Strategies for inclusive practice in career counselling

Disability is part of being human.

- Almost everyone will temporarily or permanently experience disability at some point in their life. Over one billion people – about 15% of the global population – live with some form of disability and this number is increasing.

- In the Equality Act a disability means a physical or a mental condition which has a substantial and long-term impact on your ability to do normal day to day activities.

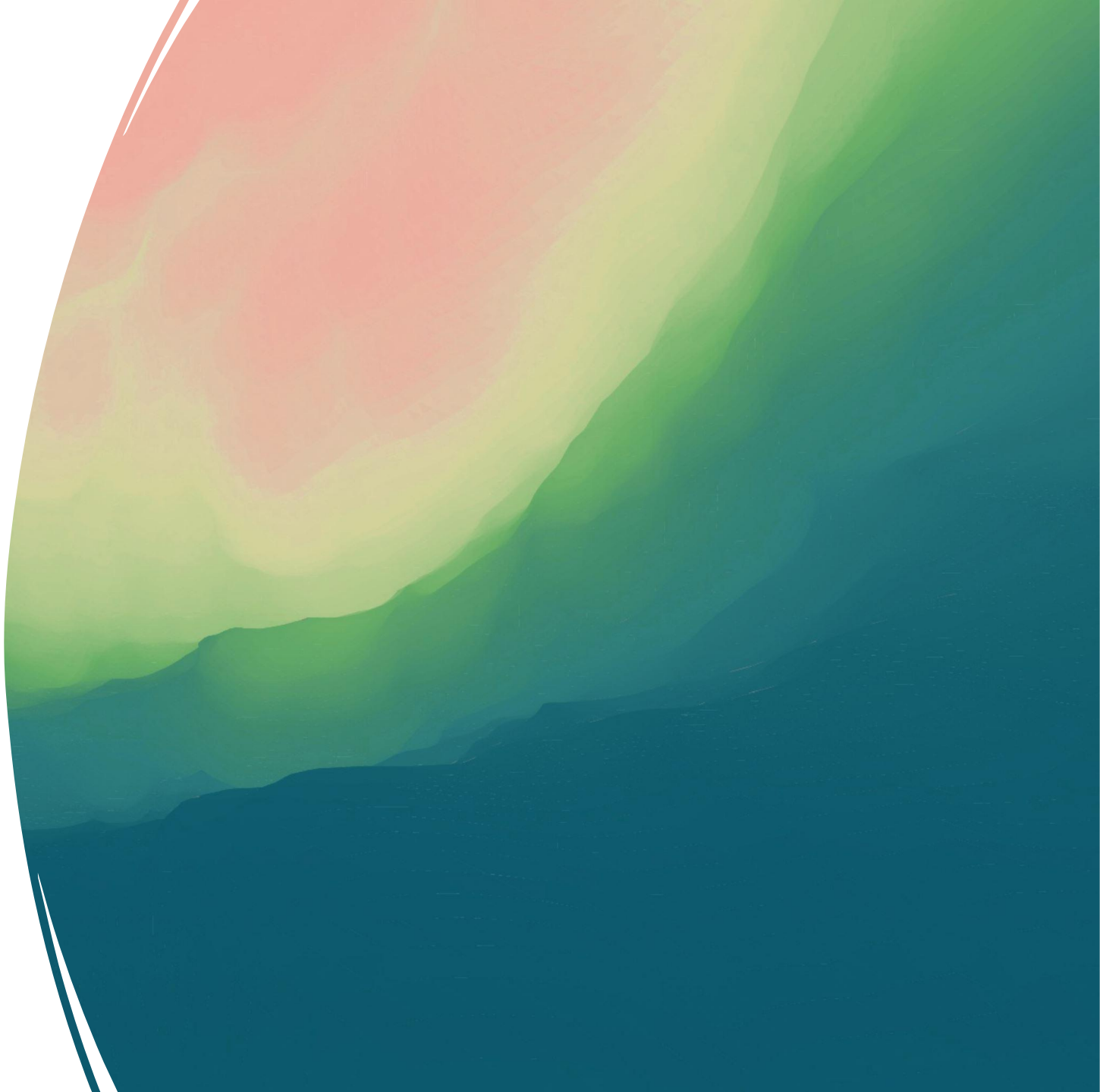
'Disability'

The **Social Model** of Disability frames the term 'disabled' to mean 'disabled by society' rather than 'disabled by a condition': we are disabled from achieving our potential because of the obstacles our non-inclusive society presents - not because we are physically unable. This removes responsibility from the disabled person and instead exposes the faults in the constructs of society, therefore easing the personal load of the person. An alternative term to disabled, dif-able: differently able. When you become disabled, it's a trade-off, not a loss. You don't lose your abilities, they just change.

‘Disability’

‘Dis’ the prefix means to be set apart a little bit, that you are over and above and beyond whatever is attached to that word.

So if you are looking at ‘dis’ability, you are beyond ability, you are reframing ability, you are putting ability in a new context, looking at it from a new angle, from a different direction.



Why this matters

- Latest data shows roughly half of disabled people were in employment (53.2%) compared with just over four out of five non-disabled people (81.8%) (Labour Force Survey, LFS).
- In 2018/19 an estimated 17.8% of pupils with identified SEN at age 15 had started higher education by age 19 compared to 47.3% of those without SEN.
- The higher education participation rate was considerably lower for those in the SEN group with the most severe needs at 8.9%. The Department for Education points out that these variations can largely be explained by differences in prior attainment.

https://researchbriefings.files.parliament.uk/documents/CBP-8716/CBP-8716.pdf

Choice

What are options?

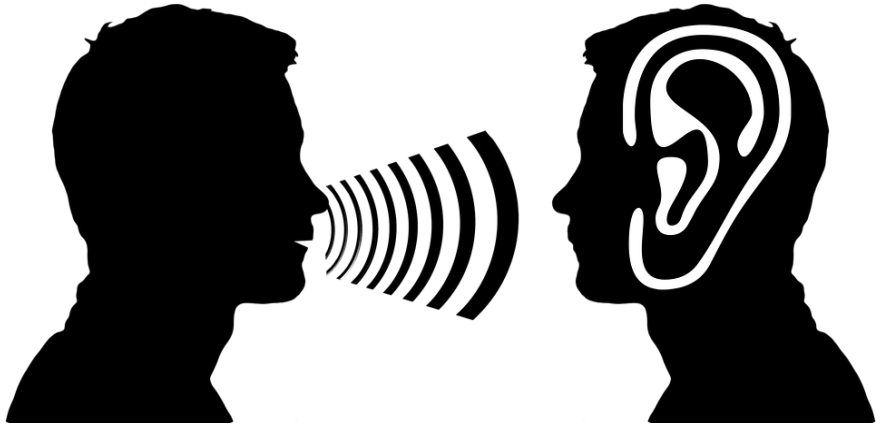
‘An option is something that you can choose to do in preference to one or more alternatives’

Language and Perception

What did you say?

https://www.youtube.com/watch?v=yDiXQl7grPQ

McGurk Effect

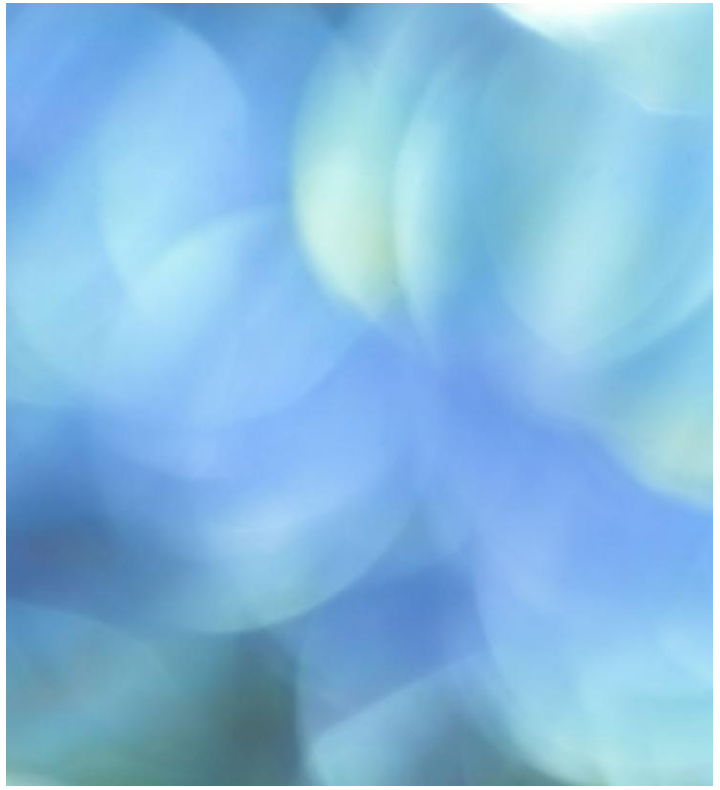


Mental Capacity

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


1
Presumption of capacity
2
Support to make a decision
The FIVE key principles of the Mental Capacity Act are:
3
Unwise decisions
4
Best interests
5
Least restrictive

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

Reduce anxiety

Career guidance **has no rights and wrongs:** it is about exploring ideas and being supported to plan in a way that suits the individual – you can just be yourself

