



## Policy and Legislation

Thursday 8<sup>th</sup> December 2022

In January 2023, the updated provider access legislation (PAL) comes into force. The updated legislation specifies schools must provide **at least six encounters with approved providers of apprenticeships and technical education for all their students:**

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

## 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

# 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

The transition plan should be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. disability rights, supported employment, ways in which jobs can be “carved” to fit a person’s abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support)). Advice on self-employment (e.g. microenterprise) can also be especially relevant for some students with SEND.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1100373/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1100373/Careers_guidance_and_access_for_education_and_training_providers.pdf)

<https://complete-careers.com/wp-content/uploads/Statutory-guidance-summary.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**

Annual reviews must, from year 9 at the latest, include a focus on adulthood, including employment.

Schools should ensure these reviews are informed by good careers guidance, including impartial personal guidance provided by a qualified careers adviser

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1100373/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1100373/Careers_guidance_and_access_for_education_and_training_providers.pdf)

# Gatsby Benchmarks



# Gatsby Benchmarks

## Benchmark 1

### A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

Benchmark 1 provides the foundation for careers provision across your school, special school or college and supports you to link careers provision to your vision, priorities and to school or college improvement.

Evaluate and plan your school, special school or college's progressive careers programme according to the needs of students and the priorities of the school, special school or college.



# Gatsby Benchmarks

## Benchmark 2:

### Learning from career and labour market information

Every student, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities.

They will need the support of an informed Careers Adviser to make the best use of available information.

- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- During their study programme all students should access and use information about career paths and the labour market to inform their own decisions about study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.



# Gatsby Benchmarks

## **Benchmark 3:**

### **Addressing the needs of each pupil**

Young people have different career guidance needs at different stages.

Opportunities for advice and support need to be tailored to the needs of each pupil.

A school's or college's careers programme should embed equality and diversity considerations throughout.

All pupil referral units, alternative provision academies and free schools should have high aspirations for students, some of whom may lack confidence and need encouragement to broaden their horizons.

They should help students to explore career options and understand the variety of pathways into work including degrees, traineeships and apprenticeships.





# Gatsby Benchmarks

**Benchmark 3:  
Careers guidance for students with  
special educational needs or  
disabilities (SEND)**

The overwhelming majority of students with SEND, including those with high levels of needs, can access fulfilling jobs and careers with the right preparation and support.

They should all be supported with a careers programme that follows the Gatsby Benchmarks. We recognise that some of the benchmarks need different interpretation in Special Schools and for some SEND students in mainstream schools and colleges.



# Gatsby Benchmarks

## Benchmark 4

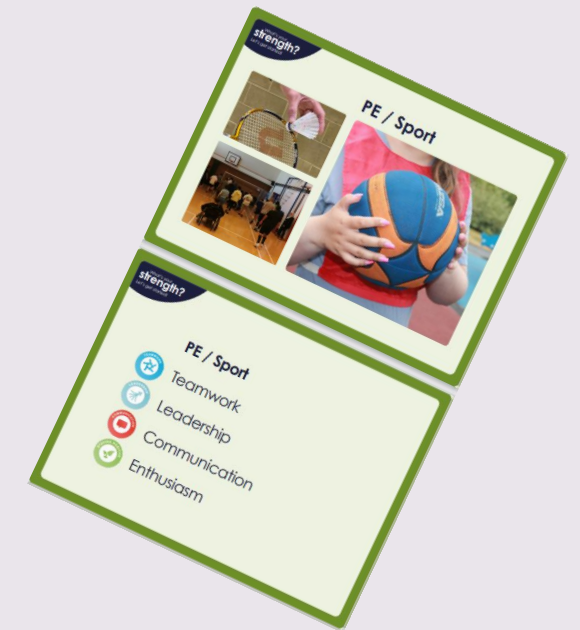
### Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Skills Builder – Better Prepared Report ‘Strong essential skills such as speaking, listening and staying positive can positively influence young people's employment prospects.’ <https://www.skillsbuilder.org/better-prepared>



