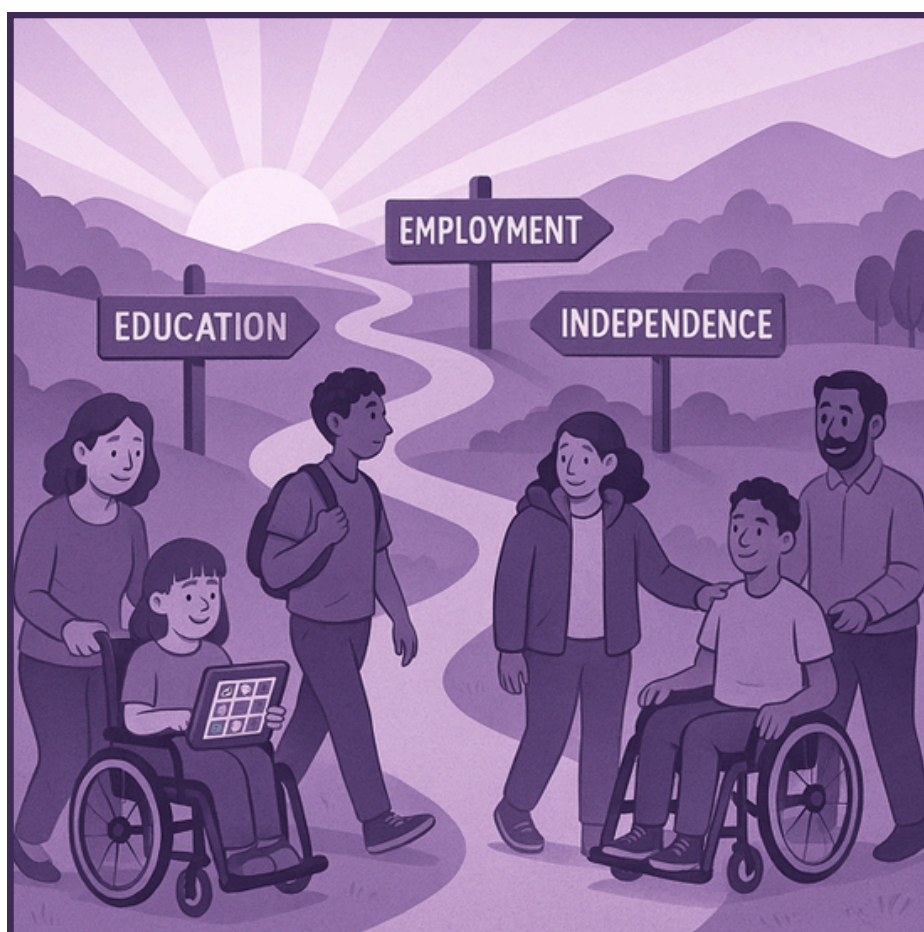


# Preparing for Adulthood: Parents and carers guide to post-16 opportunities



Preparing for Adulthood: Targeted Employment  
SEND Strategy & Innovation

Produced with the support of Essex Family Forum



# Foreword

Essex Family Forum is delighted to have been invited to contribute to this Parents and Carers Guide to Post-16 opportunities. Our involvement reflects the voices of families across Essex, whose feedback and experiences have shaped its content. We hope this guide will provide clear, practical information and support for parents and carers, helping them feel informed and confident as they support their young person to navigate the journey towards preparing for adulthood. Thank you to everyone who shared their views - your input truly makes a difference.



[Essex Family Forum](#) is run by parent carers. It's for families of children and young people aged 0 to 25 with SEND who live in Essex. Their aim is to make services better by sharing what families tell them. They gather feedback through surveys, engagement sessions, their Family Champion network (local volunteer parent carers who listen and share views), and online graffiti wall – a quick, anonymous way to say what's working or not.

They represent the views of all those who have shared feedback. That lived experience is shared with the local authority, education settings, health commissioners, social care and other providers to ensure it shapes real change. Tools like the [graffiti wall](#) help bring real family voices into conversations that matter.



Share your feedback

Essex Family Forum is part of the Eastern Region Parent Carer Forum and the National Network of Parent Carer Forums. Please visit [www.essexfamilyforum.org](http://www.essexfamilyforum.org) for further information on what they do.

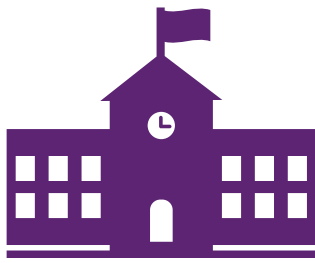


The book 'Supporting Your Neurodivergent Child' was co-produced with MyOTAS and SEND the Right Message. It is written by parents for parents. Click [here](#) to request a hard copy or scan the QR code for a digital copy.



Scan for a digital copy

This guide has been created for families and carers living in Essex; however, the information and resources included may also be relevant for young people and their support networks in other Local Authority areas.



Learning environment  
(up to Year 11)



Best practice pre Post-16:

- Careers Education, Information, Advice and Guidance (CEIAG)
- Vocational Profiling
- Experiences of the world of work
- Preparing for Adulthood focused EHCP Annual Reviews from Year 9

shows possible route to  
Post-16 opportunities for  
employment and independence

## Post-16 Education and Training



Sixth Form (mainstream school, Special School or college)

(A Levels, BTECs, preparing for adulthood or life skills qualifications)



Further Education College  
(Foundation learning, T Levels, Level 1-3 qualifications, vocational offer, some A Levels, Kings Trust)



Apprenticeship options

There may be alternative or individual circumstances where the typical Post-16 education pathways are not followed

Potential employment pathways whilst in education



Work Experience & Volunteering



Supported Internships



Foundation or Accessible Apprenticeships



University

Day Opportunities  
(Community-based services via Adult Social Care)

## Employment Outcomes



Supported Employment  
(could include Volunteering)



Paid Employment



Self Employment  
(Entrepreneurship)

## Supporting organisations



Department for Work & Pensions  
(Jobcentre Plus)



ECC Youth Service



Adult Community Learning (ACL)



National Careers Service

Eligibility and suitability of opportunities will vary by provider and individual needs  
Please consider travel arrangements when exploring post-16 options

# Contents and quick links

Page 2	Foreword by Essex Family Forum
Page 3	Post-16 Education and Training Visual
Page 6 - 8	Glossary of terms
Page 9	Purpose of this guide
Page 10	Important information
Page 11 - 17	<u>Section One: Readiness for Work</u>
Page 18 - 20	CVs: Focusing on strengths, skills and choice
Page 21	Support in finding employment
Page 22 - 24	Interviews and reasonable adjustments
Page 25 - 26	Readiness for work: Beyond the EHCP
Page 27	EHCP Timeline: School to Post-16 Education
Page 28 - 29	Supporting aspirations through Vocational Profiling
Page 30 - 31	Vocational Profiling and transition planning
Page 32 - 33	Aspirations and careers resources
Page 34 - 38	<u>Section Two: Independent travel and Travel Training</u>
Page 39	<u>Section Three: Post-16 Provision</u>
Page 40	Post-16 Education Visual Guide
Page 41 - 42	Sixth Form Provision
Page 43 - 44	Further Education
Page 45	Which setting is right for my young person?
Page 46	Comparison: Post 16 options for SEND learners
Page 47 - 48	Key considerations and top tips
Page 49 - 50	Understanding and preparing for post-16 opportunities
Page 51	<u>Section Four: Experiences of Work and Volunteering</u>
Page 52 - 53	Experiences of Work examples
Page 54	Volunteering examples
Page 55 - 56	Volunteering organisations
Page 57	Benefits of Work Experience and Volunteering
Page 58	<u>Section Five: Supported Internships</u>
Page 59	Supported Internships: Visual Guide
Page 60 - 62	Considerations and Essex providers
Page 63	Benefits Guidance

## Contents and quick links (cont.)

Page 64	<u>Section Six: Apprenticeships</u>
Page 65	Apprenticeships: Visual Guide
Page 66 - 69	Apprenticeship explained
Page 70	Foundation Apprenticeships
Page 71 - 72	Accessible Apprenticeships
Page 73 - 74	Where to find an apprenticeship
Page 75	<u>Section Seven: University</u>
Page 76	University options for young people with SEND
Page 77	University Offers and Eligibility
Page 78	Support available
Page 79	Useful resources
Page 80	<u>Section Eight: Day Opportunities</u>
Page 81	What are Day Opportunities?
Page 82	What are the Council's ambitions
Page 83 - 84	<u>Section Nine: Adult Community Learning (ACL)</u>
Page 85	Supported Learning
Page 86	Apprenticeships
Page 87	Courses and funding
Page 88 - 89	<u>Section Ten: Supported Employment</u>
Page 90 - 91	Supported Employment services in Essex
Page 92 - 93	<u>Section Eleven: Connect to Work</u>
Page 94 - 95	<u>Section Twelve: DWP/Jobcentre Plus</u>
Page 96 - 97	Possible benefits available
Page 98 - 106	<u>Section Thirteen: Supporting organisations &amp; resources</u>
Page 107	<u>Section Fourteen: Appendices</u>
Page 108 - 127	Weblinks and QR codes

## Glossary of terms

Term	Definition
Access to Work	A government scheme providing support for disabled people in the workplace, including travel costs, interpreters, and job coaches
Accessible Apprenticeship	An apprenticeship pathway adapted for young people with SEND, offering reasonable adjustments to support learning and employment
ACL	Adult Community Learning. Provides courses for learners aged 19+, including employability and skills development
CEIAG	Careers Education, Information, Advice and Guidance. A framework for supporting young people in making informed career decisions
Connect to Work	A voluntary employment support programme for individuals facing barriers to employment, offering personalised guidance and training
EHCP	Education, Health and Care Plan. A legal document outlining the support a child or young person with SEND needs in education
FE College	Further Education College. Offers vocational and academic courses for students aged 16+, including SEND-specific programmes

## Glossary of terms (cont.)

Term	Definition
Foundation Apprenticeship	Entry-level apprenticeships designed for young people aged 16–21, focusing on hands-on experience in key sectors
Jobcentre Plus	A government service offering employment support, benefit advice, and access to Disability Employment Advisors
Kings Trust	A charity offering education and employment support for young people, including vocational courses
Labour Market Information (LMI)	Facts about which jobs are available, what skills are needed, pay levels, and where jobs are located
One Page Profile	A summary document that outlines what is important to a young person and how best to support them, often used in employment and education settings
PfA	Preparing for Adulthood. A framework supporting young people with SEND to transition into adult life, focusing on employment, independent living, community inclusion, and health
SEND	Special Educational Needs and Disabilities. Refers to children and young people who require additional support due to learning difficulties or disabilities

## Glossary of terms (cont.)

<b>Term</b>	<b>Definition</b>
Sixth Form	Post-16 education provision, either within a school or as a separate college, offering A Levels and other qualifications
Supported Employment	Programmes supporting people with learning disabilities and/or autism into paid employment through job coaching and tailored support
Supported Internship	A structured, work-based study programme for young people with SEND, combining real workplace experience with education and job coaching to help in making informed career decisions
T Levels	Technical qualifications for students aged 16+, combining classroom learning with industry placements
Travel Training	A service that helps young people learn to travel independently, promoting confidence and access to education and employment
Vocational Profiling	A process to identify a young person's strengths, interests, and aspirations to inform career planning and employment pathways

# What is the purpose of this guide?

We understand that the journey towards adulthood can feel both exciting and uncertain. This guide is designed to support you through this transition – helping you understand the options, make confident decisions, and feel prepared for the future. It's not just about what happens after school – it's about building a meaningful, independent life for all young people.

Throughout this document, we use the term 'parents and carers', but this also includes the wider support network around the young person, such as advocates, family members, and practitioners who play a role in helping them prepare for adulthood.

## The aim of this guide is to...



Help parents and carers understand the importance of early preparation, and how you can work alongside practitioners to empower your young person to have a successful transition into employment



Enable parents and carers to gain knowledge and understanding of key transitions points within education, moving towards meaningful work opportunities



Promote independence and aspirations, focusing on young people's strengths and goals and how these can help form future plans



Reduce uncertainty around transition by providing a roadmap of what to expect, key dates and practical tips



Connect families and carers to resources, toolkits and organisations that can support in the journey to adulthood

# Important information

Whilst this guide aims to provide a comprehensive overview of Post-16 education options, it is important to note that:



Eligibility for each pathway (e.g. A Levels, T Levels, vocational courses, apprenticeships, Supported Internships) can vary depending on the provider, course requirements, and individual circumstances. Always check directly with the organisation offering the course for the most accurate and up-to-date information



Suitability will depend on the young person's strengths, interests, aspirations, and support needs. What works well for one young person may not be the best fit for another. We recommend discussing options with education professionals, careers advisers, and SEND teams where appropriate



Flexibility differs across pathways. Some allow for a mix of learning and work experience or offer opportunities to change direction, while others may follow a more structured route. Consider how each option supports long-term goals such as further education, employment, or independent living



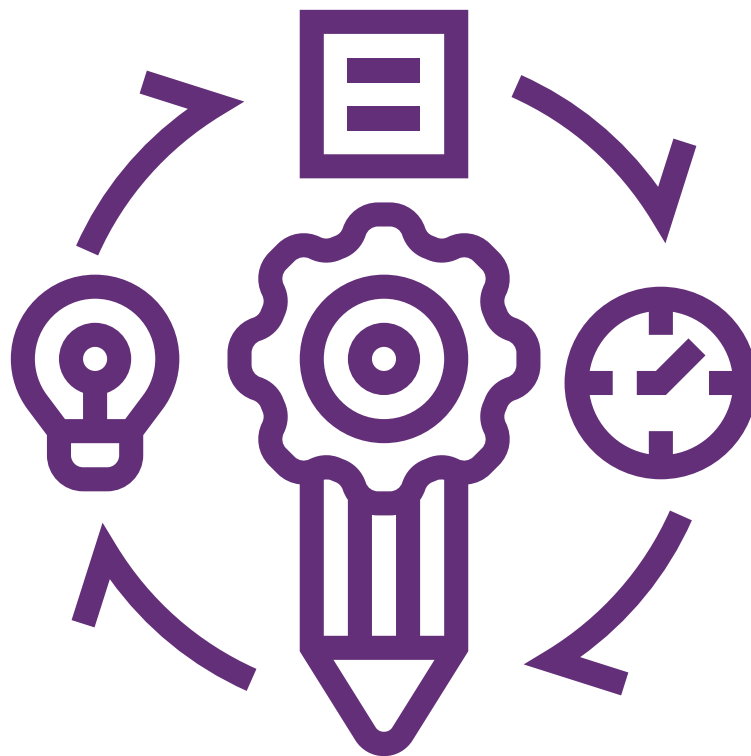
Organisation-specific details (such as support services or course structures) are not included in this guide. For tailored advice, please contact individual providers directly or consult with practitioners, careers advisers, and SEND teams where appropriate

**Disclaimer:** This guide is designed to support informed decision-making but should not replace personalised advice from qualified practitioners. Every effort has been made to ensure the accuracy of the information in this guide. However, services, contacts, and resources may change over time. We cannot accept responsibility for any errors or omissions. Where possible we have included weblinks (highlighted in purple and also included in the Appendices). Please check with individual providers for the most up-to-date details.

**AI Disclosure:** This document may contain content drafted or refined with the support of OpenAI tools used to enhance clarity and communication.

# Section One

## Readiness for work

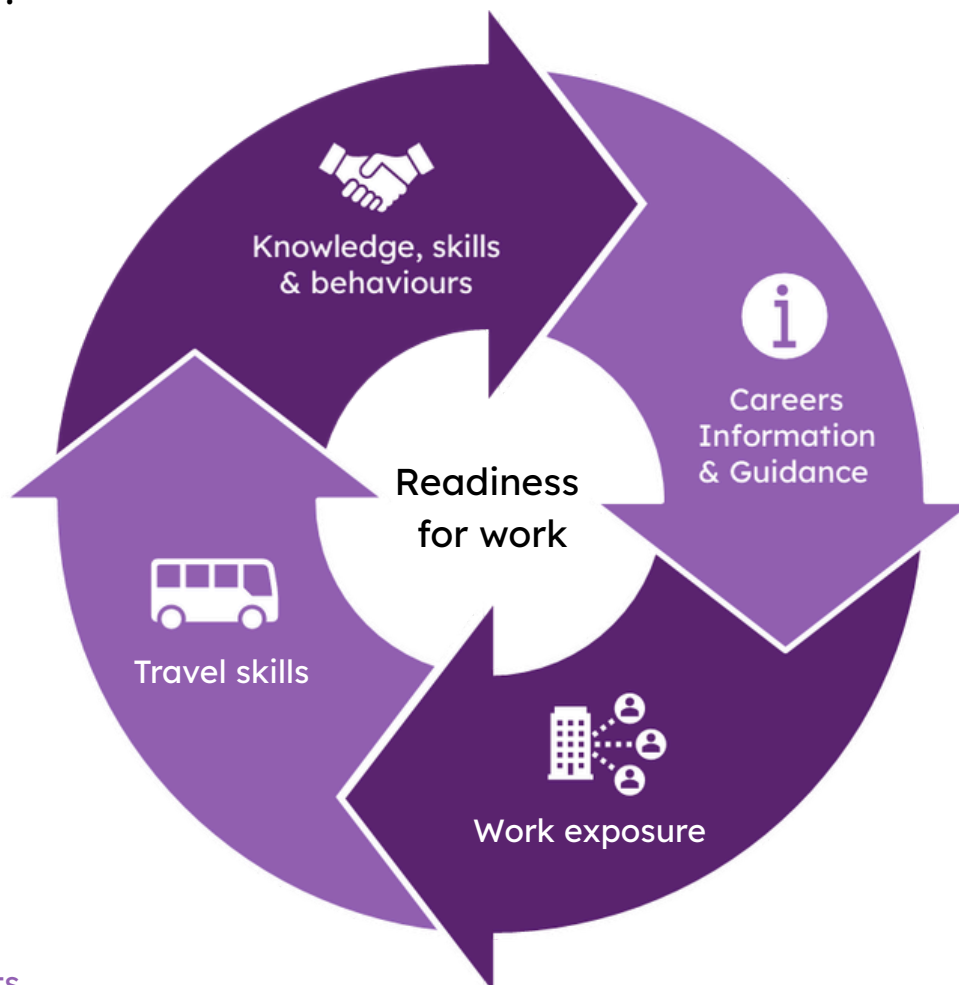


# The importance of readiness for work

Preparing young people with Special Educational Needs and Disabilities (SEND) for the world of work is a vital part of their journey toward independence and a fulfilling adult life. Work readiness not only equips them with practical skills and confidence, but also opens doors to meaningful opportunities that reflect their strengths, interests, and aspirations.

Life can be unpredictable, and challenges are inevitable so being well-prepared equips young people with coping strategies and problem-solving skills to navigate difficulties and recover from potential setbacks.

To successfully transition into adulthood, young people therefore need a strong foundation built on key elements of preparation and support:



## The importance of readiness for work (cont.)



### **Careers information and guidance**

This helps young people explore their strengths, interests and future possibilities and supports informed choices, preparing them for life beyond education. With the right guidance, young people can learn about different job roles within their local community, understand what employers expect, and develop key skills such as communication, decision-making, and time management. [The Greater Essex Careers Hub](#) supports schools and colleges in delivering high-quality careers education tailored to individual needs, offering resources and local insights to help young people connect with employers and explore real-world career pathways



### **Work exposure**

Experiencing the world of work, through placements, volunteering, or workplace visits, helps young people build confidence, understand job expectations, and develop practical skills in real-life settings. Early exposure also helps them see what's possible, making the transition into adulthood and employment feel more achievable and less overwhelming (further information on experiences of work and volunteering can be found on [pages 55 to 61](#))



### **Travel skills**

Learning how to [travel independently](#), whether by walking, using public transport, or planning routes, is a key part of preparing young people for adult life and employment. Travel skills build confidence, promote independence, and open up access to work, education, and social opportunities (see [pages 37 to 41](#) for more information)

# The importance of readiness for work (cont.)



## **Knowledge, skills and behaviours**

Young people need a mix of knowledge, skills and behaviours to succeed in work and adult life.



Knowledge is what young people know and understand.

This could include:

- Health and safety rules
- How to use tools or equipment
- Understanding customer service
- Knowing about travel routes or timetables
- Learning about food hygiene or animal care



Skills are what they can do, such as:

- Talking to others
- Working in a team
- Solving problems
- Managing emotions



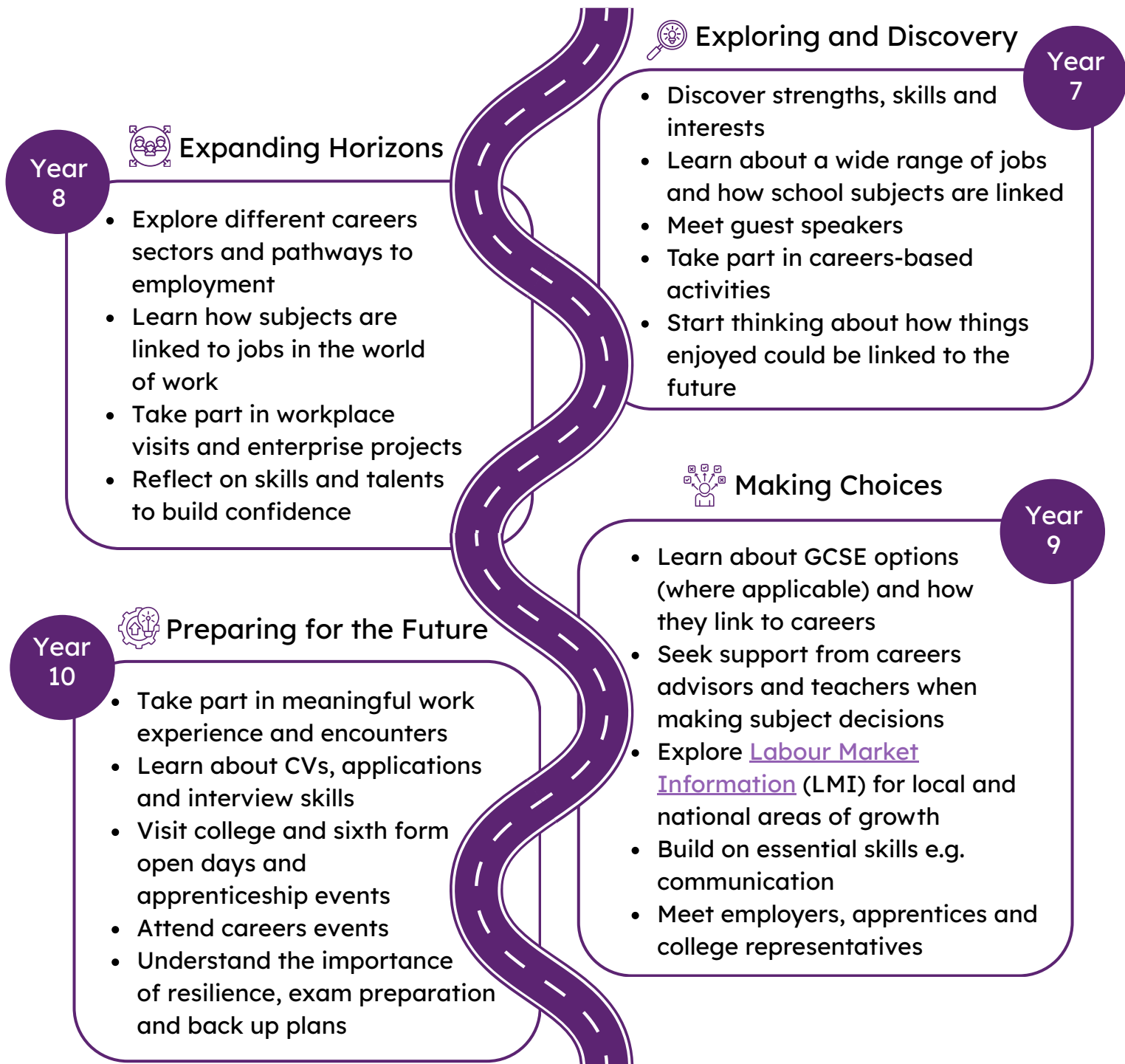
Behaviours are how they act including:

- Being reliable
- Staying calm
- Showing respect
- Working well with others

Learning and practising these helps young people build confidence, become more independent, and prepare for adult life and employment.

# Year 7 to Year 10 Preparation Timeline

Preparing for adulthood is a journey which starts early. From Year 7, young people begin their journey towards the world of work, building confidence, exploring opportunities and preparing for future choices. The timeline below looks at what to expect from each stage and how you can support them to make informed decisions for their future.



# How can parents and carers support with readiness to work?

As parents and carers your support plays a crucial role in helping young people explore pathways, build resilience, and develop the tools they need to thrive both in adulthood and within the workplace:



Encourage independence at home - give responsibilities like managing their time, completing chores, or making simple decisions



Talk about jobs and careers - explore different types of work, what people do, and what your young person might enjoy



Celebrate strengths and interests - help to recognise what they're good at and how those skills could be used in a job



Support work experience opportunities - help them take part in volunteering, placements, or workplace visits



Build confidence - praise effort, encourage problem-solving, and help them learn from mistakes



Work with schools and professionals - stay involved in career planning and transition meetings to ensure their voice is heard



Practice journeys together - encourage safe travel habits, and helping to become familiar with local transport options



Model positive behaviours - encourage social interaction, and help them reflect on how they respond to everyday challenges

# Essential steps to ensure young people are ready to start opportunities

As young people prepare for employment - whether aiming for a Supported Internship, apprenticeship, or a part-time role such as a Saturday job - the following steps are important to consider:



## Other things to consider...

Does the role need a [DBS check](#)?

If appropriate is there a suitable study environment - this could be at home, work or somewhere like a local library?

Paid workers and apprentices will need to provide their National Insurance number

Young people should ensure they have a professional sounding email address!




# CVs: Focusing on strengths, skills and choice

Supporting any young person into employment starts with a strong CV. A well-written CV helps them showcase their unique strengths, skills, and experiences in a way that builds confidence and opens doors.

According to [Disability Rights UK](#) there is no legal requirement to disclose a disability on a CV as the focus should be on skills, strengths, and experience.

If a young person feels that their disability is relevant to the role or that reasonable adjustments may be needed during the recruitment process, they may choose to mention it – but this can also be done later, such as in a cover letter or during an interview.

Some young people choose to include a short section about their disability to highlight resilience, adaptability, or advocacy skills, especially if it's relevant to the job or sector. For example:



I am a motivated and creative individual who brings a unique perspective shaped by my experience of living with [condition, e.g., autism]. This has helped me develop strong problem-solving skills and attention to detail

Disclosing a disability can help a young person feel more authentic and supported, but only if they feel safe and ready to do so.

# ★ Top tips on how to write a strong CV ★

Parents and carers can play a key role in helping young people present themselves positively and confidently. Encourage them to feel proud of their achievements and that a CV is about showcasing what they can do, not what they can't:

- 1 Use a clear and simple layout**  
Keep the CV easy to read with clear headings (e.g., Profile, Skills, Education, Experience). Use bullet points and short sentences to make it accessible
- 2 Include a personal profile**  
This short paragraph at the top describes who they are, what they're looking for, and what they can offer. Focus on positive traits like being dependable, enthusiastic, or a quick learner
- 3 Highlight skills - not just qualifications**  
Use real life examples to show employability skills in action e.g. problem-solving, communication, resilience, attention to detail
- 4 Include all experience**  
This could be work experience placements, volunteering, educational responsibilities (e.g. library monitor or part of a buddy system), Supported Internship placements or part time employment
- 5 Tailor the CV to the job being applied for**  
Help them adapt their CV for each role by matching their skills to the job description - use keywords from the job advert where possible
- 6 Support with language and formatting**  
Use plain English and avoid jargon. Check spelling and grammar together or use tools like spellcheck or text-to-speech software
- 7 References**  
These are usually requested later in the hiring process - simply write: "References available on request"
- 8 Have a professional sounding email address**  
This helps a young person make a good first impression and shows they are ready for the workplace

## ★ CVs: common mistakes to avoid ★

Employers use CVs to quickly identify candidates who match the skills and qualities they're looking for. By knowing what not to include, you can help your young person focus on the positive aspects of their experience – the things that make them stand out and feel confident about applying. The [Indeed Careers Guide](#) suggests not to include:

- Photographs - can lead to bias and are not needed
- Age, Date of Birth or Nationality - these are not relevant to whether you can do a job and may invite discrimination
- Full postal address - only include a general location for privacy
- Too many hobbies and interests - can distract from skills
- Long introductory paragraphs - employers prefer short summaries
- Incorrect or misleading information - could damage credibility
- Improper formatting or unclear fonts - makes a CV hard to read

## Supporting organisations

The following organisations can provide help and advice on CV writing:



[Job Centre Guidance - CV advice](#)



[National Careers Service](#)



[Essex Youth Service](#)



[Sign-Post \(Colchester, Jaywick & Basildon\)](#)



[Disability Rights UK CV toolkit](#)



[Youth Empowering Services - CV writing](#)



[Scope - writing a CV](#)

# Support in finding employment

Many organisations are dedicated to helping individuals with disabilities and/or autism find meaningful employment. From practical resources to job boards tailored for disabled and neurodiverse jobseekers, there's support available at every stage (some may be covered in more detail elsewhere in this guide):



Click [here](#) to find your nearest Jobcentre Plus & Disability Employment Adviser



[Rapid Read: A guide to finding an inclusive employer - Amazing Apprenticeships](#)



[Disability-friendly jobs board and accessible careers resource](#)



[A dedicated job board connecting disability candidates with inclusive organisations](#)



[Disability Jobsite](#)



[Supporting autistic people into sustainable and fulfilling employment](#)



[Job Board for disabled candidates](#)



[Mencap: Work & Skills](#)



[Support to get work experience and find a job](#)



[Where neurodiverse candidates can search for jobs with inclusive employers](#)



[Finding disability-friendly employers | Disability charity Scope UK](#)



[Essex Careers Magazine](#)  
[Essex Opportunities Portal - search for jobs and opportunities](#)



[Job support if you have special educational needs or a disability](#)



[Neurodiversity consulting, recruitment & employment support to employers and individuals](#)



[Back to contents](#)

# Preparing for interviews and asking for support

Helping your young person prepare for a job interview is an important step in their journey to employment. Interviews can feel challenging, but with the right support and preparation, young people with SEND can feel more confident and ready.

## ★ Top tips for interview preparation ★

- 1 Practice common questions**  
Help rehearse answers to questions like “Tell me about yourself” or “Why do you want this job?”
- 2 Use role play**  
Practise mock interviews at home or with a careers advisor
- 3 Focus on strengths**  
Encourage them to talk about what they enjoy and what they’re good at
- 4 Plan ahead**  
Make sure they know where the interview is, how to get there, and what to wear - practice the journey and time it takes to travel

Useful websites on interview preparation, including advice for individuals with additional needs include:



[Scope - Job Interviews](#)



[Diverse Jobs Matter Blog](#)









[National Careers Service - Interview Advice](#)





# What are reasonable adjustments?

Reasonable adjustments are changes that employers can make to help disabled applicants take part in the recruitment process fairly. These are a legal right under the [Equality Act 2010](#).

Examples of reasonable adjustments include:

-  Changing the location, time or format of an interview
-  Giving extra time for tests or interviews
-  Providing interview questions in advance
-  Using accessible rooms or allowing support workers and/or interpreters
-  Offering alternative ways to answer questions, such as written responses or visual aids
-  Arranging a familiarisation visit before the interview

Further information on reasonable adjustments can be found at:

-  [Scope - Reasonable Adjustments](#)
-  [ACAS](#)
-  [Mind](#)
-  [Civil Service Careers: Reasonable Adjustments](#)

## How to ask for reasonable adjustments?

A young person can ask for adjustments when applying for a role or after being invited to interview. They don't need to share full details of their condition, but they do need to explain what support they need and why. Encourage them to:

- ✓ Contact the employer early
- ✓ Ask what the interview will involve
- ✓ Explain what they need and why
- ✓ Send an email to confirm the request

I have autism and find busy environments overwhelming. Could the interview be held in a quiet room, and could I have the questions in advance please?

## Should a parent/carer attend the interview?

In most cases, young people are expected to attend interviews independently, especially once they reach age 16. [The SEND Code of Practice](#) encourages professionals to engage directly with the young person rather than the parent. However, reasonable adjustments can be made to support them, and this may include having a support person or trusted adult present if needed.

It's important to balance independence with support, and to encourage young people to speak for themselves where possible.

## Readiness for work beyond the Education, Health and Care Plan (EHCP)

Not all young people with Special Educational Needs and Disabilities require an Education, Health and Care Plan (EHCP) to succeed in employment. However, for those who do, an EHCP can support their journey into adulthood and work. Preparing for Adulthood (PFA) outcomes - including employment and independence - should be introduced early, ideally from Year 9 or 10. These outcomes help shape the support and planning needed for a successful transition from education into the workplace.

When a child turns 16, they are considered a ‘young person’ under [law](#), and the right to make decisions about their Education, Health and Care Plan (EHCP) usually transfers to them, unless they are found to lack the capacity to do so. If your young person has capacity, their views and preferences about their next steps must be taken seriously, even if they differ from yours.

The local authority has a legal duty to listen to the young person’s wishes, feelings, and views as outlined in [Section 19 of the Children and Families Act 2014](#). The [SEND Code of Practice](#) encourages local authorities and practitioners to continue [involving families](#) in discussions about a young person’s future, and recognises the importance of family/carer support during this transition.

Even when a young person has capacity and the legal right to make decisions about their EHCP, parents and carers can remain closely involved by providing advice, attending and/or offering representation in meetings and appeals, and supporting the young person’s choices, if the young person wants this. If there are concerns about capacity, the [Mental Capacity Act](#) applies, and decisions may be made by an appropriate adult on their behalf.

# Readiness for work beyond the Education, Health and Care Plan (EHCP) (cont.)

The EHCP transfer timeline on [page 29](#) highlights essential steps for moving from school to Post-16 education, which can also help prepare young people for employment. However, the following core messages apply to all young people – whether they have an EHCP or not.

## ★ Key messages for all young people ★

- 1 Start early**  
Begin conversations early about interests, strengths, and aspirations - ideally from as early as Year 7
- 2 Aim high**  
Encourage high aspirations for the future - meaningful employment can bring independence, confidence, and new friendships, and planning next steps should focus on the young person's unique strengths and interests
- 3 Explore options**  
Attend open days, research vocational pathways and different routes into employment, such as Supported Internships, apprenticeships and study programmes - each pathway will offer a different level of training and support
- 4 Build skills and confidence**  
Focus on developing employability skills such as communication, teamwork, time management, and resilience
- 5 Voice and choice**  
Ensure the young person's voice is central in planning their future, whether or not they have an EHCP

# EHCP transfer timeline: School to Post-16 education

## Year 10 (or earlier)

### What happens?

- Annual Review begins to explore future options
- Preparing for Adulthood (PFA) outcomes introduced

### ★ Top Tips ★

- Start conversations early - ask your young person what they enjoy, explore interests and what they might want to do after school
- Attend open days and information events together
- Keep notes on what support your young person might need in a new setting

1

## End of January Year 11

### What happens?

- Final [EHCP review](#) before the end of January
- Preferences for Post-16 settings discussed & recorded

### ★ Top Tips ★

- Help with the research into Colleges or Sixth Forms - look at course options, support and travel
- Encourage early applications - some deadlines are before Christmas
- Make sure your young person's voice is heard at their review meeting

2

## Summer Term Year 11

### What happens?

- Transition visits and planning
- College/Sixth Form may offer taster days or induction sessions

### ★ Top Tips ★

- Encourage your young person to attend transition visits - they help reduce anxiety
- Share key information with the new setting (e.g., communication preferences, medical needs etc.)
- Celebrate the milestone!

3

## LA decide whether an EHCP is required (year of transfer)

### What happens?

- If required, Local Authority to issue an [amended EHCP](#) naming the Post-16 setting
- Final EHCP must be issued within 8 weeks of proposed changes

### ★ Top Tips ★

- Check the EHCP carefully - does it reflect your young person's needs and chosen setting?
- If you disagree with the placement or support, seek advice early (e.g. [SENDIASS](#) can help)
- Stay in touch with the college's SEND team to plan transition support

4

### Additional notes:

- The EHCP does not name a specific course, only the institution. The young person must apply directly to the course they wish to attend
- Under the [Mental Capacity Act \(2005\)](#), decisions about post-16 education are made by the young person (if they have capacity), not the parent

# Supporting aspirations through Vocational Profiling

Vocational profiling is a powerful tool that helps young people identify their strengths, interests, and aspirations which helps to lay the foundation for meaningful employment and adult life. It is especially valuable for young people with Special Educational Needs and Disabilities (SEND), as it ensures that career planning is tailored to their individual goals and support needs.

A Vocational Profile is a personal-centred, flexible, and live document that captures a young person's:

-  Experience
-  Skills and abilities
-  Interests and aspirations
-  Hopes and dreams
-  Support needs

It can help them make informed and realistic choices about:

-  Employment
-  Career development
-  Education pathways

# Visual Journey of a Vocational Profile



## Getting to know the young person

- Build rapport
- Establish communication preferences
- Identify interests, hobbies, aspirations and dream jobs



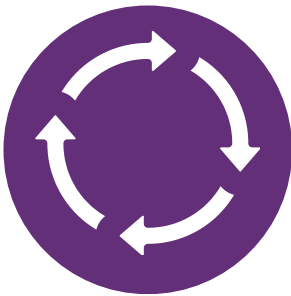
## Collecting/exploring key information

- Identify strengths and support needs
- Consider previous experiences (including education and work/volunteering)



## Preferred work settings

- Identify preferences - e.g., indoors or outdoors?
- Quiet or noisy?
- Working alone or in a team?



