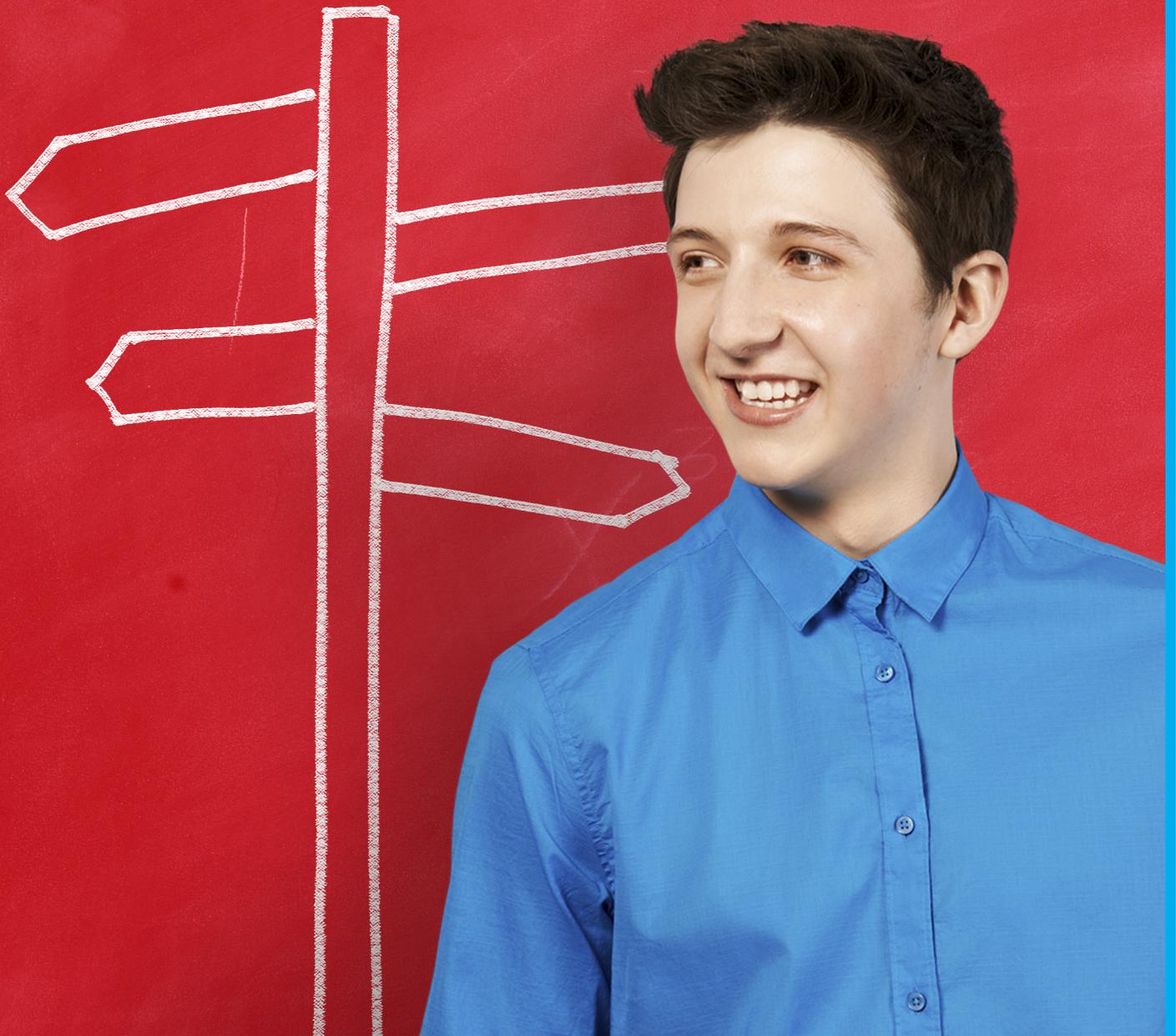


LifeSkills adapted for young  
people with special educational  
needs and disabilities

# Navigation guidance



LifeSkills created with Barclays have adapted a core set of existing lesson plans for young people with Special Educational Needs and Disabilities (SEND). The resources are designed to be flexible, so that teachers can adjust lesson length and activities to suit their students.

