

GATSBY BENCHMARK 2

Learning from career and labour market information

WHAT GOOD LOOKS LIKE

Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

Career and labour market information (LMI) includes information on:

- career pathways and progression routes
- applications and interviews
- educational institutions, courses, qualifications, entry requirements and costs
- skills and occupations
- professional bodies
- employment sectors, employers, jobs, salaries and employment trends
- job programmes, training and apprenticeships
- job demands and working life
- financial planning

WHAT THIS MEANS IN PRACTICE

- Young people have access to high quality and relevant LMI which is available in accessible formats tailored to students' needs. Suitable formats include braille, symbol language, British Sign Language (BSL), Makaton, videos and audio formats. Not all career and LMI has to be provided as a series of statistics.
- It is important to help young people start thinking early on about transition and future careers. Young people with SEND may develop socially, emotionally, cognitively or physically at different rates and careful consideration needs to be given to help them process information. The SEND Code of Practice stresses the importance of high aspirations for successful transitioning with long-term goal planning starting well before year 9. Goal planning should consider transition into post-16 education including further or higher education, apprenticeships, training, employment or self-employment.

- High aspirations about education and employment should also be developed through the curriculum and extra-curricular provision. The SEND Code of Practice says "Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve."
- Young people with SEND and their families need specific information about which support mechanisms are available to help them enter the workplace including disability rights, assistive technology and available benefit packages.
- Young people with SEND and their families benefit from hearing about other young people's achievements and what employers are offering regionally. They can do this through connections to their Local Enterprise Partnership (LEP) or through career talks via the school's alumni network. According to the SEND Code of Practice "It can be powerful to meet disabled adults who are successful in their work or who have made a significant contribution to their community."
- Careers information for a young person with SEND should focus on raising aspirations, building awareness and understanding personal possibilities as well as providing access to opportunities for developing work-based skills. Every student should have ready access to good quality information about future study options and career opportunities. The information needs to be engaging, with careful thought given to layout and content in a way that is appropriate for that young person.
- Parents' evenings or EHCP annual review meetings are a good way to involve families in labour market and pathway discussions. Involving a young person's family is key to successful transition and is well established as best practice.
- Appropriately trained staff should be on hand to offer students practical help with using careers and labour market information (LMI).

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WHY THIS MATTERS

- Young people with SEND face unique challenges as they progress from school to further learning and the workplace. They are less likely to achieve, both in terms of their attainment and progression and more likely to be NEET (not in education, employment or training) than their peers.
- Being able to understand career pathways and future possibilities is vital for students with SEND. Providing access to relevant careers information can help students determine their work preferences and skills, build a culture of high expectation and connect them to a different future. Students, parents and teachers need to be up to speed on new and developing pathways including the growth of supported internships.
- Families need to understand the potential financial impact of each career pathway, course or qualification. A survey by Social Finance revealed that 37% of families with disabled children in the UK had no adult in full-time employment, compared to the national average of 17%. It is important to ensure families have information about the financial aspects of their child's career aspirations and understand how benefits may be affected.
- The SEND Code of Practice 2015 asserts that providing a young person with relevant life and employability skills to enable them to live semi-independently could reduce lifetime support costs to the public purse by approximately £1 million.

EXAMPLES OF GOOD LEARNING FROM CAREERS AND LABOUR MARKET INFORMATION

CASE STUDY: EMPLOYMENT IS EVERYONE'S BUSINESS

Employment is Everyone's Business is a project delivered by the National Development Team for Inclusion (NDTi) with the British Association of Supported Employment (BASE), funded by the Department for Education (DfE) with 4 local partner sites: Berkshire, Bath and North-East Somerset, Wolverhampton and Kirklees. All are committed to improving employment outcomes for young people with SEND.

The project is designed to demonstrate best practice and illustrate how:

- vocational profiling can be embedded in the curriculum, education, careers advice and health, care plans and reviews
- post-16 providers like further education colleges can create appropriate study programmes and work effectively with employers to support young people moving into employment
- local authorities can ensure young people with SEND or at risk of becoming NEET are at the heart of their employment, economic, housing, personal budget and commissioning strategies

Work in each site is locally driven and designed in partnership with young people, their families, education and social care practitioners, employment agencies and employers.

CASE STUDY: GLEBE SCHOOL

The Glebe School in Bromley is committed to using a range of different ways to ensure students have access to information about careers and LMI. Wall displays show students from the school visiting or taking part in work experience in a range of different employment sectors. Students and parents are encouraged and supported to use the National Careers Service job profiles. Groups of students visit local employers such as Waitrose and Lidl to explore job opportunities and there are also visits to skills fairs.

The scheme of work for PSHCE and careers includes lessons on challenging stereotypes to encourage students to look widely at opportunities. The school uses symbols to help communication with students facing language difficulties. Students have the opportunity to visit the post-16 conference at Bromley College and take part in Impact Factor days which include presentations by local employers including the local firefighting team.

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RESOURCES

- Connect with your Enterprise Coordinator to access local information.
- The [National Careers Service](#) website offers careers advice and lists over 800 job profiles.
- [iCould.com](#) provides over 1,000 personal career story videos, including young people with SEND.
- [Get in Go Far](#) is the government portal for information about apprenticeships with a linked website to find live apprenticeship vacancies.
- [United Response](#) is a national charity set up to provide person-centred support to people with SEND. They have provided a 3-part blog on the [RBS National Careers Week](#) platform.
- There are a number of job sites that advertise roles with disability confident employers:
 - [Prospects](#) focuses on graduate jobs
 - [Glassdoor](#)
 - [TheJobCrowd](#) focuses on graduate jobs
 - [Milkround](#) focuses on graduate jobs
- [Twinkl Educational Publishing](#) offers free resources for special schools.
- [BASE](#) promotes Disability Confident scheme employers, including apprenticeship opportunities.
- UCAS provides helpful information on [supported internship pathways](#).
- The Edge Foundation runs [Career Footsteps](#) in partnership with Inspiring the Future to help understanding and communicating vocational career routes. Schools can sign up for support with events.
- [Prospects Education Resources](#) produce a catalogue of commercial careers resources tailored for SEND including software, booklets and prompt cards.
- [Barclays LifeSkills](#) are working with Talentino to ensure their employability resources and materials can provide better access for special schools.
- [The Council for Disabled Children](#) offers news, resources and events for disabled young people, families and professionals.

INTERAGENCY PROGRAMME

[Employment is Everyone's Business](#)

FUNDING SUPPORT

- The Department for Work & Pensions provides an [Access to Work](#) factsheet for disabled people which includes information on funding.
- [Disability Rights UK](#) produces the [Disability Rights Handbook](#), an annual guide to welfare benefits and services and [Taking Charge](#), a practical guide to living with a health condition or disability. They also produce a range of other guides and factsheets including [Into Apprenticeships](#), [Into Higher Education](#), and [Doing Careers Differently](#).

ADVICE AND SUPPORT FOR EMPLOYERS

- Mencap offers [resources and factsheets](#) for employers.
- The NDTi provides a guide on [engaging with employers](#).
- [Engaging with Employers](#) from The Department for Education provides guidance on criteria for people with learning difficulties and apprenticeships.
- The Learning and Work Institute provide the [Employer Toolkit](#), a guide to creating more inclusive and accessible apprenticeships.

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TOP TIPS FOR EMPLOYERS

1. Offer activities that can boost belief that paid work is a real possibility.
2. Think about the way your career information is presented and which formats would work best for young people with SEND – consider symbol, language, talks, written content or information for parents.
3. Make sure you publicise the opportunities you have, such as supported internships, to local and special schools.
4. Consider becoming a disability confident employer and enrich your workforce with untapped skills.
5. Advertise that you are proud to work with young people with SEND and are committed to developing a diverse workforce. Raise awareness in your communications and marketing materials.
6. Encourage your staff to volunteer to support young people in school with SEND. [Volunteering Matters](#) runs an employee volunteering in schools programme.

TOP TIPS FOR SCHOOLS AND COLLEGES

1. Bring back alumni who are in employment or training, or offer other work-related opportunities to inspire students of their future potential. This is an effective way of sharing information about potential opportunities.
2. Work with SEND charities, foundations or organisations with a deep knowledge of the career landscape and who actively use LMI to successfully find workplaces, experience and internships for students with SEND, such as BASE.
3. Develop role-play activities relating to different work settings and organise visits or guided tours of workplaces.
4. Draw on Jobcentre Plus school advisers to come in to talk to students, families and staff about local opportunities. The Enterprise Adviser Network can facilitate an introduction.
5. Train older students to support younger students to make use of career resources and build communication skills.
6. Use your skills and professional knowledge base to provide opportunities for a local business to learn more about disability and diversity. Ask them to give talks to your students about the work they do.
7. Use the connections available through your staff. Leveraging friends and family networks can be a soft landing to engage with employers who can help raise aspirations and provide insight into the labour market and opportunities available.

