

Employment Pathways Toolkit: Self-Assessment Tool for Local Authority Areas



Supporting Young People with Special Educational Needs & Disabilities into Paid Work

The National Development Team for Inclusion updated this toolkit in April 2022 to enable local areas to assess the extent of the data being collected on young people's progress into paid employment, as well as to measure how well placed the partner organisations in the area are to support an effective pathway into work for young people with SEND.



Name of Local Authority	
Date assessment commenced	
Person who holds this information for the Local Authority	



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Contents

Introduction	3
How to Use the Toolkit.....	4
Section 1: Data.....	5
Section 2: Scoring.....	7
Section 3: Actions.....	20

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Introduction

Currently, employment outcomes for young people with SEND are poor; less than 7% of adults with learning disabilities are achieving paid work of any kind. The reforms around children and young people with special educational needs, that were introduced by the Children and Families Act, not only increase the responsibilities of children's services to support young people up to their 25th birthday but also focus strongly on life outcomes. Paid employment is one of the outcomes that schools, colleges, health and social care agencies must support. Good employment support requires key agencies to collect information on the effectiveness of what is available and to identify any gaps in the provision that is available to young people and their families.

This self-assessment tool was produced by members of the Employment is Everyone's Business project team and was piloted with local authorities involved in the project. It is designed to enable local areas to assess the extent of the data being collected on young people's progress into paid employment, as well as to measure how well placed the partner organisations in the area are to support an effective pathway into work for young people with SEND. It can also be used over time to measure progress and develop an action plan for improvements.





How to Use the Toolkit

Structure of the tool

- **Section 1: Data** - covers key information that councils need to know in relation to the numbers of young people involved in various programmes of activity that support the pathway to paid work. It asks a number of questions and allows the recording of progress over a five-year period.
- **Section 2: Scoring** - includes a number of statements against which areas can rate themselves. It considers the promotion of aspirations, information, advice and guidance, vocational profiling, the range of support for employment, employer engagement, partnership working and strategic vision. You will be asked to rate how true the statement is for your area. The rating scale is from 1 to 3 and is explained in more detail in section 2.
- **Section 3: Action** - these are your three priority areas for action in the next 12 months

Using the tool

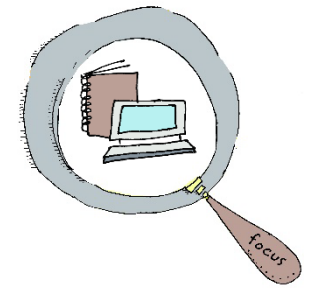
To demonstrate progress in each area, your organisation is encouraged to assess itself using the tool below under each item, some 'things to think about' are given to stimulate discussion and help you assess your current situation. Included in the tool is space to record the evidence used to support your score. You may wish to use this tool in team meetings or supervision sessions, but it does **not** need to be done all at once. You might want to take some sections that are a priority for you and go back to the others later.

Scoring

In scoring your area's policies and provision, you are more likely to reach helpful and practical conclusions if you:

- Talk honestly with representatives from all partner agencies about how you all think you are doing
- Use evidence to back up your score
- Think about what actions are needed so that young people with SEND get the support they need to find and keep paid jobs

Section 1: Data



Please base all your answers on the group of young people aged 14-25 who have/had a EHCP (or previously a statement). Please insert the number of children and young people in this group here for the relevant year.

	Questions	Year 1	Year 2	Year 3	Year 4	Year 5
	Insert the date for each year					
1	In the last academic year, what % of young people aged 14-25 who have special educational needs or disabilities have had a person-centred Preparing for Adulthood review that focuses on employment?					
2	How many young people with special educational needs or disabilities have had work experience in an open employment setting?					
	a) year 10 students					
	b) year 11 students					
	c) year 12 students					
	d) year 13 students					
	e) further education					
3	How many young people with SEND have benefitted from supported internships in the last academic year?					

4	How many young people with SEND have benefitted from a traineeship?					
5	How many young people with SEND have benefitted from an apprenticeship?					
6	In total, how many young people with SEND under the age of 25 have gained paid jobs for the first time in the past academic year?					
7	Of the number of new job-starts in the last academic year, what percentage are in jobs of 16 hours or more?					

Any Notes, Comments or Observations About the Data Above

Section 2: Scoring

In this section you are asked to rate your local area against a series of statements. You are expected to say what evidence you have for your score and what actions you plan to take. Please give a score against each statement based on the following:

Score	Basis of scoring in each area
3	Definitely true
2	Only partly true
1	False: there is no evidence that we do this



	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
1	<p>We often hold events with young people and their families, school and college staff, social workers, information, advice and guidance workers and employers to raise aspirations for paid work for young people with SEND.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Are all schools (including Early Years) and colleges involved in raising aspirations? ▪ Do any events build on the successes of young people who have jobs? ▪ Is all material used at these events giving a clear message that everyone can work with the right support? ▪ Have social care and health staff an awareness about the importance of raising aspirations and support this through their work? 			

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
2	<p>All Preparing for Adulthood reviews from year 9 have a focus on employment.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Are all schools and college staff talking to students with special educational needs and disabilities about what work they are interested in before the year 9 review? ▪ Are parents and other professionals encouraged to think about work experience and paid work options at the review? ▪ Are any personnel from supported employment agencies or local supported internships attending Preparing for Adulthood reviews? 			

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
3	<p>Vocational profiling is embedded in the curriculum of all schools and colleges.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Within school time, is there an ongoing opportunity for all students with SEND to think about their interests and abilities in relation to work? ▪ Have any schools demonstrated good practice in supporting children and young people to develop a vocational profile from year 9 (or earlier) and if so, is this being shared with others? ▪ Is there a consistent approach to vocational profiling that ensures it is done well? ▪ Is there a summary of the vocational profile that is available to support outcomes on the EHC plan? ▪ Do young people own EHC plans and know how they can help them towards good lives. 			

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
4	<p>We have a good information, advice and guidance service that helps young people with SEND think about the world of work and career options.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Do staff providing information, advice and guidance all share a commitment to helping young people with SEND get into work? ▪ When did staff last have training on best practice in supported employment? ▪ Do local schools work to Gatsby benchmark standards and is there a high level of reporting using Compass¹? ▪ Did all staff who need to know about supported employment attend this training? ▪ Is there a widespread knowledge about how to get/do better off in work calculations? 			

¹ Compass is a free tool that allows schools to benchmark, manage, track and report on your school's careers provision at individual student level.

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
5	<p>Our local offer contains information about a range of provision that supports employment as an aspiration.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Do post 16 providers work closely with the LA, the parent carer forum and young people to develop the information on the local offer that relates to employment? ▪ Is there a good range of options available to support the route to employment including accessible traineeships and apprenticeships or are there gaps? ▪ How easily can young people with SEND and their families find Easy Read/accessible information in the local offer about support for employment? 			

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
6	<p>Study programmes are available that have meaningful work experience as the core aim including supported internships, with supported employment embedded into the curriculum.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Is the work experience offered meaningful (in line with aspirations and likely to refine future work experience and job choices?) ▪ How many students with SEND are able to access such study programmes? ▪ Are they genuinely personalised programmes or still involving an element of fitting students into what is already available? ▪ Are there examples of individual study programmes running over a variety of settings? ▪ Are supported employment agencies involved? 			

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
7	<p>Within the area, we have an adequate pool of well-trained staff supporting young people in work placements or paid work.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ What percentage of staff involved in supporting young people into work placements or paid work are trained as job coaches in line with the National Occupational Standards? ▪ How recent was this training in each case? ▪ Can you give recent examples of when staff have effectively put into practice what was covered in the training? 			

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
8	<p>We have a well-developed employer engagement process and we have a network of employers from a variety of sectors with whom we can negotiate work placements and job offers.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Do those people engaging with employers understand the business case of a diverse workforce and can they promote the benefits of employing young people with disabilities? ▪ Is there a range of small to large employers offering both work placements and job opportunities? ▪ Are these employers well supported (e.g., supported quickly if they need help, enabled to gain reliable quality employees, shown appreciation for their approach)? 			

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
9	<p>Young people with SEND are in work in a wide range of jobs (not just catering, cleaning or gardening).</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Is there a network of employers who are employing people with a range of additional needs? ▪ Are employers who are positive about employing people with additional needs being encouraged to talk to other employers in other sectors? 			

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
10	<p>Sufficient resources are available to support young people with SEND getting full time jobs.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Are there specific budgets available to support the employment agenda? ▪ Has a good 'invest to save' business case been made for supported employment? ▪ Are there examples of monies being used flexibly to help young people get jobs? ▪ Is Access to Work understood and used when needed? ▪ Consider whether the following have ever been tried and if they involved partners <ul style="list-style-type: none"> - Short breaks money for Saturday and holiday jobs - Personal budgets for job coaching - Access to Work for job coach support - Business-led initiatives - Workshops for parent carers to understand: the Mental Capacity Act 2005 / support available for employment / the possible impact of work on the individual and the family. 			

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
11	<p>We have a clear and current employment strategy that includes children and young people with SEND.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Does the presumption that all people are employable inform your strategy? ▪ Was the strategy developed with all key partners including economic regeneration, public health, education and social care? ▪ Is the strategy driving forward the change agenda or is it gathering dust? 			

	Statement	Score	What evidence do you have for this score?	What actions do you need to take?
12	<p>We have good mechanisms in place for monitoring the quality of the support provided to help young people achieve full time paid work and we closely monitor outcomes over time.</p> <p>Things to think about:</p> <ul style="list-style-type: none"> ▪ Is someone responsible for data collection ▪ Is the process being well supported by all agencies? ▪ Is there a clear and consistent request for information so that quality and outcomes are easily checked over time? ▪ Do you get direct feedback from young people and their families? 			

Section 3: Actions

These are our three priority areas for action in the next 12 months:

Priority	Actions
1	
2	
3	



National Development Team for Inclusion

