

# Internships **WORK**



## Resource Pack for Local Authorities



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## About Internships Work

In 2022 the Government reinforced its commitment to supporting more young people with SEND into employment. **The Department for Education is funding a three-year programme to strengthen Supported Internship provision in England.**

The programme, titled [Internships Work](#) is delivered by the [National Development Team for Inclusion](#) (NDTi), in partnership with the [British Association of Supported Employment](#) (BASE) and [DFN Project SEARCH](#).

The project includes:



### 1. Support to local authorities

NDTi will be supporting Local Authorities to establish and develop SEND employment forums, as well as administrating and monitoring Section 14 grants to support them with this programme.



### 2. Engaging & supporting employers

DFN Project SEARCH will lead on engaging employers and support them to offer high quality work placements by providing information, advice and training that enable growth in internships and job opportunities.



### 3. Establishing a Supported Internships Quality Assurance Framework (SIQAF)

BASE will be lead on establishing a sustainable process to improve the quality of Supported Internship provision, using a Quality Assurance framework. The Supported Employment Quality Framework will provide organisations with support on completing self-assessments and auditing so that they can work towards achieving a quality kitemark that shows that they are providing true Supported Internships that lead to real jobs.

### 4. Investing in training

BASE will also lead on delivering Job Coach & Systematic Instruction training to over 700 job coaches. The bespoke training has been developed in line with the Supported Employment National Occupational Standards (NOS) and reflect the key principle to training job coaches in the latest Supported Internships Guidance.

## SEND Employment Forum: Suggested Terms of Reference

**These are the suggested Terms of Reference (TOR) and other information that will be useful when establishing or developing a local SEND employment forum.**

### Background & context

Part 3 of the Children and Families Act 2014 (Children and Young People In England with Special Educational Needs and Disabilities) sets out the strategic planning duties on local authorities and other services, in relation to disabled children and young people with special educational needs.

The Act also lays the foundations for statutory bodies to realise the vision for children and young people with special educational needs and disabilities (SEND), which is the same as for all children and young people - that they lead happy and fulfilled lives. This includes employment.

In 2022 the Government reinforced its commitment to supporting more young people with SEND into employment by the Department for Education funding a 3-year programme to strengthen Supported Internships.

The programme aims to:

- Double the current supported internship provision in England to 4500 per year
- Support over 800 Employer Champions across England
- Provide training to at least 760 job coaches across England
- Support over 1000 new employers offering supported internship placements by the end of the programme

### The Internships Work programme

The programme is delivered by the National Development Team for Inclusion (NDTi), the British Association of Supported Employment (BASE) and DFN Project SEARCH and includes the follow key elements:

- support to local authorities to develop SEND employment forums, administer and monitor new funding to meet programme outcomes
- engagement and support for employers to offer high quality work placements
- establishing a sustainable process to improve the quality of Supported Internship provision and to train more job coaches who are essential to this work.
- Local authorities taking part in the programme are required to develop local SEND Employment forums to oversee this work.

Each local authority will be at a different point on their journey to improving employment outcomes for young people with SEND and have different arrangements and partners involved.

### Purpose of the SEND employment forum

- To develop a strategic approach and action plan aimed at improving employment outcomes for young people with SEND
- To bring together all the local partners who can develop and deliver pathways to sustainable employment and promote collaborative working
- To create routes that will support more young people with SEND into paid employment
- To identify, develop (where there are clear gaps) and promote training and resources that schools, colleges and employers can access to make meaningful paid work a realistic outcome for all children and young people with SEND
- To provide partnership strategic support and challenge to the implementation of the internships work grant funding and action plan.

### Accountabilities

To be determined locally.

### Membership

The partnership needs to be those people who can come together to have the right conversations leading to change in the local area. The cross-sector nature of the membership of the forum is a key element of success – bringing together expertise, including voices of young people and family members. The forum will be chaired by someone with passion, drive and ambition for employment.

The forum membership is likely to include:

- Parents - for example, through the local parent/carer forum or other parent groups
- Young people - for example, through a children and young people's forum, interns and graduates, young people's voice from schools and colleges.
- Education support services - SEN team, educational psychology, learning, sensory and behaviour support teams,
- Health services - designated clinical or medical Officer or representative, representation of therapy, nursing and mental health teams
- Social care (children and adult) services - representation of transition team, children with disabilities team, adult social care teams
- Employment services - Careers Enterprise Coordinators, Supported Employment services, local authority economic regeneration team or similar, DWP
- Schools - mainstream and special school representation
- Colleges, training providers and other supported internship providers

- Local voluntary and community sector organisations - local disability organisations/advocacy groups, young people's social clubs
- Elected members and champions for this agenda
- Local employer forums - for example local chamber of commerce
- Employers - those who have good Supported Internships programmes initially

### Useful references

- For guidance on how to set up a successful Supported Internships
- Supported internships: [www.gov.uk](http://www.gov.uk)
- Information on setting up a local supported internship forum
- and training job coaches: <https://www.base-uk.org/sites/default/files/knowledgebase/xoauv3yl636517810967230311.pdf>

## An Easy Read Guide: What are Supported Internships?

Supported Internships are work-based learning placements within mainstream employment settings. The aim is to secure a job at the end of the placement. Placements should last over 6 months and normally would be at least 20 hours per week.

**The following resource is an easy read document designed for young people** which answers the questions:

- What do I need to know about getting a job?
- What are Supported Internships?
- How can I find out about Supported Internships where I live?
- When should I tell people I want a Supported Internship?
- How do I know a Supported Internships programme is good?
- How can I get the funding and will it affect my benefits?
- Can young people with a learning disability get paid jobs?
- How does it work?
- Anything else?

This easy read guide can also be found online:

<https://www.ndti.org.uk/assets/docs/What-are-Supported-Internships-Easy-Read.pdf>

# What are Supported Internships?



**A Short Guide for Young People**





# What do I need to know about getting a job?



Many young people with additional needs want to get a job.

It can be hard for them to get a job.



Young people with more complex needs often find it very hard to get a job.



Since 2013 all young people (16-24), including those on an Education Health and Care Plan have been offered a study programme.



A study programme is a course that is put together for a young person that will:

- help you get a job and live independently
- get qualifications if that is what you need
- help you with Maths and English so you can use them in real life

# What are Supported Internships?

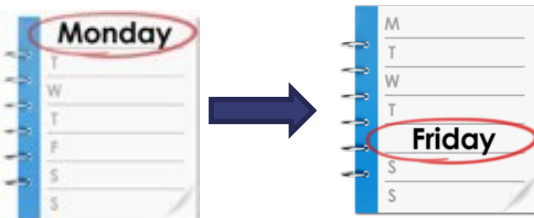


Supported internships can be a good way of having a study programme that helps you to get a job.

What makes supported Internships different is that you do most of your learning at work. This means you can **'learn on the job'**.



You may spend a little time at college each week, but most of your time will be spent on a work placement.



Supported internships run from Monday to Friday during term time.

A supported internship could be the right choice for you if you know you learn best by 'doing'.

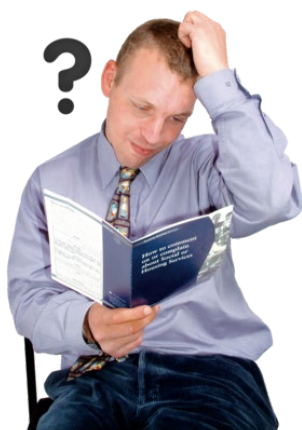


The most important thing is that you really want to get paid work.

Supported internships are all about working towards a paid job.

# How can I find out about Supported Internships where I live?

You can find out about supported internships:



- from school
- from college
- from your social worker
- Your local authority Local Offer
- Your case officer



Your Local Authority has to publish a Local Offer.

This will tell you what is available locally, including what help there is to get a paid job.

# When should I tell people I want a Supported Internship?



As soon as you think you might want a supported internship you should talk to your teacher or your transition worker.

This could be at your Year 9 or 10 review at school, when you are thinking about work and work experience.

# How do I know a Supported Internship programme is good?

Good, supported internships will:



- have clear information about the internship and how it works.
- have a way for you to talk to someone who has done a supported internship and find out how it worked for them.
- spend time with you and your family making sure that the internship is right for you and that you really do want to get paid work.
- have job coaches to help you think about your skills and what you want to do.
- keep checking that things are working well.

# How can I get the funding and will it affect my benefits?



If you are aged 16 to 24 and have an Education, Health and Care Plan, your local authority and colleges provide the funding for the programme.

You can get extra money called Access to Work (you will have to fill in an application form).



This money is for your support to go to work.

You will still be able to get benefits for your day-to-day life.

If you want more information about benefits and funding, you should talk to your social worker.



They will also be able to help you work out how paid work will affect your benefits.

# Can young people with learning difficulties or disabilities really get paid jobs?



**Yes!**

You can find some stories of young people's experiences of Supported Internships here:

<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources/pfa-case-studies-stories>

# How does it work?



Anya is 16 and in Year 11 at school. She lives with her Mum and her big sister, Lucy.

She found out about supported internships from her friend Marek and from her transition worker.

They talked about it at her Year 10 review in school.



Marek told Anya how college sorted out his supported internship in the local supermarket.

He has a paid job there now and really likes it.



In February, Anya went with her Mum to an information session at the local college where she heard from other young people who had been on a supported internship.

She thought it sounded great and decided that's what she wanted to do!





In March, Anya and her Mum went to a meeting with people at college to talk about the supported internship programme.

Anya had to show that she really wanted to get a job and that she would stick at the internship.

Anya's Mum had to show that she would support Anya to do this.

In June, Anya and her Mum met a **job coach** called Mary.

She helped Anya think about all the things she is good at, the things she knows about and what her dreams for the future are.

Anya loves animals and has always dreamed of being a vet.

Mary helped Anya think about the things that she was good at that could help her to have a job at a vets.

Mary and Anya talked about the things she wanted to learn about at college.





They agreed that Anya would work on understanding money better...



...keep working on her reading...



...and that she would learn to use the bus to get to her work placement and to college.



At the vets she will have the chance to learn about different jobs.

The first thing Anya wants to learn is how to hold animals when the vet gives them an injection or medicine.



She also wants to practice talking to people on the phone.



Anya's internship starts in **September...**

...it will finish in **July** next year.



Anya will spend one day a week in college.

She will spend 4 days a week at her local vets.

**She will go to work all year, even during the college holidays.**



**She will agree some holiday days with the vets just like everyone else who works there.**



Mary will keep supporting Anya at the vets in and her tutor at college.

They will keep talking about the things that Anya needs to learn about at college or at work.



They will keep working towards Anya getting a paid job.

# Anything else?



You can find more information about supported employment here:

<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources/pfa-employment-resources>



This document was created by the National Development Team for Inclusion (NDTi) and updated for **Internships Work**.



Internships Work is a programme designed and delivered by NDTi, British Association of Supported Employment and DFN Project SEARCH, and funded by the Department for Education.



You can find more information about Internships Work here:

<https://www.ndti.org.uk/projects/internships-work>



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## Employment Pathways Toolkit: Self-Assessment Tool for Local Authorities

**Updated by NDTi in April 2022, the following toolkit is 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.**

Originally produced by members of the Employment is Everyone's Business project team, this toolkit 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.

This employment pathways toolkit can also be found online:

<https://www.ndti.org.uk/resources/change-development-project/employment-pathways-toolkit-self-assessment-tool-for-local-authorities>

# 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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## 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

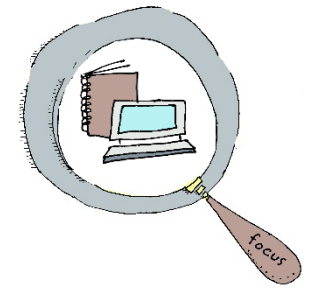
To demonstrate progress in each area, your organisation is encouraged to assess itself using the tool below under each item, some 'things to think about' are given to stimulate discussion and help you assess your current situation. Included in the tool is space to record the evidence used to support 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><b>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.</b></p> <p>Things to think about:</p> <ul style="list-style-type: none"> <li>▪ Are all schools (including Early Years) and colleges involved in raising aspirations?</li> <li>▪ Do any events build on the successes of young people who have jobs?</li> <li>▪ Is all material used at these events giving a clear message that everyone can work with the right support?</li> <li>▪ Have social care and health staff an awareness about the importance of raising aspirations and support this through their work?</li> </ul> |       |   |                                   |

|   | Statement  | Score | What evidence do you have for this score? | What actions do you need to take? |
|---|--|-------|---|-----------------------------------|
| 2 | <p><b>All Preparing for Adulthood reviews from year 9 have a focus on employment.</b></p> <p>Things to think about:</p> <ul style="list-style-type: none"> <li>▪ 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?</li> <li>▪ Are parents and other professionals encouraged to think about work experience and paid work options at the review?</li> <li>▪ Are any personnel from supported employment agencies or local supported internships attending Preparing for Adulthood reviews?</li> </ul> |       |   |                                   |

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

|   | Statement  | Score | What evidence do you have for this score? | What actions do you need to take? |
|---|--|-------|---|-----------------------------------|
| 4 | <p><b>We have a good information, advice and guidance service that helps young people with SEND think about the world of work and career options.</b></p> <p>Things to think about:</p> <ul style="list-style-type: none"> <li>▪ Do staff providing information, advice and guidance all share a commitment to helping young people with SEND get into work?</li> <li>▪ When did staff last have training on best practice in supported employment?</li> <li>▪ Do local schools work to Gatsby benchmark standards and is there a high level of reporting using <a href="#">Compass</a><sup>1</sup>?</li> <li>▪ Did all staff who need to know about supported employment attend this training?</li> <li>▪ Is there a widespread knowledge about how to get/do better off in work calculations?</li> </ul> |       |   |                                   |

<sup>1</sup> 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><b>Our local offer contains information about a range of provision that supports employment as an aspiration.</b></p> <p>Things to think about:</p> <ul style="list-style-type: none"> <li>▪ 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?</li> <li>▪ Is there a good range of options available to support the route to employment including accessible traineeships and apprenticeships or are there gaps?</li> <li>▪ How easily can young people with SEND and their families find Easy Read/accessible information in the local offer about support for employment?</li> </ul> |       |   |                                   |

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

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

|   | Statement  | Score | What evidence do you have for this score? | What actions do you need to take? |
|---|--|-------|---|-----------------------------------|
| 8 | <p><b>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.</b></p> <p>Things to think about:</p> <ul style="list-style-type: none"> <li>▪ 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?</li> <li>▪ Is there a range of small to large employers offering both work placements and job opportunities?</li> <li>▪ Are these employers well supported (e.g., supported quickly if they need help, enabled to gain reliable quality employees, shown appreciation for their approach)?</li> </ul> |       |   |                                   |

|   | 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"> <li>▪ Is there a network of employers who are employing people with a range of additional needs?</li> <li>▪ Are employers who are positive about employing people with additional needs being encouraged to talk to other employers in other sectors?</li> </ul> |       |   |                                   |

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

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

|    | 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"> <li>▪ Is someone responsible for data collection</li> <li>▪ Is the process being well supported by all agencies?</li> <li>▪ Is there a clear and consistent request for information so that quality and outcomes are easily checked over time?</li> <li>▪ Do you get direct feedback from young people and their families?</li> </ul> |       |   |                                   |



## Section 3: Actions

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

| Priority | Actions |
|----------|---------|
| 1        |         |
| 2        |         |
| 3        |         |

## Example Education, Health & Care Plan



### **Example Education, Health and Care Plan for Lucy.**

Lucy is 16 and in Year 11 at her local comprehensive school. This plan was written in April at the start of the summer term, Year 11 as she prepares to start sixth form.



