

EQUALEX AUDIT

Equalex - Introduce & Inspire			 I could do
Coordinate short, SEND-friendly workplace talks or tours (in person or virtual) that are structured, visual, and accessible for learners with SEND.			
Plan encounters that showcase a wide range of job roles, helping learners understand that organisations include many behind-the-scenes and support roles, not just front-line jobs.			
Use visuals, props, and photos to help learners understand different workplace environments before or after encounters.			
Integrate “Day in the Life” video clips or photo stories into lessons to prepare learners for employer encounters or to reinforce learning afterwards.			
Organise ‘Meet the Team’ style sessions to help learners explore how different departments work together within one organisation.			
Use video walkthroughs of workplaces (warehouse, office, shop floor) to reduce anxiety and build familiarity ahead of visits.			
Create simple matching activities (tools → job roles) to help learners link tasks and equipment to real jobs.			

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Facilitate interactive sessions that explicitly connect essential skills (e.g. teamwork, listening, problem-solving) to real job examples.			
Deliver skills-based workshops such as problem-solving challenges or communication role-plays linked to workplace scenarios.			
Run “Guess the Skill” challenges to help learners identify which skills are used in different jobs (e.g. chef, cleaner, administrator).			
Support mock skills audits or self-assessments using Skills Builder icons or simplified frameworks to build self-awareness.			
Embed personal career stories from diverse role models to show varied routes into work and progression over time.			
Highlight non-traditional pathways such as apprenticeships, supported employment, traineeships, and volunteering.			
Invite role models with lived experience of SEND or barriers to help learners see themselves reflected in future pathways.			

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Facilitate myth-busting and stereotype-challenging discussions to broaden aspirations and challenge assumptions about who can do certain jobs.			
Preferences & Fit sessions - Support learners to explore which workplaces or roles would and would not suit them, and why.			
Language of Work - Introduce and explain common workplace language and expectations (e.g. shift, rota, supervisor, deadline).			
Accessibility & Adjustments Awareness - Help learners understand that workplaces can make reasonable adjustments and that support looks different for different people.			
Early Aspirations Capture - Create opportunities for learners to talk about or record early career ideas, even if these change later.			
Family / Carer Career Influence - Acknowledge and explore how family, carers, and community influence learners' views of work.			
Repeated Exposure - Ensure learners experience multiple, varied employer encounters rather than one-off activities.			

Equalex - Investigate & Explore			 I could do
Design employer-linked challenges or projects that reflect real workplace problems, such as mini-enterprise activities (e.g. designing a product, service, or menu).			
Plan employer visits with role rotation, ensuring learners experience different tasks and receive structured feedback on teamwork, communication, and problem-solving.			
Coordinate supported taster activities that allow learners to practise workplace skills in a low-pressure, supported way.			
Facilitate job shadowing or short workplace tasters, with clear roles, timings, and reflection prompts for learners.			
Organise guided workplace tours with built-in Q&A, helping learners understand environments, routines, and expectations.			
Include learners in careers speed-networking activities, with structured questions and visual supports where needed.			

Equalex - Investigate & Explore			 I could do
Use employer case studies or “Day in the Life” resources within lessons to explore roles, tasks, and progression.			
Run interactive ‘Team Roles’ activities, where learners identify who does what within an organisation and how roles work together.			
Support the use of short staff interviews or videos, focusing on daily tasks, skills used, and workplace routines.			
Embed discussions about future skills needs within different sectors to help learners understand changing job demands.			
Link employer engagement to curriculum projects in growth industries such as green energy, logistics, or digital roles.			
Share local Labour Market Information (LMI) in accessible formats, using visuals and examples to highlight jobs and sectors growing in the local area.			
Skills Evidence Capture - Support learners to record or evidence the skills they used during activities (e.g. photos, short reflections, skills checklists).			

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Remote & Digital Working Skills - Provide opportunities for learners to practise essential skills in remote or digital working contexts (e.g. online meetings, virtual collaboration, digital communication).			
Role Preference & Fit - Help learners reflect on which roles or responsibilities they enjoyed, found challenging, or would like to explore further.			
Pathway Comparison - Support learners to compare different employment pathways (e.g. apprenticeship vs supported internship) and discuss what support each might involve.			
Local Employer Mapping - Map local employers or sectors to learning activities so learners can see how exploration links to real opportunities in their area.			

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Equalex - Apply and Demonstrate			 I could do
Coordinate supported work placements, internships, or job sampling, ensuring appropriate preparation, support, and reasonable adjustments are in place.			
Build in structured feedback opportunities so learners receive clear, accessible feedback on their workplace skills and behaviours.			
Support learners to reflect on placements and identify next steps, linking experiences to aspirations, skills development, and progression pathways.			
Organise mock recruitment activities such as interviews or assessment centre tasks to build confidence and understanding of recruitment processes.			
Facilitate review meetings or feedback sessions with learners, employers, and key staff to reinforce learning and address support needs.			
Recognise participation and achievement through certificates or accreditation aligned to skills or employability frameworks.			

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Enable learners to compare different experiences and discuss preferences around roles, environments, and support needs.			
Use real examples of reasonable adjustments and inclusive hiring practices to build understanding of workplace inclusion and rights.			
Complete and review Workplace Feedback Sheets that identify learner strengths, areas for development, and agreed actions.			
Plan reflection and celebration activities post-placement, allowing learners to share experiences, recognise progress, and celebrate success.			
Evidence for Employers - Support learners to practise explaining their placement experiences, skills, and achievements in employer-friendly language (e.g. short summaries, profiles, or presentations).			

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Stereotype Reflection – Support learners to reflect on how workplace experiences have challenged assumptions or stereotypes about jobs, roles, or who can succeed.			
Decision-Making Capture – Help learners identify what decisions they are now more confident making as a result of their experiences (e.g. preferred roles, environments, pathways).			
Progress Over Time – Support learners to compare early experiences with later placements or activities, recognising growth in confidence, skills, and independence.			
Transition Planning – Explicitly link workplace experiences to next steps such as courses, supported internships, apprenticeships, or employment plans.			