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

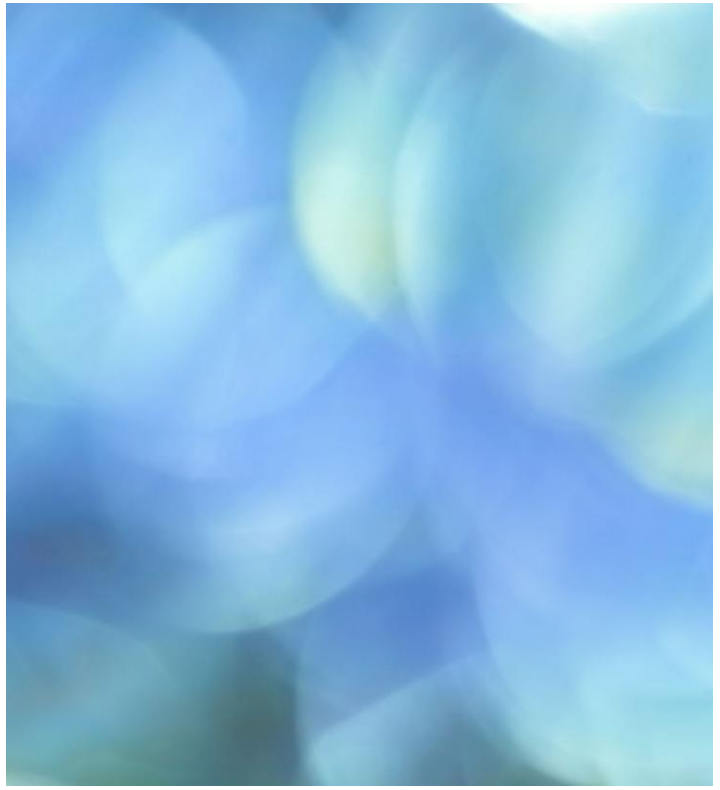
You will be asked **questions** – to find out what you're thinking and how your brain deals with choices and planning. But it isn't a test – you don't need to 'know' anything

It can be **fun**!!!

Voice

Speech is an odd one for me. Sometimes I lose it and it's very frustrating. Other times it goes away and it's not a problem.
I wish life allowed the second scenario more often. But in reality, I need speech even if I don't always like it.
~Jamie Knight

The single biggest problem in communication is the illusion that it has taken place.
~George Bernard Shaw



WAIT for a full 5 seconds

WAIT REPEAT/REPHRASE WAIT MOVE ON

Some resources for those of you curious to find out more

Career Development and Inclusive Practice

Strategies for Inclusive Practice in Career Counselling

Jules Benton and Chris Targett

https://righttoparticipate.org

Neurodiversity, work and me

Life at HSBC

https://youtu.be/Nae_pWStWzw


C
LISTEN Movie
Share
LISTEN
A short film made by and with nonspeaking autistic people

www.selectivemutism.org.uk

Too much information

Sometimes an autistic person may behave in a way that you wouldn't immediately link to sensory differences. A person who finds it difficult to process everyday sensory information can experience sensory overload, or information overload. Too much information can cause stress, anxiety, and possibly physical pain. This can result in withdrawal, distressed behaviour or meltdowns.

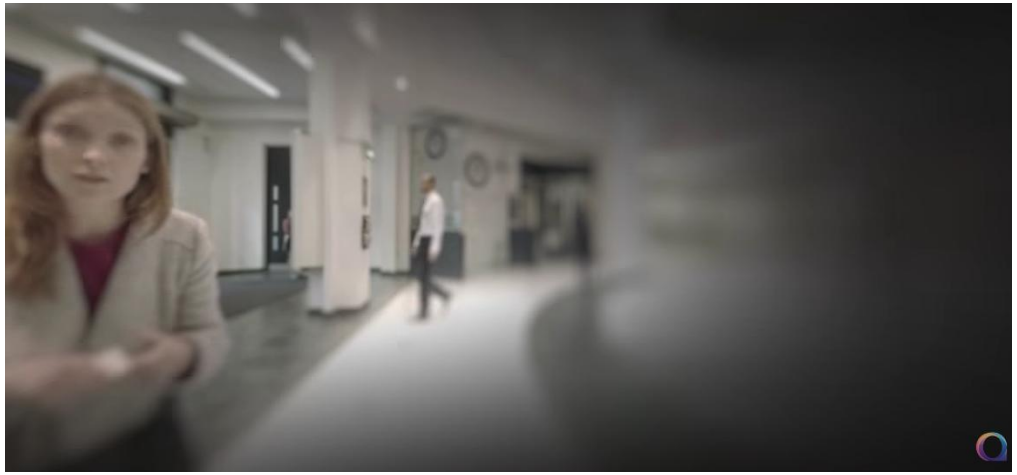
https://www.ambitiousaboutautism.org.uk/information-about-autism/behaviour/meltdowns-and-shutdowns

https://www.autism.org.uk/advice-and-guidance/topics/behaviour/meltdowns/all-audiences

https://uk-podcasts.co.uk/podcast/1800-seconds-on-autism/meltdowns-and-shutdowns

Information overload

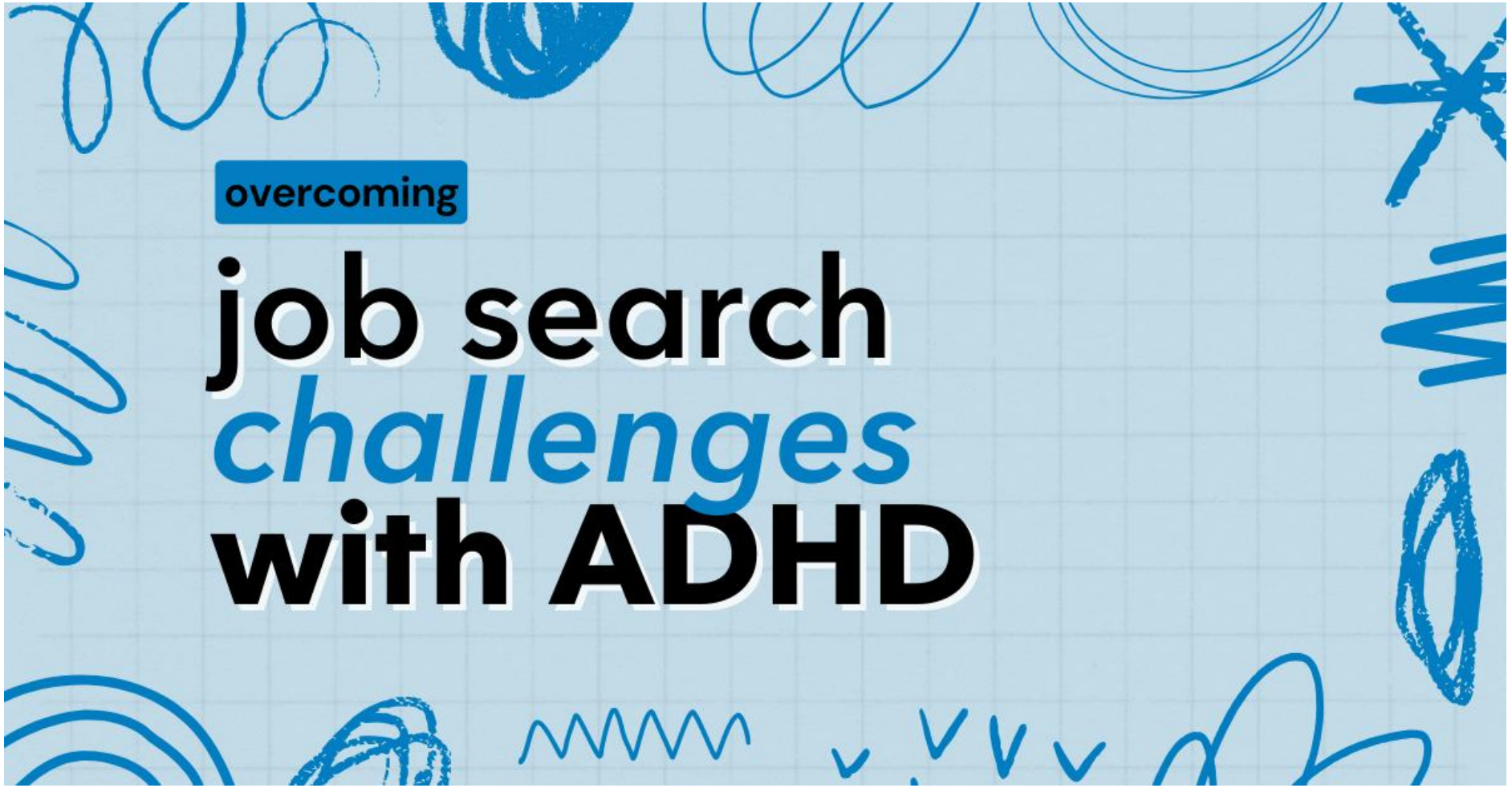
Career information - what you need



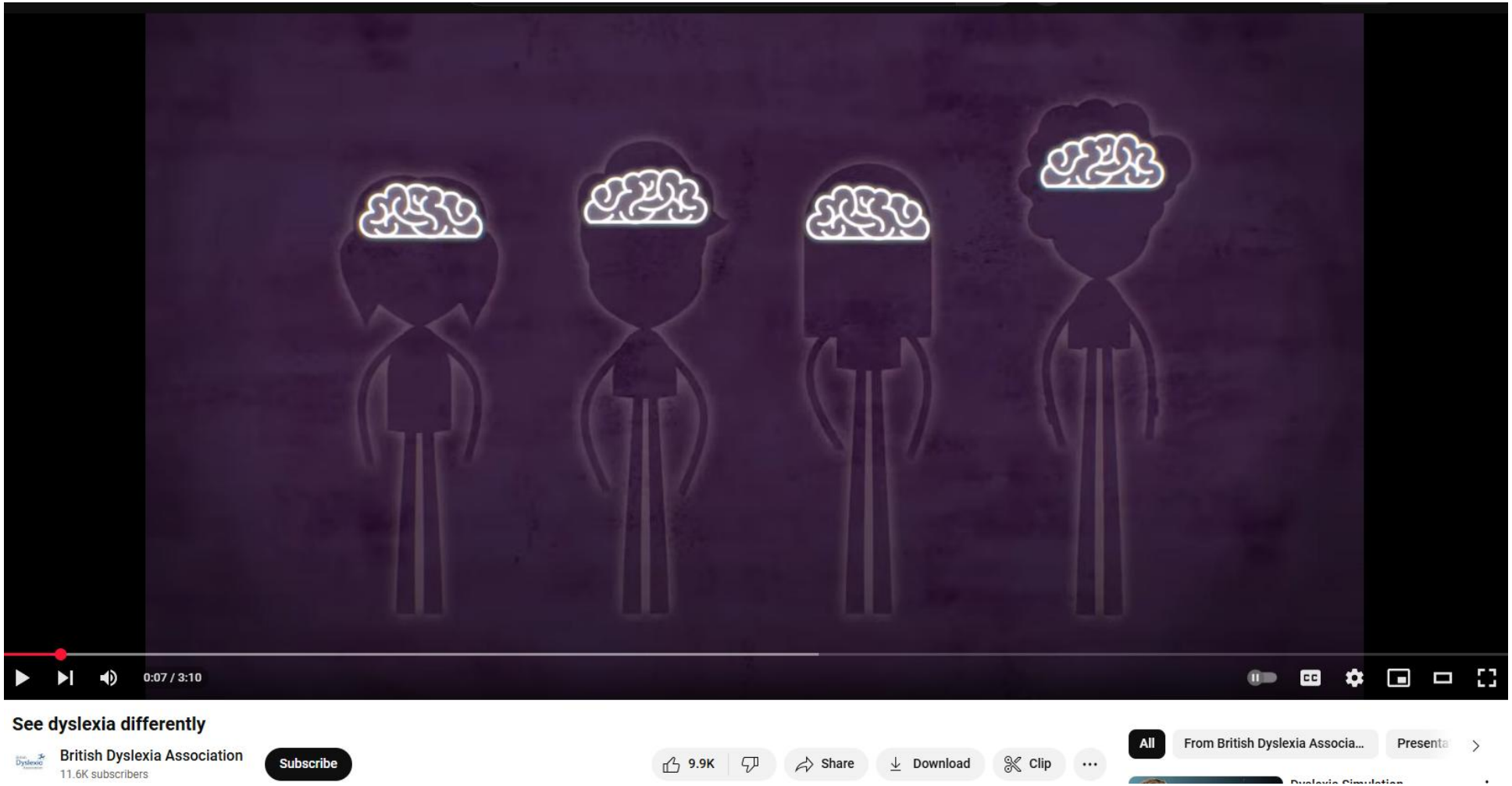
Autism TMI Virtual Reality Experience

Understanding neurodiversity- helping to have better conversations

https://www.linkedin.com/in/profamandakir
by
https://www.linkedin.com/company/doitprofiler

