

Securing Good Transitions: A Resource Pack to support the Next Steps of Key Stage 4 Pupils with SEND



Acknowledgements

This resource pack has been developed by DFN Charitable Foundation and Whole School SEND to provide support, materials and practical tips to teachers and other school-based professionals to secure good transitions and destinations into the next stage of education and/or employment for Key Stage 4 Pupils with SEND.

Thank you to Claire Cookson, Simon Brown and Anne O'Bryan (DFN Charitable Foundation), who have written and provided the materials. These materials have been selected to share as an accessible and flexible menu of options aimed at those directly supporting year 11 pupils.

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Foreword

Transition Resources

Ensuring that children and young people achieve successful transitions into adulthood is a vital part of effective SEND provision.

The year 2020/2021 has highlighted the importance of supporting all education professionals (including class teachers, pastoral leads, and subject leaders) to confidently contribute to transition planning before and during Key Stage 4 for pupils with SEND. This includes children in both specialist and mainstream settings and those requiring SEN Support or with an EHCP.

To strengthen our sector-wide approach to transition planning and support for children with SEND, DFN have collated this resource pack.

There is content across 10 areas:

- 1 Capturing Key Information ahead of Transition
- 2 Social Stories™ to support learners to understand, change and prepare for their next steps
- 3 Student-Centred Planning
- 4 Access and Communication tips
- 5 Navigating your LA local offer
- 6 Vocational Profiling Tools
- 7 Accessing Work: Inclusive Apprenticeships, Traineeships and Supported Internships
- 8 Examples of people who have completed supported internships and are now successfully in full-time work
- 9 Introduction to DWP Access to Work and Job Coach funding
- 10 Examples of schools based coaching programme (DFN MoveForward) that directly leads to employment

These resources include lots of examples and can be used as individual, stand-alone resources or in combination as needed.



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Section 1: Capturing Key Information ahead of Transition

*Transitioning to a new setting is daunting for anyone. Particularly during whole-school critical incidents, it is vitally important that students are centrally involved in discussions about their future, whether in education, employment, or training. This section includes resources and discussion around **pre-transition activities**, focusing on how to encourage young people to talk about themselves and meet new people.*

a. Transition to Work or College: Getting to Know You Activities

*This activity pack for young people's support teams and families is designed to help prepare a young person to **meet new people** and **move to a new setting**.*

b. Pathways at Year 11 – Choices, Considerations and Questions

*Advice and guidance for teachers on **different options for Year 11s** transitioning out of school.*

a. Transition to Work or College: Getting to Know You Activities

Have some conversations with your young person to help prepare them to meet new people.

Here are 2 activities to try.



All about myself – We often make friends with other people who like the same things as we do.

How would you describe yourself? How would you ask someone else about themselves?



Use the cards from the next page to practice conversations to share what you like and to find out what someone else likes.

Sharing news – We also get to know other people by talking about interesting things we have done and listening to them talking about interesting things that they have done.

Practice talking about things you have done, take turns and make it interesting.

Use the News Time Board on the next page to help if you find it hard to think of what to say.



Remember to use good conversation skills like those listed here:

What is important in a conversation?

- Taking turns to talk
- Listening to what the other people are saying
- Responding to what they say by asking a question
- Making a comment about something they have said
- Adding one of your own ideas that is on the same topic



When and how do you join in a conversation?

- When there is a gap in the conversation – do not interrupt

How do you leave a conversation?

- Say something like “see you later/got to go back to a lesson now”

Other important skills:

- Making some eye contact
- Looking at the person speaking



Here is an example conversation you could have while sitting with your friend at lunchtime eating your lunch.

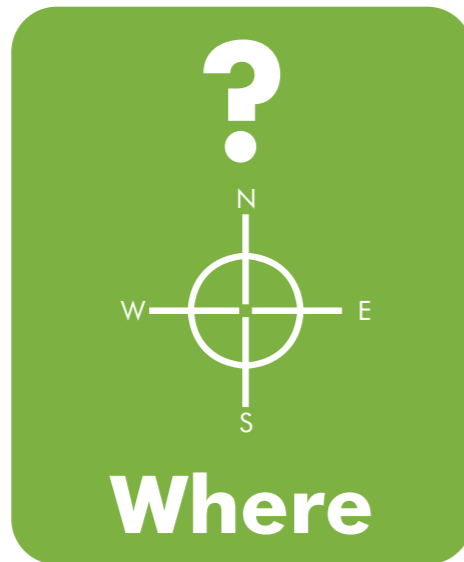
They are eating a chocolate bar.

- Ask a question about something they have said e.g. “What’s your favourite chocolate bar?”
- Make a comment about something they have said e.g. “I like chocolate too”
- Add one of your own ideas on the same topic e.g. “I like chocolate, but I prefer crisps”

Topic Ideas

Name		Friends	
Age		Favourite football team	
Primary School		Favourite food/food you don't like	
Where you live		Favourite colour	
Where you come from		Favourite sport	
What languages you speak		Favourite singer/type of music	
Family, brothers/sisters – names and ages		Favourite film/TV programme	
Pets – What kind? What is their name? What colour are they?		Favourite place to eat	
Hobbies/things you like to do		What job you would like to do	
Holidays you have been on		Anything else?	

News Time Board



b. Pathways at Year 11 – Choices, Considerations and Questions

What are the features of these choices?

Apprenticeships (See Resource Pack 7, Section a.)

- Structured progression framework
- Earn a salary
- Recognised by employers
- Develop skills specific to job field and role
- Access to degree and professional qualifications
- Practical workplace experience

Traineeships (See Resource Pack 7, Section b.)

- Flexible
- Designed to get young people 'work ready'
- Work experience placement with an employer
- Work preparation training, provided by the training organisation
- English and maths support, if required, provided by the training organisation

Supported Internships (See Resource Pack 7, Section c.)

- Designed for young people with SEN and/or an EHCP
- Workplace based
- A personalised study programme which includes English and Maths
- Support from an expert job coach throughout

Employment

- Part-time study
- Earn a salary
- Free from constraints of national framework
- Practical workplace experience
- Starting career immediately

Vocational qualifications

- Structured modular courses
- Practical use of skills and knowledge
- Assessed through coursework and exams
- Recognised by many employers and universities
- Links closely with employment fields
- Support available through school or college

A-levels

- In-depth, structured academic study
- Assessed through exams
- Recognised by employers and universities
- Support available through school or college
- Is a pathway to many careers

Some key questions to ask young people in Year 11

- What best suits them?
- What they think about post-18 study and career routes?
- What subjects they enjoyed at Key Stages 3 and 4?
- The size, reputation, location and leavers' destinations of the organisations or institutions they're considering?

Section 2: Social Stories™ – How to Create and Use Them to Support Learners to Understand and Prepare for their Next Steps

This section introduces Carol Gray's concept of **Social Stories™** – short descriptions of social situations, events or activities which include specific information on what to expect. The steps of creating Social Stories™ can be applied to Transition Meetings and provide visual resources to help young people map out their future. This section has a range of templates, examples and advice on how Social Stories™ support young people transitioning to a new setting.

a. PowerPoint Presentation: Social Stories™ for teachers

- (i) **Social Stories™ Guide: Example Template for Social Story**
An example of a template planning a Transition Meeting.

b. Social Stories™ Templates

- (i) **PowerPoint Presentation: Social Stories™ templates for Transition – ‘Transitions – Social Story Template’**
- (ii) **PowerPoint Presentation: Social Stories™ templates for Workplace – ‘Social Stories™ for the workplace’**

Here are some examples of Social Story formats which can be used across different situations and settings.

- (iii) Social Story Template
- (iv) Social Story Mind Map

c. Examples of Social Stories in School, Internships, and the Workplace

This section contains examples and a template for writing Social Stories™ in different settings.

- (i) My Story – How Autism Affects Me
Daniel writes about his transition from college into working as a chef.
- (ii) Lucie's Social Story – Internship
Lucie recounts her transition out of her internship at Castle School.
- (iii) Draft Social Story about Leaving School at Year 11
A template for writing a Social Story about leaving Year 11

Social Stories™

Moving on from School at Year 11

A resource for teachers to help support young people to understand change and prepare for their next steps



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a. (i). Example Template for Social Story

Think about the end goal of the Social Story. Keep this in mind at all times. *E.g. to help students understand how to better respond in particular situation.*

1 **Title: e.g. How I can stay calm in a transition meeting**

You must write **from the perspective of the student** (in first or third person).

2 **My name is:** _____
I'm in Year _____ **. I'm good at** _____.

Positive
Specific
Concrete

- **Descriptive sentences** about what happens, who is there, what are they doing, why are they doing it?
- Use words like 'sometimes' and 'usually' rather than 'always'
- Phrase things in a positive way
- Use helpful images or photos to assist understanding

3 **E.g. When I'm in** _____ **, I like to** _____ .
Sometimes this means that _____ **. This means that other**
people feel _____ **because** _____ .

Descriptive
Sentences

Perspective
Sentences

- **Directive sentences** to promote the specific positive behaviour 'I will, I will try to...'
- Statements that clearly show positive outcomes of this behaviour

Directive
Sentences

4 **E.g. I will try to** _____ **. This will help me because** _____ .
This will mean _____ .
My reward will be _____ .

Affirmative
Sentences

Starting college/work/internship/apprenticeship

Name:

Add pictures and real photos of places/things/people where possible

Think about each step in their day and pinpoint which 'unknowns' might make them feel anxious

Customise with more information about situations specific to the individual

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Social Stories™

A resource for teachers to help
support young people in the
workplace



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b. (iii). Basic Social Story Plan

Plan out your Social Story.

Write your story in first person, third person or use the young person's name.

Who is the Social Story for? _____

What is the aim of the Social Story? The goal? What you want to achieve? Keep this in mind at all times!

Descriptive Sentences

What happens? Where does it happen? Who is involved? What are they doing? Why are they doing it? Use 'usually or sometimes' not 'always'. What images could you use to illustrate this?

Perspective Sentences

Describe the reactions or responses of others in the situation. What are the reasons for their responses? What are their beliefs? Their feelings? Their opinions? What images could you use to illustrate this?

Directive Sentences

What is the desired response to the situation? This needs to be positive as much as possible. What images could you use to illustrate this?

Affirmation Sentences

Enhance the meaning of other statements. A common belief, value, or opinion. An important point, a law, or a rule. What images could you use to illustrate this?

b. (iv). Social Story Mind Map



c. (i). My Story – How Autism Affects Me

My name is Daniel.

