



## Evaluation

# SEND Preparation for Employment Grant Supported Internship pilot

## Purpose

1. The purpose of this report is to feedback to the Education and Inclusion BMT meeting on how the Special Educational Needs and Disabilities (SEND) Preparation for Employment Grant has been used during 2015.16 across providers in Hampshire and the Isle of Wight
  - Hampshire £49,258
  - Isle of Wight £11,000
  - TOTAL = £60,258
2. This one-off grant was released by the DfE (March 2015) to promote supported internships and other preparation for employment activity for young people with SEND, which is a critical aspect of the SEND reforms introduced in September 2014.
3. The funding was linked to the 691 post 16 High Needs places in Hampshire and the 230 post 16 places on the Isle of Wight (2015/16 academic year).

## Process

4. The focus was on the 19-25yr old cohort across Hampshire and the Isle of Wight and based on the High Needs place numbers allocated for the academic year 2015.16. It was therefore offered to the following establishments in the first instance:
  - ALTON COLLEGE
  - BASINGSTOKE COLLEGE OF TECHNOLOGY
  - BROCKENHURST COLLEGE
  - EASTLEIGH COLLEGE
  - FAREHAM COLLEGE
  - FARNBOROUGH COLLEGE OF TECHNOLOGY
  - HAVANT COLLEGE
  - ISLE OF WIGHT COLLEGE
  - QUEEN MARY'S COLLEGE
  - SOUTH DOWNS COLLEGE

- ST VINCENT COLLEGE
  - TOTTON COLLEGE
  - THE FORTUNE CENTRE OF RIDING THERAPY
  - TRELOAR COLLEGE
5. From fourteen education providers eight responded with expressions of interest which were received in October 2015.
  6. A monitoring and quality assurance panel was convened made up of Local Authority officers, “Support for SEND”, Parents Voice - IW and DWP officers from Hampshire/Isle of Wight - JC+ to support review the expressions of interest and support in the appropriate distribution of the funding. **Annex K**
  7. All eight providers received funding based roughly on £1,000 per learner with the funding being divided up into two tranches, an initial payment (November 2015 of 50%) and another on successful monitoring visits and outcomes (March/June 2016 of 50%)
  8. Initial pledge of 55 supported internships and 6 from Hampshire Futures = 61. This was well above the proposed target of 36.
  9. All information regarding the pilots are on the Isle of Wight and Hampshire Local Offer plus additional information has been added regarding Job Coaches and Access to Work benefits.
    - IW= <https://www.iwight.com/localoffer/View/Local-Offer-Growing-Up-16-25/Transition> under “Growing up 16-25”; Preparation for Adulthood
    - Hampshire = [http://www.hantslocaloffer.info/en/My\\_education\\_training\\_and\\_work\\_-\\_Supported\\_Internships](http://www.hantslocaloffer.info/en/My_education_training_and_work_-_Supported_Internships)
  10. The final reports from the pilot colleges can be viewed at the end of this report:
    - BASINGSTOKE COLLEGE OF TECHNOLOGY **(Annex A)**
    - BROCKENHURST COLLEGE **(Annex B)**
    - EASTLEIGH COLLEGE **(Annex C)**
    - FARNBOROUGH COLLEGE OF TECHNOLOGY **(Annex D)**
    - ISLE OF WIGHT COLLEGE **(Annex E)**
    - QUEEN MARY'S COLLEGE **(Annex F)**
    - SOUTH DOWNS COLLEGE **(Annex G)**
    - TOTTON COLLEGE **(Annex H)**

11. Hampshire Futures also ran a pilot as an extension of the Traineeship Plus programme for 6 young people. This project is run via MENCAP. Their final report can be viewed - **Annex I**
12. Meeting held on 11<sup>th</sup> December 2015 with all eight providers to share good practice and provide support around “Access to Work” (Steph Simpson - DWP) and “Job Coaches” including accredited training (Laura Davis - Ways into Work)
13. The panel worked to the project milestones as seen **Annex J**

## Context

14. The providers have the EFA programme/revenue funding, Elements 1 and 2, the local authority will provide, where required, agreed top-up Element 3 funds. The SEND preparation for employment grant was used for project co-ordination (joint across Hampshire and the Isle of Wight), curriculum development, employer engagement (all supported internships require substantial work placements), parental engagement and staff training (e.g. H&S checks, DBS checks) including Job Coach training and accreditation etc.

## Overall Success Measures

15. The funding for both Local Authorities was used to:
  - increase the number of education providers offering supported internships, resulting in more young people with complex SEND getting work placements and ultimately entering paid employment;  
**Proposed number = 36**  
**Actual = 61**
  - build relationships with employers to agree work placements for young people with SEND on supported internships and other study programmes, and coordinate allocation of placements across education providers where appropriate.  
**Placements = 47 including Work Experience**
  - support and challenge education providers to improve preparation for employment in study programmes for young people with SEND, including high quality work experience, resulting in more young people finding paid employment.  
**Fully Employed = 2**

16. The overall success measures for both Local Authorities was to:

- a. substantial increases in the number of schools and colleges offering supported internships;  
**2015/16 = 1**  
**2016/17 = 12**
- b. an increased number of FE providers within local authorities offering supported internships as part of their Local Offer;  
**2015/16 = 1**  
**2016/17 = 8**
- c. an increase in the number of college students reporting participation in supported internships via their ILR (Individualised Learner Record) returns.  
**2015/16 = 6**  
**2016/17 = 55**

17. The good practice from the eight pilot education providers was disseminated across the authorities to support further development with other education providers.

- Conference held 8th June 2016 at Ashburton Hall, Winchester  
 Attended by over 60 participants
- Feedback from 21 participants was generally very positive e.g.
  - “I have already worked with a local college and one of the young people I support will start a supported internship in September. It seems to be the best fit for her from the options available and I am confident that she will do well. I hope that more providers and employers will come on board in future and events like this one can only help, albeit more success stories will improve the sales pitch!”
  - “It was a well organised informative event.”
  - “Great venue and opportunity to learn more if relevant”
  - “I attended the supported internship workshop yesterday and was really excited by the prospect of an opportunity to build a partnership that will support the delivery of supported internships and particularly offer those young people with more complex learning and physical disabilities, the opportunity to develop their skills and confidence towards paid work”

- **Outcomes so far:**

- i. Visit Dove House School Academy 4<sup>th</sup> July – commitment to run Supported Internships from September 2016
- ii. Hampshire Adult Social Care (Andrea Frost & Stuart Otterside) committed to work in partnership with “Ways into Work” (Laura Davies) and Eastleigh College (Thom Young) to run additional Supported Internship placements from September 2016 (meeting held 20<sup>th</sup> July with partners)

- iii. Cascaded the approach to other Local Authorities i.e. Peter Waters – West Sussex
- iv. Visit St George's Special School (IW) 31<sup>st</sup> August – commitment to run Supported Internships.

- Agenda enclosed:



# Supported Internships

## Agenda for Awareness Event

**Wednesday 8<sup>th</sup> June, Ashburton Hall, 10am-1pm**

09:30 – 10:00	Arrival and refreshments
10:00 – 10:05	Welcome, introductions (Rob Nash)
10:05 – 10:10	The pilot (Andrew Briggs)
10:10 – 10:50	Overview of Supported Internships & key success factors (Kathy Melling, Preparing for Adulthood)
10:50 – 11:00	Comfort break
11:00 – 11:30	Ways into Work (Laura Davis, Managing Director)
11:30 – 12:30	Learning from pilot colleges: <ul style="list-style-type: none"><li>• Eastleigh College</li><li>• Isle of Wight College</li><li>• Brockenhurst College</li><li>• Farnborough College of Technology and Surrey Choices</li><li>• Queen Mary's College</li><li>• Southdown College</li></ul>
12:30 – 13:00	Networking lunch and viewing of stalls



**Hampshire**  
County Council





### **Monitoring visit 17.03.16**

BCoT is an inclusive College, catering for a wide range of students and courses, rated 'good with outstanding features' in its last OFSTED inspection. It has a reputation for supporting learners with a wide range of learning difficulties and disabilities to success over a number of years.

BCoT currently support 38 High Needs learners and an additional 44 Learners who have an EHCP. The students access vocational courses across the college and complete Maths and English courses. A team of Student Support Assistants, Specialist Support Tutors and Retention and Progression Tutors work with learners in and outside of class to help them to access the curriculum and to achieve their potential. Targets are set with learners to help support improvement and are reviewed regularly with curriculum staff involved.

#### **Proposed Project**

The proposed project is to run a supported internship pilot for high needs learners aged 19-25 who are already accessing vocational courses at Basingstoke College of Technology.

The project will support 5 learners. These learners are already accessing a vocational study programme within the college which includes a Maths and English pathway. The pilot would offer them an unpaid work placement within their vocational area alongside preparation for work support.

#### **Progress**

BCoT are monitoring 4-5 learners (EHC plans are currently being instructed) for places on the new programme, with support needs including Asperger's, Dyslexia and literacy. BCoT intend to source placements in the NHS Basingstoke Hospital. BCoT are currently looking at different models and RN has advised on how a programme could look like (BCoT have also been sent the FCOT draft time-table to help development).

It was agreed for RN & AB to visit BCoT again in 4-6 weeks to provide further support to the Learning Manager.

**Monitoring Visit 18.02.16**

The College currently has 68 high needs places allocated by the Education Funding Agency, 8 of which are identified for the 19-25 cohort. The Adult Inclusive Learning section of the Foundation Studies Department is graded 1, Outstanding, in the College self-assessment document. The curriculum offer is targeted at developing independent living, personal and social skills and vocational skills. Some adults are offered the Supported Transition to Employment programme. In the Department, there are learners with learning difficulties, physical disabilities, brain injuries, mental health issues and sensory impairments of all ages, gender and cultural groups, all of whom achieve at an appropriate level of challenge.

The Department have identified 3 learners who will go onto the “Supported Internship” pathway from September 2016. The intention is to increase this number on the next few years. The Department has its own Employment Liaison officer who is working with employers across a number of vocational areas including Health and Social Care, Catering, Horticulture, Retail and Animal Care etc. They have identified a number of employers who will take young people on an extended work experience programme. Areas that are used already include their catering facilities where students train to be Baristas, a local young parents group where the students support with child care and a lunch club run by the local church. Local Farms and Care Homes are also used. Larger retail establishments such as Sainsbury have been used in the past and in the future links with Ikea and the Co-Op are being looked at along with local NHS hospitals.

The Department uses the LASER’s Learning, Employability and Progression (LEAP) suite of qualifications which offer a wide variety of personal development and vocational taster units. LEAP is designed with flexibility in mind enabling the College the freedom to select units and combinations of units that suit learners’ particular needs. There are seven sizes of qualification at each level (Entry 3 and Level 1). The qualifications are nested, so that units in a smaller qualification can count towards larger qualifications within the same suite. For more information on LEAP please [click here](#).

The Department has started to recruit Job Coaches in preparation for the Supported Internships and is looking at flexibility around LSA/Job Coach roles. It has good links with the local Job Centre and will use some of the resources offered by JC+ to support the learners into a full time job at the end of the programme. The Department personalises the qualifications that the young people will take during this programme and has already started to offer First Aid, L2 Food Hygiene, Manual Handling etc.

Marketing has started with the aim of promoting the Supported Internship Pathway on the colleges’ web site and prospectus soon.





### **Monitoring Visit 16.03.16**

Eastleigh College currently provides study programmes for over eighty learners in their Supported Learning curriculum. They have a broad provision which focuses on enabling Special Educational Needs and Disabilities (SEND) students into independence. This includes an Ofsted rated outstanding residential unit for SEND students where the focus is supporting them into independent living. In September 2015 they opened The Hive, which is a brand new enterprise centre for young people (19-25) with SEND. From the initial concept of this new centre they have been planning progression routes for the students who study there. The nature of the delivery model at The Hive means that the students focus on the skills needed for business and the world of work and the next natural step for them is into a Supported Internship. Currently all of their SEND students who are able take on work placements, where students are not yet ready for work placement they take part in industry weeks where they get an understanding of how different professions work.