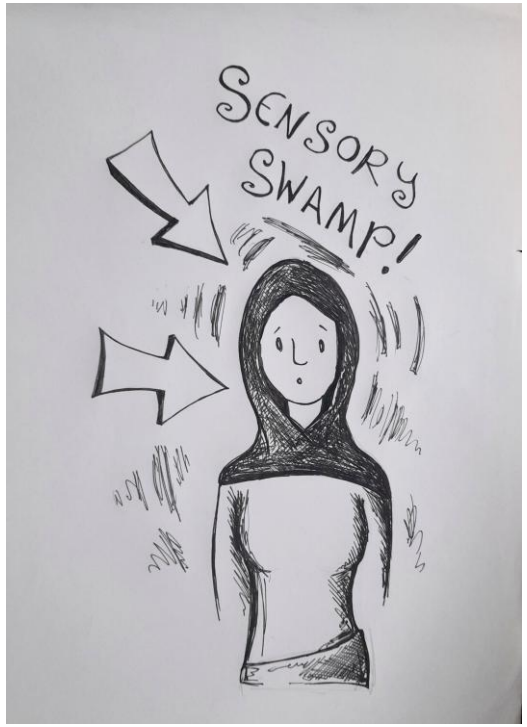


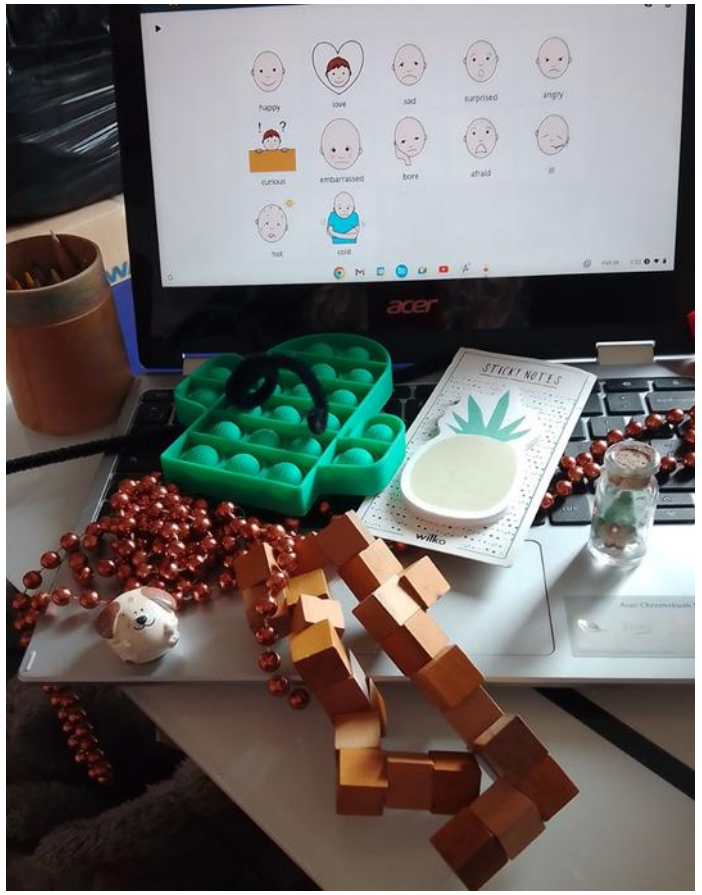
https://epicassist.org/overcoming-common-job-search-challenges-with-adhd



https://www.youtube.com/watch?v=11r7CFlK2sc

Ideas for a sensory toolkit





Ideas for a sensory toolkit

This could include:

- Fidget toys for times when staying seated or still, or "waiting" is necessary. Fidget toys are also excellent for assisting with self-regulation and moments of anxiety and stress.
- Proprioceptive tools which offer a bit of physical work, such as clay, play dough , a stress ball or balloon filled with sand and knotted securely
- Tools to provide deep pressure touch such as a weighted blanket, cushion or toy
- Visually soothing toys and gadgets...such as a liquid motion bubbler or spinning toy
- Visual or tactile prompts for activity – Cards and games. These can be careers related e.g. What's Your Strength? Career Navigator, Shape of Careers, I don't Know! Panjango
- Visual timetables

- A portable timer to help with transitions
- Fine motor and visual motor-based activities, such as pencils, scented markers, pegboard, Etch a Sketch, Lego, puzzles, Minecraft, Roblox, chess
- Things to use for 'scaling' or demonstrating concepts visually such as an old set of keys, pipe cleaners, stones, buttons, ribbons, beads
- Tools for defensiveness such as noise cancelling headphones, a floppy hat, sunglasses, earplugs, and/or nose plugs.
- Metaphorical prompts – toys, objects or pictures which can have 'meaning' attached to them
- Move! Offer walk and talk, swap chairs
- A sensory room, or quiet room, in your setting - find out how to book it for clients who might need it

wonderwhat

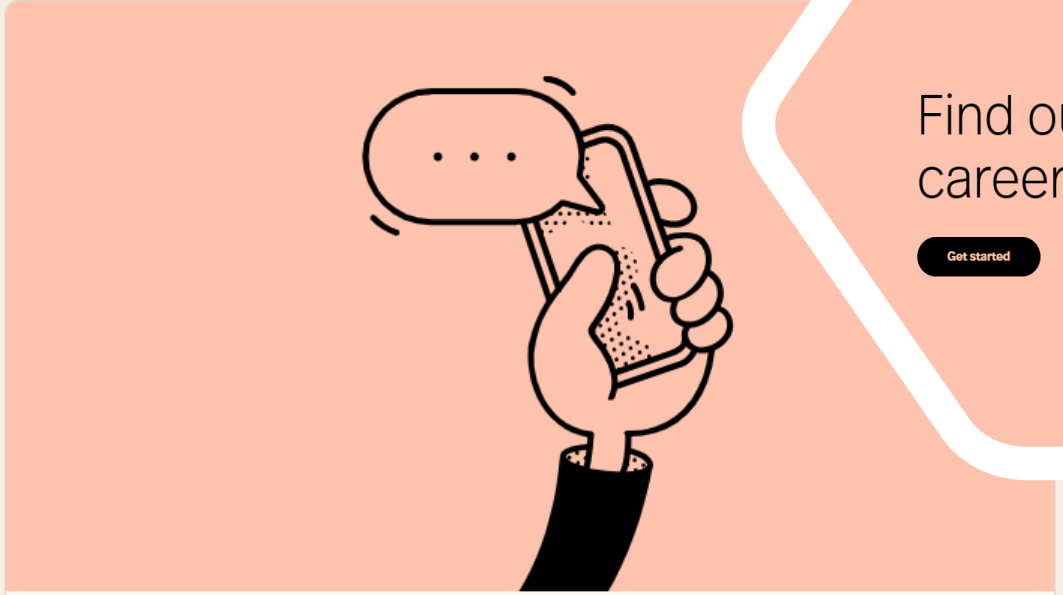
Image explorer

Discover careers based on images you like

...ould like to do?