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# Gatsby Benchmarks

## Benchmark 5

### Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

- Set clear learning aims and outcomes for all employer encounters by following the [Making it Meaningful Checklist](#)
- Refer to the [LLEP Employer Engagement Guide](#) and seek support from your Enterprise Co-ordinator in building long-lasting relationships with local businesses who can support you in the delivery of meaningful employer encounters
- Use the resource and support featured in the [My Learning My Future](#) and [My Skills My Future Guides](#) to encourage curriculum staff to use employer encounters which highlight the relevance of subjects and specific learning to engage students and support progress



# Gatsby Benchmarks

## Benchmark 6

### Experiences of workplaces

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, or before the end of their study programme, every student should have had at least one more experience of a workplace, additional to any part-time jobs they may have

*“You can’t be what you can’t see”*



# Gatsby Benchmarks

## Benchmark 6

### Experiences of workplaces

To include an activity under Benchmark 6, it must meet the following minimum requirements:

- Learning outcomes are defined, based on the age and needs of students
- Student meets a range of people from the workplace
- There is extensive two-way interaction between the student and employees
- Student must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer



# Gatsby Benchmarks

## Benchmark 7

### Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

- By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.

- By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

- By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career.

- This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.

[Also see the new Provider access legislation](#)



# Gatsby Benchmarks

## Benchmark 8

### Personal guidance

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.



Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an **appropriate level**\*

These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

\* The benchmark sets a high standard and states that staff giving one-to-one guidance to students should be qualified to an appropriate level. The CDI also specifies that to be on their register, advisers must be level 6 or above. The government recommends that schools source their providers of personal guidance from this [register](#)



# Gatsby Benchmarks Resources

[Access Strategic Careers Plan Guidance here](#)

[Supporting Webinar](#)

[optimuseducationresources.co.uk/gatsby-benchmark-resources](https://optimuseducationresources.co.uk/gatsby-benchmark-resources)



[Benchmark 1 resources](#)

[Benchmark 2 resources](#)

[Benchmark 3 resources](#)

[Benchmark 4 resources](#)

[Benchmark 5 resources](#)

[Benchmark 6 resources](#)

[Benchmark 7 resources](#)

[Benchmark 8 resources](#)



# Careers education advice and guidance: Do we hear it? Do we see it?

## The Ofsted Education Inspection Framework

The OEIF was published in September 2019 sets out Ofsted's inspection principles and the main judgements that inspectors make. Careers education is very clearly identified as a key element of the personal development of young people.



[Education Inspection Framework Guide](#)

# Careers education advice and guidance: Do we hear it? Do we see it?



The image is a promotional poster for a webinar. It features a white background on the left and a teal background on the right, separated by a curved line. On the white background, the word "Webinar" is written in a bold, black, sans-serif font. Below it, there are three stylized human figures in purple, green, and blue. On the teal background, the Ofsted logo is in the top right corner, with the tagline "raising standards, improving lives" below it. The main title of the webinar, "Area SEND Proposed inspection framework and consultation", is written in white text on the teal background.

Webinar

Ofsted  
raising standards  
improving lives

Area SEND  
Proposed  
inspection  
framework and  
consultation

# The new Framework identifies the importance of curriculum planning and development.

## **Intent (Pg 49)**

- “Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.”

## **Impact (Pg. 50)**

- “Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.”

## **Grade descriptors for Personal Development – Good (2) (Pg 61)**

- “The curriculum and the school’s wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.”
- “Secondary schools prepare pupils for future success in education, employment or training by providing: unbiased information to all about potential next steps and high-quality careers guidance and opportunities for encounters with the world of work.”

## **Leadership and Management (pg 62)**

- “The extent to which leaders’ and managers’ high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as ‘off-rolling’ do not take place and that the way the school uses the pupil premium is founded on good evidence – whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.”

