

Careers Guidance for Young People with SEND- 2

- MODELS OF DISABILITY
- POST-16 OPTIONS AND SUPPORT
- NEURO DIVERSITY
- DISABILITY CONFIDENT
- DISABILITY AS AN ASSET



Models of Disability



The Medical Model of Disability

- This model defines and categorises disabled people by their impairment and it casts the individual person as “the victim” or “the problem”
- Focus on cure: “The person is ‘defective’ and needs fixing”

The Charity Model of Disability

- The Charity Model casts the disabled person forever in the ‘poor unfortunate’ role
- It emphasises and encourages dependence on others rather than independence

The Social Model of Disability

- This model sees disability as the social and physical restrictions formed by society and not the individual
- It requires a change in society’s values and practices in order to remove the barriers to participation that discriminate against disabled people
- “Fix the environment not the individual”

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



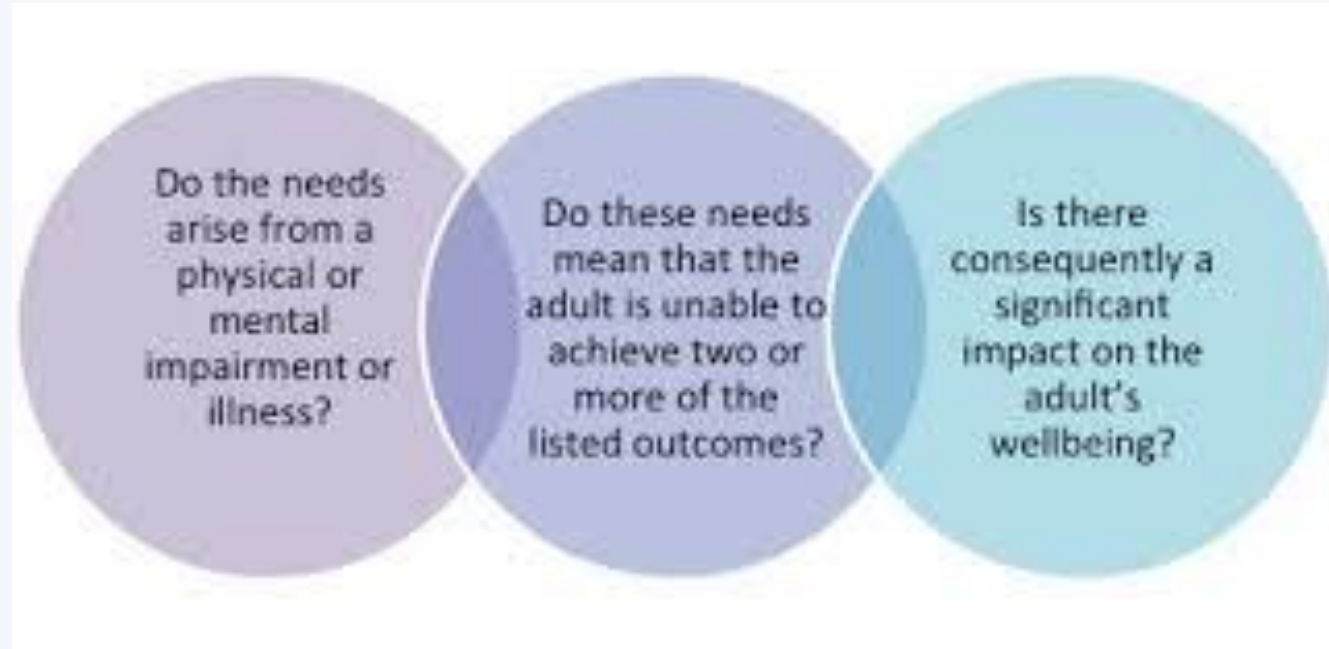
In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Assessment under The Care Act

- If a child is likely to have needs when they turn 18, the local authority must carry out a "child's needs assessment" before then to determine what these will be. The local authority will carry out the assessment if it considers it a "significant benefit" to the child to do so.
- These assessments will give you an idea of the help that you and your child can expect when they move into adult care and support. After the assessment, the local authority should draw up a care and support plan; this may include a personal budget or direct payments to meet some of their needs.



