

careers development plan.



special educational needs and disabilities and vulnerable students

Careers and next steps begin to be discussed with students at year 9, with SEND students with EHCPs stating in their plan what their long term ambition and career goal. For SEND students, there are perhaps more barriers to their careers goal compared to the neurotypical population, and so specific SEND career guidance is essential to helping them reach their potential.

Students who may have been subject to a Child Protection Plan, have been estranged or in LA Care may also experience these barriers, and so extra support should also be given to these students.

Why SEND?

The SEND Code of Practice says that students with EHCPs should start discussing careers from Year 9 onwards. This is a statutory requirement for those with EHCPs, but those without EHCPs should be encouraged to do the same. In doing this, SEND students are starting to **prepare for adulthood**.

What can we do?

The career policy should make reference to specific SEND careers advice, and should incorporate information on schemes to help SEND students find employment. This can include the Government's general Disability Confident Scheme, and more specific schemes for certain careers, such as The Law Society's Lawyers with Disability Division. As well as this, Gatsby Benchmark 8 is all about **Personal Guidance**. For SEND students, there may be pre-conceived ideas about their limits and areas of work that they might not be able to access. The Careers Adviser should be able to help to clarify in a SEND supportive way information labour markets, career pathways for SEND learners and to signpost them to employment support services.

Partnership Working

The SEND Careers Leader (JAK) will work alongside the Local Authority and other businesses to try to source meaningful work experience and shadowing, particularly for those with SEND, are vulnerable or have LAC status, or who have experienced other barriers and difficulties in their life. Currently, we are liaising with the Strategic Executive Director at Magenta, Jayne Winders, and the Local Authority's Lead Commissioner for Schools, Sue Talbot, to try to arrange meaningful work experience in professional fields, such as in HR and Legal Services. SEND students should be given guidance so that they can meet aspirations and work in the field of their choice.

When arranging any kind of work placement, the College will work with the student and the employer to ensure that they are aware of their SEND so that reasonable adjustments can be made in the workplace.

JAK also liaises with the Local Authority regularly at Preparation for Adulthood meetings, which shapes the regional strategy for preparation for adulthood, which includes transitioning from college to employment or higher education. This can help to remove barriers for SEND students and allow them to access areas of work that they previously thought they could not.

What have we done so far?

Resources are limited and it can be difficult to fit work experience around full time studies. However, steps made include:

- Contact with the Local Authority and other businesses to ascertain whether short term shadowing and work experience can be arranged for students in Legal Services, HR, Accountancy etc.
- Specialist SEND Careers advice is available to students who would like to know more about how their disability might be supported by employers when they begin work.
- An inspirational careers wall in The LAB, updated with specific SEND information for careers and examples of successful SEND people from various industries.
- Working with careers advisers to ensure they know the individual needs of students when giving IAG and making adjustments where necessary.
- Ex-students to attend college to talk to current students about their transition from college to higher education and how this is shaping their career path. Jack Fitzpatrick, ex-LAB Ambassador is due to talk to students about how his experience as LAB Ambassador developed into a paid role in university.

LAC, Protected and other Vulnerable Students

We have a number of students at college who have had adverse childhood experiences which may have resulted in Social Services intervention, CAMHS support and other services being involved. The college prides itself on socially mobilising these students and giving them the support needed for them to succeed. Extra support is offered through the work the Progress Mentor does on an individual basis, which includes both academic support and planning, as well as raising aspirations for students by organising trips to careers fairs and courses through organisations like Tomorrow's Women. As well as this, students can access out of class support with an LSA in the Learning Assistance Base (LAB).

Students who have Looked After Child status are monitored closely, reviewing their personal education plan (PEP) looking at progress made in college and further support we can offer to help them to achieve the grades they need to pursue their ambitions in university. This can include extra support outside of class and intervention from the progress mentor. This cohort of students can also take advantage of schemes offered by some universities specifically for raising aspirations of LAC and care-leavers.