## **Evaluating sixth-form provision (pg 79)**

- “How high-quality impartial careers guidance enables all young people to make progress and move on to a higher level of qualification, employment or further training when they are ready to do so.

# What is Ofsted looking for ? (Expert Training Online)

30th January 2023 - 3.30pm

Monday 6th March 2023 - 3.30pm

This event costs £18 (inc VAT) for CDI Members and £60 (inc VAT) for non-members

## Overview

A quick fire look at what Ofsted is looking for from schools in regards to preparing their pupils for their next steps. Useful for Governors, SLT and Careers Leaders alike, this session will cover the 'must do' aspects that support good or outstanding judgements under Ofsted's new framework and the achievement of the Gatsby Benchmarks as part of this process.

This online training will cover:

- SLT & Governor Support - Their role
- Intent, Implementation and Impact & The importance of visibility of Intent
- Getting the vital paperwork done (Programme, Policy, Access Policy)
- Implementing Gatsby Benchmark 4 - Delivering careers via the curriculum using the CDI framework
- The vital non-negotiable - Information, Advice & Guidance which is which and ensuring quality
- Impartiality of information.

This expert training online, presented by Janet Colledge, Chief Careers Education Consultant with Outstanding Careers will provide delegates with a clear plan of action to ensure that their organisation will meet with Ofsted's requirements.



**Date:** 30th January 2023 - 3.30pm

**Venue:** Online webinar

**[Book Now](#)**

**Date:** 6th March 2023 - 3.30pm

**Venue:** Online webinar

**[Book Now](#)**



☆ Outstanding  
Careers Services

📖 Free Learning  
Resources

📢 Careers Defender  
Blog Posts

💬 Get In Touch  
Today

## Are you a headteacher, senior leader, or careers leader?

What is happening to change the role of schools in careers education?

How can @CareersDefender help you?

Research tells us that careers education is the lynchpin for school improvement - pupils are motivated when they know what they want to achieve in their lives and how to go about it.

Research such as that by Trilling and Fadel underpin this assertion and schools that value and promote careers learning as part of their core offer often have far better destination data and exam results.



### Tweets

#### Tweets from @CareersDefender



Janet Colled...  
@Careers... · 7h



JenBaughan, thanks for following me! Have you signed up to Careers Ed for All Weekly? [zpr.io/n3e25](http://zpr.io/n3e25)



paper.li

More school and college leavers without university places after ...

<http://www.outstandingcareers.co.uk>

# **Participation of young people: education, employment and training**

Statutory guidance for local authorities on their duties relating to the participation of young people in education, employment or training states that LAs should agree data sharing agreements with education providers and other public bodies that set out the information they will provide, when it will be provided and how they will ensure that data is passed securely.

Timely and effective collaboration between schools and LAs can result in positive action to support young people who are NEET.

**The Children and Families Act 2014** focuses on Special Educational Needs and Disability

**The Care Act** focuses on adults with care and support needs and was implemented in April 2015.

SEND Code of Practice Must Dos <https://www.ndti.org.uk/assets/files/Must-Dos-Code-of-Practice-January-2022.pdf>

Do you Care? <https://www.ndti.org.uk/resources/publication/do-you-care-preparing-carers-to-get-the-best-from-the-care-act-2014>





Special Needs Jungle have published a [useful flow chart](https://specialneedsjungle.com/wp-content/uploads/2018/10/SNJ-FLOWCHART3x-2018.pdf) describing the process of conducting an EHCP needs assessment.

<https://specialneedsjungle.com/wp-content/uploads/2018/10/SNJ-FLOWCHART3x-2018.pdf>



# Assessment under The Care Act

If a child is likely to have needs when they turn 18, the local authority must carry out a "child's needs assessment" before then to determine what these will be. The local authority will carry out the assessment if it considers it a "significant benefit" to the child to do so.

