

Learning Support – Our Policy

Learning Support and Reasonable Adjustments Policy

Version: 1.5; effective from August 2024

Policy Summary: Learning Support and Reasonable Adjustments – This document establishes the approach of Cheynes Training to the delivery of learning support through reasonable adjustments across our post 16 programmes, mainly through our Above and Beyond programme.

Introduction

This policy outlines the Cheynes Training approach to ensuring learners accessing our programmes receive the correct level of support regardless of the challenges they face. Support is available in a variety of programmes and initiatives including our Candidate at Risk (CAR) programme; this policy, however, focuses mainly on our approach to ensuring that, where required, reasonable adjustments are made to our programmes to fully meet the needs of individual learners.

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1. Our General Approach

Cheynes Training is committed to providing an inclusive educational experience for all learners regardless of any disabilities or learning difficulties; we recognise that without making reasonable adjustment, some learners may be prevented from demonstrating their true potential. This policy explains the context in which our approach sits, and it sets out our commitment to apprentices regardless of their circumstances.

Cheynes Training will ensure equality of opportunity for teaching, learning, assessment and examination (end-point assessment). In line with our duty as a further education provider, we will accommodate, where practicable, the individual requirements of learners within the confines of legislation. When we make reasonable adjustments to the learning journey, these adjustments may be funded through additional learning support (ALS) funding.

Legal/

Legal Context

Under the Equality Act 2010 (Section 91), Cheynes Training must not discriminate against a learner

- (a) In the way it provides education
- (b) In the way it affords the student access to a benefit, facility or service
- (c) By not providing education for the student
- (d) By not affording the student access to a benefit, facility or service
- (e) By excluding the student
- (f) By subjecting the student to any other detriment.

Protected characteristics under the Equality Act are detailed later in this document.

Our Approach to Learning Support

The Cheynes Training approach to Learning Support in apprenticeships, and other learning areas has always been to deliver support wherever and whenever it is required.

Cheyne Training views the need for Learning Support to be based upon learner barriers to learning, with support provided to enable learners to achieve their learning goal and make the most of their potential. It is also used to make reasonable adjustments to the learning programme based upon an individual learner's circumstances under the terms of the Equality Act 2010 including disability.

We will use Learning Support funding to make all reasonable adjustments in line with funding rules as follows:

In the view of the Education and Skills Funding Agency Learning support "is available to meet the costs of putting in place reasonable adjustments, as set out in section 20 of the Equality Act 2010, for apprentices who:

P82.1 have a learning difficulty or disability as defined in Section 15ZA(6) of the Education Act 1996 (as amended by section 41 of the Apprenticeships, Skills, Children and Learning Act 2009) and detailed below:

- (6) For the purposes of this section a person has a learning difficulty [or disability] if—
 - (a) the person has a significantly greater difficulty in learning than the majority of persons of the same age, or
 - (b) the person has a disability which either prevents or hinders the person from making use of facilities of a kind generally provided by institutions providing education or training for persons who are over compulsory school age.

P82.2 and, because of this learning difficulty or disability, require reasonable adjustments in order to be able to complete their apprenticeship, including any reasonable adjustments to complete English and maths requirements and end-point assessment."

The need must directly affect the ability to complete their learning.

For other learners funding is sought under section 20 of the Equality Act for learners with Learning difficulties and / or disabilities, though as above where adjustments are required in order to complete their programme. By this we mean being given a reasonable opportunity to achieve without disadvantage in the way we provide learning. Funding is sought if learners reach this benchmark.

As/

As such reasonable adjustments may be made without claiming funding if this benchmark is not reached.

“Learning support (funding) must not be used to deal with everyday difficulties that are not directly associated with their programmes. If an apprentice needs help at work they may be able to get help from Access to Work.”

Cheyne's Training tailor the *way we provide education* to learners based upon assessment of the learner's learning need. These needs will either be equality based, mental, physical or social. The ESFA agree to meet the cost of reasonable adjustments to the programme for learning difficulties or disabilities, however whether we receive funding or not will not affect our commitment to ensure learners make the most of their potential.

2. Particular Challenges and Inequality within the Sectors and Regions we operate

Cheyne's Training operates across most regions in England. We support learners of wide-ranging abilities with diverse backgrounds and educational history. We often encounter areas of significant social disadvantage and some of learners, irrespective of background, can encounter learning, development and social barriers that affect their ability to meet their potential. This will include previously diagnosed or undiagnosed learning difficulties and disabilities and equality-based needs.

Education and Previous Learning Experience

Within the geographic regions and the sector within which we operate, low GCSE attainment is relatively common. Learners are often below level 2 in maths or English and this causes challenges with several components within the programmes and qualifications we deliver including the requirements of functional skills, but equally the development of vocational knowledge and skills that include maths and English application within them. We also work with older learners who may have achieved level 2 in the past but have significantly lapsed in understanding since their exams and therefore they require upskilling in order to be competent in their role even though functional skills would not be fundable based upon prior learning. Learning support would not be funded in such instances but adjustments to a delivery plan may be required.

We work predominantly with 16–24-year-olds, the majority experiencing their first time at work which can be both daunting and challenging. We encounter barriers to learning on a daily basis and these barriers lead to a necessity of amending the programme design and delivery package to assist the individual in overcoming their needs.

Geography and the impact of social disadvantage

Social mobility is incredibly important to our organisation and the reach of physical and social disadvantage and barriers to learning is wide. Common social barriers faced include unsupportive home environments which are more commonplace within our sectors than would be expected, often due to incidences of unemployment in the family unit, care responsibilities and challenges of lower wages in entry roles. These affect families of learners as well as individual learners. Single parent families, young parents and “at home” barriers of housing are becoming more common raising the need for individual learner support based upon the issues that arise where the learner has difficulties. Mentoring and pastoral support are needed at a much higher frequency.

Specific Learning Difficulties

Our learners can be affected by specific learning difficulties with many not formally diagnosed. Most common in our learner base are dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), dyscalculia and dysgraphia. The British Dyslexia Association have identified that 10% of the population has a form of dyslexia, 4% severely so.

Learners may be affected mildly by these needs or be affected more severely however all are independent of intellectual ability, socio-economic or language background and require adjustments to an individual programme as a result.

3. Protected Characteristics under the Equality Act

Cheyne Training has a duty to make reasonable adjustments for all protected characteristics including disability. Where disabled learner experiences a substantial disadvantage in comparison with a non-disabled student when accessing our learning, examination and assessment environments. Learning Support funding provided by the Education and Skills Funding Agency is applied in instances of disability to fund the reasonable adjustments we make.

Characteristics we will apply adjustments and claim learning support funding for:

Disability and Learning Difficulties

Under the Equality Act, a person has a disability if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including dyslexia and other impairments often referred to generically as learning disabilities or learning difficulties. There is no need for a person to establish a medically diagnosed cause for their impairment. What it is important to consider is the effect of the impairment not the cause. An impairment may not directly prevent someone from carrying out one or more normal day-to-day activities, but it may still have a substantial adverse long-term effect on how he or she carries out those activities. For example: where an impairment causes pain or fatigue in performing normal day-to-day activities the person may have the capacity to do something but suffer pain in doing so; or the impairment might make the activity more than usually fatiguing so that the person might not be able to repeat the task over a sustained period of time. Our learners may have a range of issues that we will be required to take account of to ensure they are able to achieve.

'A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities' (Equality Act, 2010, Section 6)

Schedule 1 of the Equality Act (2010) provides determination of disability stating the effect of the impairment as long term if:

- it has lasted for at least 12 months;
- it is likely to last for at least 12 months.
- it is likely to last for the rest of the life of the person

Example/

Example 1: The dyslexic or undiagnosed dyslexic learner will require adjustments to how we provide support, including educational materials, time spent supporting their assignment marking; all have a significant impact in how they learn. As a result, we make adjustments and claim funding for this as a learning difficulty.

Example 2: A person discloses in his course application form that he once experienced depression. The fact that he no longer has depression at the point he applies does not matter in order to gain protection from discrimination, harassment and victimisation under the Act on the basis of the protected characteristic of disability. If the depression had a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities, it does not matter if there has been no recurrence of the condition. If he met the definition of a disabled person in the past, he will still be afforded protection, under the Equality Act from discrimination, harassment and victimisation in relation to the protected characteristic of disability because he had a disability in the past.

Example Areas of Difficulty for individuals with Learning Difficulties

Information Processing - Difficulties with taking in information efficiently (this could be written or auditory). Slow speed of information processing, such as a 'penny dropping' delay between hearing something and understanding and responding to it.

Memory - Poor short-term memory for facts, events, times, dates. Poor working memory; i.e. difficulty holding on to several pieces of information while undertaking a task e.g. taking notes as you listen, coping with compound questions. Mistakes with routine information e.g. giving your age or the ages of your children. Inability to hold on to information without referring to notes.

Communication skills - Lack of verbal fluency and lack of precision in speech. Word-finding problems. Inability to work out what to say quickly enough.

Misunderstandings or misinterpretations during oral exchanges. Over-loud speech (which may come across as aggressive) or murmuring that cannot be clearly heard. Sometimes mispronunciations or a speech impediment may be evident.

Literacy - Lateness or difficulty in acquiring reading and writing skills. Some dyslexic adults have severe literacy problems and may be functionally illiterate. Where literacy has been mastered, residual problems generally remain such as erratic spelling, difficulty extracting the sense from written material, difficulty with unfamiliar words, an inability to scan or skim text. Particular difficulty with unfamiliar types of language such as technical terminology, acronyms.

Sequencing, Organisation and Time Management - Difficulty presenting a sequence of events in a logical, structured way. Incorrect sequencing of number and letter strings. Tendency to misplace items; chronic disorganisation. Poor time management: particular difficulties in estimating the passage of time.

Direction and Navigation - Difficulty with finding the way to places or navigating the way round an unfamiliar building.

Concentration - Weak listening skills, a limited attention span, problems maintaining focus. A tendency to be easily distracted, inability to remain focused.

Sensory Sensitivity - A heightened sensitivity to noise and visual stimuli. Impaired ability to screen out background noise or movement. Sensations of mental overload / switching off.

Lack of awareness - Failure to realise the consequences of their speech or actions. Failure to take account of body language. Missing the implications of what they are told or interpreting it over-literally.

Characteristics we will apply adjustments for but do not claim learning support funding:

Age: Our learner base is predominantly aged under 30. Age is a protected characteristic under the equality act and we must ensure reasonable adjustments are made that do not discriminate, including how we provide learning. Learning Support funding is not applied for this purpose.

Gender Reassignment: Our population may also include people who are proposing to undergo, are undergoing or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex have the protected characteristic of gender reassignment. This may carry with it support needs or the need to adjust our programme to ensure there is no discrimination.

The reassignment of a person's sex may be proposed but never gone through; the person may be in the process of reassigning their sex; or the process may have happened previously. It may include undergoing the medical gender reassignment treatments, but it does not require someone to undergo medical treatment in order to be protected.

Example: A student who was born physically female decides to spend the rest of his life as a man. He starts and continues to live as a man. He decides not to seek medical advice as he successfully passes as a man without the need for any medical intervention. He would be protected as someone who has undergone gender reassignment. Learning Support funding is not applied for this purpose, though there may be social or emotional difficulties alongside this that may be classed as a disability and be entitled to a claim.

Pregnancy and Maternity: We will always ensure a break in learning can be applied for individuals through pregnancy or maternity require a reasonable adjustment to learning. There may also be additional support resources and guidance applied either during or following such an instance. Learning Support funding is not applied for this purpose.

Race: We embrace all races within our policies, 'race' defined as including colour, nationality and ethnic or national origins of which we will have diverse ranges within our population. Our most common adjustments would be based upon first languages. In several of our service sectors, English can be a second language and though learners when recruited will have developed their ESOL skills, they will often require further development and additional learning to succeed. Learning Support funding is not applied for this purpose.

Religion or belief: Our learners will have a range of religions and beliefs. Manifestations of a religion or belief could include treating certain days as days for worship or rest; following a certain dress code; following a particular diet; or carrying out or avoiding certain practices. Placing limitations on a person's right to manifest their religion or belief may amount to unlawful discrimination and so reasonable adjustments must be made. We do not commonly apply learning support for this purpose, however the re-arrangement of workshops, visits or class activities around manifestations may apply. Learning Support funding is not applied for this purpose.

Sex: Our population includes all genders. Adjustments may apply for example where the treatment of a woman is because of her pregnancy and maternity. Learning Support funding is not applied for this purpose.

Sexual Orientation: Sexual orientation relates to how people feel as well as their actions and we need to ensure we do not discriminate and apply adjustments based upon manifestations of that sexual orientation. We have taken account of this within the design of our programmes and would not usually apply learning support claim however additional support services, guidance and mentoring may apply if the learner was being adversely affected because of their feelings or actions. Learning Support funding is not applied for this purpose.

In Summary: The learner need will affect the planned outcomes of the programme. Our programmes have a variety of required outcomes, and our policy is to support the learner to achieve those outcomes through **Learning Plans** and where a reasonable adjustment exists this is addressed through a **Support Plan** which will result in a learning support funding claim if the need directly affects the planned programme.

4. Overcoming Particular Barriers in our Programmes

Apprenticeship Functional Skills

Within our apprenticeship programmes, maths and English are mandatory components with Level 1 functional skills or equivalents required in a Level 2 Apprenticeship standard, and Level 2 Functional Skills or equivalents required in a Level 3 standard.

All apprentices undertake a maths and English diagnostic activity at start to determine their level. Where equivalents do not exist (also referred to as transferable skills) an apprentice can only be funded for a functional skill at the level above their initial assessment.

Stepping-stone qualifications may also be delivered where for example the Apprentice is at entry 2 or below requiring level 1 or 2 to be achieved in their programme.

In November 2012 the government agreed to fund additional support costs for apprentices identified through diagnostic testing as being below level 2 in maths or English. Cheynes Training view learners who are assessed as being at entry Level 2 or below in maths or English as having at least a mild to moderate difficulty, being at a disadvantage to their peers and we will adjust the learner's programme in terms of the support services provided in order to ensure they are able to meet their potential.

Therefore, we would view that if an apprentice is at entry Level 2 or below, there is a potential learning need that may quantify as a potential learning difficulty and learning support funding may be sourced, dependent upon the programme applied. It is not an automatic funding claim: the evidence would need to suggest an underpinning learning difficulty may exist.

Instances will also exist where despite the existence of equivalents or transferable skills that the learner is below Level 2 in their maths and / or English abilities. In these instances, support may be required to ensure they are able to implement their vocational knowledge, skills and behaviours and return to Level 2 and overcome the barriers to learning that would affect their knowledge and skill development in the workplace. In these instances, no funding occurs for the functional skill therefore learning support must be used to support the reasonable adjustments due to the risk of discrimination.

Where/

Where apprentices have learning difficulties or disabilities with an historic or existing Education, Health and Care Plan, Statement of Special Education Need or Learning Difficulty Assessment it is possible to relax the requirements for maths and English qualifications in apprenticeships to a lower level than would ordinarily be required. In these instances, we would consider that even with support and reasonable adjustments, achievement of the required level is unlikely and sitting of a Level 2 functional skill exam would not be appropriate. As long as the apprentice can reach the required occupational standard within the planned programme timeframe the required functional skill level can be dropped to entry 3.

An assessment of this exemption should be made within the first eight weeks of programme.

See overleaf for the functional skills requirements in apprenticeships

Functional Skills in an Apprenticeship		
Prior Qualification equivalent or transferable skill held	Planned Programme Functional Skill Content	
	Intermediate Framework or Level 2 Standard	Advanced Framework or Level 3 or above standard
Below Level 1	Level 1 achievement required Level 2 Functional Skill should be taken and exam sat (does not need to pass the level 2)	Level 2 achievement required
Level 1	Level 2 Functional Skill should be taken and exam sat <i>Does not need to pass to complete programme (as has level 1 equivalent)</i>	
Level 2	No Functional Skill required	No Functional Skill required

Adult Education Maths and English

Within Adult Education budget funded programmes including Adult Classroom or workplace learning and Traineeships for 19-24 year olds, functional skills is funded where a learner has no equivalents and is delivered at the level above initial assessment. Learning support would not be used to support the delivery of maths or English directly, though may apply due to other barriers to learning or equality characteristics.

5. How we Assess Needs

Our approach to assessing need is shown below:

Identification of need can occur at any of the following stages:

- Application
- Enrolment
- On Programme



The need is then assessed to identify whether it has a direct impact on the ability to engage successfully in learning without disadvantage. A system is in place where a trainer or tutor can also refer a learner based on their own evaluation of a learner's support needs: a "Support Assessment."

Needs assessment will take place for all learners that indicate potential need, be it self-declaration, formal evidence or informal diagnosis through our support tools.

Self-declaration of Learning Difficulty or Learning Disability

Prospective learners can declare learning difficulties or disabilities at the point of application, enrolment and initial assessment. This is discussed as a part of pre-programme Information, Advice and Guidance and a support needs assessment take place.

We will also enrol learners that have undiagnosed learning difficulties or will not indicate a difficulty; however, most learners will indicate need from their application information:

Application Self Declaration of LLDD

Learning Difficulties, Disabilities and Health Problems							
I have a visual impairment (4)	<input type="checkbox"/>	I have a hearing impairment (5)	<input type="checkbox"/>	I have a disability affecting mobility (6)	<input type="checkbox"/>	I have profound complex disabilities (7)	<input type="checkbox"/>
I have social and emotional difficulties (8)	<input type="checkbox"/>	I have mental health difficulties (9)	<input type="checkbox"/>	I have a moderate learning difficulty (10)	<input type="checkbox"/>	I have a severe learning difficulty (11)	<input type="checkbox"/>
I have dyslexia (12)	<input type="checkbox"/>	I have dyscalculia (13)	<input type="checkbox"/>	I have Autism spectrum disorder (14)	<input type="checkbox"/>	I have Asperger's syndrome (15)	<input type="checkbox"/>
I have a temporary disability after illness (e.g. post viral) or accident (16)	<input type="checkbox"/>	I have speech, language and communication needs (17)	<input type="checkbox"/>	I have an other physical disability not stated here (93)	<input type="checkbox"/>	I have an other specific learning difficulty (e.g. Dyspraxia) (94)	<input type="checkbox"/>
I have another medical condition (e.g. epilepsy, asthma, diabetes) (95)	<input type="checkbox"/>	I have a learning difficulty non specific (96)	<input type="checkbox"/>	I have another disability not stated here (97)	<input type="checkbox"/>	I prefer not to say (98)	<input type="checkbox"/>
Having looked at these difficulties, disabilities and health problems please indicate which if any of the following apply to you:							
I believe I have a learning difficulty, disability or health problem (LLDD 1)	<input type="checkbox"/>	I do not consider myself to have a learning difficulty, disability or health problem (LLDD 2)			<input type="checkbox"/>	I prefer not to say (LLDD 9)	<input type="checkbox"/>

Historically, the responses given by learners at the point of application are not fully reliable, with apprentices in particular not necessarily wishing to disclose difficulties for fear of programme rejection, negative perception by their employer or prospective employer or their peers. It is therefore important to note that needs may not become apparent until learning activities occur and after diagnostic assessments or once trust is built between trainer and learner.

A claim for learning support is not automatic but is based on the assessment of need and the creation of a support plan highlighting the reasonable adjustment.

Self-Declaration of Educational Health Care Plan, Statement of Special Educational Need

Learners can also declare the existence of an EHC Plan or statement of Special Educational Need. This would result in support referral.

Identification of an Equality need

Through discussion with the learner in IAG or on programme an equality-based need might be determined resulting in support referral and a Support Plan being created.

Maths and English Diagnostic Assessment

During the start process all learners receive a comprehensive maths and English assessment using the BKSBS Live assessment software. This detailed diagnostic conducted provides an in-depth explanation and identification of needs and forms the individual components of the maths / English support activities that are documented within a Support Plan with individual activities set according to level within the software. The software establishes the level the learner is working at or towards. It is important to understand that “working towards” means they are not at that level.

The software will be the primary delivery mechanism (unless an alternative is required due to need).

We view a learner at Entry Level 2 or below as having a potential moderate difficulty though this does not automatically result in support claim for adjustments made.

Whether a learner is funded for a functional skill or not is irrelevant when it comes to support need. Evidence demonstrates that many learners holding transferable skills (GCSEs or other qualifications in maths or English) are not at the level their prior qualification indicates and as such require upskilling to meet the competency needs of their framework. We will not fund the functional skill in these instances as per current funding rules, however the learner’s maths and / or English skills would still require development under Ofsted expectations.

Personal and Social Development Self Assessment

We have identified vulnerable and young learners complete a Personal and Social Development Self-Assessment. This document identifies potential barriers to learning that are based on social needs. Many social needs can be classed as disabilities (see the ILR field of “Social and Emotional Difficulties”) and so would require reasonable adjustments under the Equality Act.

Indication of needs here would trigger a referral to the managing director of Cheynes Training who would discuss the needs in greater depth, the evidence of which captured in the format of the Support Plan. A decision is subsequently taken on whether there are necessary adjustments to the programme that might necessitate a claim to meet the costs of support or whether the adjustments are in line with what would normally need to occur and so no claim made.

This/

This document can be completed at interview or shortly after start and focuses on five core areas where barriers to learning can exist:

- Learning History
- Home Environment and Support for Learning
- Emotions and Feelings
- Other Social Factors
- Work Readiness Skills

The document asks fifty questions linked to factors that could be barriers to learning and development. The learner's self-assessment of a need results in referral to the Learning Support Specialist for further investigation. There is a User Guide to this form that explains the trigger questions and identifies 19 questions that would indicate a potentially significant need. The remaining questions indicate a potential need, though may not result in significant adjustments to the programme.

Other Diagnostic Software

Other software we might use would flag potential learning difficulties, disabilities or neurodiversity. Any flagged instance results in a needs assessment.

On Programme Adjustments

A potential need for support may only arise part way through the programme, for example changes in learner home environment or any other significant social need that affected learning or the prospect of achievement; this "Supplemental Support Request" would result in a referral to the Learning Support team where the need would be investigated.

This would also include individuals with a false maths or English result at initial testing, or where a maths, English or communication-based need is established while on programme. This support request will be completed by the head of centre at the academy where the learner is based and communicated to the Cheynes Training Learning Support specialist who will appraise the request and implement a suitable support approach.

End Point Assessment Adjustments (Apprenticeships)

End-point assessment (EPA) within apprenticeships is conducted by a third party. All reasonable adjustments necessary for training delivery may equally apply at EPA. It is the duty of Cheynes Training to work with the EPA Organisation to ensure the reasonable adjustments are communicated, agreed, and put in place for the apprentice to prevent disadvantage.

6. Support Documentation

Below are the documents you will see implemented in our support package. This will be in addition to our usual learning and evidence resources.

Support Needs Assessment

Following Initial Assessment, the Support Needs Assessment is completed when a potential learning difficulty or disability has been identified. The aim is to determine to what extent the barrier would have upon the learning planned in the programme. For funding claim the need must be significant and have a material impact upon the ability of the learner to successfully engage in activities without suffering undue disadvantage. The needs assessor determines if there is a need, whether it is significant and whether it has a direct impact on the planned programme. This should be a detailed piece of work, taking at least 45 minutes.

Support Plan

Following a Support Needs Assessment, a Support Plan is completed as an annex to the learner's Individual Learning Plan by a Cheynes Training support specialist. This identifies the strategies to be put in place, the frequency and the logistics. This is reviewed on an ongoing basis with a formal review at least every month to determine its effectiveness and continuing need.

This should be a detailed piece of work, taking at least 45 minutes.

Support Plan Review

Conducted monthly, a Support Plan Review will confirm if support remains effective, necessary, amends the support package and indicates to administration teams if there needs to be any funding claim amendment.

For any learner with support delivery there is at least a monthly review of the support arrangements where the Support Plan can be amended including the switching off of Learning Support funding claim. Support claims would end when the support is no longer required for one reason or another which may include where costs of delivery are no longer being incurred.

Support Plan Reviews may be brief but will depend upon the nature of adjustments planned.

Individual Learning Plan

Supplemented by the Support Plan, this explains the learner's full programme. This will usually be contained in the portfolio or e-Portfolio used.

Engagement Records

General activity engagement records may comment on the support provided though may not, depending upon the adjustments made in the activity.

Progress Reviews

Progress Review will comment on the effectiveness of support delivery and will take place regularly. The need for support will be evaluated on an ongoing basis but documented within the general programme review in a separate section of the form.

A section for maths and English development will be completed irrespective of whether functional skills are required in the programme as will discuss 'in work implementation' of maths and English skills.

Supplemental Support Request

The form used to request support if the trainer believes support is required on programme.

Support Resources

Key to this process is the presence of a Learning Support specialist who specialises in working with the learners we identify have needs. There is also a maths / English specialist who will work with those learners that are at a disadvantage based on assessment of their maths and English needs.

Learners also receive additional support in terms of additional time spent supporting and mentoring from the head of centre at the academy where they are based.

General Activities to address Barriers to Learning

Additional Activity	One to one activity (inc LSA)	Group Activity	Specialist Activity
Additional or changed Resources	Maths / English Tuition or specialised	Additional Day Release / Activity	Assistive technology: IT, Dictaphone
Increased Hours of delivery (time)	Mentors / Support workers	Size of Group variation	Note Takers, scribe, readers, BSL Interpreter
Pattern of Delivery amendment (dates, durations, breaks)	Personal Care	Issue specific workshops	Third Party therapy

Exam Adjustments

Extra time allowance	Scribe	Reader	Personal Support Worker in attendance
Timed rest breaks	Bathroom breaks	Voice explanation	BSL interpreter + extra time
Assistive Technology – voice recognition	Assistive Technology – screen reader	Assistive Technology – text to speech	Flexibility with location

Exam Adjustments (continued)

Flexibility of time assessment	Flexibility within the method of assessment	Pre-recorded evidence / video link	Permission to write / bring notes
Presentation of evidence: format, size, font, colour	Individual testing	Paper based options	Supervised assessments at home
Written questions to back up verbal	Rewording of questions / clarifications	Time allowed for processing verbal questions	Information presented in small chunks

Specific Activities to Address Barriers to Learning

Specialist maths or English Support in the workplace or classroom by a Learning Support Specialist: The learner with maths or English learning challenges will face these barriers in their knowledge and competence components of their programme. The learner's difficulties are identified through advanced diagnostics, and these areas worked upon to develop the problem area and progress the learner.

Normal maths and English delivery is undertaken by the tutor. Where a learner is indicated as working 'at entry 2' or below in maths or English they will receive significant one-to-one additional support.

Ongoing Mentor Support for Personal and Social Development (PSD): Where social needs are identified the Learning Support Specialist can be assigned to deliver ongoing mentoring activity. This can be one to one activity in the workplace, additional contact via a variety of methods and is again dependent upon learner need. Regular contact via email, phone, Teams, Facetime or sometimes social media is necessary with some learners, be they vulnerable or at risk based on their social needs to address their barriers. Signposting will occur to relevant support materials and sources.

For many learners the support activity will simply be increased time spent by the standard learning advisor; however, their amendments to the planned method of delivery are also justified in learning support claim.

Frequency of Support Activity: The frequency of support visits will be flexible and dependent upon needs. These could be monthly, bi-monthly, fortnightly or weekly though a flexible approach is adopted to whether visits are in person or remote.

Support Review: Every learner receiving support will receive a monthly Support Review which will evaluate the effectiveness of the support and make adjustments where necessary. Frequency can increase dependent upon the severity of the need. For learners with social needs for example frequency could be weekly, fortnightly or monthly dependent upon the issue faced.

Loan or Grant of additional equipment (Dictaphone, IT or similar): Some learners due to several social factors could have difficulties obtaining or retaining equipment that goes beyond what an employer would provide. In rare instances we can assist with providing equipment without which the learner would be at risk.

Usually for Apprentices the employer would provide this and not be subject to a Learning Support claim, but in some social situations the learner is unable to retain the equipment and would need to be provided. Where learner as a result of their needs requires additional or revised teaching or learning resources, for example coloured paper, larger font, additional visual or audio equipment or a Dictaphone.

Additional Visits in the Workplace (if applicable): A learner working towards Level 1 will receive additional training from a tutor. Whoever leads on the support delivery would deliver both maths and English to the learner and lead examination, except for English Speaking and Listening which would always be coordinated by the head of centre at the academy they attend.

Where a learner requires additional or amended visits due to learning needs, the staff time for travel to and from the location have to be considered as is the cost of travel itself. This type of support would apply to a learner who requires more direct delivery in a one to one working environment (as may not best progress in a group setting). The learner may also require a greater number of visits based on their inherent learning needs and the programme will take longer as a result.

Shorter but more frequent visits: This would be necessary for those learners with attention deficit disorders or symptoms where learning activities have to be condensed to shorter sessions to deal with the learner's problems. This increases the number of visits required in the workplace and carries additional costs.

Increased Length of Programme: Some learners based on their learning needs are likely to require additional learning hours before achievement and an increase in their planned stay as a result. This would be classed as time spent that exceeds the normal contact time with a learner without Learning Support needs. The programme length would be planned to be longer at start, this will not be changed on data while on programme.

Increased Marking and Assessment: Learners with difficulties will often take longer to complete activities successfully and this lengthens the learning process but also the teaching process. Greater time will be required to mark, assess, and grade the learner's work.

Additional Learning Hours on Aims: Some learners will require additional guided learning hours or resources on specific aims in their programme, particularly where units present a greater challenge based on learner needs in maths or English. This would result in additional resources and time to address the need and progress the learner.

Increased Frequency of Assessment or Support Reviews: The frequency of Support Reviews may be increased to address a learner's needs. For vulnerable learners, including learners with social needs, these will commonly be increased to deal with the individual issues that can arise as a result of the learner's needs. Weekly, monthly or bi-monthly reviews may be needed. This may not always be a formal review and could include regular contact by their mentor. The method and frequency of assessment may also require modification to take account of learner need. This can be linked to learner confidence and self-esteem issues or health or behaviour conditions where the pattern of assessment may be amended to that of other learners, frequency adjustments having an impact on cost.

Additional Activities to be provided by third parties

Where significant social needs exist, there may be need for expert third party delivery. These would be coordinated through the Learning Support team.

Personal Counselling: On occasion a third party may be brought in to provide specialist assistance based on an individual need.

Learning Support Specialists (in class): Learners may require individual or group Learning Support Specialists.

Speech Therapist or Communication Support Tutor (Braille): Again, based upon need, expert assistance may be required.

Mental Health Mentor Programme: Operated by Remploy, the mental health mentor programme is available to any apprentice who is experiencing mental health difficulties at work. It complements existing occupational health programmes and is delivered by trained professionals with expertise in mental health in the workplace.

Physiotherapist: Likely a rare need and for an Apprentice this would be expected to be a cost incurred by the employer, however for Adult classroom provision a need may arise within a sport related course for example where assistance may be required from expert third parties.

Social Worker: Where social workers or other third-party Support Specialists are involved there will be additional liaison between our Learning Support Specialist and the third party to coordinate the learning package.

Personal Care Assistant: Where learners have disabilities that require support there may be needed to support the costs of Personal Care Assistants.

In Class Resources (including Provision for the Unemployed & Traineeships)

Additional Days in Centre: Due to their learning or social needs sometimes, learners may require additional days at a centre or workshops to be provided, usually on a one to one or smaller group basis but occasionally delivered through distance learning.

Revised Attendance Pattern: Due to learning or social needs some learners do not react well in a group teaching environment and their pattern of attendance at centre would require amendment. This is always in conjunction with extra one to one delivery in the workplace or placement.

In Class Learning Support Specialist: An in-class Learning Support Specialist might be provided to increase the 1-to-1 attention on those learners with support needs. Additional teaching resources, either to reduce class sizes or to provide support in or out of the class. This can be a Learning Support Specialist or other, who increases the amount of one to one contact a learner would receive.

Weekly One to One Private Discussion: Some learners benefit from close mentoring on a 1-to-1 basis and receive more regular staff attention. The weekly 1-to-1 takes place away from the group and can be used to discuss personal and social difficulties and revise the support plan and assist with learning.

Dexterity Support: Some learners as a result of social or physical / health needs require additional help in the practical implementation of skills. Additional training is provided to address this need; however, sometimes this barrier is not solvable through additional training and ongoing support is required.

Intentional Limited Class Size: In some cases, small groups will be formed which requires greater resource. Putting learners with high level needs in large classes is not going to help most of them, so by tailoring the support to a smaller sized group can result in more effective results.

Educational Seminars: Additional training workshops can be provided to address skills deficiencies in maths and English as these skills have significant impact on the content of the framework. Seminars can also occur in social need support areas including family planning, budgeting, confidence building and communication.

Additional Guided Learning on Maths or English: Some learners will require more time and individual activity on their maths and English skills, needs determined by their diagnostics.

Additional or Revised Teaching Resources: Where learner as a result of their needs requires additional or revised teaching or learning resources, for example coloured paper, larger font, additional visual or audio equipment or a Dictaphone.

Reader or Note taker: Provided for those learners with difficulties in this area.

Transport between sites and to other off-site activities for learners with mobility difficulties: May on occasion be required.

*Policy Updated: July 2024
David Lockhart-Hawkins
For Review: July 2025*

Annex A

Social & Emotional Needs Reference

Post 2011-12 the Apprenticeship Funding Rules no longer identified details of the Additional Social Needs barriers that would generate Additional Social Needs Funding. The government recognised in 2015-16 Social and Emotional Difficulties as a disability in the Individual Learner Specification, therefore their presence is a learning difficulty / disability. The following are common social difficulties set as a precedent by government in 2011 with comments as to how they would impact upon our learners in 2018/19.

Recent or Current Offending Behaviour

"201. The apprentice must be known to the criminal justice system and be considered by others or themselves to be at risk of re-offending, or still be offending. Where offending behaviour appears to have come to an end and there is no record of further problems, these criteria must apply only if the original offence is still affecting the apprentice's life. This could include serious offences that make it more difficult for them to gain employment, or to access learning without additional supervision and support."

This type of social need can exist amongst learners, where such a need exists we would need to liaise closely with the learner's social worker / parole officer / Support Tutor from outside agency if an active area of concern, though may be an historic issue that no longer is a risk. If a live risk, we would ensure day to day advice and guidance and mentoring is available on request. Patterns of learner attendance at their placement or employment may be affected on a live issue. The time spent addressing these concerns would be additional support. We also do not underestimate the impact on the victim of recent offending behaviour, of which our learners may also be.

Poor or Erratic Attendance in Education

"202. This may be evidenced from the school records or by the apprentice themselves when school records are incomplete or unavailable. It includes all those who missed regular full-time schooling, whether this was as a result of behavioural problems such as bullying, moving around the country or truancy and so on. In the case of a conflict between school records and the evidence of the apprentice, greater weight must be given to the testimony of the apprentice. Evidence from parents, guardians or professionals may also be used as required. Individuals who have been tutored at home or who have attended alternative education programmes, which are often part-time and have reduced attendance requirements, may also be included."

This can be a barrier identified among the client group, and this results in greater mentoring needs and can affect learner attendance on programme or their presence at planned workplace visits. The learner's participation at the place of employment is likely to require close monitoring and ongoing advice. A programme of confidence building, and inclusion is developed and one to one sessions help foster a sense of well-being. For older learners this is often an historic issue which is linked to confidence in the education process, dealing with fears and perception of education as a negative. Even if not a current need, its presence historically would require some form of evaluation on whether it will affect the learner's ability to learn in the present.

Unsupportive or Unsupported Home Environment

"203. The following must be considered:

**all individuals aged 16-18 who are living independently (whether they are care leavers or have left home for other reasons)*

** Those living in temporary accommodation or of no fixed abode must be automatically included*

** Those who are carers who have no other substantial support*

** Those living away from the family home with other members of the family, as this may indicate conflict or other problems.*

204. For individuals who have been in care for short periods of time, their home circumstances and the impact that this has had upon them must be evaluated.

205. Evidence may be available from Support Tutors, but information from the apprentice must also be acceptable where substantial problems have been identified. Examples of this may include:

** Where families are in crisis or unable to cope*

** Where there are dependency problems within the family*

** Where changes to the composition of the family have brought individuals into conflict, for example with a new partner of a parent or carer*

** Where the apprentice is used to care for siblings to the detriment of their programme*

** Where the apprentice comes from a culture of entrenched unemployment that affects their commitment to learning."*

A common barrier faced, which can affect attendance and progress. Commonly this is the perception of the peer group rather than family, with cultures of negative attitudes to education requiring greater emphasis on new learning techniques. The main solution to the above is increased mentoring but also interaction with the family to address queries and concerns. A major barrier is low wages in several sectors we operate in and the impact this has on independent living. Educational seminars in life skills can be taught in addition to the curriculum to help with monetary planning. Learners will need additional motivation and confidence building to progress.

Significant Problems with Confidence or Self-esteem

"206. While everyone lacks confidence in some situations, individuals with significant problems are likely to demonstrate high levels of anxiety about doing anything new and may dwell on their failures rather than their successes, feeling unable to take even small risks. They will be either withdrawn and uncommunicative or extremely disruptive in their attempts to avoid failure. They will probably have unrealistic expectations of what they must achieve, and so attempt little because of this fear. Individuals with low self-esteem may show extremes of behaviour, such as aggression and bullying, or they may avoid contact with others.

207. Further indicators include the way that individuals present themselves. For example, they may have poor personal hygiene, be unkempt or even threatening in their appearance. Individuals with low self-esteem are likely to feel rejected and will therefore be unable to feel positive about themselves."

This can occur and manifests itself through disruption to learning either through non-attendance or withdrawal. The perception of self among peers is our main issue in this area. Historic labels given to the learner or that the learner has given themselves with regards education require rejuvenation of the learning process and benefits to learner.

Mentoring and one to one activity are key to addressing this need, alongside the recognition of short-term goal achievement, building confidence and the view of self.

Significant Problems with Motivation or Attendance

"208. Individuals who can be shown to have received a thorough initial assessment and to have received support to identify and address any underlying problems, but who still demonstrate significant problems with motivation and attendance, must be considered. This may be a continuation of school patterns. The Cheynes Training must also consider and address any difference in patterns emerging from attendance at the workplace and in-house learning. The work that the Cheynes Training undertakes to address the problems may reveal the need for a structured and more intensive programme of support."

Motivation can be a barrier particularly linked to low wages in the sectors we operate and the pressures of family to either earn more, or not earn linked to the family benefit status. Close monitoring of behaviour is key to progress, alongside regular communication with the employer or placement.

Attitude or Behavioural Problems

"209. This includes Individuals whose attitude or behaviour problems mean that they are likely to need a high level of supervision and additional support to make the transition to the workplace, or a high level of support and supervision in the workplace. Evidence for this may be available from those supporting the apprentice when they join the programme or from school records, but individuals must also be given the opportunity to make a fresh start where this does not endanger themselves or others. Those who might be considered to be at risk may be expected to have undergone a risk assessment, and this will be acceptable evidence for this criterion. Alternatively, the Cheynes Training must have evidence that has been generated during the programme. Evidence must show the involvement of more than one member of staff, and that the apprentice has been fully involved in addressing the problems. Where an apprentice has lost a placement, this must be shown to be as a result of their poor attitude or behaviour. Evidence may include records of the support the Cheynes Training has given the apprentice, corroborated by the employer. It will be important to show that the problems were not caused by inappropriate placing or a personality clash."

Learners can fall out with their employers, but it is an important distinction to note when it is due to a social need rather than a personality clash. Close contact is needed with employers and placements to ensure that learners are engaged correctly. The teaching style for such learners can be different and group size or delivery method amended accordingly.

Drug or Alcohol Problems

"210. This does not include those who could be considered to be recreational users, where their use of drugs, alcohol or other substances does not impact upon their programme in any way. Evidence for drug or alcohol problems will usually come from their timekeeping, concentration, behaviour and so on. While some individuals may be accessing support, the majority will not and may not even have accepted that they have a problem. It will be important to build trust to facilitate these discussions. In the most severe cases, where individuals need and are prepared to undertake rehabilitation, it may mean that a more flexible programme must be considered."

This social need is more about addiction in its varying forms and is as prevalent today as it ever has been particularly linked to social media, technology in general, gambling, gaming or other activities that would affect work and learning focus and if occurring can lead to

withdrawal quickly. Learners are monitored and external advice sought for this need. Activities can include sessions and advice on health and other aspects of independent living through workshops, webinars or other means.

Health Problems

"211. It is important to clarify the difference between health problems that can be addressed by the provision of specialist equipment and those problems that require higher levels of support to ensure that the apprentice is able to make the most of their learning. It is likely that only a small percentage of individuals will have seen an educational psychologist or have been statemented at school. A higher percentage will have undiagnosed problems leading to behaviours that will mean that some of these individuals may be assessed under other categories. Individuals are often reluctant to admit to mental health problems because of the stigma attached to them. An apprentice with a phobia will have intense symptoms of anxiety, but these fears will arise only in the particular situations that frighten them. A phobia is likely to lead to the apprentice avoiding situations that they know will cause them anxiety. In the worst cases, their life will be dominated by the precautions they have to take to avoid the situation they fear. Support may be required to help them to face any issues that impact upon their programme and to seek medical help where appropriate."

The use of specialists including physical Support Tutors and mental health workers can be implemented if a need identified. In many instances though the delivery mechanism of learning is the key aspect that can change to suit the need. Resources such as the Remploy mentor scheme can also support.

Significant Problems with Communication and Interaction

"212. An apprentice with significant problems with communication and interaction will usually be identifiable from the first interview. Individuals may have problems communicating with all age groups, or with specific groups. For example, some individuals have particular difficulty in communicating with adults, or those who may be perceived as being in authority. They may also interact inappropriately in certain situations. These individuals may have difficulty in listening to what others are saying and in reading other people's facial cues and body language. Some individuals will talk very quietly, avoid eye contact, and display an inability to hold a normal conversation and reluctance or inability to ask questions – they are often termed as being extremely shy. Others may be unable to hold a normal conversation without shouting or being overly demanding. They may tend to invade other people's personal space and appear to be aggressive. In group situations, individuals meeting these criteria may be at either end of the continuum, being either extremely withdrawn or disruptive. In the workplace, individuals with communication problems will find it hard to build working relationships and to develop the support that they need in order to learn. In some cases, this may affect their ability to work safely. This may also apply to individuals with language difficulties or those who speak English as a second language. However, those individuals who have significant issues with the English language must be directed to appropriate ESOL provision before commencing an Apprenticeship."

Learners with this barrier find it difficult to secure or maintain employment. Or this can be a historical issue that learners subsequently relapse into. Ongoing mentoring required but also educational activities within a classroom or one to one setting can assist. We would look to refer this learner to a Study Programme or Traineeship pathway if there are particularly significant barriers to address unless a supportive and subsequently beneficial employment position can be sought.

Single Parents with Particular Difficulties Finding Time to Learn

"213. This includes individuals who are solely responsible for the support of one or more children, and pregnant young women who are without the support of a partner. These individuals would be unlikely to access learning provision. They are likely to have had a disrupted or possibly unsuccessful experience of school."

