



SEND in Mainstream CPD

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Agenda

- Why is SEND important within Careers?
- Why SEND could be a core priority?
- How could schools do even better?
- Lets' provide solutions
- Creating a cultural mind shift in education
- Takeaways, resources and quick wins for your school or college
- KEY SPEAKER – LANGLEY SCHOOL FOR BOYS BROMLEY
- Q&A

Why is SEND important?

- Important to understand what we mean by SEND so students are supported to achieve their careers development and outcome
- Tailor employer encounters to provide meaningful experiences
- Inclusion of all students – SEND cohort in schools is increasing
- 4 areas of SEND- Sensory or physical, Communicating and interacting, Cognition and learning, Social, emotional and mental health difficulties
- Students with EHCP will have specialist careers advisers. CL responsible for the others on the register

Why is SEND students and careers important? Or Why would SEND be a core priority in your school?

Why making SEND a core priority is key.

Destinations, Results, 7s', 8s' and 9s'

- Only 6% of SEND students end up with meaningful employment although 65% want a paid job (Mencap 2017) (NEET)
- We need to show real examples of employers who engage and champion employers with disabilities
- Give students and parents confidence that work can be a positive experience
- Encourage and show a range of routes into different careers and jobs (Ofsted)

Barriers to supporting students

- Low levels of knowledge of who the students are in school
- Employers want to engage with young people with SEND but are still anxious
- Aspirations and outcomes of SEND students
- College provision and opportunities are not consistent
- Families need more support and encouragement with information
- Lack of appropriate careers programme and material
- Shortage of qualified careers advisors with knowledge of SEND
- Varied landscape of supported employment provision and job coach

How can we do better

- Better communication in schools – discuss students with HOYs or SENCO at the beginning of the year.
- Ask for learning plans for the student
- Have a range of activities meeting different needs – visual, auditory, kinesthetics
- Ensure careers delivery work is differentiated so all students can access the learning in the lessons
- Provide written records of outcomes of the meeting and highlight any tasks to be done
- Communicate with parents so they can support students
- Whole school approach

Let`s provide solutions

- Raise the aspirations of students, families and staff
- Help parents and families engage more
- Consider the range of different careers options available
- Work closely with your SENCOs
- Use the students learning plan or EHCP as a starting point to explore careers
- Prepare your employer encounters so they are meaningful for all
- Develop your own SEND skill base

Resources to support you.

- [SEND - Careers and Enterprise Company Resource Directory](#)
- [Steps into Work Programme - Transport for London](#)
- [Mencap](#)
- [Talking Futures - A Parents Toolkit for Career Conversations](#)
- [Young people explain Autism - Ambitious About Autism](#)
- [Young Enterprise Project](#)
- [CEC Resource - My Skills My Future](#)

LANGLEY SCHOOL FOR BOYS
Bromley
Danielle Hewlett-Boyle (Careers Adviser)

Q&A

Careers Hub East