

# Inclusive CEIAG



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***Cosmic Cactus***

# Gatsby Benchmark 3

- Addressing the needs of each pupil
- Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme should embed equality and diversity considerations throughout.

# What good looks like

- A school's or college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools and colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.
- All students should have access to these records to support their career development.

# Why this matters



- 26% of young people who received free school meals (FSM) in year 11 are not in education or employment (NEET) aged 18-24, compared to 13% of non-FSM students
- High achieving students from disadvantaged backgrounds are less likely to apply to higher education, attend a high-status university, or access high status professional jobs than similarly qualified peers from more affluent backgrounds
- FSM students make up only 16.7% of students in KS5 (16-18 years) academic pathways in comparison to 28% on vocational pathways

# Why this matters

- Disabled people are 28.6 percentage points less likely to be in employment than non-disabled people

<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/bulletins/disabilityandemploymentuk/2019>

- In 2018/19 an estimated 17.8% of pupils with identified SEN at age 15 had started higher education by age 19 compared to 47.3% of those without SEN. The higher education participation rate was considerably lower for those in the SEN group with the most severe needs at 8.9%. The Department for Education points out that these variations can largely be explained by differences in prior attainment.

<https://researchbriefings.files.parliament.uk/documents/CBP-8716/CBP-8716.pdf>

# Gatsby Benchmark 8 - Personal Guidance



Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school or college staff) or external, **provided they are trained to an appropriate level.**\*

These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs. Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18, by the end of their study programme.

\* The school or college should ensure that access to an adviser **trained to level 6/7** is available when needed.



# What is Disability?





Disability is part of being human.

Almost everyone will temporarily or permanently experience disability at some point in their life. Over one billion people – about 15% of the global population – live with some form of disability and this number is increasing.

In the Equality Act a disability means **a physical or a mental condition which has a substantial and long-term impact on your ability to do normal day to day activities.**



## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



# THE RIGHT TO PARTICIPATE

Disability Rights UK

TAKE ACTION

RESOURCES

STORIES

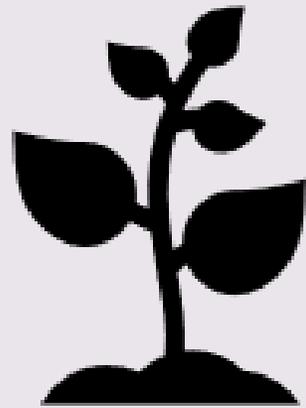


## THE RIGHT TO PARTICIPATE

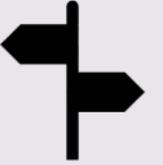
This website is part of Disability Rights UK's Right to Participate project, funded by the Legal Education Foundation. The project aims to increase awareness of the Equality Act, especially the ways it can protect disabled people from discrimination in everyday situations.

<https://righttoparticipate.org>

# Preparing young people



# What are options?



‘An option is something that you can choose to do in preference to one or more alternatives’



# Mental Capacity

The legal concept of mental capacity is contained in the Mental Capacity Act 2005 and the Mental Capacity Act Code of Practice, which is statutory guidance.



Mental capacity is assessed in relation to the particular decision which needs to be made. This means that whether a young person has mental capacity to make a particular decision or not has to be considered on an individual basis in the light of the circumstances at the time.

# Making Mistakes



People are afraid of making mistakes

Practice the skills involved in decision-making with your students

- ✓ Answering questions
- ✓ Asking questions
- ✓ Using an advocate
- ✓ Talking about yourself
- ✓ Expressing feelings
- ✓ Trying things out so see what happens – NOT to ‘succeed’ or ‘fail’

When we have a growth mindset we take on challenges and learn from them, therefore increasing our abilities and achievement. Learn about the power of ‘yet’ from Carol Dweck

<https://www.youtube.com/watch?v=hiiEeMN7vbQ>

## Reduce anxiety



- ✓ Career guidance has no rights and wrongs – it is about exploring ideas and being supported to plan in a way that suits THEM
- ✓ It is not a one-off – people can take time to make choices, and it is OK to change your mind... or not have any idea what you want just yet
- ✓ It can be fun!!!