The Department have identified 8 learners who will go onto the "Supported Internship" pathway from September 2016. The intention is to increase this number over the next few years. The Department uses the Colleges Employment Liaison officer and their Engage team who are working with employers across a number of vocational areas. The LLDD department has over 33 young people who are on work experience and it is through these links that they will provide the longer internships. They are starting to identify employers who will take young people on an extended work experience programme. Areas that are used already include local catering facilities, parish councils, garden centres and local voluntary groups i.e. charity shops etc.

The Department has started to recruit a Job Coach and have devised a Job Description and Person Specification. The post should be filled in April 2016 in preparation for the Supported Internships starting in September. This person will start to work with the eight identified young people. The young people are already supported in a dedicated building called "The Hive" where they learn about employability skills, being independent and enterprise skills. Already the learners use the catering and building area of "The Hive" to create and sell products. Some of these young people also reside in the building next door "College House" which provides further independent living skills for up to 12 young people.

The Department personalises the qualifications that the young people will take during this programme and has already started to offer First Aid, L1 & L2 Food Hygiene, Manual Handling etc.

Marketing has started with the aim of promoting the Supported Internship Pathway on the colleges' web site and prospectus soon.



### Monitoring Visit 17.03.16

Farnborough College of Technology have been delivering programmes for students with SEN/LLDD for many years and have three levels of school leaver courses which aim to help students make the transition from school and increase their independence and employability. FCOT work closely with their feeder schools to adapt its provision to the needs of the young people and over the past two years have been developing curriculum to make the courses more vocational. All of their school leaver's courses have work experience as part of the study programme and the college pays for the services of a supported employment agency to make sure students are supported as needed during the placement and that students have a wide range of placement available to them.

The proposal is that from September 2016 FCOT run a supported internship course for around 8-10 learners between 18 and 25 who are keen to secure paid employment. These will predominately be students that have attended the college previously on one of the school leaver's courses. FCOT would deliver the programme in conjunction with a supported employment agency who would provide some of the staff and would use their expertise to work with employers. The model FCOT propose to use would follow a similar structure to the Employment Works model used in some of the initial trials across the country, where students attend the first term at college followed by three days a week in a work place and one day at college (**See Appendix A**) FCOT have been in talks with some big employment providers in the area such as SODEXO, Nuffield Health and Frimley Park Hospital and all have been interested in the proposal.

FCOT are working closely with Surrey Choices to develop the programme ready for September 2016. They have developed a leaflet showing the benefits to employers and students (**See Appendix B**) FCOT will update their website once the provider has changed. FCOT have designed an insert ready for their prospectus (**See Appendix C**) but are yet to create a course code. The course programme time-table is in place.

# Appendix A

## Timetable: September - December

	10:00 – 10:30	10:30 -11:30	11:45 – 12:45		13:45 – 14:45	15:00 – 16:00
<b>Monday</b>	Liz Wilson Workbooks & Review	Nicola Deeley Maths	Mary Campbell English		Liz Wilson Group Tutorial	New Staff Employment Qualification
<b>Tuesday</b>						
<b>Wednesday</b>	Student will not attend college but could access Enrichment in the Afternoon and join college activities					
<b>Thursday</b>	9:30 – 10:30 Liz Wilson Travel training & visits to employer		11:00 -12:30 Liz Wilson Travel training & visits to employer		13:00 – 15:00 Julie Arnold/ Michael Cornwell Communications	
<b>Friday</b>	9:30 – 10:30 Mary Campbell Individual Tutorial		11:00 – 12:30 Mary Campbell Prep for Work		13:00 – 15:00 Mary Campbell Prep for Work	

## Timetable: January - July

	10:00 – 10:30	10:30 -11:30	11:45 – 12:45		13:45 – 14:45	15:00 – 16:00
<b>Monday</b>	Liz Wilson Workbooks & Review	Nicola Deeley Maths	Mary Campbell English		Liz Wilson Group Tutorial	New Staff Employment Qualification
<b>Tuesday</b>	In Workplace 9:30 – 15:30 – Support Staff					
<b>Wednesday</b>	Student will not attend college but could access Enrichment in the Afternoon and join college activities					
<b>Thursday</b>	In Workplace 9:30 – 15:30 – Support Staff					
<b>Friday</b>	In Workplace 9:30 – 15:30 – Support Staff					

## 1. SUPPORTED INTERNSHIPS

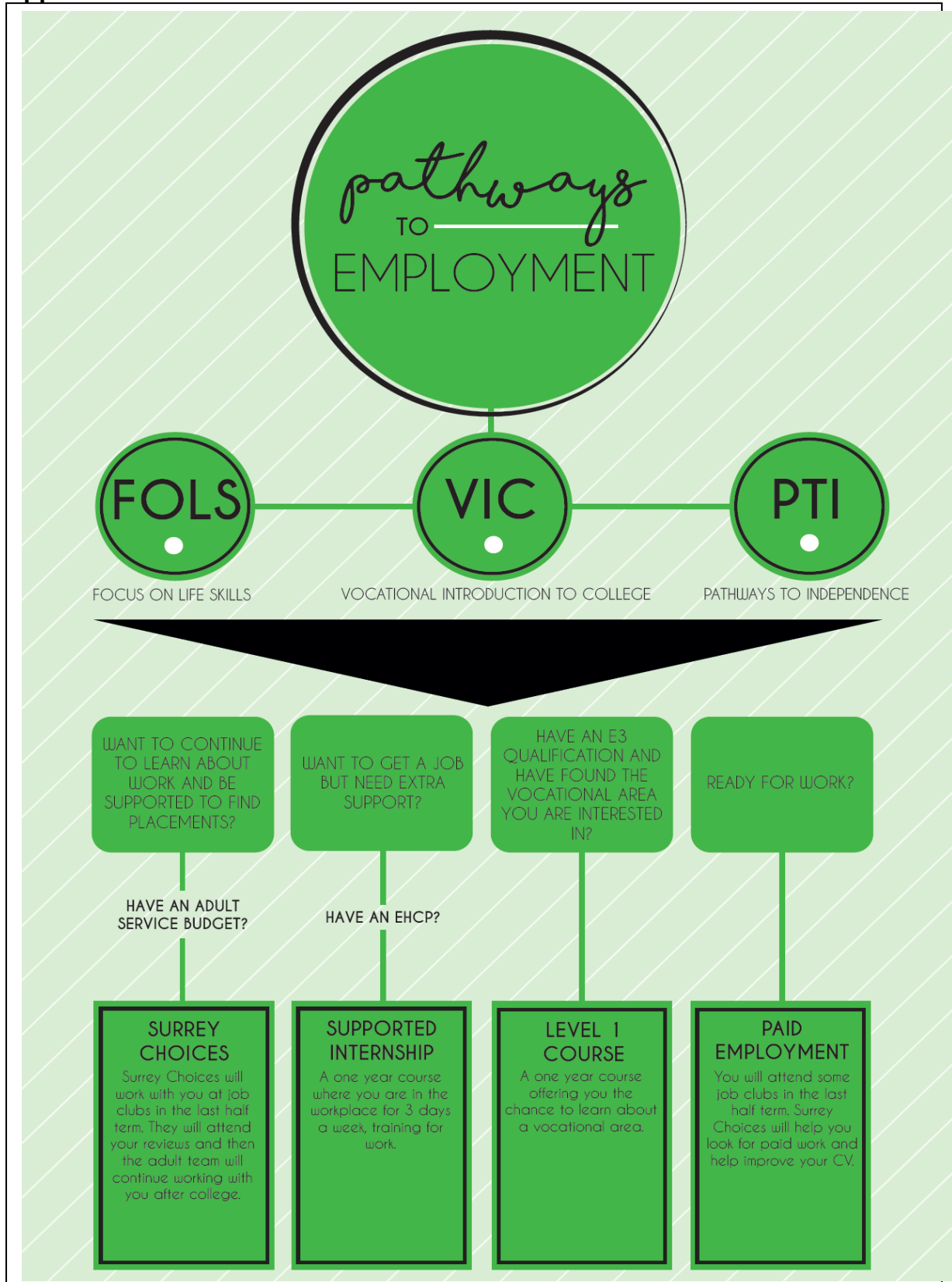
### What are the benefits to the Employer?

- Raise awareness of the skills/talents of young people with learning disabilities among the workforce
- Provide staff with the opportunity to support and mentor students with learning disabilities. This will also be of benefit when supporting customers/patients with learning disabilities.
- Provide the employer with potential candidates to fill job vacancies who have already been trained to do the job!
- Give the employer the opportunity to have a more diverse workforce reflecting the community in which it is based and the people it serves.
- The opportunity to work in close partnership with a job coach from Surrey Choices and a College tutor, both of whom will be on site at all times to help students learn their jobs and to help resolve problems.
- The Job Coach and Tutor will produce “easy read” job descriptions for the students and will work closely with the different teams throughout the employer’s site giving advice and support.
- The chance to be a leading public sector employer.
- The opportunity to meet government targets for the public sector to employ more people with learning disabilities.

### What are the benefits for the students?

- Job prospects: Many students who complete supported internships have gone on to get paid jobs, many with the employer that they have done the course with.
- Real work experience: The supported Internship gives young people with learning disabilities the chance to develop vital employability skills in a real work setting rather than only learning about work in the classroom.
- Work related skills: the supported internship will give the young people the opportunity to learn to travel to work and to experience the responsibilities associated with having a job such as punctuality, dressing appropriately
- Integration: the supported internship gives young people the chance to be part of a team and build relationships with colleagues.
- Contribution: the supported will allow the young people to demonstrate that they can make a contribution to the workplace and, therefore, society.
- Raise expectations: the supported internship will help to raise the employment and career aspirations of the young people and their families.

Appendix C



**Monitoring Visit 28.01.16**

The College has an established SEN supported work placement programme with the Pathways and Insights courses. The programme offers a variety of placements across the Island; including: The Cup and Saucer based in the Council, Ventnor Community Café, work placements at the Donkey Sanctuary, Riverside Centre and Luccombe Hotel. Learners who participate in the programme have SEN, SLDD, LDD and high levels of support requirements. When moving learners onto possible paid employment, it is essential that they secure work skills in placements so that they are able to transfer this knowledge to a real life working environment. This is a core element of the supported work programme. The programme has been designed around the principles of the ROSE project <http://www.havering-college.ac.uk/the-college/foundation-skills/rose.html>

The IW College is planning to run Supported Internships from September 2016. On the pilot students on the Insights and Pathways programmes will have the opportunity in their last year to go onto the new “[Moving up – Pathway](#)” or “[Moving up - Insights](#)” supported internship route. The College has been working with employers such as Waitrose, Phil’s Dinner, GS Auto, Needles Leisure Park, Isle of Wight jobs .com and Quarr Abbey to provide a wide spectrum of supported internships which include catering, retail, customer service, maintenance, human resources and administration roles etc.

The College has worked with young people to develop a “skills to try” survey (**Appendix 1**) and a self-assessment for work experience (**Appendix 2**). The young people are then set targets which are monitored via “[e-tracker](#)”

The College SIMs team have identified the qualifications for the new programme. Alongside the extended work placement additional core subjects have been identified around employability skills and self-employability which will include English and Math and study programmes linked to social interaction, lifting and manual handling, barista, pat testing, food hygiene, emergency first aid and defibrillator training etc.

Marketing is well underway and the new “Moving Up” pathway will be added to the Colleges web site within the Insights and Pathways programmes.

Nine young people have been identified to take part in the pilot, five from the Insights programme and four from the Pathways programme, all have an LDA (Learning Disability Assessment). All have been at the College for some time and are now ready to move into the world of work. Job coaches have been identified and further training is being organised possibly through BASE (British Association for Supported Employment) linked into the accredited “Certificate for Supported Employment Practice”

Further links with employers are being carried out over the next few months. Alongside this additional links with JC+ especially around the “Access to Work” fund are being carried out to enable employer support to be provided to the young people when they start their supported internship.

**Appendix 1**


**Work Experience – Skills to try**

Name:

Date:

Skills I would like to try	Please tick	 yes	 No	 Any comments
	Working Gardening			
	Working Painting			
	Working In a Supermarket or warehouse			
	Working In a shop			
	Working Preparing			



	<p>food</p>			
<p>Skills I would like to try</p>	<p>Please tick</p>	 <p>Yes</p>	 <p>No</p>	 <p>Any comments</p>
	<p>Working In a charity shop or warehouse</p>			
	<p>Working In a cafe</p>			
	<p>Working Selling and reserving books</p>			
	<p>Working With animals</p>			
	<p>Working</p>			














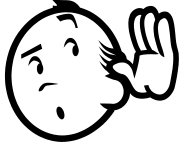






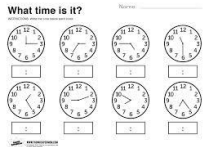





Your choice

# Appendix 2 Skills Survey – Self assessments for Work Experience

Name..... Date.....

Skills		I am good at 	I find tricky 	I would like  to try
	Talking to people I know.			
	Talking to people I don't know.			
	Working with others, as part of a team.			
	Working along, thinking for myself.			
	Being in crowded noisy places			
	Using a lift			
	Reading			
	Writing			

	Listening			
Skills		I am good  at	I find  tricky	I would  like to try
	Following instructions			
	Being the leader and taking charge			
	Counting items and things?			
	Telling the time?			
	Counting money			
	Using the busses independently			
	Making a hot drink independently			



Cleaning



### Monitoring Visit 12.02.16

Year on year Queen Mary's College (QMC) has seen the number of students with Special Educational Needs (SEN) rise. Their high needs (HN) allocation has grown to 62 HN places in 2014-15 and remains the same figure for 2015-16. Their SEN curriculum offer ranges from pre-entry to level three study programmes thus providing progression pathways for all students regardless of their SEN. Within their curriculum offer also sits the Foundation Learning (FL) department providing bespoke timetables for students identified as having Moderate Learning Difficulties (MLD). Although the College builds work experience into all curriculum areas; some are stronger than others and for FL this is a weakness. Supported internships delivery would help to redress this matter.

Queen Mary's College is planning to run Supported Internships from September 2016. On the pilot, 8 students, all holding current s.139a assessments, have been identified and are currently being profiled by college staff to assess their vocational strengths and preferences. The College has been working with employers such as Sainsbury's, Loddon and the library to build up work experience. Co-op Energy has also offered a placement. Further links with employers are being carried out over the next few months. Alongside this additional links with JC+ especially around the "Access to Work" fund are being carried out to enable employer support to be provided to the young people when they start their supported internship.

The College team have identified the qualifications for the new programme, using Gateway's 'Certificate for Preparation to Employment'. Alongside the extended work placement additional core subjects have been identified around employability skills and self-employability which will include English and Math and study programmes linked to social interaction, lifting and manual handling, and health and safety.

Marketing is well underway with the new course being included in the next College prospectus and the Local Offer has been updated. The College plans to hold a parent-information evening in April to release the details of the new course.

Job Coach roles are to be delivered through YouTrust, with College LSAs shadowing to up-skill and further the support offered to the learners.

- The College has produced a Supported Internship timeline (**Appendix A**)
- Supported Internship letters/flyers for parents and students (**Appendix B**)

## Appendix A

February 2016

### SUPPORTED INTERNSHIP TIMELINE Queen Mary College

MONTH	WEEK	ACTIVITY	WHO	OUTCOMES	STATUS
OCT	22ND	ATTEND SEND WORKSHOP - STUDY PROGRAMMES AND SUPPORTED INTERNSHIPS	JVN/COR	CITY OF OXFORD COLLEGE DEMONSTRATED HOW THEY HAVE PILOTED S.I. AND MET STUDENTS	✓
	23RD	MEET WITH PRINCIPAL & DEPUTY PRINCIPAL	JVN/AFS/MHN	DISCUSSED VISIT AND HOW QMC COULD DELIVER S.I. STUDENTS IN FOCUS ETC	✓
	23RD	IDENTIFY STUDENTS IN SCOPE	JVN/MIS	16 STUDENTS FIT CRITERIA. REMOVED THOSE PROGRESSING TO HE. 10 STUDENTS REMAIN. ARRANGE CAREER PROFILING, SUITABILITY FOR S.I.	✓
NOV	4TH	MEET WITH ASPIRE, BASINGSTOKE MENCAP TO DISCUSS JOINT WORKING.	JVN/MMS	MMS AGREED TO PROFILE STUDENTS FOR CAREERS AND DEVELOP THEIR WORK READINESS. QMC PAY FOR HER TIME.	✓
	6TH	MEET WITH HOD FOUNDATION LEARNING TO EXPLAIN S.I. AND HOW IT MIGHT WORK IN QMC	JVN/COR	DISCUSSED AT MEETING. TIMETABLING CONSTRAINTS DUE TO UNKNOWN PROGRAMME OFFER FOR FL/L1 NEXT YEAR.	✓
	12TH	EMAILED SUPPORTED EMPLOYMENT AGENCY TO ASK IF THEY WOULD BE INTERESTED IN PARTNERSHIP WORK.	JVN	MEETING IN JANUARY 2016	✓
	12TH	PREPARE SOME FRAMEWORKS SHOWING S.I. STUDY PROGRAMME/WORK EXPERIENCE FORMAT FOR DISCUSSION PURPOSES/STAFFING	JVN	FRONTLOADED EXAMPLE DRAFT COMPLETE - READY FOR DISCUSSION.	✓
	16TH	UPDATE LOCAL OFFER TO SHOW THE DEVELOPMENT OF S.I. AT QMC.	JVN		
	16TH	CONTACT ACCESS TO WORK AND DISABILITY EMPLOYMENT ADVISOR.	JVN	EMAILED TO GET DETAILS OF LOCAL CONTACT. RESPONSE CONFUSING. FOLLOWED UP 7/12/15.	✓