## Ongoing review - a live document

- Update as the young person grows and gains different experiences (good or bad!)
- Carry the profile forward at key transition points



## Creating the Vocational Profile

- Summarise findings
- With permission share with practitioners, employer, families and support networks



## Identifying support requirements

- Completion of Support Profile (how best to support me)
- Identify potential barriers (e.g., travel)
- Discuss possible assistive technology

# Vocational Profiling and transition planning

A Vocational Profile can also be effectively used at key transition stages within education. This is particularly useful for young people, including those with additional needs or disabilities in planning their educational and vocational pathways.

Responses provided within a Vocational Profile can also be integrated into transition planning. This helps to facilitate adjustments to:



Post-16 education and training



Community living



Employment

As a person-centred document, a Vocational Profile belongs to the young person and should therefore travel with them when transitioning between settings or leaving education, supporting them through key milestones and into adulthood.

For those with an Education Health and Care Plan (EHCP), a Vocational Profile can reflect the young person's voice and evolving goals, whilst providing practitioners with a shared understanding of the young person to coordinate support effectively.

A Vocational Profile is therefore the ideal tool to help in the planning and writing of Preparing for Adult EHCP outcomes with a focus on “Higher Education and/or employment”

# How parents and carers can support with Vocational Profiling

Parents and carers can play a key role by encouraging conversations about aspirations and helping young people explore what they enjoy and excel at.

One way to start is by asking the young person's school or college whether they offer vocational profiling as part of their careers or transition planning

To support this, Targeted Employment offer free training for both practitioners and families on how to use vocational profiling effectively to ensure that young people's aspirations are captured and translated into realistic, achievable employment pathways.

To find out more:  [targetedemployment@essex.gov.uk](mailto:targetedemployment@essex.gov.uk)

## ★ Top tips when exploring aspirations ★

- 1 Regularly talk about the young person's interests and strengths
- 2 Encourage exploration of different job roles and work environments - use some of the resources on [pages 34 to 35](#) as conversation starters
- 3 Be open to evolving goals as aspirations may change over time - help them explore different options
- 4 Recognise and celebrate success, no matter how small - building confidence is key to developing aspirations

# Aspirations and careers resources

These resources may help to support young people in exploring their aspirations and making informed career choices. They include conversation starters, activity ideas, games and guidance on different jobs and career pathways. Please note that we do not endorse or favour any particular organisation over others but aim to provide a range of resources to help readers make informed choices:

**I'm Thinking Ahead:**  
How to be part of  
the world of work



TOGETHER MATTERS

## **I'm Thinking Ahead: How to be part of the world of work**

Helps young people with learning disabilities explore work opportunities, build confidence, and plan for employment with support from families and professionals

<https://www.togethertomatters.org.uk/how-to-be-part-of-the-world-of-work-essex-editable/>

**INPUT YOUTH**

## **Input Youth**

Provides information on a broad range of potential careers and life skills

<https://www.inputyouth.co.uk/jobguides/jobguideindex.html#K>

**National  
Careers  
Service**

## **National Careers Service**

Provides details of qualifications needed, salary, progression opportunities and a description of daily tasks involved in different jobs

<https://nationalcareers.service.gov.uk/explore-careers>



## **My World of Work**

Browse job profiles and watch behind the scenes career insight videos

<https://www.myworldofwork.co.uk/search-job-profiles/>

**BeyondAutism**

## **Beyond Autism**

A free downloadable employability toolkit and resources

<https://www.beyondautism.org.uk/professionals/resources/employability/toolkit/>



## **Ambitious about Autism**

Free resources and toolkits to support with the journey to employment

<https://www.ambitiousaboutautism.org.uk/what-we-do/services/i-am-an-autistic-young-person/employment-support-and-resources>

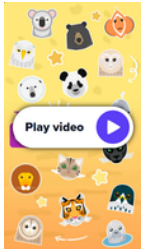
# Aspirations and careers resources (cont.)

**icanbea...**

## **I can be a...**

Offers a range of online games which can identify jobs a young person may enjoy based on their interests and strengths

<https://www.icanbea.org.uk/app/game/interests/>



## **My World of Work: Animal Me**

Take the personality quiz and learn about the things you're good at and jobs which may suit you - at the end, you'll find out which animal is most like you!

<https://www.myworldofwork.co.uk/tools-and-quizzes/animal-me/#/questionnaire>



## **First Careers**

Offers guidance to primary and secondary school students in making decisions about future careers and professions.

<https://www.firstcareers.co.uk/>



## **The Way Up**

A fun and engaging app funded by The DfE that provides up-to-date information on the long-term consequences of education and career choices.

<https://www.thewayup.co.uk/>



## **Talking Futures**

Resources aimed at helping parents and carers support young people in making informed career decisions, including conversation guides, activity ideas, and information on different career paths.

<https://www.talkingfutures.org.uk/resources/>



## **BBC Bitesize: What is your perfect job?**

A fun quiz to find out more about the types of jobs young people might enjoy and different careers they could consider.

<https://www.bbc.co.uk/bitesize/articles/zh9dmbk>

**Careerpilot**

## **Career Pilot**

Useful links to career-related sites for parents and carers.

<https://careerpilot.org.uk/parent-zone/all-questions/useful-links-to-career-related-sites-for-parents>

# **Section Two**

## **Independent travel and Travel Training**



# Independent travel and travel training

The ability to travel independently is of importance to all aspects of life, whether a young person has a disability or otherwise. A lack of independent travel can be a major barrier to employment, but travel training builds confidence and independence for a smoother transition into work.

Travel training covers:



confidence in walking routes or using buses or trains



personal safety



how to use timetables and buy tickets



road safety, including how to cope with traffic on major roads



what to do if things go wrong e.g., if the bus is late

Watch this video explaining more about Travel Training:



If you live in Southend, you should contact your allocated SEN case officer or social worker to enquire about Travel Training. To find out more:

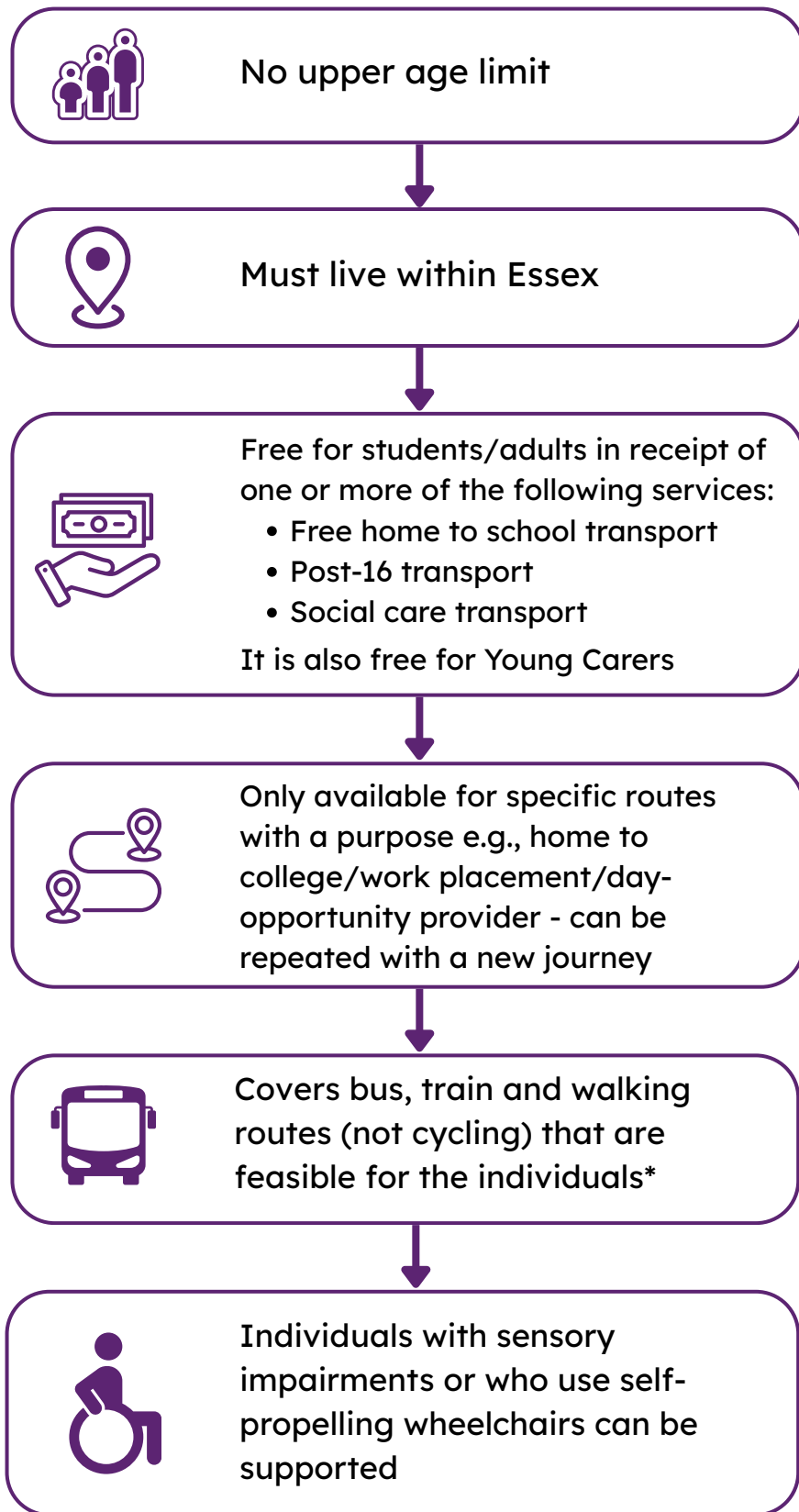


[travel.training@essex.gov.uk](mailto:travel.training@essex.gov.uk)



0345 603 2200

# Independent travel and travel training: Eligibility



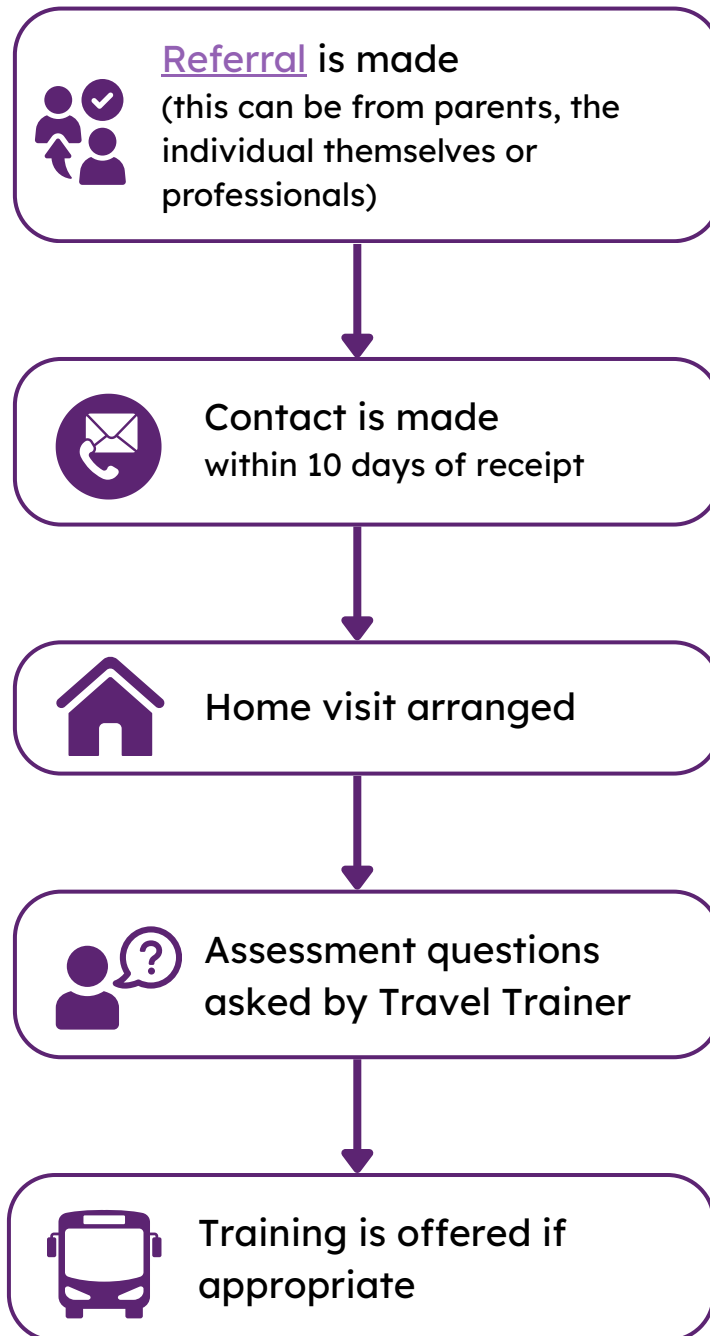
\*Individuals will be encouraged to apply for a Concessionary Bus Pass which allows travel after 9.00am – fares will otherwise have to be paid for [Home Page - My Bus Pass](#)

Full details of the eligibility criteria can be found at:

<https://www.travel-training.co.uk/>

# Independent travel and travel training (cont.)

## Travel training referral process

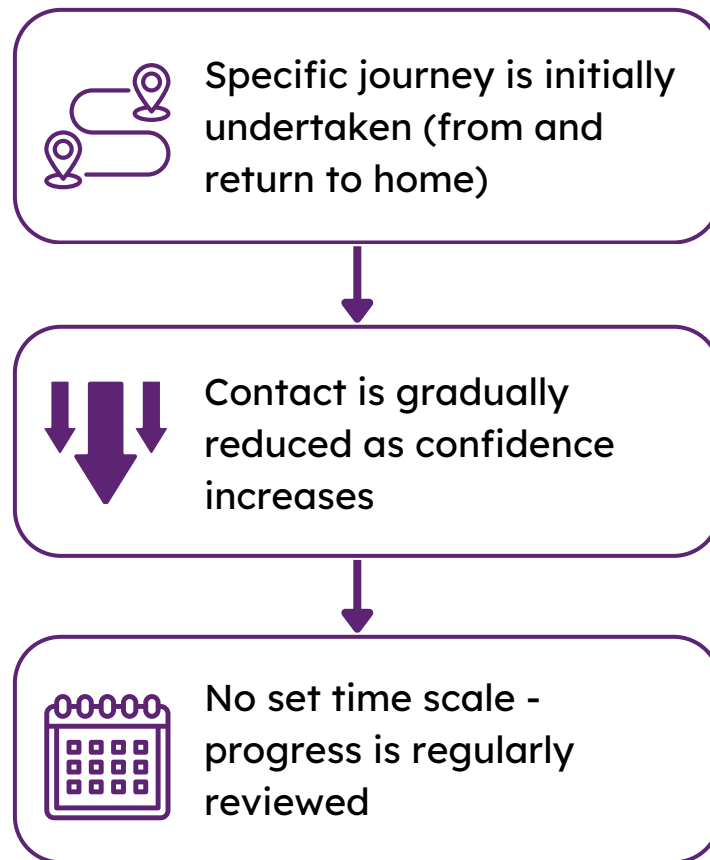


Full details of the referral service can be found at:

<https://www.travel-training.co.uk/>

# Independent travel and travel training (cont.)

## How travel training works



Please see <https://www.travel-training.co.uk/> for full details

### Additional Information:

For information on fares, tickets and bus passes (including a Disabled Persons Bus Pass) please see [Travel Essex](#)

Post-16 travel arrangements differ from compulsory school-age transport. Transport to colleges and sixth form is available at a charge for eligible students aged 16-19 - for further guidance please refer to <https://www.travelessex.co.uk/about-bus-services/education-transport>

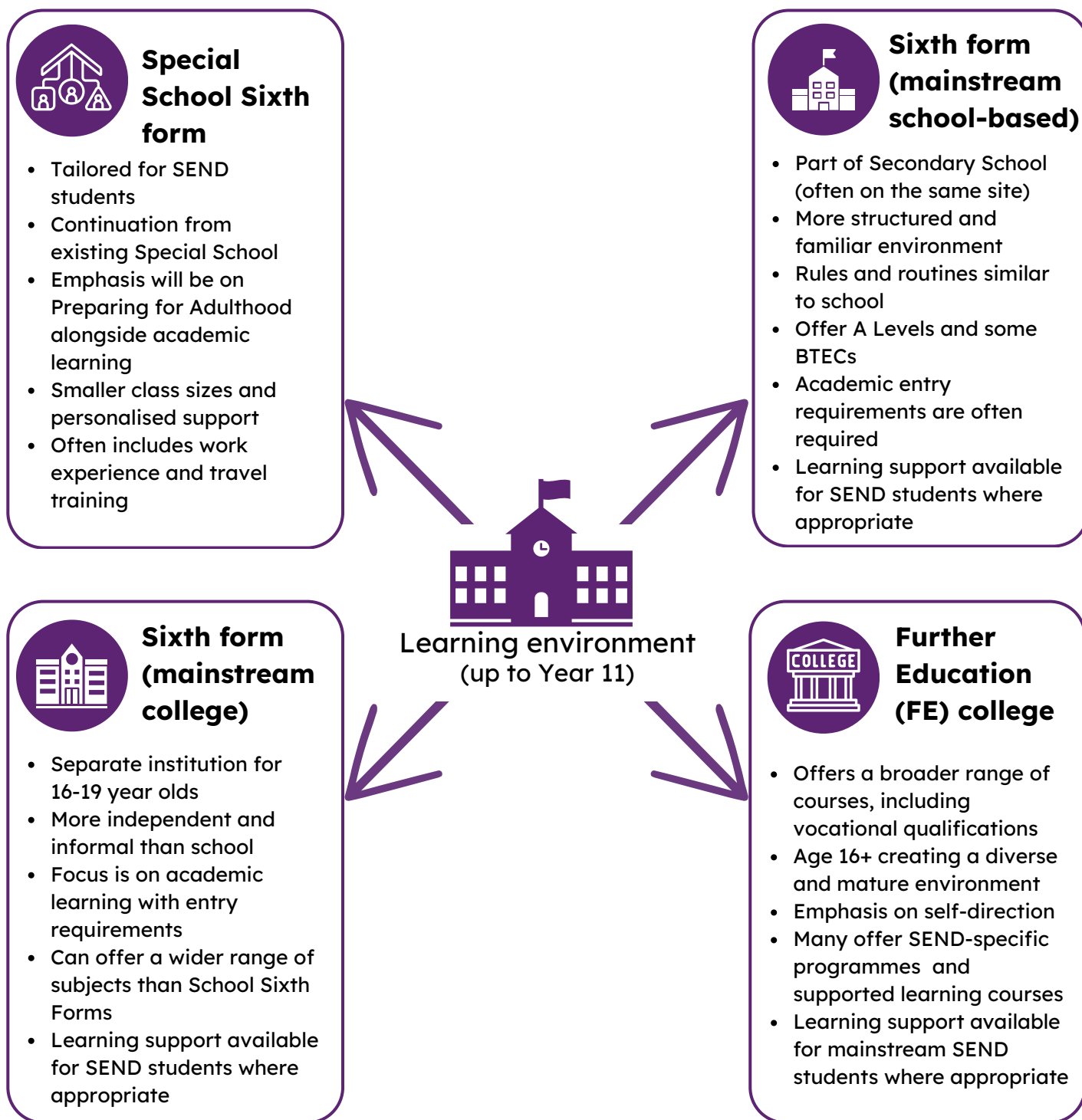
Most Further Education colleges offer bursaries or financial support to help with travel costs for students who meet certain eligibility criteria, such as low household income or specific circumstances. Please check directly with the chosen college for details on how to apply.

