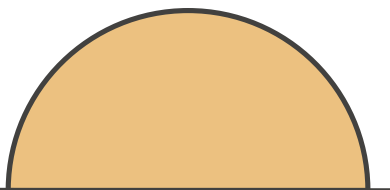


My Skills My Future



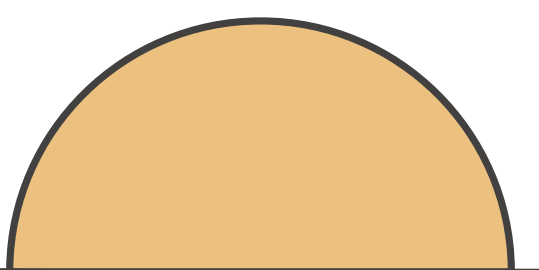
Preparing for Work, Life and Independence

Building confidence, skills and opportunities for SEND learners

Designed to give young people with SEND the tools, experiences, and inspiration they need to prepare for work and adulthood. Fully mapped to the equalex framework, it helps learners build confidence in their skills, explore future pathways, and connect classroom learning to real-world opportunities.



My Skills My Future



My Skills, My Future has been updated by IncludedED Careers to provide targeted careers and employability support for young people with SEND in specialist, mainstream and alternative education settings. Originally designed to help learners build essential skills and explore prospective areas of work, the programme has now been fully mapped to the equalex framework to strengthen its focus on meaningful, high-quality work experience. This revamped approach supports all learners, including those with SEND, by linking each resource directly to the structured learning outcomes within the equalex framework.

equalex offers a multi-year, multi-experience model, underpinned by the curriculum, enabling learners to develop the skills, knowledge, and behaviours they need to make informed decisions about their next steps.

The equalex approach offers...

Meaningful – All resources are linked to progressive equalex learning outcomes and learner-level objectives, ensuring clear intent and measurable impact.

Multiple – Supports a multi-year, multi-experience model encouraging a progressive approach to work experience.

Equitable – Designed to be accessible for all learners, with resources adaptable to individual needs and settings.

The two key focus areas remain:

My Skills – Developing awareness of and competence in key employability skills.

My Future – Increasing awareness of and engagement in prospective areas of work.

The resource collection includes:

Lesson Materials – Building workplace skills and knowledge in the classroom.

Projects & Employer Briefs – Opportunities for learners to create, develop, or design something based on a real or simulated employer brief, linking skills to career pathways.

Workplace Engagement Videos & Role Models – Inspiring stories and sector insights to raise aspirations.

Every resource is clearly mapped to [equalex learning outcomes](#) and learner-level objectives, making it easy for educators to plan, deliver, and evidence impact while ensuring activities are accessible for both SEND Group 1 and SEND Group 2.

While My Skills, My Future is not designed to replace or act as a learner's work experience, it plays a vital role in strengthening preparation and reflection. The resources are carefully designed to help learners understand the world of work, practise essential employability skills, and build confidence, not only before entering the workplace, but also throughout their experience and afterwards, through reflection and goal setting.

Who is it for?

My Skills, My Future is designed to support two key groups of young people with SEND:

- **Career SEND Group 1** – Learners not typically likely to take GCSE or Level 2 qualifications. This may include young people in KS4 or KS5 within specialist SEND settings, following a curriculum broadly equivalent to MLD pathways.
- **Career SEND Group 2** – Learners typically likely to take GCSE or Level 2 qualifications. This may include young people in KS4 or KS5 in alternative or mainstream settings, following a curriculum at GCSE or equivalent public examination level.

While these groups help to guide resource design, they are not fixed categories. Teachers and support staff can mix and match activities across groups, adapting them to suit the needs, abilities, and interests of individual learners.

Some resources are ready to use as they are, while others are designed to serve as starting points or sources of inspiration. Schools are encouraged to adapt, scaffold, or create additional materials to suit the varying needs of their learners. This may include creating differentiated worksheets, simplifying instructions, using symbol support, or building in more hands-on, experiential activities.

The format of delivery is completely flexible – from printed worksheets to interactive digital tasks – so that schools and colleges can use whatever approach works best for their learners.



How to use the programme

My Skills, My Future is designed to be flexible so it can be adapted to your setting, timetable, and learner needs. All resources are now mapped to the equalex framework, meaning every activity links to structured learning outcomes that prepare learners for meaningful work experience. The programme is not a replacement for work experience, but a way of strengthening and scaffolding preparation for it.



You can build the programme into your careers provision in different ways, always using the equalex core themes to shape the journey:

- **Immersive model** – Deliver a focused block, such as a full careers week. Start with Introduce & Inspire activities to spark curiosity and motivation for KS3 then build on this with projects, challenges, and videos through Investigate & Explore. KS3/4 Learners then consolidate their knowledge in real contexts by engaging in Apply & Demonstrate tasks and work placements in KS4.
- **Spread-out model** – Plan a series of careers-focused days across the term or year. Each cycle begins with Introduce & Inspire, progresses through Investigate & Explore to deepen understanding, and concludes with Apply & Demonstrate to reinforce learning through linked resources, reflection, and workplace experience.
- **Pick-and-mix model** – Select individual lessons, projects, or videos to complement your existing careers programme. Map them to the relevant equalex learning outcomes, ensuring learners still move through Introduce & Inspire, Investigate & Explore, and Apply & Demonstrate in a structured way.



Careers Leader Guidance

The My Skills, My Future programme has been updated so that every resource (whether a lesson, project, or engagement video) is mapped to the equalex framework and linked directly to clear learning outcomes. These resources are designed to strengthen preparation for meaningful work experience by building the essential skills, knowledge, and behaviours young people need to take their next steps with confidence.

Rather than being grouped into separate modules, lesson materials, projects, and videos are woven across the programme to address different equalex outcomes. Depending on the equalex core themes you are focusing on, you can select and combine resources flexibly to suit your careers programme, whether you are developing skills, applying them in practical contexts, or exploring potential career pathways.

Guidance is provided for each resource, indicating potential suitability for SEND Group 1 and SEND Group 2, alongside suggestions for adaptation. We recognise that Careers Leaders and teachers know their learners best, so resources can be used as they are, adapted, or used as inspiration for developing your own materials to meet individual needs. The aim is to contribute to excellent, progressive, and personalised careers education that is accessible to all young people.



**Introduce
& Inspire**



**Investigate &
Explore**



**Apply and
Demonstrate**



Introduce & Inspire

The Introduce & Inspire theme helps SEND learners discover the world of work in a clear, accessible way. Using videos, visuals, and simple activities, they explore different types of jobs, workplaces, and employment routes. Learners start to link their own interests and skills to possible career options, while also learning to challenge stereotypes and be inspired by relatable role models.

For SEND Group 1, resources can be scaffolded with visuals, symbols, props, and simplified tasks to build recognition and confidence. For SEND Group 2, learners explore the resources in more depth, linking skills to pathways, researching progression routes, and reflecting on personal career interests.

Together, these activities lay the foundations for informed decision-making, stronger self-belief, and a wider sense of possibility — helping SEND learners take their first steps toward meaningful work and future independence.



Core Theme: Introduce & Inspire

Learning Outcome	Learning Objectives
Increased Opportunity Awareness Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.
	Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.
	Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.
Improved Self-Awareness Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.
	Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.
	Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.
Inspiration Learners are inspired and motivated by careers opportunities which they may not have otherwise considered.	Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
	Learners can identify career role models and articulate their early career aspirations.

equalex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Introduce and Inspire - Increased Opportunity Awareness	Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.	Morrison's opportunities (Catcote Academy)	LINK	The Morrison's Opportunities presentation from Catcote Academy introduces learners to a variety of roles within Morrison's, with a focus on logistics. It highlights how jobs take place in different settings, including warehouses, transport hubs, manufacturing sites, and offices.	Learners can identify and label different workplaces shown in the presentation (e.g. warehouse, office, delivery vehicle). They can match roles to the correct workplace and discuss what equipment or clothing might be used in each.	Learners can compare different workplace environments in terms of pace, skills needed, and working hours. They can also explore the idea of employment types within logistics (e.g. permanent, agency, shift work) and discuss what might suit their own preferences.
Introduce and Inspire - Increased Opportunity Awareness	Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.	A Day In The Life (Marriott)	LINK	The resource clearly illustrates hospitality. By exploring Marriott's structure and hearing real-life stories from staff in different departments, learners can see how one employer offers many different pathways, helping them recognise that workplaces are diverse and multifaceted.	This resource introduces learners to the range of roles within Marriott International, showing that one company can offer jobs in varied settings such as kitchens, reception areas, offices, leisure facilities, and housekeeping. Using the video and slides, learners explore what these jobs involve and where they take place, with options to scaffold learning through images and simple descriptions. Activities could include matching roles to workplace environments to show how businesses can include many job types under one roof.	This resource helps learners understand the variety of workplaces and employment types within a single organisation. Through the Marriott International video and slides, they explore different departments and types of employment, such as full-time, part-time, seasonal work, and apprenticeships. Learners could research roles in more detail, looking at location, skills required, and progression opportunities, and reflect on how skills gained, like customer service or organisation, can transfer to other industries.
Introduce and Inspire - Increased Opportunity Awareness	Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.	Careers in the transport sector (Black Country Careers Hub)	LINK	This resource exposes learners to a wide variety of transport-related workplaces – from control rooms and engineering sites to customer-facing roles, offices, and remote work opportunities. It also explores how technology and automation create new job types and alternative working arrangements. Students can gain a clear understanding of different workplace settings and employment types within the sector.	Learners are introduced to the transport sector using simple language, visuals, and short video clips to illustrate different workplaces such as depots, offices, and control centres. Activities focus on identifying job roles they can see in the videos and matching them to work environments. Facilitators can support discussion about which roles involve being indoors, outdoors, in a vehicle, or in an office, helping learners recognise that there are many ways to work in transport.	N/A

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Introduce and Inspire - Increased Opportunity Awareness	Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.	Careers in the business sector (Black Country Careers Hub)	LINK	The resource directly introduces different workplace settings within the business sector, showing that roles can be based in offices, retail environments, call centres, or at home. It could also prompts learners to think about employment types in the sector — from permanent office-based jobs to flexible freelance and remote roles.	Learners are introduced to a small number of familiar business-related roles and the workplaces they happen in. You could scaffold by creating pictures of workplaces to job titles and discuss simple examples of what workers do.	N/A
Introduce and Inspire - Increased Opportunity Awareness	Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.	A-Z of jobs activity (Inspiring Worcestershire)	LINK	The A-Z of Job Roles activity is designed to broaden students' awareness of the vast range of careers available. Learners are challenged to research and list one job role for each letter of the alphabet. This encourages exploration across different sectors, prompting them to consider unfamiliar roles as well as those they already know. The activity can be enhanced with Labour Market Information (LMI) to show real-world demand, entry routes, and progression opportunities.	The activity helps learners recognise that there are many different jobs in the world of work. You could expand by linking each job to a simple description of where it might be done (e.g., hospital, shop, construction site), they begin to associate roles with workplace settings and sectors. Support staff can scaffold the research process using visual aids, pre-selected examples, or symbol-supported word banks.	The activity promotes independent research skills and deeper thinking about jobs and what sectors and workplace environments they belong too. Learners can be encouraged to find real job descriptions, identify skills or qualifications required, and consider the working conditions. This builds their ability to connect career options with their own preferences, skills, and aspirations.

