

# Beyond the School Gates: Opportunity and Aspiration into FE and Beyond

Part 2

2<sup>nd</sup> February 2022

Funded by



Department  
for Education



nasen  
Helping Everyone Achieve 

# Whole School SEND Contract Aims

Equip the school workforce to prioritise and understand their responsibilities in relation to SEND and to share and embed good practice at individual and setting-level within their CPD and school improvement plans, particularly in relation to SEN Support, early intervention and effective preparation for adulthood

Equip schools to meet their training needs in relation to SEND to improve provision through the delivery of targeted training packages within specific Local Authorities

Build capability within the school workforce to ensure all professionals can contribute to excellent SEND provision at every point in their career by providing clear CPD pathways to support their development, including in relation to specialist provision



**WSS  
BETTER  
TOGETHER:**

**CO-CREATION OF ASPIRATIONAL  
CURRICULUM PATHWAYS**

DCG'S CENTRE FOR EXCELLENCE TEAM

# TODAY

- 01 SEND CENTRES FOR EXCELLENCE**
- 02 THE TEAM**
- 03 ASPIRATIONS FOR ALL**
- 04 CURRICULUM FOR ALL**
- 05 CO-CREATION**
- 06 STUDENT STORIES**

01



# SEND CENTRES FOR EXCELLENCE

# About ETF – Education Training Foundation

SEND home page <https://send.excellencegateway.org.uk/>

SEND Centres for Excellence <https://send.excellencegateway.org.uk/centres-for-excellence>

Three colleges leading on our Community of Practice:

**People** led by Weston  
College –

How to ensure organisations take care of their staff and all learners with a particular focus on their mental, social and emotional needs.

**Curriculum** led by Derby  
College –

How to ensure organisations develop the curriculum with a clear purpose so learners with SEND are enabled to achieve, exceed potential and meet their aspirations.

**Community** led by City  
College Norwich –

How to ensure that learners with SEND are progressing into and being present within communities who recognise and embrace their potential.

***Year 3 of the Centres for Excellence Project ...***

***People, Curriculum, Community leading to Employability and Progression***

02

# THE DCG PROJECT TEAM



# DCG - OUR INTENTION ...

**“Sharing what we have found has worked for us”**

Our Community of Practice is about **us all sharing**, it's a safe space to ask for



**We are not there yet;** we adopt a managed change approach,  
using Kaizen and Design Thinking.

**Inclusion allies ...**



# THE DCG PROJECT TEAM ...



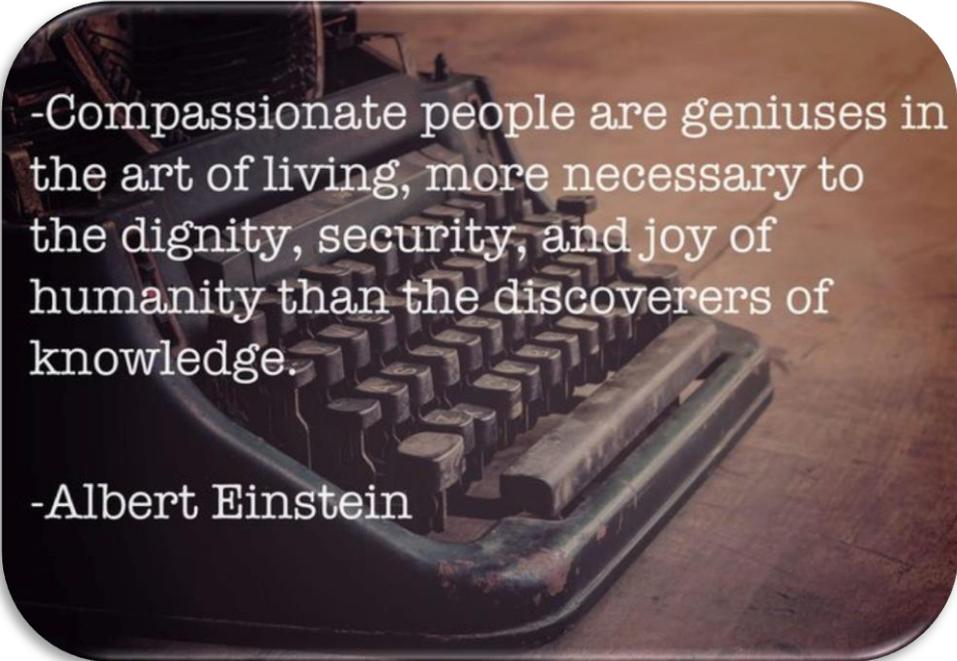
**We are Inclusionists – are you?**

*We work with young people, their support teams, teachers, leaders and businesses to help them deliver excellent personalised inclusive curriculum in all Post 16 settings.*



# Enabling Everyone!

# COMPASSIONATE AGITATION



-Compassionate people are geniuses in the art of living, more necessary to the dignity, security, and joy of humanity than the discoverers of knowledge.

-Albert Einstein



“Good things don’t come to those who wait.  
They come to those who agitate!”

JULIAN BOND



**03**

**ASPIRATIONS FOR  
ALL**

“

With the right **preparation**, the overwhelming majority of young people **with SEND** are capable of sustainable paid employment. All professionals working with them should share that presumption and provide the career advice and support that help young people to develop the skills and experience that they need to succeed in their careers. However, evidence in [post-16 education and labour market activities, pathways and outcomes](#) shows that **pupils with SEND** are less likely to be in sustained employment 15 years after key stage 4 than their peers.

