

How to Make your Careers Programme Inclusive

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June 2022



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This session

- Introduce you to Talentino and some of our work
- Explore what Inclusion is in a career development context
- Consider the National Careers Landscape for SEND and key challenges
- Take a look at macro policy changes and their potential impact
- Reflect on your own inclusive careers practice
- Consider the benefits of an Inclusion COP

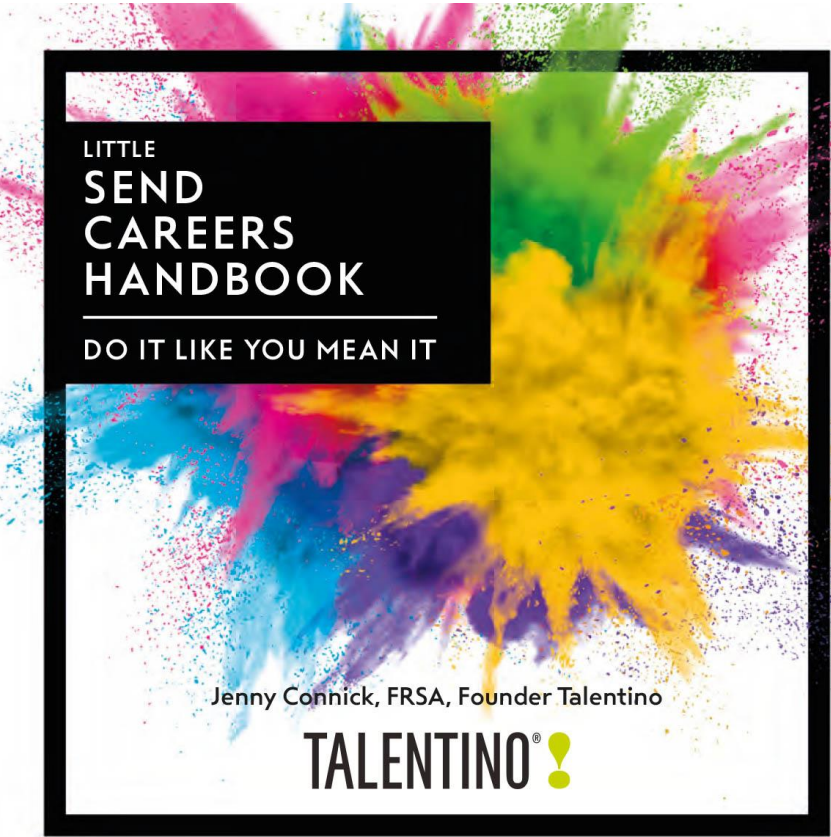


DIVERSO

Who is Talentino?

- Talentino is the leading independent career company working with young people with special needs, background in business
- Social Enterprise, small tribe committed and knowledgeable experts
- **Our vision – improve career and life outcomes young people with special needs through better quality early career development and thought leadership**
- National adviser on SEND and careers CEC
- Provide training and support to educators and employers so they can build their confidence and enjoy getting involved
 - Career at EVERY Level
 - CICO
 - MORE
 - Bambino

Little SEND Careers Handbook – a SEND Masterclass in handy form!





DIVERSO

What is DIVERSO?



- Project jointly funded by the London Mayor's Office and ESF
- Enable 50 SMEs and micro-SMEs in London's growth sectors to get involved with the early career development young people with SEND in 10 FE Colleges
- Promote Diversity and Inclusion in FE Colleges through providing employer encounters, work insights and work experience
- Employers are supported with training, resources, admin support, PR events and videos to promote their participation and be supported to do a great job

Inclusion – what is it?

- Inclusion is a simple word powered by many meanings with multiple guises
- Highly emotive, education model
- Is it a process, a destination, a concept, a philosophy or a goal
- It is in fact all of these things, depending on who you are and how inclusion impacts on you
- You might be a stakeholder responsible for decisions around inclusion
- You might be a facilitator that improves inclusion
- Most importantly, you might be the person on behalf of whom inclusion is a target
- The term inclusion implies there exists a state of exclusion too that needs to be avoided. But who are we including and what are we excluding them from?
- **Inclusion is about ensuring that ALL young people are prepared for whatever their optimum career or life outcome looks like for them - leading a purposeful life that is well supported or being at the highest levels of education or employment and everything in between.**

Achieving Inclusion aka career 'success'

- Young people at risk of being excluded often experience multiple and subtle barriers to career success
- mitigating these barriers through personalised career pathways, ALL young people can be better positioned and supported for education, training and employment
- It is a balancing act to pay attention at a granular level to understand each group's particular needs without ghettoising them
- There are common development needs across all inclusion groups being:
 - building self-esteem and self-confidence;
 - improving support; engaging with parents/carers and families;
 - better preparation of key stakeholders like employers;
 - more time to develop
 - starting the process as early as possible.
- **Careers activities don't need to change, it's the way they are wrapped up that needs more attention – preparation, support, delivery, feedback, development.**

Inclusion should lead to a 'good destination' but...

- **How** do we know what good looks like
- **When** do we know if a destination is 'good'
- **What** if there is little choice, what does good look like then?
- **Who** decides what good looks like?
- **What is the motivation of the person deciding what good looks like...**

National Careers Landscape for Young People with SEND



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Career Development and young people with SEND – Last 10 years

- Pre 2012 – model in UK predominantly around Careers Advice and Guidance, provision for SEND students ‘the norm’
- 2012 – model in England changes, National Careers Service funded, funding for Careers Advisers, SEND Careers Advisers and work experience stops
- 2015 – SEND Code of Practice and EHC Plans introduced with NDTI support – PFA Outcomes
- 2016 – National Gatsby Benchmark pilot NE England
- 2016 – Careers and Enterprise Company created
- 2017 - National Careers Strategy published
- 2018 - Statutory Guidance published
- 2021 - Skills White Paper FE published
- 2022 Careers - Education Select Committee, Sir John Holman review, private member’s bill
- 2022 – Schools White paper, SEND Review Green paper, Levelling up Agenda, upcoming revision Behaviour Guidance and Exclusions, Children’s Social Care bill

Key Points National Careers Strategy and Statutory Guidance 2018 from Talentino Career Development Company

LEGAL REQUIREMENTS FOR SCHOOLS

- Anything saying 'must' is a legal requirement of the school
- Continued – provide external careers advice from qualified adviser
- New – provide access to providers of Apprenticeships and other Education providers
- New – Publish a Provider Access Policy
- Not doing this will result in a school showing 'unacceptable behaviour' and Dept. Ed could write to the school
- Special Schools have been included in the guidance for Mainstream schools and guidance focused on different SEND groups

GOVERNMENT WILL

- Review the Guidance annually
- Publish destinations data at KS4 and KS5

SCHOOLS NEED TO:

- Be responsible for the continuous quality improvement of careers
- A trained Careers Leader must be appointed who runs the Careers Programme and backed by SLT by September 2018
- Publish the careers programme on the website for pupils parents staff and Governors
 - Identify a named Governor for Careers
- Keep systematic records of careers activities and decisions for each child
- Have their own dedicated Enterprise Adviser to broker employers
 - Careers Activities should be purchased from organisations with the Matrix Quality award
 - Find out if the local Job Centre Plus offers the 'Support for Schools' programme
- Look out for the 20 new Careers Hubs around the country funded by Government / and funding for Careers Leader training in 500 schools

SEND

- Consider the widest range of options
 - Raise aspirations
 - Help parents/families engage more
 - Increase authentic employer encounters
 - Differentiate as appropriate
- Improved career development for Looked After Children/PRUs/AP
 - Multi agency approach
- Use best practice from Transitions Review
- Two free resources available from Education and Training Foundation website
 - Use 16-19 Bursaries / 19+ if has EHC plan
 - Use Access to work funding job coaches
- Careers guidance differentiated, person centred
- Staff work from the presumption of paid work
- Career decisions based on students' aspirations and abilities and needs
 - Careers Adviser's skills to coach SEND pupils will be developed through more CPD available
 - Named Careers Advisers encouraged to build longer term relationships with students and use EHC Plans or PEPs to support them

YOUNG PEOPLE CAN EXPECT A CAREER DEVELOPMENT JOURNEY TO INCLUDE:

- Finding information about their careers programme on the school website which starts in Year 8/earlier
- By the age of 14 have accessed careers information (LMI) to support their study decisions including local LMI
- Information about how important Maths and Science are leading to different rewarding STEM Careers
- Girls will have additional input into developing STEM careers
- By 16 have had 2 meaningful encounters with FE College Sixth Form Apprenticeship providers
- Two Careers Guidance interviews before career decisions are made at 16 and 18
- 7 Employer encounters one per years 7 to 13
- 2 work experiences before 16 and before 18
- By 18 2 University visits if Uni is their goal
- Invited to join the school's Alumni network
- Able to access their individual Careers records

ADVICE AND GUIDANCE

- Careers Guidance is defined as 'the full range of activities under the 8 Gatsby Benchmarks'
- Must secure independent careers guidance which is external to the school – this guidance is defined as careers activities including employer encounters, websites, Apps, phonelines, National Careers Service
- Personal Guidance can be given by trained staff from and in school but must be backed up by external sources
 - All pupils should have opportunities for personal guidance interviews with a qualified careers advisor prior to key career decisions at 16 and 18. This can be delivered by an internal suitably qualified careers adviser e.g. Level 6 QCG or the newer QCD and will be registered with the CDI on their professional register

