Supporting Trainees with Additional Needs

For use by training provider staff who are delivering, or planning to deliver Traineeships

July 2014

Contents

Introduction

This toolkit is a product of the Traineeship Staff Support Programme 2014. The Traineeship Staff Support Programme is commissioned and funded by The Education and Training Foundation and managed by the Association of Employment and Learning Providers (AELP)

Background to the toolkits

The purpose of the toolkits are to identify the very latest best practice from the sector through tried and tested ideas and approaches in an easy to access, useful way.

The style of these toolkits is interactive, including a range of sample templates, forms, case studies, readiness checklists and briefing notes.

Project partners

This toolkit has been designed by KEITS Training Services Ltd in partnership with the following organisations:

- Bedfordshire & Hertfordshire Provider Network
- Develop EBP
- Hertfordshire County Council
- HIT Training
- Jobcentre Plus
- Luton Borough Council
- North Hertfordshire College
- Oaklands College
- SSG Training

Toolkit series

This project has seen the creation of three individual toolkits:

1. Effective Employer Engagement in Traineeships
2. Initial Assessment tools for Traineeships
3. Supporting Trainees with Additional Needs

Who should use these toolkits?

The toolkits have been designed by providers, for providers.

You can dip in and out of the different sections as you wish.

More information

For more information about this project please contact Rebecca Diamond, Director, KEITS Training Services Ltd: rebecca@keits.co.uk

Section A What do we mean by additional needs?

It is estimated that approximately 1 in 5 adults in the UK will have some kind of temporary or permanent learning difficulty or disability in their lifetime. This could range from the mildest of needs through to more complex needs. It is important that support is in place for all individuals, regardless of their level of need.

What is an additional need?

The range of additional needs that an individual may have can vary hugely from small, simple measures through to more complex needs that may require reasonable workplace adjustments. The purpose of this toolkit is to look at different ways that additional needs may need to be considered in order for Traineeships to be successful. It will also explain six main categories of additional needs and will include a focus on:

- Autistic Spectrum Condition
- Physical Disability
- Learning Difficulty
- Mental Health
- Social Need
- Sensory Impairment

See Appendix A – Different types of additional need

We recognise that every individual and their circumstances are unique. This toolkit is designed to provide useful information, hints and tips to support a successful Traineeship model.

Individuals with additional needs are mentioned specifically in the latest Traineeship Guidance document available **here**.

The 2014/15 guidance states in paragraphs 30, 31 and 32 that:

30. From August 2014, Traineeships will be available for young people aged 16-24 inclusive, including young people with Learning Difficulty Assessments or Education, Health and Care plans.

31. We announced in the Skills Funding Statement plans to extend funding eligibility to include 24-year olds from 2014/15, making Traineeships available to young people aged 16-24 inclusive. This will support more young people to access Traineeship opportunities and make the programme more consistent with other pre-employment provision.

32. Young people aged 19-24 with an Education, Health and Care plan or Learning Difficulty Assessment are eligible to access Traineeships. An individual is able to start a Traineeship up to the day before their 25th birthday.

How do you know if someone has an additional need?

For many, it will be impossible to tell if an individual has an additional need when you first meet them. additional needs can be complex and concealed, with many individuals developing and perfecting their own coping strategies throughout their lifetime. Their additional needs may not become apparent until you have worked with the individual for a number of weeks, or may not be noticed until a particular event triggers a certain reaction.

There are, however, some different ways that you can identify an individuals' additional needs through careful questioning and research into their background learning and experience.

For some individuals, they will have formal documented support plans in place. For others, there will be no formal assessment or diagnosis in place, and in some cases the individual may not be aware that they have learning needs requiring additional support.

Documented support plans

There are three main types of documented support plans for individuals in England aged 0-25. These are usually the responsibility of the Local Authority of which the individual is resident.

Statement – A Statement of Special Educational Needs (SEN) is a formal document detailing an individual's learning difficulties and the help that will be given between the ages of four – 16 years. If an individual needs help at school - beyond what their teachers can reasonably provide - a 'statement of special educational needs' will ensure they get the right help. A statement is only necessary if the school is unable to meet a child's needs on its own.

Learning Difficulty Assessment (LDA) – The Learning Difficulty Assessment is an Action Plan which sets out the support the individual will need to help them to continue in education or training after they leave school. The Local Authority is legally responsible for carrying out a Learning Difficulty Assessment for young people with a Statement of Special Educational Needs. The LDA will be completed at the end of the individual's last year of compulsory schooling and/or when they leave their current school and move on to further education or training. The LDA will cease on the 31st August 2014 as it will be replaced by the EHC Plan.

Education, Health & Care Plan (EHC Plan) – Introduced as part of the Children and Families Act 2014, the Education, Health and Care Plan will replace the Learning Difficulty Assessment. As this is quite new and very much a work in progress, there is no central template and it will be the Local Authority's responsibility to establish a local framework. It would be advised to contact your Local Authority as if you are supporting a trainee when their EHC Plan is due for review, you will be involved in the annual review process with the Local Authority.

How can you obtain a copy of these documents?

For most areas, your Local Authority will have a team who are responsible for supporting individuals with Learning Difficulties and Disabilities, often known as the LDD team, who will hold responsibility for supporting all individuals with additional needs from the ages of 0 – 25.

You must obtain written, signed permission from the trainee to contact the Local Authority or their previous learning establishment on their behalf to obtain these records and to discuss the support that has been put in place.

Every Local Authority will have a different procedure relating to the release of personal information so it is advised that you identify your local contact and speak to them directly.

See Appendix B – Example letter of permission

Section B Considerations when recruiting trainees with additional needs

Developing effective recruitment and initial assessment processes are critical to a successful Traineeship programme. Considering and planning for all support needs will shape and enhance the design of your programme. This section explores ideas specifically linking to individuals with additional needs.

Effective marketing & recruitment techniques

The ideas developed by training providers for attracting and recruiting individuals with additional needs to Traineeships are no different to when trying to attract any young person to their provision. The majority of young people will respond positively to the following marketing techniques:

- Use modern images and graphics (including infographics)
- Use simple language in small blocks of text
- Provide links to social media e.g. QR codes, Twitter, Facebook
- Use existing trainees to provide feedback on the design style and content to tell you what they like (and don't like!)

The Government has written some accessibility guidelines on the Gov.uk **website** which includes all sorts of advice for organisations creating marketing materials. The advice includes:

- Make sure paragraphs are well spaced and avoid blocks of text
- Avoid using green, red and pink
- Use a minimum font size of 12pt
- Avoid using busy backgrounds underneath text

If using social media, the following ideas could be considered:

- Keep messages short and to the point
- Try to include interactive content such as photos or videos
- Always seek the permission of individuals, in writing, to include them in any social media content

Recruiting trainees

In addition to the usual recruitment methods deployed by training providers when recruiting to a new programme, the following methods have been particularly successful when recruiting individuals with additional needs:

- Advertising in places that parents/carers might access such as doctors surgeries / libraries
- Working closely with your local Jobcentre Plus offices. They will have both dedicated 18-24 Advisers and also Advisers responsible for working with individuals with learning difficulties and disabilities called Disability Employment Advisors (DEAs)
- Linking with the Leaving Care and LDD Teams within the Local Authority

Involving parents/carers

Many providers have also found it beneficial to offer a parents/carers evening for all of their trainees prior to the commencement of the Traineeship so that the details of the programme can be explained and any fears or concerns abated.

Parents/carers can also be a very useful source of information and support when you are putting your personalised support plan together. Always remember to obtain the permission of the individual to discuss their support needs, even though by speaking to their parents/carers you will no doubt have their best interests at heart, it is important to remember that they are adults and deserve the same level of confidentiality as any other individual.

Enhancing referrals from Jobcentre Plus (JCP)

Jobcentre Plus are supporting the take-up of Traineeships and can be a valuable referral source for traineeship programmes - especially the 18-24 group. Most JCPs report lower numbers of 16-18 year olds who are claiming benefits, however it is also worth checking with your JCP if there are any eligible and suitable individuals that they are supporting in this age group who could be referred.

18-24 Advisors – Each JCP local office will have dedicated 18-24 Advisers who are responsible for referring eligible individuals to appropriate provision and job opportunities, this includes Traineeships. They will know your target individuals personally and will have been working with them to try to understand their chosen career path.

18-24 group sessions – Each JCP will hold 18-24 sessions where groups of individuals with similar interests will be invited (and sometimes mandated) to attend a group session. This can be a good opportunity to speak to a group of individuals all at once in a location (JCP office) that they are familiar with to introduce them to the concept of Traineeships.

Disability Employment Advisors (DEAs) – DEAs will have a caseload of individuals (usually all ages). They are responsible for supporting individuals to find a job or gain new skills and inform them about disability friendly employers in your area, including those offering Traineeships. They can also refer individuals to a specialist work psychologist, if appropriate, or carry out an 'employment assessment', covering skills, experience and the kind of role the individual is interested in.
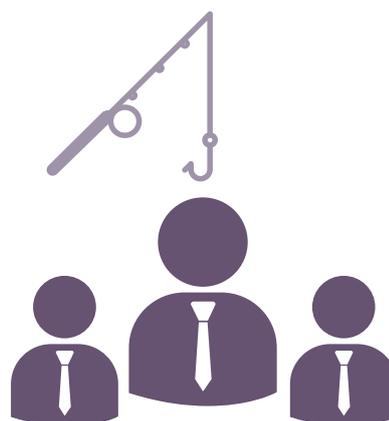
Section C
Specialist Initial Assessment

In addition to mainstream initial assessment processes, you may also wish to consider and purchase independent and impartial specialist assessment. This section outlines a number of specialist initial assessment tools and techniques.

Appropriate initial assessment tools & techniques

Initial Assessment Tools for Traineeships

Toolkit 2 of 3

For use by training provider staff who are delivering, or planning to deliver Traineeships

July 2014

Toolkit 2 identifies a number of different tools and techniques that can be used to carry out a variety of different initial assessments with the individual.

When conducting assessments of individuals you may wish to combine a number of different techniques so that you can create a balanced picture of the individual.

| Specialist assessment | **+** | Initial assessment | **+** | Discussion |
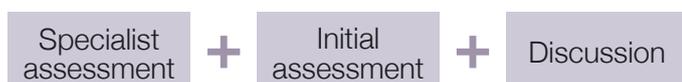
In addition to this, there is an approach that can be used with individuals called 'Vocational Profiling'

Vocational Profiling

Vocational Profiling is a technique that has been perfected through Supported Employment to collect relevant information about the individual's aspirations, interests, skills and abilities for work. Vocational Profiling is used in order to assist people with disabilities or people from disadvantaged groups to secure and maintain paid employment. Creating a Vocational Profile for the individual will clarify if the individual wants to work and the types of work and environments that they would be best suited to.