## Section A

### Lucy's views, interests and aspirations

*(What really matters to Lucy)*

Note: Lucy doesn't use many words, so this section is written in the third person. It is based on what Lucy can tell us, what we notice and on what her friends and family say. It was completed by Lucy's Mum, Mary and Lucy's best friend Farhana

Lucy is the adopted daughter of Mary and Alex, although they are no longer together, and Alex lives 100 miles away with his new partner. Lucy lives with Mary and her brother James who is 20. She also has a team of personal assistants who support her, both at home when Mary is away for work, and to do the things that she loves.

Lucy is a typical teenager and loves being with her friends, going to the cinema, out for pizza, bowling and having her friends round to her house. She enjoys swimming and has recently started open water swimming with Mary. She has a talent for music and plays the piano – she's just got her Grade 3 with distinction. She has a great sense of humour and a really infectious giggle that can set a whole room off laughing. Even though she doesn't use many words, Lucy is really clear about what she likes and doesn't like, and she makes sure that you understand it!

Lucy loves to dance and goes to two different dance classes each week. These are really important to her. She is a member of her local Guides group and goes there every Friday evening. They meet in local church hall two streets away, so she usually goes on her own (personal assistants are available as back if necessary). She enjoys Guide camp with her personal assistants and needs to know that this will happen every summer.

Lucy has a good relationship with her brother James and sees him when he is home from Uni. He is also a musician, and she sometimes lets him play his Sax while she plays the piano. We think Lucy would enjoy visiting James at Uni and this would be a great way of helping her see what Uni life is all about. She loves to visit her Dad (he lives 100 miles away) and it's really important to Lucy that she knows this will happen every school holiday and half term for two nights. She stays in a 'holiday house' (serviced apartment) with two personal assistants and visits her Dad during the day. She is clear that she doesn't want to stay in his house.

Lucy seems to be happy about moving up into the sixth form although she is not sure about there being no uniform – she loves her school uniform! She also wants to keep doing Maths and English as these are her favourite subjects.

Farhana says,



'I think that we need to make sure that Lucy can keep doing the subjects that she loves and help her think about what she might want to do after school. We all think that it will be something to do with music, but she is also good at everything techy. I think she needs the chance to have more work experience as well – trying out lots of different jobs. She's so good at music that we think that she might want to do music tech at university.'

Mary says,



'Lucy has a strong personality, and an exuberance and enthusiasm about life in general. She has energy, has a good sense of humour, and is fun. She has a mischievous spark about her, and a confidence to enjoy life to the full without concern about others' opinions of her. She is a good judge of character; she knows her own mind and has determination and a strong sense of purpose. She is observant and alert, she notices things

which often bypass others and is always much more aware of conversations and discussions around her than people realise. Her memory and intuition are impressive, and she constantly surprises those who work with her with what she knows and understands, with her musical talent and ability and her knowledge of technology. Her ability to negotiate is outstanding.'

Lucy's main passions are music, dance, and visual media. She is a talented musician and composer. She knows her way round her iMac, and she uses her iPad, iPhone and iMac to make videos and take photos. Her personal technology is vital to her. She also has a collection of Barbies and other dolls in her bedroom, and these are of special significance for her. Trips out and travel are important to her, she enjoys eating out and goes to cafes and restaurants on a regular basis, both with family and friends. Parties and celebrations are always key events for her, which she enjoys. She especially enjoys the adventure of city travel in London using the Underground and rail journeys. She loves foreign travel to hot and sunny places, especially Greece where the family have friends.

Lucy loves school, and it is really important to her to feel a sense of belonging and to be fully included in the social life of school (even when she chooses to be on the 'edge' of an activity) including all the usual activities with her year group – proms, trips etc. She enjoys female company, and increasingly wants to spend time with other young people and her personal assistants, rather than her family.

Mary says,



*'My dream for her would be to continue to pursue her musical talent and interest in dance and arts educationally, perhaps within the context of a music technology qualification with dance or an arts foundation course. In the long term, I would like Lucy to be able to find paid employment doing something she loves. I have huge aspirations for Lucy and want her to have a fantastic life where she uses the real skills, gifts*

*and talents that she has to great effect, and has strong friendships and an active social life.'*

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## Section B

### **Special educational needs (and strengths)**

*(Important for Lucy in relation to her education)*

Lucy attended a special school from the age of four until she was ten, when Mary and Alex requested that she move to join her local mainstream primary school.