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Introduce and Inspire - Increased Opportunity Awareness	Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.	Career learning (Black Country Careers Hub)	LINK	The Career Learning resource uses widget-supported visuals to introduce learners to a wide variety of job roles across multiple sectors. The clear, symbol-supported format makes it accessible for SEND learners and supports activities such as “Career of the Week.” Job examples include retail, hospitality, healthcare, construction, creative roles, and public services. The repetition of images and labels reinforces recognition and understanding, enabling learners to match job titles with their visual representation.	The widgets and repeated job images in this make the learning accessible, helping them to remember and describe jobs in a way that is visually engaging. The resource encourages discussion of workplace environments linked to each role. , the resource can be extended to include identifying which roles interest them most, linking those to skills and preferences, and discussing people who work in those roles. This can inspire learners to think about their own career pathways.	N/A
Introduce and Inspire - Increased Opportunity Awareness	Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.	Dream Job (Green Corridor)	LINK	The resource uses games, flashcards, songs, and role-play to introduce learners to a wide range of jobs. It also encourages learners to create their own “My Dream Job” drawings or games, making the session interactive and personalised. This helps develop vocabulary, job awareness, and confidence in expressing career aspirations.	You could amend activities to be visual and sensory, using large, clear images of jobs, real-life props (e.g., a stethoscope for a doctor), and simple, repetitive language. The “My Dream Job” drawing task can be simplified to choosing from pre-made picture options, with support from staff to describe the role. Movement-based games like “Guess the Job” through miming can make learning active and fun. You could also oexpand the range of jobs, linking them to different sectors and discussing where those jobs are done (e.g., indoors, outdoors, in a shop, in a hospital).	N/A
Introduce and Inspire - Increased Opportunity Awareness	Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.	HS2	LINK	HS2’s educational programme offers a library of curriculum-aligned STEM resources—many tailored for SEND learners—designed to bring careers and infrastructure learning to life. Available materials include lesson plans, activity sheets, and interactive presentations suitable for a range of age groups and learning needs. HS2 materials demonstrate how subjects like engineering, archaeology, history, and design translate into real career paths—particularly in large-scale infrastructure, construction, and STEM industries. They help learners see the value of their curriculum skills in the world of work.	These resources work effectively for SEND Group 1 when simplified. Teachers can use clear visuals from HS2’s presentations and hands-on examples like looking at bridges or tunnels. Activities can involve matching pictures of careers to descriptions and constructing simple models (e.g., of a tunnel section). This approach helps build awareness that what they learn in class connects directly to real-world jobs involving infrastructure and engineering.	For SEND group 2 HS2 resources can be used to explore deeper connections. Learners might investigate the roles involved in constructing a railway—like engineers, designers, planners—and link these roles to specific curriculum areas (e.g., maths for design calculations, history for heritage projects). They can conduct mini research projects or create posters showcasing how school subjects apply to real jobs, thereby reinforcing both self-awareness and workplace relevance.

eQualex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Introduce and Inspire - Increased Opportunity Awareness	Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.	The journey to your career (Barclays LifeSkills)	LINK	The Journey to Your Career (Barclays LifeSkills) is a presentation-based lesson designed to help learners connect their school subjects, personal skills, and experiences to future career opportunities. The resource uses short employer videos, real-world examples, and guided questions to illustrate how subjects like English and Maths are used in a variety of industries. It encourages learners to map out their own "career journey," considering education, skills development, and work experience as steps toward a chosen role. The activity is flexible — it can be delivered as a stand-alone session, used as a starter in subject lessons, or integrated into broader careers programmes.	N/A	The session can explore multiple subject-career links and encourage personalisation by identifying which subjects they enjoy and how these could relate to jobs. You could create for them to complete a "My Career Journey Map" to plot the steps from school to a chosen role, adding key skills, qualifications, and experiences they may need. This approach helps them connect their current learning to long-term goals while building ownership of their career planning.
Introduce and Inspire - Increased Opportunity Awareness	Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.	"English Skills and Maths Skills Video Activity (East Sussex Careers Hub)"	LINK	These two resources explore how English and Maths, as core curriculum subjects, are essential skills in a wide range of careers. Using real-world examples and Labour Market Information (LMI), they demonstrate how reading, writing, communication, and mathematical problem-solving are applied daily in sectors such as construction, healthcare, finance, design, sports, and hospitality. Students see how skills like budgeting, measuring, report writing, and customer communication link directly to workplace tasks.	N/A	These resources can be extended to explore a wider range of jobs and how English and Maths are used differently in each. Learners can watch example videos, discuss workplace situations, and complete short written or practical tasks linked to real careers – such as creating a simple invoice, writing an email, or working out costs for an order. Encourage learners to give examples of jobs they know and describe the tasks where English or Maths would be used. This supports deeper understanding of how school subjects connect to essential workplace skills and different career pathways.
Introduce and Inspire - Increased Opportunity Awareness	Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.	My Learning My Future subject resources	LINK	The My Learning, My Future resource directly connects subject content to real-world applications by mapping classroom learning to essential workplace skills. Each subject guide shows how knowledge and skills from lessons are used in different industries, roles, and employment types. Learners are encouraged to recognise and articulate the transferable skills they develop—such as communication, problem-solving, or teamwork—and link these to specific jobs and sectors. This approach strengthens the understanding that what they learn in school has direct value in the workplace, helping them see clear pathways from their current studies to future career opportunities.	N/A	the resource can be used to explore subject-career links in more depth, encouraging discussion and self-reflection. Learners could research careers linked to their favourite subjects, identify which essential skills are most important, and discuss how they are developing these skills in school. More open-ended activities, such as creating a mini subject-career map or role-play scenarios where they "use" a school skill in a workplace situation, can help deepen understanding and encourage them to consider how these links influence future career choices.

equalex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Introduce and Inspire Improved Self-Awareness	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.	Leadership Skills (East Sussex Careers Hub) 	LINK	This video introduces leadership as a workplace skill, focusing on self-awareness, understanding others, and recognising strengths and areas for development. It links to Skills Builder's foundations of leadership, such as recognising motivation, prioritising tasks, and self-reflection. The quiz reinforces understanding and sparks discussion on leadership in different contexts, helping learners see how their own strengths and behaviours can benefit workplace teams.	Play the video in short segments, pausing to discuss key points with simple language and visual examples (e.g., picture cards of a leader helping, organising, or encouraging). Link leadership to everyday school life (e.g., leading a game, setting up an activity). Complete the quiz as a group, then run an activity where each learner takes a turn as "leader" for a simple task, such as handing out resources or guiding a partner. Learners create a "My Leadership Moment" picture card (drawn or photo) with a staff-scribed sentence about what they did as a leader.	Show the video in full, then use the quiz to recap. Discuss leadership styles and how they apply in school projects, sports teams, or part-time jobs. Learners reflect on a time they led a group, noting what went well and what could improve. In a small group challenge, each person takes a turn leading and receives peer feedback. Learners complete a reflection sheet on "What leadership means," "When I've shown it," "What went well," and "What I could do better," with feedback added to evidence leadership skills, linking to the equalex outcome.
Introduce and Inspire Improved Self-Awareness	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.	Pitching & Presenting (NCS) 	LINK	Pitching & Presenting is an interactive activity where learners explore how to communicate ideas clearly and persuasively, using real-world examples of good pitches, identifying strengths (WWW) and areas for improvement (EBI), and then creating and delivering their own short pitch based on a chosen cause or idea.	It can be simplified into a short, scaffolded speaking task using visual prompts, familiar topics, and step-by-step modelling, with the focus on building confidence, speaking clearly, and looking at the audience.	It can be delivered with more independence and structure, encouraging learners to research a topic, follow a clear presentation format, and adapt their tone for the audience, linking their performance to workplace scenarios such as interviews or client presentations, and using peer feedback to reflect on and evidence essential communication skills.
Introduce and Inspire Improved Self-Awareness	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.	Problem-solving Skills (East Sussex Careers Hub) 	LINK	This video features employers explaining how they use problem-solving at work, with real examples of challenges and solutions. A quiz checks understanding and can be done individually or in groups. It works as a standalone activity or as an introduction to a wider problem-solving project.	Play the video in short sections, pausing after each example to ask simple questions like "What problem did they have?" and "What did they do to fix it?" Use visual aids or props (e.g., picture cards, role-play) to illustrate problems and solutions. Complete the quiz together, then follow with a short, practical classroom task (e.g., building a paper tower, sorting items, planning a route) to practise problem-solving in a supported context.	Use the video as a starter to identify different workplace problem types (technical, people-related, process-based) and strategies used. After the quiz, link examples to Skills Builder Problem-Solving steps and discuss strategies for different career areas. Extend with a mini project or case study where learners work in pairs or groups to solve a workplace-style problem, explaining their process and skills used.

