

Curriculum for Wales Guidance

Careers and Work-Related Experiences (CWRE)

Consultation response form

Your name: Grace Krause

Organisation (if applicable): Learning Disability Wales, on behalf of the Engage to Change Project.

Funded by the National Lottery Community Fund, Engage to Change sets out to find employment for young people with a learning disability, autistic spectrum disorders, or specific learning difficulties aged 16-25 in Wales. It uses a supported employment methodology and job coaching. Project partners are:

Learning Disability Wales, a national charity representing the learning disability sector in Wales. Learning Disability Wales works with people with a learning disability and their families, Welsh Government, local authorities, disabled people's organisations and the voluntary sector to create a better Wales for all people with a learning disability. Learning Disability Wales is the lead partner for the Engage to Change project.

Other project partners are: two supported employment agencies, Agoriad Cyf and Elite Supported Employment; and the National Centre for Mental Health (NCMH) at Cardiff University, our evaluation partners.

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Responses should be returned by **16 July 2021** to

Curriculum Realisation Unit
Curriculum and Assessment Division
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

e-mail: curriculumforwales@gov.wales

Respondent type (please select one from the following)

Child or young person	<input type="checkbox"/>	Employer/business representative	<input type="checkbox"/>
Parent/carer	<input type="checkbox"/>	Professional body/interest group	<input type="checkbox"/>
Schools governor or member of school management committee	<input type="checkbox"/>	Voluntary sector (community group, volunteer, self-help group, social or co-operative enterprise, religious, not for profit organisation)	<input checked="" type="checkbox"/>
Mainstream school practitioner (head, teacher, teaching assistant, etc.)	<input type="checkbox"/>	Regional consortium	<input type="checkbox"/>
EOTAS provider (PRU staff, independent school staff, other provider, etc.)	<input type="checkbox"/>	Local authority	<input type="checkbox"/>

Higher education (including universities/academic institutions)	<input type="checkbox"/>	Further education	<input type="checkbox"/>
Politician (Senedd member, county councillors, MP, etc.)	<input type="checkbox"/>	Other respondent group not listed above, please specify:	<input type="checkbox"/>
Lobbyist	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>

Are you responding as an individual or on behalf of a school, setting or organisation?

<input type="checkbox"/>	As an individual
<input checked="" type="checkbox"/>	On behalf of a school/setting/organisation

Question 1a – Is the published Curriculum for Wales guidance and this draft Curriculum for Wales guidance for Careers and Work-Related Experiences (CWRE) clearly aligned?

Yes (continue to question 2a)	<input type="checkbox"/>	No (route to question 1b)	<input type="checkbox"/>
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Question 1b – Please explain your answer

Question 2a – Does this draft guidance for CWRE sufficiently cater for the needs of all learners from the age of 3 to 16, including those who have additional learning needs when planning, designing, and delivering the curriculum and assessment in schools and other settings?

Yes (continue to question 3a)	<input type="checkbox"/>	No (go to question 2b)	<input checked="" type="checkbox"/>
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Question 2b – Please explain your answer.

The curriculum for Wales is clear that it should apply to all children, including those with additional learning needs. However, throughout this document it is not clear how it applies to disabled children. Only 6% of people with learning disabilities in the UK are in paid employment. Yet, we know from people with learning disabilities themselves that the vast majority of them want to work.

In their 2021 Manifesto All Wales People First write that: "It is important that employers in Wales create opportunities for people with learning disabilities. Many people with learning disabilities have succeeded in the workforce when reasonable adjustments have been made, such as easy read information in adverts and interviews, support to learn a job and paid

internships." (available here: <https://allwalespeople1st.co.uk/wp-content/uploads/2021/02/Manifesto-2021-Website.pdf>)

Schools are an important institution in enabling learners with learning disabilities to develop their aspirations and skills. Too often young people with learning disabilities are made to feel from an early age that they are less than others, that they deserve less and can achieve less than other children. In order to rectify this, disability issues have to be integrated into the teaching. One problem with this guidance is that it does not explicitly do that.

People with learning disabilities have the right to participate fully in society and that includes being given work related training and career experiences. The guidance should reflect that and obligate schools to give disabled children equal access to these opportunities.

From our focus groups we know that often the opportunities offered to learners with learning disabilities and neurodiverse learners are very limited. These learners have the right to experience different workplaces and decide what area of work is right for them. This means that schools working with disabled learners must do more to offer them suitable and diverse work experiences. Providing suitable support for them to find work placement and to learn on the job is necessary to enable this. This is usually the support of a trained Job Coach.

The curriculum mentions various skills that students develop (pages 5-6). It is important that children and young people are taught about the social model of disability and about the way that the social model applies to the workplace. It is also important that children and young people are not only prepared for the world of work but also that they have the right to reasonable adjustments to ensure jobs are made to fit them. Schools should be working with employers, Careers Wales and other organisations to facilitate learning on all sides.

Careers Wales needs to engage with a wider range of stakeholders to make sure children with ALN are given support. They must also work with employers to make sure the jobs are made right for the students, not just the other way around.

Question 3a – Does this draft guidance contextualise the CWRE learning to help schools and other settings when planning, designing, and implementing curriculum and assessment for learners?

Yes (continue to question 4a)	<input type="checkbox"/>	No (go to question 3b)	<input checked="" type="checkbox"/>
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Question 3b – Please explain your answer

The consultation mentions several organisations and stakeholders relevant to enabling students to have work related experiences. We believe that there should be more organisations that are obligated to follow this code. Welsh Government should also integrate Third Sector organisations here, specifically those that offer support to disabled people in the workplace. This should be reflected in the illustration on page 4.

Question 4a – Does this draft guidance provide clear information outlining who should be responsible for different aspects of the design and implementation of CWRE learning in the curriculum in schools and other settings?

Yes (continue to question 5a)	<input type="checkbox"/>	No (go to question 4b)	<input type="checkbox"/>
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Question 4b – Please explain your answer

As in other areas in the Curriculum in Wales, funding is important here. When it comes to work related experience (page 12), funding for support both within work experience settings (such as job Coaches) and for independent travel training are important. Particularly in North and Mid Wales where geographic factors are an obstacle to people with learning disabilities entering the workplace and therefore it is important that transport and travel training are integrated into work related experience.

In the LDW focus group we have heard how for some families with children with additional learning needs face a postcode lottery when it comes to accessing work related experience and funding for opportunities is

furthermore not consistent over time with programmes that offer young people opportunities to experience the workplace.

In keeping with the social model of disability it is also important to point out that one key reason that people with a learning disability struggle to gain or maintain employment is that employers do not offer the right reasonable adjustments. Schools should work with employers during work experiences to give person centred support to their students.

We urge Welsh Government to look specifically into supported employment and how it can be integrated into the curriculum to make sure that young people with learning disabilities get a fair shot. Supported employment agencies can offer specialist support to find, get, and learn in the work placement that can make sure learners have a positive first experience within the world of work that will set them up for the future. We also suggest Careers Wales explores closer cooperation with NHS Wales in order to provide meaningful work experience placements for pupils with additional learning needs. (More information on what such partnerships could look like can be found in our position paper: How can public sector employers like the NHS help people with a learning disability or autism get jobs? available here: <http://www.engagetochange.org.uk/article/how-can-public-sector-employers-like-the-nhs-help-people-with-a-learning-disability-or-autism-get-jobs/>)

Question 5a – Does this draft guidance support and help schools and other settings to integrate CWRE learning when planning, designing, and implementing curriculum and assessment for learners?

Yes (continue to question 6)	<input type="checkbox"/>	No (go to question 5b)	<input checked="" type="checkbox"/>
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Question 5b – Please explain your answer.

Question 6 – Which aspects, if any, of this guidance do you feel are most helpful?

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Question 7a – Are there any aspects of this guidance that you feel are too prescriptive?

Yes (continue to question 7b)	<input type="checkbox"/>	No (go to question 8a)	<input type="checkbox"/>
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Question 7b – If yes, please explain your answer.

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Question 8a – Are there any aspects of this guidance that you feel are not detailed enough?

Yes (continue to question 8b)	<input type="checkbox"/>	No (go to question 9)	<input type="checkbox"/>
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Question 8b – If yes, please explain your answer.

<p>There are a few concrete changes we would suggest to the guidance.</p> <p>Page 5: “Applying these skills to their own career pathway supports learners to better understand the correlation between risk and reward, and how this impacts their experience of the world of work”. The use of “risk” is unclear here. Maybe it would be more appropriate to encourage students to grow and move out of their comfort zone.</p> <p>Page 5: Personal effectiveness</p> <p>The definition of personal effectiveness needs to be widened and needs to be more person focused. In the experience of our project delivery partners, people with learning disabilities understanding their own skills and</p>
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how to improve their personal effectiveness in an appropriate and inclusive way is vital in succeeding in the workplace. The guidance should thus reflect a more person centred approach.

Page 5 Numeracy

This could be more concrete in what “applying numeracy skills” actually means.

Page 9 Vision

The guidance says that “Schools and settings should establish their vision to support progression in CWRE learning. This should include key priorities for learning, career planning, successful transitions, and engagement beyond the school or setting.”

Welsh Government should be more prescriptive in what this vision should be, making it clear that schools are expected to work towards this vision and create opportunities for all learners. Schools should also have to outline their vision on how to support students with additional learning needs specifically.

There could be a need for development goals, such as a phased process for introducing CWRE topics across the curriculum and professional learning for practitioners.

Page 10 Evaluation

The section on evaluation is not concrete enough. How are schools going to be held to account and by what criteria are they going to be evaluated? Furthermore it is not clear who is going to perform evaluations and what authority they will have.

Question 9 – Do you have any further points to make specifically in relation to this draft Curriculum for Wales guidance for CWRE or is there any additional information that you think should be included?

Question 10 – We would like to know your views on the effects that the draft Curriculum for Wales guidance for CWRE would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Question 11 – Please also explain how you believe the draft Curriculum for Wales guidance for CWRE could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Question 12 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: