

CAREERS
GUIDANCE FOR
YOUNG PEOPLE
WITH SEND



Statutory guidance for governing bodies, school leaders and school staff

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.



CAREER OUTCOMES



**Special Educational
Needs & Disability**

- Career outcomes for young people described as having SEND need to be conceptualised more broadly than in the general population; they include a range of adult roles and purposeful activities such as unpaid work, learning and wider forms of citizenship.
- It is also clear that for a young person described as having SEND, career management skills include the ability to manage various kinds of impairments whilst maintaining work.

What is personal guidance?



Personal guidance describes the one-to-one interactions which take place between a careers adviser and a young person. Within Benchmark 8 of the Gatsby report there is a requirement for schools and colleges to provide young people with access to personal guidance. This should be with a careers adviser who should be trained to a minimum of level 6.



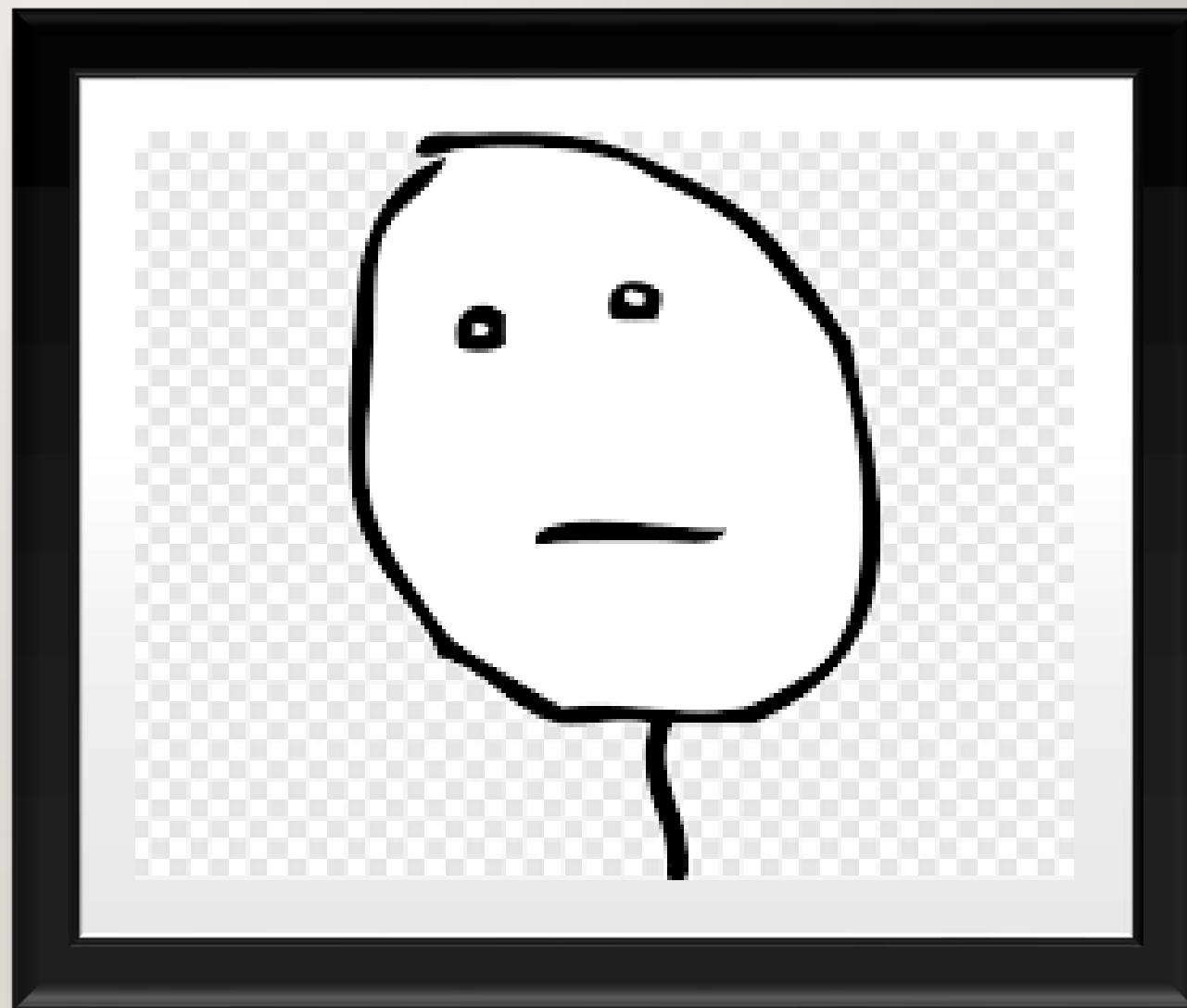
THIS IS BEST UNDERSTOOD AS A PROCESS WHICH ENABLES INDIVIDUALS TO

- > CONSIDER THEIR CIRCUMSTANCES, VALUES AND ASPIRATIONS
- > CONFRONT ANY CHALLENGES
- > RESOLVE ANY CONFLICTS
- > BUILD RESILIENCE AND CONFIDENCE
- > DEVELOP NEW PERSPECTIVES
- > JUSTIFY THEIR THINKING AND REACH A DECISION IN THE LIGHT OF RELEVANT CAREER AND LABOUR MARKET INFORMATION

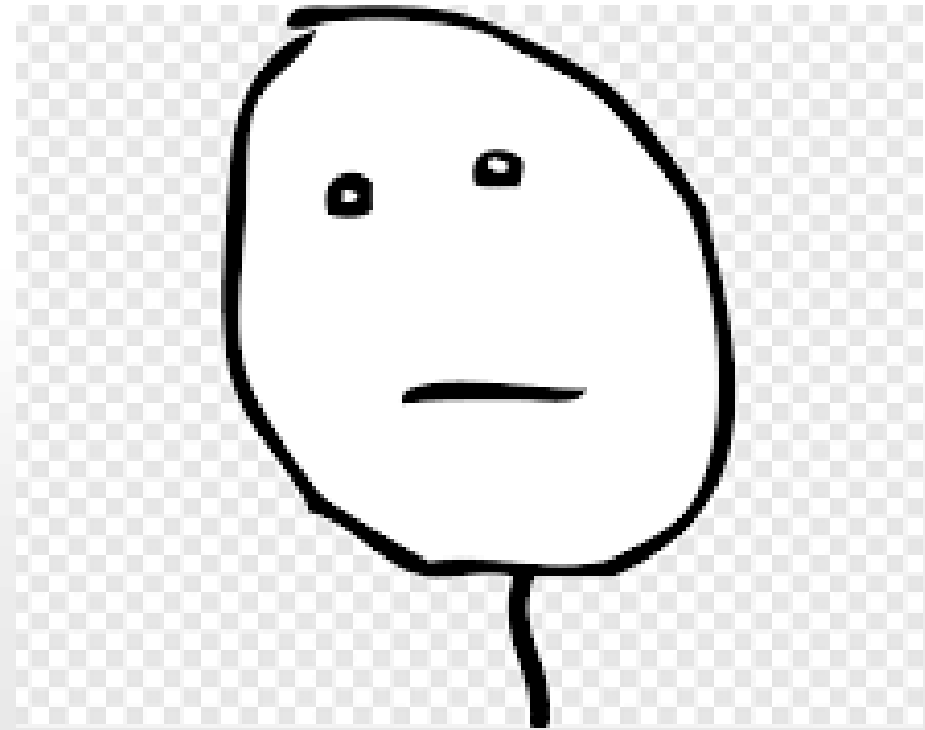
DECISION-
MAKING
PROCESSES...AND
THINGS THAT
GET IN THE WAY

- Time
- Space
- Clarity
- Perspective
- Unconscious bias
- Practice
- Strangers
- Familiars