GATSBY BENCHMARKS

- All schools must meet all 8 by end of 2020
- All pupils all benchmarks Schools encouraged to use the Compass tool to evaluate progress against benchmarks – confidential to school
- Enterprise Advisers can use Tracker to help schools create a Careers Strategy
 - Schools encouraged to take the Quality Standards award which will be more closely tied to the benchmarks

National Careers Strategy – how inclusive are your programmes

- **How have you:**

- Raised aspirations
- As a Careers Leader do you ensure the widest range of options considered
- Engaged with Parents Carers Families more
- Improved authentic Employer encounters
- Improved the early career development of students in PRUs / AP
- Improved Transition as a process
- Enabled additional funding through Access to Work
- Seen an improvement in staff assuming employment as a destination for CSG1
- Facilitated better SEND skilled and confident Careers Advisers

5 minutes to reflect on how your practice is inclusive using the National Careers Strategy – pick one



- Raised aspirations
- Widest range of options considered
- Engaged with Parents Carers Families more
- Improved authentic Employer encounters
- Improved Transition as a process
- Enabled additional funding through Access to Work
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Careers Infrastructure – Young people with SEND now

- Careers and Enterprise Company and Careers Hubs
- Enterprise Coordinators trained SEND Masterclasses and Enterprise Advisers
- SEND Careers Resources including the SEND Gatsby toolkit
- Gatsby Benchmarks , Compass with version for special schools
- Careers Leaders
- SENCOs
- Careers Advisers
- Internal Careers Staff / specialist staff
- Employers
- Parents, Carers, Families
- CEC Led Inclusion Communities of Practice around the country
- Legislation / statutory guidance

So why are outcomes so persistently poor?

Key Career Challenges facing Young People with SEND



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Nature of the key career challenges has changed at a operational/ career delivery level

- Better preparation at school / special school
- More support for special schools / specialist settings
- Careers Leaders appointed and trained
- More SEND Careers resources
- SEND trained ECs
- More knowledge of Supported Internships
- Working with Careers Leaders across all types of provision
- Engaging employers to become more confident and knowledgeable around delivering activities
- Membership of Inclusion COP

Majority of residual career challenges are Systemic

- Transition - Value chain early career development broken on leaving school
- EHCP inconsistently applied denying 97% career opportunities
- Variable FE provision and outcomes
- Employer anxiety
- Lack of employer led opportunities en masse
- Postcode lottery – Supported employment provision, Access to work funding decisions, Local Authority engagement and support
- Huge shortage qualified SEND Careers Advisers

Number one challenge remains, many policy makers still do not understand who young people with SEND are

Number One Career Challenge for young people with SEND now

- Low levels of knowledge about *who young people with SEND are*
- **Until all career stakeholders understand who young people with SEND are, inclusion is impossible**

Who *are* Young People with SEND?



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Why is it important we know who they are?

- Attend every type of school and FE College
- Legal definition within the SEND Code of Practice – four groups
- May or may not have an Education Healthcare Plan (97% don't)
- Millions more disadvantaged / vulnerable
- And-
 - 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
 - Raises the possibility of achieving improved career outcomes
 - Multiple aspects and often multiple challenges

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.
- Age 0-25
- 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

Not always about a single need, often multiple aspects to each young person

Career SEND Groups – One and Two

Bring the four groups cited in the SEND Code of Practice together for the purposes of carer planning and development and split into two, focus on what a young person CAN achieve:

– 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**

Career SEND Group 2 – membership

- Focus of each group is to surface OPTIMUM possible career outcomes and pathways
- Each group and sub group will require different support
- **Membership and approach**
 - Three groups:
 - **Adaptations in work or at an employer site** – Visual Impairment, Hearing Impairment, Physical disabilities, Autism
 - **Contextual, what is happening *around* the young person** – Young Carer / eligible at school for pupil premium, free school meals / Child in Need / member of the Traveller Community
 - **Personal, what is / has happened to the young person and has interrupted their neuro, academic and social development (ACEs)**– students who come to you from mainstream or SEMH, PRUs or AP, Looked after child
- **Belonging to this group does not mean an optimum career outcome is not possible BUT more attention needs to be paid to the careers support they receive**

Adverse Childhood Experiences

ACEs help us understand the reasons why some of this group are not ready to engage in careers activities and the impact on their career outcomes

- Impact on their brain/neuro development, their ability to learn and future health and mental health
- ACEs – 10 and each score as 1
- 50% young people score at least 1
- 8% young people score 4 or more – 100000's +
- ACEs
 - Personal – Physical abuse, Verbal/emotional abuse, sexual abuse, neglect and emotional neglect
 - Family – Parent with addiction issues, Mother is a victim of domestic violence, family member is in custody, family member has mental health illness, Parent has disappeared – divorce, death, abandonment

5 minutes to reflect on how your practice is inclusive ensuring every young person's career needs are met (CSG2)



- building self-esteem and self - confidence;
- improving support; engaging with parents/carers and families;
- better preparation of key stakeholders like employers;
- more time to develop
- starting the process as early as possible.
- **Careers activities don't need to change, it's the way they are wrapped up that needs more attention – preparation, support, delivery, feedback, development.**

Macro policy changes and the potential impact on outcomes for young people with SEND (our view)



Published 2022 so far...

- Schools White paper
- SEND Review Green paper
- Children’s Social Care Bill
- Levelling Up agenda
- 55 Education Investment Areas
- Review – Children’s Behaviour Guidance and Exclusions expected
- Post 16 Educational Outcomes Children in Need
- National Disability Strategy 2021
- Supported Internship Guidance
- New national career proposals – not yet published but...

The Good news

- More concern with outcomes
- More concern with improving outcomes
- More talk of earlier engagement in Early Years
- Increased working with Parents, Carers and Families
- Making processes, consistency, digital and nationally applied e.g EHC Plans, Transition
- Bringing Local Government into the mix in more mechanistic ways and holding them accountable

SEND Review Green Paper

Career Challenge

- 97% of young people with SEND do not have an EHC Plan, they are hard to get and over 80% are won on appeal 'unfair career advantage'
- Young people with SEND 15% of mainstream students, can get lost, most go to FE College (27%)
- No National impetus / plan
- Not enough SENCOs or SENCO capacity

Mitigation

- Mainstream will be able to deliver for the 'vast majority' of young people without the need for an EHC Plan or going to a special school or AP except for some
- **EHC planning will be standardised**
- **Aim to create an inclusive system by improving mainstream provision**
- **New national SEND and AP system with national standards**
- **New local SEND Partnerships between DFE and Local Government to produce a local Inclusion Plan**
- **New SENCO qualification**

SEND Review Green Paper

Career Challenge

- Supply and demand issue – not enough training / employment places
- Disconnected process after school

Mitigation

- £18.1 million gone into doubling the number of Supported Internships in 2 years HOWEVER only 3% young people with SEND can access them
- Improve transition into FE by introducing common Transfer Files and 'Adjustment Passports'
- DFE will hold Local Authorities to account through new financial agreements

National Career Development changes - potential

- Education Select Committee call for evidence focus on skills – unpublished yet
- Unit for Future Skills DFE
- Sir John Holman, 8 strategic principles on future of National Careers Service and CEC, not confirmed yet
 - All ages
 - Strategic oversight
 - DFE delegate responsibility for careers to schools, special schools, FE
 - DFE responsible for adults over 18 not on UC
 - Single source LMI
 - Focus on skills, balance local and national need
- Private Members Bill – Year 7 Careers Guidance

What does your Careers Hub do that is *#sameandifferent* – how strategic / (inclusive) are you?



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How strategic are you / your careers offer?

Reactive...Tacit...Proactive...Pioneer

Which are you?

- Reactive – act in response to a situation rather than create one
- Tacit – understood /implied, not said
- Proactive – Creating and controlling a situation rather than just responding to it
- Pioneer - develop or be the first to use /apply a new method or area of knowledge

What 3 things will you do differently to progress your inclusion careers work even further?



How can an Inclusion Community of Practice contribute to improving outcomes?

- **Improving** stakeholder knowledge - a common narrative – who are young people with SEND?
- **Identifying ways to engage** Parents, Families and Carers
- **Giving visibility** to activity which is hyper-local
- **Contributing** to a national knowledge set (and pushing for change)
- **Promoting** Employers who seek to engage with your students
- **Funnelling** up to date information as it happens – e.g Increase in numbers of Job Coaches and enabling environments Supported Internships
- **Reinforcing** the value chain of early career development from school to College
- **Creating innovative solutions** to solve the shortage of qualified careers advisers with the right skills and knowledge around SEND.

Summary - Improving Inclusion and outcomes

- Policy can seem a long distance away – find out where it's happening locally and move it along in your context
- Be proactive – purposeful design, challenge, don't wait to be asked
- Know your young people and their families, understand what is the *#sameanddifferent*
- It will take time doesn't happen overnight

You are probably the most powerful enabler locally, connected to everyone who can change outcomes for young people with SEND – you hold all the trump cards!

Thank you and questions

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



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Quick review Collateral ideas - Inclusion

- Compass Special Schools (doubled in two years)
- SEND Inclusion COP output
- SEND Careers Health check checklist
- SEND Gatsby Toolkit (V3 2023 January)
- SEND tab Resources Directory – My Skills My Future, Employer Engagement suite resources
- Vocational Profile – Black Country
- LMI Platform – Black Country
- SEND Alumni – West Yorkshire
- Access to work funding – DWP
- NDTI – PFA Outcomes
- Job Coaches – BASE
- Job Centres – Support for Schools Programme

Share your ideas – open discussion