Assessment under The Care Act



MOVING INTO ADULT SERVICES (ENGLAND ONLY)

- Disabled children receiving social care support from children and young people's services will be transitioned to adult care and support when they turn 18.

www.scie.org.uk/care-act-2014/assessment-and-eligibility

Assessment under The Care Act

- The statutory guidance suggests that these assessments take place when it is easier to understand what the needs of the child and carer will be beyond the age of 18
- For children with Education, Health and Care plans, it is likely that they will take place during the transition process, from Year 9 onwards

[A template letter you can use to ask for an assessment for your child:](#)

[contact.org.uk/media/1060079/transition_assessment_letter.doc](https://www.contact.org.uk/media/1060079/transition_assessment_letter.doc)

Post- 16 options



- Further Education
- Higher Education
- Apprenticeships
- Traineeships
- Supported internships
- Work and Learning (separately)

- Work trial



Apprenticeships

- Apprenticeship Funding Rules: <https://www.gov.uk/guidance/apprenticeship-funding-rules>
- Exploring funding For apprentices with additional needs: <https://www.gov.uk/government/publications/exploring-funding-for-apprentices-with-additional-needs>

Apprenticeship funding



- Extra funding is available to support apprentices aged 16-18, or 19-24 who have an EHC plan. Payments of £1000 are available for both employers and training providers
- New care leavers bursary of £1,000 available to **all** care leavers **aged 16-24** starting an apprenticeship – this will be paid directly to them
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786465/apprenticeship_funding_rules_for_training_providers_August_2018_to_July_2019_version_2.pdf

Mental Health Support for Apprentices



Remploy free service supports apprentices who are feeling low, anxious, upset and struggling to keep up with their apprenticeship. It is completely confidential and run by fully trained professionals with expertise in mental health.

To qualify for this service, individuals must:

- Be in an apprenticeship (attending or signed off sick);
- Have a mental health condition that has resulted in absence, or is causing difficulties to remain in their apprenticeship.
- <https://www.remploy.co.uk/individuals/support-work/workplace/support-apprentices>

Maynard Recommendations



- Apprentices who have an Education Health and Care plan or previously had a statement of Special Educational Needs or a Learning Difficulty Assessment can apply for an adjustment to English and maths requirements to Entry Level 3 Functional Skills
- British Sign Language (BSL) can now be used as an alternative to English Functional Skills for those who have BSL as their first language

Traineeships

A traineeship is an education and training programme combined with a work placement. Each one is tailored to your own needs. They are designed to prepare you for your future career by helping you become 'work ready'.

WHAT IS A TRAINEESHIP?

Traineeships last between six weeks and six months and include the opportunity to:

- Learn job skills to help prepare you for work
- Gain real work experience with an employer
- Improve your English and maths if needed

They're ideal if you're motivated to get an apprenticeship or other job but don't yet have the skills and experience that employers are looking for.

You can apply for a traineeship if you're aged 16 to 24, or up to 25 with an Education, Health and Care Plan (EHCP). You need to be qualified below Level 3 (equivalent to two A levels at grades A to C).



THE BENEFITS OF DOING A TRAINEESHIP

- The opportunity to build your CV, get valuable work experience and learn about an employer and the industry it operates in
- Maths and English support to boost your career prospects – but no tests to pass!
- The confidence and ability to apply for an apprenticeship or go straight out and get a paid job
- A job interview at the end, if a role is available, or an 'exit interview' with feedback and a reference

- You can apply for a traineeship if you're aged 16 to 24, or up to 25 with an Education, Health and Care Plan (EHCP)
- You need to be qualified below Level 3 (equivalent to two A levels at grades A to C).
- No requirement to pass English & maths exams

Free download:

https://www.disabilityrightsuk.org/sites/default/files/pdf/TraineeshipLeaflet_05.pdf

T-Levels



- **T Levels** are new courses coming in September 2020, which will follow GCSEs and will be equivalent to 3 A Levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work
- **T Level Transition Programme** from September 2020
- 16 to 19 study programme to give young people effective, tailored preparation specifically to help students to progress onto and succeed on a T Level
- <https://www.gov.uk/guidance/industry-placements>