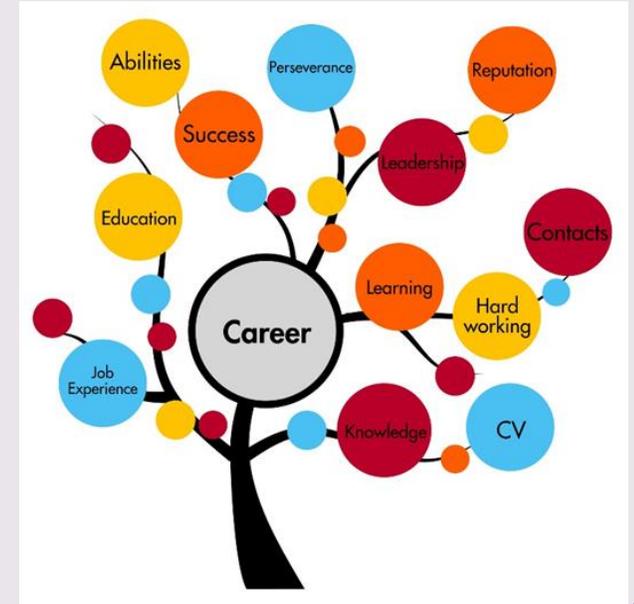
# Words



Use, and explain, the words young people will hear in their transition to adult life:

- ✓ Skills
- ✓ Strengths
- ✓ Apprenticeship
- ✓ Work
- ✓ College
- ✓ Higher Education
- ✓ Training
- ✓ Induction
- ✓ Supported internship
- ✓ Mental capacity
- ✓ Confidentiality

- ✓ Data protection
- ✓ Person centred plans
- ✓ Advocacy
- ✓ CV
- ✓ Application
- ✓ Reasonable adjustments
- ✓ Disability confident
- ✓ Access to Work
- ✓ Disabled



# Accessible and SEND specific Resources



**INSPIRING WORCESTERSHIRE**

## Challenging Stereotypes

Student Activity (SEND)

**READ CONTENT TO STUDENT**

**Section 1 Exploring Job Roles**

**SUPPORTED ACTIVITY** Before we start this activity use the internet to research and write down the definition of the word "STEREOTYPE"

Even in the modern workplace, gender stereotypes are still common and there is occasionally an outdated opinion that certain job roles are better suited to either a man or a woman. Individuals can sometimes feel as though they are discouraged

<https://resources.careersandenterprize.co.uk/browse-category/send>

What matters	Good support
(IMPORTANT TO)	(IMPORTANT FOR)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Talking about Careers

When you talk to your Careers Adviser you can choose what you want to talk about. Here are some ideas... (tick the ones you want to talk about)

work	learning	plans
things I find difficult	getting to places	what I am good at
making choices	feelings	my future

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## What's your strength?

GOOD DAY	BAD DAY
WHAT ARE THE THINGS THAT MAKE A DAY 'GOOD' FOR YOU?	WHAT ARE THE THINGS THAT MAKE A DAY FEEL 'BAD' FOR YOU?
?	
?	
?	
?	
?	



# Employment



Age	Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds	Post-16 In schools and post-16 providers 16-19 year olds	Post-19 19-25 year olds
Steps Towards Outcomes	<ul style="list-style-type: none"><li>Subject option choices - thinking about university and college, picking the right subjects for future career goals</li><li>Exploring different careers</li><li>Understanding requirements for HE</li><li>Structured careers advisory sessions</li><li>Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful</li><li>Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed</li><li>GCSEs / NVQs / Entry level qualifications</li><li>Vocational options</li><li>Continue to build personal / vocational profile - use in careers sessions</li><li>After school / Saturday jobs / part-time employment</li><li>understanding supported employment options e.g. access to work</li><li>Transition to new settings</li><li>Starting micro-enterprises</li></ul>	<ul style="list-style-type: none"><li>Build on strengths and interests highlighted in personal / vocational profile</li><li>Apprenticeships</li><li>Supported internships</li><li>Traineeships</li><li>Further work on academic and vocational qualifications</li><li>A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor</li><li>CV writing</li><li>Skills in applying for jobs or higher education</li><li>Interviewing</li><li>Understanding support from the LA, e.g. do they have a supported employment service?</li></ul>	<ul style="list-style-type: none"><li>Consolidate or finish learning</li><li>Taking part in adult education / community learning</li><li>Completing outcomes in EHC plan</li><li>Voluntary work</li><li>Knowing how to access support from Job Centre post-education</li><li>Paid work or higher education</li><li>Understanding benefits</li></ul>
Resources	<ul style="list-style-type: none"><li><a href="#">Vocational Profile Workbook</a></li><li><a href="#">National Careers Service</a></li><li><a href="#">Preparing for Adulthood Employment Resources</a></li><li><a href="#">Downs Syndrome Association Employment</a></li><li><a href="#">PFA review toolkit</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Supported Internships</a></li><li><a href="#">Apprenticeships/Traineeships</a></li><li><a href="#">Study Programmes</a></li><li><a href="#">Disability Rights UK Factsheets and Guides &amp; Higher Education Guide</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Care Act and C&amp;F Act Fact Sheet</a></li><li><a href="#">Mental Capacity Act</a></li><li><a href="#">Transition Quick Guidance</a></li><li><a href="#">Care Act Transition Guidance</a></li></ul>

Parents/carers and young people, should be

- fully included in the school Careers Education programme
- aware of the opportunities available to young people moving on from school
- consulted about the content and impact of the Careers Education programme. This can be linked specifically to transition outcomes for a student on their EHCP
- aware what the role of the guidance professional is

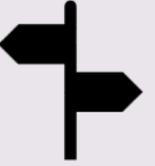
Want to know more?

# What good looks like

- The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. This data should be used to review a school or college's careers provision and inform development and continuous improvement.
- Colleges should collect and maintain accurate data for each student on their education, training or employment destinations. This data should be used to review a school or college's careers provision and inform development and continuous improvement.

<https://resources.careersandenterprise.co.uk/browse-category/gatsby-benchmarks>

## Options after statutory schooling



You can leave school on the last Friday in June if you'll be 16 by the end of the summer holidays.

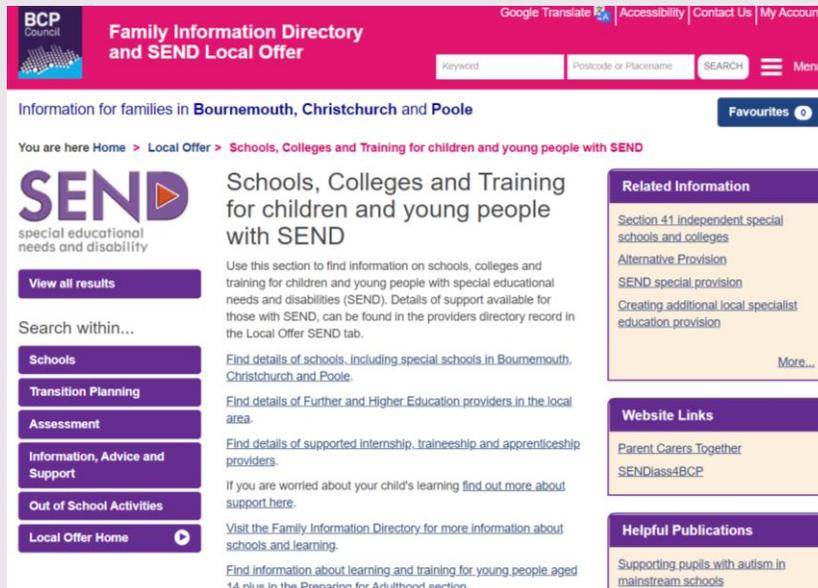
You must then do one of the following until you're 18:

- stay in full-time education
- combine work and study
- volunteer or work part-time and study

Young people aged 16 and 17, who have not attained level 3 qualifications are under a duty to continue in education or training until the young person's 18th birthday. The statutory duty does not extend until the end of the academic year in which the young person turns 18. Young people should however be encouraged to complete the education or training they are undertaking beyond their 18th birthday.



<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>



<https://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>



## **Options with an EHCP**

[nationalcareers.service.gov.uk/careers-advice/options-with-education-health-and-care-plan](https://nationalcareers.service.gov.uk/careers-advice/options-with-education-health-and-care-plan)

## **Apprenticeships and Traineeships**

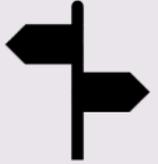
<https://nationalcareers.service.gov.uk/careers-advice/options-with-education-health-and-care-plan#traineeships>

[disabilityrightsuk.org/sites/default/files/civicrm/IntoApprenticeships\\_2020\\_04\\_LowRes\\_Bookmarked.pdf](https://disabilityrightsuk.org/sites/default/files/civicrm/IntoApprenticeships_2020_04_LowRes_Bookmarked.pdf)

[amazingapprenticeships.com/partners/disability-rights-uk](https://amazingapprenticeships.com/partners/disability-rights-uk)

<https://www.preparingforadulthood.org.uk/downloads/employment/apprenticeships-for-young-people-a-good-practice-report.htm>

<https://www.remploy.co.uk/employers/mental-health-and-wellbeing/access-work-mental-health-support-service-apprentices>



## **Full-time Education**

<https://nationalcareers.service.gov.uk/careers-advice/options-with-education-health-and-care-plan#education>

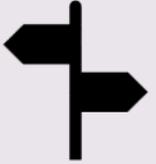
[natspec.org.uk/colleges/applying-for-a-place](https://natspec.org.uk/colleges/applying-for-a-place)

## **Personal Budgets for Post-16 Provision and FE Colleges**

<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/factsheet-personal-budgets-for-post-16-provision-and-fe-colleges.htm>

## **Qualification Levels**

<https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>



## **Supported Internships**

<https://www.preparingforadulthood.org.uk/downloads/supported-internships>

<https://www.preparingforadulthood.org.uk/downloads/supported-internships/fact-sheet-study-programmes.htm>

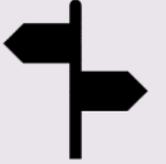
## **Mental Capacity**

<https://www.preparingforadulthood.org.uk/downloads/young-people-and-family-participation/factsheet-the-mental-capacity-act-2005-and-supported-decision-making.htm>

## **Funding students 16 – 25**

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/files/Funding%2520of%2520Students%252016-25%2520PfA.pdf>

<https://www.gov.uk/government/publications/exceptional-learning-support-cost-form>



## Higher Education

<https://www.disabilityrightsuk.org/sites/default/files/pdf/IntoHE2017.pdf>

<https://www.thecompleteuniversityguide.co.uk/student-advice/applying-to-uni/disabled-students-university-guide>

<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/resources-about-higher-education-.htm>

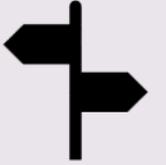
<https://www.gov.uk/disabled-students-allowance-dsa>

## Transitions, Children & Families Act and The Care Act

<https://www.preparingforadulthood.org.uk/downloads/young-people-and-family-participation/factsheet-the-children-and-families-act-and-the-care-act.htm>

<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/building-independence-through-planning-for-transition.htm>

<https://www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/>



## **Work/Employment/Self-Employment/Entrepreneurship**

<https://www.preparingforadulthood.org.uk/downloads/employment/increasing-successful-employment-outcomes--for-young-people-with-sen-11-february-2022.htm>

<https://www.gov.uk/looking-for-work-if-disabled>

<https://www.preparingforadulthood.org.uk/downloads/employment/supporting-self-employment-mar-21.htm>

<https://www.scope.org.uk/advice-and-support/start-up-a-business/>

<https://www.gov.uk/government/publications/access-to-work-factsheet/access-to-work-factsheet-for-customers>



# Legislation

**The Children and Families Act 2014** focuses on Special Educational Needs and Disability

**The Care Act** focuses on adults with care and support needs and was implemented in April 2015.



# Assessment under The Care Act

If a child is likely to have needs when they turn 18, the local authority must carry out a "child's needs assessment" before then to determine what these will be. The local authority will carry out the assessment if it considers it a "significant benefit" to the child to do so.

The statutory guidance suggests that these assessments take place when it is easier to understand what the needs of the child and carer will be beyond the age of 18.

For children with Education, Health and Care plans, it is likely that they will take place during the transition process, from Year 9 onwards.

[A template letter parents/carers can use to ask for an assessment for their child:](https://www.contact.org.uk/media/1060079/transition_assessment_letter.doc)  
[contact.org.uk/media/1060079/transition\\_assessment\\_letter.doc](https://www.contact.org.uk/media/1060079/transition_assessment_letter.doc)

# Who is National Careers Service for?

## Citizens

We provide anyone aged 13+ with life long careers information, advice and guidance to help you make good career choices, no matter what point of your career journey you're at.

## Intermediaries

We provide information for parents, teachers, employers, coaches and advisers to support others in their career journey.

## Stakeholders

We work with organisations, employers and professional bodies to promote the importance of up to date careers guidance.



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## Careers information and advice online

The National Careers Service website is here to give you the tools to make decisions about your career at your own pace and in your own time. You can:

- [explore careers](#) to see what career options are out there
- read [careers advice articles](#) for help to make good career decisions
- take a [skills assessment](#) to find out what you're good at
- [find a course](#) that will provide you with the training and qualifications you need
- [update your skills](#) to help you do your job more effectively or support you in finding a new one



Some Advisers may be qualified to level 6/7 but the requirement for NCS advisers is only Level 4

# Options with an Education Health and Care (EHC) plan

16 to 18 year olds with an Education Health and Care (EHC) plan should think about their options.

- [Preparing for what happens in year 11](#)
- [During year 11](#)
- [Your options at 16](#)
- [Support you can get in education and training](#)
- [Support you can get at work](#)
- [Other options](#)

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## Preparing for what happens in year 11

Your year 10 [Annual Review](#) will help you to start thinking about your next steps after year 11.

You will have to stay in education or training until you are 18. Young people with special educational needs can continue to get free education and training up to the age of 25.

If you have special educational needs and do not have an EHC plan, you can request an assessment through your [local council's special educational needs and disabilities service](#).

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### Speak to an adviser

Call 0800 100 900 or [use webchat](#)  
Webchat does not work in IE11, you will need to use a different browser ie chrome, firefox, etc.

8am - 8pm Monday - Friday  
10am - 5pm Saturday

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### Options advice

[Post 16 options](#)

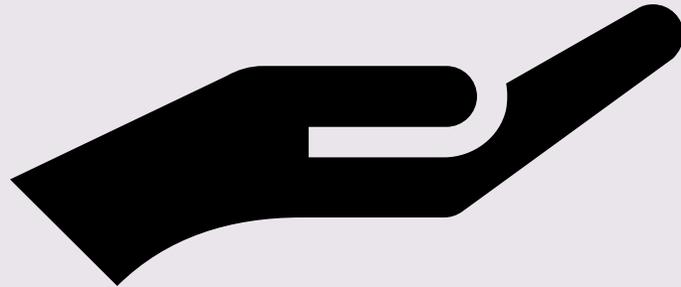
[Post 18 options](#)



<https://nationalcareers.service.gov.uk/careers-advice/options-with-education-health-and-care-plan>



Is there support available for Disabled  
young people?