# **Section Three**

## **Post 16 Provision including Sixth Form and FE College**



# Post-16 Education for young people with SEND: A visual guide



## Post-16 Education and EHCPs

If a young person has an Education, Health and Care Plan (EHCP), their options after age 16 involve more than just choosing a course or college they like. The local authority has a legal responsibility to make sure that any education or training setting helps achieve the outcomes in the EHCP, provides the right support for their needs, and uses public funding in a responsible way. This means that not every requested setting may be agreed to. If a particular college or course isn't considered suitable, the local authority will have carefully considered your young person's needs and preferences, and how resources can be used effectively to support their progress and future goals.

Decisions follow the [SEND Code of Practice](#) and involve joint planning between families, providers, and the local authority to support aspirations and Preparing for Adulthood goals.

# Sixth Form provision

As your young person finishes school, you might be wondering what comes next. One common route is Sixth Form – but what exactly does that mean, and how is it different from college? For young people with SEND, there are tailored options to support their learning and development.



## Sixth Form (mainstream school-based)



Part of a secondary school – often the same one your young person already attends



Offers [A-levels](#) and some [BTECs](#)



A more structured and familiar environment, with rules and routines similar to school



Teachers are often the same, and students may still wear uniforms or follow formal codes of conduct



## Special School Sixth Form



Designed specifically for young people with SEND, often continuing from their existing school



Focus on life skills, independence and preparation for adulthood alongside academic learning



Smaller class sizes and personalised support from staff who understand the young person's needs



May include work experience, travel training and community-based learning

## Sixth Form provision (cont.)



### Sixth Form (mainstream college)



A separate institution that only teaches 16 to 19 year olds



Offers a wider range of subjects than School Sixth Forms



More independent and informal than school, but still focuses on academic learning



Often seen as a good stepping stone to University

[Colchester Sixth Form](#) is currently the only stand-alone mainstream Sixth Form college in Essex. This full-time academic institution is dedicated to students aged 16–19 and offers a wide range of A-level and equivalent academic programmes.

Where needed, the college is committed to supporting students with Special Educational Needs and Disabilities (SEND) through:

- Inclusive education practices that ensure all students can access the curriculum
- A dedicated Learning Support team that works with students, parents, and external agencies
- Individualised support plans based on student needs
- Access to reasonable adjustments in teaching and assessment
- A welcoming ethos, promoting safety and inclusion for all students, including those facing personal or educational challenges

# Further Education (FE) provision

Further Education (FE) refers to education after secondary school that is not part of higher education i.e. University. They cater for a diverse student population and often provide pathways to employment, further study or University.



## Further Education College



Offers a broader range of courses, such as vocational qualifications (Levels 1 to 3), [The Kings Trust courses](#), [T Levels](#), apprenticeships and foundation learning provision



Students range from age 16 and above, creating a more diverse and mature environment



Can be more flexible and adult-like with students expected to manage their own time and learning within mainstream courses



Many FE colleges offer SEND-specific programmes and supported learning courses for students from special schools, as well as entry-level and Level 1 courses and upwards



FE colleges have statutory duties under the [SEND Code of Practice \(0-25 years\)](#) to work collaboratively with the Local Authority and families to support learners with SEND

## Further Education (FE) provision (cont.)

Information on colleges offering supported learning courses can be found below:



The college is committed to helping young people with SEND to increase their independence and develop strategies to achieve success, enjoy college and prepare for adult life.

<https://www.chelmsford.ac.uk/courses/section-INSPIRE.asp?sectionid=49>

Admissions tel: 01245 293170



We aim to equip all students with the skills, experience and confidence required to achieve individual goals for learning, life and work, and to achieve successful progression.

<https://www.colchester.ac.uk/courses/areas-of-study/foundation-studies/>

Contact: 01206 712 000



We offer one year programmes for students with mild to moderate learning difficulties or disabilities aged 16-24 to prepare them for independent living, paid employment, good health and community inclusion.

<https://www.harlow-college.ac.uk/study-options/supported-studies>

Contact: 01279 868000



Our specialist SEND courses are designed around your unique needs, ensuring you get the right support, resources and teaching to thrive in a safe and inclusive environment.

<https://www.ncclondon.ac.uk/foundation-learning-send>

Contact: 0330 135 9000



We appreciate and value the contribution that individuals with learning difficulties and/or disabilities bring to the college and are committed to making them feel valued, respected and supported.

<https://www.southessex.ac.uk/additional-learning-support>

Contact: 0345 52 12345



We believe that everyone should have the opportunity to learn, develop and aspire to live confidently and independently so they are ready for their next steps.

<https://www.uspcollege.ac.uk/courses-careers/our-courses/foundation-learning/>

Contact: 01268 882 688



At Writtle College you'll not only become part of a tight-knit community - you'll also benefit from a range of student support services. Our student services are available whether you're studying full-time, part-time, or as an apprentice.

<https://www.aru.ac.uk/study/college-courses/student-support>

Contact: [learningsupport.writtle@aru.ac.uk](mailto:learningsupport.writtle@aru.ac.uk)

The [Essex Provider Network](#) also provides information on Essex based learning and training providers including Further Education Colleges with a focus on work-based learning.

# Which setting is right for my young person?

Choosing the right post-16 setting should reflect your young person's needs, strengths, interests, aspirations and intended pathway to employment. Each option offers something different - what works best will depend on where they feel most supported and able to thrive.

There are around 90 Sixth Forms and Colleges [in Essex] that offer a variety of different qualifications and courses, some for students only aged 16 to 18 and others for anyone over the age of 16

The website "[Make it Happen](#)" offers a clickable map of Sixth Forms, Colleges and Universities in Essex:



This may help you and your young person make informed choices about where they might like to go to Sixth form or College and help form a picture of where they're located in relation to where you live



[What are the differences between a further education college and a sixth form?](#)



[UCAS: Choosing where to study or train after GCSEs](#)



[How to support your child in choosing a sixth form](#)

# Comparison: Post 16 options for SEND learners

This table provides a summary comparison between mainstream Sixth Forms and mainstream Further Education (FE) Colleges\* to help young people with SEND and their families consider post-16 options:

Aspect	Sixth Form	Mainstream FE College
<b>Academic expectations</b>	Higher academic expectations; faster pace; more self-directed learning	Emphasis on independence and preparing for adulthood; may include vocational pathways
<b>Entry requirements</b>	Often qualification-based (e.g., GCSE grades)	May have more flexible entry requirements depending on the course
<b>Class size</b>	May be larger than school but still within a school-like setting	Typically larger and more varied depending on the course
<b>Support for SEND</b>	SEND department or learning support team should be available for EHCP adjustments to be supported	SEND department or learning support team should be available for EHCP adjustments to be supported, but may be more flexible
<b>Environment and culture</b>	School-like but more mature; different social dynamics from secondary school	Larger, adult-oriented environment; learners treated as young adults
<b>Course structure</b>	More structured and familiar; subject choices may align with academic goals	More flexible timetables; may be challenging for learners needing routine
<b>Social aspects</b>	New peer group; different social expectations	Diverse peer group; more independence in social interactions
<b>Alignment with aspirations</b>	Important to check if subject options support long-term goals	Wide range of vocational and academic options; good for exploring career paths

\* Foundation Learning/Supported Studies courses within FE will offer more tailored support to ensure every learner can access and succeed in their studies

# Key considerations and top tips



## Support and inclusion

- Check how the setting supports learners with EHCPs or additional needs
- Ask about access to SENCOs, Learning Support Assistants, and tailored interventions
- Look for inclusive teaching practices and a welcoming culture



## Curriculum and pathways

- Ensure subject choices or vocational pathways align with your young person's goals
- Explore flexibility in curriculum, assessment methods, and alternative qualifications
- Consider Life Skills programmes or Supported Internships if relevant (see [page 63 - 68](#) for more details)



## Transition support

- Ask about structured transition plans, taster sessions, and induction programmes
- Ensure there's a clear strategy to help your young person settle in and feel supported



## Accessibility

- Review physical access to buildings and classrooms
- Ask about adjustments for sensory needs, anxiety, or mobility challenges
- Explore availability of assistive technology and quiet spaces



## Social and emotional development

- Look into opportunities for building friendships and confidence
- Ask about peer mentoring, clubs, and access to wellbeing or pastoral support



## Transport

- Consider if the location is accessible for your young person to travel to
- Investigate [travel training](#) options or support with transport if needed (see [page 37 to 41](#) for more details)

# Key considerations and top tips (cont.)



## Staff expertise

- Find out if staff receive regular training on SEND and inclusive education - a good understanding of SEND can make a big difference



## Communication and collaboration

- Choose settings that value partnership with families and professionals
- Ask how progress is monitored and how parents are involved in reviews



## Post-16 outcomes

- Consider how the setting prepares learners for adulthood – employment, independent living, or further study
- Ask about careers advice, work experience, and supported employment options

## ★Top tips when considering Post-16 provision★

1

### Visit and Observe

Attend Open Days/Events or arrange visits during working hours - details can be found on the settings websites

2

### Talk to other families

[Parent forums or SEND groups](#) can offer valuable insights - examples include [Essex Family Forum](#) and [Families in Focus](#)

3

### Ask questions

Speak to your [SEND Careers Advisor](#) and/or the Head of Foundation/Supported Learning at your chosen provision

4

### Apply in good time

Many provisions will have deadlines early in the academic year and places can fill up quickly - application details can be found on settings websites

# Understanding and preparing for post-16 opportunities

Moving into Further Education or training after Year 11 brings new opportunities, more independence, and different expectations. This applies whether a young person is coming from school, alternative provision, or a home education setting. Young people will have more freedom and choice in what and how they study and will need to take greater responsibility for their progress and manage their own time effectively. The relationship will also be between the provision and young person and not with the parent or carer as in their previous setting.



## Time management

Contact time may be around 16 hours per week, with extra time for independent study, research, and practical tasks. Some young people may need to balance study with other commitments like part-time work, family responsibilities, or extra-curricular activities. Good time management is therefore essential and planning and organisation are key to successful outcomes.

## ★ Top tips to help with time management ★

- Encourage the use of visual planners or diaries to help schedule study time and activities
- Help break tasks into smaller steps and set clear deadlines
- Create a quiet, structured study space at home
- Encourage regular check-ins for emails and updates
- Practice prioritising tasks - start with the most important or time-sensitive
- Build in breaks and downtime to avoid additional pressure
- If your young person is struggling, contact the setting early for help

# Understanding and preparing for post-16 opportunities (cont.)



## Study Skills/approach to learning

Young people need a range of skills to succeed in their chosen pathway, and expectations should be made clear by course tutors. Skills will include listening and communication, note-taking and record-keeping and professional approaches to work. Support for learners with SEND should be available, especially if this has been agreed as part of an EHCP, but if your young person feels unsure of how to meet expectations, they should speak with their tutors or SEND department for further guidance.

## ★ Top tips to help with study skills ★

- Encourage regular communication with staff to clarify expectations
- Help practice study techniques at home, such as note-taking or breaking tasks into steps
- Use visual aids and checklists to support organisation and memory
- Promote self-advocacy - teach your young person to ask for help when needed
- Check that agreed support is in place early to avoid gaps in provision
- Celebrate progress and effort, not just results, to build confidence



## Social and emotional considerations

- Building friendships - making friends can feel daunting within a new environment. Encourage participation in clubs or interest groups to help your young person connect with peers
- Managing anxiety and change - new routines, unfamiliar settings, and different expectations can cause stress. Practice visits to the new provision before term starts and create visual maps of key areas
- Understanding social rules - social norms may differ from previous settings. Discuss topics like appropriate communication, group work, and respecting boundaries

# Section Four









## Experiences of Work and Volunteering



# Experiences of Work

Experiences of work help young people with SEND explore future job options, build confidence, and develop essential life and work skills. It's a valuable step in preparing for adulthood and employment.

Experiences of work can include:

-  Work Shadowing - observing someone in their job to understand what the role involves
-  Workplace Visits - short visits to different workplaces to get a feel for various environments and roles
-  Block Work Placements - these are structured periods (e.g., 1-2 weeks) spent working in a real job setting
-  Extended Work Experience - attending a workplace one day a week over a longer period (e.g., a term or year)
-  Enterprise Activities - taking part in school or college-based business projects or mini-enterprises
-  Volunteering - gaining experience by helping out in community projects, charities, or events
-  Going to work with a parent or guardian to understand about the world of work, or helping within a family business
-  Attending careers events and open days to understand more about particular roles or organisations

## Experiences of Work (cont.)



Starting a small business e.g., car washing or dog walking



Paid Saturday or part time work - builds independence and skills as well as being motivating and empowering



Virtual Work Experience - online simulations or remote projects which are accessible to those with mobility or anxiety challenges



Internal Work Experience - placements within a school provides a familiar environment and a good stepping stone to external experiences

The [Gatsby Benchmarks](#) are a nationally recognised framework for high-quality careers education in schools and colleges. They set out eight key principles to ensure every young person receives consistent, meaningful careers guidance.

For young people with SEND, these benchmarks help schools and colleges provide tailored support that promotes independence and prepares them for adulthood. This includes access to employer encounters, experiences of the workplace, and personalised guidance that reflects individual strengths and aspirations.

By following the Gatsby Benchmarks, educational settings aim to give all learners the knowledge, skills, and confidence to make informed decisions about their future.

# Volunteering

Volunteering is a fantastic way for young people to gain experience, build confidence, make connections for the future and make a positive impact in their community. Whether you are still in education or exploring their next steps, volunteering can open doors to new opportunities. Volunteering can take many forms, such as:

- ✓ Helping at a charity shop
- ✓ Supporting local events or in community centres
- ✓ Assisting in schools, libraries, or care homes
- ✓ Helping faith-based organisations, such as supporting community events, food banks or youth groups
- ✓ Environmental projects like park clean-ups
- ✓ Online volunteering e.g., digital support for charities
- ✓ Helping at charity groups e.g., weekly coffee mornings or activity sessions

## Things to consider

- ! Volunteering can be flexible - some roles are just a few hours a week but there is a time commitment
- ! Look for inclusive volunteering opportunities or speak to organisations about reasonable adjustments
- ! Consider how your young person will get to and from the placement and whether the environment is supportive

# Volunteering opportunities

In Essex, there are a wide range of opportunities available for young people aged 11–25, including those with additional needs. As well as encouraging your young person to consider contacting causes they care about regarding volunteering, the [Essex County Council](#) website has links to volunteering opportunities across Essex ranging from volunteering at County Parks to working at a local library.

Other suggestions include:



[Essex Youth Service](#) - offers tailored volunteering opportunities for young people, including:

- Joining the Young Essex Assembly or a local youth council
- Becoming a Young Commissioner to influence local decisions
- Volunteering alongside youth workers or running community projects
- Taking part in the Young Volunteers Programme (Colchester and Tendring), which includes planning meetings, social events, and free training like first aid and food hygiene

Email: [youthvolunteers@essex.gov.uk](mailto:youthvolunteers@essex.gov.uk)

More info: [Essex Youth Service Volunteering](#)



[GetVolunteering.co.uk](#) - a free online directory that helps young people and families find local volunteering opportunities across Essex.

Young people can explore a wide range of roles, such as:

- Youth work (e.g. youth clubs)
- Charity shop support
- Gardening and conservation
- Admin, catering, and event support
- Helping in care homes, hospitals, and community centres

More information: [Get Volunteering](#)

## Volunteering opportunities (cont.)



Local Community Voluntary Services (CVS) - offer hundreds of opportunities for young people to get involved, gain experience, and give back to their community.

Opportunities include:

- Helping at events like art installations or charity fundraisers
- Supporting local charities, shops, or community groups

Some roles are open to volunteers aged 16+ and tailored support is available for those with additional needs with training often provided. This is a national network and services across Essex include:

Visit: [Chelmsford CVS](#), [Maldon CVS](#), [Brentwood CVS](#), [Castle Point CVS](#) and [CVS Tendring](#)



Volunteer It Yourself (VIY) - a social enterprise that helps young people mainly aged 16–24 learn trade and employability skills by volunteering to renovate community spaces in need of repair. It's a hands-on, inclusive programme that blends DIY, mentoring, and real-world experience.

- VIY works with young people who benefit from alternative approaches to learning, including those with SEND, offering a supportive and practical learning environment
- Participants are guided by professional tradespeople, helping build confidence and skills in a safe and structured way
- Young people can earn Entry Level City & Guilds accreditations, which support future training/employment
- Projects focus on improving local spaces, giving participants a sense of purpose and pride in their contribution
- VIY helps young people become more work-ready, with many going on to further training or jobs in construction and related fields

More information: <https://volunteerityourself.org/>

# What are the benefits of Work Experience and/or Volunteering?



Enables young people to discover key interests and supports decisions about future education or training by linking interests to career pathways



Helps them learn what they enjoy (and what they don't!) by trying out different roles



Builds confidence - taking on responsibilities helps young people feel more capable and independent



Meeting new people and trying new tasks boosts self-esteem and independence



Develops communication, teamwork, reliability, and resilience - skills employers value



Encourages aspirations, broadens horizons and helps young people make clear choices



Helps in starting to recognise work based cultures



Volunteering in particular is a great way to contribute to the local community and feel a sense of purpose



Helps to build a network of contacts which could potentially lead to further opportunities



Supports social development which in turn can reduce anxiety and improve adaptability in new situations



Enhances employability as it can lead to references, CV content and potentially job offers

# **Section Five**

## **Supported Internships**



# Supported Internships: A visual guide



## What is a Supported Internship?

- A work-based study programme designed to help young people with SEND transition into paid employment
- Combines real supported workplace experience with a study programme



## Who are Supported Internships for?

- Young people aged 16-24 with a current Education Health and Care Plan (EHCP)
- They must want to progress into paid employment as an end goal



## Key benefits of a Supported Internship

- Builds experience, confidence and skills within the workplace
- Support is tailored to the individual and provided by a Job Coach
- Receive at least 6 months work experience in a real workplace
- Helps with building experience on a CV
- Offers the chance to start a new career and get a paid job



## How it works: key components

### Employment



Delivered in partnership with local employers

### Education



Delivered by college who coordinate the programme and support

### Job Coach



Supports in the workplace in learning tasks & building confidence

### Person Centred



Tailored to individual strengths, interests and aspirations



## Duration

- Typically lasts one academic year
- Work-placement may build up over time
- Includes a minimum of 6 months in a work setting

# Supported Internships

[Supported Internships](#) are structured, work based study programmes for young people with learning difficulties, where they spend most of their time with an employer, learning new skills and gaining work experience.



## Eligibility

Young people must be aged between 16 and 24 and have a current Education Health and Care Plan (EHCP) to start a supported internship



## Learning

With Job Coach support young people will develop self-confidence and employability/job specific skills alongside employees in a real employment setting, as well as improving their maths and English



## Planning for a Supported Internship

As soon as your young person thinks they might want a Supported Internship, talk to their teacher or transition worker. This could be at their Year 9 or 10 review or when they are thinking about experiences of work



## Further information

You can get further information from your school, college, social or transitions worker or from [Job Centre Plus](#). A list of current Essex-based Supported Internship providers can be found on [page 67](#)

## Supported Internships: important considerations



Paid work must be the interns end goal, although they are not guaranteed a job after their Supported Internship ends. Whilst many employers choose to offer interns a job at the end of their programme there is no legal obligation to do so



When a young person completes or withdraws from a Supported Internship, a final review must be held to confirm that education and training goals have been met. Depending on the information collected in the final review, the Local Authority may decide the EHCP is no longer needed. At enrolment, parents/carers will be asked to sign a parental agreement to ensure they have been given and understand the correct information on Supported Internships and outcomes listed in the EHCP



This is a study programme which helps young people learn about work so will be unpaid



Supported interns are encouraged to stay committed to their placement, gradually increasing their working hours as they build confidence and skills



Consider how far the young person will need to [travel](#) – not just to their workplace, but also to the college days linked to the Supported Internships. Some roles may also require early starts, so it's important to factor in travel time and daily routines



Young people are expected to follow workplace standards, including professional behaviour and meeting employer expectations



Supported interns will continue to learn maths, English and employability skills, supported by a tutor



For young people entering a Supported Internship, proof of identity is required to meet legal and safeguarding standards e.g., passport, driving licence, birth certificate

## Supported Internships (cont.)

Essex County Council are proud to work in partnership with employers, education providers and supported employment to help and support the growth and development of supported internships across the county for young people with learning disabilities who want to get a paid job. You can contact the education providers directly, speak to your [SEND Careers Advisor](#), or fill out an [Expression of Interest Form using this link](#)

<p><b>North Essex</b></p>	<p><a href="#">Colchester Institute</a> internships are based on aspirations with local employers. One study day in college and initially one day in work placement increasing over the term. Contact: <a href="mailto:silvie.snaselova@colchester.ac.uk">silvie.snaselova@colchester.ac.uk</a></p>		
<p><b>South Essex</b></p>	<p><a href="#">USP Internships</a> are based on aspirations with local employers. One study day in college and initially one day in work placement increasing over the term. Contact: <a href="mailto:julie.clark@uspcollege.ac.uk">julie.clark@uspcollege.ac.uk</a></p> <p>Amazon through <a href="#">DFN Project Search</a>, USP &amp; ECL. Contact: <a href="mailto:julie.clark@uspcollege.ac.uk">julie.clark@uspcollege.ac.uk</a></p>	<p><a href="#">South Essex College</a> Basildon Hospital &amp; Southend Hospital internships include catering, portering and health care. Contact: <a href="mailto:Lisa.bennett@southessex.ac.uk">Lisa.bennett@southessex.ac.uk</a></p>	<p><a href="#">Endeavour 6th Form</a> (current students only) Internships are based on aspirations with local employers. Contact: <a href="mailto:pgjsby@kcat.co.uk">pgjsby@kcat.co.uk</a></p>
<p><b>Mid Essex</b></p>	<p><a href="#">Chelmsford College</a> Broomfield Hospital internships include catering, portering &amp; health care. Contact: <a href="mailto:HimlinS@chelmsford.ac.uk">HimlinS@chelmsford.ac.uk</a></p>	<p><a href="#">Chelmsford College</a> 'Moulsham' internships are available with one day in college and starting with 1-2 days in placement increasing over the programme. Contact: <a href="mailto:HimlinS@chelmsford.ac.uk">HimlinS@chelmsford.ac.uk</a></p>	
<p><b>West Essex</b></p>	<p><a href="#">Harlow College</a> Princess Alexandra Hospital internships include catering, portering &amp; health care. More departments can be sourced in line with aspirations. Contact: <a href="mailto:rwilliams@harlow-college.ac.uk">rwilliams@harlow-college.ac.uk</a></p>	<p><a href="#">Harlow College</a> Additional placements available outside of hospital environment to be confirmed. Contact: <a href="mailto:rwilliams@harlow-college.ac.uk">rwilliams@harlow-college.ac.uk</a></p>	

# Supported Internships: benefits guidance

Once a Supported Internship has been completed and a young person gains employment, the benefits received by their parents or guardians may be affected:



## Child Benefit

- Continues until the young person turns 16, or up to 20 if they remain in approved education or training (includes home education)
- If the young person leaves education or training and starts working more than 24 hours per week, Child Benefit will stop



## Universal Credit

- Parents can still receive UC for a dependent aged 16–19 if they are in non-advanced education or training and studying more than 12 hours per week
- If the young person leaves education and starts working, they may no longer count as a dependent, which can reduce the parent's UC award



## Housing Benefit and other means-tested benefits

- If the young person is no longer classed as a dependent, they may be treated as a non-dependent adult
- This can lead to a non-dependent deduction, reducing the parent's Housing Benefit or Council Tax Reduction



**Parents/Guardians should therefore report any changes to the Department for Work and Pensions (DWP) or local council immediately if:**

- The young person starts or leaves a job
- Their education or training status changes

**Prompt reporting helps avoid overpayments or benefit disruptions**

# **Section Six**

## **Apprenticeships including Foundation and Accessible Apprenticeships**



# Understanding Apprenticeships: A visual guide



## What is an apprenticeship?

- A paid job with training
- Leads to a nationally recognised qualification
- Combines workplace experience with study through a training provider or college



## Who are apprenticeships for?

- Anyone aged 16+
- School or college leavers
- Those who want to upskill within employment
- Hands-on learners
- Young people with additional needs

## Key benefits of an apprenticeship



- Earn while you learn (salary, holiday pay and employment benefits)
- Builds experience, confidence and skills within the workplace
- Gain industry recognised qualifications
- Pathway to employment or higher level apprenticeships
- No student debt



## How it works: key components

### Employment



A paid job with responsibilities and expectations

### Off the job training



6 hours a week learning at college, online or in the workplace

### Learning Plan



Follow a nationally approved [standard](#) to meet industry needs

### End Point Assessment



Final assessment to prove competency



## Duration

- 1 to 5 years depending on level/type of apprenticeship
- Minimum 12 months (exc. Foundation Apprenticeships)
- Duration can be amended (reasonable adjustments)

## Comparison of apprenticeship types

### Standard



- Age 16+
- Suitable for a wide range of learners
- Wide range of apprenticeship standards
- Usually requires minimum of Functional Skills [L2 maths and English](#)
- Minimum 12 months
- From Level 2 (GCSE) to Level 7 (Master's)

### Foundation



- Age 16 - 21 (up to 24 with EHCP, care leaver or ex-offender)
- Only L2 in Construction, Health & Care, Digital, Engineering and Manufacturing
- Minimum 8 months
- Maths and English study required for 16-18 year olds but no mandatory pass level

### Accessible



- Age 16+ with SEND (evidence of additional need required)
- Minimum of 25 working hours per week
- Working at Functional Skills Entry Level 3 standard in maths and English
- Reasonable adjustments can be put in place but must still meet standard requirements

# Apprenticeships explained

[The apprenticeship family](#) includes Foundation and Accessible apprenticeships and offers young people a valuable route into employment by combining practical work experience with training, tailored to support a wide range of learners, including those with additional needs or who are just starting out.



## What is an apprenticeship?

An apprenticeship is a [paid](#) job that includes training and leads to a nationally recognised qualification. Apprentices work alongside experienced staff, gain job-specific skills, and spend part of their time studying, usually with a college or training provider



## Who is involved?

All apprenticeships consist of an apprentice, employer and either a training provider/college to deliver the qualification part of the apprenticeship



## Who are they for?

Apprenticeships are available to anyone over 16, and they suit a wide range of learners, including those leaving school to those looking to upskill or change careers. They're especially valuable for young people who prefer hands-on learning or want to enter the workforce directly



## What are the benefits of an apprenticeship?

- Earn a salary whilst training (including [holiday pay](#) and other employee benefits)
- Gain qualifications (without student debt)
- Develop practical skills and workplace experience
- Potential to progress into full-time employment or higher level apprenticeships

# Key components of an apprenticeship

An apprenticeship typically includes several key components that ensure both learning and practical experience:

1

## Employment

Apprentices are paid employees with a contract of employment. They work alongside experienced staff and have both responsibilities and expectations. Most learning happens in the workplace guided by colleagues to help build practical skills relevant to their chosen career

2

## Off the job training

Training is delivered by a college or training provider and focuses on the theoretical knowledge behind the apprentice's role. It takes place either at a college, online, or in the workplace. Apprentices spend approximately 6 hours per week on this off-the-job training, which equates to 20% of a typical 30+ hour working week.

3

## Structured learning plan

All apprentices follow a nationally approved [standard](#) to ensure they learn the right skills, knowledge and behaviour for their role. These standards ensure they meet industry needs - the practical and theory elements are delivered by both employer and training provider

4

## Duration

Apprenticeships typically last between 1 and 5 years depending on the level and type and are a minimum of 12 months long. Foundation Apprenticeships must be at least 8 months in duration

# Key components of an apprenticeship (cont.)

5

## End Point Assessment

At the end of the apprenticeship there will be an [assessment](#) to show they have fully mastered the role. This may be in the form of a test, interview or practical demonstration

6

## [Support](#) and mentoring

Apprentices are supported by workplace mentors as well as their training provider. Regular reviews will help to track progress and provide any guidance needed.

It's recommended that all young people have a [Support Profile](#), which is a simple summary of what is important to them and how they would like others to support them, if help is needed. This can also help identify potential barriers to employment and suggest reasonable adjustments that could be put in place to help lead to a sustainable work or training outcome

7

## Recognised qualification

On completion (and passing of the End Point Assessment), apprentices receive a nationally recognised certificate or qualification which can range from [Level 2](#) (GCSE equivalent) up to Level 7 (Masters degree equivalent)

# Apprenticeships: important considerations



Apprentices are not guaranteed a job after their apprenticeship ends. Whilst many employers choose to offer apprentices a job at the end of their apprenticeships there is no legal obligation to do so



- Apprentices aged 16 to 18 must study and pass English and maths, unless they already hold suitable qualifications
- For those aged 19 and over, studying English and maths is optional
- Learners with identified SEND (Special Educational Needs and Disabilities) can work towards an [Entry Level 3 Functional Skills qualifications](#) in English and/or maths, instead of the usual Level 2 requirement
- This [flexibility](#) is based on an evidence-based assessment and can be applied even if the learner does not have an Education, Health and Care Plan (EHCP)
- For more details, see pages [76 to 77](#) of the guidance on Accessible Apprenticeships.



If a young person is studying a technical Level 3 apprenticeship (such as [Plumbing](#) or [Electrical](#)) and has an Education, Health and Care Plan (EHCP), they may be allowed to start their apprenticeship at a lower level of maths and English. However, they will still be expected to achieve Functional Skills Level 2 in both subjects in order to complete the End Point Assessment (EPA)



Consider how far the young person will need to [travel](#) – not just to their workplace, but also to any training sessions or college days linked to the apprenticeship. Some roles may also require early starts, so it's important to factor in travel time and daily routines



Make sure to read the apprenticeship description carefully - some roles may require specific qualifications or documents, such as a driving licence or a CSCS card, which are essential in order to apply

# Foundation Apprenticeships

[Foundation apprenticeships](#) combine technical knowledge, skills and workplace learning to help 16-21 year olds gain hands-on experience in key sectors like construction, digital and social care.



## Eligibility

16 - 21 years old (or up to 24 with an Education Health and Care Plan (EHCP), care leaver or people with convictions). Those aged 15 may be eligible if their birthday falls between the last Friday in June and 31 August



## Duration

A young person must be willing to spend a minimum of 8 months in their apprenticeship



## Learning

They will have to study maths and English if aged up to 19 but there is no mandatory requirement to achieve L1 or L2 Functional Skills qualifications to pass their apprenticeship. For those 19+ there is no mandatory requirement to study English and maths



## Vocational areas

At present, Foundation apprenticeships are only available at Level 2 within the following specific growth sectors:

- Construction
- Health & care
- Digital
- Engineering and Manufacturing

As of September 2025, Foundation apprenticeships have officially launched in England and are now available for delivery. At present there are no confirmed details of which colleges or training providers will be delivering this pathway in Essex. The [Institute for Apprenticeships and Technical Education \(IfATE\)](#) will share updates when more information is available.

# Accessible Apprenticeships

As explained on [page 74](#), adjustments can be made to support young people with Special Educational Needs and Disabilities (SEND) during their apprenticeship. These adjustments are based on an evidence-based assessment.



## Eligibility

Aged 16 and above with a Special Educational Need (regardless of having a current or historic EHCP)



## Duration

Young people must be willing to work at least 25 hours a week. Amendments can be made to the standard 35 hour week to shorten working hours and extend the length of the apprenticeship



## Academic requirements

Apprentices should be working at a minimum of Functional Skills Entry Level 3 in both maths and English. For those aged 16-18 maths and English must be achieved before End Point Assessment



## Vocational areas

Young people need to be sure about the industry they would like to work in and ideally have work-based experience within the area of interest



## Adjustments and support

Employers and training providers are required to make reasonable adjustments to remove barriers for apprentices with SEND which may include:

- Specialist equipment (e.g. screen readers, ergonomic tools)
- Extra time for exams, coursework, or tasks
- Additional learning support
- Modified assessments or alternative formats
- Flexible working hours or remote learning options

[Access to Work](#) may also be available to support travel costs, interpreters or job coaches

# Accessible Apprenticeships: important considerations



Young people must be able to undertake all parts of an apprenticeship - this includes the knowledge, skills and behaviours set out within the apprenticeship standard. Making an apprenticeship accessible does not alter these requirements



Learners are required to gather a portfolio of evidence as part of their off the job training. This demonstrates progress and competence, supports readiness for [End Point Assessment \(EPA\)](#) and may be used as part of professional discussions as part of the EPA. It can include:

- reports, presentations or work-based evidence
- reflective accounts
- feedback from managers
- photos or videos of practical tasks
- training records or logs

Adjustments can be made to suit individual needs (e.g. simplified templates or alternative forms)



When an apprentice reaches the [gateway](#) - the point at which both the employer and training provider agree they are ready - preparation for the End Point Assessment (EPA) begins. Training providers typically add around 12 weeks to the apprenticeship after this point to support the learner in getting ready for their EPA



The End Point Assessment must be passed to complete the apprenticeship qualification. While reasonable adjustments (e.g. extra time) can be made to how the assessment is delivered, they [cannot change what is being assessed or the standard required](#). This includes:

- specific knowledge and skills outlined in the standard
- the difficulty level of the assessment
- format of the End Point Assessment

Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake

# Where to find an apprenticeship

Apprenticeships offer a powerful route into employment and independence and are a pathway ideally suited to young people who thrive in practical hands-on environments as opposed to traditional classroom settings.

Below are ways in which to find an opportunity - for each remember to check for:

- Distance required to travel to both employer and off the job training
- Training requirements - e.g. is this at a college, on-line, on site, a block placement?
- Working hours - some apprenticeships have early starts and require weekend working
- Specific requirements such as a driving licence or a [CSCS card](#)



Look on the [National Apprenticeship website](#). Employer and/or training provider contact details should be listed as part of the vacancy details in case you have any further questions (e.g., regarding training requirements)



Speak to the [Adult Community Learning](#) apprenticeship team



Search the [Essex Opportunities](#) portal for apprenticeships and job opportunities



Reach out to previous work placement providers to explore whether they are interested in offering apprenticeship opportunities. If an employer is willing to offer an accessible apprenticeship to a young person, Targeted Employment can help facilitate this through [The Bridge](#) once the employer and young person are connected via the platform

## Where to find an apprenticeship (cont.)



Talk to family, friends and support networks - many will be employees or employers - they can connect with Targeted Employment via [The Bridge](#)



Utilise social media to find job opportunities e.g. Facebook, LinkedIn, community platforms



Consider current vacancies advertised by the apprenticeship team on your local college's website



[Essex Training Providers](#) advertise a range of vacancies



[Working for Essex](#) hosts all of ECC's current vacancies - be first to find out about the latest opportunities by joining our [Talent Pool](#)



Search for apprenticeships on your local council's website. Click here for a [list of Essex councils](#)



ECC's [Youth Service](#) offers information on a range of different opportunities

# **Section Seven**

## **University**



# University options for young people with SEND

University can be a positive and empowering next step for young people with Special Educational Needs and Disabilities (SEND). With the right preparation and support, students with SEND can thrive in higher education - [UCAS](#) state that 45,000 students with a disability or long term health condition apply to University each year.



Universities welcome students with SEND and make admissions decisions based on qualifications and potential – not disability



Declaring a disability does not affect the likelihood of receiving an offer



Whilst it's not mandatory to disclose SEND needs on an UCAS application, early disclosure is encouraged to ensure the right support is in place from the outset

UCAS provide a comprehensive [guide for Parents and Carers](#) once a young person has decided that University is the right pathway for them. This offers practical advice with:

- Helping with course and university research
- Supporting personal statement writing
- Understanding key dates and deadlines
- Navigating student finance and accommodation

Most universities have Disability Advisers available at Open Days to discuss the support they offer. This is a valuable opportunity to explore how each university can meet individual needs when a young person is making their choice of where to study.

It's important to note that once a young person starts university, they are treated as an adult. Universities will only communicate with parents if the student gives explicit permission.

# University Offers and Eligibility

Universities in the UK consider a range of factors when making offers to prospective students. For young people with SEND, the process is inclusive and designed to ensure fair access to higher education.



## Eligibility

Universities will set their own [entry requirements](#) for higher education courses, and will vary widely depending on the subject, the specific course, and provider. To be eligible for a university course, students typically need to meet:

- Academic entry requirements, such as A-levels, BTECs, T Levels, or other Level 3 qualifications
- Subject-specific criteria, depending on the course (e.g., science subjects for medicine)
- English language proficiency, if applicable



## Contextual Admissions/Offers

Some universities use contextual admissions, which take into account personal circumstances, such as educational background, care experience, or disability. This can result in a reduced offer or additional support during the application process.

Universities may offer:

- Reduced grade requirements (typically one or two grades lower)
- Foundation year entry
- Guaranteed interviews
- Unconditional offers
- Extra consideration during the admissions process
- Additional support during the course

Not all universities offer contextual offers and some may only offer them for specific courses (please check individual university information). Further information can be found at:

[UCAS Contextual Admissions](#) and [How this works in practice](#)

# Support available at university



Under the [Equality Act 2010](#), universities must make reasonable adjustments to support disabled students. This will vary but can include:

- Academic flexibility (e.g., deadline extensions)
- Specialist equipment
- Lifestyle accommodations

On campus, students can access support [services](#) such as:

- Disability support
- Mental health and wellbeing teams
- Counselling and advice centres
- GP services and chaplaincy
- Student welfare and mentoring/buddy schemes



UCAS offers general advice and guidance on [student finances and support](#)

[Disabled Students' Allowance \(DSA\)](#) covers the study-related costs a young person may have because of a mental health problem, long-term illness or any other disability.

This can be on its own or in addition to any student finance received and the type and amount of support depends on individual needs - not your household income.

Study-related costs could include:

- Specialist equipment
- Extra travel expenses
- Non-medical helpers

Some students may be eligible for [Universal Credit](#) - further guidance can be found via the [DWP](#) or [Disability Rights UK](#).

