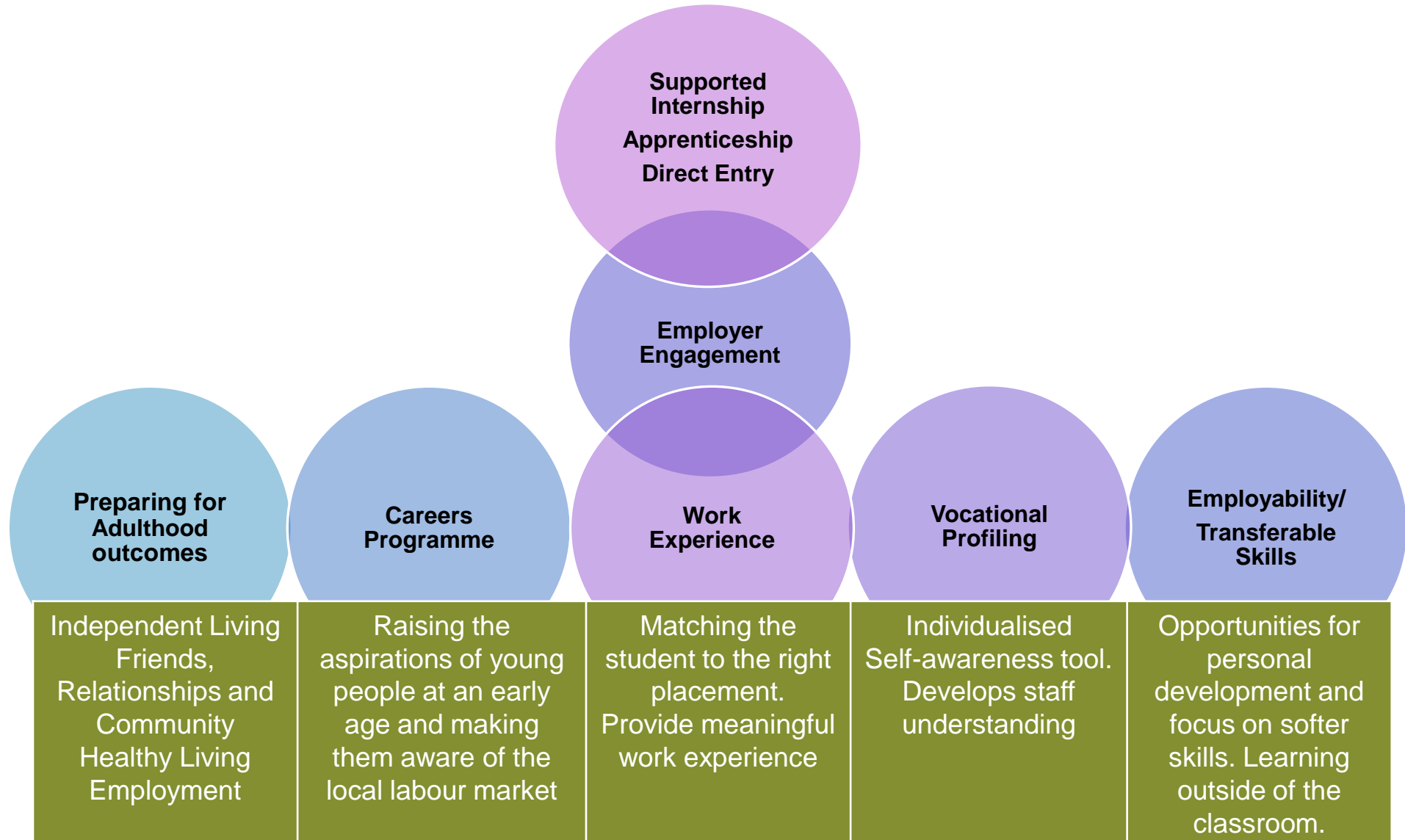


# Avoiding the cliff edge Preparing young people with SEND for employment

**Scott Eley**  
**SEND Employment Lead**  
**Lincolnshire County Council**

# Supported Employment framework



# STARTING POINT

## Vocational Profiling Document



What are my skills and qualities?



Which areas of employment interest/don't interest me?



What is my level of independence like?



What are my interests and hobbies?



What might I need support with?



What's the best way to interact with me?

# Experiential

- Paid Employment
- Supported Internships
- Apprenticeships
- Traineeships
- Volunteering
- Day Opportunities

Extended

Vocational

**WORK PREPARATION MODEL**

# Case Study

## Tiegan, 15 from Skegness



- Tiegan had barely been attending an hour a week at her previous school setting.
- She joined St. Lawrence Specialist School with a greater focus on.
- She has thrived given the chance to work in the schools newly created enterprise café.
- The opportunity has allowed Tiegan to develop skills by following a daily café routine of essential jobs, but she has since taken on further responsibilities including opening, online ordering of goods and handling money.
- The next step for Tiegan is to take her skillset over to an external café setting.