## Help and support for disabled students and their families

- SENDIASS <https://www.dorsetsendiass.co.uk>  
<https://www.sendiass4bcp.org/Home.aspx>
- Disability Rights UK  
[www.disabilityrightsuk.org/how-we-can-help/advice-and-information](http://www.disabilityrightsuk.org/how-we-can-help/advice-and-information)
- Contact  
[contact.org.uk](http://contact.org.uk)
- Special Needs Jungle  
<https://www.specialneedsjungle.com/>
- IPSEA (Independent Provider of Special Educational Advice)  
<https://www.ipsea.org.uk/>



- Colleges and training providers are not allowed to turn students away due to the cost of their support, nor are they allowed to charge students for their support. Under the Equality Act 2010, they must make reasonable adjustments to avoid disabled students being placed at a 'substantial disadvantage'. They receive money from the ESFA to meet the costs of reasonable adjustments. In colleges this is usually called Learning Support and it is provided in a way to enable them to be flexible in the way they support all their students.
- If you're aged 19-24 and have very high support needs you may have an EHC plan and get individual funding from your local authority. If not, the college can apply for extra money called Exceptional Learning Support.
- Whatever your situation, you can expect extra disability-related study costs to be covered by the education provider under the Equality Act.



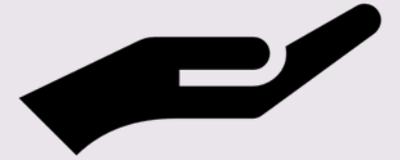
You can apply for Access to Work [www.gov.uk/access-to-work/overview](https://www.gov.uk/access-to-work/overview) towards extra work-related costs.

Access to Work can help pay for support you may need because of your disability or long term health condition, for example:

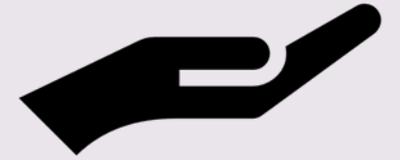
- aids and equipment in your workplace
- adapting equipment to make it easier for you to use
- money towards any extra travel costs to and from work if you can't use available public transport, or if you need help to adapt your vehicle
- an interpreter or other support at a job interview if you have difficulty communicating
- other practical help at work, such as a job coach or a note taker or lip speaker

## Traineeship or apprenticeship:

- Apprentices with an EHC plan or 'legacy statement' can apply for an adjustment to the minimum standards of English and Maths required.
- With the employer's agreement, Entry Level, Level 1 or 2 Functional Skills can be included in an apprentice's training package. British Sign Language can be an alternative to English Functional Skills for Deaf people whose first language is BSL.
- Providers can apply for Exceptional Learning Support if support costs exceed £19,000 in any one funding year.
- You can also apply for Access to Work support - including the Access to Work Mental Health Support Service for Apprentices



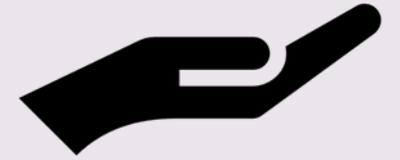
## Higher Education



What Disabled Students Allowance can pay for:

- specialist equipment, for example a computer if you need one because of your disability
- non-medical helpers, for example a British Sign Language (BSL) interpreter or specialist note taker
- extra travel to attend your course or placement because of your disability
- other disability-related study support, for example having to print additional copies of documents for proof-reading

## Support to live an independent life and to access the community



- If a disabled adult has been assessed as having needs for care and support from the local authority, they will receive a care and support plan and advice about decisions on how to meet their needs. They might have some of their needs met via direct payments.
- The Care Act also provides rights for carers of adults aged 18 and over. Carers can ask for an assessment if they 'appear' to have needs for support.

## Resources

[www.preparingforadulthood.org.uk/downloads/person-centred-planning](http://www.preparingforadulthood.org.uk/downloads/person-centred-planning)

<https://resources.careersandenterprise.co.uk/browse-category/send>

Preparing young people with vision impairment for post-16 transitions

<https://www.nib.org.uk/sites/default/files/APDF-RE200102%20Transition%20Resource-v04.pdf>

<https://www.ndcs.org.uk/information-and-support/education-and-learning/deaf-works-everywhere/supporting-deaf-young-people-with-career-choices/#:~:text=Download%20your%20free%20toolkit%20and%20resources>

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