I was diagnosed with Autistic Spectrum Condition (ASC) when I was three years old. I prefer to call it ASC and not ASD (Autism Spectrum Disorder) as I don't consider my autism to be a disorder; it's simply who I am, or at least part of who I am. If you removed my autism it would be like removing my blue eyes or my love of chocolate.

When I think about what autism does to my life, I think two things stand out.

One is it has made me focus on specific things which I enjoy and enables me to become very knowledgeable about them. I can retain a huge amount of information and my brain is almost photographic, because if something interests me I can recite an article on it almost word for word. On the downside, some things are very difficult for me to remember, like tasks I need to complete, because often my mind is full of the information I enjoy and it sometimes feels like there is no room left for other things. That can be difficult as I have been known to forget to do things.

My other big issue is social communication. I've always found it difficult to make friends and this is a big disappointment as it's something I would love. I recently made a really good friend at my youth group, and we had so much in common and talked about things we enjoyed, but unfortunately the youth group couldn't let my friend stay as it got very full and he lived outside the area the group covered. That felt very unfair.

I've struggled with social communication for as long as I can remember. I would watch the children playing at school – they seemed to be running around and shouting so I would try and copy them, but they didn't seem to understand I was trying to join in so I ended up just running up and down on my own. I didn't go to a

mainstream high school. Instead, I went to a communications school. But most of the young people had behavioural issues and so I tended to keep to myself to myself there. To be honest I was glad to leave.

Talking to people can be difficult. I'm not great at following social cues so I'm not really clear on if I'm talking too much or not talking enough. Sometimes I say things and they come out wrong. I tend to think it's best if I just keep to myself then I can't get things wrong. **Don't get me wrong, I like people, I like communicating and I really would love to make friends, I just find these things confusing.**

I am currently training to be a chef in college and I'm working part-time in a café with people with learning disabilities two days a week when I am not at college. I find it hard to fit in at the place I work as the staff can be quite patronising and the people with learning disabilities don't feel we have much in common. To be honest, I do agree in many ways as I don't feel we have much to speak about, so I tend to keep to myself. I enjoy it at college, people there are nice and always friendly. I think a lot of people with autism find social skills tricky – I tend to talk about things that interest me and hope the other person enjoys what I have to say, but I don't need to talk about those things, I would love it if the other person spoke about their interests as well.

Some things can be hard but basically, I'm just an ordinary person trying to live my life and hoping other people will like me. I guess you feel the same? So, we aren't so different after all.



c. (ii). Lucie's Social Story – Internship

At Castle School:

I work with the littlest children and they really like me. The school is very happy with my work. There is a lot going on and I like being very active!

- 1 I prepare activities and exercises like cutting out a Maths activity.
- 2 I get out the things children need like paper and pencils.
- 3 I help children one to one with reading and with drawing, painting, and PE.
- 4 I hand out snacks and clear things away.
- 5 I support the children at lunch and let them know if they can have a pudding.
"Great job! You ate all your vegetables"!

I love this internship. I am comfortable with both of the teachers I work with and I like helping them. I am good at helping the children when they get distracted.

When I recognise people, they feel liked and accepted by me.

I'm not always sure where I know people from and how I should respond to them. **The school is a safe place** to be and all the people who come there are checked out by the school. Having my next internship at Castle School will help me practice recognising people and remembering their names. **I can relax and show people I am glad to see them by smiling when they come into the room.**

My colleagues also need me to show them that I want to be there and enjoy being part of the team. **I can look at the staff name and photo board** at the school each morning to remind myself of everybody's name. If it meets confidentiality rules, I can take a photo of the board and look at it each morning in class before I go to my internship.

The teachers need me to show that I enjoy being with them and other colleagues. **I can look up and smile at them** when I leave the classroom and when something good has happened in class. **I can talk to colleagues at break times.** Practicing what to talk about can happen in class. I can also ask my job coach or tutor to help me start the first few conversations.



c. (iii). Draft Social Story about leaving school in Year 11

This draft script can easily be adapted to increase or decrease the complexity of language and personalise it. You could add pictures/images/symbols with software packages if appropriate.

***(Young person's name)* is leaving school**

In July *(Young person's name)* is leaving *(name of)* School.

***(Young person's name)* is going to start at *(name of)* College and/or workplace and /or start an apprenticeship at...).**

There will be induction days on *(dates)*.

Induction days are when you go to find out about *(the college/place of work)*.

You can look around, find out where things are and meet some of the people.

You can ask questions and talk about anything that might be worrying you.

Leaving school is a big change.

***(Young person's name)* might feel excited or sad about leaving school.**

***(Young person's name)* might feel excited or worried about starting at *(name of)* College and/or workplace and /or starting an apprenticeship.**

This is all OK.

Everyone has different feelings about changes.

Some feelings are nice. Some are not so nice, but this is OK too.

***(Young person's name)* can talk about how they're feeling.**

Some of the things that might be bothering you could be:

Transport, getting lost, making friends, seeing old friends, missing staff, lunchtime, knowing what to do, feeling ill, needing the toilet, being late, remembering new names.

It's normal to worry about these things.

***(Young person's name)* will get help with all of this.**

Things that might help you are:

A map, phone numbers, photos of who is who, a timetable, a plan, a diary, a "buddy" to help you, a profile "about me" so everyone knows what things you find hard and things that help you.

It will take a little time to settle in.

Going to a new College/ Workplace can be worrying.

It will be OK, and I can ask for help.

New things can be scary, but they are exciting and part of growing up.

There will be good times at the new College/Workplace, new friends and great new things to learn.

HAVE A GREAT TIME!

Section 3: Student-Centred Planning: A User Guide for Transition Meetings

*Student-Centred Planning puts the student at the forefront of planning for their future, giving them a voice in what support they need and who will provide it. This section provides template planning sheets for teachers and young people, talking through what they should be **asking in a transition meeting**. Using **Transition Profiles** as a student-centred tool can help young people decide on their future goals and aspirations. These planning strategies and resources are designed to be student-led: young people can fill them out independently or collaboratively with their support staff and family.*

a. PowerPoint Presentation: Student-Centred Planning

(i) Example of a Student-centred Planning Meeting

*This template can be used by teachers and young people during their planning meetings. Teachers can use this resource to map out what **support** the young person needs, **who currently and will support** them and what **changes** are going to happen.*

(ii) Example of a Transition Meeting Plan

(iii) Example of a Student-Centred Planning Meeting Summary Sheet

b. Transition Profiles

*Below are some examples of **Transition Profiles** which young people can fill out themselves. These templates focus on the young person's **personality, likes/dislikes, ambitions and how they like to be supported**.*

(i) PowerPoint Presentation on Transition Profiles

(ii) Example Transition Profile 1

(iii) Example Transition Profile 2

(iv) Example Transition Profile 3

Student-Centred Planning Meetings

Ensuring young people aspire to and achieve positive life chances



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a. (ii). Transition Meeting Plan

Name of Young Person	Date of Birth	Current Education/Training course
Name of Parents/Carers (if needed)		Address
Date of Meeting	Current setting	Next setting (if known)
Agencies involved in supporting the child and their family		
Who attended the meeting today		
Young Person' Views on Deciding next Steps <ul style="list-style-type: none"> • What options are being considered? • What further information needs to be gained? • What are the positives and negatives of these options? 		

Support over Transition <ul style="list-style-type: none"> • What support is required in the coming months? • What support will be needed following transition? • What needs to happen to make sure this is in place? 		
Actions	Who will do this	By what date
I agree for this form to be shared with relevant professionals.		
Young Person's Signature		Date

b. (iii). Student Centred Planning Meeting Summary Sheet

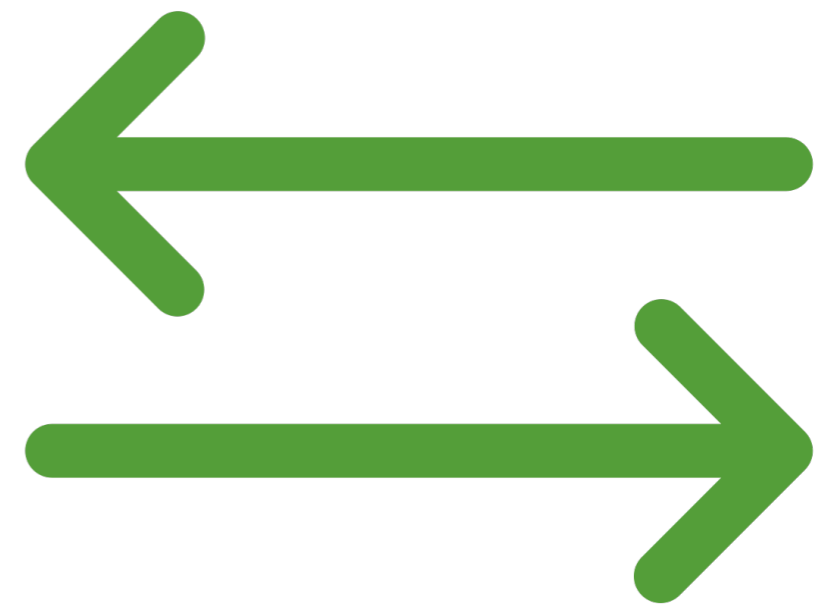
Name of Young Person	Date of Birth	Current Education/Training course
Name of Parents/Carers (if needed)		Address
Date of Meeting	Current setting	Next setting (if known)
Agencies involved in supporting the child and their family		
Who attended the meeting today		
Young Person' Views on Deciding next Steps <ul style="list-style-type: none"> • What options are being considered? • What further information needs to be gained? • What are the positives and negatives of these options? 		

Support over Transition <ul style="list-style-type: none"> • What support is required in the coming months? • What support will be needed following transition? • What needs to happen to make sure this is in place? 		
Actions	Who will do this	By what date
I agree for this form to be shared with relevant professionals.		
Young Person's Signature		Date

Transition Profiles

Moving on from school
Year 11

A resource to support young people
who have additional needs



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b. (ii). Transition Profile 1

Name of Young Person	Date of Birth	Current School/Setting
		Setting moving to
<p>The purpose of this form is to share information about you with your future college, employer, or training provider. Use this form to communicate what you want them to know. It is important you give as much information as possible, as that can help make sure you receive the right support from the beginning.</p>		
<p>What I am good at: (make sure you include information about your strengths)</p> <ul style="list-style-type: none">•••		
<p>What are my difficulties? (include information about what you may find hard in your new setting)</p> <ul style="list-style-type: none">•••		

What support helps me?
(Make you say what help you would like to receive in your new setting).