She quickly made really good progress in her literacy and numeracy and is now working at Entry Level 2 in English and Level one in Maths. She is able to read a good range of words by sight and has strategies to decode new words – this is demonstrated by her ability to find a huge range of things on Google. She has good functional writing that is clear and easy to read, although she types better than she writes (she is left-handed) and her writing is often slightly large with irregular letters. She has good basic understanding of maths processes and can use these in some practical situations, e.g., her drama teacher often asks her to divide the room into groups and she does it quickly and efficiently. She can tell the time and has a good understanding of the calendar, but not of how time works, e.g., she struggles to be on time to catch a bus, even though she knows what time it leaves. She is not able to apply her mathematical understanding to managing money or timetabling travel. Lucy needs to continue to have focused input to support her maths and English to give her the best opportunity of getting graded at GCSE over the next few years.

Lucy requires support to access most aspects of the curriculum, and this needs mainly to be from dedicated learning support assistants, working with subject teachers. In music and food tech lessons she copes well with low level adult support and small group work with peers, however, she always needs an adult coordinating her work and ensuring her progress is recorded.

Lucy continues to make excellent progress in music and has just passed her Grade 3 piano with distinction. She has perfect pitch. She has started to compose her own music using Garage Band on her MacBook with very little support, and her music teacher thinks that she has a genuine talent and could access a higher education course in the future with the right expert teaching and support. He is clear that Lucy will not be able to complete the written elements required of a music tech A-Level but that she needs to continue her music education including some specific specialist music tech input to support her composing. She will need support to record what she is able to do using a portfolio approach, e.g., videos, audio recordings and photos of her work.

Lucy needs an individual study programme that has a core of functional maths and English, a focus on music and music technology alongside other subjects that she enjoys and is good at: textiles, dance, drama and food tech. It would benefit Lucy to work across years 10 – 13 so that she can access some GCSE classes where appropriate. She will require learning to be expertly differentiated.

Lucy finds it hard to understand what something looks or feels like without experiencing it, so finds it hard to think about having a job or going to university. Lucy loves school and we think that she finds it hard to know what life might look like after school. Her brother James is at university, and she talks about him being at 'school sleeping'. It would be useful for her to have the chance to spend time with James at University so she can experience what life is like. She needs to have lots of different opportunities for work experience when she moves into the sixth form.

Lucy loves living with her family. Her attachment issues mean that it can be hard for her to think about a future that doesn't include her living with Mary. She is starting to want more independence and would like to get the bus on her own to school. She needs support to make this happen.

Lucy has her own bank account and is able to draw money from an ATM and use her card to pay for things, but she has little understanding of the value of money. Lucy needs some focused support to help her learn practical skills around covering amounts.

Being autistic and associated anxiety means that she needs clear routines and structures and finds it really hard when things change at school. She can mask at school as she wants to fit in, and when she does this, she will then often



have meltdowns at home. She sometimes experiences sensory overload, and this might mean that she hurts herself – hitting her face with her hands or phone or banging her head on the wall or desk/table. She currently doesn't have coping strategies for when she is overwhelmed.

Lucy doesn't use many words and her spoken language is very transactional and at a 2–3-word level; 'dinner now', 'no bath,' 'Mum's car shops', 'Dad's house Monday'. She needs adults who really understand her communication to support her in the classroom. We know that she understands more than she can express, and she uses body language, physical cues and background conversations to help her make sense of what is going on, e.g., she heard her textiles teacher talking on the phone as she was planning a trip for the class and came home and told Mary, 'textiles trip October', even though the class had not been told about the trip. Lucy takes time to process information and does this more effectively when things are written down. Lucy needs a written schedule both at school and at home.

Lucy's friends are hugely important to her, and she has a formal circle of six friends at school, three of whom she also sees occasionally outside school. She calls her friends, 'Lucy's girls'. Her circle of friends needs to be supported at school.



## Section C

### Lucy's health needs

*(Important for Lucy in relation to her health and wellbeing)*

Lucy was taken into care when she was six and a half, living initially in a residential short break service. She went to live with Foster Carers Mary and Alex when she was seven years old, and three years later when she was ten, they adopted her. In terms of her experiences before she was taken into care, there is a likelihood that Lucy witnessed and/or has been subjected to behaviour from adults which is likely to have caused trauma. She also has issues with attachment, and a very close bond with Mary.

Lucy was diagnosed as autistic when she was three and as having learning disabilities. She also has a diagnosis of anxiety disorder. She finds it really hard to deal with situations changing and needs a clear and visual plan for how her day will work. She also finds demands very difficult and needs to be supported by adults that understand not to make direct demands

Lucy doesn't use many words and doesn't have language around emotions, so it is hard for her to explain how she is feeling. She regularly uses self-harm,

hitting herself in the face with her hand or phone or banging her head against the wall or desk/table. It is still not clear how much of this is related to sensory overload and how much is related to trauma. She is currently prescribed Risperidone that she takes each day and also has both Risperidone and lorazepam that she can take as PRN. There is a support plan and PRN protocol that everyone who supports Lucy needs to be familiar with, but current strategies are not working so well and this needs to be reviewed. She needs both a full sensory assessment and a multidisciplinary approach to updating her support plan.

Note: Risperidone can affect prolactin levels, and Lucy's levels are high. This means that her menstrual cycle is very irregular, and she might go several months between periods. She experiences significant pre-menstrual syndrome, and it has been noted that episodes of self-harm are often more frequent in the week before her period.