Supported internships



- Study programme to help young people aged between 16 and 24 to get a job
- Most of the learning is at work
- For young people needing more time or support than going through a traineeship or apprenticeship
- Internships are unpaid and last for at least six months
- Young people need a statement of SEN or EHC plan to do a supported internship

Work trial



- A **work trial** is a way of trying out a job first before it is offered
- Once agreed with the Jobcentre Plus, you can do a **work trial** if the job is for 16 hours or more a week and lasts at least 13 weeks
- The duration of the trial must be agreed in advance
- Jobseekers keep getting their benefits whilst they're on it and are not paid a wage
- A **work trial** can last up to 30 days
- <https://www.gov.uk/jobcentre-plus-help-for-recruiters/work-trials>

Support available in Higher Education



- Disabled Student Allowance (DSA)
- Disability co-ordinator/ disabled student services/other services at the university
- One- to -one study support
- Special exam arrangements
- Book/journal fetching
- Access to e-resources
- Assistive technology
- Union Welfare office

HSBC Neurodiversity video:

https://www.youtube.com/watch?v=Nae_pWStWzw



Neurodiversity 101: Types of Neurodiversity

Do-IT>

Neurodiversity
Neurodiversity covers all aspects of variation (diversity) in how our brains (neuro-) work. There are several key traits that are usually considered when talking about neurodiversity.

These correspond to medical disorders/conditions, all of which are fairly common but some of which are less well known.

Social interactivity and communication
This trait describes how well you can 'read' emotions in other people and how you interact and communicate with other people (and see the world socially and sense it). Some people may have more restricted interests than others. People who are less socially interactive than the 'norm' and communicate differently may have an Autism Spectrum Disorder/Condition or it could be related to a Developmental Language Disorder

Attention, focus levels and impulsivity
These traits describe the way you focus and pay attention, how easy it is for you to think before acting and whether you are fidgety and restless. People who are less attentive and/or more hyperactive and/or more impulsive than the 'norm' may have Attention-Deficit/Hyperactivity Disorder(ADHD)

Language
This trait describes how well you can understand, communicate and produce spoken language. People who find understanding and/or producing spoken language difficult may have Developmental Language Disorder (DLD)

Movement and Coordination
This trait describes how well you can make small and large movements (e.g. tying shoelaces or running) and how well you can balance. People who have challenges with movements and/or balance may have Developmental Coordination Disorder, sometimes also called Dyspraxia.

Tics
This trait describes whether and to what extent you have tics – sudden, involuntary, repetitive movements and/or vocalisations. People who have tics for over a year may have a Tic Disorder.

Reading, writing and spelling
This trait describes how accurately and fluently you can read, write and spell. People who struggle with reading, writing and/or spelling skills may have Dyslexia.

Intellect
This trait describes your overall intellectual functioning, i.e. your ability to reason, learn and problem-solve and can impact on day to day functioning. People who have difficulties with intellectual functioning may have an Intellectual or Learning Disability.

Mathematics
This trait describes how accurately and fluently you can use mathematics concepts. People who struggle with mathematics are sometimes considered to have Dyscalculia.

© Do-IT Solutions Ltd. – Prof Amanda Kirby & Dr Mary Cleaton
www.doitprofiler.com



1800 seconds on autism – BBC Sounds

<https://www.gov.uk/guidance/disability-confident-how-to-sign-up-to-the-employer-scheme#how-to-become-disability-confident>



Reasonable Adjustments



- All public sector services have a legal duty to make 'reasonable adjustments' to the way they make their services available to disabled people
- Employers are required to make reasonable adjustments to any elements of the job which place a disabled person at a substantial disadvantage compared to non-disabled people

Access to Work



An Access to Work (AtW) grant can pay for practical support if you have a disability, health or mental health condition to help you:

- Start working
- Stay in work
- Move into self-employment or start a business

You can apply for support with:

- Jobs
- Apprenticeships
- Traineeships
- Supported internships

Access to Work



Examples of the kind of help available through Access to Work are:

- Help towards the additional costs of taxi fares if you cannot use public transport to get to work
- A support worker, such as a reader for somebody with a visual impairment; communicator for a D/deaf person; a specialist job coach for a person with a learning difficulty; or a helper for personal care needs at work
- Specialist equipment (or alterations to existing equipment) to suit your particular need.
- <https://www.gov.uk/access-to-work>

Disability as an asset

“We have to switch our thinking,” said James Mahoney, chief quality officer for Mortgage Banking Technology. Mahoney heads a pilot program launched in 2015 introducing employees on the autism spectrum into the workplace. He sees employees with autism as an unexploited talent pool. According to the program, after three to six months working in the Mortgage Banking Technology division, autistic workers were doing the work of people who took three years to ramp up—and were even 50 percent more productive.

