

MORE!

Talentino 10th Annual SEND Careers Conference 2023

David Morgan
CEO Career
Development Institute
(CDI)

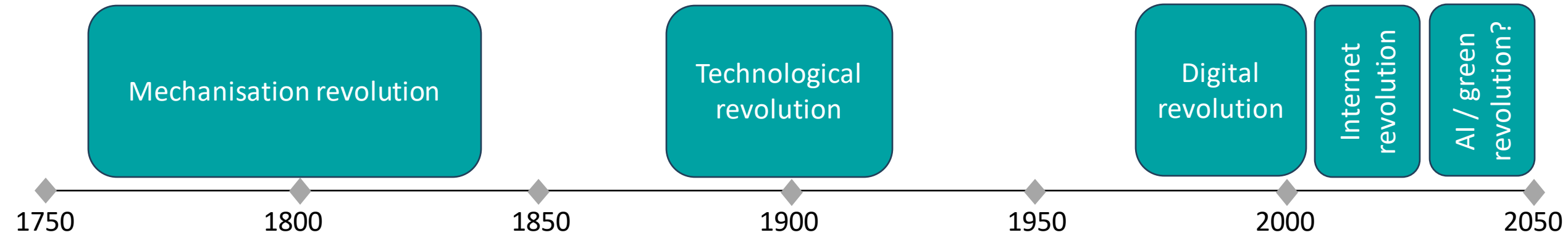


More!

Talentino Conference
Thursday 9th November 2023

David Morgan
Chief Executive

The world of work is changing ever faster



We have a growing mismatch between the pace of change in skills needed and the ability of the workforce to learn and adapt.

- The pace of change in the workplace is quickening, driven by rapidly technological development, globalisation and a recognition of the planetary impact of human activity.
- Employment is less certain – there is no longer a job for life (or even tomorrow).
- The education and skills system is not evolving at anything like the pace of the workplace.
- Once people leave formal education, many undertake little or no significant skills training – especially those who leave with low educational outcomes.

This makes career development more important than ever



For the individual

It enables individuals to understand their own strengths and development areas, set career goals and identify the best pathway to achieve them, based on their individual needs, preferred ways of learning and goals.

It helps people get started on their career and make successful transitions throughout their careers. There is growing evidence that career guidance can also improve wellbeing.

In schools and colleges, it can also help parents and teachers be better informed so they can support their child.

For the economy and society

We believe that the cumulative effect of millions of career development interventions can also have a wider benefit on the economy and society:

- Improving social mobility by helping those facing the greatest challenges
- Increasing economic productivity by ensuring people have the skills to thrive
- Addressing current skills shortages and future skills needs
- Helping people have fulfilling careers and increasing social wellbeing.

Developing career and employability skills

Not just...

...helping people showcase the skills and knowledge they have learned in the classroom or workplace, to move onto the next stage of their education or work.



But also...

...developing career management and employability skills that enable them to progress onto the next stage of their education, training or work, and have a positive lifelong career.

Career preparation

- I understand the range of careers available to me.
- I have defined my career goals.
- I know my strengths and development areas.
- I know the skills and experience I need to achieve my goals.
- I know the right pathway for me to gain those skills.



Skills development

- I have;
- Qualifications.
 - Experience in work.
 - Experiences outside work.

 - Specific skills and knowledge.
 - Career readiness skills, e.g.:
 - Teamwork
 - Organisation, etc.



Employability

- I can research the jobs I want to apply for.
- I can research a specific employer to apply for a role.
- I can present myself effectively in my written and interview applications.
- I am able to work effectively for an employer.



Career management

- I can continue to reflect on my goals.
- I can deal positively with barriers and setbacks.
- I can explore and decide the pathway for each of my next steps.

How does policy support young people with SEND?

Gatsby benchmarks

- Local authorities (LAs) have a statutory duty to **track and support** all 16- and 17-year-olds in their area. This duty extends to young people with SEND up to the age of 25. *Benchmark 3, p.20*
- **They should all be supported with a careers programme that follows the Gatsby Benchmarks.** We recognise that some of the benchmarks **need different interpretation** in Special Schools and for some SEND students in mainstream schools and colleges. *Benchmark 3, p.22*
- The Careers Leader should work closely with the relevant teachers and professionals in their school or college, including the Special Educational Needs Coordinator and inclusion teams, and the careers adviser, **to identify the guidance needs of all students with SEND** and put in place **personalised support** and a transition plan. *Benchmark 3, p.23*
- **Encounters with employers** can be transformational for students with SEND...**It can be especially powerful to hear from adults with disabilities who have succeeded in their careers.** *Benchmark 3, p.23*
- Careers advisers working with students with SEND should **draw on the outcome and aspirations in the education, health and care plan**, where they have one, to focus the discussion. *Benchmark 8, p.37*

1 A STABLE CAREERS PROGRAMME	2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION
3 ADDRESSING THE NEEDS OF EACH PUPIL	4 LINKING CURRICULUM LEARNING TO CAREERS
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	6 EXPERIENCES OF WORKPLACES
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	8 PERSONAL GUIDANCE

DfE response to the Education Select Committee

The DfE set out three clear priorities for the next phase of career guidance reforms:

1. A single, unified careers system

2. Skills, training and work experience

3. Social justice

“We believe that everybody, regardless of background, should be able to make the most of their talents. We want to ensure that young people and adults receive the support they need to follow rewarding learning and training pathways which lead to fulfilling careers.”

The response outlined DfE support for SEND careers to date:

- Careers Hubs are part of an **Inclusion Community of Improvement** sharing good practice resources for SEND, Alternative Provision and Pupil Referral Units.
- Piloting projects for pupils with English as an additional language, mentoring projects focused on looked after children and **entrepreneurship workshops for young people with SEND**.
- **38 SEND specific Enterprise Coordinators** in 31 Careers Hubs and **300 Enterprise Coordinators undertaken training** to support schools, colleges and special schools with SEND young people.
- Special schools can access provider access legislation support via their local Careers Hub
- Extending the **Supported Internship pilot for SEND pupils** without education, health and care plans.
- **Careers programme targeting 600k pupils in 2,250 primary schools** in 55 Education Investment Areas (EIAs) around the country.
- **The ASK programme** engaged with 36 development schools, rising to 60.



DfE response to the Education Select Committee

Policy positions set out in response to Committee recommendations:

- DfE have asked CEC to ensure that **all Careers Hubs deliver activity to support disadvantaged young people** in their local area, via the ‘Hub Delivery Fund’ by August 2024.
- This autumn term, **CEC is launching a training module for SENCOs** on how the role of the SENCO and the Careers Leader can better align to support all aspects of a young person with SEND through their careers education programme.
- Will ask the CEC to continue to work with National Association for Special Educational Needs (NASEN) and the consortium of SEND charities, Whole School SEND to **develop their direct offer of support by reaching SENCOs through partner networks** and to share the free resources, training and events to **enhance a SENCOs professional development**.
- Are seeking to test **whether the Supported Internship pilot improves employment outcomes for young people aged 16–24 with complex SEND / Learning Difficulties or Disabilities** who need extra support to progress to sustained, paid employment and do not have education, health and care plans. Once the pilot has been evaluated, we will carefully **consider the possibility of making the programme available across all areas of the country**.

DfE have launched a survey seeking input to a Strategic Action Plan for careers guidance. Add your voice at: <https://forms.office.com/e/3ZDffRnW3v>



Inquiry into transitions for young disabled people

CDI response to House of Lords Public Services Committee inquiry into the transition from education to employment for young disabled people

Barriers can include:

- Lack of preparation and planning.
- Lack of aspiration.
- Poor communication, coordination and collaboration.
- Transference of responsibility within the local authority.
- Changes to financial support.
- EHC plans not updated.
- Discontinuity of support.
- Job search and recruitment processes.
- Employer engagement.

Impacts depend on the individual's disability and support networks.

HOUSE OF
LORDS



Inquiry into transitions for young disabled people

Key points raised by the CDI:

- There are examples of good practice in both mainstream and SEND schools, but **the quality of careers provision varies** depending on whether they recognise the value of careers guidance and invest in the services of a qualified careers adviser.
- Many schools 'buy-in' careers support and need to **provide these careers advisers with relevant notes on SEND young people** so they can prepare appropriately.
- Schools should **engage careers professionals who have experience working with disabled young people** or enable careers advisers to undertake professional development to be able to fully support disabled young people.
- **Disabled young people may need more time to build trust** with a careers adviser, yet career guidance support is often provided by each institution with no formal handover of notes. Having a **careers coach who works with the young person through their education and into work** would ensure greater consistency. **Adding career guidance notes to the EHC** would ensure some continuity of discussion and actions between careers advisers.
- A wider concern is **the lack of career guidance for young people with a disability not registered with a school** (e.g. home schooled). These young people are likely to have more limited access to careers support.
- **Services need to be better linked** with one organisation having overall responsibility for the transition process.
- Career guidance can help the young person identify their career goals, the pathways to gain the necessary skills and the career management skills to overcome barriers they will face throughout their career – **these are even more important for disabled young people who are likely to face more barriers** than their peers.

Inquiry into transitions for young disabled people

CDI recommendations:

- **Invest in careers guidance, delivered by qualified careers professionals** for all students with a disability, ideally with **the same contact throughout the young person's transitions** though education and into work so they build trust and understanding.
- Provide **an entitlement to career guidance for all young people with a disability.**
- Invest in local authorities and the NCS to **support the transitions of young people with a disability** and other young people who are outside of the formal education system.
- Review NCS contracts so prime contractors can **provide a 'bridging service' between young people with disabilities and employers** at the point of transition from education to employment.
- Develop resources so the NCS can be more proactive in engaging with employers schools/colleges and stakeholders.
- **Integrate professional career guidance into all government-funded employment support programmes** so young people receive appropriate work opportunities or training and can successfully transition into sustainable work.
- **Improve the quality of tracking** of young people with a disability outside of learning and work.

More! So everyone can achieve their potential

Young people with SEND have the same right to realise their potential, they may just need more support to overcome barriers and achieve it.



Careers support for young people with SEND needs to start early, be high quality, involve consistency of contact, effective handovers, greater employer engagement and support.

Most of all it needs to recognize the needs of the individual, understand and help foster their aspirations and work with them to achieve them.

Thank you

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