

## Transition to adulthood webinars: Employment routes script

### Slide 1

Hello and welcome to the employment routes session of the Autism and transition to adulthood webinars. These webinars are brought to you by the Greater Manchester Autism Consortium part of The National Autistic society.

### Slide 2

This is an introduction to different employment routes for autistic young people and we will cover the following:

- What different qualification level mean
- Traineeships, Apprenticeships and Supported Internships.....What is the difference?
- Example routes to employment
- And useful links

### Slides 3 & 4

What qualification levels mean

In England, Wales and Northern Ireland there are 9 qualification levels

*\*see slide to read each level*

### Slide 5

Traineeships, Apprenticeships and Supported Internships.....What is the difference?

The next slide will give an overview of each of these as well as provide information on who can apply and whether it is paid or unpaid.

### Slide 6

*\*see slide to read each option*

### Slide 7

You can get support in work if you have a disability or health condition through the Government's Access to Work scheme.

#### Overview

If you're disabled, autistic or have a physical or mental health condition that makes it hard for you to do your job, you can:

- Talk to your employer about changes they must make in your workplace
- Get extra help from Access to Work, including mental health support

#### Talk to your employer about changes they must make in your workplace

Your employer must make certain changes (known as 'reasonable adjustments') to make sure you're not substantially disadvantaged when doing your job. These could include changing your working hours or providing equipment to help you do your job.

You should talk to your employer about reasonable adjustments before you apply for Access to Work.

Employers must make reasonable adjustments to make sure workers with disabilities, or physical or mental health conditions, are not substantially disadvantaged when doing their jobs.

This applies to all workers, including trainees, apprentices, contract workers and business partners.

Reasonable adjustments include:

- [changing the recruitment process](#) so a candidate can be considered for a job
- doing things another way, such as allowing someone with social anxiety disorder to have their own desk instead of hot-desking
- making physical changes to the workplace, like installing a ramp for a wheelchair user or an audio-visual fire alarm for a deaf person
- letting a disabled person work somewhere else, such as on the ground floor for a wheelchair user
- changing their equipment, for instance providing a special keyboard if they have arthritis
- allowing employees who become disabled to make a phased return to work, including flexible hours or part-time working
- offering employees training opportunities, recreation and refreshment facilities

## Slide 8

### Get help from Access to Work

If the help you need at work is not covered by your employer making reasonable adjustments, you may be able to get help from Access to Work.

You need to have a paid job, or be about to start or return to one. This includes; self-employment, apprenticeships, internships, trial or work experiences.

You'll be offered support based on your needs, which may include a grant to help cover the costs of practical support in the workplace. Your workplace can include your home if you work from there some or all of the time.

An Access to Work grant can pay for:

- Special equipment, adaptations or support worker services to help you do things like answer the phone or go to meetings
- Help getting to and from work

You might not get a grant if you already get certain benefits.

The money does not have to be paid back and will not affect your other benefits.

To find out more visit: <https://www.gov.uk/access-to-work>

You can find this link in the useful links section at the end of this PowerPoint too.

## Slide 9

Next we will look at different routes to employment. The key pathways are:

- College
- Work experience
- University
- Start your own business
- Supported Employment
- Apprenticeship

- Traineeship
- Supported Internship
- Volunteering
- Going straight into employment from school or collage

The route your young person takes will be influenced by various factors such as, their learning style, some people are more practical learners and prefer to learn by doing, where as some people are more academic and prefer to learn through study. How much additional support the person may require and whether or not they have a learning disability or additional needs as well as their autism may also influence their choice of route.

In the following slides we will use a case example and map out different routes for the young person to reach their employment goal.

### **Slides 10 - 14**

In our examples Emily is 16 years old and her goal is to work with animals.

On slides 10 to 14 you will see the different routes she could take to reach this goal.

*\*see slides to read each route*

If your young person is unsure of which route would be best suited to them you can speak to the staff at their school or seek advice from a careers service. There are links on the last side of this presentation to useful websites where you can find more information.

### **Slide 15**

Useful links

<https://www.autism.org.uk/what-we-do/employment>

<https://www.gov.uk/browse/education>

<https://www.gov.uk/access-to-work>

<https://www.preparingforadulthood.org.uk/downloads/employment>

<https://www.gov.uk/access-to-work>