Supported Internship Guidance update Feb 1<sup>st</sup> 2022 [Supported internships - GOV.UK \(www.gov.uk\)](#)

“

**What do we  
need to do  
today to  
enable  
tomorrow?”**

**65%**

of today's

**12-year-olds**

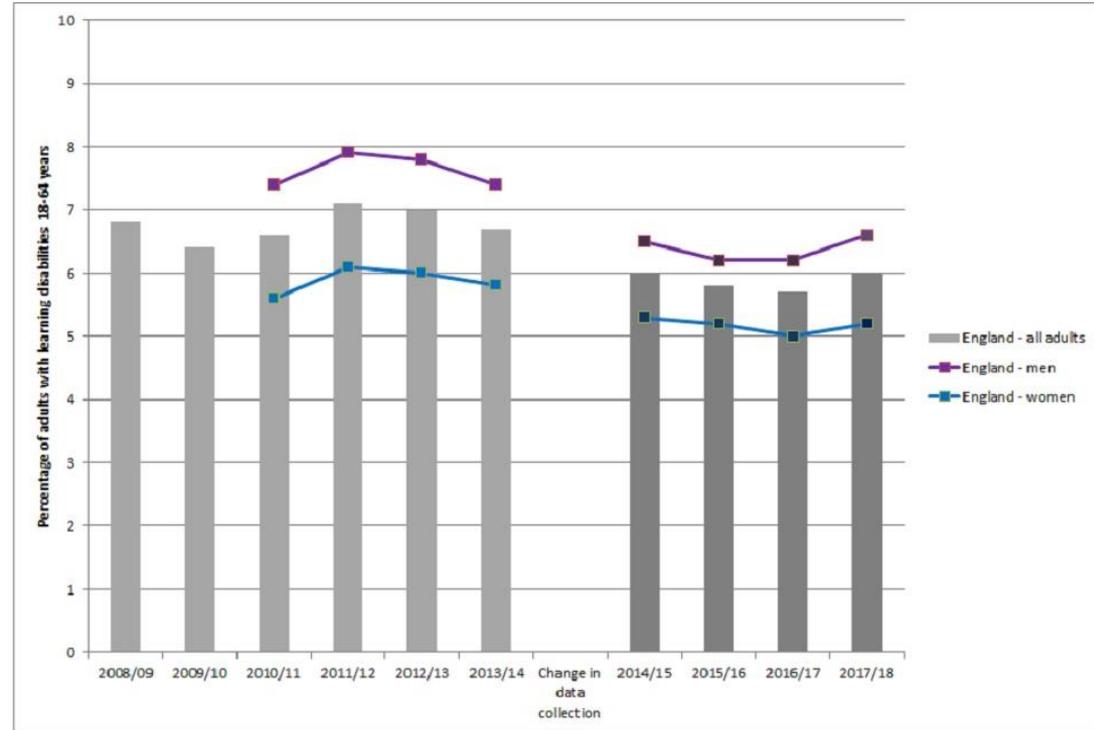
will have jobs

**that don't yet exist.**

**LearnED**  
by PEARSON

# PEOPLE WITH LEARNING DISABILITIES IN ENGLAND, PAID EMPLOYMENT

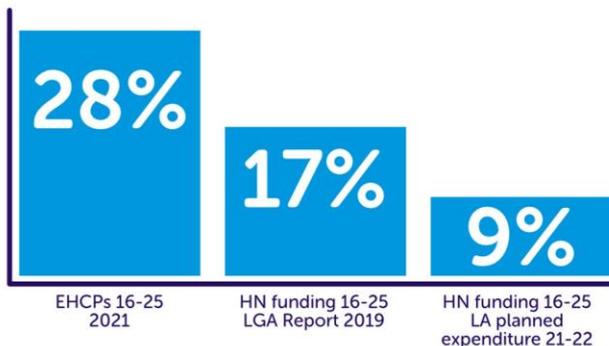
↓ 6% of people, of working age in England with a Learning Disability and Social Care involvement, are in ANY kind of PAID WORK.



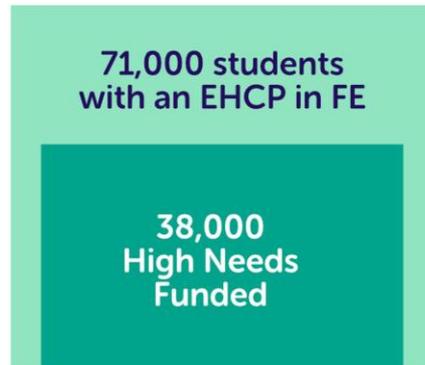
# Did you know? Key facts about SEND in FE

How much funding does FE receive?

FE does not receive a proportionate amount of HN funding for its students

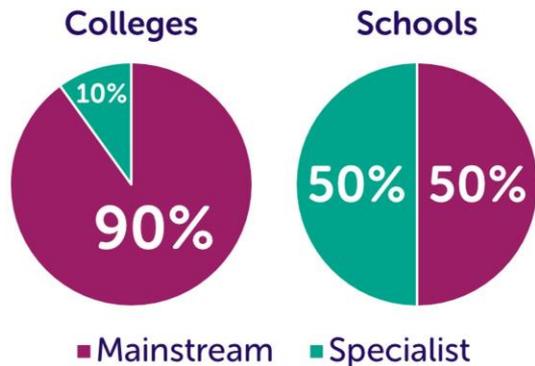


In FE, over half of students with EHCPs do not access HN funding

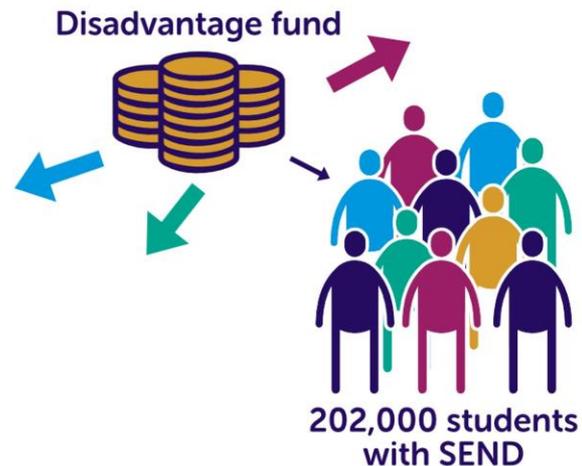


Where are SEND students placed?

