

GATSBY BENCHMARK 8

Personal guidance

WHAT GOOD LOOKS LIKE

Every student should have opportunities for guidance interviews with a Career Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.*

These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

- Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Career guidance activities include:

- listening to students' initial ideas, qualifications, skills, experiences, circumstances and life aims
- helping students to identify and explore suitable options and to consider the career implications of subject and course choice that are in their best interests not those of any particular provider
- challenging pre-existing assumptions of students and parents or carers about what they are capable of
- demystifying learning and labour market systems and helping students and parents to understand progression pathways
- developing practical strategies on how to achieve their goals including pointing students to information sources of most use to them
- building students' persistence, motivation and confidence and helping them to see how they could overcome any barriers that prevent them from moving forwards
- referring students to other agencies that can support them and providing advocacy support.

WHAT THIS MEANS IN PRACTICE

- Students with SEND have access to continued guidance and support to help them explore opportunities and develop skills to make effective transitions.
- The personal guidance on offer fosters improved self-determination through developing self-awareness, practising decision-making skills and setting goals. Access to career development opportunities start early as possible and involve parents and families. There is consistent, ongoing support for the transition to adult life.
- The development of individualised and comprehensive plans which include student self-determination, advocacy and input in transition planning, and family or parent involvement.
- Interagency collaboration and interdisciplinary collaboration.
- Schools use the Career Development Institute's [Framework for SEND](#) and pupil referral unit settings to review the whole school plan for employability, careers and enterprise support.
- In special schools, young people with SEND and those with EHCPs have annual transition reviews from year 9. This is an opportunity to discuss their futures and put a system of support in place. This draws on support from a range of agencies.
- The EHCP will aim to support students achieving goals in relation to learning and future employment, home and independence, friends, relationships and community and health and wellbeing.
- Young People with SEND come under the local authority's statutory responsibility for careers advice and guidance for vulnerable young people in its area. Staff who work with students in schools and colleges are ideally placed to provide careers guidance. Vocational profiles are a useful tool used as part of the provision of information, advice and guidance services.
- The Careers & Enterprise Company's research findings suggest that career education and personal guidance have been most effective for young people with SEND when they receive face-to-face careers guidance and ongoing assistance into employment.
- Family involvement will also ensure the best outcome. When parents are involved in the transition planning process, young people with moderate to severe SEND are more likely to earn higher wages, work more hours, remain in employment for longer, have better community adjustment outcomes and live more independently.

* The Career Development Institute defines 'trained to an appropriate level' as holding a career guidance qualification at level 6 (degree level) or higher. Careers advisers are usually graduates with a recognised postgraduate qualification, although it is also possible to attain a qualification equivalent to graduate level through work-based training. They are qualified in careers guidance practice and theory.

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WHY THIS MATTERS

- This group is frequently disadvantaged in society and is the most likely group of young people to be absent or excluded from school (Ofsted, 2010). Young people with SEND 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.
- The SEND Code of Practice 2015 finds that providing a young person with the relevant life and employability skills so that they can live in semi-independence could reduce lifetime support costs to the public by approximately £1 million.
- Specific and individualised transition planning that includes identifying potential pathways is central to the SEND Code of Practice.
- Early and ongoing support from a trusted adult is critical to effective transition.

EXAMPLES OF PERSONAL GUIDANCE

CASE STUDY: BRAIDWOOD TRUST

Braidwood Trust is a school for the deaf in the Birmingham. They are committed to providing careers education, information, advice and guidance through the curriculum and organised activities as well as through a dedicated programme of independent careers advice.

They work with students to gain transferable lifelong skills in applied knowledge, critical thinking and communication, and students work towards an ASDAN Employability qualification. The school has excellent links with many local and national businesses providing outstanding learning opportunities as well as strong contacts with local colleges and training providers.

All students receive independent one-to-one careers interviews and follow-up meetings to advise and track progress. An independent Careers Adviser also works with the school to maintain careers information in the centre and on the school website. The Careers Adviser provides training and briefing sessions for staff on careers, education, information, advice and guidance (CEIAG). The school and the adviser work with students to maintain a CEIAG progress record, recording their self-development through careers and work-related education, how they find out about careers and the world of work, and their developing skills for career management and employability. Braidwood holds the Quality in Careers Standard.

CASE STUDY: WORCESTER SPECIAL SCHOOLS

Four special schools as part of a trust in Worcester benefit from 2 Careers Advisers. Both advisers cover a wide range of special needs, including:

- learning difficulties
- behavioural needs
- autism
- communication and interaction
- social, emotional and mental health

The schools come together with Talentino, an external careers provider, to form a career development strategy. Together, they deliver careers learning, employer engagement and enterprise activities. Students and their families all know their Careers Advisers and attend all review and transition meetings. The local Enterprise Adviser is working with them to create more employer engagement opportunities.

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CASE STUDY: DALES SCHOOLS

The Dales School is a co-educational special school for students aged 2-19 with severe and profound and multiple learning difficulties. The post-16 provision also caters for young people with moderate learning difficulties. The school has a contract with the local authority, North Yorkshire County Council, to provide access for all students to a specialist Careers Adviser who works with the school, students and their families. A multi-professional team contributes to supporting preparation for key aspects of every student's adult life. This includes independence, health and vocational matters such as enterprise and employment. The Dales School holds the Quality in Careers Standard.

CASE STUDY: RAVENSLIFFE HIGH SCHOOL AND SPORTS COLLEGE

Ravenscliffe High School in Halifax is a secondary special school for students with a wide range of special education needs from moderate to complex learning difficulties. Close attention is given to all aspects of transition and there is focused and individualised support given to students and their parents. The school has a contract with Calderdale Council to provide access for all students to a specialist Careers Adviser who works with the school, students and their families.

RESOURCES

- [How to support young people with SEND into work](#) from the Department for Education (DfE) is a guide for schools, college and Careers Advisers.
- [National Careers Service](#) provide information, advice and guidance on learning, training and work.
- Explore how mentoring and other activities can provide the intensive, wrap-around support that some students need through [The Careers & Enterprise Company's grant recipients](#).
- The TeachFirst [Access Toolkit](#) helps support teachers and tutors to provide first-line careers support.
- Find a qualified Careers Adviser on the [UK register of career development professionals](#).
- The Career Development Institute's [Framework for SEND and PRU](#).
- [Careers Guidance in Schools and Colleges](#) guide from the Career Development Institute provides advice and good practice on commissioning careers guidance services.
- Review [careers advice for parents of SEND children](#).
- Entitledto provides [a guide to checking benefits entitlement](#).
- The government's [careers guidance](#) and access for education and training providers.

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TOP TIPS FOR EMPLOYERS

1. Make yourself known to the careers leader and the Careers Adviser and familiarise yourself with the school's transition process.
2. Make links with the Careers Adviser to help to get to grips with the complex education choices facing students and the existing pattern of destinations.
3. Offer interview practice for students. This exercise allows employers to learn about how they could adapt their processes to be more inclusive.
4. Think about how you could offer job coaching, extended work-based interviews or supported internships to help young people with SEND develop skills for the workplace.
5. Offer to host a transition fair for a school. This will bring together colleges, businesses and other providers in a place of business.
6. Offer to host part of a careers week at your business site or get involved with presentations about the jobs at your place of work.

TOP TIPS FOR SCHOOLS AND COLLEGES

1. Organise a transition fair and invite families, carers, students, local providers, colleges, Careers Advisers, supported internship providers and employers.
2. See if your external Careers Adviser will come into school before the transition review and get to know the young person before the review takes place.
3. Enable the young person to prepare for the review and talk about their aspirations beforehand.
4. As part of their career development programme, enable them to meet supported employment providers and job coaches

