



What if?

The everyday experiences already happening in your school were intentionally building meaningful careers learning and shaping every young person's future?

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Creating Progressive, Sequenced Learning Outcomes in SEND Careers Programmes

Inclusion Summit 2026

John Hooper

Michelle Billington

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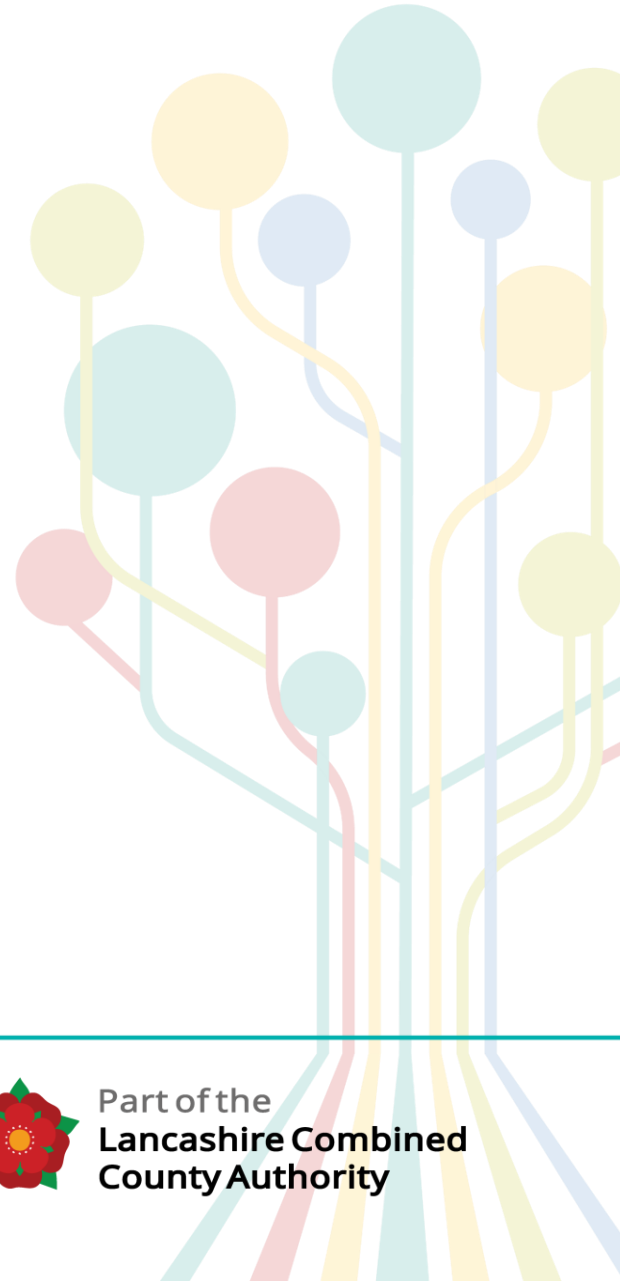


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Meet Lisa

- Works in the school shop from Year 7 to Year 10
- Same provision. Different learning.





What SEND schools already do well

- Rich, meaningful provision
- Careers delivered across the curriculum
- Strong Preparation for Adulthood
- Authentic work environments

The challenge is articulation, not activity

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Gatsby Benchmark 1

Big picture vs classroom reality

- Stable, structured, progressive programme
- Clear long-term learning intent
- Sequenced appropriately for SEND pathways
- Planned, not accidental
- In force from September 2025

[equalex for SEND: Resources from IncludedED Careers | CEC Resource Directory](#)

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Intent

vs

delivery

Programme learning outcomes

- Whole-school level
- Long-term intent
- Benchmark 1

Session / activity learning outcomes

- What teachers and TAs deliver
- What changes this year
- What staff observe

Progress lives in classrooms

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Why focus on Benchmarks 5, 6 and 7?

- Employer encounters
- Experiences of workplaces
- Post 16/18, training and pathways

Rich experiences need sequenced learning





Benchmark 6 in SEND settings

- Includes school-based work environments
- Includes supported routines
- Includes repeated experiences
- Consistent with the Equalex framework, which is being developed for SEND settings