The statutory guidance suggests that these assessments take place when it is easier to understand what the needs of the child and carer will be beyond the age of 18.

For children with Education, Health and Care plans, it is likely that they will take place during the transition process, from Year 9 onwards.

[Information about assessment-and-eligibility](#)

[A template letter parents/carers can use to ask for an assessment for their child:  
contact.org.uk/media/1060079/transition\\_assessment\\_letter.doc](https://www.contact.org.uk/media/1060079/transition_assessment_letter.doc)

# Equality Act - Reasonable adjustments

In England and Wales the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools.

- Reasonable adjustments in college and university education
- GCSEs, AS and A levels - Reasonable adjustments - Guidance
- Adjustments for disabled students and apprentices
- Adjustments for pupils with SEN: What is reasonable?
- The Equality Act 2010 and schools - GOV.UK
- Supporting pupils at school with medical conditions (2014) Updated 2017: statutory guidance from the Department for Education

# Independent Provider of Special Education Advice – IPSEA

IPSEA offer free and independent legally based information, advice and support. To help get the right education for children and young people with special educational needs and disabilities (SEND).

They also provide training on the SEND legal framework to parents, carers, professionals and other organisations.

The Children and Families Act 2014 extended the statutory framework of support to young people with SEN up to the age of 25.

You can use the IPSEA website to find out information about:

- SEN support at school or college
- EHC needs assessments and EHC plans
- Transport to school or college



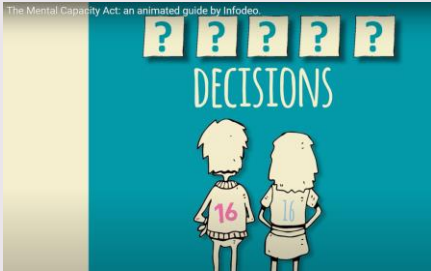
<https://www.ipsea.org.uk/pages/category/education-health-and-care-plans>

# **SENDIASS** - Special Educational Needs and Disability Information, Advice and Support Service

- Impartial, confidential, "arm's-length" service for children and young people (up to the age of 25) with special educational needs and disabilities (SEND), and their parents/carers.
- Offering information, advice, and support with relation to education, social, and healthcare matters.
- <https://www.dorsetsendiass.co.uk/>
- <https://www.sendiass4bcp.org/Home.aspx>

# Mental Capacity Act

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](https://youtu.be/tsthYJV0yig)

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



The **matrix** Standard is the Department for Education's (DfE) standard for ensuring the quality of the delivery of high-quality information, advice and guidance. The DfE supports the **matrix** Standard as the quality framework for accrediting information, advice and guidance contracts including the National Careers Service, its subcontractors and other services delivered on behalf of the Education Skills Funding Agency.

Achievement of the matrix Standard is mandatory for colleges and some sixth form colleges in receipt of adult education budget (AEB) funding from ESFA, for organisations providing traineeships and for National Careers Service contractors and subcontractors.

<https://www.gov.uk/government/publications/the-matrix-standard/the-matrix-standard-guidance-notes>

# CEIAG:

What young people experience currently, and  
an agenda for change

Education Committee on CEIAG Nov 22

YOUTH EMPLOYMENT AN AGENDA FOR CHANGE

We Can Do Better





Find out more

## "What does excellence in apprenticeships and technical education look like?"

The **Careers Excellence Seminars** is a fantastic opportunity to hear how leaders in schools and colleges, alongside providers and employers, are driving impact for young people whilst exploring the vital role careers education plays in creating successful transitions to apprenticeships and technical education.

## Are you promoting all pathways with equity?

This seminar is hosted at a timely point with the recent announcement of the **provider access legislation**, which impacts all schools across the country and specifies the encounters students must have with providers whilst in secondary school.

**Where to get help and  
resources around  
statutory guidance for  
Careers:**

Careers Leader training

INCLUSIVE (SEND) CAREERS HEALTH CHECK  
CHECKLIST

The SEND Gatsby Benchmark Toolkit

Careers Leader newsletter.

At a glance guide for school leaders: CEC



At a glance guide for college leaders: CEC

Careers guidance and access for education and training  
providers.

# Resources

## Securing Good Transitions: A Resource Pack to support the Next Steps of Key Stage 4 Pupils with SEND



What matters	Good support
 (IMPORTANT TO)	 (IMPORTANT FOR)



### Vocational Profile Summary Sheet My Job Preferences and other relevant information


Please attach this document to the education, health and care plan so that this information can be used for planning any work experience, vocational courses or job applications


Name of young person

Aspirations about work

Types of jobs would consider

Below are things that they are positive about in a work setting. For example, being outdoors/indoors, part of a team, lone working, busy/quiet, sitting down/walking around.

 is positive about these things in the work setting

 would not want these things in the work setting

 Preferred hours (early /day/late/ night shifts)

 Preferred Days (number and days)


Key skills and experience that already has from home, school or leisure activities. Include phone, time keeping, reading, IT and number work.

**LEARNING** Best ways to learn

 Personal care considerations

 Possible travel arrangements

**RISK** Any specific Health & Safety factors to be considered

 Any other important information about work

Completed by and date

Has this form has been shared with : aren't? or Carers?

Has this form has been shared with the young person?



Finding Your Future Videos  
<https://www.youtube.com/@NationalSEND>  
EmploymentForumDFN/videos



**RNIB** have a range of information and resources for blind and partially sighted people who are making transitions or looking for work, including help with interviews, your rights as a jobseeker and more.

<https://www.rnib.org.uk/living-with-sight-loss/equality-and-employment/>

**Thomas Pocklington Trust** is a national charity which supports blind and partially sighted people with a focus on Education, Employment and Engagement.

<https://www.pocklington-trust.org.uk/>



## Resources to support deaf students

<https://www.ndcs.org.uk/information-and-support/education-and-learning/deaf-works-everywhere/supporting-deaf-young-people-with-career-choices/#:~:text=Download%20your%20free%20toolkit%20and%20resources>

<https://www.itv.com/hub/john-joe-bishop-life-after-deaf/10a2217a0002>

<https://rnid.org.uk/information-and-support/work-job-employment>

An infographic with a purple background and a yellow section at the bottom. It features white and yellow text and icons. The top section has a white arrow pointing right, followed by the text 'NOT SURE WHAT TO DO WHEN YOU LEAVE SCHOOL?'. Below this is a paragraph of text and social media icons. The middle section has another white arrow pointing right, followed by the text 'WHAT JOBS CAN I DO?'. Below this is another paragraph of text. The bottom section has a yellow background with the text 'DEAF WORKS EVERYWHERE' in white, bold, uppercase letters. A white arrow points right from the bottom right corner of the infographic.

**NOT SURE WHAT TO DO WHEN YOU LEAVE SCHOOL?**

You're not alone.

Our website has lots of info to help you make choices about the future, and you can see deaf people bossing it in different jobs.

So, uber drive, doctor, photographer – what do you want to be?

[www.ndcs.org.uk/deafworkseverywhere](https://www.ndcs.org.uk/deafworkseverywhere)

[@deaf\\_works\\_everywhere](#)

**WHAT JOBS CAN I DO?**

Lots! With the right support deaf people can do most jobs. So don't let your deafness hold you back.

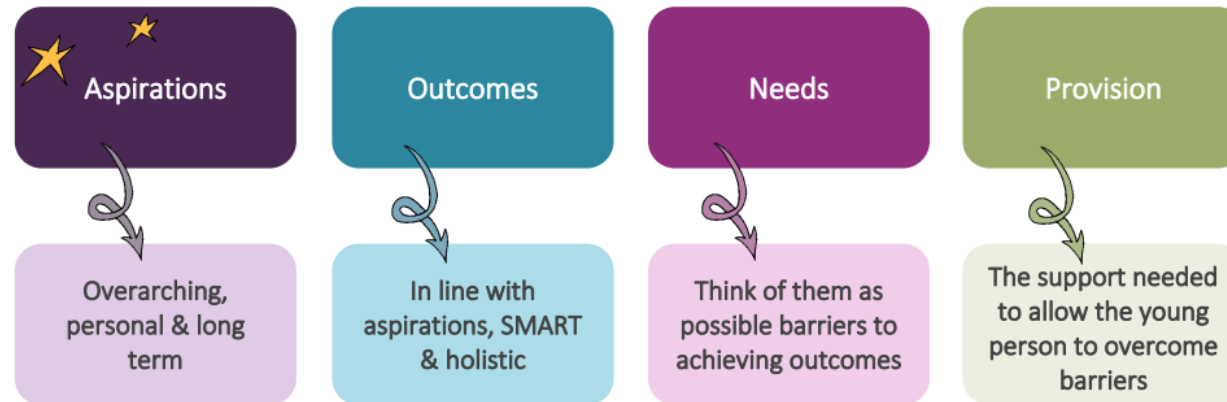
The National Deaf Children's Society is a registered charity in England and Wales no. 1016532 and in Scotland no. SC040779

**DEAF WORKS EVERYWHERE**

# 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>



## Resources for SEND specialists

The National Careers Strategy makes it clear that all young people should be supported to achieve their optimum career outcome. Therefore, our resources aren't just for those in SEND-specific settings, they're also for use within any other setting that includes young people with SEND. Filter the resources below to find the resources most relevant to you.



### SEND Outreach Campaign E Pack

This is the electronic version of the SEND Outreach Campaign. It contains lots of useful resources for Career Leaders in a SEND setting



### My Skills My Future

This programme has been collated from resources across our partners and network to support young people with SEND under the 2 groups identified in the SEND toolkit. It contains lessons around employability skill development, employer projects and engagement videos all to support young people in their next steps.



### SEND Careers Health Checklist

This interactive checklist will support you to think about the Careers provision you have within your SEND setting.

<https://resources.careersandenterprise.co.uk/for/send>



## I'm Thinking Ahead: How to be part of the world of work



### How to be part of the world of work

Our latest resource is a new section of the I'm Thinking Ahead guide: 'How to be part of the world of work'.

Download [this version](#) to read, save to your computer or print.

Download and save [this version](#) on your computer, write your ideas in the templates and save for future reference, sharing and updating.



### Planning the Future

[Back to resources menu](#)



### Thinking Ahead: a planning guide for families

A guide to support families in talking about, and planning for, the future. Download this version to read, save to your computer or print.

### Thinking Ahead: a planning guide for families (rewriteable version)

A guide to support families in talking about, and planning for, the future. You can download and save this version on your computer, write your ideas in the tables and templates and save for future reference and updating.

<https://www.togethertomatters.org.uk/resources-and-information>



**Disabled people leading change,  
working for equal participation for  
all**

<https://www.disabilityrightsuk.org>



Disability Rights UK's Right to Participate project, funded by the Legal Education Foundation.

The project aims to increase awareness of the Equality Act, especially the ways it can protect disabled people from discrimination in everyday situations.

<https://righttoparticipate.org>

[www.cosmic-cactus.com](http://www.cosmic-cactus.com)

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# 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](https://bit.ly/3QAHRv3) or scan



**Dorset**  
CAREERS HUB

THE **CAREERS & ENTERPRISE**  
COMPANY

Thankyou for attending our CPD sessions

Do let us know what you think of them



[dorsetcareershub@bournemouth.ac.uk](mailto:dorsetcareershub@bournemouth.ac.uk)

[@DorsetCEC](https://twitter.com/DorsetCEC)

[Dorset Careers Hub LinkedIn](#)

