

**MORE!**

**Talentino 10<sup>th</sup>  
Annual SEND  
Careers  
Conference  
2023**

**Simonds**

**Daniel Pikett  
Spatial Careers**



# NEURODIVERSITY & PERSONAL GUIDANCE

*'MORE'* WE KNOW,  
*'MORE'* WE CREATE A VALUE CHAIN  
OF EARLY CAREER DEVELOPMENT.



***MORE** is about **young people with SEND** in mainstream/SEMH/AP/PRU who need the same career development as non-SEND young people but **MORE** of it, more support, more time, more experiences with employers, more time to get things right and more employers understanding more about the barriers these young people face and offering more engagement.*

*The value chain of early career development is about starting early, engaging all stakeholders, ensuring the process is intact on transition and that a young person enjoys a career development process that results in the highest probability of an optimum career outcome being achieved.*

**TALENTINO<sup>®</sup>**



# INTRODUCTIONS

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# HELLO, MY NAME IS DANIEL PIKETT...

...and at **SPATIAL Careers I.N.C.**, I founded a neurodivergent career adviser and consultant service. It offers my extensive experiences in careers guidance, theory, and neurodiversity, working directly with SEND Schools, Schools, FE Colleges and Businesses with their career development needs and aspirations.

*I am neurodivergent, diagnosed with combined ADHD and Autistic traits. A BA (Hons) and MA graduate of Nottingham Trent University, I am a qualified CDI-registered Level 7 careers adviser and consultant. This year, I also received the Alumni Award for advocacy of neurodiversity and career guidance from Nottingham Trent University.*

Working with **SPATIAL Careers I.N.C.** means you wish to significantly improve employment outcomes for neurodivergent individuals. I provide specialised career development and guidance in your establishment, and this approach tackles the disability employment gap by fostering an inclusive labour market committed to equitable opportunities.

I am pleased to offer a **complimentary** consultation to better understand your unique requirements, so please enquire afterwards.



# NEURO- TERMINOLOGY

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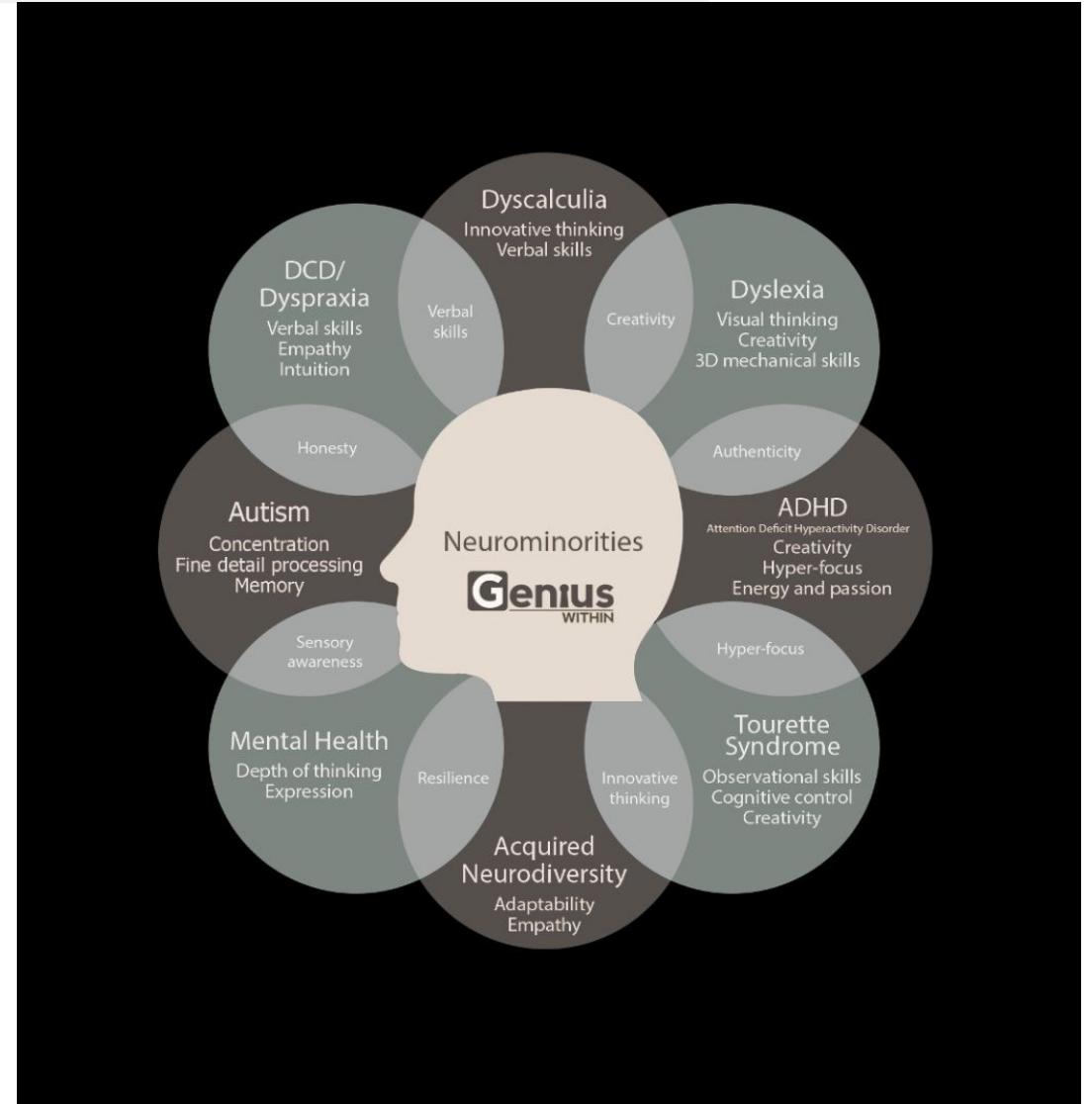
# NEURO-TERMINOLOGY

Neurodiversity celebrates neurological differences, like neurominorities: being autistic and having ADHD and Dyslexia, for example, as a natural part of human diversity. These variations contribute to the harmonisation of skills, talents, and perspectives. Recognising and understanding neurodiversity means embracing the unique strengths of neurodivergent individuals.

The term **neurodiversity** was coined by sociologist **Judy Singer** in 1997, who herself identifies as neurodivergent. This term refers to a population that includes two categories of individuals: those who are **neurotypical** and those who are **neurodivergent**.

What makes you a **neurotypical person**? It is essential to recognise that everyone's neurological makeup is unique, and this term should not be used to isolate or stigmatise individuals who may not fit into a particular category.

When the neurotypical and neurodivergent terms and people are compared, it is usually framed negatively and ambiguously; it might isolate a particular group of people; undiagnosed people may feel excluded and not be neurotypical.



# NEURO-TERMINOLOGY: *QUESTIONS?*

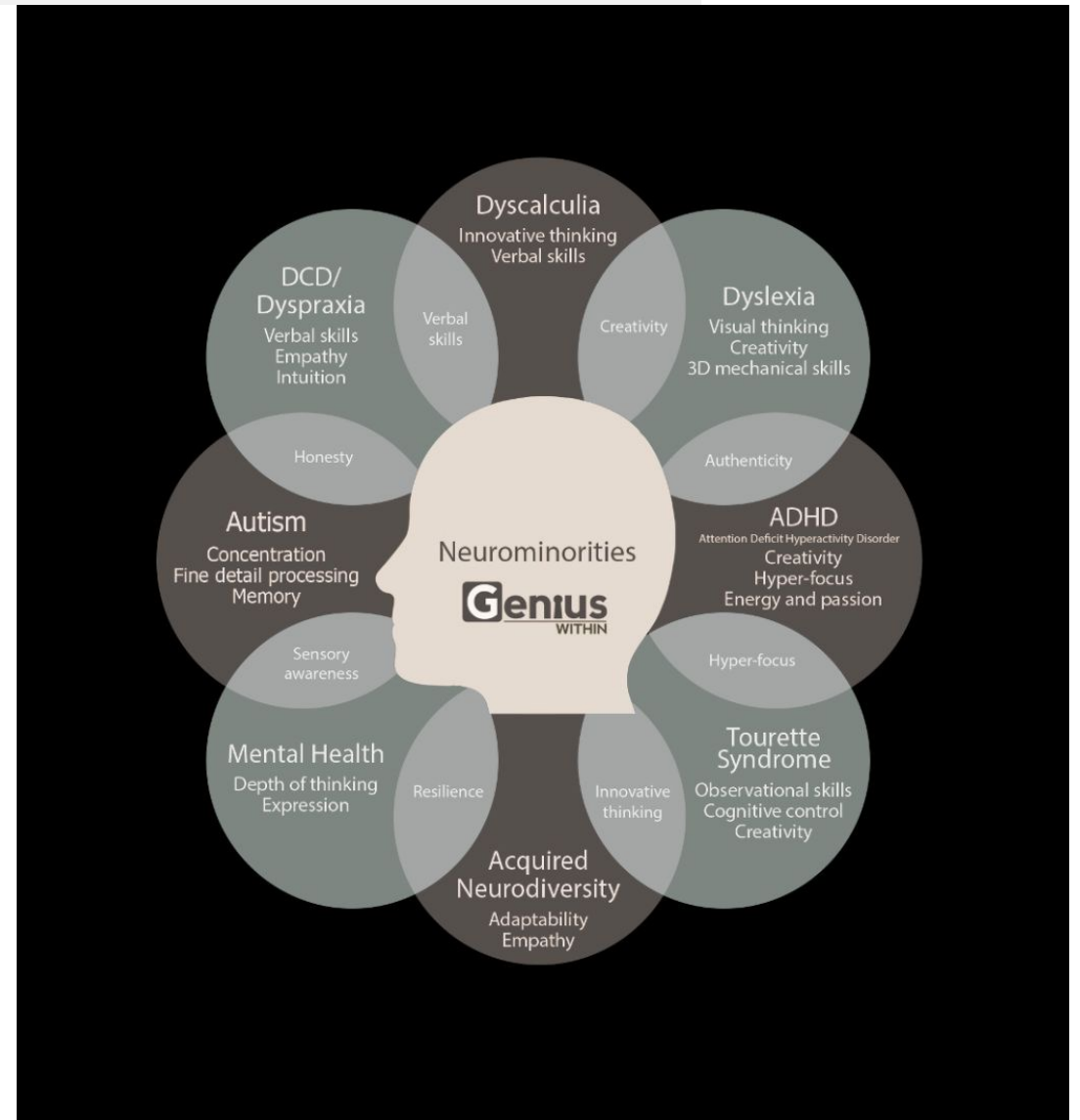
1. Could the neurodiversity movement be too narrowly focused, potentially leading to the exclusion of individuals with different or higher support requirements?
2. Does the current terminology around neurodiversity allow ableist employers to promote the idea that being neurodivergent is a superpower?
3. Does the language used in the context of neurodiversity place too much emphasis on productivity and capitalism, as seen in phrases such as 'divergent thinking' and 'untapped, diverse, and inclusive groups'?
4. Are there any other factors to consider when discussing the neurodiversity movement?





