

# EXECUTIVE COUNCIL

## PUBLIC

**Title:** Provision for students with special educational needs and disabilities (SEND), post 16.

**Paper Number:** 05/18

**Date:** 13 June 2018

**Responsible Director:** Director of Education

**Report Author:** Director of Education

**Portfolio Holder:** MLA Stacy Bragger

**Reason for paper:** This paper is submitted to Executive Council:  
For policy decision (including budgetary policy)

**Publication:** Yes

**Previous papers:** None

**List of Documents:** None

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### 1. Recommendations

Honourable Members are recommended to approve:

- (a) Policy and procedure for post 16 students with SEND.
- (b) Funding for a two- strand pilot programme to start 2019/20

### 2. Additional Budgetary Implications

	<b>2018/19</b>	<b>2019/20</b>	<b>Total Project</b>
Operating costs	£32,543*	£141,969	£141,969 recurring annually

\*These costs are already covered in the Education budget for 2018/19 across several vote codes.

### 3. Executive Summary

- 3.1 All young people should be helped to develop the skills and experience, and achieve the qualifications they need to succeed during their working lives. The majority of young people with special educational needs and/or disabilities (SEND) are capable of sustainable paid employment with the right preparation and support. All professionals working with them should share that viewpoint.
- 3.2 Given that one of the main aims of the Education Directorate is to provide pathways to employment in the Falkland Islands, we should have a clear focus on preparing students with SEND for work. This includes identifying the skills that employers value, and helping our young people to develop them.
- 3.3 This paper looks at two pathways, both as important as each other, to be initially run as pilots. It is anticipated that all our young people with SEND will be able to access one of the pathways, according to their level of support need. Indeed, some of our young people could progress, in time, from one to another and eventually to paid, unsupported employment. The two pathways are:
- **Supported Internships**, which can essentially be seen as supported apprenticeships. These are highly individualised programmes with a focus on coaching for a particular job. The gradual withdrawal of support enables the intern to develop in confidence and ability and to successfully become part of the workforce.
  - **A social enterprise**, whereby young people are supported to develop their particular interests and talents in a supported small business environment. The primary aim is for these young people to contribute to Falkland Islands society, with a subsidiary aim for the project to become partly financially self-sustaining.
- 3.4 Executive Council are requested to approve a pilot programme for six young people (three to enter a supported internship and three to take part in the social enterprise) in 2019/20. This involves some start up / preparatory costs in 2018/19. If the pilot is successful the supported internship would be a rolling one year programme, supporting approximately three young people per year, whereas the social enterprise initiative would slowly grow, with one young person joining the scheme approximately every two years. It is anticipated that young people joining the scheme could continue to work in this sheltered environment for most, if not all of their working life.

### 4. Background and Links to Islands Plan and Directorate Business Plan/s

- 4.1 There are currently five students (two in IJS and three at FICS) who would benefit from a supported internship when they leave school, and nine students (three of whom are in year 10, the remainder are much younger) for whom the social enterprise model would be the better option. This includes a child in a 52 week placement in the UK, who will be turning 16 in the academic year 21/22. Currently there is no provision in place for him when he returns to the Falklands. In addition there are a number of past school leavers in the community for whom the social enterprise model would be a good option. Currently some of them access social services provision when space allows, however, when the YPU is in use there is no provision for them. The Training Centre provides the Enablement Programme for twelve people; however this model, though bespoke to

their needs, provides only small amounts of individual support each week. It is anticipated that people with SEND that have already left school could be included within the scheme eventually, though the three year ten students would be given priority in the first year.. Employing a multi-generational model within the social enterprise echoes the world of work and has many benefits.

- 4.2 The Islands Plan 2018 – 2022 affirms that this Assembly intends to “Develop a special needs strategy and identify opportunities for integration into the wider workforce”. The attached information paper forms the basis of that strategy.

## **5. Options and Reasons for Recommending Relevant Option**

### **5.1 Option 1: Do nothing. (not recommended)**

The status quo prevails and there are few opportunities for young people with SEND to contribute to society. They continue to use time and resources from both FIG and their families (the employment programme has an annual budget of £153,510, of which approximately half is spent on the enablement programme); they have less opportunity to grow and develop personally, to enrich the lives of others and to contribute to the economy or their own professional development.

### **5.2 Option 2: Develop Supported Internships (recommended, along with option 3)**

A supported internship programme provides a structured study programme for young people with a learning difficulty and / or disability. The majority of the learning takes place in the workplace, and is tailored to the individual needs of the young person, equipping them with the skills they need for work so that they can achieve sustainable paid employment. The programme includes on-the-job training, backed by expert job coaches and complementary classroom-based learning including access to relevant qualifications, where appropriate. There are four underpinning principles:

- a substantial proportion of learning to take place in the workplace
- additional learning to be provided outside of the workplace
- the job roles undertaken to meet intern and employer need
- appropriate support to be offered throughout to both intern and employer

The aim of supported internships is to prepare young people with complex needs for paid employment by:

- supporting them to develop the skills valued by employers;
- enabling them to demonstrate their value in the workplace; and
- developing confidence in their own abilities to perform successfully at work.

It is proposed that one of the following models is chosen to provide a pilot programme, with a view to rolling out the concept of supported internships in the Falkland Islands. On successful completion, supported internships will become established practice for all our young people with SEND (where appropriate) in the future.

#### **Model 1: working with a single employer**

A single large employer is sourced who can offer multiple internships, sometimes including the opportunity for interns to rotate between different job roles. The employer may be able to provide an on-site classroom so that all the learning takes place in the work setting, including

that offered by the learning provider. This is based on the Project SEARCH model, an approach originally developed in America, which has been successfully trialled and implemented in the UK.

It is proposed, should this model be chosen, that the employer is the Falkland Islands' Government, who is best placed to provide a range of employment opportunities that the interns can cycle around. Examples might include:

- The Education Directorate require a handy-person to support the established caretaker.
- The Secretariat require someone to collate internal post and deliver to other government buildings
- PWD require a groundsperson
- KEMH require a general assistant to perform a range of tasks

Each directorate would be asked to nominate one or two roles that would suit and the co-ordinator would liaise with the relevant people in order to set up the programme. All the interns would then cycle around the departments and the programme would run as usual.

### **Model 2: working with multiple employers**

Multiple employers are sourced, large or small, who can offer an internship. Interns normally stay in a single job role which may be developed and extended over the period of the internship. This model is more appropriate for individuals who have had the opportunity to work with someone throughout key stage 3 and 4 (secondary school age) to develop interests in particular areas of employment. It is more likely that this model could lead to sustained employment, given that with a single focus for the year, the job coach would have more opportunity to work with the employers and co-workers concerned to develop their own strategies for working with the intern going forward. These employers could be from the private sector or a government department.

### **5.3 Option 3: Develop a Social Enterprise (recommended, along with option 2)**

Not all young people with SEND will have the confidence or capabilities to access a Supported Internship. However, it is possible that they could develop appropriate work skills, with support, through social enterprise activities.

Case studies (such as the SHAPE model in St Helena, referred to in appendix 1), of successful social enterprises detail many reasons for their initial set-up. Not least the problem of former students' "regression" if transitions from education to adult life are delayed or destinations do not involve active engagement in the community. Also, the fact that local authorities (or in our case, the government) should want to invest in improvements so as to reduce future social care costs.

Examples of the sorts of enterprises that have worked well elsewhere include:

- A café – students could wait on tables, prepare food and use the till. This option would require the use of premises, preferably close to tourist areas, and would need to be supplemented by an alternative enterprise in the winter months when a café would not be sustainable.

- A garden centre – for students with an interest in horticulture – this works well in conjunction with the café. There is plenty of room for this on Training Centre land.
- The creative manufacture of art or products – to be sold in gift shops. The Craft workshop is well used at FICS and items produced there are already commercially available. This option would provide a natural progression.
- A charity shop – where the students can sort and display donations, learning key retail skills. This would be located on the Training Centre site.

Other potentially financially viable options are:

- A car wash business
- A printing press / reprographics facility
- A wholefood outlet
- Environmental / sustainability activities such as recycling waste paper into combustible logs
- Furniture restoration

Ultimately, the type of social enterprise will largely be dictated by the skills and interests of the students progressing into it, with potential new developments to be added on as it grows.

## 6. Resource Implications

### 6.1 Financial Implications

	18/19*	19/20	ongoing
Staffing	£16,137	£119,550	£119,550
Participant salaries (min wage x 6)		£44,418	£44,418

\*Included in existing budget

There will also be staff training costs in 18/19, which will also be dealt with from existing budgets.

Revenue may also be taken into account, however this cannot be estimated until a detailed business plan is drawn up.

### 6.2 Human Resource Implications

This pilot would create at least five new jobs, with all but the co-ordinator drawn from the local population. It is anticipated that, long term, the co-ordinator position will also become a local post, through succession planning and the use of the Community Development Scheme to develop specialist skills and qualifications.

### 6.3 Other Resource Implications

#### Physical Resources

1 x classroom at the Training Centre (a full time base-room requirement once new build complete)

1 x craft workshop and materials

Horticultural space

It is anticipated that the social enterprise could eventually break even. Advice will be sought from FIDC in terms of developing a business plan.

## **7. Legal Implications**

7.1 There may need to be an exception to the minimum wage ordinance. The social enterprise may be seen as a supportive environment and more of a public service, however, it is important that participants feel valued and a part of society, so the costing provided above has assumed payment of the minimum wage for all participants. As the participants will not be living independently, it may be that some justification can be made to pay a lower wage. It is anticipated that the social enterprise may, in time generate revenue.

## **8. Environmental & Sustainability Implications**

8.1 None, but the social enterprise will favour eco-friendly and sustainable options.

## **9. Significant Risks**

9.1 There is no Disability Discrimination Act in force in the Falkland Islands; the risks of taking no action to FIG are largely reputational. For the individuals concerned, the risks of not pursuing such a programme to their development and quality of life are far more significant.

## **10. Consultation**

10.1 Consultation has been carried out with the Chief Executive, MLA Stacy Bragger, a parent of a young person with SEND, and key roles within the Education Directorate.

## **11. Communication**

11.1 If the pilot is approved, a review and update report will be made annually, in September of each year.

## Appendix 1

### Supported Internships & Social Enterprise Information Paper

#### *Introduction*

This paper looks at two pathways, both as important as each other. It is anticipated that all our young people with SEND will be able to access one of the pathways, according to their level of support need. Indeed, some of our young people could progress, in time, from one to another and eventually to paid, unsupported employment. The two pathways are:

- Supported Internships, which can essentially be seen as supported apprenticeships. These are highly individualised programmes with a focus on coaching in a particular role. The gradual withdrawal of support enables the intern to develop in confidence and ability and to be seen as part of the workforce.
- A social enterprise, whereby young people are supported to develop their particular interests and talents in a supported environment. The aim is for these young people to contribute to Falkland Islands society and for the project to become partly or wholly self-sustaining, financially.

This paper aims to outline the main features of each pathway.

#### *Supported Internships*

The four underpinning principles to Supported Internships are:

- a substantial proportion of learning to take place in the workplace

Whilst at the employer, the young person will be expected to comply with real job conditions, such as time keeping or dress code. Where appropriate, learning at the employer should use systematic instruction, a method specifically designed to help people with complex learning difficulties learn new tasks.

- additional learning to be provided outside of the workplace

Interns must do some form of learning alongside their time at the employer, including transferrable skills such as relevant aspects of English and maths. Qualifications, as appropriate may include a small life skills qualification, or may be at the request of the employer, such as food hygiene.

- the job roles undertaken to meet learner and employer need

For the young person, the job must fit with their vocational profile, contribute to their long term career goal and be flexible enough to address barriers where necessary. For the employer, they must meet a real business need. As the goal of the programme is for the young person to end up in paid employment, where possible the employers taking on interns should have a job available to offer at the end of it – should the intern meet the required standard.

