



SEND CPD SESSIONS

Future Pathways and Careers

Thursday 22 September 2022
Voice and Choice for Next Steps

THE CAREERS &
ENTERPRISE
COMPANY

 **DORSET**
Local Enterprise Partnership

Exploring how to
make plans,
consider choices
and have a voice ...
including mental
capacity,
EHCP outcomes
and preparing to
leave school.

Thursday 22 September 2022

Voice and Choice for Next Steps

Jules Benton

Cosmic-futures@outlook.com



What good looks like

- A school's or college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools and colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.
- All students should have access to these records to support their career development.

What are options?

‘An option is something that you can choose to do in preference to one or more alternatives’

Joe



- 17, in year 1 of post-16 at a Special School, currently working at L1 in Maths and English
- Wants to leave and do an apprenticeship
- Joe has Cerebral Palsy, a visual impairment and scoliosis affecting his speech, his accessing of learning materials and his mobility
- Teaching staff feel he could achieve his L1 and move on to L2 in M&E with appropriate support so have suggested an additional year in post-16
- Parents feel he needs more time to 'grow up a bit and carry on learning'

What do you need to consider when supporting Joe with his Career planning?

Discuss

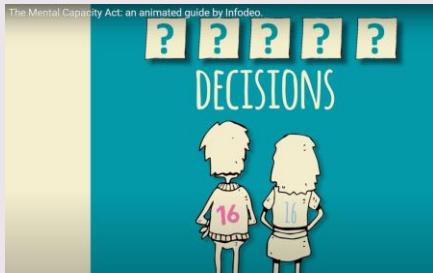
Whose choice?

What are the challenges?

Outcomes

Mental Capacity

The legal concept of mental capacity is contained in the Mental Capacity Act 2005 and the Mental Capacity Act Code of Practice, which is statutory guidance.



Mental capacity is assessed in relation to the particular decision which needs to be made. This means that whether a young person has mental capacity to make a particular decision or not has to be considered on an individual basis in the light of the circumstances at the time.

This video explains the Mental Capacity Act in the context of young people youtu.be/tsthYJV0yig

For more information: <https://www.scie.org.uk/mca/introduction/mental-capacity-act-2005-at-a-glance>

The **FIVE** key principles of the Mental Capacity Act are:

1

Presumption of capacity

2

Support to make a decision

3

Unwise decisions

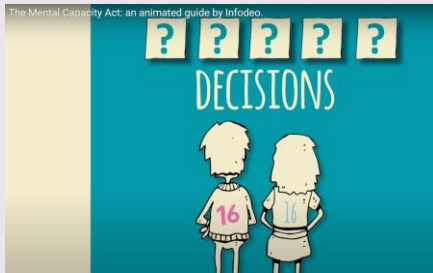
4

Best interests

5

Least restrictive

Mental Capacity



When we are trying to decide whether a child or young person under the age of 16 is mature enough to make decisions for themselves we refer to Gillick Competence, which is based on a child being able to understand a decision, what it involves and to retain the information and communicate their decision. The decision making rights of young people over the age of 16 are subject to whether they have capacity under the Mental Capacity Act 2005 (MCA). There is an assumption that a young person has capacity unless there is a reasonable belief that they do not, at which point an assessment of capacity should take place.

You can read more about Gillick competence and Fraser guidelines:

<https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines>

[https:// councilfordisabledchildren.org.uk/sites/default/files/field/attachment/chapter-7.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/field/attachment/chapter-7.pdf)

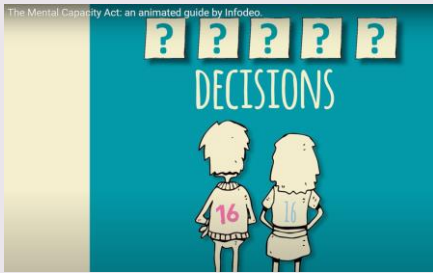
Mental Capacity and EHCs

Specific decision making rights about Education Health and Care (EHC) plans apply to young people **directly from the end of compulsory school age**.

These are the right to:

- request an assessment for an EHC plan;
- make representations about the content of their EHC plan;
- request that a particular institution is named in their EHC plan;
- request a personal budget for elements of their EHC plan;
- appeal to the first-tier tribunal (SEND and Disability) about decisions concerning their EHC plan.

Making decisions



There are organisations that can help young people and their families discuss decision making. Young people do not need to make every decision for themselves. They can make decisions with the help of their family and carers based on their ability to do so, with or without help.

Click on this link for your copy of the decision making toolkit

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/files/Final%2520Decision%2520Making%2520Toolkit.pdf>

Please note: The links to Preparing for Adulthood resources have recently changed! You can now find them here [https://www.ndti.org.uk/resources/preparing-for-adulthood-all-](https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources)

[tools-resources](https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources)

Advice or Guidance

Careers advice

- can involve things like signposting to information about learning and work opportunities and expressing an opinion about options

Careers guidance

- is more in-depth and enables the adviser to explore interests, skills, aptitudes, and attitudes used in career planning/management

Career management is not about making the right occupational choice
...its about equipping people with the competencies to make the myriad
choices with which adults are confronted continuously, lifelong'

Talent ... Opportunity. Prosperity requires connecting the Dots. Jarvis, P.

www.thecdi.net/write/Documents/CDI_The_differences_between_career_information_and_guidance.pdf

Making Mistakes

People are afraid of making mistakes

Practice the skills involved in decision-making with your students

- ✓ Answering questions
- ✓ Asking questions
- ✓ Using an advocate*
- ✓ Talking about yourself
- ✓ Expressing feelings
- ✓ Trying things out so see what happens – NOT to ‘succeed’ or ‘fail’

When we have a growth mindset we take on challenges and learn from them, therefore increasing our abilities and achievement. Learn about the power of ‘yet’ from Carol Dweck

<https://www.youtube.com/watch?v=hiiEeMN7vbQ>

***What is Advocacy?**

Advocacy means getting support from another person to help you express your views and wishes, and help you stand up for your rights. Someone who helps you in this way is called your advocate.

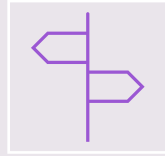
An advocate can:

- listen to your views and concerns
- help you explore your options and rights (without pressuring you)
- provide information to help you make informed decisions
- help you contact relevant people, or contact them on your behalf
- accompany you and support you in meetings or appointments.

An advocate will not:

- give you their personal opinion
- solve problems and make decisions for you
- make judgements about you.

Why this matters



“The decisions professionals make are often about young people. Our opinions count and are most important. Why should professionals put words into young people’s mouths?”

“Sometimes it feels as if no one listens to what we as young disabled people are trying to say”

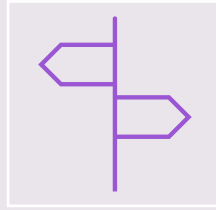


“Actually it is cheaper to talk to us and get it right than it is to ignore us and give us a service that doesn’t work”

“By having people listening to me and letting me have a say I will get more confident and with time I will hopefully achieve what I want and get a good job when I am old enough”



Why this matters



High aspirations are crucial to success – discussions about longer term goals should start early and ideally well before Year 9 (age 13-14) at school. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve.



There is now significant evidence that Education, Health and Care plans are not being developed using person-centred approaches, that plans often do not reflect young people's voice and aspirations and do not include holistic outcomes. This evidence comes from the Ofsted and the Care Quality Commission SEND Area Inspections that have taken place since 2016.

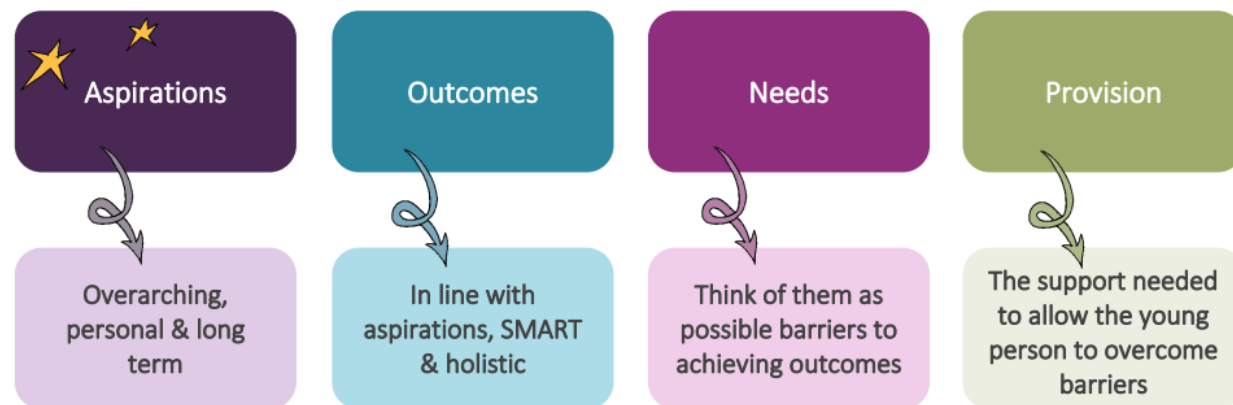


You have to be given the chance to give your opinion when decisions are made that affect you, and the Government has to make sure that these opinions are thought about by the people making the decision (article 12)

Supporting Planning and writing good EHCP Outcomes

The Golden Thread in Plans

There should be a golden thread directly through the aspirations, needs, outcomes and provision, this can be achieved by thinking about outcomes as steps on the journey towards the aspirations.



Top Tips for professionals who support children and young people to participate in their Education, Health and Care plan



Department for Education



Council for disabled children

ncb National Children's Bureau

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

<https://natspec.org.uk/wp-content/uploads/2017/04/Top-Tips-for-Professionals-who-support-CYP-to-participate-in-their-EHCP.pdf>

Who Can Help?

SEN and Disability
Information, Advice
and support service

**Dorset
Sendiass**

<https://www.dorsetsendiass.co.uk>



<https://www.sendiass4bcp.org/Home.aspx>



Pathways to Employment



Support groups

This list of local groups will help you to find online or in- person groups in your area that may interest and support you



Annual Reviews Year 9 and Above



Easy Read Resources

Impartial support for children and young people with
Special Educational Needs and Disabilities

Who Can Help?



Advocacy

<https://www.dorsetadvocacy.co.uk>

<https://www.actionforchildren.org.uk/how-we-can-help/our-local-services/find-our-services-near-you/bcp-advocacy-service/#:~:text=An%20advocacy%20service%20for%20looked,is%20attending%20Family%20Group%20Conferences>

<https://www.dorsetcouncil.gov.uk/children-families/childrens-social-care/children-in-care/independent-advocacy>

www.actionforchildren.org.uk

<https://www.nyas.net>

Who Can Help?



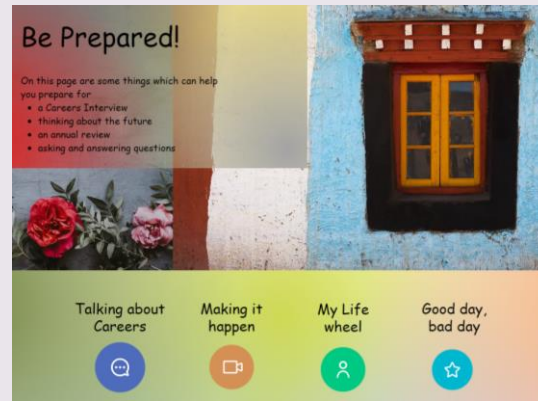
There are also projects that allow young people to have their say and make a difference.

<https://www.bcppartnershipacademy.co.uk/our-children-and-young-people/voices-of-our-young-people>

<https://www.dorsetcouncil.gov.uk/children-families/youth-link/dorset-youth-voice>

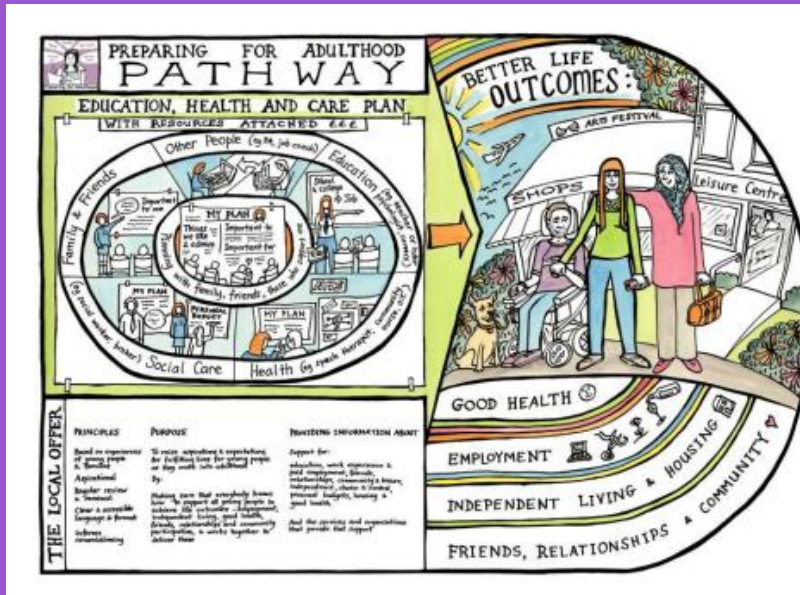
Who Can Help?

Careers and Transition professionals



Organisations like us!
www.cosmic-cactus.com/general-7

Organisations who support planning with families
www.togethertatters.org.uk/resources-and-information



<https://www.fid.bcpccouncil.gov.uk/kb5/poole/fis/service.page?id=RtZXeHhDL6c&localofferchannel=3>

<https://www.dorsetcouncil.gov.uk/documents/35024/286350/how-to-prepare-for-your-transition-assessment-meeting-easy-read-dc.pdf/e443e49d-7d78-ded6-5d2b-90f9661a36ba>

Who Can Help?

Time to Talk Next Steps

A three-year project (2021-2024) to support young people with additional needs to build confidence, provide motivation and make plans for the future.



It is for young people who are experiencing anxiety, isolation and who have limited or no plans for the future. You may be in school or in college or have finished all education and be unsure how to move forward.

<https://www.ndti.org.uk/projects/time-to-talk-next-steps>

Reduce Anxiety About Meeting Careers and Transition Professionals



- Planning for the future has no rights and wrongs – it is about exploring ideas and being supported to plan in a way that suits THEM
- It is not a one-off – people can take time to make choices, and it is OK to change your mind... or not have any idea what you want just yet
- It can be fun!!!

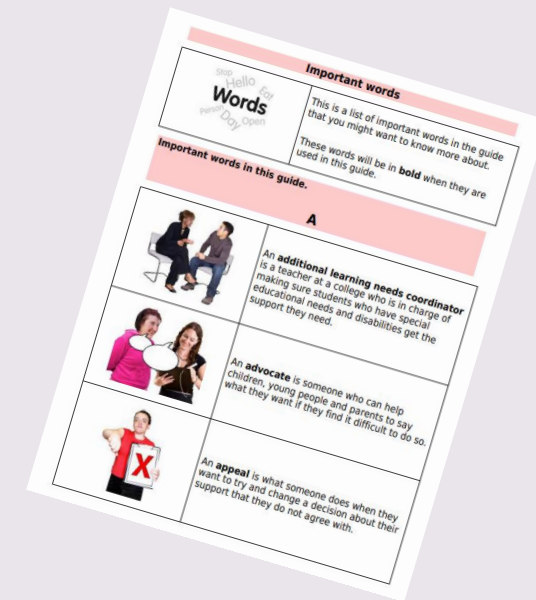
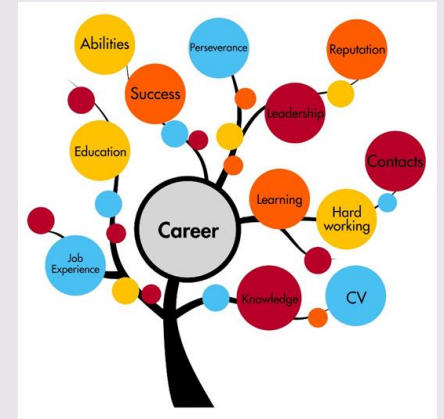
Words

Use, and explain, the words young people will hear in their transition to adult life

- Skills
- Strengths
- Apprenticeship
- Work
- College
- Higher Education
- Training
- Induction
- Supported internship
- Mental capacity
- Confidentiality
- Data protection
- Person-centred
- Advocacy
- CV
- Application
- Reasonable adjustments
- Disability confident
- Access to Work
- Disabled

There is a great glossary in this guide:

https://www.mencap.org.uk/sites/default/files/2016-08/Changes%20to%20SEN%20reforms%20guide%20for%20children%20and%20young%20people_0.pdf



Who Can Help?



[Family Information Directory
and SEND Local Offer](https://www.fid.bcpCouncil.gov.uk/kb5/poole/fis/home.page)

<https://www.fid.bcpCouncil.gov.uk/kb5/poole/fis/home.page>



[https://www.dorsetCouncil.gov.uk/
children-families/sen-and-
disability-local-offer/dorsets-local-
offer](https://www.dorsetCouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer)

Who Can Help?



And all sorts of other community-based activities!

You can find out more by looking on your Local Offer

Young people with SEND say that while employment, independent living and housing are important, having friends and good social lives is the most important part of their lives.

Youth Clubs include -

Ateens Blandford

Awesome Nights Ferndown

The Chatterbox Project

Virtual + Bournemouth

Hipp!!bones Gillingham

Little Giants Shaftesbury

Project My Time

S T E P S Weymouth & Portland

Ups And Downs Sherborne

Coping with CHAOS West

Moors

Count Me In Christchurch

Gimme a Break Poole

The Remix and The

Premix Dorch

SENsational Poole

SIBS Youth

Club Bournemouth

Super try Bournemouth

Within these groups there is a focus on transitions and supporting members to build skills to help them in the future

Who Can Help?

Parent Carer organisations and support groups

For further information about the work of Parent Carer Forums, or to find the contact details for your local parent carer forum click on this link <https://contact.org.uk/help-for-families/parent-carer-participation/find-your-local-parent-carer-forum/>

Family Information Services have a range of local info for parents and carers

<https://www.dorsetcouncil.gov.uk/-/contact-family-information-service>

<https://www.fid.bcpccouncil.gov.uk/kb5/poole/fis/home.page>

[Contact are producing free webinars for parents on Preparing their young person for Adulthood](#)

contact For families with disabled children

PARENT CARERS TOGETHER



Bournemouth Christchurch Poole



Dorset Parent-Carer Council



<https://righttoparticipate.org>

https://councilfordisabledchildren.org.uk/search/custom?search_api_fulltext=your%20rights%20your%20future

Short lives

“The one thing I really want to tell other parents about is something called parallel-planning. My son had been so ill at aged 14 or so that no one talked about the future, let alone us and we didn't plan as we didn't expect him to make it to the end of the year or even to sixth form. But then he rallied and suddenly he was 17 and we didn't have any transition plans in place! That's when I heard about planning for both possibilities – being well enough to make it to adulthood, whilst at the same time planning in case he would not – makes sense now and certainly better than sticking my head in the sand!” Parent

http://www.bdfa-uk.org.uk/wp-content/uploads/2016/08/TfSL_A_Family_Guide_to_SEND_FINAL_.pdf [aining_providers.pdf](#)

Careers guidance and access for education and training providers
Statutory guidance for schools and guidance for further education colleges
and sixth form colleges
September 2022

Schools and colleges should understand and plan for how careers guidance features in Ofsted's Education Inspection Framework and in the individual handbooks for maintained schools and academies and further education and skills. The education inspection framework includes careers guidance as part of a personal development judgement. Ofsted is legally required to comment, in an inspection report, on the careers guidance provided at colleges to 16- to- 18-year-olds and students aged up to 25 with an education, health and care plan.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1100373/Careers_guidance_and_access_for_education_and_training_providers.pdf



www.cosmic-cactus.com

Your future is our business!

*Cosmic Cactus is a company limited by
guarantee*

Company number 13754128

Jules Benton

Cosmic-futures@outlook.com

07749 627012





SEND CPD SESSIONS

Future Pathways and Careers

These workshops aim to equip SLT, teachers and all support staff from SEND and AP schools to embed 'preparing for adulthood', careers and future pathways in all areas of school life.

Join us for a series of free online training sessions designed and delivered by Cosmic Cactus, experts in information and guidance for young people with SEND.

All sessions will be delivered virtually between 15:45 and 17:15

Attendees are welcome to register for the whole programme or individual sessions.

Thursday 22 September 2022
Voice and Choice for Next Steps

Exploring how to make plans, consider choices and have a voice including mental capacity, EHCP outcomes and preparing to leave school.

Thursday 6 October 2022
Future Progression Pathways

Understanding the range of post-16 and post-19 options.

Thursday 20 October 2022
Navigating the Landscape

Considering the support available within education, employment and work-related learning, including funding, provision and services.

Thursday 10 November 2022
Community Inclusion

Exploring health, lifestyle, leisure activities and friendships to encourage accessing support in the community.

Thursday 24 November 2022
Developing Independence

Including housing and supported & independent living.

Thursday 8 December 2022
Policy and Legislation

Examining available resources including CEIAG, Gatsby Benchmarks, Ofsted, SENDIASS and the Care Act.

To register visit bit.ly/3QAhRv3 or scan