	26TH	DELIVER 5 MINUTE PRESENTATION TO BOROUGH BUSINESS PARTNERSHIP BREAKFAST MEETING. 40/50 EMPLOYERS PRESENT. FOCUS ON S.I. AND WORK EXPERIENCE OPPORTUNITIES.	JVN	DONE - DIRECTOR OF METRO BANK OFFERED HIS TIME TO CARRY OUT MOCK INTERVIEWS, SUSTRANS WOULD BE HAPPY TO DISCUSS INDEPENDENT TRAVEL IN A SUSTAINABLE FASHION, CO-OP ENERGY OFFERED WORK PLACEMENTS.	✓
		JOB DESCRIPTIONS CAREFULLY WRITTEN TO PRESENT TO THE STUDENTS.		ONGOING - BASINGSTOKE MENCAP WORKING WITH YP TO DISCUSS CAREER PROFILES - WEDNESDAY PMS	✓
DEC	11TH	SUPPORTED INTERNSHIP PROGRESS MEETING IN LA OFFICES, WINCHESTER.	JVN	INTEGRATE WITH OTHER PILOT PROVIDERS. INFORMATION FROM DWP - EXPLANATION OF FUNDING PAYMENTS AND NEXT STEPS.	✓
FEB	1ST	MEETING WITH ASPIRE AND YOU TRUST TO DISCUSS COMBINED APPROACHES WITH EMPLOYERS.	JVN/MM/YT	YOU TRUST VISIT CLASS TO MEET POTENTIAL SI STUDENTS ON 4TH FEB.	✓
	4TH	YOU TRUST MEETING WITH STUDENTS	YT/TUTOR	7 STUDENTS IN GROUP 1 IN SCOPE FOR SI. PAPERWORK COMPLETED AND SENT FOR PANEL MEETING.	✓
	5TH	LETTER TO PARENTS - 1ST DRAFT	JVN	COMPLETED 1ST DRAFT AND SENT FOR APPROVAL TO HOD	✓
	5TH	MARKETING LEAFLET DRAFT FOR FUTURES FAIR	JVN	PROGRAMME DISCUSSED WITH COR AND TLG	✓
FEB	12TH	ROB AND ANDREW VISITING QMC TO DISCUSS PROGRESS AND MEET STAFF.	JVN/COR		
	16TH	ATTENDANCE AT FUTURES FAIR FOR YP WITH LDD	COR	PROMOTE SI OFFER	
		INVITE PARENTS/GUARDIANS IN FOR A MEETING TO DISCUSS SUPPORTED INTERNSHIPS AND ENGAGE THEM IN SUPPORTING THE YOUNG PERSON THROUGH THE PROCESS.	JVN/COR		
		BEGIN PROFILING EXERCISE TO ENSURE THE COLLEGE IS AWARE OF THE YOUNG PERSONS NEEDS AND REQUIREMENTS AND CAN LOCATE THE APPROPRIATE WORKPLACE POSITION FOR EACH INDIVIDUAL.	MMS		
		BEGIN PRE-PLACEMENT WORK WITH IDENTIFIED STUDENTS INCLUDING INTERNAL WORK PLACEMENTS FOR EXPERIENCE AND FEEDBACK.	FL		

		SUPPORT FOR EMPLOYERS - SEE ATTACHED DOUCMENT FOR CHECKLIST.	JVN		
		WORKPLACE COACHING AND SUPPORT - SEE ATTACHED TEMPLATE.	JVN		
		ONGOING SUPPORT AND INFORMATION REQUIRED - SEE REPORTING INFORMATION PROCESS.	JVN		



## Appendix B

Dear Parent or Carer,

### Re: Supported Internship programme starting September 2016

If your son or daughter meets the criteria as stated below they could be eligible for a place on the Supported Internship programme delivered at Queen Mary's College starting in September 2016. **A supported internship is one type of study programme specifically aimed at young people aged 16 to 24 who have a statement of special educational needs, a Learning Difficulty Assessment, or an EHC plan, who want to move into employment and need extra support to do so.**

It is our intention to help young people to develop the skills and experience, and achieve the qualifications they need to succeed in their careers. We believe the overwhelming majority of young people with SEN are capable of sustainable paid employment with the right preparation and support.

Young people who follow a Supported Internship programme at Queen Mary's College can expect:

- A structured study programme based primarily at an employer;
- A programme that is intended to enable young people with learning difficulties and/or disabilities to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace;
- To be on the programme for a year and include unpaid work placements of at least six months;
- Wherever possible, support for the young person to move into paid employment at the end of the programme;
- To complete a personalised programme that includes the chance to study English and maths to an appropriate level.

Yours sincerely,

*Janice Vaughan*

Director: Skills for Progression Development



Queen Mary's College

Queen Mary's College  
Cliddesden Road  
Basingstoke  
Hampshire RG21 3HF  
T 01256 417500  
F 01256 417501  
E info@qmc.ac.uk  
www.qmc.ac.uk

Dear Parent or Guardian,

**Re: Supported Internship programme starting September 2016**

Your son or daughter has been identified as meeting the criteria to be accepted onto the Supported Internship programme starting in September 2016. A supported internship is one type of study programme specifically aimed at young people aged 16 to 24 who have a statement of special educational needs, a Learning Difficulty Assessment, or an EHC plan, who want to move into employment and need extra support to do so.

It is our intention to help young people to develop the skills and experience, and achieve the qualifications they need to succeed in their careers. We believe the overwhelming majority of young people with SEN are capable of sustainable paid employment with the right preparation and support.

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- A structured study programme based primarily at an employer;
- A programme that is intended to enable young people with learning difficulties and/or disabilities to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace;
- To be on the programme for a year and include unpaid work placements of at least six months;
- Wherever possible, support for the young person to move into paid employment at the end of the programme;
- To complete a personalised programme that includes the chance to study English and maths to an appropriate level.

**If you would like to attend a meeting to find out more about this opportunity please complete the slip below and return it to Janice Vaughan, Director: Skills for Progression Development.**

Dear Janice,

I/we would like to attend the meeting to find out more about Supported Internships.

Name of young person's representative (s): .....

Young person's name: ..... Date of Birth: .....

