

# GATSBY BENCHMARK 3

## Addressing the needs of each pupil

### WHAT GOOD LOOKS LIKE

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions.
- All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least 3 years after they leave school.

### WHAT THIS MEANS IN PRACTICE

- A student's individual needs are addressed and extra support is provided at the right time to raise aspirations. Outstanding provision in SEND settings offers a person-centred approach and students with complex needs will have an education, health and care plan (EHCP) that takes into account all aspects of their lives.
- Transition support is tailored to what the student wants to achieve and what practical help is needed to do this.
- Parents and carers are fully involved in the transition planning process.
- Schools develop use of vocational profiles. The National Development Team for Inclusion (NDTi) and the British Association of Supported Employment (BASE) define a vocational profile as a "a form of assessment to understand an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment. The aim is to understand the person in-depth and to allow for the best possible job match or work experience placement. It provides a picture of the ideal conditions needed in a workplace for the student to be successful."
- There are many potential career pathways and options for a young person with SEND. These opportunities are identified by addressing the individual needs of the student, for example, by looking at their healthcare needs, cognitive ability, capacity to regulate emotions or social awareness.

- A creative approach is taken to the career outcome continuum: at one end, someone can travel independently to a paid job and at the other end, may need 24/7 care and support. Career outcomes along the continuum include part-time or full-time paid work, volunteering, internships, apprenticeships, employer training schemes, enterprise, supported self-employment, charity work, further education and employability or life skills courses. Start with the assumption of paid employment and look for opportunities to shape and carve work so that students can succeed.
- The school collects and maintains accurate data for each student around their education, training and employment destinations for at least 3 years after they leave. Schools ensure that students can access simple documentation such as a career journal or learning record to help them record their skills and experiences, building a compelling story for job applications and interviews.
- Good use is made of a range of organisations so that there is a multi-agency approach to job exploration and transition support.
- Schools and colleges maintain contact with past students to create an opportunity for an alumni network and inspiring role models for current students.



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### WHY THIS MATTERS

- The government's Improving Lives green paper recognises that there is a long way to go to ensure that disabled people and those with long-term health conditions have equal access to labour market opportunities and are given the support they need to prevent them from falling out of work. This costs individuals and wider society.
- With the right level of support a much higher proportion of young people with SEND will be able to contribute to the workplace, benefitting employers, themselves and wider society.
- Mencap cites that almost a third of young people with learning difficulties spend less than an hour a day outside their homes. A personalised approach is critical, supported by a culture of high expectations supported by EHCPs and vocational profiles.
- Students with SEND are the most likely group to be absent or excluded from school according to recent Ofsted findings. They are also less likely to achieve in terms of their attainment and progression and most likely to be NEET.

### EXAMPLES OF SCHOOLS ADDRESSING THE NEEDS OF EACH STUDENT

#### CASE STUDY: RAVENSLIFFE HIGH SCHOOL AND SPORTS COLLEGE

Ravenscliffe High School and Sports College in Calderdale provides education for students aged 11-19 with special educational needs ranging from moderate to more complex needs. The leadership team is passionate about personalising provision and meeting individual needs. Every opportunity is taken to raise aspirations and support individual students to meet their full potential.

Ravenscliffe provides a Step Up to Springboard programme at key stage 4 and a Springboard programme in the sixth form. This includes the provision of personalised work-based learning and work experience. Students have structured opportunities within the school including helping in the school kitchen, helping the caretaker, recycling, horticulture in the school garden and making food for staff and visitors. These opportunities are tailored to students' interests and vocational goals. More than 50 students access a work placement on a weekly basis with tailored levels of staff support to develop independence in areas including travel. The school also offers personalised sensory boxes with tactile items relating to specific jobs to encourage exploration of work.

#### CASE STUDY: CASTLE SCHOOL

At [Castle School](#) in Berkshire, students begin their vocational profiles in years 8 and 9. This working document evolves with the young person to capture all information about their aspirations, skills, interests and ability to work. This ensures they are supported on their journey towards employment. A person-centred approach has been adopted to build relationships with employers that provide meaningful work placement opportunities for the students which are based on their individual skills and abilities. It has also resulted in a number of students gaining employment straight from school.

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### RESOURCES

#### PLANNING

- [Education, health and care plans \(EHCP\)](#).
- The European Union of Supported Employment provides the [How to Guide: Vocational Profiling](#).
- BASE provides useful information on [vocational profiling](#).

#### GENERAL RESOURCES:

- Ambitious about Autism offers [guidance on EHCPs](#).
- The [RNIB](#) supports young people with sight loss and offers information on finding a Careers Adviser, career planning, UCAS, preparing for employment and starting work.
- Brookfields School has shared a short [video](#) on their careers week for young people with learning difficulties.
- The National Deaf Society supports young people with a hearing impairment and offer a range of [useful resources](#).
- [Learning Disability Work Week](#).

#### TOP TIPS FOR EMPLOYERS

1. Consider how you can support students through mentoring with providers such as Talentino, Young Enterprise or Youth at Risk.
2. Draw advice from specialist agencies and teachers to ensure your careers support for the school meets the needs of students.
3. Review how your support is reaching all students within the school.
4. Help the school to engage with parents and carers, to help support career pathway discussions.
5. Share personal stories of overcoming barriers and accessing support.
6. Support schools and colleges to record careers activities through systematic evaluation.

### TOP TIPS FOR SCHOOLS AND COLLEGES

You will already have processes and teaching practices in place that reflects a person-centred approach. Adding an early career development plan to the EHCP can be helpful. You could:

1. Use the Compass evaluation tool to assess how well existing provision meets the needs of all students.
2. Work with employers to develop the learning goals and skills needed in the workplace.
3. Introduce employers informally as early as possible, such as organising employer talks.
4. Highlight individual student's career goals and create opportunities to engage with relevant employers.
5. Consult with your students about what they see as the most important barriers and opportunities in making good post-school progression.
6. Create a careers week to explore a variety of jobs and opportunities, for example, get involved in National Careers Week or National Apprenticeship Week.
7. Think about how careers guidance and support can be shared between school staff, dedicated careers teachers, careers advisers, employers, job coaches and other agencies. This should be part of an ongoing conversation with proposed outcomes identified in each student's EHCP.
8. Create a balance between generic employability skills and developmental and individual needs, such as travel, training and social skills development.
9. Help students to become independent careers managers by maintaining their own records of career development.
10. Use information on student destinations to draw together a list of alumni who can support your careers and enterprise programme.