

Positive Career Outcomes for Career SEND Groups 1 and 2

It might be helpful to explore in more detail what positive career outcomes look like for each of the two Career SEND groups. Below you will find an explanation of each career outcome we have referenced in the toolkit.

Positive Career Outcomes	Description
Paid employment	Working 16 hours or more weekly with a contract in place.
Supported employment	Paid employment utilising personalised support e.g. a Job Coach enabling a disabled person to sustain paid work (Access to Work Funding).
Higher Education	University Education - full/part time, open learning - from age 18.
Further Education	College Education - full/part time from age 16 upwards - ranging from Functional Skills to Degree Level and beyond.
T Level	<p>T Levels are new vocational qualifications being introduced in September 2020, which will follow GCSEs and will be equivalent to three A Levels. Those two-year courses have been developed in collaboration with employers to ensure alignment with the needs of industry and aims to prepare students for work.</p> <p>T Levels will offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 315 hours (approximately 45 days). They will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship.</p>
Specialist College	Specialist further education and training colleges for students with learning difficulties and/or disabilities, sometimes residential.
Apprenticeship	A combination of work and study by mixing on-the-job training with classroom learning and being employed to do a real job while studying for a formal qualification, usually for one day a week either at a college or a training centre.
Supported Apprenticeship	A combination of work, study and support by mixing on-the-job training with classroom learning and employed to do a real job while studying for an Entry Level 3 Functional Skills for young people with an EHC Plan, or other formal needs assessment offered on a case by case basis.
Supported Internship	Supported internships are a structured study programme based primarily at an employer. They enable young people aged 16-24 with a statement of SEN, or an Education, Health and Care plan to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace. Supported internships are unpaid, and last for a minimum of six months but can be longer. Wherever possible, they support the young person to move into paid employment at the end of the programme either with the employer offering the internship or another employer. Alongside their time at the employer, young people complete a personalised study programme which includes the chance to study for relevant qualifications, and English and maths if appropriate.

Young people with PMLD / Highly Complex Needs and using the Gatsby Benchmarks

There is a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognise that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/ Highly Complex Needs.

The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact:



Benchmark 1- The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships, community



Benchmark 2 - The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs



Benchmark 3 - The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students



Benchmark 4 - The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter



Benchmark 5- The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort



Benchmark 6 - The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise



Benchmark 7 - Universities / HE has already been removed and the inclusion of the wider range of destinations and young people's transition into them need to be highlighted



Benchmark 8 - The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort