Working with clients with SEND

...having fun in careers!

CXk
Careers

- Through this session we will explore why "**careers work**" **matters** and what my experiences of working with clients with **SEND** has been.

- Please ask questions as we go or at the end… I am happy with either!

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My Journey
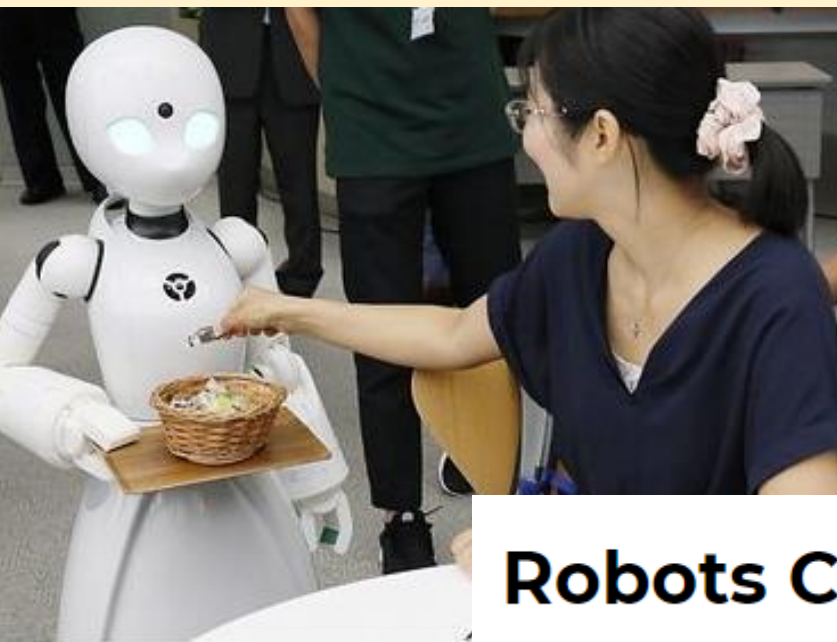
- Was it but a series of chance events or, destiny?

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Q. What is a career?

"noun. a **path or progress through life or history**. a profession or occupation chosen as one's life's work."

https://www.dictionary.com/browse/career

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We need to consider "**career**" more broadly.

Wheel the World helps people with physical disabilities enjoy their vacations

...any offers trips to over 30 destinations, vetted for accessibility.

Robots Controlled by Severely Disabled to Serve Cafe Visitors
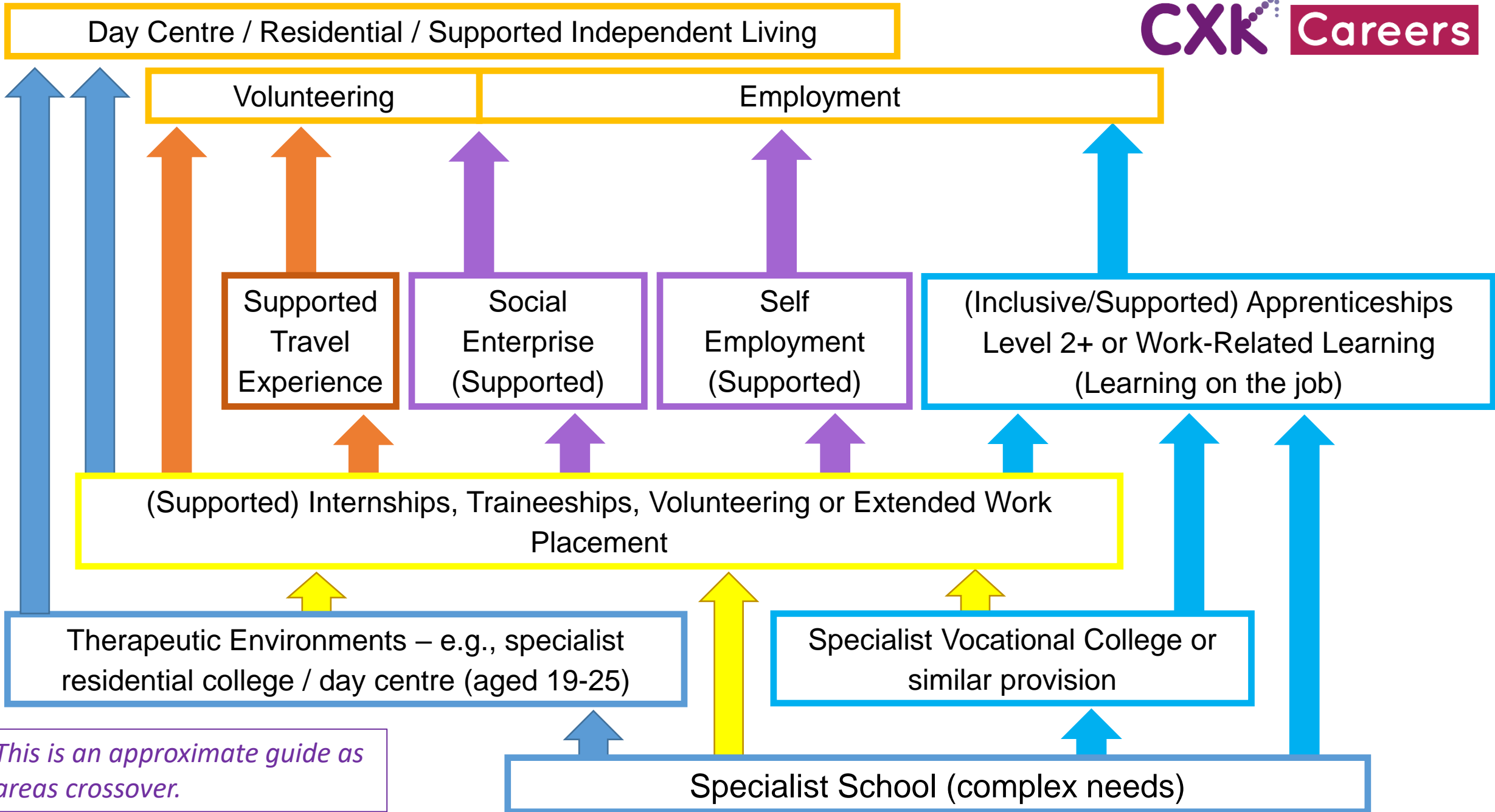
Q. In what settings do we find "school/college age" clients with **SEND**?

