

Embrace
Evolve
Succeed



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Talentino



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Who is Talentino?

- **Social purpose – improve outcomes for young people with SEND through improving the quality and relevance of career development**
- Background in business
- SEND Specialists
- National partner for SEND/Inclusion Careers and Enterprise Company
- Partnership with Peter Jones Foundation for Enterprise and students with SEND
- Free annual SEND Careers Conference certified by CDI (Nov.26-28 2024)
- Impact locally and nationally, new PSE Qualification
- New – The Big Inclusive SEND Careers Handbook



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Embrace

- Careers Landscape young people with SEND / additional needs
- Increase our understanding of *who* young people with SEND are

Evolve

- Latest ideas / possibilities – Ofsted, Gatsby
- Outcomes and destinations

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- Improving destinations young people with additional needs
- Value Chain of early career development



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Embrace Careers Landscape young people with SEND

- 1.51 million plus millions more disadvantaged
- 27% EHC Plan and (current) career advantage

They are:

- Less likely to achieve qualifications
- More likely to:
 - be NEET (Not in Education, Employment or Training)
 - suffer from mental health problems
 - be homeless
 - be represented in the criminal justice system
 - experience **disadvantage**
- More than 13% of students in mainstream have SEND



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Embrace Big Picture young people with SEND

- Transition not always handled well
- EHC Plans and support inconsistently applied
- Variable outcomes from FE
- Employer anxiety exists for some
- Lack of training and employment opportunities – supply and demand
- Inconsistent service provision – Supported Employment, Access to Work, LA engagement and support,
- Shortage qualified Careers Advisers
- Biggest barrier – stakeholders don't know who young people with SEND are



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Embrace Who *are* young people with SEND ?

- SEND Code of Practice
- **Career SEND Group One**– typically will *NOT* take GCSEs/Level 2 qualifications
- Positive career outcomes could include:
 - Supported Employment; supported Internships; Inclusive Apprenticeships; supported self-employment; supported volunteering; independent living; activities based in the community; activities signposted Local Offer; FE College; specialist Colleges; residential settings
 - Key issue – Supply and demand employer led training and employment opportunities



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Embrace Who *are* young people with SEND ?

- Career SEND Group Two – typically *will* take GCSEs/Level 2 qualifications and higher
- Positive career outcomes could include:
 - University; Apprenticeships at all levels; T-Levels; Employment; Self-Employment; FE College; Entrepreneur/own business
- Key issue- invisible barriers unknown to key stakeholders
- Need to understand the *membership* better



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Embrace Career SEND Group Two - memberships

Membership and approach

○ Three groups, examples:

- **Adaptations in education or at an employer site** – Visual Impairment, Hearing Impairment, Physical disabilities, Autism, Health/Mental Health challenges
- **Contextual, what is happening *around* the young person** – Young Carer / eligible at school for pupil premium, free school meals / Child in Need / member of the Traveller Community
- **Personal, what is / has happened to the young person and has interrupted their neuro, academic and social development (ACEs)**– students who come to you from mainstream or SEMH, PRU, AP, Looked after children



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Evolve Outputs recent papers – key points

- Be more strategic
- Joined up working and collaboration
- Understand the inputs – time and impacts
- Refinement - now its granular (individual)
- No more money including for Careers Advisers
- All pathways are important
- Parents/Carers/Families- we need you
- Still work to do with employers



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Evolve Ofsted Thematic Review Careers SEND Feb.24

- *Small sample*
- *High quality career guidance improves outcomes*
- Extensive Parent/Carer/Family involvement needed to secure optimum outcomes
- Lack of FE courses that lead to employment
- Missed opportunity to identify systemic changes
- Manage transition well
- Track destinations (3 years)
- All staff should receive training



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Evolve Destinations – challenge yourself...

- What is a good destination?
- How do we know it is good?
- Who says it is good?
- When is a destination defined as being good?
- Is it a recurrent exercise?
- What is the agenda of the enquirer?



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Succeed Value Chain Early Career Development

- View Career Development as a process
- Series of linked activities adding value to final result
- Needs to be kept intact
- *'Talent is lost in transition'*
- How can you reverse engineer employers back into schools and beyond?



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Succeed Creating your Value Chain...consider

- Skills and knowledge of key stakeholders – do they know who your young people are and what is possible?
- What does the baseline look like now, how will you measure progress
- What role are Local Authorities / LEPs other key groups playing
- Can you map the value chain, what are the links – with employers / with families / what does transition look like / how effective are planning processes / barriers to effective working
- How strong are the links, when are they under strain? Remedy?



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- Understand who young people with additional needs are
- Be clear about optimal career outcomes
- Create a value chain of career development
- Check that something different and better happens as a result of your career value chain
- Improve destinations!



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Thanks, questions?

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