equelex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Introduce and Inspire Improved Self-Awareness	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.	Creativity (East Sussex Careers Hub) 	LINK	This video features employers from various industries explaining how they use creativity in their roles. A short presentation and quiz support the activity. It shows that creativity is valuable across sectors—from technology to teaching—and encourages discussion about its many forms and uses in everyday work.	Show the video in short clips, pausing to ask simple questions like “What was their job?” and “How did they use creativity?” Use picture prompts to illustrate examples (e.g., designing a menu, decorating a shop window). Complete the quiz together, then follow with a simple creative task such as making a poster, building with craft materials, or role-playing a creative classroom solution.	Play the video in full, then use the quiz to start a discussion about how creativity is used in different sectors. Ask learners to compare video examples to how they use creativity in school, hobbies, or part-time work. Extend with a group mini-project to design a creative solution to a workplace scenario (e.g., promoting a product, improving a workspace), linking their approach to Skills Builder creativity steps and reflecting on its career relevance.
Introduce and Inspire Improved Self-Awareness	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.	Enterprise skills and being creative lesson (Barclays Life Skills) 	LINK	This lesson helps learners understand what it means to be enterprising and creative, and how these skills can help in different workplace situations. Learners identify a range of enterprise skills, see examples of how they look in practice, and reflect on their own strengths. The session also explores different ways to demonstrate creativity and shows that being creative can be enjoyable and valuable in any job role.	Break down the session into short, interactive activities focusing on one enterprise skill at a time. Use real-life, concrete examples (e.g., planning a school snack stall, designing a classroom display) and visual aids to show each skill in action. Include hands-on creative challenges, such as building a product from craft materials or finding a new use for everyday objects. Reinforce key vocabulary with symbols or images, and repeat activities to build confidence.	Introduce a wider range of enterprise skills, encouraging learners to share examples from school, hobbies, or part-time work. Use small group problem-solving tasks or role-play scenarios to demonstrate creativity in different workplace contexts (e.g., solving a customer problem, designing a promotional idea). Facilitate peer feedback sessions where learners identify which enterprise skills were used and how they made a difference.
Introduce and Inspire Improved Self-Awareness	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.	Self confidence lesson (Barclays LifeSkills) 	LINK	This activity helps learners understand that worrying is a normal response to challenges and that these experiences can support personal growth. They explore strategies to manage worries, reframe past events, and see how this changes their feelings. The session builds emotional resilience and self-management skills valuable in life and work, linking to the Adapting step in the Skills Builder framework.	Use role-play or simple storytelling to explore situations that might cause worry (e.g., starting a new class, meeting someone new). Use visuals to show common worries and matching coping strategies (e.g., “talk to someone,” “take a deep breath,” “break the task into steps”). Keep the reflection on past events short and supported, focusing on one example with staff guidance.	Discuss the idea that worrying is normal and can be part of learning new skills. Learners identify personal examples of challenges they have faced and what helped them. Use small group discussion to share strategies and compare them to those in the activity. Encourage learners to reframe a past event more positively and note how their feelings change.

equelex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Introduce and Inspire Improved Self-Awareness	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.	Teamwork (East Sussex Careers Hub) 	LINK	Learners explore teamwork as a core workplace skill, seeing how it improves results, solves problems faster, and creates a positive work environment. The video shows teamwork in different contexts, with a quiz to check understanding and spark discussion about when teamwork is most or least useful.	Play the video in short clips, pausing to explain examples with simple language and pictures. Use props to compare “working alone” vs. “working together.” Complete the quiz as a group, then do a short teamwork challenge (e.g., building a tower or moving an object without touching it). Learners could complete a “Teamwork in Action” card with a drawing or photo, and staff add a short sentence about the skill they used.	Show the video in full, then use the quiz to recap. Discuss when teamwork is best and when independent work is more effective. Learners share examples from school, sports, or work, then complete a group challenge (e.g., planning an event). They could fill in a “Teamwork Reflection” sheet with teacher or peer feedback to evidence their skills for equelex.
Introduce and Inspire Improved Self-Awareness	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.	Listening Video Activity (East Sussex Careers Hub) 	LINK	The activity focuses on an essential workplace skill (listening) that supports transition to the workplace. While it's not job-specific, it aligns with developing and evidencing essential skills from the Skills Builder Universal Framework, which learners can apply in different work environments.	This short video shows professionals explaining how they use listening skills at work, followed by a quiz. Focus on recognising the jobs shown and when good listening is needed (e.g., following instructions, keeping people safe). Pause often, use visuals or real objects, and repeat key parts. Finish with a simple listening game or task so learners can practise the skill straight away.	This video gives real workplace examples of listening and why it matters for avoiding mistakes and building relationships. Use it to discuss listening techniques (e.g., eye contact, asking questions, note-taking) and link them to learners' career interests. After the quiz, practise giving and following multi-step instructions in pairs to mirror workplace tasks.
Introduce and Inspire Improved Self-Awareness	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.	Barclays Life skills - Exploring personal strengths for employment 	LINK	This SEND/ALN-adapted LifeSkills lesson helps students explore and understand their skills, interests, and personality traits, and why these matter when considering future careers. Using activities, discussion prompts, and the optional Wheel of Strengths tool, learners identify their personal attributes and begin matching them to rewarding job roles. The session also introduces different routes into employment, including supported apprenticeships and vocational pathways, encouraging learners to research qualifications and career options they may not have considered before.	Learners identify their own skills, interests, and personality traits through interactive tools and supported discussion. They begin to link these attributes to possible job roles, with scaffolded examples and visual prompts. Activities encourage thinking about next steps, such as exploring supported apprenticeships or vocational courses, at a pace suited to their needs.	Learners analyse their skills, interests, and personality traits more independently, using tools like the Wheel of Strengths. They explore how these link to different job roles and pathways, including qualifications needed. Discussions and research tasks encourage them to consider roles they may not have previously thought about, supporting informed next-step planning.

equelex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Introduce and Inspire Improved Self-Awareness	Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.	Online reputation and social networking (Barclays LifeSkills)	LINK	The Online Reputation and Social Networking lesson helps learners understand how their personal interests, strengths, and achievements can be reflected positively online. By exploring what makes them unique and practising ways to share that appropriately on platforms like LinkedIn, digital portfolios, or blogs, learners begin to connect their skills and passions to real job opportunities. They also learn how building a positive online presence can help them reach their career goals.	N/A	Explore online platforms in more detail, showing how to connect with sector-relevant networks and highlight their strengths to potential employers. Learners can practise writing short profile statements, choosing skills to showcase, and finding groups or pages related to their career interests. Encourage them to link their online profile content directly to job sectors or pathways they are exploring in class.
Introduce and Inspire Improved Self-Awareness	Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.	All About Me (Green Corridor)	LINK	This is a visual, scaffolded self-assessment sheet designed to help learners reflect on their feelings at college, favourite subjects, skills, support needs, likes and dislikes, and their aspirations ("My dream would be..."). It uses pictures and simple words to prompt responses, making it highly accessible for learners who benefit from structure and visual support.	Use the sheet in a 1:1 or small-group setting with staff or peer support to read and explain each section. Allow learners to circle, colour, or point to images to communicate their answers. Focus on linking answers to real-life experiences (e.g., "You like PE – that could link to jobs like sports coach or gym assistant"). Keep the "dream" section open-ended but use picture cards to prompt ideas. Completed pictorial sheet with key points scribed by staff, stored in learner's career portfolio as evidence of early self-awareness.	N/A
Introduce and Inspire Improved Self-Awareness	Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.	Black Country Vocational Profile	LINK	The Black Country Vocational Profile is a structured workbook designed to help SEND learners identify their personal strengths, needs, preferences, and aspirations, creating a clear picture of their ideal work style and working environment. The resource enables learners to articulate their preferred working conditions (e.g., indoors vs. outdoors, quiet vs. busy, physically active vs. seated), preferred team size, and working hours. They also identify environments or tasks that may be challenging or unsuitable. This self-awareness helps learners make informed decisions about career paths, work placements, and training opportunities.	Use the profile with simplified language, symbols, and photos. Focus on a few key questions at a time, using role play, visual prompts, or workplace visit photos to help learners choose preferred environments. Support responses with scribing and offer choices rather than open questions. Staff, parents, and carers can help interpret and expand answers.	Learners can work more independently through the profile, reflecting in their own words on preferences and past experiences. They can give specific examples of workplaces they would enjoy or avoid, and link these to personal strengths or challenges. They may research example jobs online or through employer encounters, then match them to their preferred working style.

equalex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Introduce and Inspire - Inspiration	Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.	Inspiring Worcestershire Challenging Stereotypes Activity	LINK	The Challenging Stereotypes SEND activity supports learners to explore gender stereotypes in the workplace. Through guided discussion, categorisation tasks, and reflection activities, learners consider different job roles, challenge assumptions about which genders "should" do them, and reflect on the skills needed for each. Real-life examples are used to challenge preconceptions, helping learners see that all genders can succeed in any career. The resource builds awareness, critical thinking, and respect for diversity in employment.	The activity can be simplified by introducing the term "stereotype" using symbols or Widgeo visuals and limiting the number of job roles presented at one time. Activities should use clear, real-life images of people in different jobs early in the session to help break stereotypes visually. Sorting tasks can be done with physical cards showing job titles and images, grouping them into "male," "female," or "both" categories, followed by short, guided discussions. Adult prompts and sentence starters such as "I think this job is for both because..." can support learners in forming and expressing their ideas.	They can research the skills and qualifications needed for various roles, debate why certain jobs have stereotypes attached, and discuss how attitudes are changing over time. Using the provided real-life examples, learners can evaluate how these challenge initial assumptions. The activity can be extended with a written or recorded reflection linking stereotypes to equality legislation and workplace diversity. Finally, learners can be encouraged to suggest ways of challenging stereotypes within their own school or local community.
Introduce and Inspire - Inspiration	Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.	Video Selection (Scope)	LINK	The Video Selection (Scope) resource features a series of short videos showcasing real-life experiences of young people with SEND in the workplace. The videos openly and positively explore the challenges faced, strategies used, support received, and successes achieved. They are designed to be relatable, offering authentic role models and highlighting a diverse range of jobs and career journeys.	the videos help dismantle misconceptions about what young people with SEND can achieve by showing relatable examples of successful employment. The visual and personal storytelling approach supports understanding and motivation.	The videos encourage learners to reflect on the role models presented, discuss the skills and determination shown, and think about how these stories relate to their own aspirations and future plans.
Introduce and Inspire - Inspiration	Learners can identify career role models and articulate their early career aspirations.	Seven Role Model videos produced as part of the Connected Futures in EMCCA Partnership media campaign.	LINK	This set of seven Role Model videos, created through the Connected Futures EMCCA Partnership campaign, features employees with Learning Disabilities (LD) and/or Autism Spectrum Conditions (ASC) sharing their career journeys. Each person talks about the challenges they have faced, what they enjoy most about their job, and advice for others starting work. The videos give positive, relatable examples, challenge stereotypes, and show that people with LD or ASC can succeed in many different roles. They aim to inspire learners and broaden their view of possible careers.	The videos can be played in short sections with pauses for explanation in simple language. Symbol-supported role cards could be used to show the person's job, what they enjoy, and their advice. Learners could match these cards to pictures of workplaces to help link each story to a real environment. A follow-up activity could be drawing or choosing a picture of a favourite role model and sharing one reason why they admire them.	The videos can be shown in full, followed by a discussion about the range of careers featured. Learners can identify common skills, qualities, and strategies shown by the role models, then compare them to their own career interests. Activities could include researching one of the industries shown or creating a short written or recorded reflection on how the videos have influenced their career thinking. This approach helps connect the role models' experiences to learners' own potential pathways.



Investigate & Explore

The Investigate & Explore theme allows SEND learners go deeper by building essential skills and exploring real job roles and pathways. Activities include structured projects and employer-style briefs where learners design, create, or problem-solve with clear visual prompts. They also learn about different employment routes such as supported internships, apprenticeships, or college courses, using simplified resources and real-life examples. This theme helps learners practise teamwork, organisation, and problem-solving in a safe, supported way while making links to real workplaces.

For SEND Group 1, resources are scaffolded with visuals, role-play, simplified tasks, and strong adult support to make abstract concepts concrete. For SEND Group 2, learners are encouraged to research more independently, analyse labour market data, and reflect on how skills and experiences connect to pathways of interest.

Investigate & Explore ensures SEND learners don't just know about careers, but start actively connecting themselves to the workplace, gaining confidence and clarity in the skills and knowledge needed for future success.



Core Theme: Investigate & Explore

Learning Outcome	Learning Objectives
Career Readiness Learners have developed essential skills which will support them to transition to the workplace.	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework.
	Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment.
	Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.
Exploration of roles and responsibilities Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Learners understand the different routes into employment and understand the differences between pathways.
	Using real life examples, learners can describe the roles of different people within an organisation and talk about what they do.
	Learners can create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.
Understanding of growth sectors and the changing economy Learners understand how the local and national labour market is changing and what this might mean for their career choices.	Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors.

equalex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Investigate & Explore - Career Readiness	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework.	What Employers Want (College Park)	LINK	This resource supports learners in developing awareness of employer expectations, encourages them to self-assess against those expectations, and plan steps to improve, which is key to building workplace readiness. This lesson introduces the concepts of “employer” and “employee,” then explores the top eight skills and qualities employers value most — such as reliability, honesty, punctuality, willingness to learn, teamwork, enthusiasm, and smart appearance. Learners match definitions, rank skills in order of importance, and compare their rankings with research findings. They then identify real-life examples of when they have demonstrated each skill and set goals for improvement.	Use the matching and ranking activities with strong visual supports, large print, and clear images of each skill in action. Replace written ranking with physical card sorting, and use simple language when explaining qualities. Staff can scribe evidence for each skill based on learners’ verbal responses or photographs from school activities. Focus reflection on 1–2 skills at a time to avoid overload. Completed skills ranking sheet with photo or staff-scribed evidence of one example per skill.	N/A
Investigate & Explore - Career Readiness	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework.	Organising Yourself (NCS)	LINK	The activities focus on building and demonstrating these skills in structured, supported scenarios. This resource develops essential workplace skills — prioritising, goal setting, and time management — which are critical for workplace success. Learners actively practise these skills through structured activities, producing evidence such as timetables, SMART goals, and priority matrices. This process builds their readiness to manage tasks in real work settings and prepares them for the organisational demands of employment or further training.	Adapt to be more visual and practical. Learners use picture-based timetables, colour-coded task cards, and role-play scenarios (e.g., organising a school café day or preparing for a class trip) to practise prioritising and planning. The priority matrix can be enlarged and used with physical task cards so learners can move items into “urgent” or “not urgent” categories. Feedback from staff on how well tasks were organised is discussed verbally, with learners reflecting on what went well and what to improve.	Learners can complete the written priority matrix, SMART goals, and timetables with minimal support. Activities are linked to real-world examples such as managing revision schedules, preparing for a part-time job shift, or planning transport to a placement. They can work in pairs or small groups to plan a project, allocate tasks, and monitor progress. Written or verbal feedback from teachers, careers staff, or placement supervisors is used as evidence, helping learners understand how organisational skills impact workplace performance.
Investigate & Explore - Career Readiness	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework.	Organising Your Future (NCS)	LINK	The activities develop essential career readiness skills such as decision-making, research, self-reflection, prioritising values, and basic financial literacy — all of which align with Skills Builder competencies. Learners produce tangible evidence of these skills through action plans, research tables, experience trackers, and budgeting tasks, which can be reviewed and discussed for feedback.	Break the resource into short, accessible sessions focusing on one element at a time (e.g., “What do I want to be?” as a stand-alone session). Use visuals, simplified language, and practical examples. Replace online research with pre-prepared job role sheets and local employer examples. For the budgeting section, use real or replica coins and notes with small-scale, familiar scenarios (e.g., planning a snack shop budget). The emphasis should be on building awareness of choices, values, and money handling as transferable skills for work and independent living.	Deliver as a series of structured lessons or a mini-module, encouraging independent research via the National Careers Service. Introduce more abstract discussion on values, future goals, and pathways. Include higher-level budgeting tasks linked to real workplace roles (e.g., calculating event costs or comparing salaries). Encourage learners to track skills and experiences over time in their action plans and experience trackers, linking back to employability evidence for CVs and applications.

equelex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Investigate & Explore - Career Readiness	Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment.	Core Values (DPD)	LINK	Learners understand core workplace behaviours, how they link to personal and professional success, and can practise recognising and applying these behaviours. This resource introduces learners to DPD's six core values – Passion, Respect, Honesty, Flexibility, Hard Work, and Accountability – and explores how they apply in both work and life. Activities include a group discussion about values, a matching worksheet, a work experience word search, a colouring activity, and a maze. These build awareness of workplace expectations and behaviours, linking directly to employability skills.	Focus on one or two values per session, using pictures and role-play to show each in action (e.g., "Respect" – letting someone speak first; "Flexibility" – helping with a new task). Use the matching worksheet with colour coding for easier visual linking. Word search, colouring, and maze activities can be used as fun reinforcement tasks. Keep discussions short and concrete, linking each value to a real-life school or community example. Learners choose one DPD value and draw or select a picture showing them using it (e.g., helping a friend = respect).	N/A
Investigate & Explore - Career Readiness	Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment.	Financial Literacy (NCS)	LINK	The Financial Literacy (NCS) resource introduces learners to real-world financial concepts such as earnings, tax, and budgeting. It supports understanding of how income is taxed, what deductions appear on a payslip, and how money is allocated through government spending. The activities provide opportunities for learners to apply numeracy and problem-solving in practical, work-related contexts, such as calculating deductions or prioritising spending. These skills are directly transferable to a variety of workplaces where handling, understanding, or managing money is part of the role. This maps this equelex outcome because it develops transferable numeracy, problem-solving, and decision-making skills relevant to a wide range of sectors.	The content should be simplified with concrete examples and strong visual support. Activities could involve matching pictures to spending categories, using replica payslips with colour-coded sections, and discussing the idea that money earned is not the same as money kept. Small, repeated tasks will help embed key concepts for independent living and basic workplace understanding.	Learners can work through the full calculations provided in the resource, using calculators to determine tax and take-home pay. They can take part in discussions on how government spending impacts services and jobs, and link these concepts to real workplace examples such as reading payslips, planning budgets for projects, or managing personal finances effectively.

equalex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Investigate & Explore - Career Readiness	Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.	Chip Cone Challenge (Catcote Academy) -	LINK	The "Chip Cone Challenge" is an enterprise-focused lesson plan in which learners design, make, package, and (optionally) sell a chip-based snack served in a cone. The activity mimics a real employer brief, requiring students to consider product design, food preparation, presentation, and marketing. It builds enterprise skills such as creativity, problem-solving, teamwork, and communication. Schools and colleges can further enhance impact by inviting local employers—such as catering companies, hospitality venues, or food producers—to support the session with demonstrations, judging, or feedback.	Learners work through a highly structured, hands-on challenge where each step—design, preparation, packaging—is broken down and supported with visual prompts and clear instructions. With guided facilitation, they can identify the skills they used (e.g., teamwork, following instructions, creativity) and link them to real catering or hospitality jobs. Involving an employer can help learners see the direct workplace connection and receive constructive, confidence-building feedback.	Learners take greater ownership of the project, making independent decisions about flavours, packaging designs, and pricing strategies. They work collaboratively to solve problems and adapt their plans, reflecting on how these skills relate to catering, food retail, or event roles. Employers can set additional challenges (e.g., time limits, cost constraints) to replicate industry expectations and provide real-world insights.
Investigate & Explore - Career Readiness	Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.	20 Quid Challenge (Catcote Academy)	LINK	The "20 Challenge" is an enterprise-based activity where learners are tasked with creating a product from a set budget (e.g., £20). They go through the process of deciding on a product, developing it, producing it, selling the finished items, and then assessing their success. It mirrors a real-world employer brief by requiring planning, creativity, budgeting, teamwork, and problem-solving. The lesson plan also includes follow-up work, a plenary, and prompts to reflect on enterprise skills in use.	Schools and colleges can adapt this for learners with higher support needs by simplifying the product-making process, providing visual aids, and breaking the task into smaller steps. Employers can be invited in to support idea generation, model production techniques, or give feedback on products. The emphasis should be on teamwork, creativity, and experiencing the selling process in a supportive environment.	For learners with more independence, the activity can include additional responsibilities such as conducting market research, creating promotional materials, and managing the budget with minimal staff intervention. Employers can be involved as "clients" who set the brief, as mentors to guide decision-making, or as buyers providing real-world feedback, increasing the authenticity of the experience.
Investigate & Explore - Career Readiness	Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.	Paper Bag Challenge (Catcote Academy)	LINK	It provides a step-by-step structure — briefing students, developing ideas, making the product, testing it, and assessing success — with clear learning objectives and opportunities for cross-curricular links. The activity focuses on creativity, problem-solving, and teamwork, while also building enterprise skills such as planning, communication, and evaluation. Differentiation suggestions ensure it can be adapted for a wide range of abilities, making it suitable for SEND learners.	Learners take part in a practical product design challenge based on a simple, clear employer-style brief. With step-by-step guidance and visual prompts, they generate ideas, make a product, and test it. They reflect on which skills they used (e.g., teamwork, creativity, problem solving). Schools and colleges can invite local employers to present the brief, give feedback, or judge the final products, helping learners make real-world connections.	Learners independently interpret a more detailed employer-style brief, plan their approach, and design, make, and test their product. They document the process, highlight the skills they applied, and evaluate the effectiveness of their product against the brief. Schools and colleges can enhance this by involving employers to set authentic briefs, mentor teams, and provide industry-relevant feedback, supporting progression towards workplace expectations.