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- Mainstream education schools and colleges.
- SRPs – specialist resourced provision (usually within a mainstream setting).
- Maintained special schools.
- Independent schools and colleges with Section 41 status (for pupils with SEND).
- Alternative Curriculum Providers.
- EOTAS (Education Otherwise than at School).
- Distance learning.
- Study Programme & Training Providers.
- Supported Employment (BASE).
- Work based learning/training (formal & informal).
- Self employment (supported or not).
- Volunteering/Social Enterprise.
- Travelling.
- Electively Home Educated.
- Specialist vocational colleges/care settings.
- Hospital schools.
- Younger Offender Institutions.
- NEET.

Projects

- Open Partnership Model (**OPM**)

- **Lego Guidance**

- **KMPF** Partnership – SEND Webinars, SEND Guide, Double Helix, SEND vlogs & blogs

- **Reflective Practice Tool**

- **Inclusive by Design** Principles – (new!) ongoing

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Life...

- "If you've met **one person with autism**, you've met one person with autism."
  Dr. Stephen Shore.

- "**Nothing about me, without me...**" – NHS but also SEND as identity or diagnosis (language)

TOP TIPS: Client work

- Help students to **explore possibilities** and don't make assumptions about what they can or cannot do! Help them to **get curious** about what is out there.

- Show them what they can do. What is possible… "visits" can be virtual as well as physical. "**You can't choose, what you can't see**".

- Consider different ways to capture the **clients' voice** and different ways to enable this (be creative). Go for a walk/bounce, use audio recording, draw!

- Work as a team (wherever you find yourself), include the family/key individuals. **Place the client at the centre and advocate for them if needed**. System Theory thinking (Wendy Patton and Mary McMahon) can really help.

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TOP TIPS: Sustainable practice
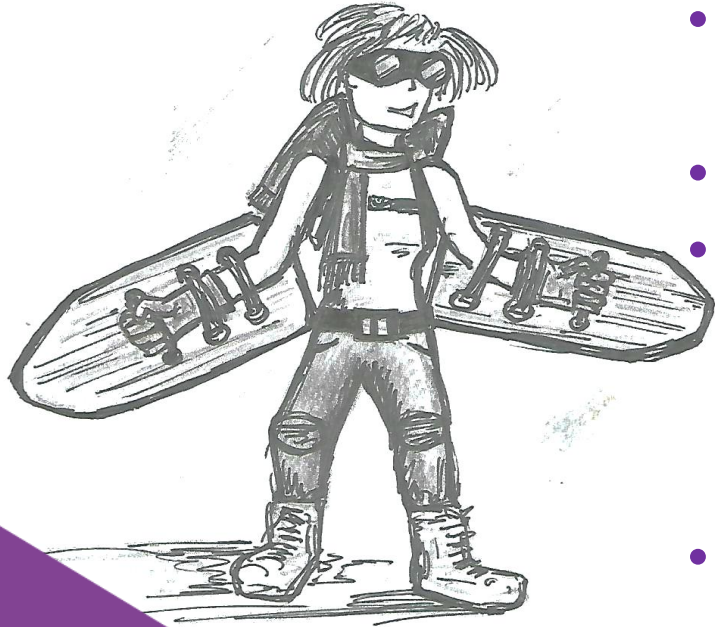
- **Reflect**-in-action and on-action – Schon
- Grant yourself permission to **learn from experience** and in doing so, learn from them.
- If it all goes "sideways" return to **Rogerian** principles!
- **CPD can take many different forms** – it's not just about "formal" training; sometimes the informal conversations, when you least expect them are the best!
- **Challenge yourself** and "older" training as ideas and understanding changes… this has happened to me!
- Learn from clients and their families - don't dismiss their **"lived" experiences.**
- **Have faith** in the strength of your wings (when the whole world can sometimes feel like it is changing).
- Smile and **enjoy** the ride! ☺

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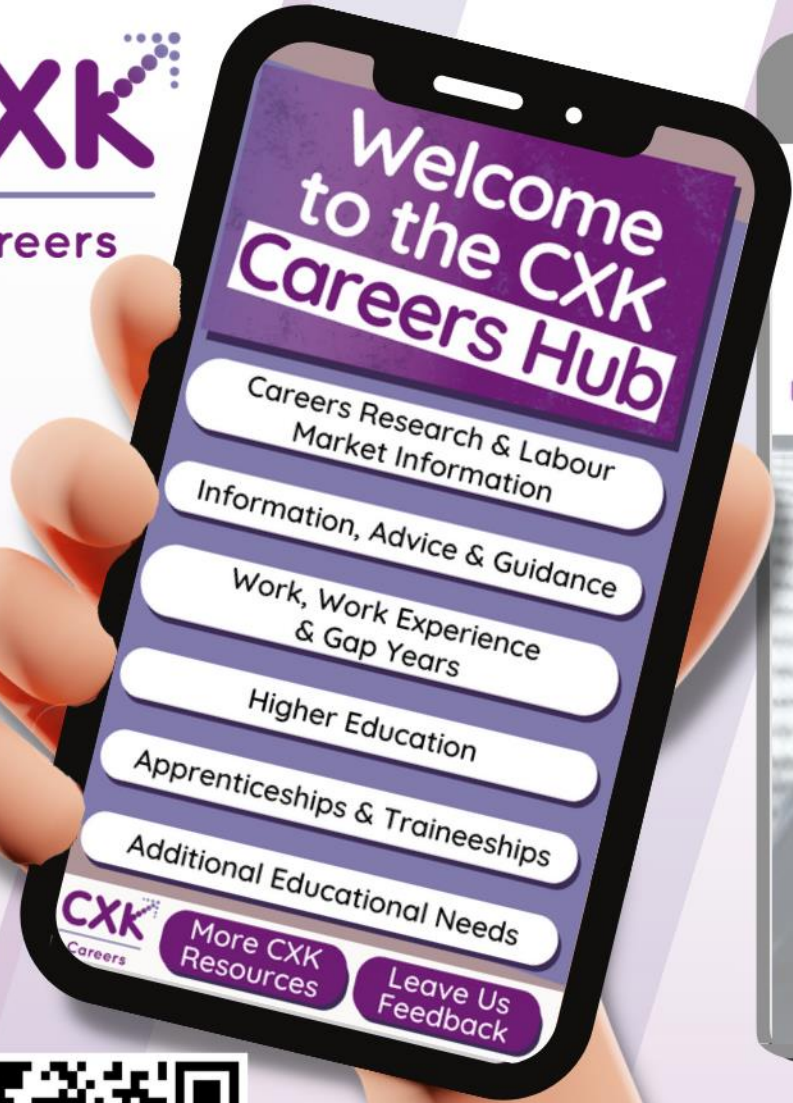
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