

AIM HIGHER WORKSHOP 2020



AGENDA

“ Every year, 120,000 young people enter the job market who are four times more likely (above the average) to becoming unemployed” Dr Nasser Siabi



AGENDA

- **TRANSITIONING INTO EMPLOYMENT**
- **WHAT DO STUDENTS NEED DURING TRANSITION**
- **ACCESS TO WORK**
- **MENTAL HEALTH**
- **JOB READY**
- **PASSPORT**
- **UNIVERSITY**



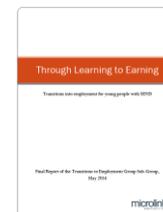
TRANSITIONING INTO EMPLOYMENT

- Improved careers education and guidance
- Robust workplace experience for all young people.
- Department for Education's forthcoming careers strategy should address concerns about the National Careers Service, the Careers and Enterprise Company and their partners to take steps to improve outcomes for young people with SEND.
- Realign careers and disability advice alongside specialist expertise from the beginning.

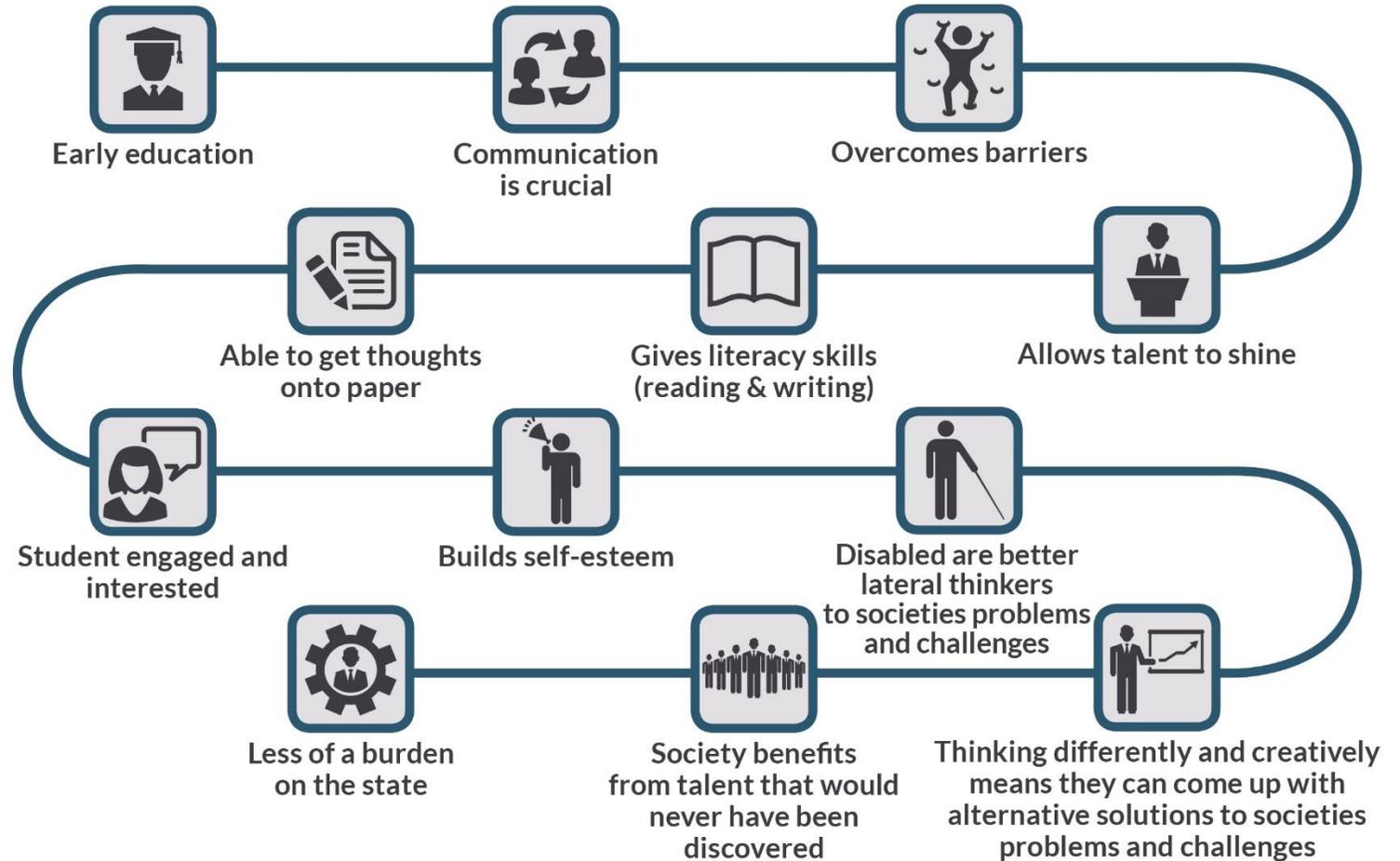
“Employers should work in partnership with education and training providers, equipping young disabled people with the right assistive tools and training to fairly transition into the workplace. A strong focus on the SEND dimension throughout the complicated careers advice system would raise the currently poor employment outcomes. Job coaches could mentor and tackle in-work problems for employer and employee would ease any perceived burden within the workplace.”