equalex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Investigate & Explore - Exploration of roles and responsibilities	Learners understand the different routes into employment and understand the differences between pathways.	Thinking About A Career (NCS)	LINK	The "Thinking About a Career" resource helps learners explore different job options, understand how their personal values and interests influence career choices, and learn about the steps involved in reaching those careers. Activities include working backwards from a chosen career to identify the required qualifications and skills, or working forwards from current interests to explore possible job options. Learners also examine how to apply for jobs and create a simple personal action plan to guide their next steps. The Thinking About a Career resource is primarily about exploring options, understanding how careers link to personal values, and learning the steps needed to pursue different roles. It guides learners through comparing routes such as further education, apprenticeships, or direct employment, which aligns directly with this outcome.	N/A	Learners can carry out structured research tasks, compare pathways in more detail, and discuss the pros and cons of each. They can link their own skills, values, and interests to potential roles, and start outlining the steps needed to progress towards them.
Investigate & Explore - Exploration of roles and responsibilities	Learners understand the different routes into employment and understand the differences between pathways.	National Grid Supported Internships	LINK	This resource contains four short National Grid videos, each sharing a personal perspective on supported internships. The clips feature interns, talking openly and positively about their experiences, highlighting the benefits, skills gained, and career progression opportunities. The format makes the concept of supported internships relatable and inspiring for SEND learners.	Learners watch the videos and identify that supported internships are a pathway into work for young people with SEND. They can discuss who helps them during the internship and what kinds of jobs and tasks they might do. Activities could include matching job role images to the people in the videos or drawing one thing they remember about a supported internship.	Learners explore the structure and benefits of a supported internship compared to other routes like college, apprenticeships, or direct employment. They can identify the skills and experiences gained, the support available, and how it can lead to future paid work. Activities may include making a simple "pros and cons" list for a supported internship or summarising what each speaker in the videos said about their experience.

equalex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Investigate & Explore - Exploration of roles and responsibilities	Learners understand the different routes into employment and understand the differences between pathways.	Research your future activity (Inspiring Worcestershire)	LINK	This resource directly supports learners to investigate a variety of roles, sectors, and pathways, from supported internships to apprenticeships and further education. By guiding learners to research skills, qualifications, and industry entry routes, it develops their understanding of the options available. The activities also encourage the use of local examples and real employers, which enables learners to describe different roles and workplace contexts.	Symbol-supported worksheets can be used with key words such as "Job," "Skills," and "Training," alongside matching images. The number of job roles should be limited to 2-3 at a time to avoid cognitive overload. Pre-researched role profiles using local examples can be provided so learners match rather than search for information. Matching games or role-play activities can be included to reinforce learning, and adult support can be given to read questions aloud or record answers.	Learners can be encouraged to research roles more independently using tablets or laptops and guided search terms. They can compare at least three pathways, such as apprenticeships, college, or supported internships, for a chosen role. A short presentation task can be introduced where they share findings with a peer or small group. The session can be extended to discuss transferable skills and how learners might move between roles in the same sector. More complex labour market information, such as growth sectors and local demand, can also be included.
Investigate & Explore - Exploration of roles and responsibilities	Learners understand the different routes into employment and understand the differences between pathways.	Understanding Apprenticeships -	LINK	This short video introduces apprenticeships in a clear and accessible way, showcasing different sectors and the variety of apprenticeship opportunities available. It acts as a starter activity to spark curiosity and discussion, helping learners understand that apprenticeships can be an alternative route into employment, combining work with training.	N/A	Learners explore how apprenticeships differ from other routes such as college or university, including the balance of training and paid work. They identify sectors where apprenticeships are available and consider which might align with their own interests and skills. Activities may include comparing two apprenticeship adverts or discussing the entry requirements and skills needed.
Investigate & Explore - Exploration of roles and responsibilities	Using real life examples, learners can describe the roles of different people within an organisation and talk about what they do.	Interviewing an adult (Inspiring Worcestershire)	LINK	In this activity, learners choose an adult to interview about their experiences in the world of work and their career journey. The adult might be a teacher, family member, family friend, or someone working in a job the learner is interested in. Learners ask a set of structured questions covering what the job involves, the skills required, how the interviewee got into that role, and any advice they have for young people. Answers are recorded in writing or using supported communication methods, and can then be used for follow-up class discussions, comparisons between roles, or personal reflection on career goals.	For this group, the focus should be on building confidence in communicating with adults and understanding basic information about jobs. Choose familiar and accessible interviewees (e.g., a school staff member, family friend, or someone in a role learners have seen before). Use simplified questions with visual prompts or symbol-supported worksheets, and allow responses to be recorded using drawings, single words, or supported scribing. Consider practising the questions in role-play before the real interview. The main aim is for learners to recognise different job roles and one or two skills needed for each.	For this group, the activity can be extended to explore career pathways in more detail. Learners can interview someone in a sector of interest, take fuller notes, and ask follow-up questions about training routes, qualifications, and career progression. They should be encouraged to compare the interviewee's experiences to their own interests and skills, identifying similarities and differences. This group can also reflect on how the skills discussed match those in the Skills Builder or equalex frameworks, and consider how to develop them through school, hobbies, or work experience.

equalex Theme	Learning Outcome	Name of resource	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Investigate & Explore - Exploration of roles and responsibilities	Learners can create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.	Tycoon is a unique national enterprise competition for students aged 6 to 18.	LINK	The Tycoon programme effectively acts as a real-world employer brief—students are challenged to come up with a viable business idea, plan how it will work, launch it, and manage it over a trading period. This journey involves creating and developing products or services, making decisions under time and budget constraints, and reviewing outcomes. Because it is framed as a national competition, the brief mirrors what an employer might set in a workplace context.	The Tycoon experience can be simplified with a clear, visual project plan and step-by-step guidance. The employer brief could be introduced through a short, accessible video or in-person visit. Staff can support learners to record the skills they use through photos, symbol-supported checklists, or sentence starters such as “I used this skill when...”. Links to careers can be made using matching activities—for example, “I helped design our product” or “This skill is used in graphic design or retail display.	Students can engage with the full Tycoon process and take on specific leadership or specialist roles such as finance lead, marketing lead, or operations lead. They can complete short reflection logs after each stage, identifying which Skills Builder steps they applied and how these skills relate to real careers. Employer mentors can provide feedback on pitches or business plans, helping learners understand how the skills they used could be applied in sectors such as sales, business administration, customer service, or entrepreneurship.
"Investigate & Explore - Understanding of growth sectors and the changing economy"	Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors.	Career exploration websites BBC Bitesize Careers, national careers, service and Career Pilot.	LINK	BBC Bitesize Careers, National Careers Service and Career Pilot are all valuable tools for helping learners identify growth sectors in their local area and understand the types of jobs within them. For teachers, these resources can be used to introduce the concept of local growth sectors, guide research into jobs that are increasing in demand, and connect this information to local employers. Learners can explore sector pages, watch videos, or review job profiles to understand not just the type of work involved, but where it is likely to grow in their region.	The focus might be on using simplified visuals or symbols to match job pictures to sector icons, supported by short video clips and simple “growing” or “shrinking” indicators. Across both groups, these tools provide accessible, evidence-based ways to link labour market information to equallex outcomes, helping learners talk about where future opportunities are most likely to be found.	Activities could include researching one job from each growth sector, presenting where it exists locally, and discussing the skills it requires.



Apply and Demonstrate

The Apply & Demonstrate theme gives SEND learners the chance to practise and evidence their skills in real or simulated work settings. They learn to handle tasks like money management, CV writing, and mock interviews, with strong scaffolding and feedback. Learners can compare different workplaces, reflect on what suits them, and show how experiences have raised aspirations and challenged stereotypes. For many, this is the stage where school-based learning connects directly to preparing for adulthood and employment.

For SEND Group 1, activities are simplified and scaffolded with visuals, step-by-step prompts, role-play, and staff support, ensuring all learners can experience success and gather evidence of their achievements. For SEND Group 2, there is greater independence and complexity, with learners expected to engage in longer recruitment tasks, articulate feedback, and evaluate different experiences in depth.

Through Apply & Demonstrate, SEND learners don't just learn about the world of work — they step into it, gaining real, meaningful practice that helps them prepare for adulthood, future employment, and life beyond education.

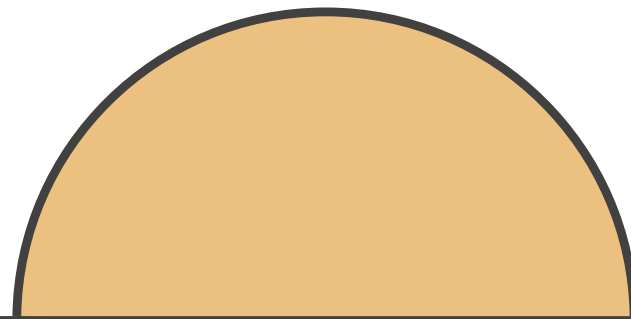
equalex Theme	Learning Outcome	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Apply and Demonstrate - Applying Knowledge and Skills in the workplace	Learners can evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work.	LINK	Under Gatsby Benchmark 6 you will find The My Work Experience Skills Log which a practical reflection booklet that allows learners to capture the skills, behaviours, and knowledge they use during their workplace experiences. It provides a structured way for them to record what tasks they completed, how they demonstrated essential employability skills, and what feedback they received from staff or supervisors.	The log can be adapted with visual supports, simplified language, and staff scribing. Learners can use symbols, photos, or short drawings to evidence how they applied skills such as teamwork, communication, or following instructions. This ensures that even learners with limited literacy can still show progress and achievement in line with equallex outcomes.	N/A
Apply and Demonstrate - Applying Knowledge and Skills in the workplace	Learners can evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work.	LINK	The West of England Careers Hub SEND Student Work Experience Booklet - A SEND Work Experience Booklet gives learners a structured way to record what they do, the skills they use, and the feedback they receive from employers.	It can include symbol-supported checklists, simple reflection prompts (e.g., smiley faces, traffic lights), and short employer comments, helping learners evidence essential skills like punctuality, teamwork, and communication in an accessible format.	It can provide space for more detailed reflections, goal setting, and written employer feedback, enabling learners to explain how their workplace experiences have developed their skills and informed future decisions. This makes the learning outcome achievable for all learners, while providing clear evidence for staff and EHCP reviews.
Apply and Demonstrate - Applying Knowledge and Skills in the workplace	Learners can demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making.	LINK	Under Gatsby Benchmark 6 you will find work experience Self reflection sheet . It is a structured worksheet that guides learners to think about what they did, how they felt, what they learned, and how this influences their next steps. The structured prompts ensure learners reflect on skills gained, challenges faced, support received, and their next steps. This evidence can then be used by staff to demonstrate impact and support careers planning.	N/A	Learners answer open-ended questions such as "What new skill did you learn?" and "How might the skills you practised help you in another job?". This requires them to connect their placement experience to transferable employability skills. Learners can share their answers with teachers, parents, or employers, creating evidence for EHCP outcomes (Employment, Independence) and Gatsby Benchmark 6.

equelex Theme	Learning Outcome	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Apply and Demonstrate - Applying Knowledge and Skills in the workplace	Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.	LINK	This resource is a step-by-step guide for SEND learners to understand what a CV is, why it matters, and how to create one. The activity is broken into eight sections (contact details, personal profile, education, qualifications, skills, hobbies, work history, and references). Learners complete scaffolded templates, with options for typed or written responses, and are supported with clear instructions, examples, and "Communication in Print" icons. The process ends with compiling all sections into a complete CV.	Deliver over multiple short sessions, focusing on one or two sections at a time. Use visual prompts (e.g., icons, photos of learners doing activities), large print, and pre-filled examples to model answers. Staff or peers can scribe, and work history can include school jobs, classroom roles, or volunteering. Feedback can be given verbally or using a simple "traffic light" review, helping learners recognise where they've demonstrated workplace-relevant skills.	
Apply and Demonstrate - Applying Knowledge and Skills in the workplace	Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.	LINK	It fits here because learners are actively applying career knowledge (skills identification, professional language) to create a tangible product (a CV) that could be used in real recruitment scenarios. The CV Workshop guides learners through identifying their strengths, translating them into professional skill statements, and structuring them into a CV format. Learners review model CVs, extract ideas, and apply them to their own document. It also includes matching exercises, vocabulary building, and profile writing. The process mirrors real-world recruitment preparation and can be broken into shorter sessions or delivered in one block.		Learners can independently complete all CV sections, using professional vocabulary and examples from school, work experience, or community involvement. Peer review activities can help them refine their CVs, with constructive feedback linked to job adverts. This group can also be challenged to tailor their CV to a chosen role, highlighting relevant skills.
Apply and Demonstrate - Applying Knowledge and Skills in the workplace	Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.	LINK	The SEND Interview Skills resource is a step-by-step guide to preparing for and practising interviews, adapted to suit learners with SEND or ALN. It covers understanding different types of interviews, learning and applying the STAR method, preparing answers, and taking part in mock interviews or virtual interview activities. The session focuses on building confidence, structuring responses, and recognising transferable skills from school, home, or voluntary experiences.	The resource can be simplified into shorter, highly supported tasks, such as practising one interview question at a time with visual prompts, modelling answers, and using roleplay with familiar staff. Mock interviews should be short, with clear breaks and positive reinforcement after each attempt, and feedback should be simple, visual, and immediate.	The full STAR approach can be used, with learners taking part in extended mock interviews and group roleplay. They can receive structured written or verbal feedback and reflect on how to improve their answers. This allows them to experience a realistic recruitment process and practise applying their skills in a way that closely mirrors workplace expectations.

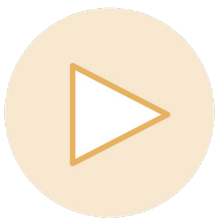
equelex Theme	Learning Outcome	Link to resource	Resource explanation	SEND Group 1	SEND Group 2
Apply and Demonstrate - Applying Knowledge and Skills in the workplace	Learners can compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making.	LINK	Under Gatsby Benchmark 6 in the resource hub you will find two jobs two journeys worksheet. This activity helps learners reflect on and compare two different workplace experiences – for example, two different work placements, or a school-based job versus an external employer visit.	Can be made accessible through the use of visuals, symbols, and simple choice-making. Learners can use tick-boxes, smiley-face rating scales, or drawings to show what they did, what they enjoyed, and what they found difficult. This removes the pressure of extended writing while still allowing them to evidence their experiences in different workplaces. Staff or peers can support by scribing short reflections, taking photos, or prompting discussion, ensuring that learners are still able to compare settings in a meaningful but accessible way.	The activity offers greater depth by encouraging written reflections, structured comparison, and evaluation. They are also supported to think more critically about their career readiness by linking the skills they used, the challenges they faced, and the feedback they received to future pathways. This scaffolding enables Group 2 learners to go beyond describing their experiences and start analysing how each setting might influence their next steps.
Apply and Demonstrate - Applying Knowledge and Skills in the workplace	Learners can critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations	LINK	Under Gatsby Benchmark 6 in the resource hub you will find My Work Experience: Before and After Reflection Passport it helps learners compare what they expected from a workplace with what they actually experienced. Before starting, learners record their initial thoughts about the workplace, the people they might meet, and the jobs they imagine are available. After the placement, they reflect on what they really found – for example, that people of different ages, genders, or abilities do the job, or that the work was more varied than they imagined.	N/A	The sheet provides structured but open-ended questions that encourage deeper written responses. Teachers can extend the activity by asking learners to discuss how stereotypes about work or workers were challenged and how that may change their future career choices.



My Skills My Future



Engagement Videos



These videos showcase real stories of young people and adults with SEND gaining skills, confidence, and paid employment across a wide range of sectors – from retail and hospitality to healthcare, logistics, mechanics, and office-based roles. They highlight the support systems, workplace adjustments, and employer partnerships that make inclusive employment possible.

For SEND learners, the films provide:

- Role models who make career pathways feel realistic and relatable.
- Examples of workplaces and job tasks shown in an accessible, visual way.
- Evidence of skills in action (teamwork, problem-solving, money handling, customer service), directly linked to equalex outcomes.
- Awareness of progression routes such as supported internships, inclusive apprenticeships, and direct employment.
- Challenging stereotypes by showing that people with SEND succeed in diverse roles when given the right opportunities.

Link to equalex

These videos link strongly to the Introduce & Inspire and Investigate & Explore themes of equalex by:

- Broadening learners' awareness of different jobs, workplaces, and sectors.
- Demonstrating how essential workplace skills are applied in real contexts.
- Showing clear career pathways and routes into employment, such as supported internships and apprenticeships.
- Encouraging learners to reflect on their own strengths, preferences, and aspirations, and to recognise that careers are possible across all sectors.



NHS (King's College Hospital – Supported Internship)

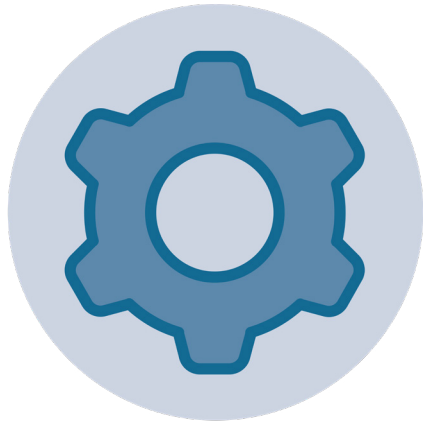
Corey's Story – NHS King's College Hospital (Lambeth Council Supported Internships) - This film follows Corey, a supported intern at King's College Hospital, showing a day in his life at work. It highlights how Lambeth Council's Supported Internship programme helps young people with SEND gain real workplace experience and move towards employment, directly linked to equalex outcomes as seen below:

- Awareness of progression routes such as supported internships, inclusive apprenticeships, and direct employment.
- Challenging stereotypes by showing that people with SEND succeed in diverse roles when given the right opportunities.

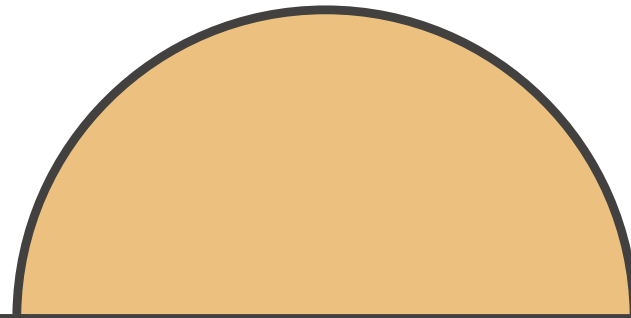


Supported Internships (Liverpool Employers – LFC, Booker Flowers, Hospitals).

This video showcases how employers in Liverpool, including Liverpool Football Club, Booker Flowers, and Liverpool University Hospitals, support young people with SEND through internships and paid roles. It highlights the impact of employer partnerships in creating inclusive career opportunities.



My Skills My Future



Using Employer Briefs in
My Skills My Future



Employer Briefs

Within the equalex framework, learners are expected to create, develop or design something based upon a brief set by an employer. This outcome can be explored at two levels:

1. Learners identify the essential skills they used during the activity.
2. Learners relate the essential skills they used to a potential career pathway.

This approach helps young people not only practise the eight Skills Builder skills (Listening, Speaking, Problem Solving, Creativity, Adapting, Planning, Leadership, Teamwork), but also understand how these skills connect to the world of work.

For SEND learners, this method works particularly well because:

- Tasks are practical, visual, and achievable.
- Employer briefs provide real-world context that makes learning meaningful.
- Reflection activities allow pupils to recognise and celebrate their skills in simple, accessible ways.

When working with employers to set briefs, support them in supporting your young people by using this [Inclusive Employer Tip Sheet as a helpful guide](#).

Supporting Employers

Some employers will already have established briefs they use when working with schools or SEND young people (e.g., design a new product, create a menu, plan a safe route).

Other employers may be new to engaging with SEND learners and will benefit from clear, scaffolded examples of briefs that are SEND-friendly.

The following table of sample briefs has been created to:

Give employers ready-made ideas they can adapt.

Highlight the Skills Builder skills linked to each task.

This means employers and educators can pick activities that are:

- Relevant to their industry.
- Accessible to SEND learners (short, concrete, and practical).
- Linked to skills and careers, so learners can see the bigger picture.

Universal Framework



Sector	Employer Brief	Task	Listening	Speaking	Problem Solving	Creatvity	Adapting	Planning	Leadership	Teamwork
Retail	Design a window display to show off our products/ items.	Arrange pictures, real items, or props on a board.	Following the shop manager's instructions.			Making it look eye-catching.		Deciding the order and space for items.		Working with a partner/group.
Hospitality	Create a new milkshake flavour and design it on a menu card.	Draw the milkshake, give it a name, choose ingredients and make.		Sharing your milkshake idea.		Thinking of ideas.	Changing recipe if needed.			
Construction	Builders must remember safety rules on site."	You will make a bright poster reminding builders to wear helmets and PPE.			Picking the most important rule.	Using colour and pictures.		Arranging words and images clearly.		
Digital	We need families to come to the school summer fair."	You will design a poster with date, time, and activities.				Choosing images and colours.		Making sure info is clear.	Making final choices.	
Environment	Help customers choose the right plants."	You will match flower pictures to signs (sunny, shady, smells nice).			Working out which plant fits.		Changing if wrong.			
Transport & Logistics	We need to plan a delivery route.	You will order pictures of delivery stops from start to finish.	Following instructions.		Finding fastest way.			Choosing best order.		
Creative & Media	We want an advert to tell pupils about a new club.	You will record a short radio advert with fun words and sounds.		Using clear communication.		Thinking of fun words.				Recording with partner/group.
Manufacturing	We need packaging for a product.	You will design packaging with name, picture and colours.			Fitting text and pictures neatly.	Making it eye-catching.		Deciding info for front/back.		

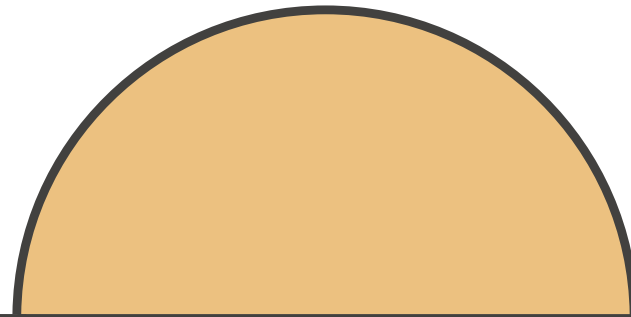
Sector	Employer Brief	Task	Listening	Speaking	Problem Solving	Creatvity	Adapting	Planning	Leadership	Teamwork
Sports & Leisure	Show pupils how to warm up safely."	You will make a poster showing three simple exercises.		Describing moves.		Making poster colourful and clear.			Showing others.	
Health & Social Care	Older people in a care home need fun activities."	You will design a simple activity sheet (e.g., word search, colouring, quiz).	Thinking about what older people like.			Designing a fun activity.		Making it clear and easy to use.		
Food Production	Our factory wants to try a new snack flavour.	You will choose flavour combos (e.g., cheese & onion, BBQ), draw packet, name product.			Picking best combo.	Inventing flavours.				Voting on favourite.
Education & Early Years	Children at nursery love stories."	You will create a short storybook page (draw a picture + write).		Reading aloud.		Inventing a character.			Leading story time.	
Engineering	We need to test bridge ideas."	Build a bridge from straws/paper that holds weight.			Test design.	New shapes.				Build together.
Healthcare	We want pupils to learn about healthy food."	Make a paper plate showing a balanced meal.	Remember food groups.			Drawing foods.		Arrange on plate.		
Finance & Business	Our shop must not spend too much."	Pick items for a display using a set budget.			Choose affordable items.		Change if too expensive.	Count costs.		
Utilities	We want families to save energy at home."	Create a poster with 3 energy-saving tips.	Follow tips.			Bright design.		Organise clearly.		
Hair & Beauty	Our salon needs new hairstyle ideas.	Draw or style a mannequin with a new look.			Make it work.	Design style.				Share ideas.
Law & Security	We need simple rules for visitors to follow."	Write or draw 3 rules (e.g., sign in, wear badge).		Explain rules.					Show others.	

Sector	Employer Brief	Task	Listening	Speaking	Problem Solving	Creatvity	Adapting	Planning	Leadership	Teamwork
Green Careers & Sustainability	We need to show people how to recycle at school.	Design posters or bin labels for paper, plastic, and food waste.			Thinking about how to show the difference between bins.	Making posters colourful.		Deciding what goes on each poster.		
AI & Future Tech	We need to teach a robot how to sort things.	Use coloured shapes (red circles, blue squares) and make sorting rules the robot could follow.			Working out sorting rules.	Thinking of fun or unusual sorting ideas.		Deciding the order of steps for the robot.		
Agriculture & Food Growing	Help us plan what crops to grow on the farm."	Match crop pictures (strawberries, carrots, wheat) to the season they grow in.	Remembering farmer's instructions about seasons.				Changing choices if a crop doesn't fit the season.	Deciding what crops fit in each season.		
Logistics & Warehousing	We need to stack boxes in the safest way.	Arrange box pictures into safe piles (heavy on bottom, light on top).			Working out the safest order.			Deciding which boxes go where.		Building the pile with a partner.
Emergency & Blue Light Services	We need to remind people what to do in an emergency.	Create a checklist or poster with 3 steps (e.g., call 999, leave building, wait outside).	Remembering the emergency steps.					Putting steps in the right order.	Showing or explaining the checklist to others.	
Automotive & Electric Vehicles (EVs)	We need to tell people about electric cars.	Create a poster or leaflet showing why electric cars are good (quiet, no petrol, better for the planet).		Explaining your poster to the group.		Making the poster eye-catching with colours and images.		Deciding what 3 key facts to include.		
Pharmaceuticals & Life Sciences	We need safe packaging for medicine.	Design a simple medicine label with a name, bright colour, and safety symbol (e.g., "Do not eat," "Keep out of reach of children").	Remembering rules about medicine safety.		Choosing the best warning to show.	Designing a clear, bold label.				

Sector	Employer Brief	Task	Listening	Speaking	Problem Solving	Creatvity	Adapting	Planning	Leadership	Teamwork
Marine & Maritime	"We must keep people safe on boats and ferries.	Create a safety poster with 3 rules (e.g., "Wear a lifejacket," "Stay seated," "No running on deck").	Learning the safety rules first.					Putting the rules in order.	Showing your poster and teaching others the rules.	
Defence & Aerospace	We need a safe flight path for a drone.	Draw a simple map route for a drone that avoids obstacles (trees, houses, people).			Working out how to avoid obstacles.		Changing the route if something is in the way.	Mapping the route.		
Cultural & Heritage	We want people to visit our museum.	Design a poster showing one artefact (e.g., a sword, fossil, or painting) and write one fact about it.		Explaining the fact to others.		Drawing the artefact.		Deciding what info goes on the poster.		
Charity & Volunteering	We want to raise money for a charity.	Plan a fundraising event (cake sale, sponsored walk) and make a poster to advertise it.				Designing the poster.			Taking a role in planning or presenting the idea.	Working with others to choose the event.



My Skills My Future



Routes into Work



Routes into Work

Navigating the journey from school to work can feel overwhelming for SEND learners—and often hidden in jargon. This section brings clarity through real stories, clear visuals, and simple explanations. By seeing how others with similar needs have moved into college, internships, apprenticeships, and beyond, students and teachers can better envision and plan their own next steps. . They are designed to help SEND learners understand their options, feel inspired by what's possible, and start to think about what pathway might work best for them.

There are lots of different ways to move from school into work. Not everyone takes the same route — some go to college, some start training while working, some try volunteering, and others go straight into a job.

- **Watch together:** Show the videos as part of a group activity—invite discussion on what pathways learners might choose.
- **Explore options:** Use the videos to demonstrate specific routes like supported internships or apprenticeships
- **Prompt reflection:** Encourage learners to talk or write about pathways they might be curious to explore next.

Teachers can use these videos in assemblies, lessons, or one-to-one discussions. Learners can watch and then reflect: “Which pathway could be right for me?”

We also know that not all young people will access paid work. For some learners, day opportunities or support through adult social care may be more appropriate. Please contact your local authority to find out more about next steps and support in your area.

For SEND learners, there are lots of choices to help them build skills, grow in confidence, and find the job that's right for them.

College – learning new skills in a subject they enjoy.

Apprenticeships – training while earning money.

Supported Internships – getting real work experience with extra support.

Independent Specialist Colleges – learning in smaller, more supported settings.

Volunteering – building confidence and trying new things.

Direct to Work – moving straight into a job with the right support.

Self-Employment – starting your own small business or working freelance.

What is an apprenticeship	Group 1 and 2	LINK	This short video shows that apprenticeships are real jobs where you work and learn at the same time—you earn money and gain new skills. Watch together as a whole class or in small groups. Ask simple, accessible questions: “What does an apprentice do? Work? Learn? Both?” “Would you like a job like that? (Yes / No)”	LINK	A simple, student-facing worksheet that explains apprenticeships in clear, accessible language for SEND learners. It covers what an apprenticeship is, how it works, and the different levels available. It also introduces the idea of inclusive apprenticeships, which can be adjusted to meet additional needs.	LINK	A simplified, InPrint symbol-supported version of the “What is an Apprenticeship?” worksheet. Designed to be fully accessible for learners with additional communication or literacy needs.
Apprenticeship adjustments for someone with an EHCP	Group 1 and 2	LINK	Apprenticeships for All - Apprentices - Explains that apprenticeships are open to everyone, including those with additional needs. It reassures learners and families that support doesn't stop after school — it continues into training and employment. show to class and ask - What kind of help could you get in an apprenticeship? do you think an apprenticeship is for you - why?				
Local Colleges	Group 1 and 2	LINK	Helps learners and families understand their local options after school. Builds awareness for SEND learners that college is an accessible and achievable next step. Clarifies how supportive college environments can help students grow independence, qualifications, and life skills. ask student - “Could you see yourself going to college one day? “Which college would you like to visit ?”				
Independent specialist colleges	Group 1	LINK	Open the Natspec website in class and show students that there are specialist colleges across the UK designed for young people with SEND. Use it as a “virtual tour” by looking up nearby colleges and showing photos, videos, or course lists. Ask simple reflection questions like: “What kind of things can you learn at a specialist college?”				
Self Employment	Group 1 and 2	LINK	People with SEND can be self-employed too, especially if they have a special talent or interest. It supports independence, confidence, and responsibility, aligning with Preparing for Adulthood (PfA) outcomes. Show video and ask questions like - Can you name one job someone might do if they are self-employed? Would you like to be your own boss? What skills do you think you need to run your own business? and If you could start your own business, what would it be?	Examples of people with SEND who are Self employed.	LINK		

Supported internship	Group 1 and 2	LINK	A short, student-friendly video that explains what a Supported Internship is. It introduces the idea of learning in the workplace with extra support, designed for young people with SEND. Play the video in class or a careers session. Pause to check understanding with simple questions: "Where does a supported internship happen?" and "What is the goal at the end of a supported internship?"	LINK	A student-friendly worksheet that explains supported internships in accessible language for learners with SEND. It sets out who they are for, what they involve, and why they are important.	LINK	A symbol-supported, easy-read version of the Supported Internship worksheet. It explains supported internships in short, simple sentences with InPrint symbols, designed for learners with higher SEND needs or low literacy levels.
Training Providers	Group 1 and 2	LINK	Training providers offer additional support—extra time, tailored delivery, assistive technology—especially vital for learners with EHCPs or specific learning needs. They serve as an essential bridge between academic learning and the workplace, helping learners build confidence and skills in a structured environment. Play the video together, highlighting sections that show support or differences between a training provider and other next steps.				
T Levels	Group 2	LINK	Use the website and video to show learners what T Levels are: a qualification that mixes classroom learning with a big industry placement. Compare side by side with other routes (college, apprenticeships, supported internships) so learners understand choices. The site shows all the different T Level subjects (e.g., Digital, Construction, Health, Education). Teachers can display these subjects and ask learners to pick what interests them. Use the site to explain that T Levels are often best for learners who are working at Level 2/GCSE+ and Can manage classroom learning and work placement.	LINK			
Job	Group 1 and 2	LINK	Not everyone goes to college, does an apprenticeship, or joins a supported internship. Some young people go straight into a job after school or college. Many local councils have Supported Employment Teams. These teams help young people with SEND to find and keep a job. You can check your Local Offer website (every council has one) to see what's available in your area. Charities like Mencap and other SEND organisations also help young people get into work.				
What is Volunteering	Group 1 and 2	LINK	A clear, animated explanation of what volunteering is—simple and accessible for a broad age and ability range. Show it in class—as an engaging opener to the volunteering section of your lesson. Pause to Discuss: "What does volunteering mean?" "Do people volunteer to make money?" "Where can we see people volunteering in our community?"				



My Skills My Future

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Overview of IncludED Careers and
equalex resources.

Overview of IncludED and equalex resources

IncludED Careers was founded to ensure that young people with Special Educational Needs and Disabilities (SEND) have the same opportunities to prepare for adulthood and employment as their peers. We believe every learner deserves high-quality careers education and real workplace experiences that reflect their strengths, aspirations, and individual pathways.

We know Careers Leaders, SENCOs, and teachers are committed to delivering excellent programmes, but adapting national frameworks and statutory guidance so they work for SEND learners can be challenging. Our resources make that process simpler, practical, and more impactful.

To support schools, colleges, and employers, we have created a suite of equalex-aligned resources designed specifically for SEND learners:

equalex Special Schools PowerPoint – Breaks down equalex core themes into SEND-friendly explanations and examples of what careers learning looks like in a special school. It also links outcomes directly to EHCP Preparing for Adulthood pathways.

equalex Employers' Guide – Helps businesses understand how they can support SEND learners through workplace visits, talks, supported tasks, or tailored work experience. Written in plain language, it shows how employers can adapt activities and create meaningful encounters that build skills, confidence, and aspirations.

equalex SEND Planning Grid – A practical tool for Careers Leaders and teachers that translates equalex outcomes into clear, accessible learner objectives with adaptable activity ideas. The Lite version is free with one example activity per learning outcome. Please see website for more details of the full version with over 125 example activities you could deliver to meet equalex, Gatsby and form your progressive SEND Career programme

Together, these resources make equalex fully accessible and achievable for SEND learners, while reducing staff workload and strengthening employer engagement.

[LINK](#)

Resource Page – The equalex SEND Planning Grid (Lite Version)

The equalex SEND Planning Grid (Lite Version) strengthens My Skills, My Future by giving schools and colleges a clear, accessible way to plan, deliver, and evidence careers learning for SEND learners. Every activity is mapped directly to the equalex framework, helping learners prepare for meaningful work experience and employment.

What the Grid Does

It builds on a strong foundation. equalex provides a structured, progressive set of outcomes; our grid ensures these can be applied inclusively for all SEND groups.

- Maps equalex outcomes across the year – building awareness, confidence, and work-readiness in a structured way.
- Provides adaptable activity ideas – the free Lite version includes one example activity per outcome to illustrate how equalex can be delivered in practice.
- Links classroom learning to employer encounters – supporting careers education that connects directly to the world of work.
- Supports progression from KS3 to KS5 – moving learners towards independence and employment.

How can Schools and Career leaders use it?

The Lite version works as a curriculum map to support Gatsby Benchmark 6 by embedding workplace experiences across the year. It helps staff plan consistently across subjects and key stages, while identifying and addressing gaps in provision using Equalex outcomes as a benchmark.

Why It Matters for SEND ?

The equalex SEND Planning Grid breaks outcomes into clear learner objectives that can be adapted to different levels of need. It prepares learners for work experience by developing their skills, strengths, and aspirations early on, while also reducing staff workload by providing ready-made outcomes and activity ideas.

Schools that want a wider range of ideas can access the full version of the Planning Grid, which contains over 125 varied activities designed to meet the needs of all learners, including those with complex and physical disabilities. Two formats are available: the full Planning Grid on its own, and the full Planning Grid with accompanying lesson resources to support delivery. Please see website for more details

Additional equalex Resources

Alongside the Planning Grid, Included Careers has created two further tools to strengthen SEND careers delivery:

- equalex Special Schools PowerPoint – Designed specifically for SEND settings, this resource explains equalex outcomes in accessible, SEND-friendly language. It shows what careers learning can look like in a special school and makes clear links to EHCP Preparing for Adulthood outcomes, helping staff plan and evidence meaningful provision.
- equalex Employers' Guide – A practical guide written for businesses that explains how they can support SEND learners. It outlines equalex outcomes in plain language, suggests adaptations, and gives examples such as workplace visits, talks, or tailored work experience. The guide helps employers create inclusive encounters that build learners' skills, confidence, and aspirations.

Find all equalex Resources here.

[LINK](#)

MSMF offers Careers Leaders:

- “A structured, differentiated programme for SEND learners.”
- “Mapped to equalex, Gatsby, PfA and Skills Builder.”
- “Includes ready-to-use resources for Group 1 and Group 2 learners.”
- “Supports evidence-gathering for EHCP reviews and Ofsted.”

My Skills My Future is more than a resource. It is a way of ensuring that every young person with SEND can explore their skills, understand their pathways, and prepare for adulthood with confidence. By embedding this programme, you are helping learners build careers without barriers.

With thanks to - East Sussex Careers Hub, Inspiring Worcestershire / Worcestershire Careers Hub, Leicester Employment Hub, Hull City Council, Liverpool City Council, Peterborough City Council, Lambeth Council, Shropshire Council, Manchester / Trafford local partners – Manchester University NHS Foundation Trust, The Manchester College & Trafford College Group (supported internships film), Hounslow partners – DFN Project SEARCH Hounslow, Kaleidoscope, West Thames College, Hounslow Council (Play Centre Assistant film), EMCCA Connected Futures Partnership, Local Supported Employment Teams / Local Offer websites, Barclays LifeSkills, Scope, NCS – National Citizen Service, Skills Builder Partnership, Tycoon Enterprise Competition (Young Enterprise), DFN Project SEARCH, NDTi – National Development Team for Inclusion, BASE UK – British Association for Supported Employment, Mencap.

Employers & Workplaces in Case-Study Films

Sainsbury's – Retail employment story (Ashley).

ROK Kitchen – Restaurant kitchen placement (Craig).

Gambado – Play centre employment (Rashedul).

Bellrock – Business support role.

Fair Shot Café – Inclusive café case study.

The Archer Pub – Hospitality and catering case study.

Hardwick Motors – Mechanics / motor industry case study.

JD Wetherspoon – Pub employment (Thomas's story).

Amazon – Jack's and Dan's supported internship employment stories.

PHS Group – Facilities management / National Supported Internship Day film.

H2O Café, Malvern – Inclusive employment film.

Royal United Hospitals Bath (RUH Bath) – Project SEARCH film.

NHS Trusts (various) – Worcestershire, Cornwall, Manchester University NHS Foundation Trust, King's College Hospital, Liverpool University Hospitals (supported internships and employment films).

Liverpool Football Club (LFC) – Liverpool employers film.

Booker Flowers – Liverpool employers film.

Snakes and Ladders – Play Centre Assistant role in Hounslow Project SEARCH.

Green Corridor – All About Me resource.

College Park – “What Employers Want” resource.

Catcote Academy – Chip Cone Challenge; 20 Quid Challenge; Paper Bag Challenge employer-project resources.

Greenbank College – with Liverpool City Council supported employment film.

Regency High School – featured in Josh's Story (NHS employment).

West London College – Inclusive Apprenticeships film.

The Manchester College – partner in Manchester NHS supported internships.

Trafford College Group – partner in Manchester NHS supported internships.

Online Careers / Pathways Platforms

BBC Bitesize Careers – sector and job-profile content.

National Careers Service – job-profile and routes information.

CareerPilot – job-sector and progression information.

T Levels (Department for Education) – official T Levels website.

Careers Hubs, Local Authorities & Partnerships

We have drawn on SEND-adapted resources, activities and case studies from:

- East Sussex Careers Hub
- Inspiring Worcestershire / Worcestershire Careers Hub & Worcestershire LEP
- Black Country Careers Hub (Black Country Vocational Profile)
- Leicester Employment Hub
- Hull City Council
- Liverpool City Council
- Inclusive Worcestershire (including Inclusive Worcestershire Conference resources)
- Peterborough City Council
- Lambeth Council
- Shropshire Council
- Manchester University NHS Foundation Trust, The Manchester College & Trafford College Group
- DFN Project SEARCH sites including Bath RUH, Hounslow, Cornwall and other local partnerships
- EMCCA Connected Futures Partnership

National Programmes, Charities & Frameworks

We acknowledge the use of materials from:

- Barclays LifeSkills
- Scope
- National Citizen Service (NCS)
- Skills Builder Partnership (Skills Builder Universal Framework)
- Tycoon Enterprise Competition (Young Enterprise)
- DFN Project SEARCH and NDTi (National Development Team for Inclusion)
- BASE UK (British Association for Supported Employment)
- Mencap

Employers & Workplaces Featured in Case Studies

We reference case-study films and stories from a range of inclusive employers, including:

- Sainsbury's
- ROK Kitchen
- Gambado
- Bellrock
- Fair Shot Café
- The Archer Pub
- Hardwick Motors
- JD Wetherspoon
- Amazon
- PHS Group
- H2O Café, Malvern
- Royal United Hospitals Bath (RUH Bath)
- NHS Trusts in Worcestershire, Cornwall, Manchester and Liverpool
- Liverpool Football Club (LFC)
- Booker Flowers
- Snakes and Ladders and associated play centres

Schools, Colleges & Training Providers

We make use of examples and lesson materials developed by:

- Green Corridor
- College Park School
- Catcote Academy
- Greenbank College
- Regency High School
- West London College
- Specialist colleges listed via Natspec
- A range of local colleges, training providers and supported employment services referenced in the guidance

Online Careers & Pathways Platforms

- To support labour-market awareness and route planning we signpost and/or draw on content from:
 - BBC Bitesize Careers
 - National Careers Service
 - CareerPilot
 - Official T Levels website (Department for Education)
 - National apprenticeship explainer videos and related media

IncludED Careers Resources

- The equalex activities and tools are complemented by original materials created by IncludED Careers, including the equalex Resource Hub, “Two Jobs Two Journeys” worksheet, My Work Experience Before & After Reflection Passport, and other SEND-specific planning and reflection tools.

Implementation Checklist

Here are some ideas to get you started on implementing MSMF:

- Have you introduced MSMF to staff?
- Have you identified where it sits in your careers programme?
- Have you mapped delivery to EHCP / PfA outcomes?
- Do you have a plan for capturing evidence (Equalex tools, portfolios, reflection sheets)?

My Skills
My Future