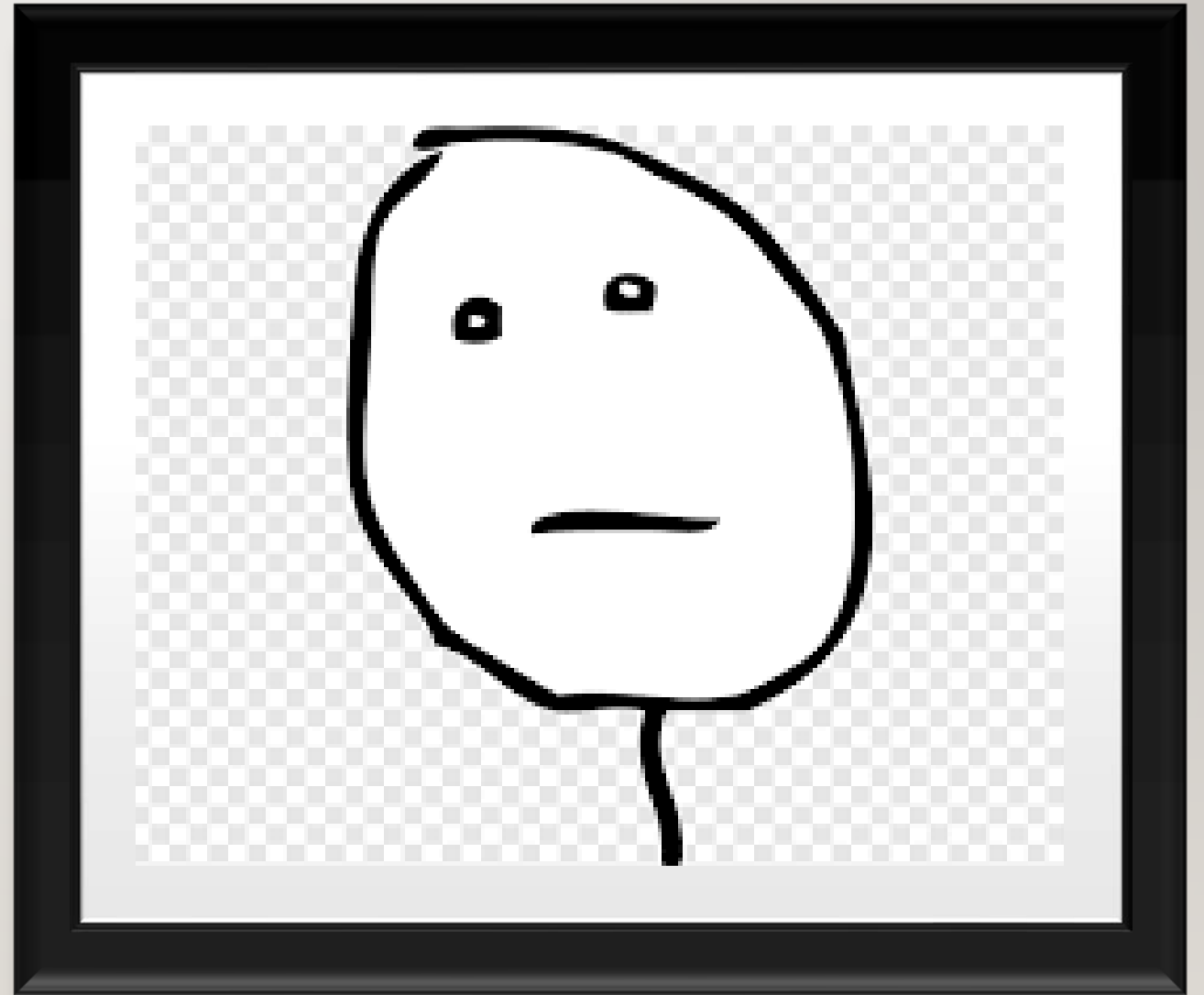
Hello. Did you find us
OK today?

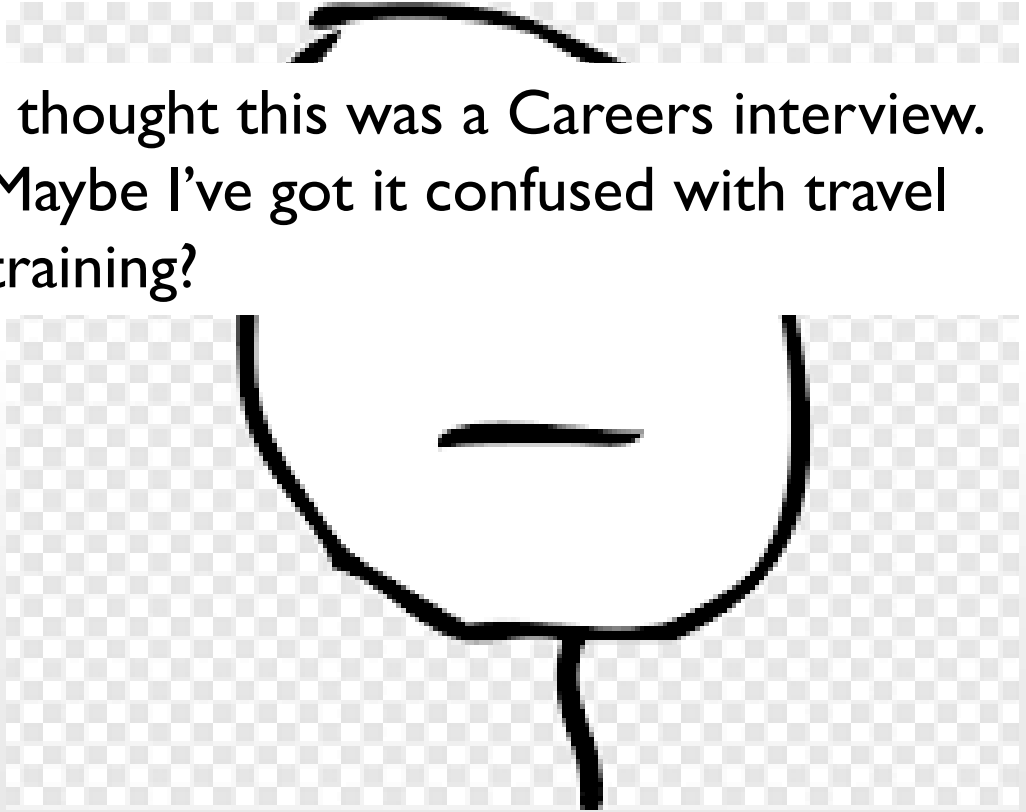


I'm clearly here...so how do I answer that?




Did you come on the bus?





I thought this was a Careers interview.
Maybe I've got it confused with travel
training?

What would you like to get out of our interview today?



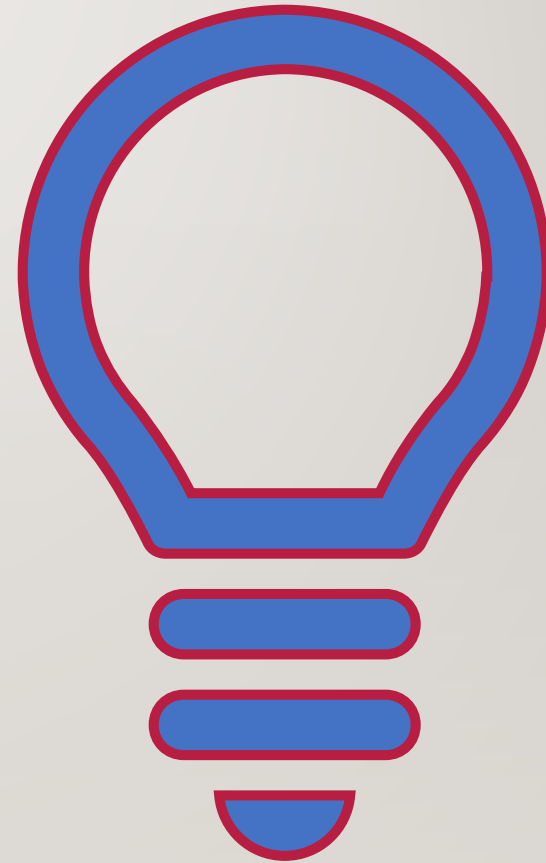
Now I really don't know how to answer. And I haven't answered the first 2 questions yet. Do I try and answer them first? And now she's giving me a weird look