[‘Transitioning into Employment’ document](#)

[Summary of the document](#)



HOW COULD YOUNG PEOPLE BE HELPED TO DO BETTER?



NEEDS



“ Students must be provided the support necessary to disclose a disability and ensure they transition into work with the relevant coaching and coping strategies pre-arranged. ”

WHAT DO STUDENTS NEED?

- Confidence and Resilience
- Skill Building
- Work Experience
- Support



“ **Ambition and belief:** a presumption of employability from the outset
Parental trust: builds confidence in parents that support is available
Engagement: with schools, colleges, Universities and recruitments agencies ”

CONFIDENCE – WHO’S RESPONSIBLE?

- Who should build confidence in students?
Schools / higher education
What is being done and what can educational facilities do more of?
- Parents – how do we raise aspirations?

NEEDS



“ Encourage independent learning instead of dependencies. Use technology for reading and writing instead of TA's and provide coping strategies instead of study skills for final year HE students. ”

SKILL BUILDING

- Students need to be equipped with the correct Assistive Technology tools to build their skills, and have access
- to funding. This funding that has always been there but hasn't been used or used properly.
- Training and educating teachers is key to changing this.
- Using AT in classrooms will encourage and empower everyone including those with SEN and help to remove stigma. Lift the whole 100% instead of just those who are perceived as needing it.

NEEDS



“

Ask DWP's Disability Confident campaign to organise job fairs in your institution, school or local authority. Meet employers and seek their input on what skills they need rather than hope students will find something to suit their skills.

”

WORK EXPERIENCE

- Employers are willing and able to accommodate work experience/internships but don't want the headache of sorting the logistics. Make it easy and take the trouble away from them. Get funding agreed from DfE / DWP in advance so support is available.
- Reach out to local businesses and SME's because going to large organisations is not always easy unless you have open channels in place.

NEEDS



“ Students must be given easy access to funding, job guidance and coaching to enable a smooth transition into work. All barriers to joining the work force can be removed through existing channels if used properly. ”

SUPPORT

Not enough information is passed to students during the transition. The information on A2W and DSA are available and should be promoted to all at this crucial point.

Most students entering higher education don't know about A2W or DSA and most disabled students leaving universities don't know their support can be carried into work.

Access to Work Video



DSA Explainer





“ Equipping one young person with skills to be able to live semi-independent reduces lifetime support by £1m. ”

ACCESS TO WORK

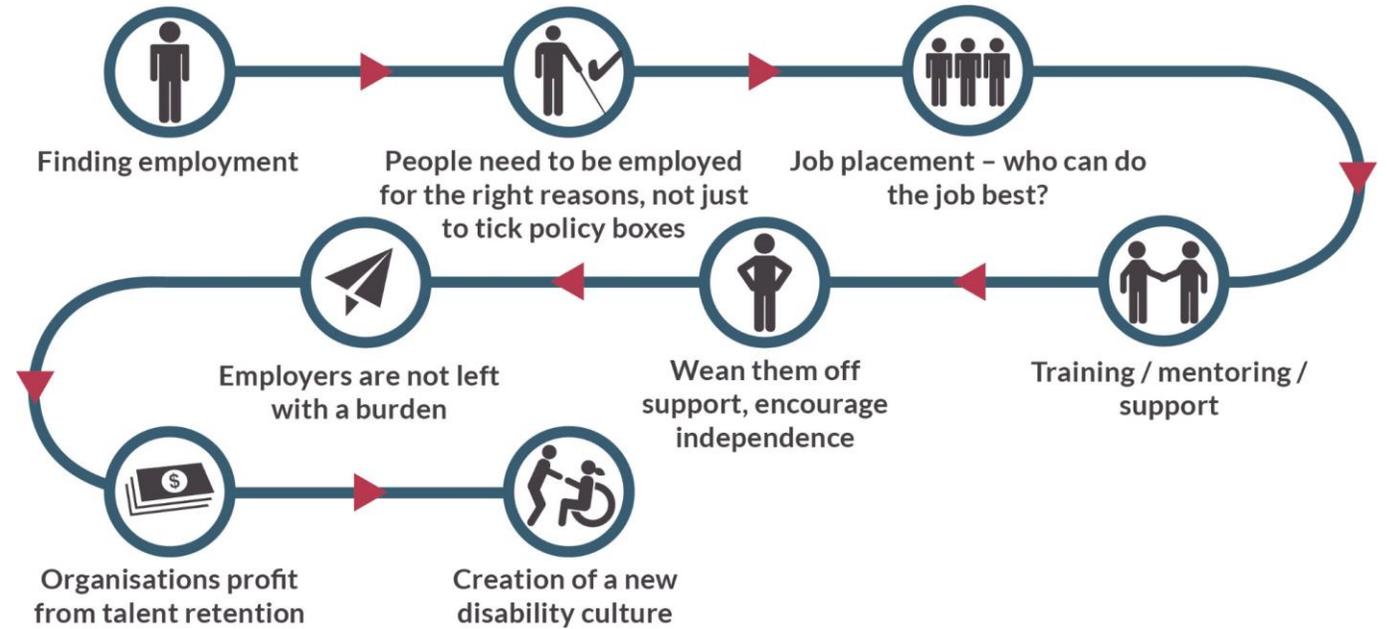
- A2W is successful
- Create a mainstream function giving access to DSA & A2W
- A2W funding to support job coaches and AT
- Focus on job training for local demand and use skilled job coaches for transition into employment



“ Young people with a SpLd or Neurodiverse conditions have a tendency towards depression and lose hope from becoming a productive member of society. ”

MENTAL HEALTH

- Strong evidence that Mental Health and Neurodiverse conditions are closely aligned
- Most 16-year olds with SEND have aspirations and confidence similar to their peers but by age of 26 their hopes and confidence often take a severe knock
- Barriers to employment damage self-esteem and hopes for their future



“The flow of people transitioning into employment with their AT in place should be increased.”

- Employers recruitment teams aware of AT and support
- Equipping disabled people with the right assistive tools and training to fairly transition into the workplace
- Job coaches to mentor and tackle in-work problems for employer and employee



“ A transition passport would enable the ‘cradle to grave’ approach of offering guidance throughout a person's lifetime making sure the right AT and support were offered for their education and on into the workplace. ”

TRANSITION PASSPORT

- Demystify support needed to help individuals succeed at work
- Students using AT have a review towards the end of their course and leave education with a technology and condition passport
- The passport describes the kind of support they need and assistive tools required
- Passport would ensure the right candidate is recruited irrelevant of the disability



WHAT CAN UNIVERSITIES DO?

- Inform students about DSA / Student Loan Co. / A2W
- Act as broker to employers who are desperately looking for disabled talent
- Offer training, coping strategies, transition document, coaching, careers advice
- Enforce accessibility as a legal requirement

THE COST OF NOT DOING ANYTHING

- Loss of income
- High percentage of 'drop-outs' due to lack of support
- Not having a diverse and rich talent pool

“ Universities should invest in their disabled students, assistive technology and make all support and solutions readily available as if it were a legal requirement. ”

THE BENEFITS



“ A University is perfectly positioned to help promote and encourage best practices for the recruitment, retention and progression of graduates and interns with disabilities. ”

THE BENEFITS

Ambition and belief: a presumption of employability from the outset

Assistive technology: increases productivity of the individual

Early experience: of work, and peer-group role modelling

Place, train and maintain: enabling communication, training & support

Job coaches: providing personalised support and task-based instruction

Access to Work: funding to support job coaches and AT

Recognition: for employers who become Disability Confident

Engagement: AT users add value to an organisation

Trust: builds confidence in employees that support is available

Awareness: public promotion of success stories



THANK YOU

Microlink pc (UK) Ltd
Microlink house
Brickfield Lane
Chandler's Ford
Hampshire
SO53 4DP

T 023 80240300

www.microlinkpc.com

Company registered in England No. 03325643

- \ Our vision is to create an inclusive society which embraces diversity and releases a
- \ person's potential no matter their disability or health condition.

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