FE has far higher proportions with EHCPs in mainstream than schools



In FE, there is no dedicated SEN support funding for large numbers of students with SEND



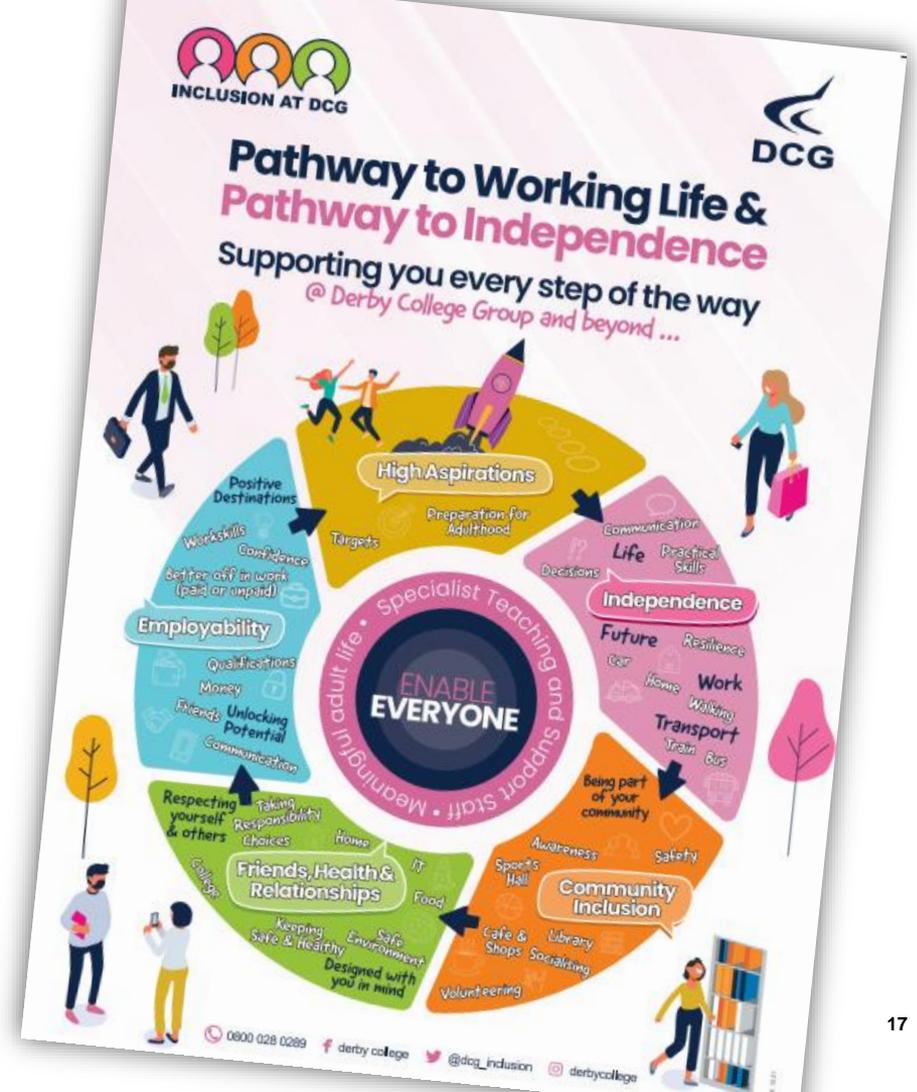
**THE  
CHALLENGE.  
BEING ABLE  
TO JOIN THE  
RACE**



“

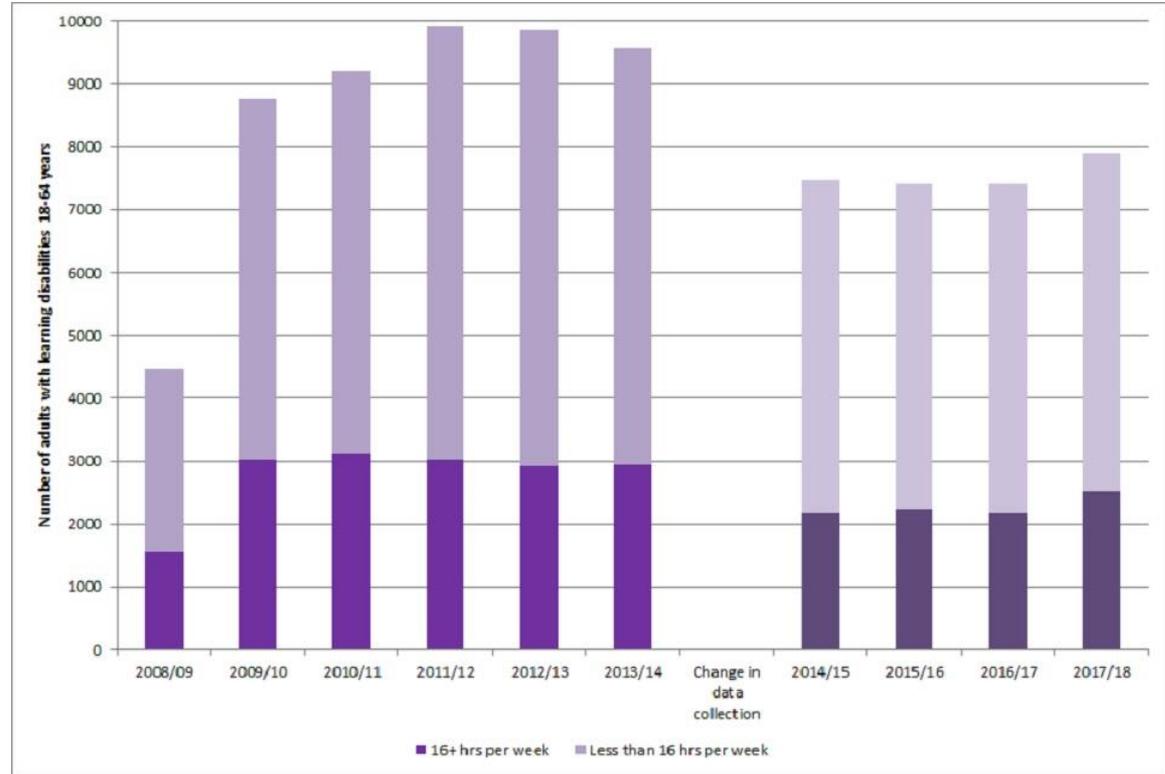
“Providers should take particular care to tailor study programmes to the individual aspirations and needs of students with SEND, in discussion with the student.”