Lucy has put on a significant amount of weight over the last six months, and this is starting to affect her fitness. She doesn't really understand the concept of healthy and unhealthy food but is clear that she wants 'little tummy'.

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## Section D

### **Lucy's social care needs**

*(Important for Lucy in relation to her social and community life)*

Lucy needs support to do all the ordinary things that any 16-year-old would do on their own.

Lucy has had support from a social care personal budget since she was eleven. This is taken as a Direct Payment which Mary manages and is used to employ a small team of young women personal assistants. The team support Lucy's friendships and enable her to take part in all the things she loves. Without the team, Lucy would need Mary to support everything she does socially. Support from her personal assistants needs to continue and to focus on making sure she gets to experience the same social life that any other 16 would enjoy.

Lucy needs some support with personal care at home – prompting to shower, brush her teeth and physical help to wash her hair. She needs help to choose weather appropriate clothes and doesn't notice things like her skirt being tucked into her pants! She uses a microwave to heat snacks up (she eats everything hot) and can make herself a cold drink. She needs support to make meals and she has no interest in taking part in anything to do with the household – cleaning, laundry etc. Support needs to continue, and to focus on exploring how to make household chores appealing to Lucy.



Lucy's friends are really important to her, and she wants to see more of her friends outside of school. Supporting and strengthening her friendships still needs quite a lot of support through Mary and her personal assistants, and this needs to continue.

Lucy wants to do more things without adult support, and she often says, 'just Lucy'. At the moment, she goes out for short walks on her own to the local shop where is known and she says that she wants to walk to the town on her own. It would be good to plan this in a way that she could meet friends when she gets there.

Lucy needs support to keep in contact with Alex, her adoptive Dad who lives 100 miles away with his new partner. She does not stay at his house – her choice – and Mary books her and two of her personal assistants a serviced apartment for two nights every school holidays. This gives Lucy a safe space to stay in while she spends the day with her Dad. Personal assistants are available as back up if he needs them and also to support her personal care.

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## Section E

### Outcomes for Lucy

*(Set at the start of the summer term Year 11)*

#### Employment and higher education

- From the start of Year 12, Lucy will have an individual study programme, working across Years 10 – 13, with a core of functional maths and English, a focus on music and music technology alongside other subjects that she enjoys and is good at: textiles, dance, drama and food tech
- By the end of Year 12, it will be clear what level of qualification she will be able to achieve in Maths and English
- By the end of Year 12, Lucy will have a portfolio of evidence of her musical abilities to support any application to higher education and/or to contribute to a school-based qualification
- Lucy will have a series of weekly taster work experience placements in different settings to help her understand the concept of work and explore where her skills and interests lie
- By Christmas, Lucy will have spent a long weekend with James at his university, supported by two personal assistants


### **Independence and inclusion**

- By the end of Year 11, Lucy will be able to get the bus to and from school every day on her own, texting Mary to let her know that she is 'on the bus' and supported to get to and from the bus stop by school friends who also use the same route
- By the end of Year 11, Lucy will be able to walk into town on her own to meet a friend. She will then do this at least twice a month
- By the end of Year 12, Lucy will be able to make a planned shopping trip on her own. To include making a list of what she needs, knowing how much money it will cost, walking to and from the shop and buying the items

### **Friendships, relationships and community**

- Lucy will take part in all sixth form social activities, including trips away, supported by her friends and by personal assistants where necessary and appropriate
- Lucy will meet one of her friends outside of school at least twice a month, supported by personal assistants when necessary and appropriate
- Lucy will see her Dad every school holidays, staying near his house for two nights and supported by two personal assistants
- Lucy will continue to be supported in school by her circle of friends. They will be part of all her review meetings

### **Good health**

- By the end of Year 11, Lucy will have had a full sensory assessment and there will be strategies in place for everyone to support her sensory needs – at home and at school
  - By the end of Year 11, there will be a clear plan to support Lucy to reduce her anxiety and meet her sensory needs, both at home and in school. This will be developed with the support of the psychologist, Lucy's family and friends, and an autistic autism specialist
  - By Christmas (Year 12), there will be a clearer understanding of how traumatic events from Lucy's past are affecting her and trauma informed strategies in place
  - By the end of Year 11, Lucy will be able to identify the difference between 'healthy' and 'not healthy' foods
  - Lucy will choose 'healthy options' for lunch 3 out of 5 days a week
  - Lucy will go swimming with a friend once a week, supported by a personal assistant
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# Section F

## Special educational provision

### Employment and higher education

- Lucy will continue to have dedicated learning support assistants for 32 hours per week, always working to the subject teacher
- The school SENCO will design an individual study programme with Mary and Lucy's circle of friends. This will include 1-1 support for maths and English for 4 hours a week and access to music, textiles, dance, drama and food tech curriculum across Years 10 - 13
- Lucy will have 1-1 teaching from a music technology specialist 2 x 1 hour per week to enable her to develop a portfolio of evidence of her musical abilities to include her composition
- The school SENCO will work with local employers to set up a series of weekly taster work experience placements in different settings to help her understand the concept of work and explore where her skills and interests lie