Diversity

Disability can and does bring a different layer and level of experience, and can help bring insight into disability issues. However, that asset-based approach to disability is often lost in the actual experiences of disabled staff. When an organisation promotes ‘diversity’, it cannot expect everyone to be the same. This might sound obvious, but the assumption of sameness is built into the way organisations work, and productivity at an individual level is assumed to be a reasonable expectation.



Co-production

Much depends on who initiates and pushes forward the partnership work involved: if the concerns of disabled staff or students are raised actively by a disabled staff/student forum, for instance, then the individuals involved can increase their power to have a voice within the organisation. This process in itself casts disabled people as 'assets', as people with active agency and as sources of solutions, rather than as problems.

Change

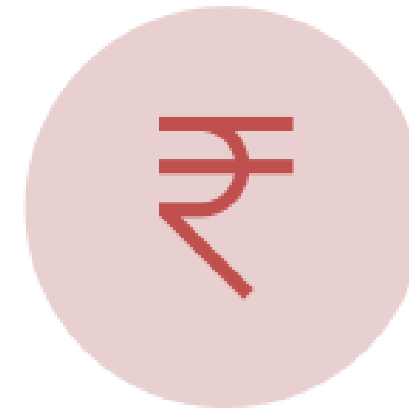
By taking a social practice approach to change, we can better understand how to alter naturalised ways of carrying out the business of an organisation. For instance, we can question why the refurbishment of teaching spaces does not routinely include podiums which can be accessed from a wheelchair.

The most important way to move forward is to tackle the meanings which underpin exclusionary practices.





IN EDUCATION, THE BUSINESS OF THE ORGANISATION INVOLVES PROFESSIONALS (STAFF) AND CLIENTS (STUDENTS). THE 'DISABILITY' CATEGORY IS FAR MORE OFTEN DISCUSSED (AND PUT INTO PRACTICE) IN RELATION TO THE LATTER; HOWEVER, BY JOINING UP BOTH POINTS OF VIEW (PROFESSIONAL AND LAY 'CLIENTS'), WE CAN SIMPLY CREATE A BETTER AND MORE INCLUSIVE ORGANISATION.



THE VALUE OF DISABLED STAFF AND STUDENTS IN THIS PROCESS IS THAT THEY ARE NOT JUST PUSHING AT THE DOOR TO BEG FOR SPECIAL CONSIDERATION; THEY ARE THEN ASSETS WHO WILL IMPROVE THE WAY IN WHICH THE ORGANISATION ACHIEVES ITS CORE BUSINESS, OR PROVIDES SERVICES TO A DIVERSE POPULATION.



Resources...
some
suggestions





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

<https://www.gov.uk/financial-help-disabled>



Other Benefits



- Personal Independence Payment (PIP) is a benefit that helps with the extra costs of a long-term health condition or disability
- It replaces Disability Living Allowance (DLA)
- Children turning 16 who currently claim DLA will be asked to claim PIP after their 16th birthday. This applies to all children turning 16 in England, Wales, Scotland or Northern Ireland

Find out more about Personal Independence Payment

- <https://contact.org.uk/advice-and-support/benefits-financial-help/benefits-and-tax-credits/personal-independence-payment/>
- <https://www.gov.uk/pip>

Further Resources



[Into Apprenticeships](#)



[Into Higher Education](#)



<https://www.youtube.com/user/DisabilityRightsUK1>



Further Resources

DR UK Website

- www.disabilityrightsuk.org

DR UK Resources for careers and enterprise advisers training events

- <https://www.disabilityrightsuk.org/policy-campaigns/education-skills-and-employment/disability-and-skills-unit/disability-and-skills>

DR UK Education factsheets and guides

- <https://www.disabilityrightsuk.org/how-we-can-help/benefits-information/factsheets/education-factsheets>

DR UK Work related factsheets and guides

- <https://www.disabilityrightsuk.org/how-we-can-help/benefits-information/factsheets/work-related-factsheets>

Further Resources

Gatsby Benchmarks/Careers and Enterprise Company

- https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf
- https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the_send_gatsby_benchmark_toolkit_v2.pdf

Recruitment helping talented disabled candidates and inclusive employers to find each other

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

Further Resources

Government Websites

- <https://www.gov.uk/>
- <https://www.gov.uk/topic/further-education-skills/apprenticeships>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/714330/Apps_A5_Learner_Support.pdf

Access to Work

- <https://www.gov.uk/access-to-work>
- <https://www.disabilityrightsuk.org/access-work>
- <https://www.remploy.co.uk/individuals/support-work/workplace/support-apprentices>

Further Resources

Equality Act 2010 and Reasonable Adjustments

- <https://www.gov.uk/guidance/equality-act-2010-guidance>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/138118/Equality_Act_2010_-_Duty_on_employers_to_make_reasonable_adjustments_for....pdf
- <https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils>
- <https://www.equalityhumanrights.com/en/publication-download/what-equality-law-means-your-business>
- <https://www.time-to-change.org.uk/reasonable-adjustments>

Further Resources

Business Disability Forum publications

- <http://www.businessdisabilityforum.org.uk/advice-and-publications/publications/>

Doing Careers Differently

- <https://www.disabilityrightsuk.org/sites/default/files/pdf/Doing%20Careers%20Differently.pdf>

HSBC Neurodiversity, work and me

- https://www.youtube.com/watch?v=Nae_pWStWzw

Further Resources

Special Educational Needs and Disabilities Information Advice and Support Service

- <https://www.kids.org.uk/sendiaass>

Preparing for Adulthood

- www.preparingforadulthood.org.uk

Education and Training Foundation- Special Educational Needs and Disability

- <https://send.excellencegateway.org.uk/>

Further Resources

Assistive Technology

Microlink

<https://www.microlinkpc.com/>

AbilityNet

<https://abilitynet.org.uk/free-resources/abilitynet-factsheets>



Factsheets

AbilityNet's Factsheets are free to download and provide advice and information about how computers and other digital technologies can help people with a range of conditions and impairments.

Written by our specialist team of assessors and accessibility consultants they give detailed information on a wide range of assistive technology, services and related organisations. Many give a step by step guide to help you set up your computer and software (assistive technology) to meet your individual requirements.

Sort by: Date | A-Z

An introduction to screen readers

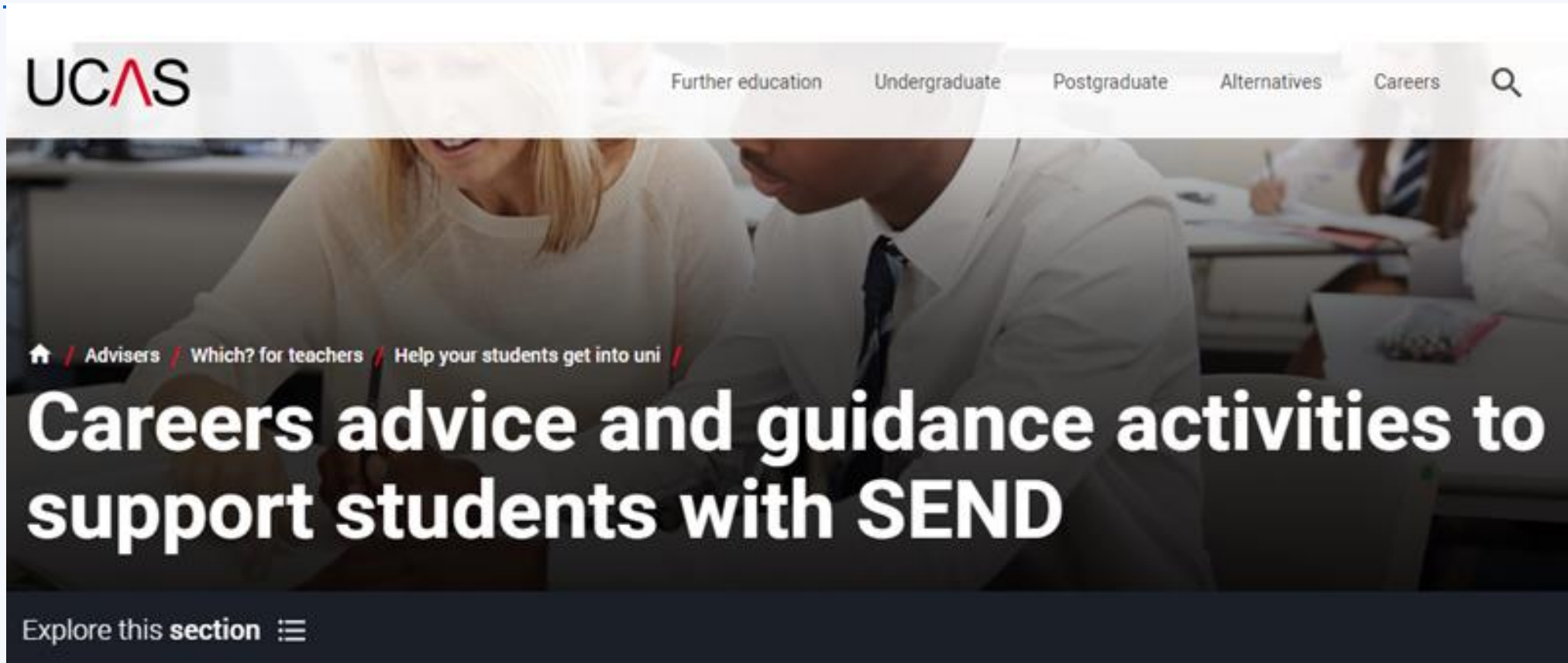
A screen reader allows people who are blind or visually impaired to use their computer. This factsheet provides an overview of the main screen readers available for people to use with their computer or mobile devices.

Autism and Computers

Autism Spectrum Disorder (ASD) is a lifelong developmental disability that affects the way a person communicates and relates to people around them. People with autism can often have



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 the top portion of the UCAS website. At the top left is the UCAS logo. To its right is a navigation menu with links for 'Further education', 'Undergraduate', 'Postgraduate', 'Alternatives', and 'Careers', followed by a search icon. Below the navigation is a large hero image featuring a woman and a man in a classroom setting, looking at a laptop. Overlaid on the bottom left of this image is a breadcrumb trail: 'Home / Advisers / Which? for teachers / Help your students get into uni'. The main headline, 'Careers advice and guidance activities to support students with SEND', is written in large, bold, white text across the center of the hero image. At the bottom left of the hero section, there is a dark grey bar with the text 'Explore this section' and a hamburger menu icon.

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

Disabled Students Helpline

0330 995 0414

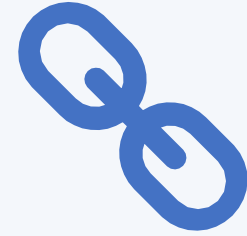
FREE



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.

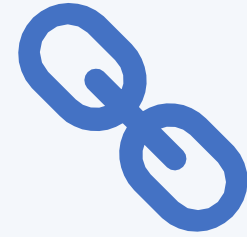
However, the Code also makes it clear that the young person's family and parents should continue to be involved in discussions about the young person's future. The young person may also ask them to help in other ways such as attending meetings, filling in forms or receiving correspondence on their behalf.

USEFUL LINKS



- <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



- [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



The right to participate - animated introduction to the Equality Act, videos of campaigns, information and template complaint letters to protect disabled people from discrimination in everyday situations

<http://righttoparticipate.org/>

Some great resources, videos and positive stories can be found at...

- <https://www.youtube.com/channel/UCM3VmQh8uFDfJ5vYpDphmWA>
(Find your passion - National SEND Employment Forum)
- <https://www.base-uk.org/knowledge-base> (including [Approaches to Supported Internship delivery](#))
- <https://www.changepeople.org/> (believe people with learning disabilities are the experts on the changes they need to lead a good quality of life and to get equal access to employment, healthcare, housing, community involvement and information they can understand)



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