Supporting SEND Progression
Purpose and Aims of the session

• To support best practice for SEND Transition to Post 16/18 education or training
• To ensure careers advisers and other professionals working to support SEND transition are able to provide meaningful input into EHC and Moving Into Adulthood Plans
• To provide updates on SEND support in Suffolk
• To understand the needs of SEND families
• To use the learning from this event to plan future CPD
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker/Presenter</th>
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<tbody>
<tr>
<td>09.35</td>
<td>SEND in Suffolk</td>
<td>Judith Mobbs, Suffolk CC, Assistant Director Inclusion and Skills</td>
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<tr>
<td>09.50</td>
<td>Keys to Inclusion</td>
<td>Claire Darwin Suffolk CC, Principal Educational Psychologist</td>
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<td>10.25</td>
<td>Short comfort break</td>
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<tr>
<td>10.30</td>
<td>The Voice of Parents and Carers</td>
<td>Suffolk Parent and Carer Network</td>
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<td>Clare Kingaby Lewis</td>
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<td>10.50</td>
<td>Education and Health Care Plans: making it work for young people</td>
<td>Paula Fuge, Suffolk CC. Moving into Adulthood Consultant</td>
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<td>11.20</td>
<td>Short comfort break</td>
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<tr>
<td>11.30</td>
<td>Moving into Adulthood: ensuring a smooth transition</td>
<td>Paula Fuge, Suffolk CC. Moving into Adulthood Consultant</td>
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<td>12.00</td>
<td>Support for SEND students Health needs</td>
<td>Rita Jenner, NHS Norfolk and Waveney</td>
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<td>12.20</td>
<td>Short comfort break</td>
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<td>12.25</td>
<td>Good practice in Career Guidance</td>
<td>Jacqui Phipps, Suffolk CC</td>
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<td>13.00</td>
<td>Details of next session</td>
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Using Microsoft Teams

Here is how you can interact with us during the session...

Remember to *unmute your microphone* when it is your turn to speak.

- **Accessibility feature** - you can turn on the captions/subtitles – just click the 3 dots and select ‘turn on live captions’

- Just click the ‘**raise hand**’ icon when we start the Q&A. And the presenter will ask you to switch your mic on and speak.

- To ask a question or share an idea / comment click on the ‘**speech bubble**’. Remember everyone in the call will be able to see the comments. These really help us after the session too!
SEND students: Key principles for Career Guidance
How do you approach careers guidance with your clients with SEND?
Same or Different is an early career development model for young people with additional needs.
#Same and Different

- SEND Group One/SEND Group Two
- Fewer Post 16 options
- Local labour market may have greater importance
- Transport issues
- Multi-agency involvement
- Strong parental influence
- Social skills may take longer to develop
- Supported employment
- Perceived barriers from employers
• Socialisation/friends/relationships
• Career decisions
• Hormonal teenagers
• Independence
• Aspirations
Key Points to consider

- What they can do!
- Be Ambitious
- Start early; allow more time
  - building trust
  - preparation
  - support and encouragement
- How are the family involved/informed?
- Differentiate as appropriate
- Age appropriate
- Employer encounters – never enough!
• How is the EHC/MIA plan working in conjunction with careers programme? (NB: many young people with SEND do not have an EHC plan)
• How are you working with SENCo?
• What links do you have with local colleges?
• How are you supporting employers?
• What are the funding implications?
• Is it progression? Or stagnation?
• How do you evaluate SEND experience for Work Experience (for example) Who does it? Are your expected outcomes the same?
How do you differentiate?
Differentiation

- Preparation – what do you need to find out first?
- Careers meeting? Can you break into smaller sessions?
- Environment? How to make it feel more welcoming
- Who needs to be there? Other professionals? Parents? Mentor?
- “Voice” of the young person – how to let them be heard?
- Age appropriate/ accessible language/ Information overload?
- Parental involvement: how to involve the parent/carer without them taking over!
- Your own skills/CPD – nervous? Worried about what/how to say?
Resources

- Visuals - books without words, pictures, photos
- Symbols - emojis
- Sensory - touch, smell, feel, seeing, hearing
- Prompts - sentence starters, pictures, card sort, multiple choice
- Games
- Technology – apps, software, voice devices
- Careers software
- Presenting LMI
- Vocational profiles/EHCP/MIA
Action plans

Links with MIA/EHCP
Support, Enable, Empower
Special Schools/parents tell us....

- Being honest and respectful
- Start the careers conversation early – little and often
- Get to know the young person and family before having deeper conversations
- Knowing everyone’s names – and what the young person would like to be called
- Find out when they are ready to have the careers conversation
- Keep in touch between meetings
- Dream job – money job
- Don’t ever ask the question “If you could wave a magic wand...”

*Talentino*
How to adapt practice to broaden the ways we offer careers support to young people with SEND
Sources of Support

- Talentino
- Careers and Enterprise/support-send
- Barclays lifeskills/send-skills-lessons
- Base-uk
- Disability Rights
- Preparing for adulthood
- CDI YouTube MasterClass
- Suffolk Local Offer
- FaceBook SEND Careers Leaders and Guidance Practitioners
Next Session – Nov 12th am

Improving Post 16 Transition
National, Countywide and Local Opportunities
Future Peer Support Sessions
SENCo training
Thank you!