DECISION-MAKING PROCESSES...AND THINGS THAT GET IN THE WAY

- Time – practice silence
- Space – environmental and processing
- Clarity – ‘I was perfectly clear’ is never a correct assumption
- Perspective – ‘take a chair’
- Practice – never makes perfect...but never hurts
- Unconscious bias – learning disability = bad at making decisions
- Strangers – usually you are one
- Familiars – people, objects, communication patterns



RESOURCES...
SOME
SUGGESTIONS




**Communicating effectively,
identifying support needs and
making adjustments**

Jules Benton

-
- Information about impairments and how these can affect communication
 - Reasonable adjustments (cheap or free)
 - Useful questions to ask

VISUAL TOOLKIT – HELP YOURSELF FROM THE DRUK WEBSITE


Careers and Employability Centre

What do I think about myself?

Put a cross on the scale to show how you feel about each statement:

Disagree strongly Agree strongly

I can make friends —————

I will try new challenges —————

I have a good sense of humour —————

I feel I have control over my life —————

I feel good about myself —————

I feel confident —————

I think I look okay —————


I am happy —————

I always go to school —————

Name: _____ DOB: _____ Adviser: _____

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Careers and Employability Centre

Visual Toolkit

- ⇨ One-page plan
- ⇨ Circle of support
- ⇨ Good day bad day
- ⇨ Wishes and dreams
- ⇨ Important to me
- ⇨ Let's talk
- ⇨ All about me
- ⇨ Communication
- ⇨ Goals
- ⇨ My Life



A RANGE OF RESOURCES, PRESENTED VISUALLY, WHICH CAN HELP PROMPT CONVERSATIONS, THOUGHTS AND IDEAS

COMPILED BY JESS BENOIN APRIL 2019


Careers and Employability Centre

Name: _____

What makes a good and bad day?

Good day	Bad day
	

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Findings suggest that career education, vocational and personal guidance in the UK has been most effective with young people with SEND when the individual receives not only face-to-face careers guidance but is also assisted into employment.



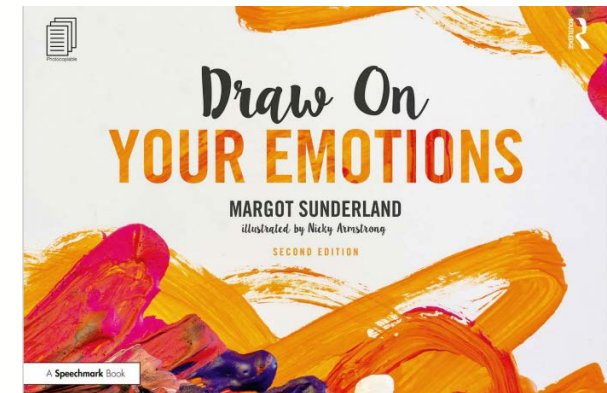
Resources

We have worked with Careers Leaders from across the sector to identify useful online resources that are freely available:

Resource	Description	Access resources
Gatsby Benchmark toolkits	Our practical toolkits focus on the Gatsby Benchmarks. They are designed to help schools and colleges identify what 'good' looks like across the eight benchmarks.	Toolkit for Schools [PDF] Toolkit for Colleges [PDF] Toolkit for SEND [PDF]
The Skills Suitcase	This resource supports learners in identifying their own skills and abilities, as well as identifying those they may need further help in developing. Can be used as a 1-2-1 or group activity.	Skills Suitcase [website]
What's your strength	Cards that have been designed to help young people recognise their skills and qualities and understand how they can develop them further. (Costed resource)	What's your strength [website]
Quality Assurance of Career development interventions	This link takes you to the CDI website which details how to Quality Assure development interventions and gives top tips to Careers Leaders	Quality Assurance of Career development interventions[website]

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

DON'T FORGET
YOUR BLU/WHITE
TACK AND SOME
STICKY NOTES



www.goodcareerguidance.org.uk/send

THE BENCHMARKS

GOOD CAREER GUIDANCE

Sir John Holman, a former Headteacher and founder of the National STEM Learning Centre, was asked by the [Gatsby Charitable Foundation](#) to undertake an independent, international review of career guidance. He visited six countries, analysed good practice in English schools and did a comprehensive review of current literature. From all of this, Sir John wrote the [Good Career Guidance Report](#). In the report he identifies what 'good' looks like and outlines a framework of eight benchmarks that schools can use to improve their career guidance system.

HOSTING TRANSITION EVENTS

When considering how to meet Benchmark 5: *Encounters with Employers*, National Star College in Cheltenham built on the strength of its transitions event, which last year featured 47 exhibitors from across the country, providing information, advice and personal support. It also created *FestABLE*, the first festival dedicated to specialist learning and work opportunities in the UK. Hundreds of parents, professionals and young people with Special Educational Needs and Disabilities (SEND) came together to listen to speakers, attend workshops and have a go at different activities they might do in college or in work.

IMPROVING STUDENT OUTCOMES

Finally, Foxes Academy in Minehead has become a Disability Confident leader, as part of a Government-backed scheme to support more employers to make the most of the talents of disabled people. They have created links to scores of local employers in line with Benchmark 5: *Encounters with Employers* and Benchmark 6: *Experiences of Workplaces*. The work done by Foxes Academy has had a dramatic effect on student outcomes: 81 per cent of leavers from 2017 gained employment and are still employed a year later, far higher than the national employment rate for people with learning difficulties of less than 6 per cent.

ASDAN's Lifeskills Challenge programme, an online bank of more than 1,000 challenges ranging from pre-Entry to Level 3, supports the development of employability skills. Below is a list of free, downloadable Lifeskills Challenge activities that are mapped to each of the eight Gatsby benchmarks. The challenges have been suggested in accordance with the guidance provided in the *SEND Gatsby benchmark toolkit*.

1: A stable careers programme

Challenge: [Planning and running a mini enterprise project](#)

2: Learning from career and labour market information

Challenge: [Using art to explore different occupations](#)

3: Addressing the needs of each student

Challenge: [Creating a personal profile: strengths and aspirations](#)

4: Linking curriculum learning to careers

Challenge: [Creating a healthy smoothie](#)

5: Encounters with employers and employees

Challenge: [Introduction to social action](#)

6: Experience of workplaces

Challenge: [Experience activities related to the world of work](#)

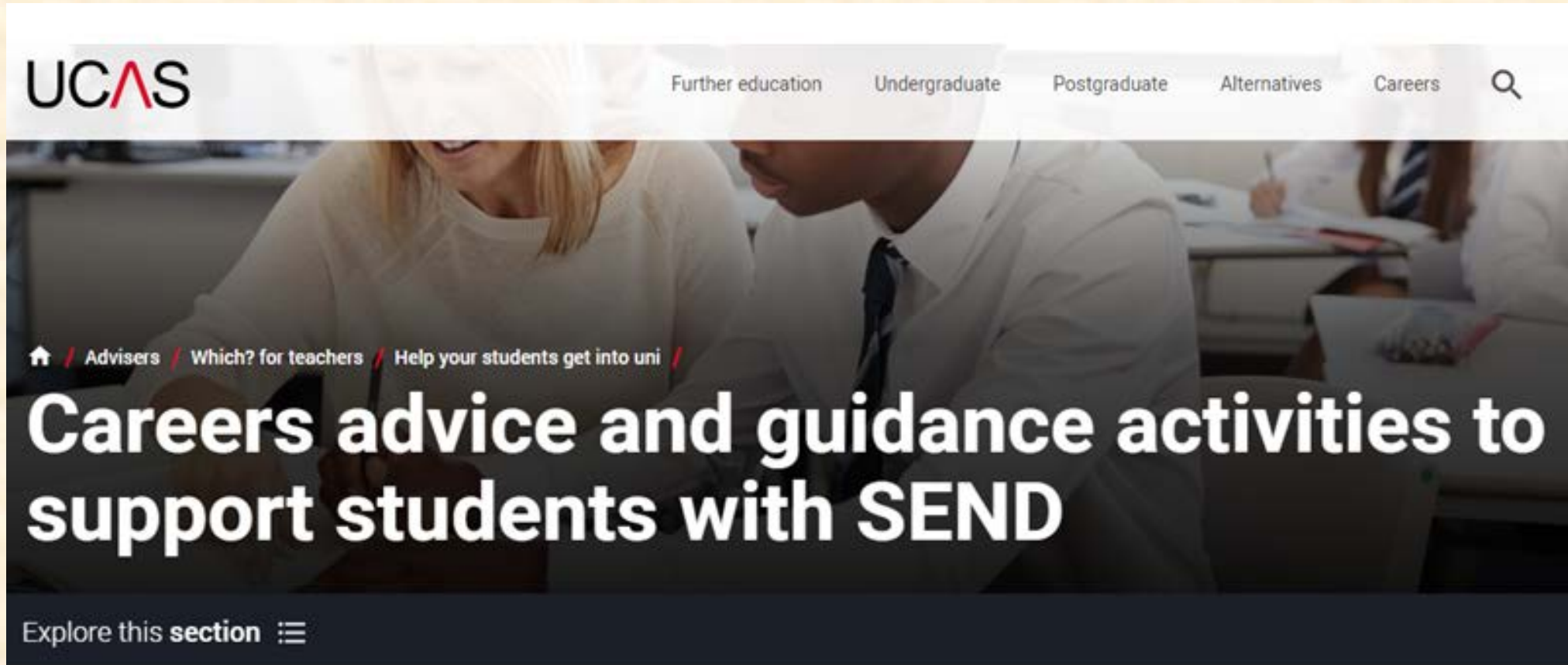
7: Encounters with further and higher education

Challenge: [Planning my career journey](#)

8: Personal guidance

Challenge: [Using advice and guidance](#)

www.ucas.com/advisers/which-for-teachers/help-your-students-get-into-uni/careers-advice-and-guidance-activities-to-support-students-with-send



The image shows a screenshot of the UCAS website. At the top left is the UCAS logo. To the right of the logo is a navigation menu with the following items: Further education, Undergraduate, Postgraduate, Alternatives, and Careers. A search icon is located to the right of the Careers link. Below the navigation menu is a large banner image showing a woman and a man in a classroom setting, looking at a laptop. Overlaid on the bottom left of the banner is a breadcrumb trail: Home / Advisers / Which? for teachers / Help your students get into uni. The main heading of the banner is "Careers advice and guidance activities to support students with SEND" in large, bold, white text. Below the banner is a dark grey bar with the text "Explore this section" followed by a hamburger menu icon.

Expert advice and best practice suggestions on how to support your students with SEND in their career development.

Home • The Information, Advice and Support Services Network

Network / Section: The Information, Advice and Support Services Network



Somerset

Information Advice and Support provider: Somerset SENDIAS (Special Educational Needs and Disability Information,...



Poole

Information Advice and Support provider: Poole SENDIASS Special Educational Needs and Disability Information, Ad...



Plymouth

Information Advice and Support provider: Plymouth Information Advice and Support for SEND (PIAS) Description...



The Information, Advice and Support Services Network

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[Find your local IAS Service](#) →

