

Don't dis-my-ability®

Live CareerChat@Lockdown 2021
25th October 2021

WELCOME

Today's webinar😊 will:

- Focus on careers work with neurodivergent individuals and families.
- Share key challenges and opportunities in working with special educational needs young people with a focus what this actually means.
- Reflect on the implications for policy, research and practice.

Host

Dr Deirdre Hughes (Director, dmh associates and CareerChat (UK))

Presenters

Shawn Smith, Founder of Don't dis-my-ability®, New Brunswick

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**Shawn Smith
Founder of
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ability ®**

New Brunswick, Canada

Improving the Career and Life chances of ALL young people – sharing challenges and opportunities

Jenny Connick Founder Talentino

October 2021



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Welcome

- During this session we will:
 - Build our knowledge and confidence around young people with SEND and their early career development
 - Share challenges and opportunities
 - ‘Do it like we mean it’ recommendations for policy makers, researchers and practitioners
- Slides will be available after the webinar

Who is Talentino?



- Background - HR Director
- Independent, award winning social enterprise, 10 years old
- Leading careers provider working with Special schools across the country
- Build capacity and capability through Careers at EVERY Level specialist careers programme
- Provoke thought and action
- Free annual conference CPD certified by the CDI – 3rd November 2021 <https://www.eventbrite.co.uk/e/talentino-send-careers-conference-destinations-tickets-163349437565>
- Strategic partner for SEND for the Careers and Enterprise Company and CDI

Policy and Legislation context



Broad Policy and Context

- SEND Code of Practice 2015
 - EHC Plans, 20%, hard won, 95% won on appeal
 - 1.39 million young people ‘classified’ as SEND
- Disability Strategy 2021 (late)
- SEND Review – 2 years late and still not published
- Disability Confidence 2016 – 21,000
- Access to Work funding support
- Multiple Youth employment initiatives if unemployed
- Fierce debate around inclusion and inclusive education
- High number of entry level qualifications stopped
- Covid disproportionately affected this group – 4/5 times more likely to die if got COVID

National Careers Strategy and SEND



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Historical Careers Landscape Young people with SEND UK

Pre-2012

- Careers Advisors £486m annually paid for by the Government
- Skilled and knowledgeable working with young people with SEND
- Plentiful supply
- Funding issues less
- Schools careers infrastructure reliant on Careers Advisers
- Government funded majority of work experience
- Employment rate people with learning disabilities 10% (65% want a job)

2012 – England only

- Funding stopped for Careers Advisors
- Funding went into online National 'All ages' Careers Service
- Lost skilled and knowledgeable Careers Advisers
- Schools not funded to provide Careers Advice or work experience
- Gatsby Pilot in NE no special schools initially
- No policy direction until 2017
- Schools careers infrastructure hit and miss
- Government stopped funding work experience
- Employment rate people with learning disabilities 10% ((65% want a job)

Careers Infrastructure 2021

- Scotland, Wales and NI still funded centrally
- National Careers Strategy, Statutory Guidance, Skills for Jobs, Private Members Bill
- Multiple initiatives youth employment
- Gatsby Benchmarks inform careers work in majority schools, special schools and FE
- Careers Leaders in all schools, funding for training
- Careers Advisors purchased, not funded (shortage)
- CDI training courses L4 and L6 driven by Talentino
- Careers and Enterprise Company – SEND COP, SEND trained network
- Talentino in 35% special schools in England
- Employment rate people with learning disabilities 4.9% (65% want a job)

Careers Landscape for Young People with SEND





Careers Landscape for Young People with SEND

- SEND is an abbreviation for Special Educational Needs / Disabilities, sometimes written as SEN or SEN(D) as not everyone with SEN has a disability
- 1.39 million young people with SEND face huge barriers to achieving optimum career outcomes
- 20% EHC Plan equally split mainstream and special schools
- Young people with SEND / disabilities or who are vulnerable are:
 - Less likely to achieve qualifications
 - More likely to be NEET
 - More likely to suffer from mental health problems
 - More likely to be homeless
 - More likely to be represented in the criminal justice system
- Complex picture involving multiple stakeholders – young people, school staff, parents/carers/families, employers, agencies

Key Career Challenges



Key Career Challenges for young people with SEND

- Low levels of knowledge about *who young people with SEND are*.
- Parents, Families and Carers needing more support
- No national initiative that joins up education and post education
- Employers wanting to engage with young people with SEND but many are still anxious (21,000 Disability Confident employers)
- Availability of supported Employment provision and Job Coaches
- Number of employer-driven training and employment opportunities for School Leavers from Special Schools
- College provision varying from place to place/ employment rate
- Shortage of qualified careers advisers with the right skills and knowledge around SEND.

Why is it important we know who they are from a career outcome perspective?

- Improves the alignment of careers activities
- Highlights the career possibilities and a discussion around them
- **Focuses on positive career outcomes (not on what someone cannot do or potential negatives)**
- Generates the right support for all stakeholders involved in the delivery of positive career outcomes
- Raises the possibility of achieving improved career outcomes

Who are young people with SEND?



