

**ssat** the schools, students  
and teachers network

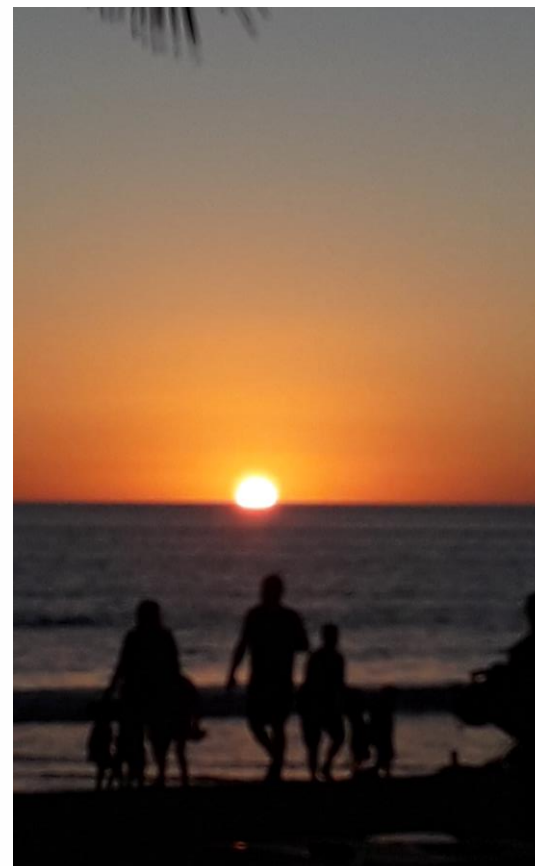


# Educable, Employable?

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# My Journey

- 30+ years teaching experience
- 40 years working in SEND sector
- Part of the DfE funded CLDD research project in 2011 led by Professor Barry Carpenter
- Research as part of Masters.
- Passionately believe in preparation for adulthood including employment
- Semi retired
- Head of SEND @ SSAT





# Educable

- The 1970 Education Act gave all students the right to education, no matter how severe their disabilities. At this time the idea of any child being ineducable became obsolete.
- Despite this very few adults who are identified as having SEND in employment.

## Educable

Since 1970 the quality of education received and the expectations of students with SEND has improved.

Through the education, health and care plans introduced in September 2014, all students should be asked about their aspirations as they get older and reach adulthood. So significant shifts are taking place in the way we support young people with a learning disability

# 2010 Equality Act

The Equality act of 2010 states that employers must make reasonable adjustments to make sure workers with disabilities, or physical or mental health conditions, aren't substantially disadvantaged when doing their jobs.

# Employable?

- Approximately 8 out of 10 working age people with a learning disability have a mild/moderate learning disability (MLD).
- They are employable,
- Only 6% of adults with a learning disability attain paid work In 2018 28,241 under 18's identified as having a moderate learning difficulty (MLD)For the individual, this problem negatively impacts wellbeing, self-esteem, and self-worth as well as health, financial stability, and independent living.
- Furthermore, is the potential for an individual from this group to be amongst those with a learning disability who dies 16 years earlier than the general population, or one of the 1200 people with a learning disability who suffer the injustice of dying avoidably each year.

<https://www.mencap.org.uk/about-us/what-we-think>



# Employable?

- Where is the social justice in this?
- Are we focused on what people can't do rather than what they can do?
- What can schools do to improve this?

# What might employment look like for an adult with learning difficulties?

- Full-time
- Part-time
- Supported
- Apprenticeship
- Volunteering

# High Aspirations

- Internal work experience
- Supported work in Vestry café (owned and run by school in local art gallery)
- Supported internship with local authority
- Apprenticeship in hospitality & catering
- Employed full time running academy bistro.



# Volunteering

- Worthwhile
- Sense of achievement
- Viewed by the individual as work
- Builds confidence
- Develops social interactions
- Stepping stone to employment

# What skills to employers want in their workforce?

- The ability to problem-solve
- The ability to communicate
- The ability to self-manage
- The ability to work as part of a team
- To be creative
- To be numerate
- To have basic digital skills

# Conclusion

A key role of schools is to prepare students for the next steps on their life journey. Sue Williamson in SSAT's Fighting for Deep Social Justice pamphlet emphasises the school's role in ensuring that all learners, whatever their ability or context, leave school fully prepared to lead fulfilled and purposeful lives.

SSAT believes that schools should have high aspirations for all learners and that the achievements of all learners should be celebrated not just those who achieve 5 good GCSE's. For SEND learners we must ask ourselves what is an appropriate curriculum offer? How can we include aspects of work-related learning? What are the learner's aspirations and what can we do to help them achieve them?

# Questions

# Thank you for listening

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