Find out where a creative career could ***take you!***

Get started

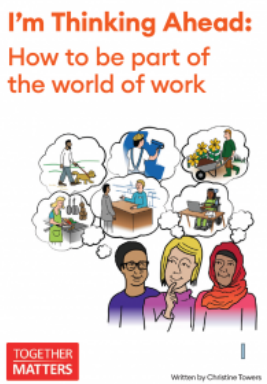


Chat assistant

Not sure where to start? Let us guide you

Common misconceptions

See what it's ***really*** like working ir ...e creative industries



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

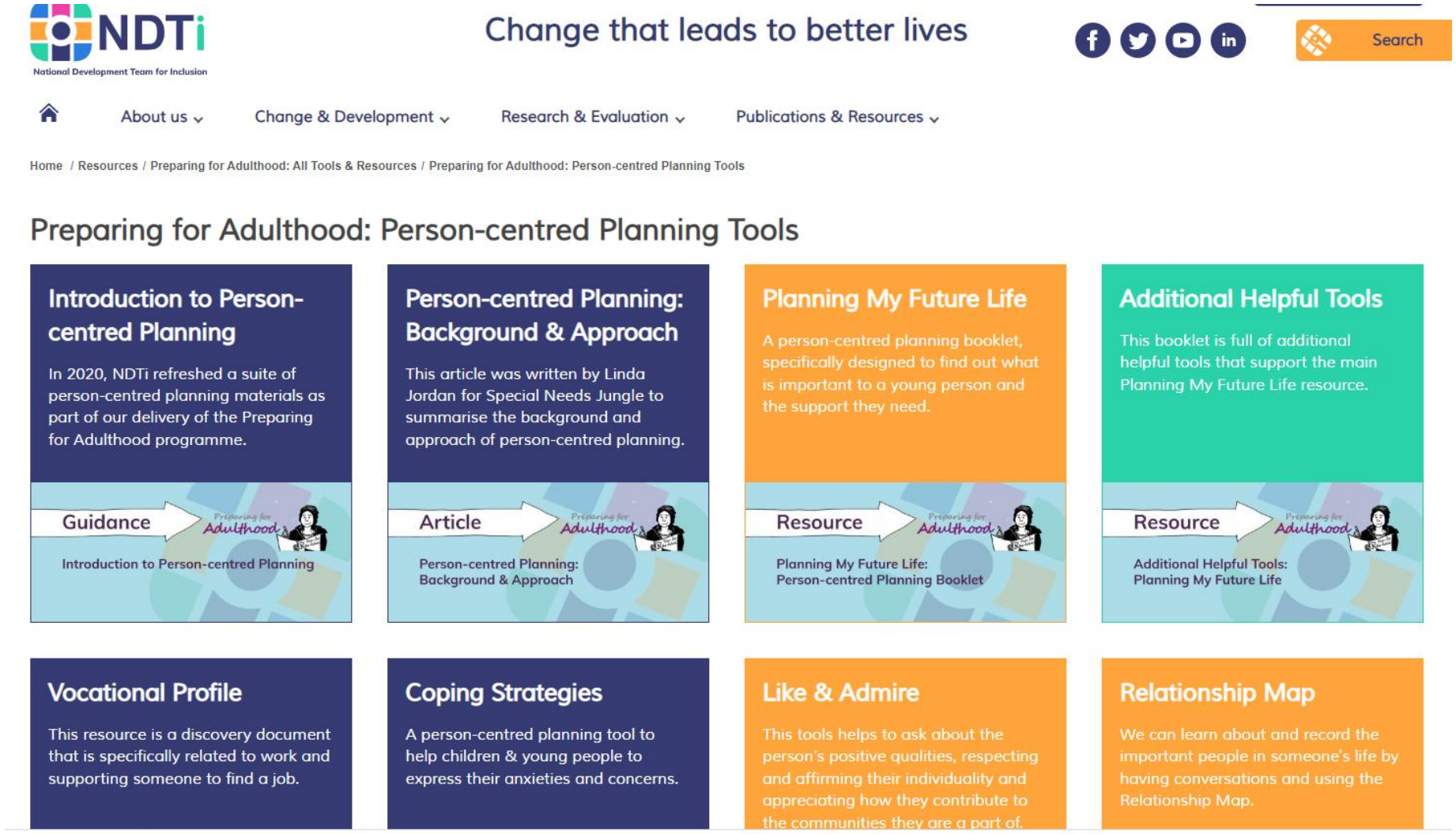
Thinking Ahead: a planning guide for families

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.togethermatters.org.uk/resources-and-information



www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources/pfa-person-centred-planning-tools

Colleges

Colleges have a legal duty to try to meet the special educational needs of young people studying with them. That includes students who do not have EHC plans. Colleges can offer different kinds of support, depending on students' needs. For example, the college might offer extra learning sessions, mental health support, occupational therapy or some technology to help the student. The college should involve the student when planning their support. If a student has an EHC plan, the support they need will be set out in their plan, including the need for a job coach.

