



Greenbank

EMPLOYER TOOLKIT



Table Of Content



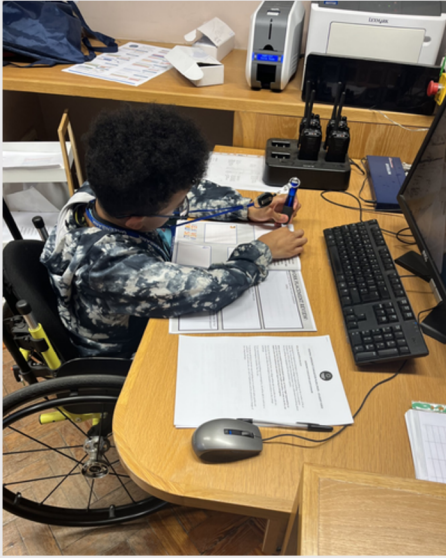
.

- 1 Welcome and Introduction
- 2 The work experience offer
- 3 Facts and Statistics
- 4 Training Opportunities and helpful resources
- 5 Communication Types
- 6 Behaviour and conduct at work
- 7 Sensitivity to Stimuli
- 8 Reasonable Adjustments
- 9 Thank you and Welcome!
- 10 Contact Information

Introduction

Welcome to the Employer Work Experience Toolkit

This toolkit provides employers with all the information, guidance and support needed to confidently host a successful work experience placement for learners with SEND.



Welcome to the Greenbank Employer Toolkit, and thank you for supporting our learners through work experience placements. This toolkit provides practical guidance for employers hosting learners with SEND, helping to ensure a positive and meaningful placement for both the student and your team.

Our learners have a range of special educational needs and disabilities, each bringing unique skills and potential to the workplace. We provide support at every stage, including guidance on tasks, communication strategies, and reasonable adjustments.

Thank you for partnering with us to create inclusive opportunities that make a real difference to our learners' futures.

**Should you have any questions or require further support, please contact the work experience coordinator:
sophie.preece@greenbank.org.uk
0151 733 7255**

The work experience offer

To support our achievement of Gatsby Benchmarks 5 and 6, we are committed to ensuring that our learners have meaningful encounters with employers and hands-on experiences of the workplace through industry visits (WOW Days), Meet the Professional talks and work placements.

Work placement is an immersive experience which enables students to visualise the world of work, explore different job roles and develop opportunity awareness.

All employer partners are featured in our work placement catalogue. Learners can request a copy of our Work Placement Brochure from Sophie and complete a placement application form, specifying their top 3 employer/job role preferences. Learners will then be invited for an interview and matched with an employer.

The year 24/25 saw an increase of 154% on the previous year in the number of placements completed by students. These placements form an integral part of students' personal and professional development, providing valuable real-world experience aligned with their individual learning goals and career aspirations. There are a variety of work placement opportunities on offer to suit the individual needs of our learners including external work placements, internal work placements and student ambassador opportunities.



Facts and Statistics

**11 MILLION
PEOPLE**

IN THE UK ARE LIVING WITH A DISABILITY
SOURCE: OFFICE FOR DISABILITY ISSUES



JUST 6%

OF PEOPLE WITH A LEARNING DISABILITY
ARE IN PAID EMPLOYMENT

SOURCE: MENCAP



**MORE THAN
65%**

OF PEOPLE WITH A DISABILITY WANT TO
AND ARE ABLE TO WORK

SOURCE: HM GOVERNMENT, VALUING EMPLOYMENT NOW



1 IN 50

PEOPLE IN THE UK HAVE A LEARNING
DISABILITY

SOURCE: MENCAP

Training Opportunities and helpful resources

Accessible Communication

Created by the Percy Hedley Foundation Student, adult learners and Gardiner Richardson.

<https://www.percyhedley.org.uk/wp-content/uploads/2025/09/Accessible-Communication-Document-last-updated-8.9.25.pdf>

This is an accessibility-and-inclusion guide for communications: a resource that helps people and organisations produce content in ways that don't exclude people who have difficulties with communication, reading, sensory processing, learning disabilities.

BASE (British Association for Supported Employment)

<https://www.base-uk.org/page/About-Supported-Employment>

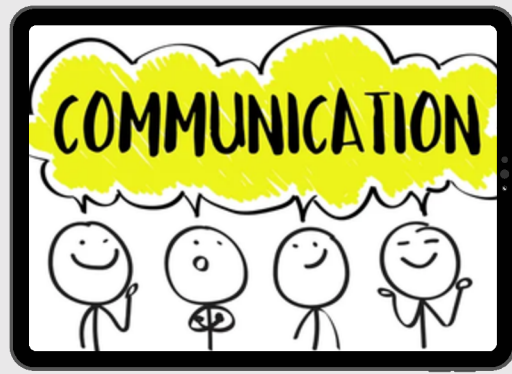
Their evidence-based framework which has been used successfully used for decades to support Disabled people, particularly those with a Learning Disability and or Autism into paid employment. The Supported Employment model is underpinned by a set of clear values, that ensure people are supported into good quality careers, whilst also meeting the workforce development needs of business, creating positives experiences for all. It's sometimes referred to as the "Place, Train and Maintain " model

Jamescape: Disability Confident Consulting Offer

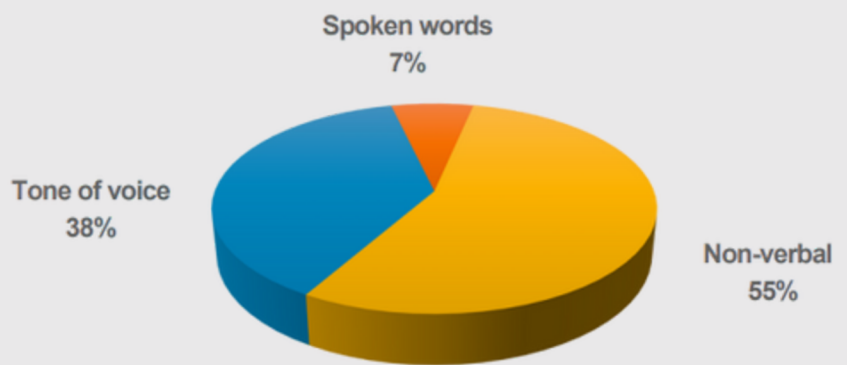
<https://jamescape.notion.site/dc-consulting>

Jamescape is a software development and digital-services company based in Liverpool. Through their consultancy services, they support organisations in becoming more inclusive by helping them achieve Disability Confident status. Their guidance covers accessible recruitment practices, workplace adjustments, and strategies to create a more supportive environment for disabled and neurodiverse employees.

Communication Types



Communication is more than just spoken words! It is suggested that only 7% of communication is actually spoken words – everything else is communicated through our body language or tone of voice.



A number of our students may present with social and communication difficulties, therefore In order to be better understood, it is important we work with a 'total communication' approach.

When working with someone who has communication needs, take time to understand the best way to communicate things. Some simple adjustments to how we communicate can have a huge impact on how successful someone is at their job. Some examples might include: Instead of verbally explaining a task, model the task – show them how to do it first, so they can copy.

Many people remember how to do something more effectively when they physically do it. If you can't physically model for someone, make use of pre-recorded videos. This way the employee can watch the video back as a reminder.

When giving verbal instructions, consider if you can also provide written instructions. Having something to refer to can be very helpful. When giving feedback, provide this in writing too, if possible. Also make it clear when you are happy with the work that has been completed. Being vague with feedback can cause confusion, and if there are problems with job performance, they are unlikely to improve if you are not clear. If there are pictures available to explain how something should be done, ask the person if they would like to use them as well. A big part of getting communication right is making sure the person being supported is involved in the conversation. Get their opinion and thoughts on how they want to be supported.

Behaviour and Conduct at Work



Each workplace is different; however, every employer expects a level of professional behaviour and conduct from their employees.

Treating everyone with respect, being polite and courteous to colleagues is the standard requirement. Often, individuals with SEND can be thought of as being too direct and / or tactless. This is not done on purpose to upset anyone; it is often as a result of not understanding the social rules which many of us take for granted.

Behaviour as communication:

All behaviour serves a function. There is a reason why the individual engages in it. This is relevant to all people, not just individuals with SEND.

Some behaviour may appear unusual to someone who is observing it. Even when a behaviour appears unusual, it may be helping the individual to focus on a difficult task, or to relax in a situation that is making them anxious. Some behaviours could be self-stimulatory such as rocking at the desk or tapping a pen. These behaviours would be helpful to the individual and everyone has this type of behaviour to an extent to calm their nerves and / or increase concentration.

Tips for the employer:

Proactive strategies are things that are in place before behaviours that challenge occur, that reduce the chance of them occurring in the first place. This could include: Additional breaks worked into the daily routine, quiet spaces to access across the day, breaking the work down into smaller achievable targets, extra feedback sessions.



Sensitivity to Stimuli



People who are over-sensitive to sensory input only need a little bit of input before their brain responds. A little can seem like a lot which can be overwhelming for some people. Some examples of over-sensitivity might be:

- Finding the noise of a hand dryer very uncomfortable
- Being unable to wear certain clothes fabrics
- Finding lights or computer screens in the office too bright
- Feeling uncomfortable when in busy settings with lots of people

What might sensory overload look like?

- Difficulty focusing
- Irritability Restlessness or frustration
- Covering eyes or ears
- Moving away from people or sounds
- Stress, anxiousness or fear



How can we support people with sensory needs?

Try to adapt yourself and your environment, where you can, to meet a person's sensory needs e.g. providing headphones in loud spaces or allowing a person to leave a room if they become overwhelmed.

There are lots of ways to support sensory needs. These might include the positioning of desks or tables, wearing sunglasses or ear defenders, or closing / opening a door.

The best way to understand how to meet sensory needs is through talking to the college and the individual directly.

Reasonable Adjustments



Employers must make a reasonable adjustment to support employees in the workplace by law (Equality Act 2010).

The type of adjustments required will depend on an individual's needs. They aren't about providing individuals with an advantage – they are in place for equality.

Thinking differently When considering reasonable adjustments, it is often useful to ask the question 'why not?' Just because things have always been done a certain way, doesn't mean they always need to be done that way.

What reasonable adjustments are required will be dependent on the student and the role they are undertaking within your setting.

Common examples of reasonable adjustments could be:

- Set and additional break times
- Quieter areas
- Additional time to complete tasks
- Notice of a change to routine
- Buddy Systems

The college can work with you to suggest and support with any reasonable adjustments that may benefit the student whilst on placement at your setting.

Thank you and Welcome!



We would like to extend our heartfelt thanks to all the employers who currently provide work experience opportunities to Greenbank College students. Your time, guidance, and support make a real difference, helping our students develop essential skills, confidence, independence and a deeper understanding of the world of work.

To employers considering supporting our work placement programme, we warmly welcome you. By offering meaningful work experiences, you are not only shaping the future of our students but also contributing to a positive, inclusive, and skilled workforce.

Your involvement is invaluable, every placement, every piece of advice, and every opportunity you provide opens doors for our students to explore their potential, build their confidence, and prepare for their careers.

Thank you for being an essential part of our students' journey.

Together, we are creating opportunities, inspiring ambition, and building brighter futures.

Contact Information:

Work Experience Coordinator: Sophie Preece

Email: sophie.preece@greenbank.org.uk

Telephone: 0151 733 7255