### Independence and inclusion

- The SENCO and Lucy's learning support assistants will work with Mary and Lucy's personal assistant team to break down the steps needed to enable Lucy to learn to get the bus to college on her own and to make a plan for this to happen during the summer term (Year 11)
- The SENCO and One of Lucy's learning support assistants will coordinate a plan to break down the steps needed for Lucy to be able to make a planned shopping trip on her own. This will include making a list of what she needs, knowing how much money it will cost, walking to and from the shop and buying the items

### Friendships, relationships and community

- One of Lucy's learning support assistants alongside her circle of friends and her personal assistant team will make sure that the right support is in place to enable Lucy to take part in all sixth form social activities, including trips away
- The SENCO will continue to support Lucy's circle of friends and make sure they are part of all review meetings

### Good health

- A learning support assistant (overseen by a subject specialist) will work with Lucy for 2 x 1 hour per week during the summer term (Year 11) to do a piece of work on healthy eating to enable Lucy to be able to identify the difference between 'healthy' and 'not healthy' foods
- A learning support assistant will work with Lucy at during form time each Monday morning to look at the lunch menu for the week and help her identify healthy choices for 3 out of 5 lunches

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## Section G

### Health provision

- The Occupational Therapist will carry out or commission a full sensory assessment and share a range of strategies to enable everyone – at home and at school – to support Lucy's sensory needs
- The psychologist will lead work to assess Lucy's autism related anxiety. Specialist trauma assessment and support will be commissioned and alongside Lucy's family and friends a clear plan will be developed to make sure that Lucy is supported at home and at school in ways that minimise her anxiety and reduce the impact of her trauma

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## Section H

### Social Care provision

Lucy will continue to have a named social worker who will oversee her social care personal budget of £579 per week to support her independence, inclusion, employment, friendships and good health and wellbeing outside of school. The social worker will start the process of a Care Act Assessment to ensure the move from Children's to Adult Services is a smooth process for Lucy and her family

### Employment and higher education

- Mary and Lucy's personal assistant team will set up and support a long weekend with James at his university

### Independence and inclusion

- Mary and Lucy's personal assistant team will plan how best to support Lucy to learn the skills to walk into town on her own to meet a friend

### Friendships, relationships and community

- Mary and Lucy's personal assistant team will support Lucy to meet one of her friends outside of school at least twice a month
- Mary and Lucy's personal assistant team will make arrangements for Lucy to see her Dad every school holidays, staying near his house for two nights

### Good health

- Mary and Lucy's personal assistant team will organise for her to go swimming with a friend once a week, supported by a personal assistant
-

## Section I

### Provision

Lucy will continue to attend her current secondary school and will move into the sixth form provision at the start of Year 12.

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## Section J

### Personal budget

Lucy will continue to receive a social care personal budget of £579 per week, taken as a Direct Payment and managed by Mary. This is to support her independence, inclusion, employment, friendships and good health outside of school. The Direct Payment will be subject to yearly reviews



This document was created by the **National Development Team for Inclusion** as part of their delivery of the Preparing for Adulthood programme, which is funded by the Department of Education to support for the SEND reforms.

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Preparing for  
**Adulthood**



## Job Profile Information: SEND Employment Officer

**This job profile is to support your Local Authority when recruiting for a SEND Employment Officer or similar role to support the Internships Work programme.**

### Role purpose

At the Council we want to make a better borough – a place where everyone has a chance to succeed and where nobody gets left behind. Together, we will create a place that works for everyone, and where everybody has a voice. To achieve this, we need to think differently about everything that we do, design services focusing on citizens and continuously learn and improve.

The Council is embarking on a strategy aimed at developing clear and accessible routes into employment for young people with special educational needs and adults with disabilities. We are currently working to put in place a Special Educational Needs & Disabilities (SEND) supported internship programme. Supported Internships are specifically for young disabled aged 16-24 who have special educational needs and an Education, Health and Care (EHC) plan. We are also identifying disabled residents that currently use both our in-house and voluntary sector day services who could be supported into sustainable employment.

The SEND Employment Officer will be the strategic lead for increasing the number and quality of supported employment opportunities in the area for young people with EHC plans and adults with disabilities. The role will lead on the development, delivery and promotion of supported employment across the area; working in conjunction with young people with EHC plans and adults with disabilities, parents / carers, education institutions, supported employment services, health and social care professionals and businesses /employers.

### Example outcomes or objectives that this role will deliver

- An increase in the number of young people with EHC plans and adults with disabilities undertaking supported employment and going into paid employment.
- To contribute to the development of an employment pathway 14-25 and a protocol for supported employment for adults.
- All professionals supporting young people with EHC plans will know about supported internships as a post-16 option and schools will implement employment pathways from year 9 (age 14).
- All professionals working with learning disabled adults will know about supported employment and the local pathway
- Manage all elements of the Council's supported internship programme.

- Development of a strategic plan setting out a year-on-year increase in supported internships linking into a broader supported employment strategy.
- Development of a strategic group responsible for implementing the plan, which includes all supported employment providers.
- Co-ordination of a well-established supported employment forum including supported employment providers, employers, young people and their families.
- Engage with internal and external partners in the delivery of supported employment, including education institutions, health and social care professionals and businesses / employers.
- Raise awareness of supported employment with students and their parents / carers.
- Support residents undertaking supported employment and through regular contact identify and help overcome the barriers that prevent them from finding sustainable work and help develop their confidence and work-based skills.
- Build relationships with employers and new corporate partners who can offer supported employment.
- Support employers to identify and overcome barriers to the recruitment of disabled people.
- Explore opportunities to work with public and voluntary sector organisations who can add value to the supported employment programme of work.
- Co-ordinate an employer contact database in the context of the Council's employer engagement strategy.
- Draft clear and succinct briefing notes and options papers to management teams and other relevant committees.
- Support with the administration of supported employment placements, and with any other tasks as appropriate.

### People management responsibilities

- The role will not have direct line management responsibility. It will however need to work closely across a number of teams both internally (including SEN, Social Care, Economic Development and HR) and externally notably with employers, education settings and supported employment providers.
- The role will be expected to embrace the ethos of a flexible team, where resources are used flexibly to deliver agreed priority areas of work.
- The role will contribute towards sharing and developing knowledge across the Council and among partners.

### Relationships

- The role will report to the Head of SEND Service
- This post holder will have a strong relationship with the HR and Economic Development teams.
- The role will also work with Directors and Heads of Service within all three directorates.
- Work Environment:

- The role is based at the Civic Centre where all staff work in an agile way in line with the council's move to a paperless and flexible work environment.
- The role will co-locate with different teams within the civic Centre if and when needed.

### Technical knowledge & experience

- To be considered for this post, you should possess, and be able to demonstrate, all of the following:
- Good working knowledge of the SEND reforms and particularly the focus on preparation for adulthood including the development of employment pathways for young people with high needs
- Experience of working with young people with SEND and ideally learning-disabled adults.
- Experience of facilitating and supporting participants with complex and / or multiple barriers to success in employment.
- Experience of working with internal and external partners to jointly support participant progression, including businesses / employers, health and social care professionals and public and voluntary sector organisations.
- Strong track record of successfully working to targets.
- A collaborative approach demonstrating mutual trust and support, within the council and with partners.
- Able to focus on internal and external customers, being innovative, creative and open to ideas and challenge, whilst also being committed to individual learning and development.
- Ability to build and maintain effective working relationships at all levels across the organisation in order to influence and get things done.
- Ability to interrogate detail and see how this links to the big picture.
- An ability to use data, evidence and research to inform activity, decision-making and challenge to the status quo as appropriate.
- Excellent verbal and written communication skills.



## Useful Links

Mencap Factsheet 7: Apprenticeships for people with a learning disability

[https://www.mencap.org.uk/sites/default/files/2020-02/20120.009%20LDWW2019\\_Factsheet%207.pdf](https://www.mencap.org.uk/sites/default/files/2020-02/20120.009%20LDWW2019_Factsheet%207.pdf)

Example Vocational Profile

<https://www.ndti.org.uk/resources/publication/vocational-profile>

Let's Be Clear (o Employers Know What You Are Asking For)

<https://www.ndti.org.uk/assets/files/Lets-Be-Clear-January-2022.pdf>

Job Coach Skills Audit

<https://www.ndti.org.uk/resources/change-development-project/job-coach-skills-audit>

Routes Into work Guide

<https://www.ndti.org.uk/resources/change-development-project/routes-into-work>

Writing Good Outcomes in EHC Plans

<https://www.ndti.org.uk/assets/files/Supporting-Planning-Writing-Good-PfA-Outcomes-March-2022.pdf>

Preparing for Adulthood: All Tools & Resources\*

<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>

Supported Internships Grants FAQs:

<https://www.ndti.org.uk/projects/si-grant-programme-faqs>

\* Please note that since the Preparing for Adulthood programme has come to an end, NDTi no longer has funding to continue to run the website. We know how much the resources are valued, so have saved a selection of popular tools, resources and guides from the PfA website onto a dedicated area on NDTi's website [here](#). Please bear this in mind if you are adding links to your own resources or webpages, or if you find broken links in older resources. If you cannot find a resource, please get in touch via [internshipwork@ndti.org.uk](mailto:internshipwork@ndti.org.uk) and we can see about getting it added.

## Staying in Touch

### Mailing lists

To make sure you receive regional information including invitations to networks and events, share your details here:

<https://forms.office.com/e/KNmkzYB5sq>

Sign up to the programme mailing list to receive national updates, e-newsletters and new resource information here:

<https://www.ndti.org.uk/#sign-up-modal>

### Social Media

You can also follow Internships Work on social media and joining the conversation using #InternshipsWork.



[Facebook](#)



[Twitter](#)



[Instagram](#)

### Key contacts

General enquiries: [InternshipsWork@ndti.org.uk](mailto:InternshipsWork@ndti.org.uk)

Local Authority grant enquiries: [Slgrants@ndti.org.uk](mailto:Slgrants@ndti.org.uk)

This document was created by NDTi using a selection of new and pre-existing resources as part of their delivery of the Internships Work programme, which is funded by the Department of Education and delivered in partnership with BASE and DFN Project SEARCH.