The lessons have been adapted for young people aged 14+ who have moderate learning difficulties. The content is appropriate for those who can expect a career outcome that includes further education, supported internships, apprenticeships, employment/supported employment or engaging in their own enterprise. However, this is a guideline and content may benefit young people who have other special educational needs.

The majority of young people with SEND, including those with high levels of need, are capable of sustainable paid employment with the right preparation and support\*. Preparation for employment is enhanced using relevant classroom-based careers resources delivered by school staff or employer volunteers.

Adaptation has been completed with the support of specialist careers provider Talentino, and tested with staff and students at several different special schools.

The National Development Team for Inclusion (NDTI) has also reviewed the content and offered the following statement:

“The NDTI welcomes the development of the SEND LifeSkills lesson plans which will support teachers to provide careers education for young people with learning difficulties. The lessons will enable such students to access high quality careers education which will help them to realise their aspirations, skills and abilities so they can become confident future employees.”

The lesson plans complement the requirements of the new National Careers Strategy and Statutory Guidance and support the delivery of the Gatsby Benchmarks.

### General guidance for delivery:

- If the class is mixed ability, teachers can use the original and adapted lesson plans simultaneously to allow for differentiated objectives
- Collectively, the ten lesson plans could form a ‘micro’ careers curriculum each of which can be repeated to embed learning

In addition, a selection of mainstream LifeSkills lesson plans contain guidance from The National Autistic Society for teachers to consider when delivering to young people with autism.

These lessons are:	
Building confidence and resilience	Recognising skills for success in the workplace
Personal impact	Recognising and building personal skills
Building my skills	CV skills lesson one: Writing a successful CV
CV skills lesson two: Fine-tuning your CV to stand out to employers	Tailoring your CV and using networks
Interview skills	Interview success
Networking skills	

\* DfE Careers guidance and access for education and training providers, January 2018  
[gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools](https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools)

# Adapted lesson overview

Lesson title	Objectives	Content focus	Adaptations from original content
<b>Enterprise skills and being creative</b>	<ul style="list-style-type: none"> <li>• Recognise that being enterprising is a combination of what you do and how you behave</li> <li>• Understand what enterprise skills look like in practice and identify what their own enterprise skills might be</li> <li>• Understand that being creative can help solve problems and that it can be fun</li> <li>• Prepare and/or deliver a presentation for the whole class using creative methods</li> </ul>	<ul style="list-style-type: none"> <li>• Being enterprising and enterprise skills</li> <li>• Being creative and creative skills</li> <li>• Problem solving presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Extended the time</li> <li>• Simplified content and reduced number of concepts covered</li> </ul>
<b>Exploring personal strengths for employment</b>	<ul style="list-style-type: none"> <li>• Identify their own strengths, interests and personalities</li> <li>• Demonstrate an understanding of how strengths, interests and personalities can help them find a career</li> </ul>	<ul style="list-style-type: none"> <li>• Star skills</li> <li>• Wheel of strength online tool * teachers should assess whether this is appropriate for their student group</li> </ul>	<ul style="list-style-type: none"> <li>• Approach simplified</li> </ul>
<b>Identifying workplace behaviours</b>	<ul style="list-style-type: none"> <li>• Recognise acceptable and unacceptable workplace behaviours</li> <li>• Identify some of the different ways we can communicate with others, including expressing information and receiving information</li> <li>• Recognise the difference between verbal communication and non-verbal body language</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace behaviour</li> <li>• What is communication?</li> <li>• Recognising body language</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time taken</li> <li>• Changed the mix of subjects</li> <li>• Included more interactive learning methods</li> </ul>
<b>Interview skills</b>	<ul style="list-style-type: none"> <li>• Understand that interviews help the employer and employee assess their match for one another</li> <li>• Practice applying the STAR method using some common interview questions</li> <li>• List some ways they can be prepared before an interview, including what to research and what to wear</li> </ul>	<ul style="list-style-type: none"> <li>• What is an interview?</li> <li>• What are the different types of interviews?</li> <li>• The STAR model – breaking down an answer to an interview question</li> <li>• Preparing for an interview</li> <li>• Practice interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time taken</li> <li>• Focus on two most relevant virtual interviews from the interactive tool</li> <li>• Approach simplified</li> </ul>
<b>Networking skills</b>	<ul style="list-style-type: none"> <li>• Understand that networking is a two-way process that builds relationships and allows people to help each other</li> <li>• List some dos and don'ts to help them network safely and effectively</li> <li>• Identify people who could form part of their network and identify what they could ask and what information they should share</li> </ul>	<ul style="list-style-type: none"> <li>• Networking skills</li> <li>• Who can help me</li> <li>• Creating a network map</li> </ul>	<ul style="list-style-type: none"> <li>• Minor adaptations, so ideal for a mixed ability class</li> </ul>

# Adapted lesson overview

Lesson title	Objectives	Content focus	Adaptations from original content
<b>Online reputation and social networking</b>	<ul style="list-style-type: none"> <li>Identify ways in which young people can create a positive or negative online reputation</li> <li>Understand how they can use social media to create an impression with potential employers</li> <li>Recognise some of the ways in which people could steal data and personal information and identify tips for protecting their personal information</li> </ul>	<ul style="list-style-type: none"> <li>Online reputation</li> <li>Positive digital footprint</li> <li>Using social media effectively and safely</li> </ul>	<ul style="list-style-type: none"> <li>Included guidance on delivering in line with individual school social media and safeguarding policies</li> </ul>
<b>Self confidence</b>	<ul style="list-style-type: none"> <li>Recognise that worrying is a normal part of overcoming challenges and identify some ways of overcoming worries</li> <li>Consider a past event in a new, more helpful way and identify how this changes their feelings about it</li> </ul>	<ul style="list-style-type: none"> <li>Overcoming challenges</li> <li>Thinking confidently</li> </ul>	<ul style="list-style-type: none"> <li>Extended time taken</li> <li>Extra pre-work on key words</li> <li>Omitted complex concepts</li> <li>Included more interactive learning methods and less writing</li> </ul>
<b>Skills lesson part one: Transferable skills</b>	<ul style="list-style-type: none"> <li>Identify which personal skills can be applied in life and work</li> <li>Identify techniques for increasing motivation and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Building resilience</li> <li>Staying positive</li> <li>Increasing independence skills</li> </ul>	<ul style="list-style-type: none"> <li>Reduced the number of skills</li> <li>Reduced abstract content and removed some content</li> </ul>
<b>Skills lesson part two: Building my skills</b>	<ul style="list-style-type: none"> <li>Understand the key skills that employers want from young people so they can do their job well</li> <li>Recognise how well they currently perform each skill, how to improve them, and how to demonstrate evidence when talking to employers</li> </ul>	<ul style="list-style-type: none"> <li>Recognising skills</li> <li>Improving skills and demonstrating them to employers</li> </ul>	<ul style="list-style-type: none"> <li>This lesson plan could be broken down into a set of shorter lessons each focusing on one skill</li> </ul>
<b>The journey to your career</b>	<ul style="list-style-type: none"> <li>Create a list of the main stages in their own transition to entering employment</li> <li>Identify the key decisions they need to make to reach employment and recognise the people, places and things that can help them</li> </ul>	<ul style="list-style-type: none"> <li>Career plan</li> <li>Who can help me</li> </ul>	<ul style="list-style-type: none"> <li>Minor adaptations, so ideal for a mixed ability class</li> </ul>