# RECOGNISING THE SKILLS EMPLOYERS WANT

- **15% to 20% of the population is neurodiverse** in the UK; **10% of people are Dyslexic**, **8% of people with ADHD**, around **1% are autistic**, and **8% of people with dyspraxia (ADHD AWARE, 2022)**. Like Talentino, SPATIAL Careers is a service that caters to the unique needs and challenges faced by children and young people with Special Educational Needs and Disabilities (SEND). Unlike other products and services neurotypically designed, SPATIAL Careers and Talentino is a tailored solution that specifically caters to the requirements of the SEND community to improve employment outcomes in the UK.
- Never assume a student with SEND cannot enter a particular career. Nursing, teaching, sport, business, law, media, IT, veterinary science – you name it – disabled people are working in every imaginable field (MENCAP, 2022). Many successful people have, at some stage, been told their career ideas were unsuitable; SPATIAL Careers uses this notion to help students with SEND to take advantage of and signpost to any available support and to develop and improve skills and knowledge needed for whatever job is appealing.
- ***The Equality Act 2010*** means that employers have to remove barriers in the workplace for disabled people, and financial support is available to help them do this. Always start exploring these options in school based on what the student wants to do; it is realistic and encouraging.



# DYNAMIC PERSONAL GUIDANCE

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# A SPATIAL X TALENTINO! COLLABORATION

Careers guidance in schools is vital to students navigating their futures and providing a personalised approach to support students in achieving their future learning or workplace goals. Spatial Careers **guidance promotes self-advocate** while working with the student on improving **executive function skills**, such as time management, organisation, decision-making, and communication, to help the student better navigate the workplace demands and reach their potential.

Spatial Careers draw on the outcome and aspirations in the student's education, health and care plan, where they have one to focus the discussion. A person-centred approach like **Cats & Dogs** and **Career Development Plan** will contribute to these discussions. Similarly, when working with looked-after children or care leavers, students' personal education or pathway plans should be used to help focus the discussion. It is good practice for these students to have a named adviser who can build relationships with them and better understand their needs.



# CATS & DOGS

SPATIAL Careers uses Talentino's CATS & DOGS resource because it prioritises:

- Transition, Pathways and Options
- Good Things About Working
- Jobs You Can Do
- Job Families and Skills
- Tailored Career Development Plan.
- Facilitating a person-centred and visual approach to guidance interactions is pivotal in enabling students to reflect on their career aspirations by:
  - Identifying education, training, and career opportunities.
  - Exploring potential prospects and assessing students' interests.
  - Cultivating career management skills, devising career develop plans (vocational profiling), and establishing SMART goals to achieve them.



# COLLABORATIVE APPROACH & STAGES OF ENGAGEMENT

1. "I feel confident and assertive when communicating with my career adviser. I possess a clear understanding of their job role and responsibilities, including the importance of confidentiality during our interactions."
2. "The careers advisor has assisted me in understanding my present circumstances and articulating my motivations for seeking/needing personal guidance."
3. "The careers adviser explained to me how they could help, and I was able to choose what I wanted from the guidance interaction."
4. "My career and development were discussed, and I identified my priorities. The information was clear and concise, using everyday language and an organised structure."
5. "I am able to recognise my career goals and understand what may be preventing me from achieving them, as well as recognising opportunities that may help me achieve them."
6. "I know what steps I need to take to progress."

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The most important thing in communication is to hear what isn't being said.

PETER DRUCKER

GRACIOUSQUOTES.COM

# GATSBY BENCHMARK EIGHT: PERSONAL GUIDANCE

- The Department for Education (2023) states that Students aged up to 25 with a current education, health and care plan in place under section 37 of the Children and Families Act 2014 should have access to the following:
- A qualified career adviser, Level 6 and above, whenever students face significant study or career-related decisions,
- Guidance tailored to their individual needs.
- Guidance that provides students with the necessary support and feedback to make informed choices, transitions and progress towards their desired outcomes.
- Every student should have at least one such interaction by age 16 and the opportunity for further guidance by 18 years before the end of their study programme.
- The SEND Code of Practice (2015) finds that providing young people with the relevant life and employability skills to live in semi-independence could reduce lifetime support costs to the public by approximately £1 million.
- Specific and individualised transition planning that identifies potential pathways is central to the SEND Code of Practice.



# GATSBY BENCHMARK EIGHT IS VITAL

**Why it should start with aspirational career advice and education:** Career education and personal guidance are vital for neurodivergent people because it helps them to understand their strengths and limitations, identify their interests, and explore different career paths that align with their abilities and interests. With proper guidance and support, neurodivergent individuals can gain the skills and knowledge necessary to succeed in their chosen fields. Additionally, education and career opportunities provide a sense of purpose and fulfilment, which can positively impact their mental health and overall well-being. However, it is crucial to offer neurodivergent individuals tailored support and accommodations to ensure they can access and excel in education and career opportunities.

Advocating for neurodiversity means raising awareness, reducing the stigma surrounding neurodiversity, and exploring different ways to provide safe spaces for personal guidance to enable the child or young person to have a voice. This approach aims to tackle the disability employment gap early on, equip these pupils with labour market information and strategies for success and provide a safe space to explore their aspirations.

Personal guidance fosters improved self-determination through developing self-awareness, practising decision-making skills and setting goals. Access to career development opportunities starts as early as possible and involves parents and families. There is consistent, ongoing support for the transition to adult life.



# ***CONSIDERATIONS & QUESTIONS?***

1. Did the workshop on neurodiversity and personal explore the meaning and impact of neurodiversity?
2. Did this workshop highlight the importance of embracing neurodiversity and fostering inclusive environments?
3. Did the workshop highlight communication techniques that might work well for neurodiverse individuals?
4. Do you understand the priorities and importance of how accommodations in the workplace for neurodiverse individuals?





**THANK YOU,**

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