

DR UK/DSU Briefing Paper

Careers Guidance And Advice For Disabled Young People

Introduction

The Government has published a new careers' strategy to prepare young people for their future lives:

*Careers' guidance and inspiration in schools
Statutory guidance for governing bodies, school leaders and
school staff, April 2017*

There has been critique from many quarters, including Ofsted, that the quality of Careers' Education, Information, Advice, and Guidance (CEIAG) in English schools is inadequate.

Former Secretary of state for education, Nicky Morgan made a statement to the House: "... it is widely acknowledged that careers' provision in schools has long been inadequate... Some schools and colleges are doing great things to ensure that their students access the necessary support, but too often provision is patchy."¹

A survey by the British Chambers of Commerce (2015) stated that "69% of businesses did not believe that secondary schools properly prepared children for the world of work and that there is a mismatch between education leaders and businesspeople when it comes to careers guidance and that there is a lack of willingness from some schools to signpost students to apprenticeships and other vocational pathways."²

In November 2016, Careers England commented at the Career and Education Guidance Summit that current provision is "patchy and fragmented and that access to good lifelong guidance would support the government's delivery of the educational, social, welfare and economic objectives."

The All-Party Parliamentary Group for Education meeting in May 2017 also notes, "Many respondents to our inquiry described

CEIAG in schools as “patchy” and several criticised “the confusing landscape of overlapping departmental responsibilities combined with third party outreach.”³

As well as failing to reach socio-economically disadvantaged pupils, career development for children with special educational needs and disabilities (SEND) lacks visibility. Evidence provided to the inquiry by Talentino Careers notes “that many careers bodies do not reference the group and it is often excluded from national level research.”⁴

Background

The delivery of CEIAG has changed in recent years. Until 2012, local authorities delivered career guidance through the Connexions service. The Education Act 2011, which came into force in February 2012 placed a statutory duty on local authority maintained schools to provide access to independent, impartial career guidance for pupils in years 9-11. This duty was later expanded to include years 8-13. At the same time, schools were released from their duties to provide career education and mandatory work experience.

The new guidance states: “The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). The governing body must ensure that the independent careers’ guidance provided: Is presented in an impartial manner, includes information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.”⁵

“The overwhelming majority of young people with special educational needs (SEN) and disabilities are capable of sustainable paid employment, with the right preparation and support. All professionals working with them should share that presumption, and should help young people to develop the skills and experience, and achieve the qualifications they need, to succeed in their careers. Independent and impartial advice for young people with SEN and disabilities should include all the education, training and employment opportunities on offer, and

signpost them onto study programmes that will support their transition into paid employment. This includes supported internships for young people with Education, Health and Care (EHC) plans, traineeships and apprenticeships; and qualifications that will enable young people to study in higher education, where appropriate.”⁶

“Schools should secure access to face-to-face careers guidance where it is the most suitable support for young people to make successful transitions. While most young people can benefit from face-to-face guidance, it is likely to be particularly useful for children from disadvantaged backgrounds, those who are at risk of disengaging or those who have special educational needs, learning difficulties or disabilities.”⁷

In addition, schools should take into consideration the quality assurance set out by the government when developing careers provision for pupils.

Issues

Through our events, steering groups and participation in various meetings and seminars, Disability Rights UK has collected additional thoughts, questions and feedback in relation to career education, information, advice and guidance for disabled young people:

- Disabled young people not receiving face to face careers advice or receiving poor quality advice
- Lack of access to careers advice which is tailored to disabled young people’s strengths and needs
- Disabled young people given wrong advice in relation to their disability
- Lack of good career education and work experience
- Disabled children not given work experience opportunities due to ‘health and safety’ issues
- Some SEN schools unwilling to let children do work experience off-site
- Low expectations
- Lack of information about local opportunities available
- Bad choice of subjects which do not match disabled people’s aspirations

- Assumptions that young people are able to access the internet, can use online careers advice or use mobile applications
- Not enough support in preparing a good written profile with a career adviser that will be useful when applying for an apprenticeship. A profile being person centred and individual
- There is a lot of online information on apprenticeships, traineeships, qualifications, careers, training and development, employability and job prospects. Not all of this information addresses disability issues and often people find they struggle to navigate their way through the amount of information that is out there

Initiatives

The government has made several reforms, including:

- Strengthening statutory guidance
- The establishment of the National Careers Service and the Careers and Enterprise Company (CEC) with the aim of improving the quality and range of careers advice on offer
- A “Jobcentre Plus Support for Schools” offering 12 to 18 year old pupils insight into the world of work and advice on options like traineeships and apprenticeships.