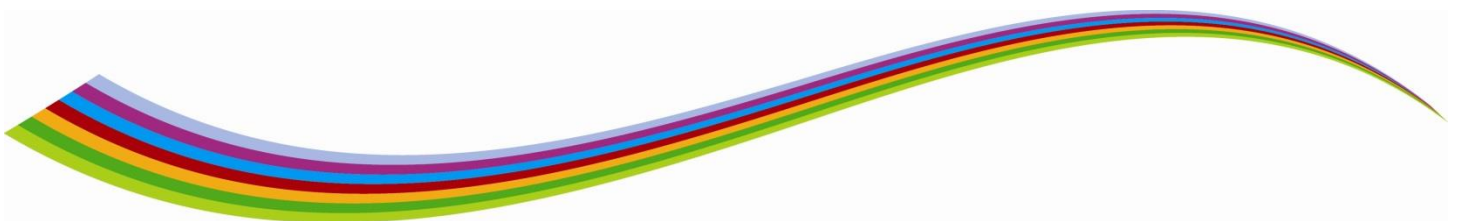
# Supported Internships at Queen Mary's College Starting September 2016

Do the following statements apply to you?

- Are you aged 19 or over?
- Do you have an EHCP, Statement or Learning Disability Assessment?
- Do you want help gaining the skills needed to find a job?
- Do you want to be employed?

For further information about the  
**Supported Internship programme**

Contact Janice Vaughan on  
01256 417516 or email [janice.vaughan@qmc.ac.uk](mailto:janice.vaughan@qmc.ac.uk)





*South Downs College*

### **Monitoring Visit 24.03.16**

South Downs College is a medium sized College with a well-established SEND provision. In 14/15 the college enrolled 65 full-time High Needs learners, of which 4 were aged 19-24. Within the total SEN group of 1107 learners, 15 were 19-24 with an LDA/S139a.

In 15/16 provision was extended to include a pilot for 2 Supported Internships within a new full-time course. Curriculum developments are on-going and aim to broaden the relevance of the offer to learners aged 19-24 and vitally, to markedly improve progression outcomes. The two young people are doing well and have secured work places in catering and hospital environments. Both are producing CV's with the help of the newly appointed Job Coach. There was a very positive feel to the future outcomes of these young people.

The College has developed a PS and JD (**see Appendix A**) for their Job Coach who was also interviewed by their young people. Some of the funding will be used to provide the accreditation "Certificate for Supported Employment Practitioners" via "Base" to further strengthen the development of the Job Coach.

This pathway is now embedded within the South Downs curriculum with a further 8/9 young people identified for next year. The employer base is increasing and the College has already run presentations to parents/carers and future employers using case studies from this year. Large employers such as Waitrose are interested in being part of the supported internship pathway.

The College is organising marketing materials for its prospectus and web site to promote the internship route and is aiming this at the 19 plus cohort. In the future it is anticipated that all young people with an EHCP will have the opportunity to access this pathway.

## Appendix A: Job Description

<b>Post:</b>	<b>Employability Coach</b>
<b>Salary Grade:</b>	Subject to Job Evaluation, circa £20k 18 hours per week
<b>Responsible to:</b>	<i>Programme Manager – Supported Internships</i>
<b>Responsible for:</b>	<i>N/A</i>

### Key Purpose:

1	To develop and coordinate the work-based element of Study Programmes for students undertaking Supported Internships
2	To develop opportunities for the growth in the programme by building strong working relationships with employers
3	To be responsible for the progress made by students when at work

### Key Responsibilities and Accountabilities:

<b>A</b>	Visiting students at work to observe/monitor their performance and record evidence of progress with agreed tracking systems
<b>B</b>	Supporting and coaching students to develop employability and Functional skills with a variety of settings including the workplace and on community projects
<b>C</b>	Ensuring that the needs of students who are vulnerable or who require a high level of support (such as students with learning difficulties and/or disabilities) are met
<b>D</b>	Delivering work preparation and briefing sessions to individual students and groups
<b>E</b>	Building effective relationships with employers to advise and/or train in meeting the needs of vulnerable students during a work placement
<b>F</b>	Maintaining written records of all visits and reporting all progress and/or areas of concern
<b>G</b>	Supporting students to complete action plans and log books in the workplace

<b>H</b>	Contributing to the setting of service standards and the evaluation of the team's performance against these standards
<b>I</b>	Ensuring that placements are well managed and that the students are well prepared and supported
<b>J</b>	Building effective relationships with interns, managers, teachers and employers
<b>K</b>	Liaising effectively with parents and carers to ensure outstanding levels of attendance and progress for learners at work and in college

**Cross-College Responsibilities and Accountabilities:**

<b>1</b>	Participate in Performance Management and professional development activities as required
<b>2</b>	Value and promote diversity and equal opportunities in all aspects of role
<b>3</b>	Work within health and safety guidelines and be aware of your responsibilities for health and safety
<b>4</b>	Fully support and adhere to the College approved strategies, policies and procedures
<b>5</b>	Be responsible for safeguarding and promotion of the welfare of children, young people and vulnerable adults
<b>6</b>	Support the College's quality initiatives, promoting the values of the College and ensuring that outputs meet quality standards
<b>7</b>	Provide the best possible service to customers (both internal and external) in line with College standards

This job description is current as at the date shown below.

In consultation with you, it is liable to variation by management to reflect or anticipate changes in or to the job. You are liable to undertake such other duties as may reasonably be required of you, commensurate with your grade, at your initial or present place of work or at any other of the College's operational sites.

## Person Specification

<b>QUALIFICATIONS &amp; TRAINING</b>	<b>Essential</b>	<b>Desirable</b>	<b>How assessed</b>
Level 3 Certificate - British Association for Supported Employment (BASE)		x	A
English and maths to GCSE grade C or equivalent	x		A
IT level 2 or equivalent		x	A
Level 2 Coaching and/or mentoring qualifications		x	A
<b>KNOWLEDGE, EXPERIENCE &amp; UNDERSTANDING (CURRENT)</b>			
Good knowledge of the current skills employers are looking for in a range of vocational careers	x		A/I
Good knowledge of how students can develop and gain evidence of these skills through internships	x		A/I
Experience of working with learners with specific learning difficulties / disabilities	x		A/I
Experience of working with young people in an education or training environment	x		A/I
Experience of monitoring, tracking and recording progress of learners in an FE environment		x	A/I
<b>SKILLS &amp; ATTRIBUTES</b>			
Able to demonstrate use of coaching and mentoring skills to achieve best outcomes	x		I
Able to work unsupervised and actively solve problems that may arise when working offsite	x		I
Delivery of clear, informative briefing sessions	x		I
Professional demeanour and approach to work	x		I
Ability to communicate clearly both orally and in writing, pitched at the right level for the audience	x		I
Demonstrate drive and ability to use own initiative to solve practical problems without supervision	x		I
Able to organise and plan work to achieve performance targets and deliver to strict deadlines by utilising business process and resources	x		I
Ability to manage multiple projects and work assignments and work under pressure	x		I
Able to work flexibly within a range of working hours and environments	x		I
Ability to effectively commute across multiple sites	x		I

