

Employment from Employability in SEN Schools

Introduction

Are we missing a trick?

To take you through the world of supported employment and the world of SEN schools

Refreshing thought and inspiring ideas to develop a

Employability Curriculum in Schools.

Back Ground

Andrew Billings

Over 20 years of experience.

With a postgraduate diploma of supported employment I have worked for a carer led local authority funded project, a National Voluntary Sector provider, a Healthcare NHS Trust, City and County Local Authorities.

To the last 2 years within Special Educational Needs Schools and now Managing Director of my own business.

Policy

Government policy is that disabled young people should be helped to develop the:

**Skills
qualifications and
experience**

they need to succeed in getting paid jobs and sustainable careers.

Employment rates for disabled young people remain too low and those with moderate to severe learning disabilities are even less likely to be employed

Policy

- SEN Green Paper 'Support and aspiration: A new approach to special educational needs and disability'
- The Department of Health publication 'A Vision for Adult Social Care'
- The 'Autism Strategy – fulfilling and rewarding lives'
- Care and Support Bill – personal budgets for social care and changes to improve transition to adulthood
- Health and Social Care Bill roll out of Personal Health Budgets – continuing health care
- Welfare Reform

Supported Employment

Supported Employment model takes on board the wider vision in order to develop effective supports for people with disabilities that help them achieve sustainable employment opportunities.

- It develops processes that acknowledge employment as a desirable goal
- It recognises that work plays a pivotal role in defining an individuals quality of life.
- National Standards
- Proven Record with well researched methods

How much time do supported employment providers spend using its skills and influence within schools?

**How many of us work directly with SEN schools?
Or education?**

School Curriculum

Core Modules –

Numeracy
Literacy
Information Technology
Music
Science
Physical Education
Design & Technology
Social Mobility

Vocational Modules –

Catering
Motor Vehicle
Animal Care
Horticulture
Business & Enterprise
Arts
Performing Arts
Other



Traditional Routes

Little has changed

Young people are referred to further education or training

Employment is still not mentioned at Reviews

Futures figures are about NEET reduction

Families unaware of services or funding to support the future.

Programmes

Supported Internship

Traineeship

Apprenticeship

Evidence Based Approaches

Research evidence shows that there are a number of approaches that work:

Raise employment aspirations and expectations of children and young people, families and everyone who supports them

Person-centred transition planning with a focus on employment

Welfare advice, advice and guidance and positive work experience so that families see that work is positive and possible

A vocational curriculum that supports young people's aspirations and meaningful work experience for young people in community-based settings

Supported employment working with young people whilst they are at school.

Developing an Employment Curriculum

**With all of our learning and experience
what can we do?**

How do we Influence Education?

Discovery of Employment

Drawn upon research conducted in the USA and UK which demonstrates that people with a learning difficulty learn task and skills more effectively in the environment they will be expected to perform them.

The enables them to develop the appropriate skills for a specific job and function effectively in a specific environment.

Emersion Programme - Discovery of employment for students through Sheltered 'Real' Enterprise, exploring self-employment and deeper emersion in work opportunities

**Year 9 – Review
Introduction to Work**

**Year 10 & 11
Discovery**

Year 12, 13 - 14

**Internship/Project Search
Traineeship
Apprenticeship
Open Employment
Self Employment
Further Training**

**School Programme - Core &
Employability Skills**

Work Experience?

- **Extended**
- **Weekends & Holiday Jobs**
- **Self Employment Business**

Discovery of Employment

The logo for 'Sweet Treats' is a rectangular box with a pink background and a yellow border. The text 'Sweet Treats' is written in a white, cursive font.

10% Emersion for students from year 9

Business Enterprise

In a community setting & public access

To provide an opportunity to develop & discover student employment skills in a real work place setting.

To educate and inspire all students and families to develop the desire and resilience for work.

Influence - Organising Information

Sweet Treats

Job Roles

Tasks

Method - *the way in which a task is performed*

Content - *the series of steps into which the method is divided*

** these series of steps can then be adapted for an individual*

The information that is gathered gives knowledge of the ability to complete task with faded support towards independence.

Gives flexibilities to test a students required adaptations

Employability Skills

**Task skills
Equipment skills
Health & Safety
Social Skills**

Influence – Job Analysis

To be structured and treated as a business

Job Roles

1. Care Taker
2. Customer Service
3. External Sales
4. Cleaner
5. Hospitality
6. Replenisher
7. Stock Controller
8. Orders & Delivery
9. Finance
10. Data Entry



Tasks

73 and growing associated tasks

For Example:
Hospitality Role

- Check Drinks Stock
- Drinks orders
- Making Coffee
- Making Tea
- Making Cold Drink
- Washing Up

Influence

Have we the experience of running businesses?

Can these methods be replicated for Vocational Modules?

Discovery of Employment



Deeper Emersion - 20%

Extended Placements
Internship/Traineeship?



Weekend and Holiday Jobs

Influence

Job Search & Marketing Skills?

Requirements of H&S?

Support Strategies?

Discovery of Employment

100% Emersions
Supported Internships



A different type of internship?

Suited to jobs market?

Individual needs?

Self Employment

Influence

**It is good getting successful job outcomes
but what happens the next day?**

**Sustainable Jobs and Employer
Confidence?**

Recording of Skills

Introducing a vocational profile into schools so that young people have a record of the employability skills they have developed to take with them when they leave school

Missing or no information on specific skills – Every person referred for employment has no information or can not explain what specific skills they have even though they have been through lots at school and college.

John's Role is Hospitality ...

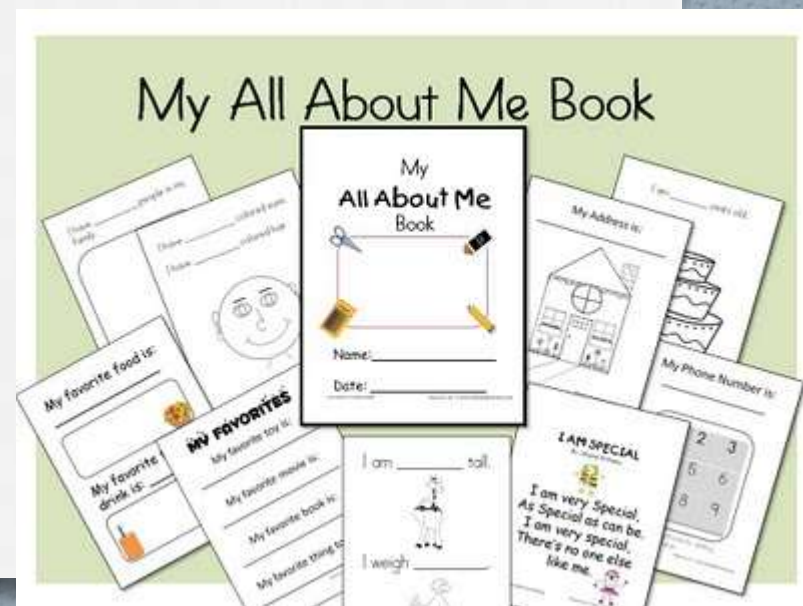
But do we know he can do the job because he uses pictures?

Recording of Skills



Skills	1	2	Notes
Literacy Skills			
Write well			
Recognise product or pictures			
Numeracy Skills			
Core Skills			
Recognise numbers			
Count to			
Measuring Skills			
Understand how to measure liquids			
Graphs & Chart Skills			
Understand a basic graphs & charts			
Time Skills			
Tell the time using analogue clock			
Recognise hours			
Recognise half past			
Key Social Skills			
Personal Skills			
Be on time			
Be polite			
Be presentable			
Behave appropriately			
Problem Solving			
Seek guidance			
Communication Skills			
Communicate verbally well			
Communicate by use of pictures			

Transfer the task employability skills to the Profile – owned by the person



Influence

How to Job Analysis, Identify skills and Profile?

Influence

Employability Skill - Travel

Within the school programme there is Social Mobility module.

Social Mobility is getting out and about

However

Travel Assessment is not included

Do we not have successful travel training skills to pass on?

School Staff Training

Training of school staff in supported employment skills

Is it the way schools teach?

Groups

Delivery of Instruction – Positioning

Fading & Power - ‘Back Off’

Identify individual skills

Independent Travel



Influence

How to best support people to unlock skills – Structured Training?

Profiling and Recording Skills Progression?

Transition Information

A system to provide better information on transition to adulthood on the key life outcomes of jobs, homes, health and community participation

Whether we like it or not people will need some support to achieve their outcomes in life.

So we need to know:

What is out there?

What support is there?

How to fund it?

.....

Influence

Do we not have a wealth of contacts and information?

Aspirations

Building aspirations and expectations in the system – this includes an events programme for families of all school age and employment representation at reviews

Training for families, giving them more power and control



Influence

Do we not have excellent examples of people in work?

Families



They can be negatively labeled –

‘over protective’

‘angry’

‘parents from hell’

They see –

People come and go, Resources come and go, Ideas come and go ...

Families have a large influence in school

Foxwood Academy

Foxwood Academy's approach to raising employment aspirations of disabled young people and the people who support them to increase the number of young people getting paid jobs when they leave education.

Their approach includes ensuring that person-centred transition planning has a focus on employment; a vocational curriculum is available for all young people and supported employment works with young people whilst still at school.

Employability Model

Transitional Planning

Aspirations, Annual Reviews, Information ..

Core	Employability
'Core & Vocational' School Programme.	Aspirations Programme – 'When I grow up ...'
Profiling – a vocational passport to achieving life outcome. Recording individual skills	Supported Enterprise Programme 'Discovery of my work skills' 14 – 16yrs 10% emersion
Discovery of Transferable Skills and relating to get a paid job.	Supported Internship Programmes 'I want to be 16 -19yrs 20% -100% emersion Weekend & Holiday Jobs

Personal Profile

Education, Health & Plan

Paid Employment

Aims & Objectives

- 1. Access to 'work simulation' for young disabled people - Discovery of employment for students through Sheltered 'Real' Enterprise, exploring self-employment, deeper emersion in work opportunities, and Internship programmes**
- 2. Introducing a vocational profile into schools so that young people have a record of the employability skills they have developed to take with them when they leave school.**
- 3. Training of school staff in supported employment skills.**

Aims & Objectives

4. Developing a system to provide better information on transition to adulthood on the key life outcomes of jobs, homes, health and community participation

5. Building aspirations and expectations in the system – this includes an events programme for families of all school age and employment representation at reviews

Funding?

Enterprise & Internship – A question of who runs them? The ability to sell spaces to others.

School Budget – Policy driven. In 3 Elements

Prevention Funding – Reduce resources on future L.A services

Personal Budgets – Young People & Families want Independence & Employment

Part of our Marketing Strategy – Attending reviews and transition programmes may not be funded now but could result in better outcomes

Other? Those school can not engage with ...

Final Thoughts



**Can this early preparation in schools
give supported employment a better
work ready candidate?**

**Help Supported Employment get
quicker and better outcomes?**

**Should we not Market to SEN Schools
as any provider?**