[Frequently Asked Questions](#) →

[Find out about SENDIOG](#) →

[Resources](#) →

[News](#) →

[Contact Us](#) →

[IASS Members Area](#) →



[Visit Children and Young People site](#) →



Employment



Age	Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds	Post-16 In schools and post-16 providers 16-19 year olds	Post-19 19-25 year olds
Steps Towards Outcomes	<ul style="list-style-type: none"> • Subject option choices - thinking about university and college, picking the right subjects for future career goals • Exploring different careers • Understanding requirements for HE • Structured careers advisory sessions • Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful • Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed • GCSEs / NVQs / Entry level qualifications • Vocational options • Continue to build personal / vocational profile - use in careers sessions • After school / Saturday jobs / part-time employment • understanding supported employment options e.g. access to work • Transition to new settings • Starting micro-enterprises 	<ul style="list-style-type: none"> • Build on strengths and interests highlighted in personal / vocational profile • Apprenticeships • Supported internships • Traineeships • Further work on academic and vocational qualifications • A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor • CV writing • Skills in applying for jobs or higher education • Interviewing • Understanding support from the LA, e.g. do they have a supported employment service? 	<ul style="list-style-type: none"> • Consolidate or finish learning • Taking part in adult education / community learning • Completing outcomes in EHC plan • Voluntary work • Knowing how to access support from Job Centre post-education • Paid work or higher education • Understanding benefits
Resources	<ul style="list-style-type: none"> • Vocational Profile Workbook • National Careers Service • Preparing for Adulthood Employment Resources • Downs Syndrome Association Employment • PfA review toolkit 	<ul style="list-style-type: none"> • Supported Internships • Apprenticeships/Traineeships • Study Programmes • Disability Rights UK Factsheets and Guides & Higher Education Guide 	<ul style="list-style-type: none"> • Care Act and C&F Act Fact Sheet • Mental Capacity Act • Transition Quick Guidance • Care Act Transition Guidance

Disabled Students Helpline

0330 995 0414

FREE



The SEN and Disability Code of Practice 2015 ("the Code") makes it clear that once a child becomes a young person at the age of 16, local authorities and others should normally engage directly with the young person rather than their parents.

However, the Code also makes it clear that the young person's family and parents should continue to be involved in discussions about the young person's future. The young person may also ask them to help in other ways such as attending meetings, filling in forms or receiving correspondence on their behalf.



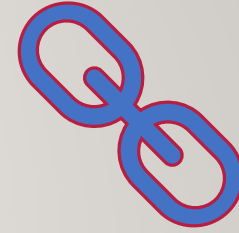
Advocacy Toolkit: The rights of disabled young people in the transition planning process

Coram Voice has produced a tool kit for advocates, professionals and carers to support disabled children with the transition from children's to adult's services.

The toolkit sets out straightforward guidance and provides links to key resources on transition, barriers and issues and what the law says.

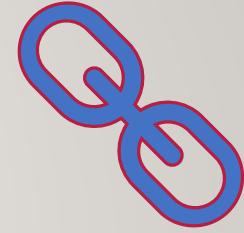
https://coramvoice.org.uk/sites/default/files/advocacy_toolkit_-_the_rights_of_disabled_young_people_in_transition_planning_1.pdf

USEFUL LINKS



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- <https://councilfordisabledchildren.org.uk/transition-information-network> A source of information and good practice for disabled young people, families and professionals.
 - disabilityrightsuk.org/sites/default/files/pdf/Doing%20Careers%20Differently.pdf How to make a success of your career while living with a disability or health condition
 - preparingforadulthood.org.uk Expertise and support to local authorities and their partners to embed preparing for adulthood
 - councilfordisabledchildren.org.uk Sharing information and good practice for disabled young people, families & professionals
 - disabilityrightsuk.org/how-we-can-help/advice-and-information High quality information, products and services developed by and for disabled people

USEFUL LINKS



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- [gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities](https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities)
Government guidance
 - [riseabove.org.uk](https://www.riseabove.org.uk) emotional resilience and health information
 - [contact.org.uk/medical-information](https://www.contact.org.uk/medical-information) Up-to-date information on hundreds of medical conditions
 - [youtube.com/user/rolemodelsinspire/videos?flow=grid&view=15](https://www.youtube.com/user/rolemodelsinspire/videos?flow=grid&view=15) role models – inspire a generation
 - [disabilitymatters.org.uk/](https://www.disabilitymatters.org.uk/) free e-learning resource
 - [careersandenterprise.co.uk/research/transition-programmes-young-adults-send-what-works](https://www.careersandenterprise.co.uk/research/transition-programmes-young-adults-send-what-works)
 - www.scie.org.uk/mca Mental Capacity Act



www.disabilityrightsuk.org/policy-campaigns/education-skills-and-employment/disability-and-skills-unit/resources