# University options for young people with SEND: other useful resources

In addition to UCAS information provided throughout this section, the following websites offer useful advice and guidance:

- [National Autistic Society](#) – guidance on starting university
- [Disability Rights UK](#)
- [UniSelect](#) – advice on choosing suitable universities
- [Student blogs and case studies](#) – real-life experiences from disabled students

## Further suggested reading



[University: The Autistic Guide: Everything You Need to Survive and Thrive](#)



[Disability and the University: A Disabled Students' Manifesto](#)



[University and Chronic Illness: A Survival Guide](#)

# Section Eight

## Day Opportunities



# What are Day Opportunities?

The term 'Day Opportunities' encompasses a diverse range of services and activities, which cater for a variety of different groups. These services can be assessed both during the day and evening.

Service providers support adults with a disability; this includes adults with a learning disability, and/or who are autistic, as well as adults with a physical or sensory impairment.



Day Opportunities are defined as building-based or community-based services which are delivered outside of a person's own home with a specific purpose to support people to have a meaningful life. Day Opportunities should take place in an environment that is appropriate to and meets the adults needs and preferences



Day opportunities aim to improve a person's overall well-being whilst working towards specific goals. Some people may move on from day opportunities to pursue other opportunities when they are ready



Day Opportunities can also be a way of people having an opportunity to take part in various interests and activities, learn new skills, develop friendships and support networks and prepare for paid employment. In addition, they provide an important source of respite for informal carers and families.

The scope of support which an individual receives will vary depending on their assessed social care needs. In addition, an individual may choose to adopt a direct payment to secure their care and support.

A Social Worker will be able to determine if an individual has eligible needs as part of a Social Care assessment. In order to progress the assessed needs, the Social Worker, in collaboration with the individual, agree the correct level of support and identify if those needs would be met appropriately within a Day Opportunity setting or other universal services.

## What are the Council's ambitions?



Essex County Council (ECC) wants to modernise the current Day Opportunities offer, and to increase the support that people receive during the evenings and weekend within peoples communities



ECC will support adults to focus on how they can best meet their outcomes by accessing various solutions, such as employment, volunteering, community focused support and peer led opportunities

Day opportunities are not right for everyone. [Community Connecting \(ECL\)](#) helps adults with learning disabilities and/or autism build meaningful links in their local communities. Through tailored support, individuals can access volunteering, social activities, education, or training – boosting confidence, independence, and wellbeing. Community Connectors work closely with families to identify goals and guide each person toward opportunities that enrich their lives and reduce isolation



Adults should be enabled to live as independently as possible, supporting them to need less support and be less reliant on services and to lead a life which is meaningful to them. Modern Day Opportunity services can support this, by enabling people to live safely as part of their community and to increase their abilities



[ECC Adult Social Care and Health](#)

# Section Nine

## Adult Community Learning (ACL)



# Adult Community Learning (ACL)



[ACL Essex](#) is the largest adult learning provider in the county, proudly rated Good by Ofsted. They offer a wide range of learning opportunities in a safe, caring, and inclusive environment, designed to support learners of all abilities.

ACL's focus is on community learning, helping individuals grow in confidence, gain new skills, and take positive steps toward independence and employment. Education is made accessible to everyone with both flexible learning options and centres across Essex.

## Support for learners with additional needs

ACL understands that every learner is unique and work closely with families to ensure learners feel safe, supported, and empowered throughout their journey. They offer:



### [Supported Learning](#)

Tailored courses for adults with learning difficulties and disabilities, delivered by experienced tutors in small, nurturing groups



### [Family Learning](#)

Opportunities for parents and carers to learn alongside their children, building skills and confidence together



### [Accessible Apprenticeships](#)

Adjustments are available for learners with an EHCP, Learning Difficulty Assessment (LDA), or Statement of Educational Needs (SEN), including flexible entry requirements and extended programme durations

# ACL Learning Opportunities: Supported Learning

[Supported Learning](#) courses are for those aged 19+ and are a great way for young people to make new friends, gain skills, boost their confidence and explore pathways into employment.

ACL offers a wide range of courses suitable for learners with additional needs, aimed at helping them to build the foundations for independence and future work. These include:



## Preparation for Employment:

- Hospitality and catering
- Horticulture and conservation
- Animal care
- Health and Social Care
- Volunteering Skills
- Media Studies
- Introduction to Employability Skills
- Supported Employment programme (for those working towards an apprenticeship)



## Independent Living Skills



## Communication and Confidence Building



## Digital Skills



## Personal Growth

ACL also work closely with both the [ECL](#) Day Opportunities and Inclusive Employment teams to support learners to reach their full potential. Click [here](#) for a full brochure of Supported Learning courses for adults with learning disabilities and/or autism.

Please note: ACL Essex does not accept learners with an active EHCP onto Supported Learning courses. For learners aged 19 and over, an EHCP is not required to access funding, as support is available through the Adult Skills Fund. This allows individuals to design a personalised programme of study that aligns with their needs, long-term goals, and aspirations.

# ACL Learning Opportunities: Apprenticeships

[Accessible Apprenticeships](#) are available for those aged 16+ with no upper age limit. Adjustments can be made to suit individual needs, and additional support may be available through the Access to Work scheme.

ACL offer [apprenticeships](#) in the following areas:



## Business

- [Business Administrator Level 3](#)
- [Team Leader Level 3](#)
- [Operations Manager Level 5](#)
- [Coaching Professional Level 5](#)



## Health and Social Care

- [Adult Care Worker Level 2](#)
- [Lead Adult Care Worker Level 3](#)
- [Lead Practitioner in Adult Care Level 4](#)
- [Leader in Adult Care Level 5](#)



## Early Years and Education

- [Early Years Practitioner Level 2](#)
- [Early Years Educator Level 3](#)
- [Teaching Assistant Level 3](#)
- [Specialist Teaching Assistant Level 5](#)



If you are interested in an ACL apprenticeship, please complete their [Application of Interest Form](#)



List of [current ACL apprenticeship vacancies](#)

# ACL Learning Opportunities: Courses

ACL Essex also provides over 1,000 courses across a wide range of subjects including:



Digital Skills (Excel for beginners, IT Essentials)



Leadership and Management (Coaching and Mentoring)



Health & Well-being (Reducing anxiety)



Education and Training (Mentoring, Teaching Support)



Sustainability (Domestic Retrofit)

[Courses](#) are available online, in training centres across Essex, or through a hybrid approach. Timings are flexible to fit around learners' lifestyles

## ACL Funding Support

Many courses are fully funded, and ACL offer two [bursaries](#) to support career pathways:

- Nightingale Bursary – for those entering or working in Adult Social Care
- Poppins Bursary – for those entering or working in Early Years Education

These bursaries help remove financial barriers and open doors to meaningful, rewarding careers.

# **Section Ten**

## **Supported Employment**



# Supported Employment

Supported employment helps people with disabilities or other barriers to employment find and keep meaningful jobs. The aim is to ensure everyone can contribute to the workforce, promoting inclusion and independence which not only benefits individuals but also brings diverse talents and perspectives to workplaces.

## Examples of support provided to candidates



completion of a Vocational Profile to establish skills, experience and personal employment goals



signposting and support to gain additional skills and experience if the young person is not quite ready for work



support throughout the job application and interview process



job coaching for as long as it takes them to become confident in their role

There are a number of Supported Employment services across Essex included those listed on [pages 99 to 100](#). Eligibility and criteria for services will differ but support will be tailored to the individuals goals, strengths, and experiences, and shaped by what works best for them and their support network.

# Supported Employment Services in Essex



## ECL Inclusive Employment

- Eligibility - free to anyone over 18 with a learning disability and/or autism living in Essex
- Offer - dedicated Inclusive Employment consultants work with customers and their families to help them find and keep their ideal jobs
- Referrals - can come from a number of sources (e.g., education, social care or the individual)  
<https://www.ecl.org/refer-to-inclusive-employment>
- Email: [inclusive.employment@essexcares.org](mailto:inclusive.employment@essexcares.org)

Zach, a previous ECL Inclusive Employment candidate, now an employee with the East of England Co-op says:

Before I was nervous and shy and quite scared to even go out of my front door sometimes, but ever since I've had the job I've come on leaps and bounds



## Royal Association for Deaf People

- Eligibility - RAD usually work with deaf people with additional support needs e.g., a learning disability or those who are affected by mental illness
- Offer - bespoke employability support including coaching and mentoring to prepare people for sustainable employment
- Referral - <https://royaldeaf.org.uk/make-a-referral>
- BSL video/email: [DeafAdvance@royaldeaf.org.uk](mailto:DeafAdvance@royaldeaf.org.uk) (SMS: 07467 914 257 tel: 0300 688 2525)

# Supported Employment Services in Essex (cont.)

## EPUT (NHS) Employment Support

- The service supports people experiencing poor mental health who are currently receiving clinical support from Essex Partnership University NHS Trust (EPUT). This includes care from community mental health teams, primary care services, or other health professionals within Essex.
- Delivered by EPUT in partnership with [Employ-Ability](#), the service provides help identifying triggers at work/elsewhere that affect mental health, advice and guidance on managing mental health, support to create a plan to return to or stay in work, assistance with job searching, interviews, CV writing, and employer engagement
- Referrals can be made by a care coordinator, psychiatrist, psychologist, or other health professional. Self-referral may be possible, especially for job retention support. Employers and support organisations can also refer individuals.

Andrew, a previous EPUT candidate, now an employee with Chelmsford Food Bank says:

I'm Andrew and currently I've got a new job, which is with Chelmsford Food Bank. It's changed my life. I know it sounds like hyperbole, but it really has. It's helped me to get a proper job and in an area of work that is right up my street

## **R N I B**

See differently

## Royal National Institute of Blind People

- Eligibility - supports people with sight loss who are job ready and actively seeking work
- Offer - specialist advice and guidance on the journey into work and can refer to other RNIB services
- Referrals: <https://www.rnib.org.uk/living-with-sight-loss/community-connection-and-wellbeing/rnib-helpline/>
- Email: [helpline@rnib.org.uk](mailto:helpline@rnib.org.uk) tel: 0303 123 9999 (M-F 9am-6pm)

# Section Eleven

## Connect to Work



# Connect to Work

Connect to Work is a voluntary employment support programme launched by the UK Government as part of the Get Britain Working Strategy. It's designed to help people who face barriers to employment - such as health conditions, disabilities, or specific disadvantages find and stay in meaningful work. Connect to Work brings together local services to help individuals prepare for and succeed in work by ensuring their needs are considered as part of their journey. Whether someone is unemployed or at risk of leaving their job, the programme offers up to 12 months of personalised, person centred, one-to-one support.

Young people may be eligible if they are:



aged 18 or over (or 16+ in exceptional circumstances)



a resident in Essex including Southend-on-Sea, or Thurrock and have the right to live and work in the UK



not part of a group which has no entitlement to public funds



not on a DWP employment programme

AND either



not currently in paid work or are economically inactive (meaning they are not working and may/may not be actively seeking work) OR



are employed but at risk of dropping out of work OR



face barriers to employment and would benefit from tailored support



Please complete this short form to make an enquiry:

<https://www.essexopportunities.co.uk/connect-to-work/connect-to-work/>



[connecttowork@essex.gov.uk](mailto:connecttowork@essex.gov.uk)



03330 138 337



Connect to Work, County Hall, Market Road, Chelmsford CM1 1QH




# **Section Twelve**

## **Department of Work and Pensions (Jobcentre Plus)**



# Department of Work and Pensions: Jobcentre Plus

[Jobcentre Plus](#) offers tailored support for young people with SEND aged 18 and over to help them prepare for and access meaningful employment. The following information outlines different resources to help make informed decisions about your young person's future. Parents and carers can contact Jobcentre Plus for help with:

-  new or existing benefit claims
-  finding a job
-  getting a National Insurance number

To find your nearest Jobcentre Plus, use the [local office search tool](#).

## Support for young people with SEND

Parents can help their young person access employment support through [Disability Employment Advisors](#) who offer guidance on:

- employment assessments to identify job options
- job seeking
- personalised action plans
- training
- preparation, interview coaching and confidence building
- government schemes

Youth Employability Coaches (YECs) are also available for intensive, personalised support for 18–24 year olds facing barriers to work.

Where a [DWP appointee](#) is in place, Jobcentre Plus staff (including DEAs) must speak to the appointee, not the young person, about their benefits. Whilst appointees manage all communication and decision-making on the claimant's behalf, families are encouraged to involve the young person in Jobcentre and employment-related conversations wherever possible.

# Department of Work and Pensions: Possible benefits available

Young people with SEND starting work may be able access several types of funding and support through the Department for Work and Pensions (DWP) and Jobcentre Plus. Benefits calculators are also available at <https://www.gov.uk/benefits-calculators>.



## Access to Work Grant

Can help applicants get or stay in work if they have a physical or mental health condition or disability.

This may cover:

- Special equipment or adaptations
- Support workers (e.g., for communication or mobility)
- Help with travel to and from work
- Mental health support
- Communication support at interviews (e.g., BSL interpreters)



Speak to your local Jobcentre Plus or go to:

<https://www.gov.uk/access-to-work/apply>



## Flexible Support Fund (FSF)

A discretionary fund managed by Jobcentre Plus to help remove barriers to employment which can cover:

- Interview clothing or uniforms
- Travel expenses for interviews or training
- Tools or equipment needed for a job
- Short courses or certificates (e.g., CSCS card, first aid)

FSF is available via Jobcentre Plus Work coaches to people who are:

- Claiming Universal Credit
- Actively seeking work and engaging with Jobcentre Plus
- In genuine need of support that would help them find or start work

# Department of Work and Pensions: Possible benefits available (cont.)



## Budgeting Loans

This is an interest-free loan (minimum of £100) from the DWP to help cover essential one-off costs and is paid back via benefit payments, normally over 2 years. Applicants must be on certain benefits (e.g. Income Support, JSA, ESA but not Universal Credit) and can cover items such as:

- Furniture,
- Clothing
- Rent in advance
- Travel



Speak to your local Jobcentre Plus (ask for form SF500) or go to:

<https://www.gov.uk/budgeting-help-benefits>



## Universal Credit

A monthly payment to help with living costs for those on a low income, out of work or who cannot work. Universal Credit can support young people with SEND as they move from education into employment or independent living.

Applicants must live in the UK, be over 18 and have savings under £16,000 (some exceptions apply for 16–17-year-olds and full-time students).

Work expectations:

- Young people with SEND may have reduced or no work-related requirements depending on their health, disability, or caring responsibilities
- Flexibility is built in to support part-time, temporary, or supported employment



Speak to your local Jobcentre Plus or go to:

<https://www.gov.uk/universal-credit/how-to-claim>

# Section Thirteen

## Supporting organisations and useful resources



# Supporting organisations and resources

Information provided on organisations and services is intended to be impartial and informative - we do not endorse or favour any particular organisation over others. Our goal is to present a balanced view to help readers make informed choices; opinions and views expressed are those of the respective organisations.



## Events Calendar

Contains information on upcoming careers events, Post-16 open evenings, ECC Local Offer Roadshows and webinars.

<https://essexcc.pagetiger.com/calendar2526/1>



Essex County Council

The [Essex Local Offer](#) can help you find services in your local area, including support for additional needs and activities for young people and families to take part in. There are over 500 entries for young people aged 16+ as well as information for parents and carers.



Essex County Council

[Essex Local Offer Roadshows](#) are free, in-person events held three times a year across Essex for parents and carers of children and young people with SEND. They offer access to a wide range of professionals, support groups, and services - all under one roof - without needing a diagnosis or booking.



[SPACE](#) offers flexible support for parents and carers of children and young people with SEND through one-to-one sessions with experienced Peer Educators, online group discussions, and community events. The service provides practical advice, resources, and lived-experience guidance on topics like daily routines, education, independence, and family life, with additional content such as podcasts planned for the future.



[SPACE@essex.gov.uk](mailto:SPACE@essex.gov.uk)

# Supporting organisations and resources (cont.)

## contact

[Contact](#) provide UK-wide support to families with disabled children up to the age of 25. They have produced an online [Preparing for Adult Life Guide](#), which includes information on key topics such as money & work, services & housing and relationships.



Helpline: 0808 808 3555 (Mon-Fri, 9.30am-5pm)



[Essex Carers Network](#) are a network of families in Essex who care for family members with learning disabilities (including autism and other disabilities), ensuring their experiences and voices shape future opportunities. They support families to feel strong, resilient, and empowered, working co-productively with Essex County Council and other organisations to address challenges and celebrate the vital role of family carers.

To watch a video explaining about Essex Carers Network and what they do, click [here](#) or to download a range of useful resources click [here](#)



[info@essexcarersnetwork.co.uk](mailto:info@essexcarersnetwork.co.uk)



01255 554029



[Essex Frontline](#) is a free online tool that helps families quickly find and connect with local health, wellbeing, and SEND support services across Essex. It's designed for both practitioners and the public, and offers:

- Easy access to local services for children and young people with SEND
- Search by postcode or town to find nearby support
- Referral and call-back options to contact services directly
- Links to SEND-specific resources, including careers advice, family advocacy, and transition support



Visit [essexfrontline.org.uk](https://essexfrontline.org.uk) to explore services in your area



[Essex SEND IASS](#) provides free, confidential and impartial information, advice and support on issues related to SEND for children and young people (0-25), parents and carers. This includes information and processes related to health and social care.

Information specifically relating to Preparing for Adulthood includes EHCP Annual Reviews, training, employment, independence, community inclusion and health.



[Self referral form](#)



01245 204338 (Mon & Thurs)  
10am-2pm

# Supporting organisations and resources (cont.)



[Families InFocus \(Essex\)](#) is a parent-led charity, supporting families who have a child (or children) or young person up to the age of 25 with any Special Educational Need or Disability (SEND). They support the whole family to achieve the best possible outcomes so that children and young people with special educational needs and disabilities and their families thrive and feel stronger, empowered and confident.



[helpline@fifessex.org.uk](mailto:helpline@fifessex.org.uk)



01245 353575



[The MAZE Group](#) is a parent-led community interest company that supports families of children with SEND. It offers free monthly drop-in sessions, coffee mornings, and a structured 12-week parenting programme (online and in-person) focused on understanding additional needs, managing behaviour, and improving emotional wellbeing. The programme includes expert-led sessions on topics like sensory processing, resilience, and mental health, alongside peer support. MAZE also provides resources, workshops, and guidance on navigating the SEND system, aiming to empower parents and create calmer family environments.



[amanda.towns@themazegroup.co.uk](mailto:amanda.towns@themazegroup.co.uk)



07809 900161



[PACT for Autism](#) supports autistic individuals and the wider neurodiverse community across all ages, including young people aged 16–25. The charity welcomes anyone - whether diagnosed, seeking a diagnosis, or simply wanting to learn more about autism and neurodiversity. Key services include:

- Support and connection for young people, families, and allies
- Information and signposting to local and national services
- Workshops and lived experience resources to help individuals explore their identity and needs
- Events, activities and social outings

Young people aged 18 and over can book activities independently. No formal diagnosis is required to access support.



[Referral form](#)

## Supporting organisations and resources (cont.)



[SAFE Essex \(Supporting Autism Awareness and Families in Essex\)](#) is a support group for autistic individuals (without additional learning disabilities) and their families across Essex, including Southend and Thurrock. It provides practical advice, peer support, and social opportunities through one-to-one sessions, support groups, workshops, and activities. SAFE helps with information on Education, Health and Care Plans (EHCPs), benefits, employment, and social skills development, aiming to raise autism awareness and create inclusive communities. Membership is required for access to services.



[Contact form](#)



[SeeAbility](#) specialise in supporting people who have learning disabilities or autism and who may also have sight loss. They have created a [downloadable range of Easy Read guides](#) to help with all aspects of starting work.



[SNAP](#) (Special Needs And Parents) is an Essex-based charity that supports families with children and young people aged 0 to 25 who have an additional need or disability. No formal diagnosis or professional referral is needed to access their services. From their centre in Brentwood, SNAP offers:

- Parent advice and support (face-to-face, phone, and email)
- Specialist talks and training
- Counselling services
- Clubs and activities for children, young people, and siblings
- Multi-sensory and IT facilities
- A library of resources and an online information network

SNAP's goal is to empower families, helping parents and carers grow in confidence and knowledge so they can best support their child or young person's development and future.



[familyteam@snapcharity.org](mailto:familyteam@snapcharity.org)



01277 211300

# Supporting organisations: wellbeing



[Essex Short Breaks](#) focus on providing support for families of children and young people with special educational needs and/or disabilities (SEND). Short Breaks are services designed for children and young people with special educational needs and/or disabilities (SEND). They provide opportunities for children and young people to enjoy activities, make friends, and develop independence, whilst providing parents or carers valuable time to rest or focus on other responsibilities.

The Essex Short Breaks website offers:

- Inclusive sessions for different ages and needs within activity clubs & leisure opportunities
- Local activities to help children and young people engage socially
- Support Services and guidance for parents and carers
- Clear information on who can access services and how to apply
- Family feedback & engagement opportunities on ways to share views and help shape services

Visit [shortbreaks.essex.gov.uk](https://shortbreaks.essex.gov.uk) for a full list of services, how to apply and the latest updates and resources



HCRG Care Group, in partnership with Barnardo's, delivers the Family Hub [Essex Child and Family Wellbeing Service](#) (ECFWS), commissioned by Essex County Council. This focuses on making sure that everyone in Essex has the best possible start in life through having access to free, high quality and easy access to services in the community, school, family home or within a Family Hub. [Services](#) include:

- All Age Autism Outreach Service
- Children in Care
- North Essex Therapy Services
- West Essex Community Specialist Health Services
- Affinity Programme
- Special Educational Needs (SEND)
- Emotional Wellbeing



West Essex: 0300 247 0122    South Essex: 0300 247 0013  
North Essex: 0300 247 0015    Mid Essex: 0300 247 0014

# Supporting organisations: wellbeing (cont.)



The [Youthful Wellbeing Service](#), in collaboration with local Minds, provides support to young adults aged 18-25 who are facing mental health challenges. This 6-8 week service is available across Mid Essex and aims to help individuals enhance their self-esteem, boost confidence, and manage their emotions effectively.



[epunft.youngadultsmid@nhs.net](mailto:epunft.youngadultsmid@nhs.net)



01375 531 710



[SECE Mind](#) offers mental health support for children and young people aged 4-25, including wellbeing mentoring, group sessions, and specialist counselling. Services help manage anxiety, stress, and emotional challenges through practical tools like mindfulness and coping techniques. Support can be accessed via schools, parents, or self-referral, with options for online or phone sessions. The aim is to build resilience, improve wellbeing, and keep young people engaged in education or vocational activities.



[hello@secemind.org.uk](mailto:hello@secemind.org.uk)



01702 601123



[Mind in West Essex](#) provides mental health support for families, offering practical advice, resources, and workshops to help parents understand and manage emotional wellbeing. They connect families to local services, provide guidance for crisis situations, and promote an inclusive approach to mental health, aiming to reduce stigma and build stronger community support.



[admin@mindinwestessex.org.uk](mailto:admin@mindinwestessex.org.uk)



01371 876 641



The [Essex Learning Disability Partnership \(ELDP\)](#), delivered by EPUT and HPFT, provides specialist health support for people with learning disabilities and their families. Services include community teams, inpatient care, and referral pathways to help maintain good health and wellbeing. The focus is on promoting independence, choice, and inclusion, while reducing health inequalities and supporting care closer to home. Families can access tailored advice, assessments, and resources to ensure individuals lead fulfilling lives.



01206 366653

# Supporting organisations: wellbeing



The [NELFT Children & Young People Mental Health Early Intervention Service](#) offers early emotional wellbeing support for children and young people aged 10–18 (up to 25 if they have SEND) within the Colchester and Tendring areas. It aims to build resilience, self-esteem, and emotional intelligence through tailored interventions for both young people and their families. Children and young people may be able to access this service for a range of problems including stress, panic attacks, bullying and peer/family relationships.



Single Point of Access team: 0800 953 0222  
9am-5pm, Monday – Friday



CAMHS stands for Child and Adolescent Mental Health Services. These are the NHS services that support young people with their mental health. CAMHS is made up of lots of different types of mental health professionals such as nurses, therapists, counsellors, psychologists, psychiatrists, social workers and more.

[SET CAMHS](#) (Southend, Essex and Thurrock Child and Adolescent Mental Health Service) supports children and young people with emotional or mental health difficulties through assessments, therapy, and guidance. Families can access help via their GP, school professionals, or self-refer online or by phone. The service works quickly based on need and collaborates with families and agencies to provide tailored care and ongoing support. SET CAMHS was previously known as the [Emotional Wellbeing and Mental Health Service](#) and provides the same core service to young people across Essex.



[SET-CAMHS.referrals@nelft.nhs.uk](mailto:SET-CAMHS.referrals@nelft.nhs.uk)



0800 953 0222



YoungMinds has produced an [online guide to CAMHS](#) as well as a [guide for parent and carers](#) of young people under the age of 18. If CAMHS cannot help, or a young person needs support whilst on a waiting list then organisations such as [Childline](#), [Samaritans](#), or [CALM](#) may be able to help.

# Targeted Employment Newsletters and Vocational Factsheets

Our newsletters are designed to keep parent, carers and practitioners informed about the latest opportunities, resources, and support available to help young people with SEND prepare for adulthood and access meaningful employment. Each edition highlights local initiatives, events, success stories, and practical guidance to enable families to feel informed and prepared as they navigate the transition into adulthood and the world of work.

We publish our newsletters three times a year and welcome suggestions for content. If you would like to be added to our mailing list or require a PDF version of any document emailed to you, please contact:



[targetedemployment@essex.gov.uk](mailto:targetedemployment@essex.gov.uk)



[November 2025](#)



[July 2025](#)



[April 2025](#)



[November 2024](#)



[July 2024](#)



[April 2024](#)

We have also created some easy-read guides designed to help young people explore a wide range of different job roles. Whether your young person is interested in travel, retail, construction, or creative arts, these guides offer practical information to support their journey into work:



[Easy-read Vocational Factsheets](#)

# **Section Fourteen**

## **Appendices**



# Weblinks and QR Codes

This section includes all the web links referenced throughout this guide, conveniently listed for easy access and presented in the same order as they appear. For those using a printed copy, QR codes have been added to allow quick scanning and direct access to online resources using a smartphone or tablet.

Page 2      <https://essexfamilyforum.org/>



<https://essexfamilyforum.org/resources/nd-pack>



<https://essexfamilyforum.org/have-your-say/feedback-wall>



<https://myotas.org/>



<https://strmsupport.co.uk/>



Page 3      <https://www.learndirect.com/blog/is-functional-skills-level-2-equivalent-to-gcses>



<https://www.kingstrust.org.uk/how-we-can-help/explore-all-support>



<https://www.ucas.com/>



<https://www.gov.uk/contact-jobcentre-plus>



<https://youth.essex.gov.uk/>



<https://aclessex.com/>



<https://nationalcareers.service.gov.uk/>



Page 13      <https://greateressexcareershub.co.uk/>



## Weblinks and QR Codes (cont.)

Page 13 <https://www.travel-training.co.uk/>



Page 15 <https://greateressexcareershubs.co.uk/wp-content/uploads/2022/11/career-hub-lmi-booklet-final.pdf>



Page 17 <https://nationalcareers.service.gov.uk/careers-advice/cv-sections>



<https://www.essex.gov.uk/find-support-services-children-and-their-families/employability-and-skills-team-essex-youth-service>



<https://www.jobcentreguide.co.uk/about-disability-employment-advisors>



<https://www.travelessex.co.uk/>



<https://www.gov.uk/prove-right-to-work>



<https://www.gov.uk/request-copy-criminal-record>



Page 18 <https://www.disabilityrightsuk.org/resources/cv-toolkit>



Page 20 <https://uk.indeed.com/career-advice/cvs-cover-letters/what-not-to-include-in-cv>



<https://www.jobcentreguide.co.uk/cv-resume-advice-to-get-that-interview>



<https://nationalcareers.service.gov.uk/careers-advice/cv-sections>



<https://youth.essex.gov.uk/young-people/education-employment-and-training-support/cv-and-interview-skills/>



<https://www.sign-post.info/>



## Weblinks and QR Codes (cont.)

Page 20

[https://www.disabilityrightsuk.org/resources/cv-toolkit\\_](https://www.disabilityrightsuk.org/resources/cv-toolkit_)



<https://yescic.org.uk/service/cv-writing-creation/>



<https://www.scope.org.uk/advice-and-support/writing-cv>



Page 21

<https://find-your-nearest-jobcentre.dwp.gov.uk/search.php>



<https://www.amazingapprenticeships.com/resources/a-guide-to-finding-an-inclusive-employer/>



<https://www.careerswithdisabilities.com/>



<https://disabilityjob.co.uk/>



<https://www.disabilityjobsite.co.uk/>



<https://employmentautism.org.uk/>



<https://www.evenbreak.com/jobs/>



<https://www.mencap.org.uk/advice-and-support/employment>



<https://www.autism.org.uk/advice-and-guidance/topics/employment/support-to-get-work-experience-and-find-a-job>



<https://neurodiversityjobs.co.uk/>



<https://www.scope.org.uk/advice-and-support/disability-friendly-employers>



# Weblinks and QR Codes (cont.)

Page 21

<https://www.essexopportunities.co.uk/essex-careers-magazine/>



<https://www.essexopportunities.co.uk/>



<https://nationalcareers.service.gov.uk/careers-advice/career-and-job-support-for-people-with-a-disability/>



<https://exceptionalindividuals.com/>



Page 22

<https://www.scope.org.uk/advice-and-support/job-interviews>



<https://diversejobsmatter.co.uk/blog/interview-tips-for-job-seekers-with-disabilities-navigating-disclosure-accommodations-and-confidence/>



<https://nationalcareers.service.gov.uk/careers-advice/interview-advice>



Page 23

<https://assets.publishing.service.gov.uk/media/5a798cf6ed915d042206950e/easy-read.pdf>



<https://www.scope.org.uk/advice-and-support/asking-for-reasonable-adjustments>



<https://www.acas.org.uk/reasonable-adjustments>



<https://www.mind.org.uk/information-support/legal-rights/disability-discrimination/reasonable-adjustments/>



<https://www.civil-service-careers.gov.uk/reasonable-adjustments/>



Page 24

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



# Weblinks and QR Codes (cont.)

Page 25

<https://www.legislation.gov.uk/ukpga/2014/6/section/83>



<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/files/ChildrenAndFamiliesActBrief.pdf>



<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



<https://www.ipsea.org.uk/mental-capacity-and-decision-making>



<https://www.mind.org.uk/information-support/legal-rights/mental-capacity-act-2005/overview/>



Page 27

<https://send.essex.gov.uk/help-learning/education-health-and-care-plans-ehcps/how-annual-reviews-work>



<https://www.ipsea.org.uk/phase-transfer-reviews>



<https://www.essexsendiass.co.uk/>



<https://www.mind.org.uk/information-support/legal-rights/mental-capacity-act-2005/overview/>



Page 32

<https://www.togethertomorrow.org.uk/how-to-be-part-of-the-world-of-work-essex-editable/>



<https://www.inputyouth.co.uk/jobguides/jobguideindex.html#K>



<https://nationalcareers.service.gov.uk/explore-careers>
















<https://www.myworldofwork.co.uk/search-job-profiles>



<https://www.beyondautism.org.uk/professionals/resources/employability/toolkit/>



## Weblinks and QR Codes (cont.)

Page 32	<a href="https://www.ambitiousaboutautism.org.uk/what-we-do/services/i-am-an-autistic-young-person/employment-support-and-resources">https://www.ambitiousaboutautism.org.uk/what-we-do/services/i-am-an-autistic-young-person/employment-support-and-resources</a>	
Page 33	<a href="https://www.icanbea.org.uk/app/game/interests/">https://www.icanbea.org.uk/app/game/interests/</a>	
	<a href="https://www.myworldofwork.co.uk/tools-and-quizzes/animal-me#/questionnaire">https://www.myworldofwork.co.uk/tools-and-quizzes/animal-me#/questionnaire</a>	
	<a href="https://www.firstcareers.co.uk/">https://www.firstcareers.co.uk/</a>	
	<a href="https://www.thewayup.co.uk/">https://www.thewayup.co.uk/</a>	
	<a href="https://www.talkingfutures.org.uk/resources/">https://www.talkingfutures.org.uk/resources/</a>	
	<a href="https://www.bbc.co.uk/bitesize/articles/zh9dmbk">https://www.bbc.co.uk/bitesize/articles/zh9dmbk</a>	
	<a href="https://careerpilot.org.uk/parent-zone/all-questions/useful-links-to-career-related-sites-for-parents">https://careerpilot.org.uk/parent-zone/all-questions/useful-links-to-career-related-sites-for-parents</a>	
Page 35	<a href="https://www.travel-training.co.uk/">https://www.travel-training.co.uk/</a>	
	<a href="https://www.youtube.com/watch?v=HmFcoJvZbFw">https://www.youtube.com/watch?v=HmFcoJvZbFw</a>	
Page 36	<a href="https://essex.mybuspass.co.uk/">https://essex.mybuspass.co.uk/</a>	
Page 38	<a href="https://www.travessex.co.uk/about-passes">https://www.travessex.co.uk/about-passes</a>	
	<a href="https://www.travessex.co.uk/about-bus-services/education-transport">https://www.travessex.co.uk/about-bus-services/education-transport</a>	
Page 40	<a href="https://www.gov.uk/government/publications/sen-d-code-of-practice-0-to-25">https://www.gov.uk/government/publications/sen-d-code-of-practice-0-to-25</a>	

## Weblinks and QR Codes (cont.)

Page 41 <https://www.skillsforcareers.education.gov.uk/pages/training-choice/a-levels>



<https://www.ucas.com/further-education/post-16-qualifications/qualifications-you-can-take/btec-diplomas>



Page 42 <https://www.colchsfc.ac.uk/>



Page 43 <https://www.kingstrust.org.uk/how-we-can-help/explore-all-support>



<https://www.tlevels.gov.uk/>



<https://www.gov.uk/government/publications/sen-d-code-of-practice-0-to-25>



Page 44 <https://www.chelmsford.ac.uk/courses/section-INSPIRE.asp?sectionid=49>



<https://www.colchester.ac.uk/courses/areas-of-study/foundation-studies/>



<https://www.harlow-college.ac.uk/study-options/supported-studies>



<https://www.ncclondon.ac.uk/foundation-learning-send>



<https://www.southessex.ac.uk/additional-learning-support>



<https://www.uspcollege.ac.uk/courses-careers/our-courses/foundation-learning/>

















<https://www.aru.ac.uk/study/college-courses/student-support>



<https://essexprovidernetwork.com/>



# Weblinks and QR Codes (cont.)

Page 45	<a href="https://www.makehappen.org/guide/clickable-map-of-sixth-forms-colleges-and-universities-in-essex/">https://www.makehappen.org/guide/clickable-map-of-sixth-forms-colleges-and-universities-in-essex/</a>	
	<a href="https://www.makehappen.org/guide/what-are-the-differences-between-a-further-education-college-and-a-sixth-form/">https://www.makehappen.org/guide/what-are-the-differences-between-a-further-education-college-and-a-sixth-form/</a>	
	<a href="https://www.ucas.com/further-education/post-16-qualifications/choosing-where-study-or-train">https://www.ucas.com/further-education/post-16-qualifications/choosing-where-study-or-train</a>	
	<a href="https://www.pmt.education/blog/parents/how-to-support-your-child-in-choosing-a-sixth-form/">https://www.pmt.education/blog/parents/how-to-support-your-child-in-choosing-a-sixth-form/</a>	
Page 47	<a href="https://www.travel-training.co.uk/">https://www.travel-training.co.uk/</a>	
Page 48	<a href="https://send.essex.gov.uk/search-support-groups-and-activities">https://send.essex.gov.uk/search-support-groups-and-activities</a>	
	<a href="https://essexfamilyforum.org/">https://essexfamilyforum.org/</a>	
	<a href="https://www.familiesinfocusessex.org.uk/">https://www.familiesinfocusessex.org.uk/</a>	
	<a href="https://send.essex.gov.uk/search-support-groups-and-activities/send-careers-advice-service">https://send.essex.gov.uk/search-support-groups-and-activities/send-careers-advice-service</a>	
Page 53	<a href="https://www.gatsbybenchmarks.org.uk/">https://www.gatsbybenchmarks.org.uk/</a>	
Page 55	<a href="https://www.essex.gov.uk/jobs-and-apprenticeships/volunteering">https://www.essex.gov.uk/jobs-and-apprenticeships/volunteering</a>	
	<a href="https://youth.essex.gov.uk/">https://youth.essex.gov.uk/</a>	
	<a href="https://youth.essex.gov.uk/young-people/volunteering/">https://youth.essex.gov.uk/young-people/volunteering/</a>	
	<a href="https://getvolunteering.co.uk/places/essex">https://getvolunteering.co.uk/places/essex</a>	

# Weblinks and QR Codes (cont.)

Page 56

<http://www.chelmsfordcvcs.org.uk/>



<https://maldoncvcs.org.uk/>



<https://www.brentwoodcvcs.org.uk/>



<https://www.cavsortg.org.uk/>



<https://www.cvstendring.org.uk/>



<https://volunteerityourself.org/>



Page 60

<https://www.ndti.org.uk/resource/what-are-supported-internships-2/>



<https://www.jobcentreguide.co.uk/what-is-the-jobcentre-plus>



Page 61

<https://www.travel-training.co.uk/>



Page 62

<https://send.essex.gov.uk/search-support-groups-and-activities/send-careers-advice-service>



<https://forms.office.com/pages/responsepage.aspx?id=TzK0qFwVFUKg8X7YzJqZL61VIFsYV0BJhzObGHQFD05UQTZFMkwyVDdFU0laRkJIRDZINExSNkIEOCQlQCN0PWcu&route=shorturl> (Supported Internship Expression of Interest form)



<https://www.colchester.ac.uk/course/steps-5-supported-internship/>



## Weblinks and QR Codes (cont.)

Page 62

<https://www.uspcollege.ac.uk/courses-careers/our-courses/foundation-learning/supported-internship/>



<https://www.dfnprojectsearch.org/>



<https://www.southessex.ac.uk/supported-internships>



<https://www.chelmsford.ac.uk/courses/view-course.asp?courseid=547>



<https://www.endeavourca.co.uk/>



<https://www.harlow-college.ac.uk/study-options/supported-studies/supported-internships>



Page 63

<https://www.gov.uk/child-benefit>



<https://www.gov.uk/universal-credit>



<https://www.gov.uk/housing-benefit>



<https://www.gov.uk/government/organisations/department-for-work-pensions>



Page 65

<https://www.gov.uk/guidance/search-for-apprenticeship-standards>



<https://www.learndirect.com/blog/is-functional-skills-level-2-equivalent-to-gcses>



Page 66

<https://www.skillsforcareers.education.gov.uk/pages/training-choice/apprenticeships>



<https://www.gov.uk/become-apprentice/pay-and-conditions>



## Weblinks and QR Codes (cont.)

Page 67	<a href="https://www.gov.uk/guidance/search-for-apprenticeship-standards">https://www.gov.uk/guidance/search-for-apprenticeship-standards</a>	
Page 68	<a href="https://www.apprenticeships.gov.uk/employers/en-d-point-assessments">https://www.apprenticeships.gov.uk/employers/en-d-point-assessments</a>	
	<a href="https://www.apprenticeships.gov.uk/apprentices/learning-difficulties-disabilities-support">https://www.apprenticeships.gov.uk/apprentices/learning-difficulties-disabilities-support</a>	
	<a href="https://www.itsallaboutpeople.info/resources/one-page-profile">https://www.itsallaboutpeople.info/resources/one-page-profile</a>	
	<a href="https://www.learndirect.com/blog/is-functional-skills-level-2-equivalent-to-gcses">https://www.learndirect.com/blog/is-functional-skills-level-2-equivalent-to-gcses</a>	
Page 69	<a href="https://www.prospects.ac.uk/further-education/functional-skills-qualifications/">https://www.prospects.ac.uk/further-education/functional-skills-qualifications/</a>	
	<a href="https://www.gov.uk/government/publications/support-for-apprentices-with-a-learning-difficulty-or-disability/english-and-maths-flexibilities-for-apprentices-with-learning-difficulties-and-disabilities">https://www.gov.uk/government/publications/support-for-apprentices-with-a-learning-difficulty-or-disability/english-and-maths-flexibilities-for-apprentices-with-learning-difficulties-and-disabilities</a>	
	<a href="https://skillsengland.education.gov.uk/apprenticeships/st0303-v1-2">https://skillsengland.education.gov.uk/apprenticeships/st0303-v1-2</a>	
	<a href="https://skillsengland.education.gov.uk/apprenticeships/st0152-v1-2">https://skillsengland.education.gov.uk/apprenticeships/st0152-v1-2</a>	
Page 70	<a href="https://www.travel-training.co.uk/">https://www.travel-training.co.uk/</a>	
	<a href="https://www.aelp.org.uk/policy-and-research-topics/what-are-foundation-apprenticeships-and-who-are-they-for/">https://www.aelp.org.uk/policy-and-research-topics/what-are-foundation-apprenticeships-and-who-are-they-for/</a>	
	<a href="https://skillsengland.education.gov.uk/apprenticeships/?keywords=foundation&amp;types=FoundationApprenticeship">https://skillsengland.education.gov.uk/apprenticeships/?keywords=foundation&amp;types=FoundationApprenticeship</a>	
Page 71	<a href="https://www.gov.uk/access-to-work">https://www.gov.uk/access-to-work</a>	

## Weblinks and QR Codes (cont.)

Page 72

<https://www.gov.uk/guidance/apprenticeship-gateway-and-resits-for-end-point-assessment-epa>



<https://www.ncfe.org.uk/all-articles/what-is-gateway-apprenticeship/>



<https://www.gov.uk/government/consultations/regulatory-framework-for-apprenticeship-assessment/regulatory-framework-for-apprenticeship-assessment>



Page 73

<https://www.goconstruct.org/faqs/construction-careers/what-are-the-different-types-of-cscs-card>



<https://www.gov.uk/apply-apprenticeship>



<https://aclessex.com/apprenticeships/>



<https://www.essexopportunities.co.uk/>



<https://www.essexopportunities.co.uk/welcome-to-the-bridge/>



Page 74

<https://essexprovidernetwork.com/apprenticeship-vacancies-providers/>



<https://workingforessex.com/>



<https://essex.talentpool.com/w/sign-up/welcome>



<https://www.essex.gov.uk/running-council/who-does-what-essex/county-council-and-local-councils>



<https://youth.essex.gov.uk/young-people/education-employment-and-training-support/current-opportunities/>
















Page 76

<https://www.ucas.com/applying/applying-to-university/students-with-individual-needs>



## Weblinks and QR Codes (cont.)

Page 76	<a href="https://www.ucas.com/discover/advice-for-parents-guardians-and-carers">https://www.ucas.com/discover/advice-for-parents-guardians-and-carers</a>	
Page 77	<a href="https://www.ucas.com/applying/you-apply/what-and-where-study/entry-requirements">https://www.ucas.com/applying/you-apply/what-and-where-study/entry-requirements</a>	
	<a href="https://www.ucas.com/applying/applying-university/individual-needs/contextual-admissions">https://www.ucas.com/applying/applying-university/individual-needs/contextual-admissions</a>	
	<a href="https://www.ucas.com/advisers/help-and-training/guides-resources-and-training/tools-and-resources-to-help-you/contextualised-admissions-how-it-works-in-practice">https://www.ucas.com/advisers/help-and-training/guides-resources-and-training/tools-and-resources-to-help-you/contextualised-admissions-how-it-works-in-practice</a>	
Page 78	<a href="https://www.disabilityrightsuk.org/resources/equality-act-and-disabled-people">https://www.disabilityrightsuk.org/resources/equality-act-and-disabled-people</a>	
	<a href="https://www.studentminds.org.uk/get-support/support-services/support-at-your-university/">https://www.studentminds.org.uk/get-support/support-services/support-at-your-university/</a>	
	<a href="https://www.ucas.com/money-and-student-life/money/student-finance">https://www.ucas.com/money-and-student-life/money/student-finance</a>	
	<a href="https://www.gov.uk/disabled-students-allowance-dsa">https://www.gov.uk/disabled-students-allowance-dsa</a>	
	<a href="https://www.disabilityrightsuk.org/resources/universal-credit">https://www.disabilityrightsuk.org/resources/universal-credit</a>	
	<a href="https://www.gov.uk/guidance/universal-credit-and-students">https://www.gov.uk/guidance/universal-credit-and-students</a>	
	<a href="https://www.disabilityrightsuk.org/resources/student-faqs">https://www.disabilityrightsuk.org/resources/student-faqs</a>	
Page 79	<a href="https://www.autism.org.uk/advice-and-guidance/topics/transitions/england/starting-college-or-university">https://www.autism.org.uk/advice-and-guidance/topics/transitions/england/starting-college-or-university</a>	
	<a href="https://www.disabilityrightsuk.org/news/our-higher-education-guide-has-been-updated">https://www.disabilityrightsuk.org/news/our-higher-education-guide-has-been-updated</a>	

## Weblinks and QR Codes (cont.)

Page 79

<https://www.thecompleteuniversityguide.co.uk/student-advice/where-to-study/best-universities-for-disabled-students>



<https://www.studentminds.org.uk/advice-and-information/life-as-a-disabled-student/filter/type/advice-and-info/>



<https://pavpub.com/health-and-social-care/health-autism/university-the-autistic-guide-everything-you-need-to-survive-and-thrive>



<https://www.amazon.co.uk/Disability-University-Disabled-Students-Manifesto/dp/1433167808>



<https://www.lifeofpippa.co.uk/product/university-and-chronic-illness-a-survival-guide-by-pippa-stacey/>



Page 82

<https://www.ecl.org/learning-disabilities/community-connecting>



<https://www.essex.gov.uk/adult-social-care-and-health>



Page 84

<https://aclessex.com/>



<https://aclessex.com/courses/supported-learning/>



<https://aclessex.com/community-family-learning/>



<https://aclessex.com/apprenticeships/apprentices/>



Page 85

<https://aclessex.com/courses/supported-learning/>




<https://www.ecl.org/>




# Weblinks and QR Codes (cont.)


Page 85	<a href="https://issuu.com/aclessex/docs/sl_brochure_single_pages">https://issuu.com/aclessex/docs/sl_brochure_single_pages</a>	
Page 86	<a href="https://aclessex.com/apprenticeships/accessible-apprenticeships/">https://aclessex.com/apprenticeships/accessible-apprenticeships/</a>	
	<a href="https://aclessex.com/apprenticeships/apprenticeships/#courses">https://aclessex.com/apprenticeships/apprenticeships/#courses</a>	
	<a href="https://aclessex.com/wp-content/uploads/2024/05/8920-CIS-2020-Level-3-Business-Administrator.pdf">https://aclessex.com/wp-content/uploads/2024/05/8920-CIS-2020-Level-3-Business-Administrator.pdf</a>	
	<a href="https://aclessex.com/wp-content/uploads/2024/11/10267-Course-Info-Sheet-Level-3-Team-Leader-Supervisor-v2.pdf">https://aclessex.com/wp-content/uploads/2024/11/10267-Course-Info-Sheet-Level-3-Team-Leader-Supervisor-v2.pdf</a>	
	<a href="https://aclessex.com/wp-content/uploads/2024/11/10267-CIS-2024-Level-5-Operations-or-Departmental-Manager-v2.pdf">https://aclessex.com/wp-content/uploads/2024/11/10267-CIS-2024-Level-5-Operations-or-Departmental-Manager-v2.pdf</a>	
	<a href="https://aclessex.com/wp-content/uploads/2024/05/8920-CIS-2020-Level-5-Coaching-Professional-1.pdf">https://aclessex.com/wp-content/uploads/2024/05/8920-CIS-2020-Level-5-Coaching-Professional-1.pdf</a>	
	<a href="https://aclessex.com/wp-content/uploads/2024/05/8920-CIS-2020-Level-2-Adult-Care-Worker-1.pdf">https://aclessex.com/wp-content/uploads/2024/05/8920-CIS-2020-Level-2-Adult-Care-Worker-1.pdf</a>	
	<a href="https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-3-Lead-Adult-Care-Worker.pdf">https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-3-Lead-Adult-Care-Worker.pdf</a>	
	<a href="https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-4-Lead-Practitioner-in-Adult-Care.pdf">https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-4-Lead-Practitioner-in-Adult-Care.pdf</a>	
	<a href="https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-5-Leader-In-Adult-Care.pdf">https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-5-Leader-In-Adult-Care.pdf</a>	
<a href="https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-2-Early-Years-Practitioner.pdf">https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-2-Early-Years-Practitioner.pdf</a>		


# Weblinks and QR Codes (cont.)

Page 86	<a href="https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-3-Early-Years-Educator.pdf">https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-3-Early-Years-Educator.pdf</a>	
	<a href="https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-3-Teaching-Assistant.pdf">https://aclessex.com/wp-content/uploads/2024/06/8920-CIS-2020-Level-3-Teaching-Assistant.pdf</a>	
	<a href="https://skillsengland.education.gov.uk/apprenticeship-standards/st1414-v1-0?view=standard">https://skillsengland.education.gov.uk/apprenticeship-standards/st1414-v1-0?view=standard</a>	
	<a href="https://aclessex.picsweb.co.uk/Guest/SignUp/Applicant/97a6efab70c94c8d91e22f43328f3fde">https://aclessex.picsweb.co.uk/Guest/SignUp/Applicant/97a6efab70c94c8d91e22f43328f3fde</a>	
	<a href="https://aclessex.com/apprenticeships/apprenticeship-vacancies/">https://aclessex.com/apprenticeships/apprenticeship-vacancies/</a>	
Page 87	<a href="https://aclessex.com/a-z-courses/">https://aclessex.com/a-z-courses/</a>	
	<a href="https://aclessex.com/?s=bursary">https://aclessex.com/?s=bursary</a>	
Page 90	<a href="https://www.ecl.org/inclusive-employment">https://www.ecl.org/inclusive-employment</a>	
	<a href="https://www.ecl.org/refer-to-inclusive-employment">https://www.ecl.org/refer-to-inclusive-employment</a>	
	<a href="https://royaldeaf.org.uk/deaf-support-services/">https://royaldeaf.org.uk/deaf-support-services/</a>	
	<a href="https://royaldeaf.org.uk/make-a-referral/">https://royaldeaf.org.uk/make-a-referral/</a>	
Page 91	<a href="https://www.eput.nhs.uk/services/employment-services/">https://www.eput.nhs.uk/services/employment-services/</a>	
	<a href="https://employ-ability.info/refer/">https://employ-ability.info/refer/</a>	
	<a href="https://www.rnib.org.uk/living-with-sight-loss/equality-and-employment/">https://www.rnib.org.uk/living-with-sight-loss/equality-and-employment/</a>	

# Weblinks and QR Codes (cont.)

Page 91 <https://www.nib.org.uk/living-with-sight-loss/community-connection-and-wellbeing/rnib-helpline/> 

Page 93 <https://www.essexopportunities.co.uk/connect-to-work/connect-to-work/> 


<https://assets.publishing.service.gov.uk/media/67448e6a1034a5f4a5856920/get-britain-working-easy-read.pdf> 

Page 95 <https://www.jobcentreguide.co.uk/> 


<https://www.gov.uk/contact-jobcentre-plus> 

<https://www.jobcentreguide.co.uk/about-disability-employment-advisors> 


<https://www.gov.uk/become-appointee-for-someone-claiming-benefits> 


Page 96 <https://www.gov.uk/benefits-calculators> 


<https://www.gov.uk/access-to-work> 

<https://www.gov.uk/access-to-work/apply> 

<https://www.jobcentreplusoffices.co.uk/jobseekers/financial-support/flexible-support-fund-2025> 

Page 97 <https://www.gov.uk/budgeting-help-benefits> 

<https://www.gov.uk/universal-credit> 

<https://www.gov.uk/universal-credit/how-to-claim> 

# Weblinks and QR Codes (cont.)

Page 98

<https://essexcc.pagetiger.com/calendar2526/1>



<https://send.essex.gov.uk/search-support-groups-and-activities>



<https://send.essex.gov.uk/i-think-my-child-needs-help/essex-local-offer-roadshows>



<https://parent-send-support.essex.gov.uk/>



Page 99

<https://contact.org.uk/>



<https://contact.org.uk/help-for-families/information-advice-services/preparing-for-adult-life/>



<https://www.essexcarersnetwork.co.uk/>



<https://www.youtube.com/watch?v=CQHGmDAfsPc>



<https://www.essexsendiass.co.uk/>



<https://www.essexsendiass.co.uk/self-referral/>



Page 100

<https://www.familiesinfocusessex.org.uk/>



<https://www.themazegroup.co.uk/>



<https://www.pactforautism.org.uk/>



<https://www.pactforautism.org.uk/contact-us.html>



# Weblinks and QR Codes (cont.)

Page 101 <https://www.safeessex.org.uk/>



<https://www.safeessex.org.uk/contact>



<https://www.seeability.org/how-we-can-help>



<https://www.seeability.org/resources/starting-work-easy-read>



<https://www.snapcharity.org/>



Page 102 <https://shortbreaks.essex.gov.uk/>



<https://essexfamilywellbeing.co.uk/about-us/what-we-do/>



<https://essexfamilywellbeing.co.uk/services/>



Page 103 <https://mnessexmind.org/get-support/help-for-adults/youthful-wellbeing-service/>



<https://www.secemind.org.uk/cyp-services>



<https://www.mindinwestessex.org.uk>



<https://www.eput.nhs.uk/services/eput-learning-disability-service/>



<https://www.nelft.nhs.uk/cyp-mental-health-early-intervention-services-essex/>



# Weblinks and QR Codes (cont.)

Page 104

<https://www.nelft.nhs.uk/set-camhs>



<https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs>



<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/parents-guide-to-camhs/>



<https://www.childline.org.uk/>



<https://www.samaritans.org/>



<https://www.thecalmzone.net/>



Page 105

<https://essexcc.pagetiger.com/tenewsnov2025/1>



<https://essexcc.pagetiger.com/tenewsjuly25>



<https://essexcc.pagetiger.com/TEnewsApril25/1>



<https://essexcc.pagetiger.com/tenewsnov24/1>



<https://essexcc.pagetiger.com/tenewsjuly2024>



<https://essexcc.pagetiger.com/tenewsapril2024>

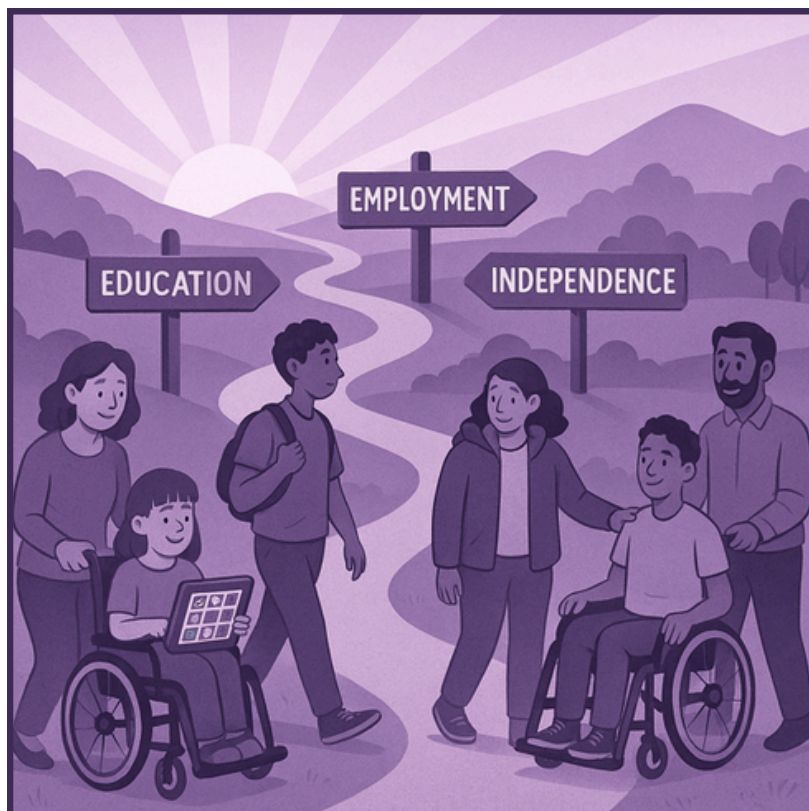


<https://essexcc.pagetiger.com/TEfactsheets>





Essex County Council  
Special Educational Needs  
and Disabilities



For the latest version of this guide, please refer to the online version using the link or QR code provided



<https://www.essexopportunities.co.uk/post-16-parents-carers-guide/post-16-parents-carers-guide/>

The QR code to access this guide uses basic, anonymised scan analytics to help Essex County Council understand how many people access the resource. This may include information such as scan counts, approximate location (city level), and device type. Any technical data (such as IP addresses) is processed only to generate anonymous statistics and is not used by ECC to identify you

Version 1.0: April 2026