



Department  
for Education

# Supported internships

**Departmental advice for local authorities, further education colleges, sixth forms in academies, maintained and non-maintained schools, independent specialist providers and other providers of study programmes**

**October 2013**

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## Summary

### About this departmental advice

This is advice from the Department for Education. This advice is non-statutory, and has been produced to help recipients develop and offer supported internships.

### Expiry or review date

This advice will next be reviewed in Spring 2014.

### Who is this advice for?

This advice is for:

- Further Education colleges
- Sixth forms in academies, maintained and non-maintained schools
- Independent specialist providers
- Local authorities
- Other providers of study programmes

### Key points

This advice outlines:

- What is a supported internship
- The partnership approach of supported internships
- The roles of partners and skills across the partnership
- What a programme looks like
- How to prepare young people for supported internships
- How to fund supported internships
- Sources of funding after the supported internship ends

## Executive Summary

This guide is primarily for the use of local authorities, Further Education and sixth form colleges, sixth forms in academies, maintained schools and independent specialist providers, and schools and other providers of **study programmes**, who want to deliver a supported internships programme. It explains supported internships and their benefits. It also provides practical advice on delivering supported internships, including information on funding, programme structure and the role of the various partners. Throughout this guidance, all terms included in the glossary on page 27 are bolded.

From September 2013, all students in full or part-time education aged 16 to 19 and those aged 19 to 24 with a Learning Difficulty Assessment, or an **Education, Health and Care plan**, are expected to follow a **study programme**. Supported internships are **study programmes** for young people with complex learning difficulties aged 16 to 24 with a Statement of Special Educational Needs, a Learning Difficulty Assessment, or an Education, Health and Care Plan who want to move into employment and need extra support to do so.

Supported internships are a structured **study programme** based primarily at an employer. They enable young people with complex learning difficulties to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace. Internships are unpaid, and last for a minimum of six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Alongside their time at the employer, young people complete a personalised **study programme** which includes the chance to study for relevant qualifications, if appropriate.

Supporting individuals with complex needs into employment is good for the economy, employers, young people themselves and wider society. Supported internships recognise the importance of raising expectations about what young people with complex learning difficulties can achieve in terms of jobs and careers.

From September 2013, any EFA-funded 16 to 19 provider will be able to offer supported internships through existing funding mechanisms. **Study programmes** containing the recognised principles of supported internships are eligible for elements 1, 2 and, possibly, 3 of the new funding arrangements. In addition, funding from the Department for Work and Pensions' **Access to Work** fund can pay for the in-work element of a supported internship. This includes funding for job coaches – high quality, personalised support to seek, access and retain employment – which is critical to the success of supported internships.

Supported internships are delivered through effective partnership working between a local authority, an education provider, a supported employment provider and an employer. The importance and challenges of partnership working should not be underestimated. This guidance sets out the roles of each of the partners, with a particular focus on education providers and local authorities, and suggests how a supported internship programme may be structured. Separate information will be published for young people and their families, and for employers.

## Introduction

The Special Educational Needs (SEN) Green Paper, *Support and aspiration*<sup>1</sup>, set out a cross-Government commitment to ensure young people with complex needs receive a seamless package of support as they move from education into employment. This is consistent with the Government's vision for disability and employment set out in *Fulfilling Potential: Making it Happen*<sup>2</sup>.

Government policy is that young people with complex needs should be helped to develop the skills, qualifications and experience they need to succeed in their careers. At the heart of this are better quality vocational and work-related learning options to ensure ALL young people can make a positive contribution to our society and economy. Reforms to the education funding system from September 2013 support this. There will be a change from funding per qualification to funding per student to support the introduction of **study programmes**, allowing colleges and providers to tailor packages of education that better meet the needs of students and are more clearly focused on outcomes. All students in full or part-time education aged 16 to 19 will be expected follow a **study programme**. Students will spend most of their time taking one or more substantial qualifications, such as A-levels and/or vocational qualifications; or participating in extended work experience, including supported internships, traineeships or apprenticeships, and continuing with English and maths if they have not achieved a grade C by age 16.

### Overview of vocational programmes

#### Supported Internships

Supported internships are a structured **study programme** based primarily at an employer. They enable young people with complex learning difficulties (including those aged 19 to 24 who have a statutory Learning Difficulty Assessment (LDA) or an **Education, Health and Care (EHC) plan**) to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace. Internships are unpaid, and last for a minimum of six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Alongside their time at the employer, young people complete a personalised **study programme** which includes the chance to study for relevant substantial qualifications and English and maths, if appropriate.

#### Traineeships

From August 2013, young people aged 16 to 23 can participate in traineeships as another strand of **study programmes**. This includes, where appropriate, young people with a LDA or **EHC plan** up to academic age 25, who are qualified below Level 3. Traineeships last a maximum of six months and offer a work placement, work preparation training, and studies in English and maths where the students have still to achieve GCSEs at grade C, plus additional flexible training and support tailored to individual

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<sup>1</sup> [Support and aspiration: a new approach to SEN and disability. Progress and next steps](#) DfE (2012)

<sup>2</sup> [Fulfilling Potential: Making it Happen](#) DWP (2013)

needs. The aim of traineeships is to support young people to gain the skills, attributes and experience they need to progress onto apprenticeships or other jobs.

### **Apprenticeships**

Apprenticeships are paid jobs that incorporate on and off the job training leading to nationally recognised qualifications. Apprentices earn as they learn and gain practical skills in the workplace. Many lead to highly skilled careers and there are increasing opportunities for apprenticeships equivalent to or including graduate and post graduate study. Young people who undertake apprenticeships can retain their **EHC plans** while they are participating.

## What the evidence tells us – why supported internships?

Research by Ofsted suggests that high quality employment support can have a considerable impact on young people's aspirations and careers<sup>3</sup>. For some young people, including those with complex needs, the experience of work and on-the-job training is more likely to help them secure employment than qualifications or classroom-based learning.

Supporting individuals with complex needs into employment is good for the economy, employers, young people themselves and wider society.

The economy: the National Audit Office value for money enquiry<sup>4</sup> into the cost-effectiveness of post-16 SEN support highlighted the long-term impact of young people with complex needs being out of work. Their model suggests that the approximate lifetime cost to the public purse of supporting someone with a moderate learning disability who is unemployed and in residential care is £3 million. If this person were trained and supported to live in more independent housing, their lifetime support costs could be reduced by around £1 million. Supporting one person with a learning disability into employment could reduce lifetime costs by around a further £170,000 and increase their income by 55-95%.

Employers: with the right support, young people with complex learning difficulties can be highly productive, loyal members of the workforce. A diverse workforce informs the development of new or enhanced products or services and broadens an organisation's customer base. It also enhances an organisation's public image as a leader in employing people with disabilities, within and outside the organisation<sup>5</sup>.

Young people in employment improve their:

- general health and well-being and relationships with others;
- communication and decision making skills; and
- self-esteem, confidence, motivation and independence.

Despite these benefits, only 46% of disabled people are in employment<sup>6</sup>, compared to 76% of non-disabled people. If 76% of disabled people were employed, this would represent 2 million more people in employment. In addition, employment rates for those with learning difficulties are much worse, with some evidence suggesting this to be as low as 7%<sup>7</sup>. Recently published data<sup>8</sup> shows that at age 18, 7% of young people with no SEN were categorised as being not in education, employment or training (NEET). In comparison, the results for young people with SEN were 22% and 13% NEET (dependent on level of need).

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<sup>3</sup> [The Special Educational Needs and Disability Review](#) Ofsted (2010)

<sup>4</sup> [Oversight of special education for young people aged 16–25](#) NAO (2011)

<sup>5</sup> [Diversity in the workplace: an overview](#) CIPD (2012)

<sup>6</sup> [ODI Issues Indicators](#)

<sup>7</sup> Source: Labour Force Survey, Quarter 2, 2012

<sup>8</sup> [Education and Employment Destination Measures characteristics data](#)

## What is a supported internship?

Young people aged 16 to 24<sup>9</sup> in further education with a Statement of Special Educational Needs, a Learning Difficulty Assessment or an **Education, Health and Care plan**, are eligible to participate in supported internships. A supported internship is a **study programme** based primarily at an employer's premises based on the 'place and train' model – this identifies the place where young people will undertake an internship, and then trains them to undertake a specific role. Supported internships are designed to better enable young people with complex learning difficulties to move more successfully from education into sustainable paid employment. They will equip young people with the skills they need for employment through learning in the workplace, in unpaid placements that last a minimum of six months.

For the young person, the internship should contribute to their long-term career goals and fit with their prior attainment and working capabilities. For the employer, the internship must meet a real business need, with the potential of a paid job at the end of the **study programme** – should the intern meet the required standard. The overall goal of supported internships is for young people with complex learning difficulties to move from education into paid employment, preferably with the employer who offered them the supported internship.

The job coach role is central to successful delivery of quality support to the young person and the employer. The structured **study programme** includes on-the-job training provided by expert job coaches, and the chance to study for relevant qualifications, where appropriate. Job coaches also provide support to employers, increasing their confidence in working with young people who have complex learning difficulties and helping them to understand the business case for employing a diverse workforce. Job coaches also provide support for young people who are not offered a paid job at the end of the internship.

Supported internships reflect the following principles:

- the majority of the young person's time is spent at the employer's premises;
- young people are expected to comply with real job conditions, such as timekeeping and dress code;
- **systematic instruction**, a method specifically designed to help people with complex learning difficulties learn new tasks, is used where appropriate;
- stretching learning goals are set, including in English and maths;
- both the young person and the employer are supported by a tutor and a formally trained job coach (for an example of the services provided by a job coach, see further the National Occupational Standards for Supported Employment<sup>10</sup>); and

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<sup>9</sup> A young person turning 25 while on a Supported Internship is able to continue on it until the end of that academic year.