What can college offer young people with Special Educational Needs and Disabilities?
https://natspec.org.uk/wp-content/uploads/2021/12/SE19-SEND-Network_Further-education-resource_Digital_Final.pdf

Funding for education post-18

- If a young person has an EHC plan, 16-19 funding or high needs funding can continue up to 25.
- If a student aged 19-25 does not have an EHC plan, they may still be eligible for funding under the ESFA Adult Education Budget Learning Support. https://www.gov.uk/discretionary-learner-support/overview
- The guidance makes it clear that the local authority must not cease an EHC plan simply because a young person has reached 19 years of age. However, there is no automatic entitlement to education provision up to age 25.

https://www.gov.uk/government/publications/send-19-to-25-year-olds-entitlement-to-ehc-plans/send-19-to-25-year-olds-entitlement-to-ehc-plans

Specialist Colleges

- A **specialist college** provides post-16 education to young people with learning difficulties and/ or disabilities. Most students at specialist colleges have an Education Health and Care Plan (EHCP), with their needs unable to be met at a general further education college.

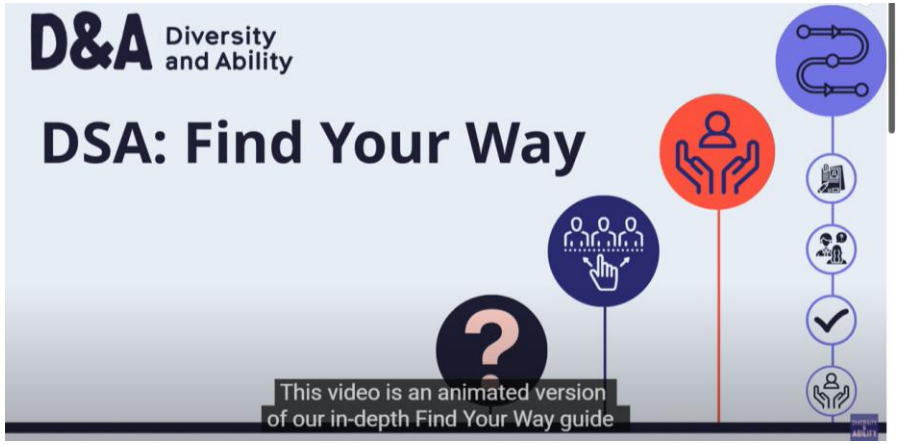
- There are currently around 99 specialist colleges across England and Wales. As well as both independent and state specialist colleges, some offer residential accommodation for students, with around-the-clock care.

- The colleges have a holistic approach, providing physical and mental care as well as further education and training for their students.

https://natspec.org.uk/colleges/specialist-colleges/

Higher Education

- https://www.disabilityrightsuk.org/guidance-resources
- https://www.thecompleteuniversityguide.co.uk/student-advice/applying-to-uni/disabled-students-university-guide
- https://www.gov.uk/disabled-students-allowance-dsa
- https://www.pocklington-trust.org.uk/student-support/uni-in-sight/



Support and reasonable adjustments within Apprenticeships, Traineeships and Supported Internships

- Apprentices with an EHC plan or 'legacy statement' can now apply for an adjustment to the minimum standards of English and Maths required to an Entry Level 3. The training provider must provide evidence that, even with support, reasonable adjustments and 'stepping stone' qualifications, the apprentice has not achieved the minimum level of English or maths because of their learning disability or difficulty.

- British Sign Language can be an alternative to English Functional Skills for Deaf people whose first language is BSL

- Access to Work can be used for Supported Internships, Traineeships and Apprenticeships

https://amazingapprenticeships.com/app/uploads/2018/08/Apps_A5_Learner_Support.pdf

https://www.linkedin.com/in/jonathan-smith-ecc/

jobcentreplus

Department for Work and Pensions

Who is eligible?

If you -

Have a disability, neurodiversity, health condition or mental health condition which affects your ability to do your job on a day to day basis

Live in England, Scotland or Wales (Northern Ireland have an alternative)

Are over 16

Are about to start work or a work trial, are already employed or are self-employed or have been invited for interview

Guide to the Access to Work (AtW) process:
https://youtu.be/rggqzV12ziU

The scheme has 3 levels designed to support employers on their Disability Confident journey, these are:

- Disability Confident Committed (Level 1)
- Disability Confident Employer (Level 2)
- Disability Confident Leader (Level 3)

Advice for employers on attracting, recruiting and retaining disabled people

https://www.gov.uk/government/publications/disability-confident-employers-that-have-signed-up

maximus

Improve your wellbeing at work

If you're having more down days or feeling anxious in your role, you are not alone. The Access to Work Mental Health Support Service, funded by the Department for Work and Pensions, is here for you.

It's easy to access and there's no cost.

Have better days at work
With a personalised wellbeing support plan.

Get the most out of your role
With ideas for workplace adjustments.

Stay in or return to work
With nine months of practical advice and guidance.

https://atw.maximusuk.co.uk/gethelptoday/

jobcentreplus

Department for Work and Pensions

www.cosmic-cactus.com

Your future is our business!

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Company number 13754128

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