Young people with SEND will attend different types of schools

Special , specialist, mainstream, SEMH, PRU,AP, FE College, Specialist College, residential, Virtual schools, Young Offenders, Hospital schools, home educated, not in school



More than one group of young people within the same school



Depends on the Local Authority's approach to inclusion



Young people will often have multiple additional needs and could experience one or more SEND challenge

Medical needs, mental health issues, disability, social/emotional needs, speech/language communication, complex behaviors, maybe they are looked after children, young carers, in food poverty, live in households with abuse



Formal 'definition' is within the SEND Code of Practice 2015

SEND Code of Practice 2015

- A child or young person has SEN[D] if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- There are four groupings:
 - **Communication and interaction** - Speech, language and communication needs, Autistic Spectrum Disorder (ASD, neuro diverse)
 - **Cognition and learning** - Specific learning difficulty, moderate or severe learning difficulty or profound and multiple learning difficulty (PMLD)*
 - **Social, emotional, and mental health difficulties (SEMH) /behaviour sensory**
 - **Physical needs**, including visual impairment, hearing impairment, multi-sensory impairment, physical disability

Disadvantaged / vulnerable young people

- May not be formally identified
- Need additional and sensitive support
- Huge numbers for example:
 - 800,000 young carers from age 5
 - 80,000 young people in care at any one time
 - Millions in food poverty
 - 100,000s in households suffering neglect/ abuse, witnessing / suffering domestic violence, family members with dependency issues,

Career SEND Groups

Bring the four groups cited in the SEND Code of Practice together for the purposes of carer planning and development and split into two:

- **Career SEND Group One**
 - Young people who *typically* will not take GCSEs/Level 2 qualifications
 - Positive career outcomes include supported internships, inclusive apprenticeships, supported employment, volunteering, provision via the Local Offer, T Levels, Traineeships, supported Enterprise/self employment, FE College
 - **Key issue – career opportunities availability – supply and demand**
- **Career SEND Group Two**
 - Young people who *typically* will take GCSEs/Level 2 qualifications
 - Positive career outcomes include University, College, Apprenticeships, Employment, T Levels, Traineeships, Enterprise, Self Employment
 - Those with EHC Plans could also access supported career opportunities as for Career SEND Group One
 - **Key Issue – overcoming multiple barriers to career success**

What do we do right around Careers during education

- Statutory – minimum number of sessions with professionally trained Careers Advisors
- Careers Leaders professionally trained in schools
- National Standards framework - measured
- Communities of Careers Practice including SEND
- Inclusion key component of CEC delivery
- Employer training schemes exist
- Some young people with SEND have a career advantage with an EHC plan
- Talentino SEND Careers programmes
- Record Destinations

So what?

No single value chain early career development

SO...

- **Call to action for Policy Makers**
 - Ensure you understand your target groups and treat them all equally (EHC / ISP / no classification)
 - Create a funded support and career delivery stream that does not get broken when leave school / special school / college
 - Take Parents/Carers/Families into account – biggest impact
 - Do the maths – SROI proves case for paying attention
- **Call to action for Researchers**
 - Disability Confident Employers' training / employment offers
 - Destinations and what is a 'good' destination
- **Call to action for Practitioners**
 - Increase your knowledge and confidence
 - Be inclusive

Do it like you mean it!

Thank you and questions

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An exploration of opportunities for inclusion of children with SEND in Career-Related Learning (CRL) in mainstream primary schools: a case study of how CRL practitioners make reasonable adjustments for children with SEND.

Who: Practitioners

What: their perceptions of inclusion and diverse needs

Where: Practitioners working in schools and making decisions related to CRL in KS1/KS2

When: in CRL sessions

Why: to explore whether perceptions impacted on practice

How: Using thematic analysis to identify trends

Research question: Is there a link between practitioners perceived definitions of key terms and the culture of inclusivity?

From the literature review, the following research questions were derived:

- What is your job role?
- What is CRL? Why/how are you involved in this sector?
- Define child with SEND
- Define reasonable adjustments and how they are being made?
- Benefits of CRL for children with additional needs?
- Challenges of generating inclusive practice?
- How are you/your organisation overcoming barriers to inclusion?

Thematic analysis was used to develop overarching themes and codes.

Summary of findings

Parting thinking points...

- Do perceived definitions impact upon practice?
- Is SEND the correct terminology?
- Do we all have diverse needs?



Ready for Work and Life?

3,615 young people, 20 headteachers and 40+ employers

- Want careers support but are struggling to find this
- The gap has widened between advantaged and disadvantaged children. As school budgets and resources remain squeezed crucial 'soft' elements of provision get pushed further down the priorities listing
- Learning loss between primary and secondary schools is a key issue in the education sector. This trend can be reversed, turned into learning gains
- Technology has a major role to play in modern dimensions of career guidance (and employability support). Getting the right balance between personalised online and local face-to-face careers/employability) support is essential.



<https://dmhassociates.org/research-studythe-big-conversation-with-young-people-in-england>

Thank you!

- **Receive our Newsletter:** <http://eepurl.com/gIOP2f>
- Date of next webinar – late January 2022
- Email: admin@dmhassociates.org
- Career Chat website updated and latest DEMO available:
<https://careerchat.uk/>
- Email: deirdre.hughes3@btinternet.com