<sup>10</sup> [National Occupational Standards](#)

- young people continue to be supported after the **study programme** by a trained job coach, to ensure that they get paid employment as part of a sustainable career.

The primary focus of supported internships is to help young people with complex learning difficulties progress from education to employment, facilitating their transition to adulthood. It is possible, however, for young people up to 24 who have moved out of the education system to return and participate in a supported internship by requesting an assessment from their local authority. This may result in an LDA or **EHC plan** that is agreed between the local authority and the young person. However, it is for the local authority to judge whether it is appropriate to make that assessment. It is clear from the evidence section that there are long term economic benefits for the local authority, as well as compelling benefits for the young person's wellbeing, to consider whether a supported internship would be a suitable route for a young person.

## Partnership approach

The first step in establishing supported internships is to create an effective partnership between a local authority, an education provider, a supported employment provider<sup>11</sup> (although this may be provided through the education provider), and possibly an employer, depending on whether employers have already been identified and agreement reached on their involvement. This will involve establishing senior 'buy-in', as well as identifying operational leads across the partners. A decision will need to be made about who leads the partnership, as it can potentially be any of the partners.

It is important for partners to agree terms of reference and their roles at an early stage, and to create effective communication channels. Establishing a partnership steering group is one way of doing this, which will ensure that each partner organisation takes on both individual and shared responsibilities.

The importance and challenges of partnership working should not be under-estimated. It requires each partner to recognise that they are at different stages of understanding supported internships, and the skills and abilities that young people with complex learning difficulties can bring to the labour market. It will also require partners to be flexible and willing to gain a new perspective as the programme and partnership develops.

It is recommended that supported internship partnerships carry out a skills audit from the outset of developing their **study programme** to ensure that staff, which may include tutors, learning support assistants, and job coaches, have the skills needed to effectively deliver all aspects of the programme. Staff training may be needed to ensure that staff have the appropriate skills and qualifications. For example, the skills of job coaches are very different to those of learning support staff, and if these staff are to be used to fulfil the job coach role, they will need to be appropriately trained.

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<sup>11</sup> 'Supported employment' is defined in the National Occupational Standards as high quality, personalised support for people with disabilities and/or other disadvantages which enables them to seek, access and retain employment in the open labour market – see further [National Occupational Standards](#).

Pluss is a social enterprise that supports thousands of people with disabilities and other disadvantages into employment each year. They do this through a range of specialist, local employment services and through direct employment within their own commercial enterprises. Bicton College is one of the colleges who tested different approaches to delivering supported internships and made the decision to work with Pluss and formalised the arrangement early on in the trial.

The agreement has provided Bicton College with a full-time Employment Adviser who can also provide 1:1 support in the workplace as required. The Employment Advisor's main remit is to find work placements and to be there to offer advice when employment contracts are being negotiated. Both organisations are committed to improving employment outcomes for people with learning disabilities and felt that working together has strengthened their positions.

Bicton College says, "Part of our motivation to work with Pluss was the desire to get the best outcomes for our interns, and it was felt that Pluss' established reputation would enable us to reach a much wider range of employers. It was also seen as a good opportunity to link educational and local supported employment provision because as they move on, this is the route that the young people are likely to take. As we move away from the trial and continue the delivery of supported internships within study programme changes, we are exploring opportunities which will enable us to work in partnership."

## Role of education provider

From September 2013, any EFA-funded 16 to19 provider will be able to offer supported internships through existing funding mechanisms

It is the responsibility of education providers to lead on engaging young people and their families and, with support from other partners, to enrol young people on supported internships. Supported internships should be considered by education providers as a possible option as part of preparation for adulthood planning from as early as 14. This will enable sufficient preparation time for the young person and all partners involved in supported internships to plan around the needs and aspirations of the young person.

The education partner should also lead on programme design and curriculum delivery, with support from partners. The **study programme** will need to deliver the skills and qualifications that employers require from their workforce, and take into account how they operate their businesses. Planning requires consideration of hours/days at work and term times. The programme also needs to consider the skills gap identified in matching young people to internships.

The education partner is responsible for carrying out a proportionate risk assessment of the young person's work placement. Colleges, or those organising placements, should ask sensible questions, in proportion to the level of risk, to satisfy themselves that effective risk management arrangements are in place. They should not be second-guessing employers' risk assessments or requiring additional paperwork. Repeat assessments are not required for each successive young person where an employer regularly takes them on<sup>12</sup>.

The expectation is that learning should, wherever possible, take place at the employer's premises as part of the young person's structured day. Education providers should work with partners to determine the best place to deliver aspects of the curriculum which cannot be accommodated at employers' premises, but require some kind of classroom-based learning.

The education partner will also have lead responsibility to ensure documentation is completed to fulfil their statutory responsibilities and meet Ofsted inspections. The Government is introducing destination measures showing how many young people progress into education, training or employment from schools and colleges. Ofsted have already included monitoring of destinations in their inspections for schools and are doing the same for college inspections from September 2013. Further information on destination measures can be found on the Department for Education website<sup>13</sup>. Supported internships will help education providers to secure positive destinations for young people with complex needs.

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<sup>12</sup> See further information from the Health and Safety Executive at [HSE young people's work experience](#)

<sup>13</sup> [Destinations Measures](#) DfE (2013)

## **Activities and responsibilities core to the role of education provider**

Although this list is not exhaustive<sup>14</sup>, to deliver successfully supported internships, education providers will need to:

- engage the young person in the learning process, including in the design and development of the **study programme**;
- work with the young person and others to develop individual learning priorities to reflect their prior attainment and to realise their career goals and aspirations;
- promote an environment of mutual respect that empowers the young person to learn and encourages every learner to express their views about the learning; and
- promote inclusion and participation.

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<sup>14</sup> For further information about improving the quality of further education and skills training, see [Improving the quality of further education and skills training](#)

## Role of job coach (supported employer)

'Supported employment' is defined in the National Occupational Standards as high quality, personalised support for people with disabilities and/or other disadvantages which enables them to seek, access and retain employment in the open labour market<sup>15</sup>.

Job coaches will often be supplied by supported employment providers, although education providers can also choose to train and supply them. The job coach element of the supported internship can be funded by the Department for Work and Pensions' **Access to Work** fund (see further details in the funding section of this guidance).

Job coaches are critical to the success of supported internships. They are responsible for embedding the following key stages into supported internships:

- engagement with young people with complex learning difficulties and their families;
- employer engagement;
- vocational profiling and job matching; and
- in-work support and career progression.

For a long time, there have been low expectations about what young people with complex learning difficulties can achieve in terms of jobs and careers. Through supported employment, these expectations can be raised. Information and support for the young person and their family begins at recruitment stage, continues through in-work support and regular reviews throughout the duration of the programme of study, and tapers off as the young person becomes familiar with their role.

Job coaches recognise that employers are an equal partner who may need support to fulfil their full role. Employers may need support to understand the business case for their involvement; and to have the skills to welcome, supervise and fully integrate a young person with complex learning difficulties into their workplace. They may also need support to adjust their recruitment processes to allow for **working interviews**.

Job coaches will also need to engage employers outside the supported internship partnership. Not all young people will be successful in securing paid employment with their host employer at the end of the **study programme**, so engagement with other employers will be needed to ensure that all young people have the opportunities to move into paid jobs. Consideration will be needed as to on-going support for young people whether they gain a job at the end of the **study programme** or not. This is important to the success of supported internships so that young people continue to be supported after the programme of study, to ensure that they get and maintain paid employment as part of a sustainable career.

### Vocational profiling

Vocational profiling is carried out by job coaches. It identifies the experience, skills, abilities, interests, wishes and needs of young people with complex learning difficulties.

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<sup>15</sup> [National Occupational Standards](#)

The **vocational profile** is used to ensure a high quality job match is obtained. It is also used to do **better-off in work calculations**, so that young people can make informed choices about moving into paid employment. Once an employer's commitment to offering a work placement is secured, a job analysis is undertaken to check assumptions made in the job description and thoroughly investigate the job, so that all of its aspects and those of the workplace are understood. The job analysis might point towards ways of **job carving**<sup>16</sup> together parts of job descriptions that suit the young person's talents and prior attainment, or creating new job descriptions that suit the young person and reflect the complexity of their support needs, whilst being cost effective for the employer.

The process of vocational profiling and job analysis should ensure that the support requirements of a young person are properly considered, which will allow in-work support to be individually tailored and targeted through the identification of a skills gap. In-work support to the young person and their employer may include **systematic instruction**<sup>17</sup>, and the development of natural supports within the workplace. Supported employers should ensure that induction and on-going training take place, and may offer out of work support as appropriate. Supported employers should also ensure that stretching learning goals are agreed with the intern and employer throughout the internship.

#### **Activities and responsibilities core to the role of supported employer (job coach)**

To support the young person and employer and act as a liaison between all partners, job coaches will need to<sup>18</sup>:

- effectively engage with young people and their families;
- engage with employers as an equal customer in the supported employment process and providing them with support as the young person undertakes their internship;
- carry out vocational profiling and development planning;
- job match young people with employers to arrange internships, with the eventual goal of securing sustainable employment for the young people;
- deliver in-work support using training in **systematic instruction**; and
- support career development.

The British Association for Supported Employment (BASE) can advise on training for job coaches.

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<sup>16</sup> **Job carving** means tailoring a job so that it is suitable for a particular worker, to make the most of their individual strengths and abilities – see further [Job Carving](#)

<sup>17</sup> A coaching method specifically designed to help people with complex learning difficulties learn new tasks.

<sup>18</sup> See further [National Occupational Standards: supported employment](#)

## Role of education provider

Local authorities have a statutory responsibility to ensure that in their last year at school, young people's special educational needs are documented in a Learning Difficulty Assessment (LDA) (S139A). From September 2014, LDAs – along with Statements of Special Educational Needs – will be replaced by statutory **Education, Health and Care (EHC) plans** which can be in place from birth until age 25 for those children and young people who need them. Local authorities will be required to review **EHC plans** at least once every 12 months. From year 9, all reviews must focus on preparing and supporting children and young people to make a successful transition to adulthood. In particular, the LDA or **EHC plan** should include proposed action to ensure that young people are prepared for entering employment when they leave education, via the pathway that best meets their individual needs.

In future, local authorities will also have a statutory responsibility to plan and publicise a local offer. This will set out what services are available for young people and families in their local area, and how to access them. The local offer should cover post-16 education and training including **study programmes**, such as supported internships, which create seamless pathways to young people securing paid employment.

Local authorities will need to agree with providers what contribution they will make to the local offer. In addition, they will need to work with other local authorities in planning and commissioning **study programmes**, including supported internships, so that more young people with complex learning difficulties find employment after leaving education.

Young people will also need support when their supported internship ends. The local offer should set out what support is available to young people with complex learning difficulties to help them prepare for adult life, including support available from job coaches, and financial support available (e.g. from benefits) once they are employed.

Local authorities must also support young people to return to education or training when they drop out, including those over compulsory participation age where they have not met their **EHC** outcomes and want to return. Where they are of compulsory participation age, the local authority must support them back into education and training. Where a young person is over 18, or leaves education before their **EHC** outcomes have been met, then the local authority should review their **EHC plan** and if the young person wants to return to education or training, then they should be supported to do so.

Young people who did not secure paid employment at the end of their internship will need on-going support from a job coach to find a job. Some young people will not be eligible for local authority funding because of eligibility criteria. In such cases, the local authority will need to consider signposting and advice to other forms of support or resources through the local offer.

## Summary of role of employers

Employers will be supported by job coaches throughout the supported internship. They have a vital role, as this programme of study will primarily be delivered at employers' premises. Young people with complex learning difficulties will undertake unpaid internships that meet a real business need, with the potential of a paid job at the end of the programme. Employers will need to understand the business case in being involved as a partner and what will be required of them. They will also need to understand how to make adjustments so that young people can fully participate and make a real contribution to the workplace. This includes putting in place non-bureaucratic but effective risk management procedures<sup>19</sup>.

Employers will need to be involved in making decisions on all aspects of delivering supported internships. This includes recruiting young people, and design of the **study programme** and curriculum. This input will ensure effective matching of young people to internships, and will also ensure that the curriculum delivers the skills employers require from their workforce. Employers' policies, such as absence management and disciplinary procedures, will also need to be taken into account.

Employers will need to provide meaningful internships, which can be made more difficult and evolve over time to ensure stretching learning goals can be set throughout the programme for young people. They will need to provide effective line management and supervision of interns. They will also need to provide opportunities for interns to apply for positions within their business throughout the duration of the programme of study.

For employers considering hosting supported internships, it is worth noting that the cost of providing extra support in the workplace is often covered by Government, such as through the **Access to Work** fund.

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<sup>19</sup> See further [HSE: Young people's work experience](#)

## **Summary of role of young people and their families**

Young people and their families should be made aware of supported internships from an early stage when planning their future. The objective should be to have high aspirations for the young person when planning their transition to adulthood, and to be fully aware of the options. This should give the young person and their family time to reflect on areas of interest and possible future employment options.

The local offer should set out how young people will be supported into employment, including supported internships. Families will need to be familiar with those particular elements of the local offer and supported to understand how to play an active role in enabling the young person to access supported internships and other employment opportunities.

The strategic commissioning of employment and supported internships should be informed by the experiences of young people and their families. As such, young people and their families and their representative organisations should be involved in both individual and strategic planning systems to help ensure that their perspective is fully represented in commissioner decision making.

## What a programme looks like

### Recruitment of young people

Supported internships are available for young people with complex learning difficulties aged 16 to 24<sup>20</sup> with a Statement of SEN, a Learning Difficulty Assessment, or (from September 2014) an **Education, Health and Care (EHC) plan**<sup>21</sup> who want to move from education into employment, and need extra support to do so.

Recruitment should focus on selecting young people who would most benefit from this personalised and intensive **study programme**. Eligibility criteria should include a motivation to move into paid work. All partners should be involved in the recruitment process. Application forms and activities / interviews will need to be planned for any selection exercise.

Adequate time should be allowed for effective recruitment onto the programme. Those who have piloted different approaches to supported internships have found giving information sessions for young people and their families helpful prior to the recruitment process starting. The time needed for any further checks from the employers will also need to be factored in.

### Length and content of supported internships

The normal expectation is that supported internships should last a year, which includes a minimum of a six month work placement. There is no maximum length of duration. However, a decision to extend a supported internship beyond one year would need to take into account whether participating in a supported internship was meeting the young person's needs, as identified in their Learning Difficulty Assessment or in future, **EHC plan**: participation would need to continue preparing the young person for employment. This decision will need to be agreed by the education provider and the young person's local authority. Where the LDA/EHC plan is still in place and the education provider holds a contract with the EFA, the EFA will continue to pass funds for Elements 1 and 2 and where necessary, the local authority will need to agree to provide Element 3 funding. Where the education provider does not hold a contract with the EFA, the local authority will be responsible for funding the internship from its Element 3 funding

Where appropriate, learning at the employer should use **systematic instruction**, a method specifically designed to help people with complex learning difficulties to learn new tasks. It is important to ensure timely and responsive access to skilled job coaches for young people and employers.

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<sup>20</sup> A young person turning 25 while on a supported internship is able to continue on it until the end of that academic year.

<sup>21</sup> For providers in the SEN Pathfinder areas, young people may be referred to them now using an Education, Health and Care Plan rather than a Learning Difficulty Assessment.

The partners involved in delivering supported internships will be at different stages of understanding them, and the skills and abilities that young people can bring to the labour market. It is likely that internships will need to develop over time, which allows young people to continue gaining new skills, ensuring stretching learning goals. If a young person fulfils all aspects of the job role within a short period of time, job coaches should negotiate with employers as to how the placements can be made more challenging, so the young person continues to gain new skills throughout the programme. Some thought should be given to contingency planning in case an internship breaks down.

### **Underpinning qualifications and accreditation of work-placed learning**

The detachment of funding from qualifications, and the allocation of funding per student (which gives the freedom to design **study programmes** that support the prior attainment and individual progression needs of young people), both provide an excellent opportunity to explore new approaches to curriculum design and delivery<sup>22</sup>.

Young people on supported internships must undertake additional learning alongside their time at the employer. Learning should build on prior attainment and existing skills developed at school or college, and should stretch them to achieve new goals in the context of their individual aspirations around work and life. This may include specific skills relevant to individuals to assist in their future employment career. Learning should be useful, fit with the work they are doing at the employer, meet the identified skills gap and be agreed with the employer. Study can include:

- travel training;
- social skills for the workplace;
- communication skills;
- money and time skills;
- vocational profiling; and
- work tasters and work experience.

It is important to be aspirational about what qualifications can be achieved, with the right support.

### **English and maths**

Some form of English and maths provision at the appropriate level should form part of the **study programme** if GCSEs at grade C have not been achieved, e.g. improving a young person's functional skills in areas such as communication and understanding of time and money. For some learners, it will be appropriate for this learning to happen in a classroom. For others, this could be offered as part of their work-based learning.

Where a student does not have a GCSE A\*-C, they must take either<sup>23</sup>:

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<sup>22</sup> See further [Study programmes](#)

<sup>23</sup> See further the EFA's guidance on funding conditions: [Overview of the 16 to 19 funding formula](#)

- English and mathematics GCSEs or IGCSEs (including level 1/level 2 certificates) that count towards the English Baccalaureate (Ebacc) measure in KS4 performance tables;
- functional skills and free-standing mathematics qualifications accredited by Ofqual, as a stepping stone to GCSE study; or
- English for speakers of other languages (ESOL) qualifications accredited by Ofqual, as a stepping stone to GCSE study.

Functional skills, free standing maths and ESOL qualifications can provide useful stepping stones to students who might struggle to achieve a GCSE A\*-C immediately.

### **Support on completion of a supported internship**

Young people will need continued support after the **study programme**, with the support of a formally trained job coach to ensure they get – and maintain – paid employment as part of a sustainable career. This will need to be arranged with either the education or supported employment provider, or a provider external to the supported internship partnership. How this can potentially be funded is covered in the section on funding.

Some young people will move straight into paid employment, and on-going support to them and their employer will need to be considered. For others, they will be seeking paid employment, and how support will be provided will need to be considered.

Bright Futures is a 1-year supported internship programme. All learning takes place within the local hospital in Margate. Students are taught by East Kent College staff and supported by Kent Supported Employment (KSE) who provide on the job coaching. The study programme is aimed at students aged 18 to 24 who have learning difficulties / disabilities and would like to gain work-related experience. The programme is an award winning course which supports young people to gain skills within a care environment, with a view to gaining paid employment at the end of the programme. The Bright Futures partnership agreed a timeline of the activity that needs to happen across all partners throughout the year. They also use a traffic light system for the timeline which is reviewed at regular steering group meetings.

The example timeline can be found in Appendix 1.

## How to prepare young people for supported internships

Special educational needs co-ordinators (SENCOs), Careers Advisers, Information, Advice and Guidance (IAG) and Further Education practitioners will all have a role to play in ensuring young people and their families have information on supported internships, and that young people are prepared to enter onto this **study programme**. As previously stated, it has long been recognised that there are low expectations about what young people with complex learning difficulties can achieve in terms of jobs and careers. SENCOs, Careers Advisers, IAG and Further Education practitioners will all have a role in raising expectations on what is both possible and positive, ensuring that the school and college curriculum is preparing young people with complex learning difficulties for successful employment outcomes. Please see appendix 2 for information to help lesson planning to prepare young people for supported internships and other **study programmes**.

## Funding supported internships

Any institution or provider that has an allocation to deliver 16 to 19 education and training from the Education Funding Agency (EFA) can deliver provision for 16 to 19 year olds and young people with Learning Difficulty Assessments or **Education, Health and Care (EHC) plans** up to academic age 25. This includes delivery of supported internships from September 2013.

Funding is allocated and calculated based on the standard EFA 16 to 19 funding methodology. The methodology is described in *Overview of the 16 to 19 Funding Formula*<sup>24</sup>. In summary:

- the basic programme is funded per student per academic year. This is often referred to as Element 1 and will be in the institution / provider's EFA allocation;
- should the individual student require additional support in excess of £6,000, the institution / provider will be allocated (by the EFA) a further £6,000. This may be referred to as Element 2. It should be noted that these additional funds are part of the student's home local authority's high needs allocation, and therefore are agreed with the local authority on an annual basis;
- in addition, any further funds required to support the individual student are negotiated by the provider with the student's home local authority. This is known as 'top up funding'; and

For employers considering hosting supported internships, it is worth noting that the cost of providing extra support in the workplace is often covered by Government, such as through the **Access to Work** fund.

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<sup>24</sup> [Overview of the 16 to 19 funding formula](#)

## Further sources of funding support

### Access to Work

**Access to Work** is a grant from the Department for Work and Pension (DWP) which helps pay for practical support so that disabled people can do their jobs. From September 2013, DWP's **Access to Work** fund has been extended to supported internships (and traineeships) to allow funding of travel (providing assistance to interns who incur additional costs in travelling to and from work because of their disability) and the costs of support workers, including job coaches, or specialist equipment for days that a young person is at the employer's premises. There is no set amount for an **Access to Work** grant, and how much an individual receives depends upon their circumstances. For further information on applying for **Access to Work** funding, follow this link: [Supported internship: resources.](#)

### The 16-19 Bursary fund

The 16-19 Bursary can be accessed for travel, meal and equipment costs for young people to participate in supported internships<sup>25</sup>.

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<sup>25</sup> [The 16 to 19 Bursary Fund: your questions answered](#)

## Funding for continued supported post-supported internship placement

Some young people will need continued support at the end of the programme of study, whether they have moved into paid employment or are still searching for a job. This will need to be arranged locally and will vary according to the availability of services and the eligibility criteria for funding. Funds that individuals may be able to access include:

### Access to Work

Once a young person is in a paid job or self-employed, or about to start a job or work trial, an **Access to Work** grant can pay for support at job interviews and help with additional support costs in paid employment. It is paid regardless of the amount of hours worked as long as the employee is not in receipt of certain benefits. There is no set amount for an **Access to Work** grant, and how much an individual receives depends upon their circumstances. It can pay for things such as:

- specialist equipment;
- adaptations to equipment;
- a support worker or job coach;
- communication support;
- excess costs of getting to work if someone is unable to use public transport or drive themselves; and
- disability awareness training for employers about the employee's specific condition.

### Work Choice

For some young disabled people who enter paid employment, **Access to Work** may not be able to meet the full cost of their support needs, and **Work Choice** could be a possibility. **Work Choice** is a DWP-funded programme which supports disabled people with the most significant barriers in gaining and keeping a job. For some young disabled people who are still job searching, **Work Choice** may be the most appropriate programme for them. Referral routes onto the programme vary, and Disability Employment Advisers at local Jobcentre Plus should be able to provide this.

### Local Authority Support

Some local authorities commission supported employment through Health and Social Care. Eligibility for these services varies, and local authorities should be able to provide this information. In addition, some local authorities provide Direct Payments for employment support for those eligible for Health and Social Care. These routes may be available and most appropriate for some young people who meet eligibility thresholds.

## European Social Funding or charitable funding

European Social Funding or charitable funding can also offer other supported employment services, depending upon local availability.

## Employers

Employers can provide support in-kind by providing a classroom or time from Human Resources staff in identifying internships. They may also choose to train some of their staff to provide job coaches and / or provide a level of funding into the partnership.

### Case Study – Supported Internships in Blackpool

The supported internship pilot in Blackpool is a partnership between Blackpool and Fylde College, Progress (which provides employment support services for differently abled people) and Blackpool Council\*. The partnership looked at the cost of delivery, and pooled resources to pay for the Job Coach and other costs relating to the study programme. Progress used funding raised for them by the Hilton Community Foundation (Blackpool). The College sourced some funding which was matched by Blackpool Council.

As their pilot has progressed, they have recognised that the funding formula changes using funding through Element 1, 2 and 3 should be sufficient for them and will provide a sustainable source of funding to roll-out the provision from September 2013. Once young people progress into paid employment, they are making applications to use **Access to Work** to ensure continuity of support by the same job coach.

\*The pilot was not funded through the Department for Education.

## Glossary of terms

**Access to Work** is a grant from the Department of Work and Pensions which helps pay for practical support so that disabled people can do their jobs. It can pay for support at job interviews and help with additional support costs in paid employment. It has recently been extended to the in-work element of supported internships and traineeships, and is paid regardless of the amount of hours worked, as long as the employee is not in receipt of certain benefits.

**Better-off in work calculations** is a calculation that aims to show people whether they will be better off in work than living on welfare benefits. It will take into account details of the amount of welfare benefit income they receive, including housing and council tax benefit. It will also take into account the money they can earn in paid work, along with any welfare benefits or tax credits they can receive when and in work.

**Education, Health and Care (EHC) plan:** a new single assessment process to replace the statutory SEN assessment and statement, bringing together support on education, health and social care. EHC plans will be introduced from September 2014, although children and young people in SEN pathfinder areas may already have them. Services will work together with the family to agree a straightforward plan that reflects the family's ambitions for their child from the early years to adulthood. The new plan will provide the same statutory protection to parents as the statement of SEN.

**Job carving** involves creating, modifying or customising a job so it is suitable for a particular workplace, while simultaneously meeting the needs of an employer.

**Study programmes** should consist of substantial qualifications, non-qualification activity including work experience, and English and maths for those students who have not achieved grade C by age 16. For students who are not able to take substantial qualifications or extended work experience, they offer a flexible and personalised programme of study which provides learners with an appropriately challenging learning experience which supports their progression.

**Systematic instruction** is a coaching method specifically designed to help people with complex learning difficulties learn new tasks. It focuses on teaching how to learn, providing techniques that can be regularly applied when learning and understanding new information (e.g. thinking aloud when problem-solving; memory devices like mnemonics; learning a sequential approach to solving a problem that can be used each time).

**Vocational profile** is the process of 'getting to know' the person to identify their aspirations, learning needs, skills, former experiences and job preferences. The profile informs practical job finding and helps to achieve a good job match which suit individual's skills and preferences.

**Work Choice** is a programme funded by the Department for Work and Pensions which supports disabled people with the most significant barriers in getting and keeping a job.

**Working interviews** are a reasonable adjustment in the recruitment and selection process where individuals can demonstrate their skills as opposed to talking about them in a formal interview.

## Further sources of information

[Preparing for Adulthood](#)

[British Association for Supported Employment \(BASE\)](#)

[National Institute for Adult Continuing Education \(NIACE\)](#)

[Association of Colleges \(AoC\)](#)

[The Association of National Specialist Colleges \(Natspec\)](#)

[OCN – Eastern Region](#)

[Project SEARCH](#)

[Mental Health Individual Placement and Support model](#)

[Supported Employment \(mental health\) fidelity scale](#)

[National Occupational Standards](#)

[Business case for employers for a diverse workforce](#)

[Professional standards for tutors and trainers in the lifelong learning sector](#)

<http://www.cipd.co.uk/hr-resources/factsheets/diversity-workplace-overview.aspx>

## Other Departmental advice and guidance you may be interested in

[Support and aspiration: A new approach to special educational needs and disability. Progress and Next steps.](#)

[Destination measures](#)

[EFA funding formula](#)

[Bursaries](#)

# Resources from other government departments

[Benefits information](#)

[Access to Work](#)

[Work Choice](#)

[Fulfilling Potential](#)



cohort													
ID cards for new cohort													
Operational Planning Meeting for Yr 3													
Arrange inductions for new cohort													
First term													
Identify 1 <sup>st</sup> rotations													
Match interns to 1 <sup>st</sup> rotations													
Identify 2 <sup>nd</sup> rotations													
Match interns to 2 <sup>nd</sup> rotations													
Book dates/venues for open day and graduation													

	Project / Key Task experiencing significant problems – urgent action required
	Project / Key Task has potential for significant problems – action required
	Project / Key Task on target and no significant problems anticipated

## Appendix 2 – information to inform lesson planning

This could be used for lessons across 5-10 sessions. The career mind maps can allow young people with severe learning difficulties to continue their transition from education to employment. The views of learners about what they will need from **study programmes** can be used to plan and develop post-16 options.

### Overview

Learners will gain a better understanding of what it means to work, and have a paid job and career, and begin to think about what types of jobs they could do. This will help prepare them for a supported internship or other **study programme**.

### Learning outcomes

- Understand what it means to work
- Understand the different jobs and careers available in the labour market
- Create a career mind map or other suitable format, which includes: what having a job and career means to learners; learners' interests; what they are good at; what plans they have; and who can help them
- Express views about what learners will need from a **personalised study programme** to help them achieve their career aspirations.

### Delivery methods

A range of teaching methods should be used which includes co-operative learning, learning through classroom talk, active learning and experiential learning.



Department  
for Education

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