What matters is the learning, not the location

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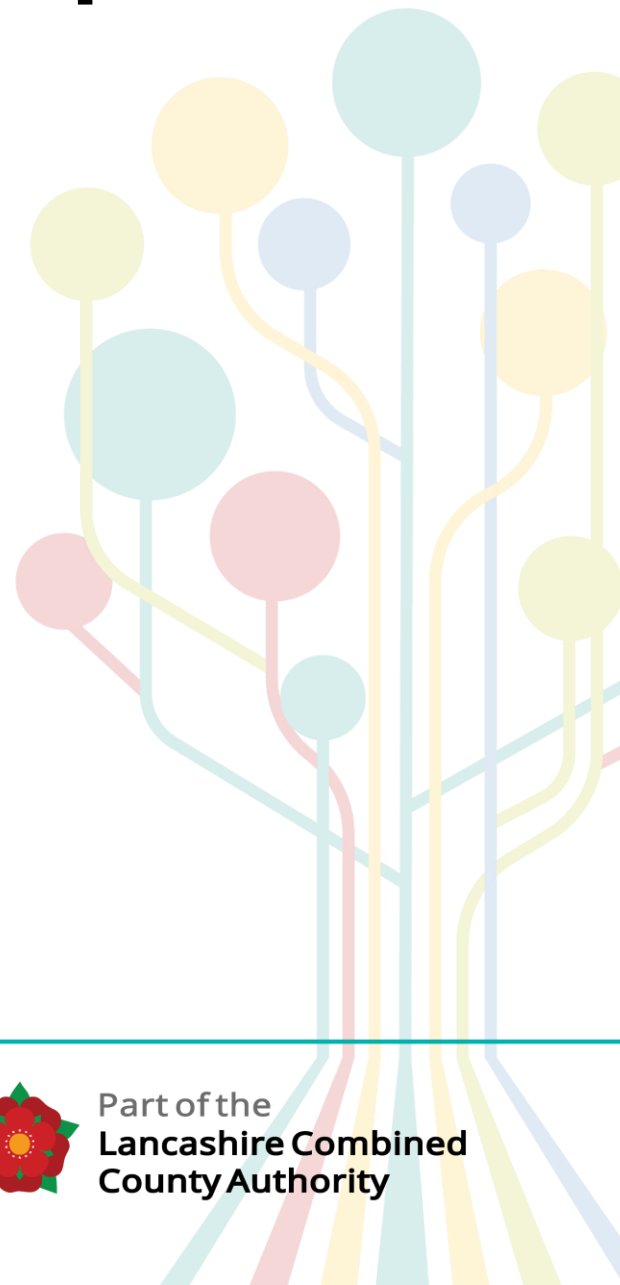
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Benchmark 6 worked example

Lisa: Year 7

- Recognises the shop as a workplace
- Identifies roles with adult support
- Follows a simple routine

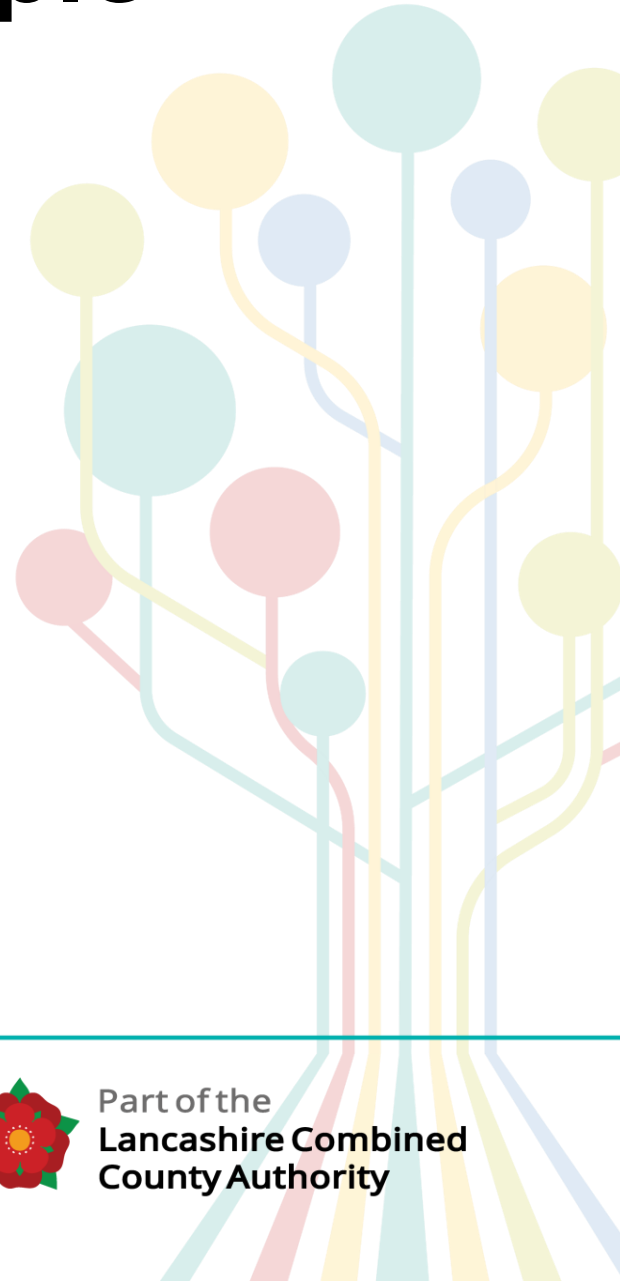




Benchmark 6 worked example

Lisa: Year 10

- Increased independence with tasks
- Explains why rules matter
- Reflects on skills for future work





What actually changed?

What actually changed?

- Clear learning outcomes
- Sequenced outcomes
- Shared language across staff

Aim for clarity, not more provision

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How to write progressive learning outcomes in SEND schools

Learners may work within the same band for a long time and still make meaningful, evidencable progress.



Different ways learners show increasing thinking and independence

***Progression in SEND = Clearer understanding +
Increasing independence + Reduced support***

SEND learning focus	SEND-appropriate action verbs
Remember / Recognise	Point to, match, find, name, copy, choose from options, listen to
Understand	Show you know, explain using pictures, answer yes/no, sort with support, say what it is, demonstrate
Apply / Try	Have a go, practise, role-play, follow a routine, use equipment, take part
Sort / Compare	Sort, group, spot differences, match up, put in order, compare with help
Choose / Decide	Choose, pick between options, say which one, give a reason, decide with help
Plan / Prepare	Help plan, get ready, practise for, collect items, take steps with support

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SEND Action Verbs

SEND learning focus	What learners can do	SEND-appropriate action verbs	Careers examples
Remember / Recognise	Show awareness	Point to, match, find, name, copy, choose from options, listen to	Recognise job pictures, match tools to jobs, name people who help with careers
Understand	Show meaning	Show you know, explain using pictures, answer yes/no, sort with support, say what it is, demonstrate	Show what a workplace is for, sort jobs into indoor / outdoor
Apply / Try	Take part	Have a go, practise, role-play, follow a routine, use equipment, take part	Role-play a workplace task, practise being on time, follow a work routine
Sort / Compare	Notice difference	Sort, group, spot differences, match up, put in order, compare with help	Sort jobs by uniform / no uniform, compare school learning with work
Choose / Decide	Express preference	Choose, pick between options, say which one, give a reason, decide with help	Choose a preferred job activity, decide which visit they enjoyed most
Plan / Prepare	Get ready	Help plan, get ready, practise for, collect items, take steps with support	Prepare questions for a visitor, practise interview answers, plan next steps



Benchmark 7 – Building Readiness Over Time

Learners will learn about different post-school pathways, develop understanding and preferences through repeated, supported encounters, and apply learning by preparing for appropriate next steps.

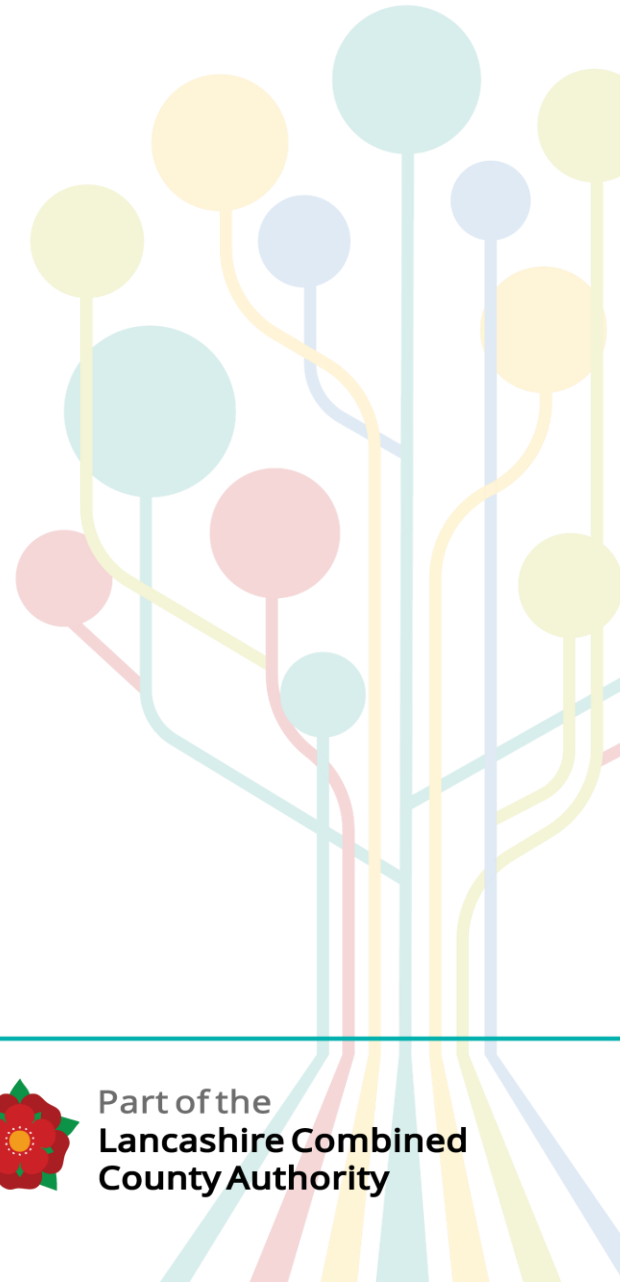
Awareness → Understanding → Informed, supported choice

This is not about early decisions.
It is about building readiness — year by year.



Benchmark 7 – Programme Outcomes

Year group	Sequenced learning outcomes
Year 7	Learners will learn that education and training continue after school by recognising different post-school settings.
Year 8	Learners will develop understanding of what different education and training providers are for by sorting and describing options.
Year 9	Learners will develop understanding through participation in supported encounters and begin to compare post-school options.
Year 10	Learners will develop preferences by choosing between post-school options and giving simple reasons for choices.
Year 11	Learners will apply their learning by preparing for their next provision through supported planning and transition activities.





Sequencing Benchmark 7 in SEND settings

Encounters with Further Education, Training and Post-School Pathways

Year group	SEND Bloom's focus	Learner experiences (BM7)	Progressive learning outcomes	What progress looks like
Year 7	Remember / Recognise	Pictures, videos, simple stories about college, training and post-school learning	• Recognise that learning continues after school • Identify different post-school places from images	Learner can point to or select post-school options with support
Year 8	Understand	Supported virtual visits, visits in school, simplified provider encounters	• Show what colleges or training providers are for • Sort post-school options into simple groups	Learner explains purpose using words, symbols or pictures
Year 9	Apply / Try Sort / Compare	Supported visits to providers, follow routines during encounters	• Take part appropriately in provider encounters • Compare two settings with support	Learner follows visit routines and notices similarities or differences
Year 10	Choose / Decide	Repeated encounters with similar providers, targeted pathway experiences	• Choose a preferred type of post-school setting • Give a simple reason for a choice	Learner expresses preference consistently and begins to justify choices
Year 11	Plan / Prepare	Transition visits, interviews, taster days, supported applications	• Prepare for next provision with support • Take part in transition planning activities	Learner shows readiness through preparation, practice and reduced support



Benchmark 5 – Employer Encounters

Same sequencing logic applies.

Early learning: Recognise different jobs and roles

Developing: Compare roles and workplaces

Later learning: Identify preferences and give reasons

The encounter is the experience.

The learning outcome is what changes.

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Employers supporting SEND careers learning

“What do you want learners to gain from this encounter?”

Before

- Know the learning outcomes
- Understand what learners should gain

During

- Use clear, consistent language
- Explain why routines matter

After

- Support reflection
- Reinforce key learning
- Be open to repeat visits

Consistent employer engagement supports **planned learning, clear progression and meaningful impact** for learners



Table Discussion

1. What does progression look like for your learners?
2. How do you agree and adapt outcomes for your learners?
3. How do you communicate learning outcomes to learners, class teachers, employers?
4. How do staff use careers learning outcomes day-to-day?
5. How do learners evidence their careers learning?
6. How can learning outcomes be reinforced through encounters and employer engagement.





SEND School Spotlight – Panel Q&A

Toby Carpenter: Ridgewood Community High School, Burnley

- How did you map sequenced, progressive careers learning outcomes across year groups?
- How have you built clarity and progression?
- How do you agree and adapt outcomes for your learners?
- How do you communicate learning outcomes to learners, class teachers, employers?
- How do students evidence their careers learning (e.g., reflection)?
- How do learning outcomes support inclusive practice?
- How can learning outcomes be reinforced through encounters and employer engagement.

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Thank you and your next steps

For school staff and careers leaders:

Look at one benchmark. Where is the learning already happening? Is there one experience you already have that could become a deliberate careers learning moment? Where could progression be more clearly defined?

For employers and business volunteers:

Ask the school: what do you want learners to gain from this encounter? That one question changes everything.
Is there an opportunity to make progression more clearly defined?



Now, What if?

The everyday experiences already happening in your school were **intentionally connected and built on year by year**, how might that change young people's careers learning and future choices?





Useful Links

- [Lancashire Careers Hub](#)
- [Equalex for SEND](#)
- [Gatsby Benchmark Toolkit](#): Schools, Special Schools and AP
- [IncludEd](#): SEND-specific careers resources and tools
- [CDI Career Development Framework](#); learning outcomes framework referenced in DfE statutory guidance