Key to assessment methods:

A = Application

I = Interview

P = Presentation

W = Written assessment





### **Monitoring Visit 25.02.16**

Totton College has a long established tradition of providing high quality supported learning for students across the Spectrum of SEN/LDD developed over 30 years. Quality of provision has regularly been commented on by OFSTED. “Teachers support high-needs students particularly well in their progress towards independent living” (June 2015). The provision is specifically designed to meet learning needs and enable progression of students across the spectrum of LLDD, from those with the profound and complex learning needs to those with high functioning autistic condition aiming for careers following on from HE. The College is currently funded by HCC for over 60 HNS students as well as a further 46 from 4 other LAs.

All programmes contain an element of life, independence and work skills and further development of Maths and English skills at the appropriate level. For the last 3 years Totton have been working closely with local employers to provide opportunities for supported work placements for students as part of a social enterprise study programme, which has led to successful outcomes for students such as voluntary, paid employment or further training.

The College is currently profiling its two vocational groups to recruit 8 learners for the new Supported Internship Programme, which commences in September 2016, through the Annual review process. The Practical Enterprise group is made up of 8 learners (SLD) and are building vocational skills through internal college events and pop-up shops. The Social Enterprise group has 9 learners (MLD), all of whom are currently undertaking work experience within the college settings of salon, library, reception, catering and grounds; these learners are also undertaking Health & Safety, Customer Service and Food Hygiene training in readiness for selection for the new programme this September.

The work placements are beginning to develop for Supported Internships, with Waitrose, Leiths of Beaulieu and Salisbury Cathedral all interested in taking long-term work experience placements. Alongside the placements, the College intends to offer a City & Guilds Level 1 qualification; a course-code is to be finalised in due course.

The Job Coach role is still to be resourced by the College given the current restructure. Some resource is allocated through the college to find placements, carry out health and safety checks and liaise with employers on learners’ needs.

The College intends to promote the new Supported Internship programme on its website and within the prospectus, as well as the Local Offer.

## Traineeship Plus: Mencap Overview

Hampshire Futures' 'Traineeship Plus' supports disadvantaged young people into extended and high-quality work experience placements within HCC, alongside a training programme where each learner can work towards a Level 2 qualification.

To further the reach this successfully established Traineeship, Hampshire Futures have worked in partnership with Mencap to pilot a further 6 opportunities for those with SEND.

The Mencap-sourced work placements have offered each young person the opportunity to learn within commercial employment environments. The placement activity was supported through job coaching delivered by personal tutors trained in using 'systematic instruction' to support each young person to learn work skills at their own pace through bite-sized learning stages. The tasks reflected the employer's core job routines and aligned with the career aspirations and choices of each individual learner where possible. The qualification undertaken alongside the work placement was APT Awards Entry Level 3 Certificate in Work Preparation. Units were chosen against each learner's unique barriers to learning and work.

### Case Study

Katy-Ann Cameron-Robson has made significant development with her confidence as she completes the final stages of her traineeship. Katy-Ann suffers from both social anxiety and agoraphobia, among other special educational needs, which have served as barriers to employment.

As part of her traineeship, Katy-Ann spent 3 months working 2 days a week as a volunteer librarian at a local library. At the beginning of the placement, Katy-Ann found it very difficult to engage in any task which required her to engage with customers due to her anxiety and lack of confidence.

Katy-Ann has developed her confidence to the point that she is now engaged in planning a travel training journey to her nearest major city by bus! As Katy-Ann progressed through the placement, she successfully took on customer-facing roles, progressively building up to roles which involved more prolonged exposure to the customers, leading to supporting the reception duties within the library, where she was able to sit at the library reception desk and vocally greet customers and help them with their queries.

### Traineeship Plus of Hampshire Futures

Prepared by Andrew Briggs – Post 16 Commissioning and Finance Manager -



Figure 1: Katy-Ann helping to hand out toys at the children's rhyme time event during her work placement.



Hampshire  
County Council

## Project Milestones

## Annex J

Date	September 2015	October 2015	November 2015	Dec 2015	January 2016	February 2016	March 2016	April 2016	May 2016	June 2016	July 2016	August 2016
<b>Activity</b>												
Project Plan written and agreed	18 <sup>th</sup> September 2015											
Sent out to providers	21 <sup>st</sup> September 2015											
Expression of interest deadline		9 <sup>th</sup> October 2015										
Providers notified		16 <sup>th</sup> October 2015										
Funding distributed		30 <sup>th</sup> October 2015										
Projects start with providers			2 <sup>nd</sup> November 2015									
Provider meeting for interim Review/updates												
Evaluations												
Final reports and case study												

## Funding allocations

## Annex K

### Total Fund

Hampshire	£49,258	30 Hampshire
Isle of Wight	£11,000	6 IoW
<b>Total</b>	<b>£60,258</b>	

College	Amount November 2015 £	Amount Jan/Feb 2016 (£)	NOTES
Basingstoke College of Technology	£2,500	£2,500	Numbers = 5
Eastleigh College	£4,000	£4,000	Numbers = 8
Farnborough College of Technology	£3,500	£3,500	Numbers = 10
Isle of Wight College	£3,000	£3,000	Numbers = 6
Queen Mary's College	£3,500	£3,500	Numbers = 8
South Downs College	£3,500	£3,500	Numbers = 7
Brockenhurst College	£2,500	£2,500	Numbers = 3
Totton College	£4,000	£4,000	Numbers = 8
<b>Totals</b>	<b>£26,500</b>	<b>£26,500</b>	<b>55 + 6 Hampshire Futures</b>
Under/Overspend		<b>-£7,258.00</b>	Event /Marketing/Backfill/Travel