## 16 to 19 Study Programmes: Guidance (2020 to 2021)



# PEOPLE WITH LEARNING DISABILITIES IN ENGLAND, PAID EMPLOYMENT

Of those 6%,  
the large  
majority are  
working less  
than 16hrs per  
week  
(light purple  
colour)



# FOUR NEGATIVES OF UNEMPLOYMENT ON HEALTH

Poverty

Stress

Implications for future  
employment

Unhealthy Behaviours

# Health and financial benefits of moving individuals into employment in the UK

With combined costs from worklessness and sickness absence amounting to over

**£100 billion** annually

PHE's ROI tool shows

that every person moving from worklessness into **employment** would save...



EDUCATION & TRAINING FOUNDATION



This is broken down by:



**£540**  
to local authorities



**£85**  
for the NHS



**£11,410**  
to government

# The Purple Pound

The Purple Pound refers to the spending power of disabled households. A disabled household, is a household in which at least one of the members has a disability. Organisations are missing out on the business of disabled consumers due to poor accessibility (both physical and digital) and not being disability confident in their customer services approach.

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FOUNDATION

**1 in 5**

More than 1 in 5 potential UK consumers have a disability

**£2 billion**

Businesses lose approximately £2 billion a month by ignoring the needs of disabled people

**73%**

of potential disabled customers experienced barriers on more than a quarter of websites they visited



**£16 billion**

Taking averages per head, the online spending power of disabled people is estimated at over £16 billion

## Loss of money for business per month



**£17.1 billion**

Estimates show that the 4.3 million disabled online shoppers, who click away from inaccessible websites, have a combined spending power of £17.1 billion in the UK



**14.1 million**

The number of disabled people is increasing: From 11.9 million (2014) to 14.1 million (2019)



**75%**

75% of disabled people and their families have walked away from a UK business because of poor accessibility or customer service



**1 in 5**

Nearly 1 in 5 working adults have a disability



**£274 billion**

The spending power of disabled people and their household continues to increase and is currently estimated to be worth £274 billion per year to UK businesses

# SO.....

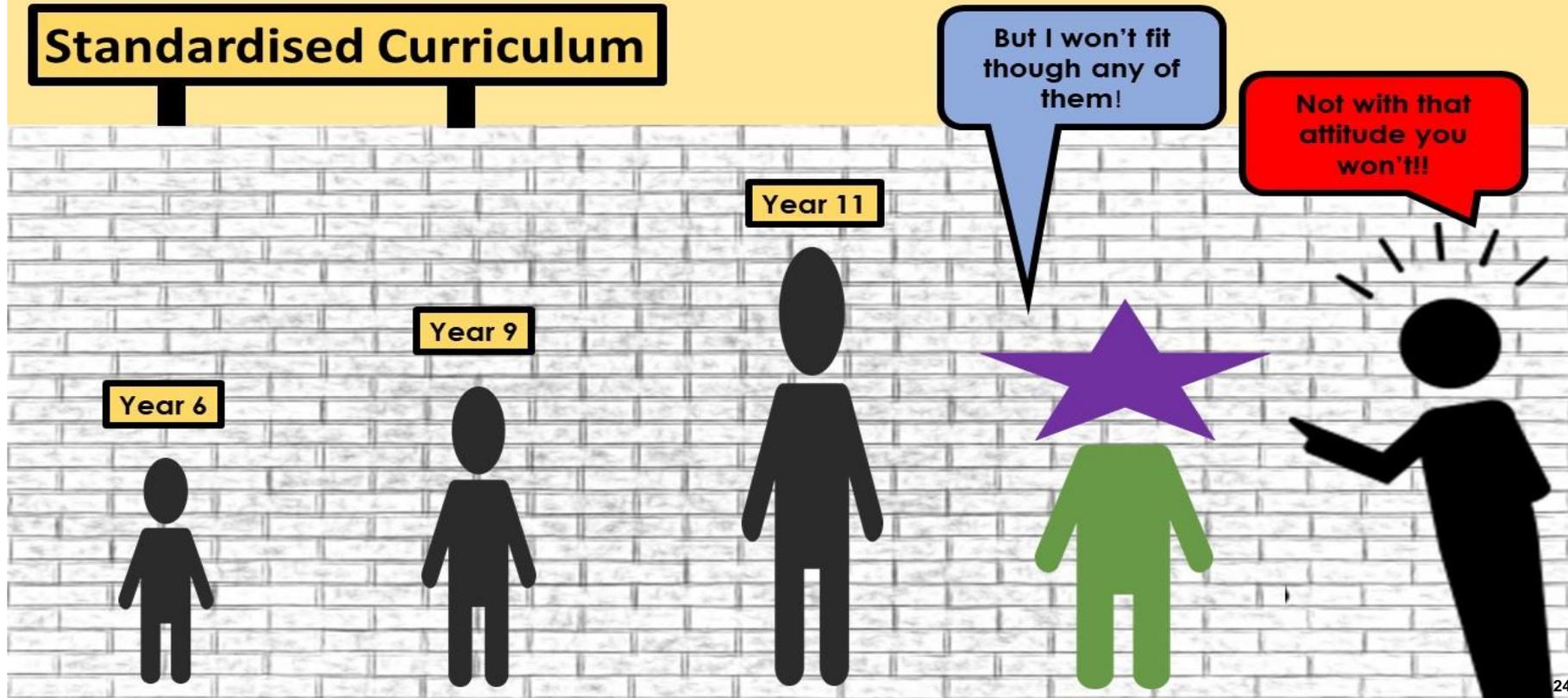
# ...why wouldn't we?



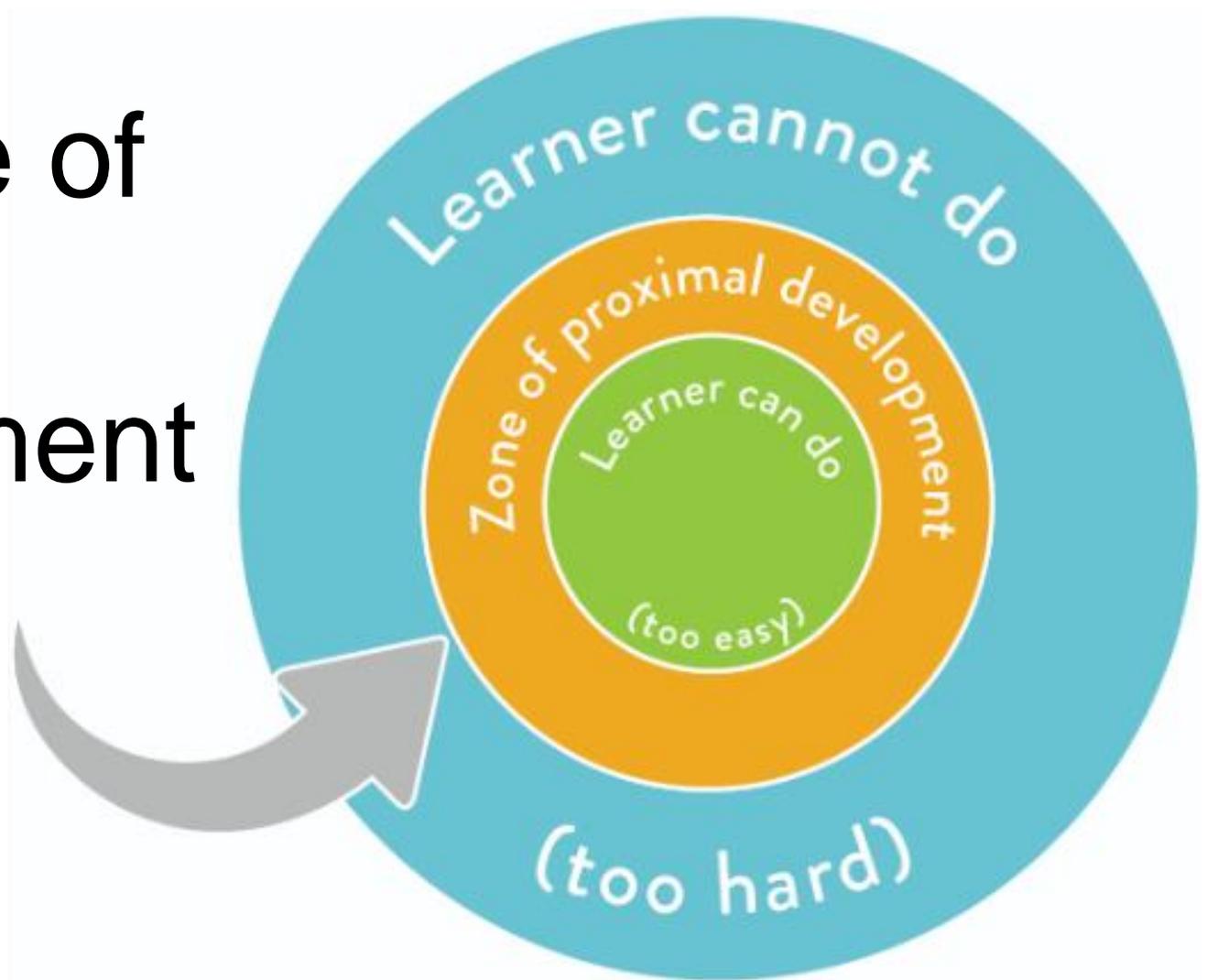
04

CURRICULUM FOR  
ALL

# Standardised Curriculum



# The zone of proximal development



# EXPECTATION, NOT EXTRA

“Providers should take particular care to tailor study programmes to the individual aspirations and needs of students with SEND, in discussion with the student.”

16 to 19 Study Programmes: Guidance (2020 to 2021)

*16-19 Study Programmes are also relevant to students aged 19-25 with an EHCP.*

# PERSON-CENTRED

Ask questions

Start with the end in sight

What works well?

What makes things harder?



# ONE PAGE PLAN

	Study programme for:		Planned with:		On:	
Core Aim	Qualification (add details)	Preparation for Employment: RARPA	Preparation for Education: RARPA	Preparation for Adult Life: RARPA	Programme length: _____ hrs	
Maths	GCSE ( $\leq 3$ / no qual held)	F. Skills ( $\leq 2$ / no qual held)	Exempt - RARPA Using EHCP	Exempt - RARPA Using tolerance	Not required ( $\geq 4$ held)	_____ hrs
English	GCSE ( $\leq 3$ / no qual held)	F. Skills ( $\leq 2$ / no qual held)	Exempt - RARPA Using EHCP	Exempt - RARPA Using tolerance	Not required ( $\geq 4$ held)	_____ hrs
Work Experience	External / Industry Placement	Internal Placement	Work Related Training	Develop Work Skills	Social Action	_____ hrs
Enrichment / Tutorial	<b>Tutorials</b> – group / individual / frequency.... + <b>Enrichment</b> – offer to include.... Other input needed? eg: study skills support / mentoring / etc					_____ hrs
+ Adjustments	eg: start & finish times / extended programme / exam access arrangements / assessment planning / etc					Total hrs _____

# WORK EXPERIENCE AS THE CORE



# PUTTING IT INTO PRACTICE

summarise

agree

share

review

05

**CO-CREATION  
INTENT AND  
IMPLEMENTATION**

# PREPARATION FOR ADULTHOOD

Ruth's Top Tips  
for brilliant meetings with  
young people

Employment Guide  
January 2022

Preparing for  
Adulthood



## Let's Be Clear (So Employers Know What You Are Asking For)

This brief document seeks to add some clarity about what we mean when we are approaching employers for work opportunities for young people with special educational needs or a disability (SEND).

### Introduction

Good employer engagement involves understanding an employer's business needs, the working environment and how the young person(s) can add value to the business. It all depends on developing partnerships where all are equal, trustworthy partners. However, there is a risk that employers will be approached by several education or employment

# NOTHING ABOUT US WITHOUT US

## We Belong

### Collective terms and labels

- The word 'disabled' is a description not a collective noun!
- Person first language – check out We Belong
- Check out the guidance

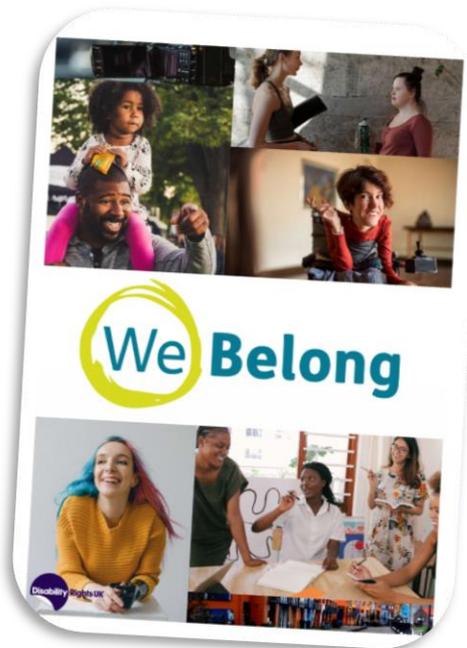
### Just ask! “Nothing about us without us”

*“What language would you like me to use when creating your inclusive teaching plan with you?”*

*“As your new line manager / colleague what do I need to know about you to enable me to support you to be great at work or in our team?”*

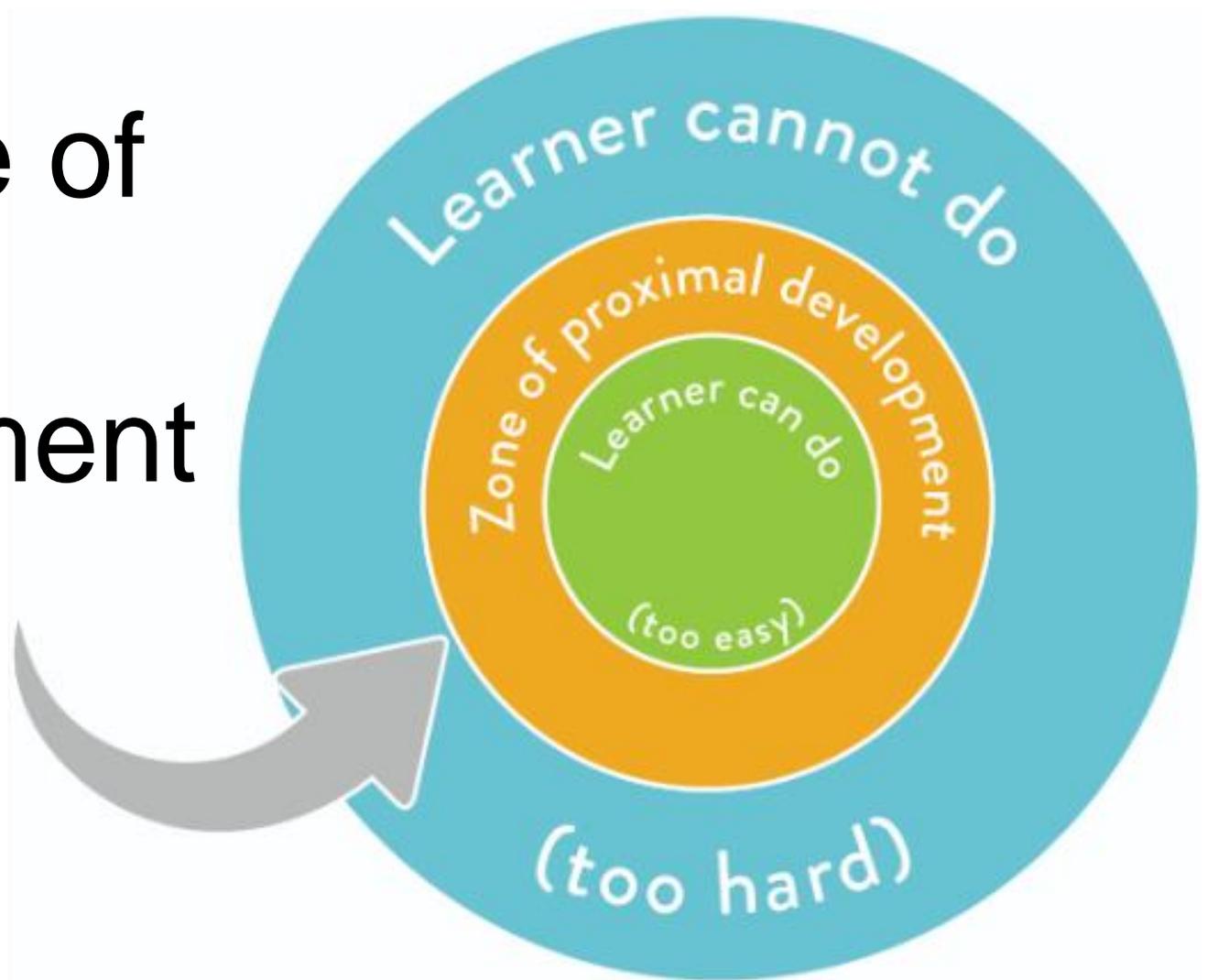
### Avoid medical & deficit based language

- Disclosure / Suffers from / Victim of ...



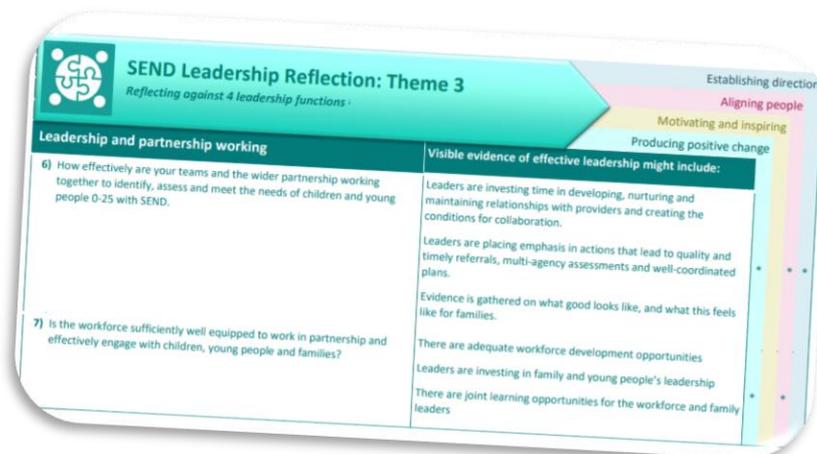
# Enabling Everyone!

# The zone of proximal development



# COLLABORATIVE WORKING

**CEIAG to create  
personalised provision and  
enable EHCP outcomes to  
be achieved.**



[https://www.ndti.org.uk/assets/files/SEND\\_Leadership\\_Tool\\_2019.pdf](https://www.ndti.org.uk/assets/files/SEND_Leadership_Tool_2019.pdf)

[Providing supported internships for young people with an EHC plan - GOV.UK](https://www.gov.uk/guidance/providing-supported-internships-for-young-people-with-an-ehc-plan)  
([www.gov.uk](https://www.gov.uk))

06

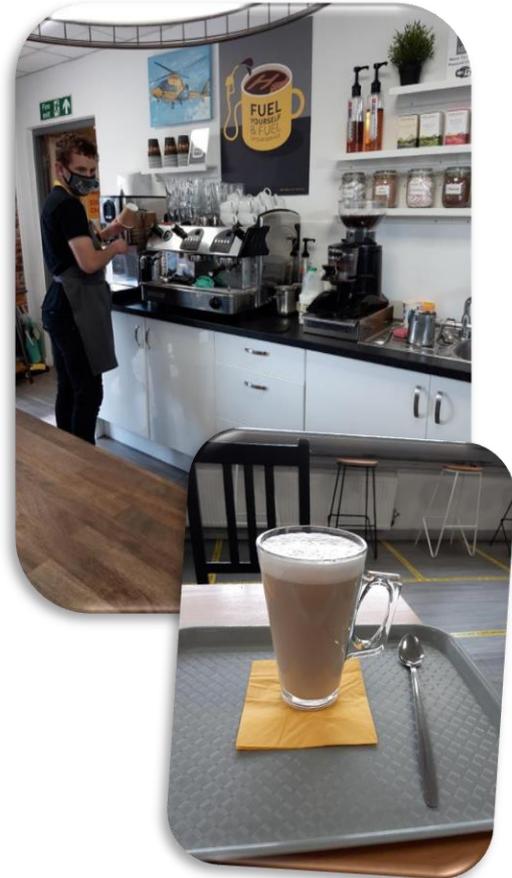


OUR STUDENTS

# LUKE @ THE LANDING PAD CAFÉ - SOMERCOTES

Luke came to DCG from a specialist school at 16.

- Development of Preparation for Adulthood skills with Luke, and home, enabled independent travel and increased Luke's confidence in being home alone with the keys - to unlock paid work.
- Finding a placement to suit Luke was interesting. The owner of the Landing Pad Café had done some work with the College and was eager to provide a long-term work placement.
- Luke is hard working but is shy and thrives with good structure and routine. Luke loved working at the Café as soon as he started. They carved the job and gave him set tasks to do and kept him busy. Enabling initiative through routine and consistency.
- Luke left College in July 2021 on the understanding that, when Luke was ready, he would join the weekend paid workers.
- **6 months later, Luke is doing paid weekend shifts and training volunteers during the week.**
- The employer is extremely supportive and Luke, along with his family, are all happy that he has purpose and a paid job.



# ALEX @



# STUDIOS

- Alex joined Work Ready after completing his Advanced Design & Innovation Course at DCG Joseph Wright Centre
- Alex secured a paid job at Matalan but aspired to using his creative talents.
- We worked with Alex and found a happy balance of paid work and setting up his own business.
- Alex started with commissioned work for family and friends and now advertises on Etsy, whilst also working at Matalan
- Alex left full time education in July 2021 but enrolled with us on a part time Adult Options Pathway (1 day per week), **where we are able to support Alex and help him grow his business.**

**ARKING STUDIOS**  
ANIMATION

Personalised Special Occasion Cards, Portraits, Business cards, Posters, Advertising and Graphic Designs created by Alex King.

Contact me:

**They're Personalised**

**Cards. Business Cards. Portraits.**

HAPPY VALENTINES DAY  
Bugs Bunny and Daffy Duck

**ARKING STUDIOS**  
Personalised Special Occasion Cards, Portraits, Business cards, Posters, Advertising and Graphic Designs created by Alex King.

Contact me:  
Mobile: 0797092088  
Facebook: Alex King (Look for Logo)  
Instagram: Arking\_Studios

Portrait of a woman

**And more...**

**ARKING STUDIOS**

The Best way to ask for any personalised designs done by one talented Artist. **Arking Studios** will give your request. **Contact us at!**

# BRANDON @ MAKENEY HOTEL - MILFORD

Brandon came to DCG at 16 from a specialist school.

- Brandon thrived as he was enabled to use his budding maturity; he was keen to be an adult and make decisions. He became independent quickly but, with no previous CEIAG, didn't have any career aspirations.
- Brandon loved being outside, and after some long-term CEIAG and a placement at Makeney Hotel, he was inspired to be a self-employed gardener
- College helped Brandon to make this a reality and, when Brandon left in July 2021, his books were full of gardening work.
- **6 months later Brandon is still gardening and, even over the winter, has been able to maintain his clients' gardens.**
- Brandon has a busy spring ahead of him and the family are extremely proud of his success.



# JOSH @ IT COLLECTIONS - DERBY

Josh joined Work Ready from DCG Joseph Wright Centre with a Level 3 in Creative Media but no experience of the world of work.

- Josh was very able but did very little independently, as he had low confidence and limited social skills.
- Work and independent skills were the initial focus and, once we knew Josh, a suitable placement was found at IT Collections. Josh started to gain confidence and belief in himself, due to being in an environment where he felt he belonged.
- IT Collections were so pleased with Josh that they offered him an Apprenticeship.
- **Josh is happy and working hard, and Mum can't believe he is the same person.**



# WHAT'S NEXT?

## What will you do as a result of this session?

### Want to learn more?

Join our monthly Community of Practice discussions (register via the ETF website)

<https://booking.etfoundation.co.uk>

Look out for upcoming webinars

Or contact us to develop personalised sessions for your organisation!

[cfesend@derby-college.ac.uk](mailto:cfesend@derby-college.ac.uk)





**CENTRES FOR  
EXCELLENCE IN SEND**

**DERBY COLLEGE GROUP CFE TEAM**

**[CFESEND@DERBY-COLLEGE.AC.UK](mailto:CFESEND@DERBY-COLLEGE.AC.UK)**

**ETFFOUNDATION.CO.UK**

**THANK YOU  
ANY QUESTIONS?**



# Thank you for attending!

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- Join our member community:  
<https://www.sendgateway.org.uk/register>
- Get in touch: [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com)
- [Sendgateway.org.uk](https://Sendgateway.org.uk)
- [Nasen.org.uk](https://Nasen.org.uk)
- [@wholeschoolSEND](https://@wholeschoolSEND)
- [@nasen\\_org](https://@nasen_org)

# Regional Contact Information

- Emily Walker – [RSL.EMSYH@wholeschoolsend.com](mailto:RSL.EMSYH@wholeschoolsend.com)
- Jane Starbuck – [DRSL.EMSYH@wholeschoolsend.com](mailto:DRSL.EMSYH@wholeschoolsend.com)
- Alistair Crawford – [DRSL3.EMSYH@wholeschoolsend.com](mailto:DRSL3.EMSYH@wholeschoolsend.com)
- Contact us on Twitter: [@WSSemshumber](https://twitter.com/WSSemshumber)

## **Sign up to receive our monthly e-newsletter!**

Monthly updates on all our events, new resources and other useful information:

<https://www.sendgateway.org/user> →  
Communication Preferences

# Upcoming Events

- [SEND in Mainstream for Early Career Teachers](#)
- [New to the SENCO Role](#)
- [Perfecting Preparation for Adulthood](#)
- [Using the Engagement Model in Mainstream](#)
- [Leading CPD for Inclusive SEND Provision](#)
- [Supporting Learners with Low-Incidence SEND](#)
- [Sharing Good Practice Between Specialist and Mainstream Settings](#)

**EVENTS CALENDAR**

Discover the latest fully-funded CPD events delivered by Whole School SEND. We offer CPD on a wide range of topics, hosted by our expert regional SEND teams and featuring a range of guest speakers.

VIEW EVENTS ONLINE: <https://www.sendgateway.org.uk/events>

**2022**

**SPRING**

**JAN/FEB**

Funded by the Department for Education

Hosted by nasen

Missed part of a series? You can catch up on all our past webinars on the SEND Gateway

All our events are fully funded by the Department for Education – making them FREE to attend for UK individuals.

Click on the image to download our interactive calendar!

# Let us know how this session has informed your practice!

Whole School SEND is always looking to improve our CPD offer by evaluating how attendees have changed their practice or embedded new strategies. We welcome any feedback on the session, either through our **post-events survey** or directly via **email** to [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com).

If you would like to, we are also very happy for attendees to submit copies of any post-event activities so we can see how these have been used in practice

Let us know:

- What worked? What didn't? What were the challenges in putting ideas from this session into practice? What do you need more support with? Do you feel more confident after attending this session?

# Find your region

- The WSS Regions are based on the boundaries used by the Regional Schools Commissioner areas.
- You can find out which region your local authority comes under here:

<https://www.sendgateway.org.uk/whole-school-send-regional-send-leads>

# Recordings

- You can find recordings of our past webinars with the accompanying materials on the SEND gateway:

<https://www.sendgateway.org.uk/page/wss-past-events>

- You can also subscribe to our YouTube channel to keep updated:

[www.youtube.com/c/WholeSchoolSEND](http://www.youtube.com/c/WholeSchoolSEND)



**Whole School  
SEND**

Please get in touch if you are struggling  
to locate any of our resources.

[info@wholeschoolsend.com](mailto:info@wholeschoolsend.com)

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