- appropriate support to be offered throughout to both learner and employer

Central to the study programme is the provision of support to the young person and to the employer, including job coaching support. On-going support should continue to be available should the employer offer the young person a job at the end of the internship or to support

young people who do not achieve paid work to continue to work towards this end. In the Falkland Islands context, this ongoing support should probably be provided by Social Services.

Whilst the ideal outcome from a supported internship will be the offer of a paid job from an employer, possibly the employer who hosted the intern's work placement, other outcomes include:

- building up experience for a CV, demonstrating that the young person has the skills and willingness to work;
- changing the perception of employers about employing people with learning difficulties and/or disabilities;
- changing the perception of the young person's family that they can work;
- improving skills in English and maths that enable the young person to be better prepared for work, including handling money, interacting with the public, and practising interview skills; and
- becoming independent travellers

In order to set up a pilot programme, the following aspects of set-up process must be taken into account:

- How to build a small team of staff, recruiting both internally and externally to ensure a range of complementary skills. Given the low numbers of interns on the programme, a core staff team may consist of the co-ordinator, who is also the main teacher / facilitator; the job coach; and possibly an LSA, depending upon the levels of need. All staff involved should have expertise and experience in SEND.
- Engaging with the prospective interns and their parents and/or carers. It is crucial that this one year programme be seen as the culmination of a much longer programme of work. The timeline on page 3 exemplifies this.
- Carrying out vocational profiling with the interns to establish their abilities and ambitions.
- Sourcing possible employers and approaching specific employers, when a prospective 'job match' had been identified. This paper proposes two possible routes for a pilot – route one delays the job matching process until the internship programme itself, whereas route two is more traditional and expects this to be in place before the start of the programme.
- Introducing interns to the workplace, which should be done well before the start of the programme.
- Establishing a Training Centre based learning element, including some accreditation if applicable.

Established practice in the UK has shown that critical success factors in the set-up stage include recruiting effective job coaches, attracting interns keen to gain employment, engaging positively with employers and achieving good job matches for interns.

Similarly, key challenges encountered at the set-up phase include difficulties in engaging employers able to offer extended placements and the potential for sustainable employment and also recruiting staff, particularly to the job coach role.

*Timeframe:*

FS1 to Y8	SENCO to identify, through observations, formal reports, and discussions with the team around the child, those students who are most likely to benefit from supported internships
Y9 to Y10	Careers advisor to engage with identified young people and start to establish individual career aims and aspirations. Profiling sessions should be bespoke to the individuals.
Y11	Careers advisor and Internship Co-ordinator to establish dialogue with relevant employers. Visits and taster sessions to be arranged.
Y12, Sept	Induction to course and workplace. Individual programme to be established, in negotiation with employer and intern. Job coach to visit workplace and 'learn the job'. Internship co-ordinator to develop bespoke programme of learning.
Y12	Gradual withdrawal of support from the job coach and incremental increases of time spent at the workplace by the intern. Job Coach to increasingly concentrate of supporting co-workers in how to work with the intern.
Y12, July	Job Coach negotiates job offer or establishes a job search plan with the intern

Below is an example of how the work may be divided, over a two year period. It assumes that there are three interns on programme in year 12 and that they have differing levels of need in terms of how much time they can initially spend on the job.

The shaded area shows the days each week they spend in the classroom\*, working on personal, professional, academic and life skills.

Month	Co-ordinator (Co)			Job Coach (JC)		Careers Advisor (CA)	
	Year 11	Year 12		Year 11	Year 12	Year 11	Year 12
Sept	Meet with CA to discuss individual needs.	Induction. 2 full weeks in classroom.			Support induction then start to support on the jobs	Meet with Co to discuss individual needs.	
Oct	Establish contact with potential employers	*4	2	3	Meet year 11s, review CA's plans	Provide comprehensive support in the workplace	
Nov		4	2	3			
Dec		3	2	3			
Jan	Arrange visits and tasters and share accompanying duties with JC	3	1	3	Accompany students to visits and taster sessions	Start to withdraw support gradually. Provide support for co-workers	
Feb		3	1	2			
Mar		2	1	2			
Apr		2	1	2			
May		1	1	1			
Jun	Agree placements	Negotiate job offers with employers.					Support those not offered a job in
Jul	Establish bespoke			Learn the jobs ready	Support job search and		

	programmes for next year	Start to work on job search plans if necessary	for September	interview process		job search skills
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### *Classroom Based Elements*

It is anticipated that students identified as those who will benefit from a supported internship will spend a substantial amount of time in key stage three and four preparing for it. Learning activities may include:

- research about different employment sectors, employers and job roles
- visits from employers;
- visits from inspirational speakers including role models<sup>1</sup> (e.g. young people with learning difficulties and/or disabilities in employment);
- a variety of short work experience opportunities;
- taster sessions in different vocational areas offered by the provider; and
- practical activities (on and off-site) to develop team-work, problem-solving, confidence and communication skills

Once interns have entered year twelve and have started the programme, classroom-based learning best engages them when it clearly complements their learning in the workplace and is personalised to their specific needs and aspirations. It also enables interns to maintain their group identity and self-help network preventing them from feeling isolated in their separate workplaces.

Content can vary considerably. It will typically include employability skills and some appropriate form of English and maths, possibly functional skills. It may also include specific areas of vocational learning, including small awards in areas such as food hygiene, health and safety, lifting and handling and pesticide handling which employers identified as increasing the intern's employability in a specific sector.

The classroom-based learning element is not required to be wholly delivered in the classroom!

It could include, for example:

- visits to workplaces, other than the internship employer;
- travel training;
- community-based activity (e.g. a shopping trip to identify and price up suitable interview-wear);
- residential activity (e.g. to improve independence skills or build up teamwork skills); and
- use of other facilities – e.g. library, museum, workshops, kitchens)

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<sup>1</sup> Clearly this may not be possible until two or three years after the programme has been established.

Effective ways of ensuring that classroom-based learning complements workplace learning include:

- involving the job coach in some of the planning and delivery of the non-workplace learning
- running workshops based on issues and challenges that have arisen at work
- responding to employer requests for specific skills to be addressed
- offering tutorial sessions in which interns can reflect on progress in the workplace and help identify learning needs

Effective ways of ensuring that classroom-based learning is personalised include:

- working with the intern, job coach and employer to identify specific learning needs
- learner-led sessions
- individualised timetables
- inclusion of specific awards for individuals identified as supporting employability by employers (e.g. brush-cutting for a DPW intern)

Interns often find that practical activities are the most enjoyable. These can be used, for example, to develop problem-solving skills, identify interns' strengths and abilities, build up a team ethic or help interns to follow instructions.

### *Social Enterprise*

Case studies of successful social enterprises detail many reasons for their initial set-up. Not least the problem of former students' "regression" if transitions from education to adult life are delayed or destinations do not involve active engagement in the community. Also, the fact that local authorities (or in our case, the government) should want to invest in improvements so as to reduce future social care costs.

Ultimately, the type of social enterprise will largely be dictated by the skills and interests of the students progressing into it, with potential new developments to be added on as it grows. Nevertheless there are a number of key considerations to be taken into account:

- Quality assurance standards to ensure manufactured goods meet required grades.
- Ensuring sufficient supply of manufactured stock to meet demand levels.
- Addressing logistics related to joint working venues (travel time) and student anxieties related to change of known environments.
- Access and engagement at the Training Centre once complete.
- Sustainability of the social enterprise to enable future developments and possible employment opportunities; to ensure that the ideas generated at the start could develop if and when required.
- How the skills sets developed could enable the students to progress from social enterprise to employability – how the social enterprise activities would help in the achievement of employment for some individual students.

One example of where the Social Enterprise model has worked well in the SHAPE project in St Helena.

St Helena's Participation in Enterprise (SHAPE) is a non-profit organisation that has been running since 2008. For many, the service is a lifeline and a critical part of the government's plan to help people with disabilities. SHAPE's core services are achieved through the provision of training in traditionally inspired crafts, with strong, green initiatives. Despite being supported by the government, SHAPE is still expected to raise 30% of its own capital through the sale of its products, fundraising and donations; a startling figure of £20,000 a year.