'I hate having time off school now. Working in the café has helped me to grow up. I have developed so many life skills and I now know how to take orders, make drinks and clean the café's tables. It's great to hear the staff laughing and joking and chatting away.'



## Case Study

**Jemima, 18 from Lincoln**

- Jemima is a student at St. Francis School in Lincoln.
- She started initial work experience at St. Christopher's School as classroom assistant and soon made a good impression – doing half a day per week.
- Jemima was asked to attend two days a week and worked throughout the lockdown with vulnerable students who needed to be at school.
- Jemima is not only building up experience on the job, she also undertakes staff training to bring theory into practice.
- Jemima has continued to impress and has just started a supported internship with the school – working towards Level 1 Teaching Assistant job specification.

“I have enjoyed my experience and getting the chance to work with children with autism.

“It has been challenging to learn about the children’s needs and strategies to support them, but I’ve surprised myself with learning to support them independently.”



## Case Study

**Ben, 20 from Lincoln**

- When Ben left secondary school, he passed his Maths and Business GCSE's, but his initial plans didn't work out.
- He attended a couple of settings, but they were not the right fit. He was low on confidence and lacking belief.
- Ben was picked up by the YPLP in Lincoln and they worked with him on an individualised basis with aims of finding employment.
- Work experience at St.Barnabas and Lincolnshire County Council.
- Pandemic hit! Ben had not left the house during that time. He had been in his bedroom which again damaged confidence.
- Waited 16 months for work experience to recommence but grabbed the opportunity.
- Within a few weeks at his placement at Gelder's in the office, he was offered an apprenticeship in Accountancy.
- All is going well - Access to Work!

“Ben has already become an asset to our accounts team and is a valued member of staff. I'd encourage Contractors to set their nets a little wider when they recruit new members of staff and not to overlook the natural abilities that people have for roles which require a diligent and accurate results.” - Arran Fullwood, Finance Director - Gelders

# What is a Supported Internship?



Study programme based primarily at an employer's



Programme designed to support young people into paid employment



Skills Development—task independence and social integration



Programme lasts between 6 - 12 months



The Supported Internship is unpaid.



Expectation that there is opportunity of paid work at the end of the internship.



# Supported Internship Entry Requirements

- Have an Education, Health and Care Plan
- Be aged 16-24
- Be able to travel independently
- Have completed 2/3 meaningful work experience
- Be committed to finding paid work and are ready to come out of education
- Have a clear understanding of their career and job
- Have the necessary qualifications to carry out the job

# Access to Work

- Funding of travel (assistance for additional travel costs to and from their work experience placement because of their disability or lack of travel available).
- The costs of job coach support
- Specialist equipment for days that a young person is at the employer's premises
- Can remain in place beyond the supported internship.



# How can I support my child into employment?

- Support at home with vocational profiling. It's not a requirement for settings to complete.
- Develop an understanding of what support is available (job coaching, access to work, equipment).
- Be aspirational but realistic.
- Discuss employment at EHC annual reviews – Yr.9 onwards
- Find out about the employment schemes that are available in your area?
- Could you be proactive with sourcing work experience?
- Get involved in volunteering, fundraising or community projects?
- Could you encourage your own place of work to get involved in the Careers and Enterprise initiative within schools?

# PARENTAL INVOLVEMENT

# Extended – showing what I can do

Updating vocational  
profile

Skills Development  
Portfolio

- Supported internship/Apprenticeship
- DWP – Finding work/employment related admin (payslips/contracts etc.)
- Mock interviews
- Student led support forum
- Role model opportunities – mentoring younger students



**Questions?**

**Scott Eley – Employment Project Lead**

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# Proof in the Pudding!

Adam, 18 from Gainsborough

- Adam was a young man that was certain he'd had enough of being in education.
- Started vocational profile with him to look at possible work interests and skills and qualities. Eye for detail. Happy with repetitive work. Interested in working behind the scenes (non-customer facing).
- Adam worked at a local community enterprise –where he was responsible for checking donated items were fit for purpose.
- Worked on in-house fundraising initiatives during lockdown.
- Opportunity at local food processing factory in butchery department. Attention to detail. Repetitive work. Non-customer facing.
- Adam is currently thriving in paid employment and has already progressed to Skilled Worker position within the department. He is currently work six hours per day, three days a week.

"Adam's progress at Noble Foods has been the highlight of my year. He doesn't have any time off, he's never late and I do not hear of any problems with his work. I wish I could have 200 Adam's!" –  
Kirstie Black – HR and Marketing Manager – Noble Foods



# SEND Employment Project

Fixed term project to raise career aspirations and employment outcomes for young people with Special Educational Needs and Disabilities (SEND).

Currently working with nine specialist settings across the county with 16-19 (years) provision with two key aims:

1. To embed a Supported Employment pathway into their Post 16 Provision (3-year model).
2. Promotion of employment at a whole school level to best prepare young people for this pathway.
3. SEND Employer Forum