<https://www.gov.uk/government/news/jobcentre-plus-support-rolled-out-to-schools>

National Careers Service

The National Careers Service (NCS), launched in April 2012 provides young people over the age of thirteen with information, advice and guidance on learning, training and work opportunities. The service offers confidential and impartial advice, supported by qualified careers advisers. NCS services may be provided face-to-face, via telephone or online.

<https://nationalcareersservice.direct.gov.uk>

Careers and Enterprise Company

The Careers & Enterprise Company is the national network set up to inspire and prepare young people for the fast-changing world of work. Their role is to connect schools and colleges, employers and careers programme providers to create high-impact careers opportunities for young people across England.

<https://www.careersandenterprise.co.uk>

An amendment was tabled to the Technical and Further Education Bill in the House of Lords in February 2017 by Lord Baker, to require schools to admit providers of technical education and apprenticeships to contact pupils to promote their courses. The amendment was accepted by the Minister and added to the Bill, and became law prior to the 2017 General Election.

Best practice ideas:

- Children with SEND to be more visible in debates around careers provision
- Ensure young disabled learners have face-to-face high-quality career guidance and advice
- A plan tailored to an individual's needs and supported by guidance because many disadvantaged and disabled young people are more reliant on high-quality careers provision as they tend to lack social networks
- Increasing motivation if their teachers know their hopes and dreams
- Liaising with parents of vulnerable students to ensure support mechanism are in place for Post -16 education and skills development
- Improving dialogue between schools, government, and employers
- Careers education to be adequately embedded in the curriculum
- Better employer contact and work experience/ shadowing to encourage a positive impact on young people's future life chances
- Workplace visits
- More employers involved in mentoring and coaching

- Mentors - Alumni
- Developing a better understanding of the world of work and opportunities over the whole of a child's education
- Raising aspirations in children through inspirational employer talks
- Career opportunities need to be "sold" to young people.
- Learn from what works
- Adequate school resources

Other:

Disability Rights UK gave a workshop on Inclusive Practice in Careers Provision: How to improve careers education, information, advice and guidance for young disabled people. See:

<https://www.disabilityrightsuk.org/news/2016/december/disability-and-skills-unit-workshop-announced>

This included best practice examples from Ambitious about Autism, The Careers and Enterprise Company, Career Companion, Talentino Careers, Brookfields School and Diversity and Ability.

Brookfields School talked about their Pathways into Employment that offers class based careers coaching sessions, business enterprise and working experience.

Talentino Careers presented examples of work experience for disabled students working with various employers. One school also developed a School Enterprise Business called Munchies, selling high quality food to staff. This project shows how young people have been given a wide range of practical experience and an understanding of how to run a business while still at school whilst gaining valuable work experience, self-confidence and communication skills.

Ambitious about Autism has published their response to a government consultation on careers advice.

<https://www.ambitiousaboutautism.org.uk/understanding-autism/education/how-can-we-improve-careers-guidance-for-children-and-young-people-0>

The Career Development Institute has developed a set of professional standards for careers advisers, a register of advisers holding postgraduate qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications.

http://www.thecdi.net/write/FINAL-Best_Practice_Guide-.pdf

<https://www.nfer.ac.uk/publications/99944/99944.pdf>

The Gatsby Foundation did research drawing on visits to English schools and six countries where careers guidance was considered to be good. The report set out what it considered to be the eight key benchmarks of good careers guidance in schools:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Careers England:

- Career education and guidance to be provided through the local delivery model, co-ordinated by a strategic strategy, and overlooked by an independent stakeholder body
- Ensure lifelong career support for both those in work and those who are unemployed
- Greater awareness among school, further education and higher education leaders of the importance of career education and guidance, and to make it integral to teachers' professional development
- Most young people currently do not have access to face-to-face careers support. Young people age 16 and 17 and NEETs, particularly those less vulnerable and therefore receiving little direct support, also need access to face-to-face careers support if they are to re-enter education or training. They should be offered this through the National Careers Service future contracting arrangements.

<http://www.careersengland.org.uk/news/policy-commentary-32/>

British Chambers of Commerce:

- Embed key skills for work in the curriculum.
- Hold lessons around recruitment and interview techniques.
- Put direct contact with local businesses at the heart of careers guidance

Further information:

Help and support for young disabled people to find and stay in work

<https://www.gov.uk/government/publications/help-and-support-for-young-disabled-people-to-find-and-stay-in-work/help-and-support-for-young-disabled-people-to-find-and-stay-in-work>

Careers guidance and inspiration in schools

Statutory guidance for governing bodies, school leaders and school staff. April 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf

Evaluation of Jobcentre Plus Support for Schools programme

December –Pathfinder evaluation. 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575003/rr932-evaluation-of-jobcentre-plus-support-for-schools-programme.pdf

Sub-Committee on Education, Skills and the Economy inquiry

<http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7236>

House of Commons Business, Innovation and Skills and Education Committees Sub-Committee on Education, Skills and the Economy
Careers education, information, advice and guidance

First Joint Report of the Business, Innovation and Skills and Education Committees of Session 2016–17

<https://www.publications.parliament.uk/pa/cm201617/cmselect/cmese/205/205.pdf>

House of Commons Work and Pensions Committee
Employment opportunities for young people
Ninth Report of Session 2016–17
22 March 2017

<https://publications.parliament.uk/pa/cm201617/cmselect/cmworpen/586/586.pdf>

How can we improve careers guidance for children and young people with special educational needs and disabilities, including autism?

<https://www.ambitiousaboutautism.org.uk/understanding-autism/education/how-can-we-improve-careers-guidance-for-children-and-young-people-0>

<https://www.ambitiousaboutautism.org.uk/sites/default/files/Ambitious%20about%20Autism%20response%20to%20the%20careers%20guidance%20inquiry.pdf>

Talentino Careers has published a report on policy issues and early career development at schools for young people with learning difficulties:

<http://www.talentinocareers.co.uk/talentino/The%20Same%20and%20Different%20-%20Paper%20from%20Talentino.pdf>

Participation of young people: education, employment and training

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/561546/Participation-of-young-people-in-education-employment-or-training.pdf

NDTi/Preparing for Adulthood

<https://www.ndti.org.uk/tags/Preparing-for-Adulthood>

Education and Training Foundation

The Education and Training Foundation (ETF) works with teachers, trainers, leaders and employers. We give you the professional development that helps you to deliver excellent further and vocational education and training.

<http://www.et-foundation.co.uk/supporting/support-practitioners/>

16 to 19 education: financial support for students

<https://www.gov.uk/guidance/16-to-19-education-financial-support-for-students>

Disability Rights UK Factsheet:

<https://www.disabilityrightsuk.org/careers-and-work-disabled-people#one>

References:

Briefing paper on careers guidance in schools, colleges and universities, June 2017

<http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7236>

¹ *Nicky Morgan speaks about young people and work*

<https://www.gov.uk/government/speeches/nicky-morgan-speaks-about-young-people-and-work>

² <http://www.britishchambers.org.uk/press-office/press-releases/bcc-businesses-and-schools-%E2%80%98still-worlds-apart%E2%80%99-on-readiness-for-work.html>

³ *How well do schools prepare children for their future? All- Party Parliamentary Group for Education, May 2017, p 12,*

<http://www.educationappg.org.uk/wp-content/uploads/2017/04/Preparing-for-the-future-inquiry-report.pdf>

⁴ *How well do schools prepare children for their future? All- Party Parliamentary Group for Education, May 2017, p 13*

⁵ *Careers guidance and inspiration in schools*

Statutory guidance for governing bodies, school leaders and school staff, April 2017, p6

⁶ *Careers guidance and inspiration in schools*

Statutory guidance for governing bodies, school leaders and school staff, April 2017, p15

⁷ *Careers guidance and inspiration in schools*

Statutory guidance for governing bodies, school leaders and school staff, April 2017, p12