The European Union of Supported Employment has created a guide which includes a template. You can access and download the document **here**.

Using discussion to understand the individual better

Providers with less experience of working with individuals with additional needs can be nervous of the right questions to ask and how to ask them in order to gather the most useful information.

We have create a discussion template (see appendix C) for providers to follow in order to capture the most relevant information.

See Appendix C – Discussion template

Useful questioning prompts

You may also find this list of questioning prompts useful to help you to gather more detailed information in a supportive way:

- Did you receive any support when you were at school?
- Can you tell me a bit more about that?
- What did you like about the support you received?
- How did it make you feel?
- What kind of support do you think we could put in place to help you?
- Is there anyone else that helps you? (from the Local Authority)

Specialist assessments

There are a number of different specialist assessments available, although you need to consider what value these will add to your Traineeship programme, especially if it is relatively short, and also how the assessment could be used to support the individual's planned progression.

Specialist assessments usually come with a cost attached. Some Colleges will have developed their own in-house mechanisms for carrying out assessments with specially trained staff. Independent Training Providers are less likely to have this facility in-house and may wish to purchase the services of an external company. On occasion, the trainee's GP may be able to make a referral through the NHS for a specialist assessment however this can be a lengthy process.

Before you invest in paying for any specialist assessments, it is worth checking with your funding agency if there are any specific assessments that they will or will not accept as evidence.

The best (and cheapest) approach?

The best approach? Speak to the individual about how they like to learn and gather as much information from them as possible. After all, they are living with their additional need every day and will have some strong views on what is and isn't effective when supporting their learning. It is also useful to speak to their tutor or teacher from their last place of learning. It is very likely that they will have built up a portfolio of different techniques that work, and also triggers that can have a negative effect. Remember to seek the permission of the trainee in writing before you contact anyone to obtain personal information.

Section D
Planning support needs

Developing a robust and flexible support plan for each individual trainee with additional needs will ensure that all aspects of support have been considered. This written document will often form part of the Individual Learning Plan (ILP).

Planning to support the individual needs of the trainees

Once you have captured a variety of results from the initial assessment process, you will want to use them to build a robust support plan for the individual. This should not be a stand-alone document, but should be integrated within the Individual Learning Plan so that it is reviewed regularly and as a minimum this should include the following:

- The needs of the individual
- The support mechanisms that have been put in place for the classroom and the workplace
- The expected impact / intended outcome of the support mechanisms
- How often the support mechanisms are to be reviewed (should include review by staff as well as trainee and should also include the work placement employer)
- If any changes have been made to the support arrangements, and why

In Appendix D we have put together a sample Individual Support Plan that you may find helpful.

See Appendix D – Individual Support Plan

Possible classroom support ideas

Every trainee will have different support needs and it is advisable to bring in expert advice if there are areas that you are not sure about. The following list may offer you some helpful ideas:

- Individual guidance and support through the induction process
- Priority seating and a structured seating layout
- Adjustable tables / adapted seating
- Provide assistive technology
- Access to a Learning Support Assistant
- Access to a communicator / provide material in Braille
- Access to a personal Counsellor / external impartial agency
- Print material on coloured paper
- Break tasks into smaller steps as needed
- Re-word assignments to make them short and concise
- Extend time on lengthy assignments
- Regular and brief 1:1 meetings for feedback and monitoring and to progress any issues
- Arrange 1:1 training in addition to group training
- Help to prioritise tasks and activities into a timetable
- Considerations for absences when disability is exacerbated
- Allow a longer programme
- Adjust assessment methods according to the individual's need

Summarising support needs for handover to colleagues

One provider has developed a simple 'Differentiation sheet' which can be used for the effective summary of trainee's additional needs and can also provide a useful snapshot for any new staff delivering to the group.

In this section you should note how you intend to meet individuals' needs, e.g. those with learning difficulties, different methods of assessment, additional work to challenge more able individuals, personal circumstances, and issues relating to Equal Opportunities.

See Appendix E – Differentiation sheet

Individual		Individual needs / issues Refer to outcome forms as appropriate	Actions / solutions
First name	Surname	Takes more time in completing notes when copying word for word. Is having counselling for emotional issues. Completed L2 Diploma in Sport last year. Eng Functional Skills L1 (P), Maths GCSE (C) Attendance & Punctuality issues.	Will need extra time to take any notes down. Give hand outs when appropriate Keep active throughout sessions to limit opportunities of being distracted. Avoid confrontational situations as can trigger emotional outburst Target grade: Pass/Merit
First name	Surname	Get bored easily from chalk and talk sessions. Likes sessions to be interactive to prevent falling off task. GCSE grades: Eng (C), Maths (C), Science (C) No serious learning / medical conditions – just hayfever which can be troublesome in early Spring	Ask questions and involve in sessions as often as possible. Has tendency to become distracted if delivery is not varied enough. Target grade: Pass/Merit
First name	Surname	Can dominate the group with opinions and overpower others with own opinion. Will sometimes have negative mood swings and will enter the classroom in a loud, aggressive manner. Knocking over chair / throwing bag.	Encourage listening to responses and reflecting on the points that others make before moving onto own point. Suggest time-out if negative mood arises. Avoid sitting next to xx and xx as can become disruptive when seated together.

Section E
Funding the support

There are a range of different funding mechanisms available to support individuals with additional needs participating in a Traineeship. This section outlines the different types of funding, which age ranges they apply to and how you might access them.

Disadvantage funding 16-19

Under the EFA's funding methodology, disadvantage funding is made up of two blocks

Block 1 – takes account of an individual's economic deprivation

Block 2 – takes account of a prior attainment in English & Maths

Refer to the EFA's funding guidance for more details by clicking **here**.

High-needs student (HNS) funding (16-25)

High-needs funding is for trainees who need more support than normal to get access to, progress towards and successfully achieve their learning goals. If you have a trainee with high, complex learning difficulties and/or disabilities, he/she may be eligible. For more information, click **here**. This page provides high needs funding information to local authorities and institutions, including academies, for high needs students aged 16 to 18, or 19 to 25 with a learning difficulty assessment (LDA) and / or education, health and care plan (EHCP) post-16 guidance.

If you are unsure, speak to your Local Authority or funding body.

Care to Learn (16-19)

Care to Learn helps with the costs of childcare to help young parents under the age of 20 who may not otherwise be able to complete their learning. More information is available through the Department for Education (DfE) section of the Gov.uk **website**.

Bursary Fund (16-19)

The Bursary Fund is paid directly to training providers who hold an Education Funding Agency budget. Individuals who are eligible could be entitled to a bursary of up to £1,200 a year if their course lasts for 30 weeks or more (proportionate for courses lasting less than 30 weeks). There are two elements:

Vulnerable groups

- In care or a care leaver
- Claiming Income Support or Universal Credit in own name
- Disabled and receiving both Employment and Support Allowance and Disability Living Allowance (or the new Personal Independence payments)

Discretionary

- Awarded to young people that best fit the needs and circumstances of trainees e.g. high cost of transport, meals, equipment.

For more information please click **here**.

Learning Support (19-24)

Trainees will have access to Learning Support in line with the funding rules, where the learner meets the eligibility criteria. Trainees will have access to Learning Support for all elements of the Traineeships, except for providing necessary safety equipment as this should be provided by the employer, Jobcentre Plus or Department for Work and Pensions (DWP).

Learning support is provided to help you to work flexibly and provide support activity to meet the learning needs of your learners. This will enable these learners to achieve their learning goal and make the most of their potential. Learning support funding will also provide funding for you to meet the costs of reasonable adjustments as set out in the Equality Act 2010.

For more information please click **here**.

Access to Work (16 plus)

From September 2013, young people on or about to start the work experience placement of a supported internship, or Traineeship with a disability or health condition, can apply to the Department for Work and Pensions' Access to Work fund. Young people can apply for:

- funding of travel (providing assistance for additional travel costs to and from their work experience placement because of their disability);

- the costs of support workers, including job coaches; and

- specialist equipment for days that a young person is at the employer's premises.

There is no set amount for an Access to Work grant, and how much an individual receives depends upon their circumstances.

For more information, please click **here**.

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Section F Supporting employers to support their trainee

Everyone will want the Traineeship to run as smoothly as possible. One of the best ways to achieve this is to have effective employer engagement processes in place so that all aspects of the programme, particularly the high quality work placement, is well planned and that both the employer and the trainee feel supported.

Identify sympathetic employers

Matching the trainee to the most appropriate employer and work placement opportunity is going to be one of the most critical success factors for the traineeship. Try to identify sympathetic employers who will be willing to work with you and the trainee to design the most appropriate work placement.

Attributes of a sympathetic employer

Sympathetic employers might have the following attributes:

- A 'two ticks' positive about disability employer
- Have staff in their workforce with learning difficulties or disabilities
- Be able to provide additional support time to the individual
- Have identified a willing buddy/mentor to work closely with the individual
- Have experience of supporting individuals with additional needs
- Be willing to work with you and the individual to make the placement a success

Managing expectations

It is important that you are honest with the employer about the support needs of the individual and that you manage their expectations as to the ability of the individual. You should explain clearly the kinds of tasks that they will be best suited to, and those that they may require additional support with. You will also need to consider the different types of support that could be required and be prepared to articulate these in a simple way to the employer. They will not want lots of complex jargon.

Putting fears and concerns to rest

How the messages about the additional support needs are managed from the beginning will help to position the placement in a fair way for all parties involved.

Try not to scare the employer, but present them with a handful of practical hints and tips for ways that they could support the trainee. This will have been informed by your thorough initial assessment and the trainee should have given their permission for you to disclose any personal information with the employer. We have created a list of possible workplace adjustments that the employer may need to consider in Appendix F

See Appendix F – Possible workplace adjustments

It can also be helpful to reassure the employer that increased support from you/your organisation will be in place and that more regular review and monitoring of the arrangements will be in place.

What if it doesn't work out?

Many employers will be worried about making the commitment to Traineeships, regardless of whether their trainee has additional needs or not, because it is something additional to their workload and they will want it to run as smoothly as possible.

Have a plan or agreement in place with your employer that if the placement doesn't work out after everyone giving it their best shot, then alternative arrangements can be made and that both the employer and the trainee are able to withdraw from the programme if it isn't working. Of course, we want to try and ensure that the programme is successful, but we must also be realistic.

Positive ways to introduce a trainee with additional needs to an employer

When you as the provider are having preliminary discussions with the employer about the support needs of the work placement, it can be useful to help the employer to build up a picture of the individual.

Paper based CV – If the individual has a CV then it can be useful to provide a copy for the employer, however if the trainee does not have a very full CV then this can sometimes highlight what hasn't been achieved rather than supporting a positive message.

Digital CV – Digital CVs, otherwise known as Video CVs (VCVs) are becoming an increasingly popular way to showcase what the individual is able to do and their personal skills in a positive way. In a nutshell, the digital CV will be:
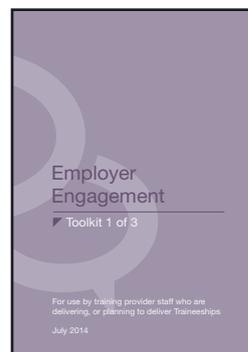
- Around 1 – 2 minutes in length
- Focus on the skills, abilities and aspirations of the individual
- Show the individual in a relevant vocational area, performing tasks relevant to the job role
- Could also include feedback from others e.g. tutor / support worker, another employer

Pen portrait – A pen portrait would be fairly short in length (no more than a couple of paragraphs) and would contain key information about the trainee in respect to their interests, what they like, how they work best, areas they might need support with. It could be useful to adapt the information gathered through the initial assessment process.

Planning the placement tasks and activities

Working through the likely tasks and activities that the trainee will be completing with the employer is a good way to help to identify where there could be additional support need requirements.

Employer
Engagement

Toolkit 1 of 3

For use by training provider staff who are delivering, or planning to deliver Traineeships

July 2014

Use Toolkit 1 'Effective Employer Engagement'

See 'Step 8 Involving employers in the design of the Traineeship'

See Appendix H and I within Toolkit 1 for some useful templates to use with employers

We have created a simple 1 page guide to breaking down tasks in Appendix G

See Appendix G – Breaking tasks down into smaller steps

See Appendix H – Tips for communicating effectively

Section G
Further support and guidance

There are a number of useful websites and resources that you may like to use when planning and delivering an effective Traineeship for individuals with additional needs. As well as considering the needs of the trainee and the employer, it is important that you also consider the needs of other staff involved with the programme.

Supporting staff effectively

Staff involved with Traineeships may or may not feel confident in working with trainees with additional needs. They may feel nervous about saying the wrong thing or using incorrect or offensive terminology because language has moved on.

Ensuring that staff feel supported is important and this needn't be expensive or time consuming. There are a number of steps that you could put in place to fast track their knowledge.

- **Local Authority training –** Speak to your Local Authority about free or subsidised training opportunities. They may even be prepared to arrange for a 1:1 session with one of their experts

- **Specialist local training –** Investigate local training opportunities. It may be that a nearby college or training provider have some training lined up and would be happy for you to send along a member of staff to participate

- **Free on-line resources –** There are a number of national bodies that represent a variety of different learning difficulties and disabilities. Many of them have information, guides and resources available on their website

Autistic Spectrum Condition

The National Autistic Society: www.autism.org.uk

Disability Rights UK: www.disabilityrightsuk.org

Physical Disabilities

United Response: www.unitedresponse.org.uk

AbilityNet: www.abilitynet.org.uk

JISC: www.jisc.ac.uk

Learning Difficulties

Mencap: www.mencap.org.uk

Shaw Trust: www.shaw-trust.org.uk

Access to Work: www.gov.uk/access-to-work

Mental Health

Mental Health Foundation: www.mentalhealth.org.uk

Mind: www.mind.org.uk

ACAS: www.gov.uk/acas

Social Needs

Citizens Advice: www.citizensadvice.org.uk

Shelter: www.shelter.org.uk

Money Advisory Service:
www.moneyadviceservice.org.uk/en

Sensory Impairments

RNIB: www.rnib.org.uk

Deafness Research: www.deafnessresearch.org.uk

Action Deafness: www.actiondeafness.org.uk

Action for Blind People:
www.actionforblindpeople.org.uk

Appendix A
Autistic Spectrum Condition

It is estimated that approximately 1 in 5 adults in the UK will have some kind of temporary or permanent learning difficulty or disability in their lifetime. This could range from the mildest of needs through to more complex needs. It is important that support is in place for all individuals, regardless of their level of need.

Definition

Autism is a life-long developmental disorder that prevents people from understanding what they see, hear and otherwise sense. People with Autism experience three main areas of difficulty; social interaction, social communication and social imagination. It is a spectrum condition, which means that, while all people with Autism share certain difficulties, their condition will affect them in different ways. Many people with Autism also have sensory difficulties which means that they can be over or under sensitive to certain sights, sounds, smells, touch or tastes. Autism symptoms can be present in a variety of combinations and may accompany other disabilities/difficulties.

Characteristics and learning implications (an individual may have all, some or none of these - it's just a guide)

- Limited communicative functions
- Difficulty with social interaction
- Difficulty understanding other people's feelings and actions
- Resistance to change/new situations
- Difficulty concentrating
- Repetitive use of language
- Lack of eye contact
- Difficulty organising thoughts/making decisions/formulating plans

Positive attributes (an individual may have all, some or none of these - it's just a guide)

- Great attention to detail
- Good at following instructions
- Task focused
- Methodical
- Reliable
- Dedicated
- Truthful and honest
- Good memory skills
- High vocabulary

Did you know...

- Autistic Spectrum conditions are much more common than people think. There are more than 700,000 people in the UK with an Autistic Spectrum Disorder (ASD) - that's over 1 in 100

The National Autistic Society, July 2014, www.autism.org.uk

Appendix A
Physical Disability

Definition

Physical disabilities involve the partial or total loss of function of one or more parts of the body. Physical disabilities which affect mobility are generally either orthopedic or neurological in nature. Orthopedic disabilities include, but are not limited to, Arthritis, Muscular Dystrophy, Spina Bifida and amputation. Neurological disabilities impacting the ability to move entail the nervous system and include, but are not limited to, Cerebral Palsy, Multiple Sclerosis, head trauma and spinal cord injury. Students with mobility impairments may utilise assistive devices such as wheelchairs, scooters, walkers, crutches, canes or artificial limbs.

Characteristics and learning implications (an individual may have all, some or none of these - it's just a guide)

- Fatigue
- Pain
- Limited physical exertion and stamina
- Limited range of motion
- Poor co-ordination
- Limited muscle strength
- Limited fine motor dexterity
- Limited gross movement
- Muscle tremors
- Paralysis
- Inability to sit in one position for a sustained length of time
- Negative side effects of medication

Positive attributes (an individual may have all, some or none of these - it's just a guide)

- Good coping strategies
- Adaptable
- Desire to exceed expectation
- Less time off sick
- Determination
- Tenacity
- Ability to set and strive for long term goals

Did you know...

- Only 17% of disabled people were born with their disability. The majority of disabled people acquire their disability later in life

  Papworth Trust, Disability in the UK 2012: Facts and Figures

- 80% of those who become disabled are in employment at the time they acquired a disability

  Papworth Trust, Disability in the UK 2012: Facts and Figures

Appendix A
Learning Difficulty

Definition

A learning difficulty is a permanent condition and typically one that is either present from birth or becomes apparent during childhood development. People with learning difficulties may also have physical disabilities or other medical conditions, but many do not. It is not always easy to know whether a person has a learning difficulty or not. Learning difficulty often refers to individuals who have a specific problem with learning as a result of either medical, emotional or language problems. Learning difficulties are varied and depend on the individual, they could include for example dyslexia, dyspraxia and dyscalculia.

Characteristics and learning implications (an individual may have all, some or none of these - it's just a guide)

- Limited communication functions
- Difficulty with social interaction
- Difficulty in understanding extensive and complex instructions
- Over-familiarity if boundaries aren't set or made clear
- Misunderstanding social situations

Positive attributes (an individual may have all, some or none of these - it's just a guide)

- Dedicated
- Enthusiastic
- Eager to please/impress
- Pride in their role
- Positive attitude to work
- Keenness to partake in overtime
- Less time taken off sick

Did you know...

- 1 in 10 individuals in the UK are thought to have dyslexia

  Dyslexia Action (2012) Dyslexia still matters

Appendix A
Mental Health

Definition

Mental health problems affect the way people think, feel and behave, some of the most commonly diagnosed forms are depression, anxiety, Obsessive-Compulsive Disorder, phobia, Bipolar Disorder, Schizophrenia, Personality disorders, Attention Deficit Hyperactivity Disorder (ADHD) and eating disorders. There are also commonly recognised behaviours that are strongly associated with mental health problems such as self harm, suicidal thoughts and panic attacks. Although certain symptoms are common in specific mental health problems, no two people behave in exactly the same way when they are unwell.

Characteristics and learning implications (an individual may have all, some or none of these - it's just a guide)

- Mood swings
- Absence/non-participation
- Difficulty handling stressful situations/time demands
- Poor self-esteem/lack of confidence
- Panic attacks/feelings of dread
- Difficulty in managing behaviour
- Difficulty with social interaction
- Difficulty in accepting constructive criticism/praise
- Difficulty organising thoughts/making decisions/formulating plans
- Difficulty concentrating/retaining information

Positive attributes (an individual may have all, some or none of these - it's just a guide)

- Perfectionist
- Inner strength
- Resilience
- Insight
- Focused
- Empathy towards others
- Reflective
- Creative/artistic
- Like to feel needed and part of a team

Did you know...

- Around 10 million people in the UK (1 in 6) are affected by a mental health condition at any one time
  Office for National Statistics, June 2010

Appendix A
Social Need

Definition

Any person whose situation is classed as one or more of the following is considered as having a social need; those living in hostels and residential centres, those with mental health problems, travellers, those whose statutory education has been interrupted, substance misuse, homelessness, significant changes in personal circumstances e.g. relationship breakdowns, physical, emotional and sexual abuse.

Characteristics and learning implications (an individual may have all, some or none of these - it's just a guide)

- Poor/erratic attendance
- Fatigue/lethargy
- Poor self-esteem/lack of confidence
- Personal hygiene issues
- Lacking pride in appearance
- Lack of concentration
- Anxiety/panic attacks
- Mood swings
- Absence/non-participation
- Difficulty in managing behaviour

Positive attributes (an individual may have all, some or none of these - it's just a guide)

- Resilience
- Empathy towards others
- Determination
- Eagerness to succeed
- Creative problem solving skills
- Good practical skills
- Goal focused

Did you know...

- 282 people are declared insolvent or bankrupt every day (based on Q2 2013 trends). This is equivalent to 1 person every 5 minutes 7 seconds

  Credit Action, August 2013, www.creditaction.org.uk

- Paid work is not a guaranteed route out of poverty for single parents, the poverty rate for single parents where the parents works part time is 31% and 17% where the parent works full time

  Households Below Average Income (HBAI) 1994/95 - 2011/12, Table 4.5, Department for Work and Pensions, 2013

Appendix A
Sensory Impairment

Definition

Sensory impairment is when one of your senses; sight, hearing, smell, touch, taste and spatial awareness, becomes less accurate. The sensory impairments which have most impact in the workplace are sight and hearing loss. People can experience different levels of impairment, many of which may not be obvious in the first instance. There are various conditions which can cause sight and/or hearing loss. Blindness/partial sight can be affected by the ageing process, disease (such as diabetes), infection (such as meningitis), genetics (such as retinitis pigmentosa), injury/physical trauma, cataract or glaucoma. Deafness/hard of hearing can be affected by the ageing process, disease (such as Ménière's disease), physical trauma, exposure to loud noise or genetics.

Characteristics and learning implications (an individual may have all, some or none of these - it's just a guide)

- If sight or hearing loss is undisclosed it may appear that a person is uninterested, not paying attention or lacking in understanding
- It is important to find out what aids, if any, the person already uses e.g. magnifier or a hearing aid
- Even with appropriate adaptions, a person with sight or hearing problems may take longer to learn and may tire easily
- Possible difficulties in understanding extensive and complex instructions which would not necessarily be related to cognitive ability
- Possible difficulties in social interaction and misunderstanding social situations

Positive attributes (an individual may have all, some or none of these - it's just a guide)

- Good coping strategies
- Other senses are often more acute

Did you know...

- There are approximately 356,000 people with combined visual and hearing impairment in the UK

Action on Hearing Loss, September 2013, www.actiononhearingloss.org.uk

Appendix B
Example letter of permission

Trainee name
Address 1
Address 2
Town
County
Postcode

(Insert date)

Dear (insert name)

Re: Permission to release personal information

I (insert trainee name) confirm that I give my permission for confidential records relating to my learning support needs to be released to (insert training provider name) for the purposes of supporting me effectively on my Traineeship programme.

Should you have any questions, please contact me on (insert email / telephone number)

Yours sincerely

Signed by trainee

Appendix C
Discussion template

Name:				
Who do you live with?	☐ Parents ☐ With friends ☐ Carers	☐ Grandparents ☐ Other (please state)	☐ On own	

Emergency contact details		
Name(s): Emergency Contacts First Language: Address:	What relationship are they to you?: e.g. parent, grandparent, friend, other Telephone: Mobile: Email:	
Do you consider yourself to have a learning or physical disability or difficulty?	☐ Yes ☐ No	If yes please give details:
Did you receive free school meals?	☐ Yes ☐ No	Do you receive any benefits? ☐ Income Support ☐ Employment Support Allowance ☐ Job Seekers Allowance ☐ Disability Living Allowance ☐ Universal Credit
Is a Bursary required?	☐ Yes ☐ No	Have you been in Care or are you a Care leaver? ☐ Yes ☐ No
Are you taking any medication or do you have any allergies?	☐ Yes ☐ No	Details:
Do you have any other health needs e.g. mental, emotional or physical?	☐ Yes ☐ No	Details:
Do you have any caring responsibilities?	☐ Yes ☐ No	Details:
What is the most recent learning provider / school that you have attended? (Include start and end dates)	School / Provider Name: Address:	Start date: End date:
What did you study there?	Did you receive any support at school? ☐ Yes ☐ No	

Appendix D
Individual support plan

Name	

Support mechanism	Location	Inteded outcome for trainee	When should this be reviewed? (date)	Outcome of the review	Date reviewed
	☐ Classroom ☐ Workplace				
	☐ Classroom ☐ Workplace				
	☐ Classroom ☐ Workplace				
	☐ Classroom ☐ Workplace				

Signed by trainee: _____   **Date:** _____

Signed by tutor: _____   **Date:** _____

Appendix E
Differentiation sheet

Individual		Individual needs / issues Refer to outcome forms as appropriate	Actions / solutions
First name	Surname		

Appendix F
Possible workplace adjustments

	Autistic Spectrum Condition	Physical Disability	Learning Difficulty	Mental Health	Social Need	Sensory Impairment
Arrange help from an external job coach / job mentoring	✓					
Appoint a colleague to act as a mentor, helping with any issues that might arise	✓	✓	✓	✓	✓	✓
Arrange Autism awareness training for staff	✓					
Introduce and keep to precise start and finish times as well as breaks and lunchtimes	✓			✓		
Be mindful that change within the workplace can upset the individual e.g. changing where files are kept / where people sit	✓	✓	✓	✓		✓
Workstation redesign and provision of appropriate height adjustable seating		✓				
Keep corridors and walkways clear of obstacles		✓				✓
Provide access to accessible lifts, bathrooms, kitchens and meeting rooms		✓				✓
Provide a reserved parking space close to the workplace		✓				
Provide assistive technology to help with computer based work such as speech recognition software		✓				✓
Use pictorial aides e.g. flash/prompt cards			✓			
Provide adapted user-friendly versions of mandatory training documents to enable clearer understanding	✓		✓			
Introduce boundaries with regards to interaction, physical contact, clothing/uniform and personal appearance	✓		✓	✓	✓	
Provide a quiet space for breaks away from the workspace	✓		✓	✓	✓	
Provide clear, enlarged signage and text						✓
Provide regular help with time-management and personal organisation	✓		✓	✓	✓	
Avoid putting trainee 'on the spot' in group situations	✓			✓		

Appendix G Breaking tasks down into small steps

Benefits of breaking tasks down into steps

For many individuals with additional needs, it will be beneficial to explain to the employer how to break tasks down into smaller steps rather than assuming that the trainee will know and understand all of the steps required. This list provides an example of how to break a task down.

- Tasks are made up of sequences of steps – breaking them down into smaller steps will help some as it will reduce the amount of information and learning that is needed at any given time
- Break tasks down into teachable, sequential steps. For example, if you were explaining how to measure out some water into a jug
  - Take the measuring jug out of the cupboard
  - Look at the side of the jug to see which line relates to the amount of liquid required
  - Place the measuring jug under the cold tap
  - Turn the tap on
  - Stop the tap when you think the correct amount has been gathered
  - Place the jug down on an even surface
  - Check the side of the jug to see if it is the correct amount
- Such steps can be broken down further too, for example, detailing the exact method of opening the cupboard, how to operate the tap etc.
- Breaking tasks down in this way enables the employer to gradually train small steps until the whole task can be successfully completed

Helpful tips

Remembering the following tips can also be useful

- Don't speak too quickly and use your normal voice
- Most people will learn better when verbal instructions are backed up with practical demonstrations and can then refer to written instructions
- After demonstrating the task, let the trainee try it themselves but stay with them so that you can observe, give more training if needed and positive feedback
- Focus on training one part of the job at a time. For example if a work placement in an office involves answering the phone, opening the post, greeting visitors, offering and making refreshments and photocopying documents – teach one of these tasks at a time
- Repetition of the task (doing things over and over again) will be enough to enable them to learn a task
- Minimise distractions, like noise and interruptions, when possible so that the trainee can focus on the task
- Ask the trainee if there is any aspect of the task that they would like to repeat with you so that they feel supported and encouraged

Appendix H
Tips for communicating effectively

Autistic Spectrum Condition

- Use direct and precise explanations
- Avoid using abstract language or idioms e.g. blow your own trumpet, individuals often interpret language literally
- Avoid asking hypothetical or open ended questions, conceptualising can be an issue
- People with Autism often have difficulty in comprehending and retaining verbal information, avoid giving long verbal instructions
- Give specific and detailed instructions, these can be written to enable the individual to review them
- Check that the individual understands your instructions, asking them to repeat instructions back can sometimes be helpful
- Should the individual approach you with difficulties it is important to listen and allow them to express themselves without interrupting them by offering an opinion
- Ensure all relevant colleagues understand the potential for misunderstandings (if the individual's permission is given to disclose their condition)

Physical Disabilities

- Should the individual approach you with difficulties it is important to listen and allow them to express themselves without interrupting them by offering an opinion
- When meeting together with an individual using a wheelchair, make sure you leave a space free for them to sit at the meeting table
- Offer discretion and protect the individual's privacy
- Make eye contact and speak directly to the individual with a disability

- Let the individual know that you are keen to work together to find practical strategies that will allow them to perform their work duties and be a part of the workplace
- Keep questions about the individual's disabilities to the affects at work and what supports can be put in place to accommodate the affects, rather than questions about prognosis, how the individual got the disability and/or any other irrelevant personal details
- Remember that there may be aspects of the individual's physical disability that affect them at work that are not 'visible' or apparent to others
- Where possible, sit down to speak with an individual using a wheelchair so that you are at the same eye level

Learning Difficulties

- Give specific and detailed instructions, written or pictorial aids may be useful
- Give plenty of time and be prepared to repeat information more than once
- Use positive instructions e.g. 'use the pink file' rather than 'don't use the blue file'
- Check that the individual understands your instructions, asking them to repeat instructions back can sometimes be helpful
- Be prepared to demonstrate activities or tasks
- Introduce and keep clear boundaries with regards to interaction, times of work, contact, clothing/uniform etc.
- Face to face communication
- Involve the individual's mentor to give support when providing a substantial level of feedback or sharing information

Mental Health

- Should the individual approach you with difficulties it is important to listen and allow them to express themselves without interrupting them by offering an opinion
- If there are constraints on your time whilst speaking with the individual, inform them from the start
- Do not give advice outside the boundary of your role, listen to the individual and encourage them to seek more appropriate help
- Agree how and when you will review the performance of the individual and the process this will follow

Social Needs

- Regular 1:1 contact
- Give precise constructive feedback
- Write down and record agreed actions
- Consider introducing a daily planner of set tasks
- Set weekly time to meet with mentor
- If possible introduce incentives, bonus scheme, opportunities for overtime

Sensory Impairments

- Always identify yourself and others, even in known surroundings
- Describe what you are doing
- Don't be concerned about using phrases such as "did you see Tom yesterday?"
- Do not use non-verbal communication e.g. pointing in the direction of something
- Establish preferred communication method e.g. communicator, lip reading, note taker
- Face person when speaking
- Use clear speech with normal lip pattern – don't over enunciate
- Don't shout
- Write things down
- Ensure there is no echo

This guide was produced by KEITS Training Services Ltd in partnership with: