



Cofinanciado por el  
programa Erasmus+  
de la Unión Europea

Progression from school to adulthood in SEN



# CASE STUDIES SESSION

## 24<sup>th</sup> February 2021

VERGE DE LA CINTA  
Special School  
MERCÈ PLA FOUNDATION



**1**

**16-19**

**2**

**Post 19**

**3**

**Adult life**

**4**

**Eramus+ project**



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## Progression from school to adulthood in SEN



1

16-19

# How is laboral integration managed from the special schools?

- ❖ Gradual removal of supports during internship:
  - Phase 1: internship at the school office
  - Phase 2: other Foundation services
  - Phase 3: school canteens
  - Phase 4: ordinary employment
    - Awareness and search for internship companies
    - Development of working experience
    - [Business guidance report](#)

# How is laboral integration managed from the special schools?

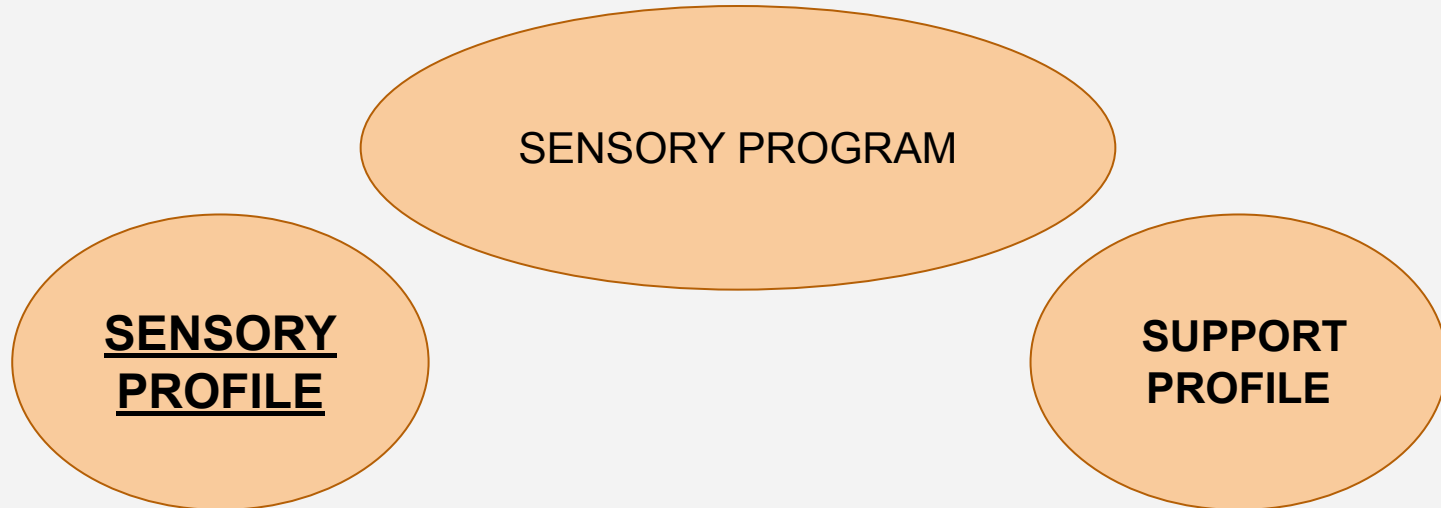


## Student guidance

- Training guidance
  - Training for people with SEN under 21
  - Vocational training for people over 16
  - Training and guidance services to support vulnerable groups
  - Skills qualification: certificates of professionalism (Department for Work)
  
- Career counselling
  - Sheltered employment
  - Ordinary job
  - Self-employment



What support/opportunities exist for people between 16-19 who are unable to work or participate in occupational activities, people with more sensory needs or behavioural disorders? What barriers do they face?



## How are the users experience evaluated in 16-19 programmes?

### IPT

Personal  
Itinerary of  
Transition to  
Adulthood

### PI

Individualized  
Education  
Program

### IPI

Work  
Insertion  
Report



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2

Post 19

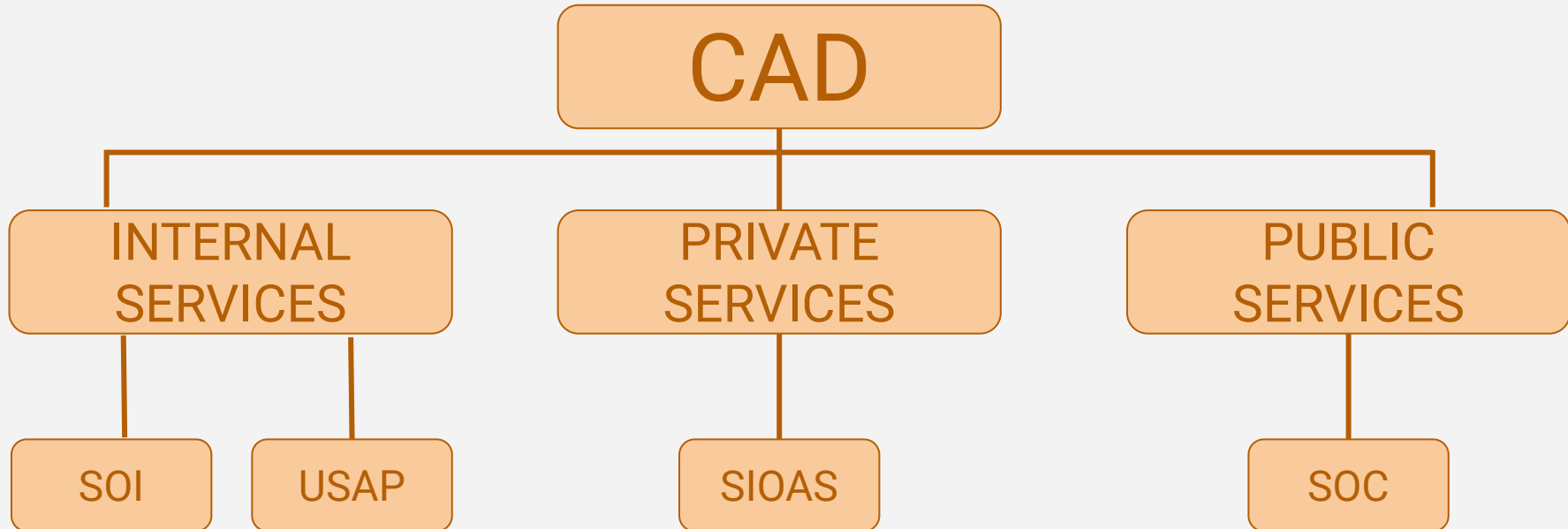




**What support/opportunities exist for people older than 19 who are unable to work or participate in occupational activities, people with more sensory needs or behavioural disorders? What barriers do they face?**

- ❖ The same program until 21 years old.
- ❖ Occupational center.
- ❖ The same barriers.

What orientation or integration services are available after 19 years of age? If there are do you have statistics showing the use of these services?





# How is the users experience evaluated in post 19 programmes?

There are no differences in this age group with respect to what was established at the 16-19 stage. In Catalonia, the real leap to adulthood for people with IDD in specific training programmes takes place at 21 (maximum age for enrolment in some specific training programmes for this group).

3

**Adult life**

Are there laws to guarantee the right to work for people with disabilities? What is the central government's position on this?

### **Rights of people with disability**

- ❖ Charter of Fundamental Rights of the European Union
- ❖ Declaration of Madrid
- ❖ International Convention on the Rights of Persons with Disabilities
- ❖ European Disability Forum
- ❖ Catalan Committee of Representatives of People with Disabilities (COCARMI)

### Are there grants and incentives?

- ❖ In relation to the General Disability Law
- ❖ Civil service exam specifically for people with disabilities
- ❖ Incentives for the hiring of disabled people such as reduced contributions.

4

**Erasmus + Project**

# What would be the best way to practically demonstrate the content of this project?

- ❖ Explore the 14-19 careers curriculum and its links to other key curriculum areas in schools in both countries
- ❖ Share practice and review procedures on following topics:
  - how SEN pupils are prepared for the world of work in the 14-19 curriculum
  - practical strategies used to engage employers and provide work experience
  - strategies used to improve the resilience of 14-19 learners to adapt to the needs of the world of work
  - examples of success



**THANK YOU**

