



Growing into independence ...the good,
the bad and the
Where do our learners want to be?





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The 'Employable Me'
series on BBC2 has
been a brutal
reminder of the
difficulty pupils with
SEND might face
when entering
working life



4 outcomes- Preparing for Adulthood

Support needs to start early and should centre around the child or young person's own aspirations, interests and needs to enable children and young people to achieve their ambitions in relation to:

- **Higher education and/or employment** - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies;
- **Independent living** - enabling people to have choice and control over their lives and the support they receive and their accommodation and living arrangements, including supported living;
- **Participating in society** - including having friends and supportive relationships, and participating in, and contributing to, the local community; and
- Being as **healthy** as possible in adult life.



What does success look like?

Positive outcomes for young people and their families	Positive experience of the system for young people and their families	Effective preparation for adulthood
<ul style="list-style-type: none">• Improved attainment and progression of students with SEND.• Increase in the percentage of KS5 SEND cohort going to, or remaining in, Education, Employment and Training (destination measures)• Young people and their families know what support there is and how to access it.	<ul style="list-style-type: none">• Planned and well managed transition at key points – particularly from school to college and from college into adulthood.• Parents and young people get the right support at the right time and feel that they are listened to and in control of their choices, decisions and opportunities.	<ul style="list-style-type: none">• Conversations about future aspirations start early – at least by Year 9 Review (with colleges being involved)• Increase in opportunities for young people to participate in programmes to help employability – e.g. apprenticeships, traineeships and supported internships.• More young people able to live independently post-college and participate fully in the community.

EMPLOYABILITY PYRAMID

Project Search - Next



Work Experience with support of local business



Duke of Edinburgh & Independent travel

Café's

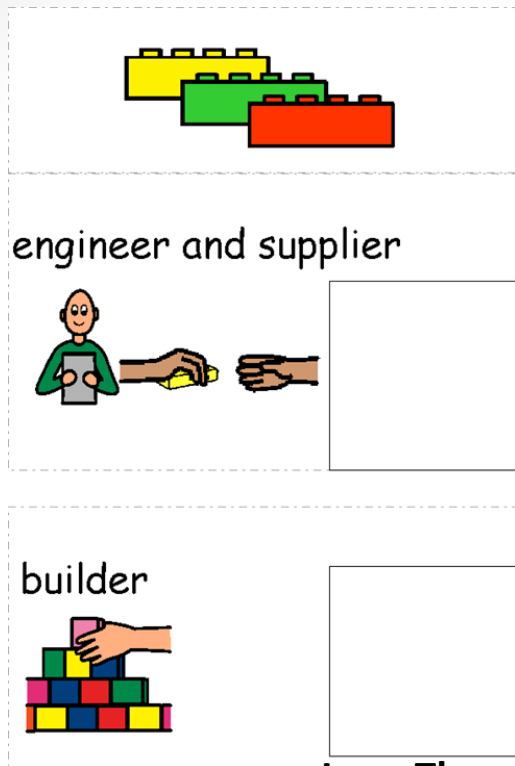


Practical Maths and English

Work with parents & community

School priority





Lego Therapy

Skills Used – Visual, Auditory, Kinaesthetic

Using co-operative language

Using synonyms

Using positional language e.g. on top of, next to, underneath etc

Using a range of adjectives e.g. long, square, fat

Generalising mathematical terminology e.g. the square has 4 dots on it

Joint problem solving

Using non-verbal communication skills – e.g. pointing at a piece of Lego (although this should be minimal to encourage the use of language)

Social use of language

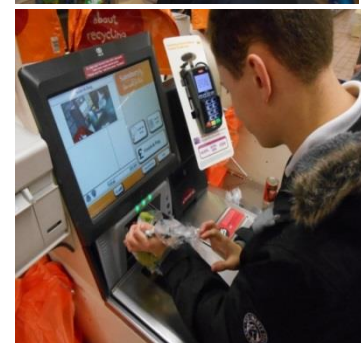
Turn taking

Fine motor

Hand-eye co-ordination

Good listening e.g. maintaining eye contact, waiting for the right time to talk

AROUND SCHOOL



Duke of Edinburgh Coffee Bean Café



Coffee Bean Café



Project SEARCH



Within three days all were getting busses and trains to work independently after always being bussed by school.

Next staff were looking out for them and have bought birthday presents and joined football teams with them, and they were all looking forward to working in a new area after the ten week rotation. Success!



Department
for Education

Special educational needs and disability pathfinder programme evaluation

**Thematic report: provision for
older young people, aged 19-25**

Research report

November 2014

Graham Thom & Maya Agur – SQW

“The biggest gap we have is in supported employment... this is an area we know we need to concentrate on as we move forward”

Integrated youth and support manager

- **Employment for young people with SEN and disabilities.** In all areas there still seems to be limited employment provision for young people with SEN and disabilities. In addition there are many challenges the areas and services face in the provision around this area including:
 - **Limited employer awareness.** Providers require time and resource to engage local employers and formulate joint provision which offers young people enrolled in the colleges supported employment opportunities. This is very time consuming work, requiring detailed one to one discussion for example about adaptations to employer premises or training to deal with particular issues
 - **Issues of sustainability.** There was concern that while short term support may be available to help people travel to work, this often ended after one year. However, travel costs for this group can be significant and there was concern that ending the support could lead people to view employment as not sustainable
 - Similarly, there was concern that while people may be helped in to work, and the employer given support as well, things could be complicated if things changed. For some young people a change in work colleagues or premises would be very challenging. Therefore, the **support offered may not simply be about entry to employment but also about sustaining employment.**

Preparation for Internship

Planning 14-19

- Flexibility to meet (changing) needs of individual learners- and employers;
- A programme that makes clear that the end goal is work and includes detailed assessment and profiling in relation to work;
- Substantial time in the work environment
- Personalised learning provider-based learning;
- Clear links between workplace and non-workplace learning
- Planned progression strategies
- Distinction from other courses and learning environments offered by other learning providers.

Preparation

- Independent Living/Harmony House
- Employability
- Healthy Living through activity
- Duke of Edinburgh
- Fast Snacks
- Shopping group
- Enterprise
- Car Washing Enterprise
- Sensory
- Coffee Bean Cafe
- Life Skills
- Lego Therapy
- PSHCE
- Prince's Trust
- ICT

'Our experience of Supported Internships'

The Young Person

- Employability
- Independent living
- Survival Cooking & washing up
- Travel for a purpose
- Disability Rights:- recognising hate crime
- Social & Emotional training
- Outdoor Activities
- Social Media – safety
- Getting and Maintaining Friendships & Relationships

The Curriculum

- **EmployAbility** to earn a living wage
- **LiveAbility** to live independently or semi independently
- **PhysicalAbility** to be physically healthy through activity
- **HealthAbility** to be physically healthy through diet
- **FinanceAbility** to use money and tell the time with confidence
- **TravelAbility** to travel with confidence
- **SocialMediaAbility** to be safe on the internet and with social media
- **SocialAbility** to socialise safely, appropriately and confidently

Linking in with Employers

- The Employer



Final Work Exp vid.mp4

The Support - Job Coach & more

To establish sound working relationships with the Project Search candidates and complete individual assessments regarding skills for employment and individual workplace health and safety assessments.

To promote positive working relationships with all individuals involved with the candidates and the project.

Promote positive work experiences within a range of work and community settings.

To assist each candidate to develop positive work ethic.

To develop workplace adaptations to assist candidates to complete work duties.

To participate in meetings, working parties and reviews which are relevant to each candidate's development.

To maintain confidentiality at all times.

Provide support to enable candidates to travel independently to work placements as and when required.

The Ridge Employability College 19-25

from September 2016

Independent EFA registered, approved and funded, for Severe Learning Disability students.

- Links with Adult Social Care
- Collaboration with care and therapy
- Safeguarding – bullying and health ad safety.
- Other contacts with employers, voluntary and community organisations

Staffing

- Staffing and the recruitment, deployment and training

Transport

- College plans for transport

Curriculum

- Tailored to meet needs
- Progression at 16, at 19
- Prime business location

What is the alternative?

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