-
-
-

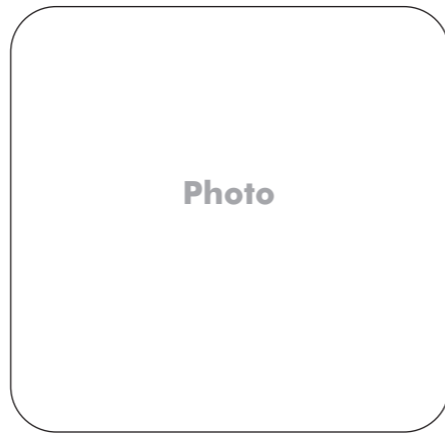
Professional Reports or Information Documents I would like to share
(e.g. letters, psychological reports, learning difficulty assessment, school documents, current support plan).

-
-
-

Anything else I want others to know:

This document should be kept confidential and only seen by those who need to see it. Ask your future setting about how they will keep your information safe.

b. (iii). Transition Profile 2



One-page transition profile for:

What is important to me – things that make me happy:

- Playing the guitar;
- Listening to music;
- Playing flight simulators;
- Going for walks in the woods.

What others like and admire about me:

- Dry sense of humour;
- Reliable;
- Overcoming difficulties at school to succeed;
- Persistent and determined.

Things that might worry me about Work/College:

- Loud or busy environments;
- Not knowing where everything is;
- All the unknowns, because it is a new environment.

How I like to be supported:

- Have someone who I know I can ask for help;
- I don't need someone next to me all the time;
- Not having attention drawn to me.

My hopes and wishes for the future:

- To do well in my GCSEs and go to College to study computer science;
- To get my private pilot's licence.

How to communicate with me and include me in any decision making:

- Talk to me normally, but if I am struggling to communicate it probably means I am stressed which means I may need time and space.

b. (iv). Transition Profile 3

Things people like and admire about me:

People who are important to me:

Where I live and who I live with:

What I am good at:

All About Me

Name:

Date:

School:

What I need to stay safe and healthy:

What I enjoy doing:

My religious and cultural needs:

Places I like to go:

My worries:

Transition Plan

What works for me/things are easier for me when:

To be successful in supporting me and communicating with me you need to:

Do:

Know:

What doesn't work for me/things are more difficult when:

Transition Profile 3 continued

Employment / Work:
What and why.

**Where and How I want to live
in the future:**

Anything else –
1.

Realistic goals:

All About Me

Name:

Date:

School:

2.

Skills, Hobbies and Interests:
What and why.

3.

Transition Plan

Friendships / Relationships:

**Learning – School / College or
work based: What and why.**

Section 4: Access and Communication: Top Tips during Transition Meetings

*Using appropriate and accurate language to describe support needs is a vital part of a transition meeting. Understanding and reiterating SEND terminologies are important elements of a clear demonstration of need. This section provides resources on the use of **appropriate language** and **advocating** for the support needs of a young person during or before transition meetings.*

a. PowerPoint Presentation on Access and Communication

b. Terminology and Useful Prompts for Supporting Young People in Transition Meetings

*This resource pack is a guide to **terminology and appropriate language** to use in transition meetings.*

c. Using Visual Strategies in Transition Meetings

*A short guide to **visual supports and skills** to help young people in transition meetings.*

d. Transition ideas for young people

Access and Communication

Moving on from School at Year 11

A resource to support teachers
communicating with young people in
a transition meeting



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b. Terminology and useful prompts for supporting young people in transition meetings

Using the correct terminology, language and behaviours enables respect to all young people regardless of their background or ability.

Here are some suggested terms to avoid in a transition meeting and considerations for an alternative:

Avoid	Suggested alternative
The term 'suffers' – for example, 'he suffers from epilepsy'.	'Has' or 'experiences' – for example, 'he has epilepsy' as this is non-judgemental.
The term 'problem' – for example, 'he has a mental health problem.'	'Difficulty', 'challenge', or 'illness'.
The word 'only' can imply judgement if you're not careful – for example 'she can only...'	In order to make the most effective use of her skills and abilities...'
Don't describe a young person in terms of their condition – for example 'she is a diabetic'.	Say 'she has diabetes'.
Avoid terms such as 'wheelchair bound'	Say 'uses a wheelchair' as this is factual.

Useful prompts:

- Take your lead from the young person. Ask them for the best way to work with them.
- Address the young person directly, rather than the carer/support assistant/family member supporting them.
- Work from a 'strengths perspective' e.g. find out what they are good at, like doing, or may have done before; this will help guide the transition support.
- Use an appropriate tone, even if simplifying language.
- Use fewer words and 'small, bite-sized bits of info', and check understanding (with both the employer or education/training provider and young person).
- Expect and allow time for a response, so the young person can think about what you have said, and how to respond.
- Don't be afraid to say, 'I'm sorry, I didn't get that' or 'please can you say that/tell me again' or 'can I just check what you have said'. Young people with additional needs can find it hard to have a conversation if the person they are talking to hasn't understood a vital part of the conversation and are too embarrassed to say so.
- Sometimes young people get used to answering 'yes' to everything. So, for important information always check back with them.
- Visual strategies can be very helpful in supporting pupils to stop one activity and start another (See: *Using visual strategies in transition meetings* resource sheet)
- Thinking and talking about the future relies on experience, language skills and the ability for abstract thought. Finding out from young people what is important to them in the future can be achieved by asking them about now – what is going well and what could be better.

c. Using visual strategies in transition meetings

Many young people with SLCN have stronger visual skills and use visual supports. Visual supports (objects, photos, symbols) can help them with transition meetings. It's a good idea to keep paper with you, so that you can draw pictures as you talk together and use pictures to remember what was said and to record the conversation.

Visual strategies can be used effectively to:

- Give information – To answer the 'who', 'what', 'why', 'where' and 'when' questions.
- Explain the social situation – providing social information both verbally and through writing helps young people understand.
- Give choices – Let young person know what their options are, what is available/not available.
- Provide structure to the meeting – Communicate what is happening and when. Knowing this tends to reduce anxiety.
- Provide routine – Following the steps in a routine is easier when the young person can see what they need to do and in what order.
- Support transitions – Visual strategies can be very helpful in supporting the young person to stop one activity and start another or move from one section of the meeting to another.

- Stay on task – Remembering what the current activity is and staying involved with it until it is completed. What does it mean to be "finished?"
- Manage time – How long is 5 minutes or one hour? How much time is there before the transition meeting ends? How long am I doing this for? Time is invisible. Use something concrete and visual – timers and clocks turn time into a visual for the young person.
- Assist and prepare young people/students in coping with change can prevent many problems from occurring.
- Support self-regulation – young people need to learn how to cope when they get anxious or encounter a problem. Strategies such as visual imagery can help with this.
- Aid memory – remembering what to do and/or when.
- Communicate emotions – helping them to translate those responses into pictures or written language gives an opportunity to explain, clarify or validate their experience.
- Clarify verbal information – young people can interpret language very literally and struggle to infer what is meant from what is said (the words used) and the way it is communicated. Making it visual helps clarify the message and helps to eliminate confusion.



d. Transition ideas for young people with additional needs

The following are suggestions to support transition guided from the SEND Code of Practice. Many of these are digital methods which could be used during periods of disruption for Year 11.

Young person finding out about the new Workplace/College:

- **Booklet** – it gives essential information about the new environment. This may include information about the day, the canteen, the medical room, who the main people are i.e. key worker or head of department (if known), what to bring on the first day and where to go. The booklet should be in accessible language and could include pictures.
- **Map** – clearly labelled and A4 size for readability
- **Virtual Visit** – video the Workplace/College visit with a member of staff showing around and commenting on important places. If key members of staff are working with the young person, introduce them and ask them to say a few welcoming words.
- Set up a **video call** for the young person to ask questions (supervised by parents/staff).
- **Quiz** – create a quiz to incite the young person to find out more about the Workplace/College. This could include questions about the map, important people, important places etc.
- **FAQs** – set up a page on the website for frequently asked questions. This should include a description of what happens on the first day and cover common problems.

Workplace/College finding out about the young person:

- **Transition Profile/Passport** – (See Transition Profile Resource in Section 3b) it is a great way of finding out lots of information about the young person: what they like? How they learn best? What does not work? What their strengths and difficulties are? What is currently in place in terms of provision?
- **Online Transition Meeting** – when possible, have a meeting online via a video link such as Microsoft Teams, Zoom or Google meet. This will enable the Work/College to meet the young person and their family, and possibly as well as asking direct questions and problem solve before the start of September and most importantly start that relationship with home.
- **Extra contacts** – Key member of staff to set up several emails or phone calls or online meetings with the new family leading up to the transition. This gives an opportunity for the young person and their family to ask questions and key staff to problem solve before the transition.
- **Paperwork and other important documents** – whenever possible, important documents related to the young person should be sent electronically and securely during the Summer term for new Workplace/College to organise provision and get in touch with external agencies when necessary.

Parents/Carers helping young person with transition at home:

- **Website** – look at the Work/College website with your child and find out as many things as you can. A little and often is best to ensure good retention and interest.
- **What's the same and what's different** – on paper, put together ideas about what will be the same and also what will be different. Discuss how to get to Work/College and how to get back as well.
- **Getting to know you** – practise conversations with your child. How would they introduce themselves to another person? What is your family like? What are your child's interests?
- **Talking about Work/College** – talk about the vocabulary of Work/College.
- **Use social media to link with the Workplace/College** – look to see if the Workplace/College has a twitter account, a dedicated area on their website for staff/student information etc. The more ready parents are and can answer their child's questions, the better.

Section 5: Navigating your LA Local Offer

*This section explores ways in which teachers, parents/carers and young people can make use of **Local Authority SEND Offers** to find resources and support for leaving school at Year 11. Local Offers are designed to **provide clear and accurate information on SEND**, as well as to involve families of and those with lived experiences in development and reviews. This section contains resources and guidance for both teachers and young people on where to find information and support through a Local Offer, as well as advice on different types of transitions available.*

a. PowerPoint Presentation: Navigating the SEND Local Offer

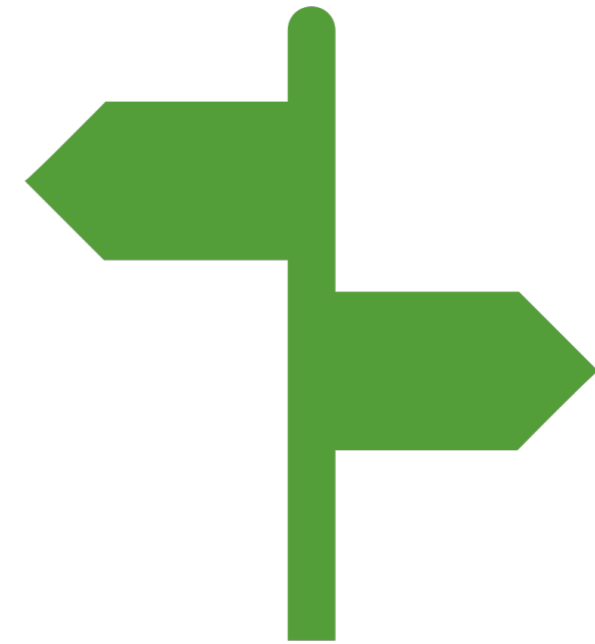
b. Useful Sites to Explore Careers, Prepare for Work and Online Learning Opportunities

*This information pack contains **guidance and resources** for young people who will be transitioning out of Year 11.*

Navigating your LA Local Offer

Moving on from School at Year 11

A resource to support teachers, young
people and families at transition



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b. Useful sites to explore careers, prepare for work and online learning opportunities

Here are some useful sites to help you start exploring ideas and preparing for your next steps, or even learn something new!

General Careers Websites

For teachers –

- [Start Profile](#) – this is a great website to work through to complete various careers-related activities.
- There is also a resource hub on Careers & Enterprise company website with lots of useful stuff including specific resources to support pupils with SEND: <https://resources.careersandenterprise.co.uk/all-resources-all-one-place>

For young people –

- [Career Pilot](#) – a wealth of careers information for 11-19-year olds with a focus on South West information. Explore Job profiles under 'Jobs' tabs
- [BBC Bitesize](#) – lots of information on careers, interviews, and CVs. Provides free, up to date, impartial information, advice and guidance on careers, skills, and the Labour Market in England
- [The National Careers Service](#) – provides some useful information

Career Film Clips

For young people –

- [Icould Career Videos](#) have a great selection of clips of people talking about their careers, you can search by subject/industry or career

Career Quizzes

For young people –

- [Icould Buzz Quiz](#) is a fun personality quiz to give you career ideas which may suit you
- [SACU](#) – a quiz to create your own personalised careers cloud
- [Career Pilot Job Quiz](#) – a quiz to explore careers

Apprenticeships

If you are interested in an apprenticeship, start researching what they may involve and how to find one.

For young people –

- [Apprenticeships](#) – is the government website providing information on apprenticeships and how to search

Distance Learning / Online Learning Courses

There are several free online courses where you could learn a new skill and expand your knowledge.

For young people –

- [Future Learn](#) offer free online courses in a whole range of subjects
- [Open University Free Courses](#) offer 1000 free courses across 8 subjects
- [National Extension College](#)
- [Learn Direct](#)
- [Open College of the Arts](#)

For teachers –

Please note that there are many distance learning companies and courses offered online (e.g. via Groupon or Social Living). These may not be accredited or regulated.

Therefore, these qualifications will not be recognised at other accredited education providers or by employers, so search and check on <https://register.ofqual.gov.uk/>.

The Department for Education has developed two 'choices' products, available for download here: https://www.careersandenterprise.co.uk/sites/default/files/uploaded/resource_cover_page_16_choices.pdf which help to simplify the options available to young people after GCSEs:

- 1 A route comparison grid which shows all the routes available after GCSEs, along with additional information on each route such as the level of study, entry requirements, duration of the course, where it can lead etc
- 2 A 2-minute animation showcasing and explaining each choice in a simple, dynamic, and visual manner



Section 6: Vocational Profiling Tools: How these can be used to support Meaningful Progression

*This section focuses on how creating **Vocational Profiles** can help a young person progress into a new setting. Vocational Profiles are a form of **assessment to understand an individual's experience, skills, abilities, interests, aspirations and needs** in relation to employment. Completed Vocational Profiles can help teachers, parents and carers understand their young person's abilities and goals for the future. This section provides templates and guidance on creating Vocational Profiles and how these can support a young person going through a transition.*

a. PowerPoint Presentation: Vocational Profiling Tools

b. Vocational Profiles Templates

c. Vocational Profile Tools

A guide and toolkit on designing and writing a Vocational Profile

- (i) Picture Profiling Vocational Profiling Tool
- (ii) Transferrable Skills Analysis Tool

Vocational profiling tools

How to choose the most effective, and how they can be used to support progression.



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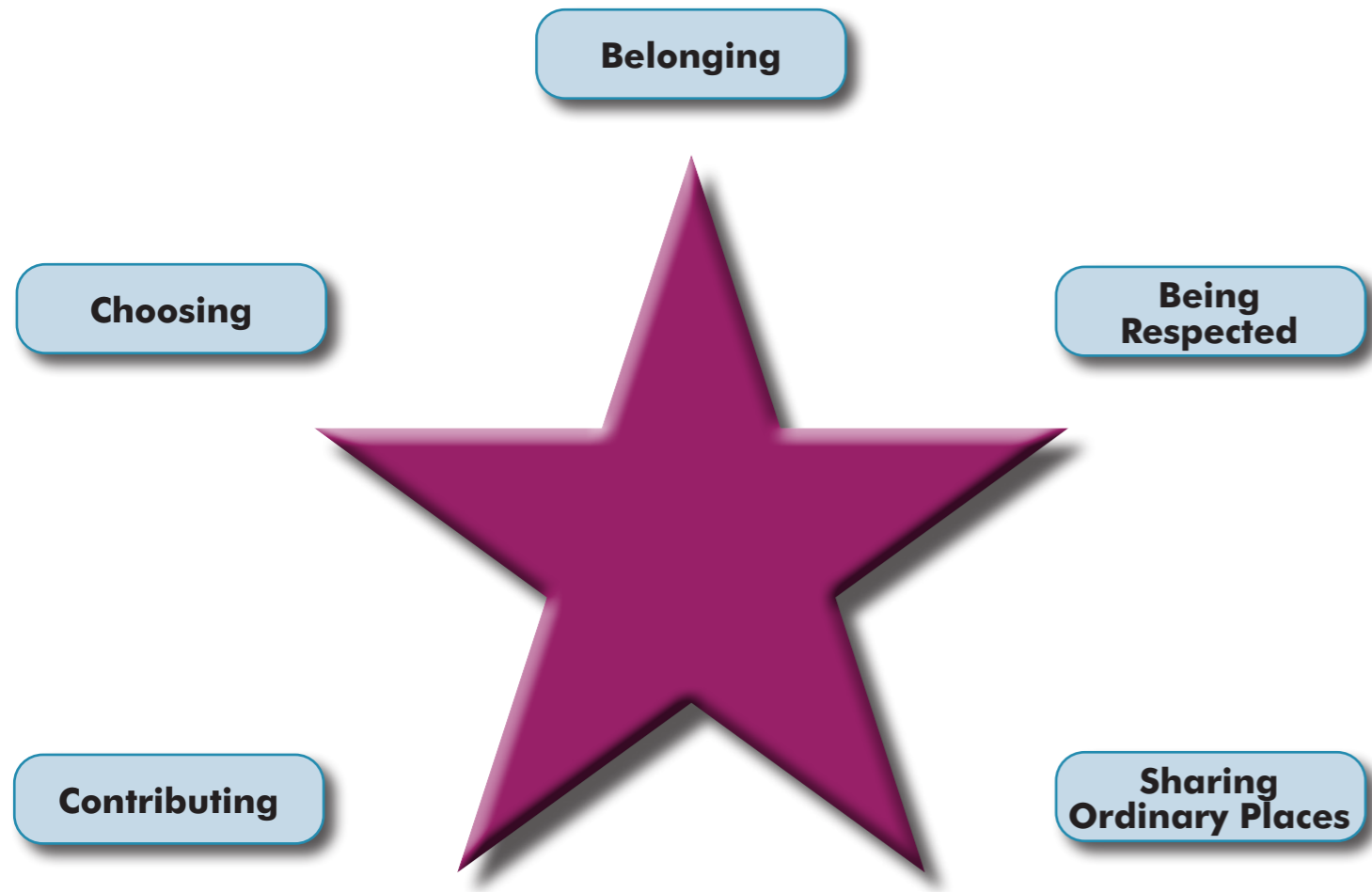
b. Vocational Profile

Name:	
Dreams and Goals	Interests
Talents, Skills and Knowledge	Learning Styles
Values	Positive Personality Traits
Environmental Preferences	Support System
Work Experiences	Support System
Specific Challenges	Solutions and Reasonable Adjustments
Career Ideas and Possibilities to Explore	

c. (i). Picture Profiling Vocational Profiling Tool

Today's Date:
My name:
Photos that show who I am:
Why we are doing this plan:

A really great job contributes to a life worth living:



To find the right career for each person we have to:

Discover Capacity

Create Vision

Share Resources

Build Community

Develop Supports

My Family and Friends

Use words and photos to describe the most important people in your life and what you do together.

My parents, brothers and sisters, partner, children

What we do together

How do I help my family with things we do together?

How does my family help me with things we do together?

Other members of my family and friends

What we do together

How do I help my friends and family with things we do together?

How do they help me with things we do together?

My Places

These are the places that matter to me. Some of them will be my home and neighbourhood. Some of them will be places in my community that I go to on my own or with my family and friends. Some may be community places that I go to with my school or service. Use words and photos to show the most important places.

Where I live

Where my neighbourhood is

What my neighbourhood is like

What work my family and neighbours do

Community Life

What businesses my family, friends and I like to use

What employers are near my house

What transport is available to me

My Education

This is where I go to school or college (or where I used to go). These are my favourite classes and what I have learned to do well (like using the computer, recycling, food preparation). Include photos of me that show me doing things independently and well.

What school or college I go to

What other schools I've been to

What classes I take

What employability qualification I've done (like ASDAN)

What I'm good at

Tasks I can do on my own

Or in a team

My Work Experiences

These are the things I have tried so far and what I have learned from doing them. Use words and photos to show what you liked and did best.

My latest work experience (such as in 2020 – 2021 school year)

Working on my own

And working in a team

My formal work experience (like Trident)	
What I did	
How I learned to do it	
What I liked	and what I did best

My Life at Home

Each of us have favourite things we do and things we can give others. This is what you choose to do without being asked.

They may be:

Activities and skills (like remembering people's names, fixing things, typing, arranging shapes and colours, using a computer, making cups of tea, working hard using physical strength, signing, or speaking another language).

Knowledge, questions, experience, and information (like organizing or tidying things, knowing travel routes, sports news, film or fan information, local history, solving puzzles, having an interest in politics).

Interests, enthusiasms, personal passions, and relationship rewards (like welcoming people, being patient, being courageous, being impatient to get things done, being sensitive to others, having high energy, having a desire for order, ability to listen, love of nature or animals, ability to bring out the best in others).

Citizenship (experiences, duties, responsibilities, and concerns that come from membership in a particular family, religion, national or ethnic group).

Use the next page to list the things you do at home that are (or could be) useful to others. Add photos to show you doing those things. Consider what you need to do these things (like "I love to help set up and clean the room for meetings and parties, but I need someone to work alongside me." Or "I am a good cook if someone reads me the recipe").



What I choose to do at home

What I do for others at home

What I need to do these things

My Skills

Now that you have thought about yourself in this way, use this page to show everything you do best! Use words and photos to show all the things you're really good at (including knowing what to do next, finishing things, tidying things, being careful) and what helps you do things well (like being part of a team, using a template or schedule, following directions or example, being reminded, being read the recipe).

Home (like cooking, cleaning, tidying, recycling, gardening)

Community (like looking after a neighbour's cat, babysitting, dog walking, Saturday job, helping people in other ways)

Education (what I've learned to do at school and college)

Qualifications

Reading and numbers (like identifying community signs, following cues, identifying money)

Communication (who understands me best, how do I make myself understood, how do people help me communicate well)

Social (who do I spend time with, how do I introduce myself/ connect to new people, what makes me most comfortable)

Work (how do I learn new tasks, what helps me do a good job, how long do I do my favourite thing(s) before I need a break)

Now you're ready to take what you've learned to a Job Planning Meeting to think about the employers who need you on their team. If you already have an ideal job (or jobs) in mind, put them here. If not, don't worry, you can invite the people you think best to help you decide this at your meeting.

What I think might be an ideal job for me

Who would I like to invite to help me think about my ideal job?

c. (ii). Transferable Skills Analysis Tool

Skills

What do I have to offer?

Everyone has skills, knowledge, and personal attributes to offer a potential employer. A skill is a special ability, an area of competence. It can be something learned or trained (for example, an area where you hold a qualification), or a special gift or aptitude (such as a fantastic singing voice).

Sometimes it's difficult to identify these attributes in ourselves. Asking other people who know you well can help get you thinking about your skills.

Employers expect applicants to be able to recognise the skills they need, to be able to give examples of how they have demonstrated these skills and to show how they can transfer their skills. Many application form/CV writers claim skills and abilities that they can NOT explain in an interview situation.

Don't fall into this trap – know what you mean and have your own examples to illustrate claims you make.

Where do I start?

It is useful to consider skills as falling into these main areas:

- Skills with people
- Skills with data
- Skills with ideas
- Skills with things (equipment/tools/vehicles)

Think about what you are good at and see if you can identify where your strengths lie. Look for skills in more than one area.

It may also be useful to list out your past jobs and experiences and then write out all of the skills you used in each one. For example, if you were a waitress or waiter, you may have good communication skills, which can easily be transferred to another type of job.

Food for thought

There are some key words to stimulate your thinking about your natural abilities, learned skills, specialised knowledge.

Skills

- Analytical
- Decision making
- Research
- Oral/written communication
- Planning/organising
- Interpersonal
- Computer/Office/Admin
- Problem Solving
- Leadership/Supervisory

The next pages contain a detailed list of specific skills if you are still having trouble listing your own skills.



Your Skills

List 5 skills that you feel you have –

Note that this will help you to write up a cv that is attractive to employers.

1.

2.

3.

4.

5.

List the last three jobs that you did and write what skills you needed to carry out these jobs.

JOB 1

JOB 2

JOB 3

Additional Skills – Prompt list to generate ideas

Facilitate regional teams	Staff training
Translate customer requests into service orders	Proof-reading
Make presentations	Operating a cash register
Analyse customer business information	Pricing ordering stock
Analyse market research data/market information	Stock taking
Analyse competitor and competitive information	Research and review documents, databases, and information
Analyse sales/marketing opportunities, leads and potential	Conduct interviews
Analyse advertising and promotion plans	Interpret laws
Analyse produce and service performance data	Provide technical support
Analyse employee performance	Planning, ordering, and maintaining stock levels
File documents	Solving customer problems
Research customer needs	Computer literate
Select outside contractors	Administration/financial/secretarial experience/skills
Plan public relations activities	Supervising/managing skills
Write a business plan	Pricing and organising materials and labour
Develop new products/ideas	Liaising with consultants, suppliers, contractors etc
Organise labour/legal/regulatory matters	Can work to tight deadlines and timetables
Organise meetings, seminars, workshops, and training.	Ability to delegate effectively
Organise/co-ordinate data information and reports	Good team leader
Word processing	Excellent telephone manner
Communication	Clear and concise communicator with verbal, written and reporting skills
Administration	Maintain good customer relations
Service customers	Make face-to-face sales presentations
Assessing reports	Conduct employee performance reviews
Checking accuracy	Supervise people
Paying invoices/statements	Payroll
Maintaining inventory	Shorthand
Making displays	Data entry
Decorating	Performing
Operating machinery	Taking minutes
Typing	Dressing windows
Counselling	Driving a forklift
Handling money	

Identify Your Transferable Skills

This exercise is designed to help you identify skills you possess. This task will be particularly useful for marketing yourself to employers in interviews and cover letters.

Instructions:

- 1 Place a check mark next to each skill you feel you possess. Be sure to consider all settings in which you might have demonstrated each skill, including your college curriculum, extra-curricular activities, organisations/clubs, volunteer work and internship work experience.
- 2 Review the items you have checked and narrow your list to you 10 strongest skills
- 3 For each of 10 skills selected, complete the reserve side of this sheet describing specific examples of how you have demonstrated this skill in the past.

ANALYTICAL

- analysed
- assessed
- compared
- conceptualized
- critiqued
- devised
- diagnosed
- estimated
- evaluated
- identified
- inspected
- interpreted data
- investigated
- made decisions
- observed
- predicted
- projected
- proved
- reflected
- researched
- reviewed
- screened
- solved problems
- studied
- surveyed
- tested
- thought critically
- validated

COMMUNICATION

- communicated
- conveyed
- debated
- defined

- described
- drafted
- edited
- explained
- foreign language (read, wrote, spoke, translated)
- interacted
- interviewed
- listened
- presented
- published
- read
- reported
- responded
- spoke in public
- summarised
- wrote

CREATIVE

- acted
- advertised
- authored
- created
- designed
- developed
- displayed
- entertained
- illustrated
- improvised
- innovated
- performed
- produced
- promoted

FINANCIAL

- appraised
- audited
- balanced
- budgeted
- calculated
- earned
- invested
- merchandised
- raised funds
- purchased

HELPING

- advised
- assisted
- coached
- collaborated
- counselled
- fostered
- guided
- informed
- mentored
- serviced
- supported
- taught
- tutored
- trained
- volunteered

LEADERSHIP

- assigned
- authorised
- chaired
- directed
- delegated
- enforced

- facilitated
- founded
- initiated
- hired
- implemented
- managed change
- managed a crisis
- managed resources
- presided
- recommended
- supervised

ORGANISATIONAL

- administered
- categorised
- collected
- compiled
- consolidated
- coordinated
- maintained
- managed time
- monitored
- organised
- planned
- performed data entry
- prioritised
- processed
- recorded
- ran reports
- scheduled

PERSUASION

- encouraged
- influenced
- mediated
- motivated
- persuaded
- negotiated
- recruited
- sold

TECHNICAL

- assembled
- constructed
- compiled
- engineered
- installed
- integrated
- operated
- measured
- programmed
- repaired
- upgraded

ADDED VALUE

- adapted
- enhanced
- improved
- maximised
- minimised
- shaped
- streamlined
- strengthened
- supplemented
- updated

TRANSFERRABLE SKILLS	PART TIME OR FULL TIME JOBS	COURSE PROJECTS	VOLUNTARY WORK	EXTRA CURRICULAR ACTIVITIES AND HOBBIES
i.e. delegated	Team Leader at Abbey National Bank Oversaw work of up to 10 administrators	Marketing college Project – initiated leadership for team of 4 – responsible for Developing a Marketing campaign	I helped to run a drop-in centre for youths and delegated tasks to 5 other members of staff	Team leader in a football club
1.				
2.				

3.				
4.				
5.				
6.				

7.				
8.				
9.				
10.				

Hobbies and Personal Achievements

List 3-5 hobbies that you could put on your CV

1.
2.
3.

List any personal achievements you have

1.
2.
3.
4.
5.

Hobbies/interests:

Mountain climbing	Collecting stamps/coins
Voluntary work	DIY
Playing football/cricket/rugby	Cooking
Reading	Keeping tropical fish
Painting	Car maintenance
Breeding animals	Electronic projects
Boating	Sewing/dressmaking
Fishing	Playing an instrument
Singing	Gardening
Using computer	Amateur radio
Rambling	Keeping kit
Wine making	Playing games/crosswords
Dancing	Astronomy
Bellringing	Bird watching
Playing darts/billiards/snooker/pool	Wood working
Potholing/caving	Motor racing
Pottery	Sculpture
Making furniture	Building models
Photography	Cycling
Travelling	Jogging
Socialising	Spending time with family/friends

Do you belong to a/an:

Choir	Drama group
Parent teacher association	Bridge club
Dancing group	Committee
Entertainment group	Musical group
Sports team	Community organisation
Tenants association	Adult class
Scouting group	Action committee
Youth club	Angling club
YMCA	Gym
Photography club	Preservation society

Example personal achievements:

Elected as an officer in a club e.g. chairman, secretary

Played a role in a drama group

Won a trophy or award for???

Climbed Ben Nevis

Managed or coached a team

Made a rescue attempt/saved a life

Written a book/published an article/poem

Gained a certificate for study

Won a prize or award in art

Awarded a medal

Prevented a disaster

Rebuild a car

Gained advanced driving license

Build house/extension

Won a long service award

Gained a Duke of Edinburgh Award

Won a competition

Apprehended a criminal

Completed a marathon

Learned another language

Gained a life saving certificate in swimming/CPR

Competed in a game on television

Found a treasure trove

Gained any award/honour/decoration/prize/distinction/scholarship



Personal Qualities

List 5 personal qualities that you feel you have –

note that this will help you to write up a cv that is attractive to employers.

1.

2.

3.

4.

5.

Personal Qualities

Certain jobs require skills, qualifications, and particular personal qualities. A personal quality is similar to a personality trait. It is an attribute – something that is special about you. For example, a Care Worker or Teacher should be patient, and a Sales Associate should be friendly and outgoing.

Here are some examples of personal qualities:

Honest	Responsible	Patient
Friendly	Cheerful	Independent
Sincere	Outgoing	Reliable
Conscientious	Loyal	Enterprising
Helpful	Quick to learn	Caring
Hard working	Leadership	Able to work unsupervised
Willing	Likeable	Accurate
Sympathetic	Impartial	Sociable
Enthusiastic	Good listener	Polite
Tactful	Clean and presentable	Confident
Efficient	Sense of humour	Punctual
Tolerant	Willing to learn/train	Adaptable
Co-operative	Dependable	Mature
Committed	Flexible	Logical
Loyal	Motivated	Practical



Section 7: Accessing Work: Inclusive Apprenticeships, Traineeships and Supported Internships

*This section introduces different ways young people with SEND can access work after leaving school. Focusing on Inclusive **Apprenticeships, Traineeships, and Supported Internships**, this is a short guide into how they work and best practices surrounding them.*

**a. PowerPoint Presentation: Inclusive Apprenticeships Presentation –
What are they and what is Best Practice?**

*This section explains **Inclusive Apprenticeships** and how to support **best practice**. Inclusive Apprenticeships are apprenticeships that additionally offer **reasonable adaptations to the maths, English, and end point assessment elements**. Inclusive Apprenticeships are jobs with additional training.*

b. PowerPoint Presentation: Traineeships Presentation – What are they and what is Best Practice?

*This section explains **Traineeships** and how to support **best practice**. Traineeships are **education and training programmes with work experience**, designed to get young people (aged 16-24) ready for work. They usually involve a work placement, training, and English and Maths support.*

**c. PowerPoint Presentation: Supported Internships Presentation –
What are they and what is Best Practice?**

*This section explains **Supported Internships** and how to support **best practice**. Supported Internships are a **structured study programme** based primarily at an employer, which young people with an EHC Plan can get onto after leaving Year 11. As one of the most common and accessible forms of post-16 education, Supported Internships help prepare young people with SEND for both further education and employment.*

Access All Areas

Opening up apprenticeships and the world of work to people with a learning disability

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Traineeships

Accessible and ideal programmes for young people looking to build the skills and experience needed to become 'work ready'.

[Click here to view PowerPoint](#)

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Supported Internships

Enabling young people with learning difficulties and/or disabilities to achieve sustainable, paid employment.

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Section 8: Examples of Supported Internships: The Impact

Helping young people with SEND access work has an immense impact on their progression, careers, and livelihoods. Supported Internships are just one example of an educational and inclusive scheme which can change a young person's life in many ways. In this section you will find **stories from and about young people with Supported Internships** in different settings, discussing the ways their lives have changed since starting work.

a. Example Supported Intern: Sarah-Jayne

Sarah-Jayne, former Supported Intern at Betsi Cadwaladr University Health Board at Ysbyty Gwynedd Hospital in Bangor, discusses how her internship impacted her independence.

(i) *Quotes from young people*

b. Example Supported Intern: John-Jo

John-Jo recounts his Supported Internship at Mencap and how it gave him the ability to choose a career path.

(i) *Quotes from young people*

a. Example Supported Intern: Sarah-Jayne

Sarah-Jayne

Sarah-Jayne Mawdsley is a pharmacy assistant apprentice at Betsi Cadwaladr University Health Board, Ysbyty Gwynedd Hospital in Bangor having successfully completed her Supported Internship at this hospital.

The 20-year-old has Mosaic Down Syndrome and was studying 'Skills for Life and Work' at Grŵp Llandrillo Coleg Menai in Llangefni before joining the Engage to Change DFN Project SEARCH programme in Bangor. The Supported Internship programme and securing a full-time job have been life-changing for Sarah-Jayne, allowing her to make new friends and reach her full potential.

She said: "my favourite part of my job is that everyone supports each other, and I like being a part of the team. I like that I have built a lot of confidence and can now do tasks that I didn't see myself doing before, such as answering the phone and serving customers. This job has changed my life because I am getting out of the house, working full time and I am very proud of myself. I am more confident speaking to people I don't know and have been practicing my Welsh with customers."

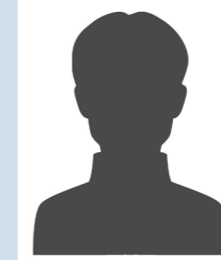


As well as learning valuable communication and IT skills, Sarah-Jayne is now better at managing her own money and is also taking driving lessons as she enjoys a more active social life. She said: "I have made many new friends, sometimes I will meet up with my colleagues and we will go for food or go to the cinema on the weekend. My whole family are very proud of what I have achieved and have supported me throughout the whole process. They are really happy about how well I have fitted into the team and how I have grown in confidence to be able to hang out with my friends in my spare time."

a. (i). Quotes from young people

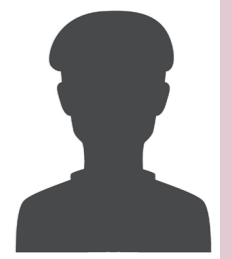
Colin (Working full-time in NHS Lothian as a Porter)

When I officially started work at St John's Hospital, I was extremely nervous even though only a week prior I was there for my college placement. However, I enjoyed myself and learning the role more completely was challenging but fun. Now I am trusted to work shifts with reduced staff such as the night shift, this has proven to me that I am competent and trusted in my current role.



Dylan (Home-based placement during lockdown – Care Assistant)

Using the skills I gained during my placement in Clinical Support, I was able to transfer these during lockdown to assisting my grandparents within their own home. I took on more responsibility and helped with day-to-day care. I have now used these experiences to apply for a placement opportunity in a local care home. This will increase my confidence and confirm that I want to be a care assistant and develop a career in this field.

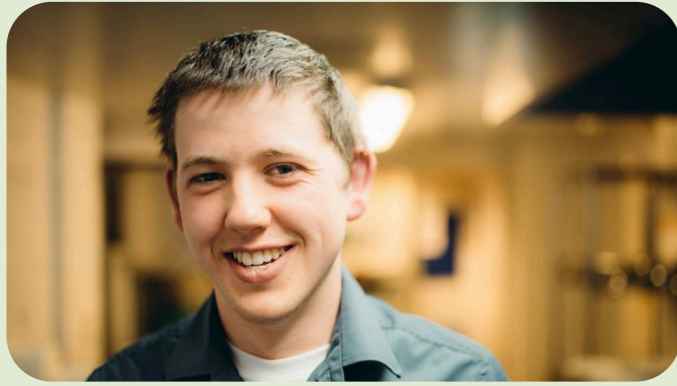


Troy (Dylan's Uncle)

In my overall opinion, Dylan had lacked self-esteem and confidence but once he started Project Search his confidence and self-esteem soared, and he took on more responsibilities around the house to help look after his Papa and Nan. Project Search was the best thing for Dylan as his skills as well as his confidence were improved, but the most important thing he took away from that was what he wanted to do after Project Search came to an end, and that was to take care of others. After witnessing him around the house taking care of his Papa and Nan he seems much happier than before he went on Project Search."



b. Example Supported Intern: John-Jo



John-Jo, 21, completed his Supported Internship and now works as a kitchen assistant in a care home in London.

“It can be hard for people to find their niche.”

John-Jo didn't know what he wanted to do and found **work through Mencap**, a charity that provides support and opportunities for people with learning disabilities. His school let him know about the charity.

He was initially on a **Supported Internship programme**, working with a Job Coach Coordinator, who supported him and helped find him employers. Mencap came up with strategies to make the tasks make sense to John-Jo, because he works hard, but sometimes needs help remembering things.

John-Jo had **catering experience**, and **wanted to work in a care environment**, so focused on that. He has now graduated from his Supported Internship and did so well with the support of his job coach that he was given a **paid contract**, working as a kitchen assistant in the care home, where he did his internship.

What is your job?

I **bring around the trolleys, make salads, make sandwiches and talk to the residents** in the care home. You support the people around you, and you help people out around you.

What did you study at school?

I did **Carpentry, Sports, Maths and English**. During my internship, we did Maths and English with Mencap, one-to-one, every week. It was good.

What skills do you use in your work?

I use my **motor skills** (movement) and try not to cut my fingers! I also use **communication skills** and need to **work well in a team**, working with the team in the kitchen, but also the wider team in the home.

b. (i). Quotes from young people

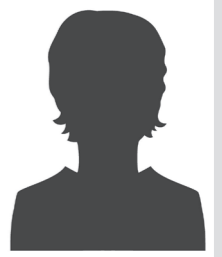
Robert (Working full-time in NHS Lothian as a Radiography Assistant)



Working at the Department of Clinical Neuroscience has been a fantastic opportunity for me. I feel that I have managed to settle into the team well. It has been very hectic over the last few months as the department had spent an extended period of time moving location, which I have been involved with since before the move itself. I have even managed to pick up tasks unique to myself which I now have responsibility for.

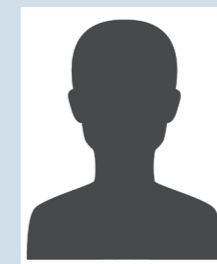
COVID has not affected my workplace too much as we try to avoid patients with suspected COVID-like symptoms at this time. It has reduced the workload to only essential scans to be done. I think the main difference is that I wear PPE more than usual.

Calum (Secured temporary employment during lockdown with Sainsbury's)



It was a great job in Sainsbury's, and I felt it was good to help with the COVID effort. It has given me the confidence to work in retail.

Ben (secured a COVID Porter role with NHS Lothian – this has been extended)



Really enjoying the job, especially working through problems and finding solutions. I like to meet the patients – chatting and putting them at ease. I feel part of a team and supported through any issues. I feel proud of doing something worthwhile. During COVID, I felt safe as there was procedures to follow and PPE to wear.

Section 9: DWP Access to Work: How it can be used to fund Job Coaching and Reasonable Adjustments

This section talks through the **DWP Access to Work scheme** and how it can help young people with SEND find work. The Access to Work Scheme is a national government initiative, which provides a **discretionary grant that provides personalised support** to disabled people in employment, self-employed or going for a job interview. This section contains **guidance for young people, families, and staff** on what the Access to Work Scheme can do to help young jobseekers with SEND.

a. Access to Work for Young People: Guidance for Young People and Families

A **factsheet** with guidance for **young people and families** on how the Access to Work Scheme can help them.

b. Access to Work for Young People: Guidance for Staff

A **factsheet** to guide **staff** caring for young people on using the Access to Work Scheme.

a. Access to Work for Young People: Guidance for Young People and Families

Are you thinking about a job or apprenticeship?

This factsheet has been based on the Disability Rights UK Factsheet F27:

<https://www.disabilityrightsuk.org/access-work>

1. What is Access to Work?

Access to Work is a government programme aimed at supporting disabled people to take up or remain in full-time, paid work. Access to Work provides funding for personalised support to disabled people who are:

- in paid employment (employees and apprentices)
- self-employed
- going to a job interview

You can also apply if you have:

- a job offer letter
- a job start date
- a letter confirming your interview

2. Who can get help?

You can get help if you:

- are disabled
- are aged 16 or over
- and live in England, Scotland or Wales

'Disabled' is defined as affecting your ability to carry out normal day-to-day activities. This can also include disabilities that only become apparent in the workplace. An example of this might be where you started work and found that your eyesight was affected by computer screens but had not noticed this problem before you started work.

3. What help is available?

Access to Work covers a wide range of supports beyond the 'Reasonable Adjustments' an employer will make. The support package is agreed based on individual need.

Examples of the kind of help available through Access to Work are:

- a communicator, advocate or BSL interpreter for a job interview, if you have communication difficulties
- a support worker, such as a reader if you have a visual impairment
- a specialist Job Coach for a person with a learning difficulty
- a helper for personal care needs at work
- specialist equipment (or alterations to existing equipment) to suit your particular need

4. Role of the Job Coach

An Access to Work Job Coach can only claim for providing one-to-one support to the eligible employee or apprentice.

Access to Work will cover:

- Individual skill training and support at the business
- Work related training such as travel training to the business, communication with colleagues, interview support and required business learning support such as online industry standard training e.g. health and safety or lifting and handling

Access to Work cannot be used for preparation or review activities, but the Job Coach can be useful for building a positive working relationship with the business by teaching and supporting competent and reliable team members.

5. Amount of grants

There is no set amount for a grant. How much you get depends on your specific case. Access to Work will only cover the support you need to stay in work or self-employment.

6. What Access to work cannot cover

The Equality Act 2010 places a duty on an employer to make Reasonable Adjustments for disabled employees. Access to Work funding cannot be used to support these adjustments.

Access to work will also not fund items which are regarded as standard equipment, standard business costs or standard health and safety requirements. This means any item which would normally be needed to do the job, whether a person is disabled or not.

7. Students

If you need communication help for a job interview before graduation, you should be able to access this service, even though you're still studying.

8. How to apply?

For further information on how to apply, visit the following website:

<https://www.gov.uk/access-to-work/apply>

If you need an alternative way of contacting Access to Work to discuss your needs, write to:

Access to Work, Operational Support Unit,
Harrow Jobcentre Plus, Mail Handling Site A,
Wolverhampton, WV98 1JE

9. Access to Work medical form

A specific form is used in connection with claims for travel training. The form can be completed by someone who knows you well, giving a clear indication why you need support with travel to work. Once completed, this then needs to be signed by a medical professional to verify that the information is accurate. This could be your GP, Practice Nurse, Psychiatrist, Psychologist or Learning Disability Nurse, but it can't be signed by a non-medical person such as Social Worker or Job Coach.

10. How long is Access to Work funding available for?

Access to Work funding agreements can cover up to three years. Reviews normally take place annually to assess if continued or further funding is needed. As long as you need the funding, you should continue to get it.

11. Where can I get more help or information?

This factsheet has been based on the Disability Rights UK Factsheet F27:

<https://www.disabilityrightsuk.org/access-work>



b. Access to Work for Young People: Guidance for Staff

DWP Access to Work job coach funding and how to access it – People’s rights, reasonable adjustments, and the job coaching role

This factsheet has been based on the Disability Rights UK Factsheet F27:

<https://www.disabilityrightsuk.org/access-work>

1. What is Access to Work?

Access to Work is a government programme aimed at supporting disabled people to take up or remain in full-time, paid work. Access to Work is a discretionary grant scheme that provides personalised support to disabled people who are:

- in paid employment (employees and apprentices)
- self-employed
- going to a job interview

A person can also apply if they have:

- a job offer letter
- a job start date
- a letter confirming your interview

More recently Access to Work has been expanded to cover:

- trainees
- supported interns
- self-directed work experience
- and Jobcentre Plus promoted work trials

2. Who can get help?

An individual can get help if they:

- are disabled
- have a mental health condition
- or long-term health condition that impacts on their ability to work
- are aged 16 or over
- and live in England, Scotland or Wales

‘Disabled’ has the same meaning as in the Equality Act 2010. This defines disability as ‘a physical or mental impairment which has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities’.

‘Disabled’ can also include disabilities that only become apparent in the workplace. An example of this might be where an individual started work and found that their eyesight was affected by computer screens, but they had not noticed this problem before they started.

3. What help is available?

Access to Work support covers a wide range of interventions beyond the ‘Reasonable Adjustments’ associated with overcoming work-related barriers resulting from disability. The support package is agreed based on individual need.

Examples of the kind of help available through Access to Work are:

- a communicator, advocate or BSL interpreter for a job interview, if the individual is deaf or has communication difficulties
- a support worker, such as a reader for somebody with a visual impairment
- communicator for a deaf person
- a specialist job coach for a person with a learning disability or autism
- a helper for personal care needs at work
- specialist equipment (or alterations to existing equipment) to suit the person’s particular need.

Young people who start an internship with an employer as part of the Department for Education supported internship programme or a traineeship will be able to get Access to Work support only for the length of time they are actively learning work skills in the business.

Access to Work will fund additional travel, job coach and other support, including costs of equipment if appropriate, and promote the smooth transition into paid employment.

No other types of unpaid internships or traineeships will qualify for Access to Work support.

4. Role of the Job Coach

An Access to Work Job Coach can only claim for providing one-to-one support to the eligible employee or apprentice.

Access to Work will cover:

- Individual skill training and support at the business
- Work related training such as travel training to the business, communication with colleagues, interview support and support for learning required by the business such as on-line industry standard training e.g. health and safety or lifting and handling

Access to Work cannot be used for preparation or review activities but the Job Coach can be a key addition to the building of a positive working relationship with the business by teaching interns to be competent and reliable team members.

5. Amount of grants

There is no set amount for an Access to Work grant. How much the applicant gets depends on their specific case. The grant will only cover the support needed to let the person stay in work, self-employment or an internship/traineeship.

6. What Access to work cannot cover

The Equality Act 2010 places a duty on an employer to make reasonable adjustments for disabled employees. Access to Work funding cannot be used to support these adjustments.

Access to work will also not fund items which are regarded as standard equipment, standard business costs or standard health and safety requirements. This means any item which would normally be needed to do the job, whether a person is disabled or not.

7. Students

If the student needs communication help for a job interview before graduation, they should be able to access this service, even though they’re still studying.

8. How to apply (Employees and Apprentices)?

The individual and/or their representative can apply online: <https://www.gov.uk/access-to-work/apply>

If the individual needs an alternative way of contacting Access to Work to discuss their needs, they or their representative can write to: Access to Work, Operational Support Unit, Harrow Jobcentre Plus, Mail Handling Site A, Wolverhampton, WV98 1JE.

9. Supported Internships and Traineeships

The application process for those on supported internships and traineeships wishing to apply to Access to Work includes:

- The provision for a supported employment provider to make an application on behalf of an education provider (education providers can still make the claim if they would like to do so)
- One internship or traineeship per month for each student
- The ability to make applications up to three months in advance

For a flowchart setting out who may be eligible for Access to Work funding and the form for applying for Access to Work funding go to:

<https://www.preparingforadulthood.org.uk/downloads/supported-internships/access-to-work-fund.htm>

Access to Work uses a specific medical form in connection with claims for travel training. The form can be completed by someone who knows the person well, giving a clear indication why the individual needs support with travel to work. Once completed, this then needs to be signed by a medical professional to verify that the information is accurate. This could be the individual’s GP, Practice Nurse, Psychiatrist, Psychologist or Learning Disability Nurse, but it can’t be signed by a non-medical person such as Social Worker or Job Coach.

10. How long is Access to Work funding available for?

Access to Work funding agreements can cover up to three years. Internship or traineeship funding covers the length of the time the person is skill training on site at the business. Reviews normally take place annually to assess if continued or further funding is needed. As long as the individual needs the funding, they should continue to get it.

11. Where can I get more help or information?

This fact sheet has been based on the Disability Rights UK Factsheet F27

<https://www.disabilityrightsuk.org/access-work>

For general information on Access to Work, go to:

<https://www.gov.uk/access-to-work>

See also DWP’s Access to Work regularly updated factsheet:

<https://www.gov.uk/government/publications/access-to-work-factsheet/access-to-work-factsheet-for-customers>

Staff guidance: <https://www.gov.uk/government/publications/access-to-work-staff-guide/access-to-work-staff-guide>

and statistics: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/823693/access-to-work-statistics-april-2007-to-march-2019.pdf

Section 10: Examples of Schools-based Coaching Programme: How this can lead to Employment

*School-based coaching programmes help young people with SEND prepare to transition into work from within their school environment. This section focuses on the DFN's **MoveForward Campaign**, which offers 1-2-1 coaching for young people preparing to leave education. Here you will find resources and examples of how school-based coaching has helped young people with SEND advance into work.*

a. PowerPoint Presentation: The MoveForward Programme

b. DFN MoveForward Programme – Transition from Education into Employment

A short guide on the DFN and ThinkForward's MoveForward Programme, as an example of school-based coaching.

c. Examples of School-based Coaching

Read the stories of two young people who experienced school-based coaching and hear about the impact it has had on their lives and careers.

- (i) Libby*
- (ii) Erika*
- (iii) Examples of school-based coaching*

a. PowerPoint Presentation on the MoveForward Programme



ThinkForward

DFN-MoveForward Programme



1

[Click here to view PowerPoint](#)

[Click here to view editable version of PowerPoint](#)

b. DFN-MoveForward Programme – Transition from Education into Employment

About the programme

- DFN MoveForward was created in 2017 after research identified a gap in provision to support young people with moderate learning disabilities in their transition from education into employment. The design of the pilot programme was informed by evidence of what works from research and ThinkForward’s long-term coaching programme for young people most at risk of disengaging and becoming unemployed.
- DFN MoveForward coordinates and ensures long-term, differentiated support to young people with moderate to mild learning disabilities to enable them to transition into sustained paid work.
- Our target population is young people with an EHCP aged 15-24 years old with *primary* special education needs in the Cognition & Learning and Communication & Interaction categories.
- The pilot programme launched in Islington, London and Medway, Kent in Sept 2017 and was initially funded by the DFN Foundation and the Careers & Enterprise Company. In 2018 we moved into a third region: The West Midlands, Warwickshire, and Sandwell.
- Progression Coaches work across multiple institutions to provide personalised support for 45 young people in each region.
- For example, in Islington, the Progression Coach works across Samuel Rhodes School and City & Islington College.
- DFN-MoveForward has successfully applied for funding through the Life Chances Fund, a Social Impact Bond. This contract has extended the project for a further 5 years.

What is on offer as part of the programme?

- Progression coaches are highly trained and work full-time to deliver a personalised programme of support including 1-2-1 coaching, group workshops, workplace exposures, supported work experience placements and parental engagement.
- Young People are assessed and tracked at regular intervals against a Work Readiness Capabilities scale to ensure support is needs led and to demonstrate distance travelled.
- Engagement and assessment with families is a key component of the programme design to raise parental aspiration.
- The team includes two Business Partnerships Managers to broker workplace opportunities for young people and supported employment pathways.
- DFN-MoveForward partners with DFN-Project SEARCH and other supported internship providers in each region to support smoother transitions to those programmes and achieve better job outcomes.
- The programme coordinates all the key players in the eco-system surrounding the young person to achieve positive employment and life outcomes, i.e. education providers, parents, service providers, employers, and local authorities.

What do schools have to do in return?

- Delivering DFN-MoveForward is funded through a contribution from schools, a social impact bond commissioned by the DFN Foundation and topped up by Government and other commissioning contributions from local authorities.
- Partnerships with schools are guided by service level agreements which includes identifying a member of staff who will be the key contact for the programme to identify young people, champion the initiative and support delivery, ideally a member of SLT.
- School partners must also ensure the progression coach’s practical needs within the school are met including office space and confidential work areas.
- The School Lead will help facilitate access to young people to ensure the programme promise is met.

YP – “The newsletter is amazing – it has lots of information and is really friendly.”

YP – “The coach challenges are really good – it gives me something to focus on.”

YP – “The newsletter is a good idea because we can still be connected with our friends and what is important to us.”

YP – “Very good to keep the positive vibes going, especially in these worrying times.”

YP – “I like it the newsletter – it looks amazing! My favorite part is the health and wellbeing bit and the timetable.”

Parent – “I have read through the newsletter; it’s going to be such great help to my child as she has had her anxious moments but has now been given reassurance. Thank you.”

c. (i). Examples of School-based Coaching – Libby

Libby DFN-MoveForward

Libby joined the DFN MoveForward programme in September 2018 at her special school, Bradfields Academy.

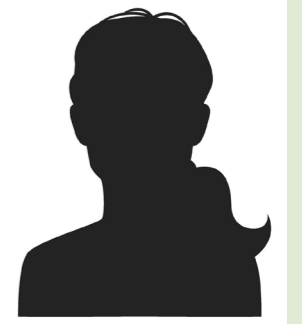
Early one-to-one sessions between Libby and her Progression Coach identified that she was extremely driven and interested in pursuing a career in the childcare industry, with the long-term ambition of having her own childminding business.

Libby was aware of her skills in communication and as a people person. She and her coach agreed that she would benefit from developing her resilience and independent travel.

Using the R.G.O.W (*Reality (young person’s situation / current experience), Goal, Options, What Next / Way Forward*) coaching model, Libby and her Coach were then able to agree on SMART targets focused on the capabilities Libby wanted to improve. Having the focus from these clear goals helped Libby improve her score when her capabilities were assessed at the end of the term.

Libby and her Coach continued to have regular one-to-one sessions including *Ready for Work* preparation sessions in which they discussed what path she would like to take at the end of the academic year. By the Spring term Libby had decided that she would like to work in

the care industry. It was clear to Libby’s Coach that Libby could successfully transition into a sustainable job at the end of the academic year and wouldn’t require a supported internship pathway.



In that same Spring term, Libby’s Coach facilitated a visit to the Waterfront UTC Career Fair. This allowed Libby to speak to various employers about the types of opportunities they recruit for. Libby also attended a careers talk and activity with the recruitment company Parenta who specialise in childcare and education.

Once Libby had settled on pursuing opportunities in childcare and education, her Coach supported her with one-to-one *Ready for Work* preparation sessions on job searching and applications including CVs and cover letters.

By the summer term, Libby was securing job interviews including with Medway Council’s SEN team for an apprenticeship opportunity. Her Coach offered lots of interview advice and practice throughout this period.

Libby successfully secured a full-time Level 3 apprenticeship position as a Teaching Assistant at a special school in Kent.

c. (ii). Examples of School-based Coaching – Erika

Erika

DFN-MoveForward

Erika joined DFN-MoveForward in 2018 while attending Samuel Rhodes School in London. She is 19 years old and she is autistic. Throughout her school life Erika found it difficult to communicate and make friends due to anxiety and shyness. As a result, she often avoided contributing in class and socialising with her peers.

Erika spent a lot of time working individually with her teaching assistant which supported her learning, but also meant that she didn't interact very closely with other students. Her confidence was low.

When Erika joined DFN-MoveForward her coach, Vinny, spent a lot of time alongside Erika's teaching assistant to get to know Erika better and build a rapport. Then, when they started spending time together in one-to-one sessions Erika began to open up. Vinny encouraged Erika to think about her strengths and what she was good at, which led to an increase in her confidence. Erika also began to talk more, and her improved communication really supported her to be ready to take the next steps on her journey.

A key part of DFN-MoveForward is giving young people on the programme the opportunities to gain experience of the workplace and different jobs. Armed with her new confidence and communication skills, Erika enthusiastically took part in several work insight days including to employers Goldsmiths and The Mill. These insight days helped Erika to gain a real understanding of the working world and the different types of roles that she could do.

Erika then had a very successful eight-week work experience placement at the ThinkForward office. Vinny supported Erika to prepare, and Erika overcame many of the barriers she faced to attend. Erika was able to travel

independently to the office, adapted to a new environment and worked diligently on a whole range of admin tasks. She also became more comfortable as her social skills grew. Clare Doran who managed Erika during her placement said: "Erika was a wonderfully reliable team member and we loved working with her. To build on Erika's existing skill set, we all agreed to work towards developing her self-assurance and communication skills and it was a pleasure to see these evolve as she settled into her time with us."



Following this successful placement Erika was interviewed for a position on the DFN Project SEARCH Supported Internship programme at Moorfields Eye Hospital and was successful. Her first rotation involved working for the PA to the CEO where she was quickly deemed organised and capable, and given her own set of responsibilities.

Erika really excelled during her time with DFN-MoveForward and was offered a bank position in the executive office at Moorfields for two days a week. This was a paid position which fit in with the course requirements of DFN Project SEARCH and allowed her to continue completing the rest of her internship.

Erika said: "If I didn't have my DFN-MoveForward coach I would probably just be at home, I wouldn't be working, and I wouldn't have had all the experiences and opportunities that my coach has been able to arrange for me. Vinny also really helped me prepare for each new challenge. I'm enjoying working at Moorfields and all the staff are all very friendly and supportive."

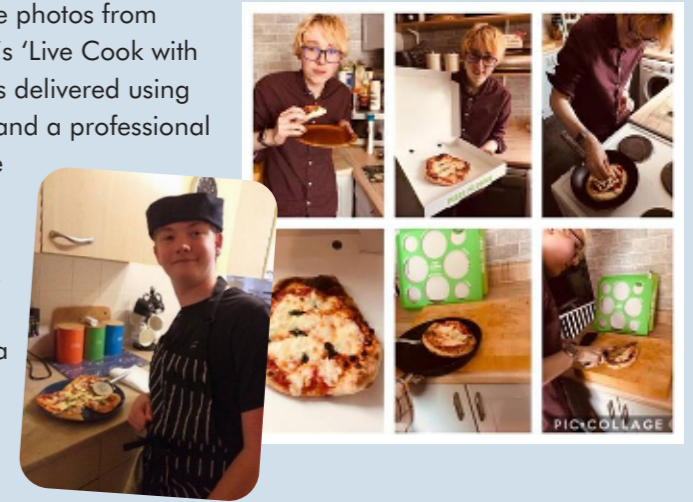
c. (iii). Examples of school-based coaching

Young person contributions and activities, including newsletter contributions:

- Mazdon has learnt some new skills whilst he has been at home. Here he has shown us his cooking and gardening skills.
- Mazdon says: "the best thing about learning in the lockdown is that you don't have anyone else distracting you and you have things that help you concentrate."

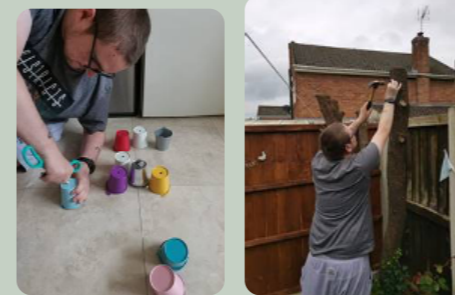


Here are some photos from MoveForward's 'Live Cook with Me' which was delivered using video-calling and a professional chef. Everyone made some delicious-looking pizzas using Pizza Pilgrims' 'Pizza in the Post.'



'The Vertical Garden Project'

Young people have been learning how the 'Vertical Garden' concept was started and have had a go at creating their own gardens at home.



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