

Pathways to employment for young people with SEND

Katharine Davies
Team Leader, Preparation for Adulthood
Department for Education

Katharine.davies@education.gov.uk

Children and Families Act 2014

- In September 2014, we made fundamental changes to the way the SEND support system works for families – the biggest in a generation. These put children and young people with SEND at the heart of the process, ensuring that they are supported all the way through from 0-25, where needed.
- Our vision for children with Special Educational Needs and disabilities (SEND) is the same as for all children and young people – that they achieve well in their early years, at school and in college, that they find employment; lead happy and fulfilled lives; and experience choice and control.

Children & Families Act 2014

- Key features:
 - published 'local offers', setting out the SEND services available in each local area;
 - new Education, Health and Care (EHC) plans for those with more complex needs - replacing statements of SEN and post-16 Learning Difficulty Assessments (LDAs);
 - new statutory protections for 16-25 year olds in further education - including the right to request the educational institution of their choice;
 - focus on preparation for adulthood
 - new duties for health bodies to deliver the agreed health elements of EHC plans;
 - the option of a personal budget for families and young people with an EHC plan;
 - a review of disagreement resolution arrangements; and
 - new arrangements for supporting young offenders with SEND

What successful implementation of the SEND reforms looks like – Realising the Vision

1. **Co-production**
with children, young
people and parents

2. All parties meet their
statutory duties

3. Increased satisfaction
with access to **local
services**

4. **Accurate and
timely identification**
of SEN and disability

5. **Improved attainment
and narrowing of gap**
for CYP with SEND

6. Strong focus on
those at **SEN Support**

7. More YP go on to
**post-16 education,
training & employment**

8. Improved **parental
confidence**



The Secretary of State set out the department's position on SEND in July – 3 main drivers

- **Role of mainstream schools and colleges:** “Every school is a school for pupils with SEND; and every teacher is a teacher of SEND pupils...So I want to both equip and incentivise schools to do better for children and young people with SEND. This includes working with Ofsted to make sure our accountability system sufficiently rewards schools for their work with pupils who need extra support, and to encourage schools to focus on all pupils, not just the highest achievers.”
- **Support for local authorities:** “I want to look at how my department, working with the Department for Health and Social Care and NHS England, can support local authorities and NHS Clinical Commissioning Groups to more effectively plan and commission SEND provision.”
- **Pathways to Employment:** “I want to increase our efforts to help young people with SEND access opportunities that will help them find employment – building on the work we’re already doing such as the supported internships programme”

- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

Preparing for Adulthood

5 key messages

4 pathways

Prepared for adulthood

Employment

Independent living

Community Inclusion

Health



Why is preparation for employment so important?

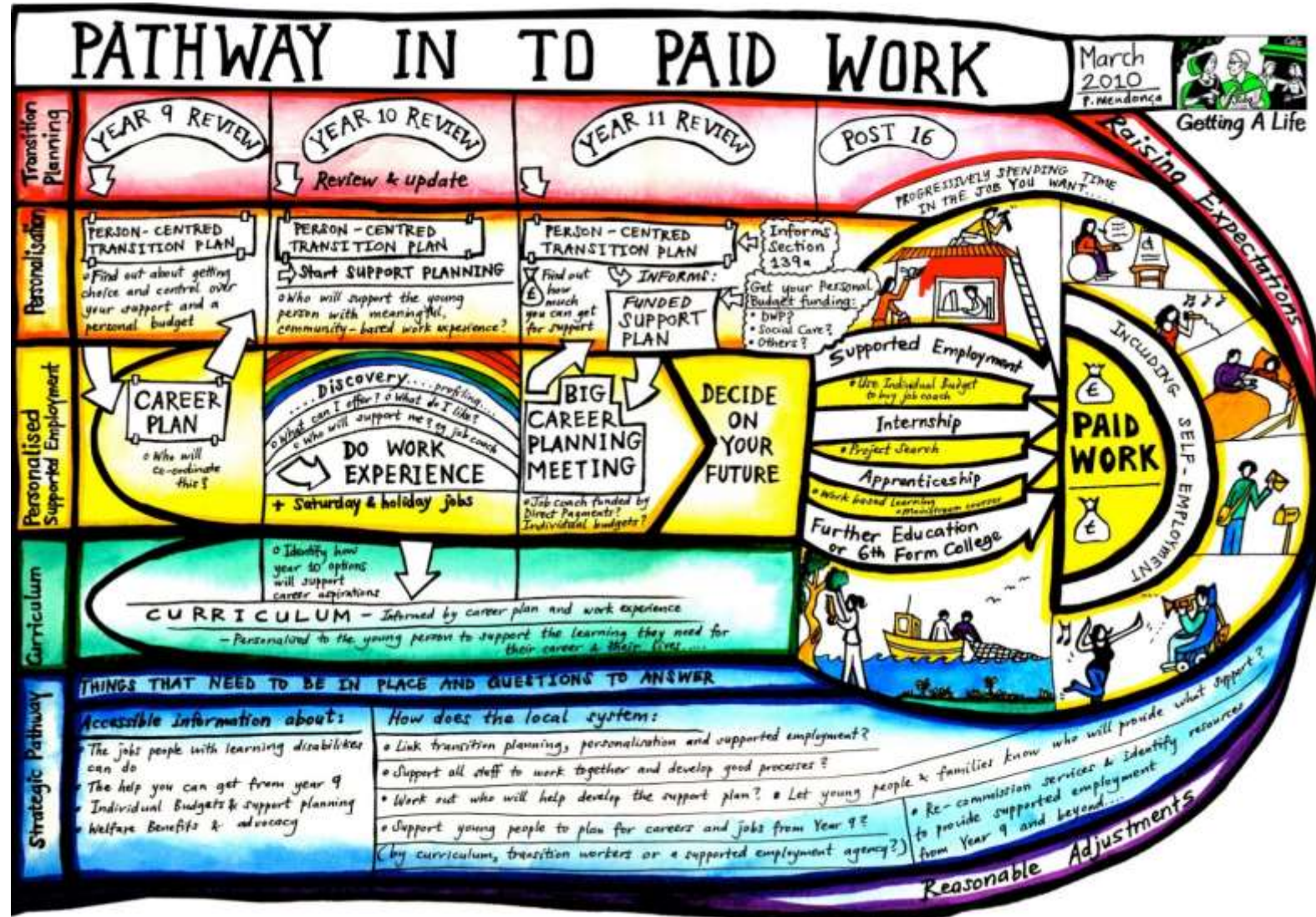
- Only 6% in work vs 90% who could work
 - Increase an individual's income by 55-95%
 - Reduce costs to public purse by £1 million
-
- 10 million disabled customers in UK
 - Purple pound = £212 billion per annum
 - Increased retention and reduced absenteeism
 - Skills lacking in current workforce



Preparation for Employment: what works?

- Plan from year 9
- EHC plan to include aspirations about employment
- Develop a vocational profile
- Supported employment expertise to support young person
- Work experience while still at school
- Curriculum to support planning for employment
- Joint working and using all available resources to support employment activity
- Disabled adults who are working to provide inspiration and role models
- Good welfare rights and other advice available
- Place and train model works

Employment



Supported Internships

- Offer a structured study programme, based primarily at an employer, and tailored to the individual needs of a young person with learning difficulties and/or disabilities to equip them with the skills they need for the workplace.
- Both the young person and the employer will receive support from an expert job coach throughout the internship.
- Expectation that the supported internship will last a minimum of 6 months, and up to a year.
- For the young person, the supported internship must contribute to their long-term career goals, fit with their working capabilities and give them a clear chance to show employers what they are capable of achieving.
- For the employer, the intern must be meeting a genuine work need.
- Alongside their time at the employer, young people will complete a personalised study programme which includes English and maths, and the chance to study for relevant qualifications where appropriate.

Supported Internships: outcomes

- The trial of supported internships in 2012/13 resulted in a paid employment rate of 36%, compared with a national average of 6% employment rate for people with moderate to severe learning difficulties.
- Project Search - average employment rate of 52%.
- Young people, parents and employers endorse approach:

Andrew has come on leaps and bounds since joining us... We are so proud of the progress he has made.

Employer

Brilliant. Beneficial and worthwhile. I'm glad I came on it!

Young person

This time last year we were worried about her future but now new doors have opened and she has grown massively in confidence...

Parent

Supported Internships: Outcomes

- Need to know more: increase our understanding of what works well, so that we can maintain quality and increase uptake.
 - What SI models are in place?
 - Costs of various models/ value for money
 - Which are most effective in supporting young people into sustained employment
 - Comparison on employment outcomes vs other study programmes
 - Barriers to more SIs being created
 - Other issues?

Preparing for Employment Grant

- £9.7m to LAs in November 2017
- **The Department's expectation is that local authorities will use the funding provided to:**
 - provide **job coach training** to increase the pool of expert job coaches available to support young people with SEND on work placements
 - set up local **supported internship forums** to bring together education providers, local authorities, employers and other key figures to identify local opportunities and overcome the local barriers to create a supported internship programme and to sustain internships beyond the life of the funding
 - **Increase the number** of Supported Internships
 - DfE expect the majority of local authorities to appoint a full time supported internship coordinator to develop local supported internship forums and arrange job coach training

Other routes into employment

- **Qualifications review** - aim to simplify the qualifications landscape, ensuring all funded qualifications are high quality, have a distinct purpose and provide opportunity for progression
- **Traineeships** - A flexible **education and training programme** for 16–24 year olds, qualified below Level 3 with little work experience but who could be “work-ready” after engaging in a traineeship, which lasts a minimum of 6 weeks and a maximum of 6 months. (2016/17 data shows that 22% of trainees identified themselves as having a learning difficulty or disability.)
- **Apprenticeships** – flexibilities in English and maths requirements following Maynard Review

Other routes into employment

- **T-levels: to be phased in from 2020** (Digital, Construction and Education and childcare).
 - Working with stakeholder groups and employers to make sure the industry placements are accessible
 - Exploring how to support students with SEND who may find it hard to attain English and maths
 - Transition offer
- **Careers advice** to help young people identify and pursue the best pathway for them.

Work Experience

- New work experience guidance for employers
 - Evidence shows that young people who have four or more quality work experience-type activities, while still in education, are five times more likely to enter into the labour market.
 - Short guide aims to support employers and education providers (e.g. schools and colleges) to understand that with effective partnership working, the barriers that currently prevent young people with special educational needs and disabilities (SEND) from accessing work experience, can be broken down
 - <https://www.preparingforadulthood.org.uk/downloads/employment/work-experience-guidance.htm>

Next steps

- Start of the journey
- Culture change – embedding expectation that young people with SEND can work, and will benefit from working.
- Increase uptake of pathways into employment – including supported internships
- Build on supported internship forums

Further information

Preparation for Adulthood (including employment)

Website: www.preparingforadulthood.org.uk

E-mail: info@preparingforadulthood.org.uk

Facebook: www.facebook.com/preparingforadulthood / Twitter - @PfA_Tweets

Supported internships: <http://www.preparingforadulthood.org.uk/what-we-do/supported-internships>

Supported Internship questionnaire: <https://www.surveymonkey.co.uk/r/K3VRHVY>

Local supported internship forums factsheet -

<https://www.preparingforadulthood.org.uk/downloads/supported-internships/setting-up-a-local-supported-internship-forum-and-training-job-coaches.htm>

Factsheet on routes to work – written for young people and parents about post-16 options:

<https://www.preparingforadulthood.org.uk/downloads/employment/routes-into-work-guide.htm>

Careers Strategy: making the most of everyone's skills and talents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf