will help the young person's future. Since the Scheme's launch in September, there are already 120,000 Kickstart jobs that would not exist without the scheme.

Employers of all sizes and from all sectors – including the charity sector and social enterprises - are being encouraged to sign up as the government redoubles its efforts to create jobs for young people.

<https://www.gov.uk/government/collections/kickstart-scheme>

Advice and Information for Disabled young people in education, apprenticeships, traineeships, or Supported Internships is available from the DR UK Student Helpline

- Opening hours: 11am-1pm on Tuesdays and Thursdays.
- Telephone: 0330 995 0414
- Email: students@disabilityrightsuk.org



Contact Us

 Email: getahead@disabilityrightsuk.org

 Twitter: [@GetAheadDRUK](https://twitter.com/GetAheadDRUK)

 Instagram: [@GetAheadDRUK](https://www.instagram.com/GetAheadDRUK)

 Videos: [YouTube](https://www.youtube.com/GetAheadDRUK)

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Disability Rights UK

We are Disabled people leading change, and the voice of young Disabled people has to be central to that change.