This barrier can be encountered. A change to the delivery method is common, with visits having to occur often around an unusual schedule or pattern of attendance. This can incur additional costs, more postponed or amended visits and unsocial hours. There is an increased cost where this exists.

Work Readiness Skills

Though not recorded in previous Agency guidance these social barriers would commonly be addressed through the most appropriate learning pathway. Little or no work experience , low practical skills, no experience of attending job interviews, difficulties completing application form, worries about the prospect of work would be addressed primarily through alternative learning pathways. However, if an appropriate employment position is available that can offer a softer introduction to work then this can be sought and supported in an Apprenticeship.

Annex B - Social Need Resource Signposting

All trainers can signpost learners to a range of support resources including third party services.

ADHD	NHS	N/A	https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/
ADHD	Living with ADHD	N/A	http://www.addandadhd.co.uk/living-with-adhd.html
Age	AGE UK	0800 169 6565	www.ageuk.org.uk
Alcohol Dependency	Alcoholics Anonymous	0800 9177 650	www.alcoholics-anonymous.org.uk
Autism	The National Autistic Society	020 7833 2299	https://www.autism.org.uk/about/what-is.aspx#
Autism	Ambitious About Autism	020 8815 5444	https://www.ambitiousaboutautism.org.uk/understanding-autism/about-autism/what-is-autism
Career Advice	Not Going to Uni	0203 691 2800	www.notgoingtouni.co.uk
Careers	National Careers service	0800 100 900	https://nationalcareersservice.direct.gov.uk
Children and Young People	ChildLine	0800 1111	www.childline.org.uk
Children and Young People	The Hide Out	N/A	http://thehideout.org.uk
Children and Young People	NSPCC	0800 1111	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/
Children and Young People	The Site	0808 808 4994	http://www.thesite.org
Citizens Advice	Citizens Advice Bureau	03454 04 05 06	www.citizensadvice.org.uk
Disability	Disability Rights UK	0330 995 0400	www.disabilityrightsuk.org
Domestic Violence	Women's Aid	0808 2000 247	https://www.womensaid.org.uk
Drugs	Frank	0300 123 6600	www.talktofrank.com
Dyscalculia	The Dyslexia Association	0115 924 6888	http://www.dyslexia.uk.net/specific-learning-difficulties/dyscalculia/
Dyslexia	British Dyslexia Association	0333 405 4567	http://www.bdadyslexia.org.uk/
Dyslexia	Dyslexia Action	01784 222 304	http://www.dyslexiaaction.org.uk/
Dyspraxia	Dyspraxia Foundation	01462 454986	https://www.dyspraxiafoundation.org.uk/dyspraxia-adults/
Eating Disorders	Beat	0808 801 0677	http://www.b-eat.co.uk/
Employment	National Careers Service	0800 100 900	https://nationalcareersservice.direct.gov.uk/job-profiles/home
Epilepsy	Epilepsy Action	0808 800 5050	https://www.epilepsy.org.uk/
Equal Opportunities	Equality and Human Rights Commission	0808 800 0082	http://www.equalityhumanrights.com/
Ex-Offenders	NACRO	0300 123 1889	https://www.nacro.org.uk/resettlement-advice-service/
Financial	Benefit Advice	N/A	www.gov.uk/browse/benefits
Financial	Benefit Advice	N/A	www.entitledto.co.uk
Financial	Money Advice Service	0800 138 7777	https://www.moneyadviceservice.org.uk/en
Financial	Step Change Debt Charity	0800 138 1111	www.stepchange.org
Government Services	Government	N/A	https://www.gov.uk
Health Promotion	Public Health England	N/A	https://www.gov.uk/government/organisations/public-health-england
Hearing Impairments	Action on Hearing Loss (formerly RNID)	0808 808 0123	http://www.actiononhearingloss.org.uk/
HIV and AIDS	Terrence Higgins Trust	0808 802 1221	http://www.tht.org.uk/
Housing	Shelter	0808 1644 660	https://england.shelter.org.uk
Housing	National Homelessness Advice Service	N/A	www.nhas.org.uk
Learning Difficulties/Disabilities	Mencap	0800 808 1111	https://www.mencap.org.uk/
Legal	Civil Legal Advice	0345 345 4 345	https://www.gov.uk/civil-legal-advice
Mental Health	MIND	020 8519 2122	www.mind.org.uk
Mental Health	Rethink	0121 522 7007	www.rethink.org
National Wage	GOV.UK	N/A	https://www.gov.uk/national-minimum-wage-rates
National Wage	ACAS Helpline	0300 123 1100	http://www.acas.org.uk/helplineonline
Race	Equality and Human Rights Commission	0808 800 0082	http://www.equalityhumanrights.com/
Rape	Rape Crisis	0808 802 9999	http://rapecrisis.org.uk/
Refugees and Asylum Seekers	Joint Council for Welfare of Immigrants	020 7251 8708	http://www.jcwi.org.uk/
Samaritans	Samaritans	116 123	http://www.samaritans.org/
Sensory Impairments	Sense	0300 330 9256	http://www.sense.org.uk/
Sexuality	Stonewall	0800 050 20 20	http://www.stonewall.org.uk/
Skills Development	Mind Tools	020 7788 7978	www.mindtools.com
Skills Development	Teach Thought	N/A	www.teachthought.com
Skills Development	Skills You Need	N/A	www.skillsyouneed.com
Smoke Free	NHS	N/A	http://www.nhs.uk/smokefree
Study Skills	How to Study	N/A	www.howtostudy.com
Support	Support Line	01708 765200	http://www.supportline.org.uk/problems/index.php
Victim Support	Victim Support	08 08 16 89 111	www.victimsupport.org.uk
Visual Impairments	RNIB	0303 123 9999	http://www.rnib.org.uk/
Volunteering	Do-It	N/A	www.do-it.org

Annex C - The Personal & Social Development Screener Questions

Where the tick boxes are highlighted in RED, these are significant factors that would indicate a clear social need requiring support. Where highlighted in AMBER there is likely a need that should be identified through further discussion with the Learning Support Specialist. Where highlighted GREEN there may be a need but must be discussed with the Learning Support Specialist.

Personal and Social Development Self-Assessment Risk Assessment Tool

This form can be used to overlap the existing [self assessment](#) and identify potential areas of risk. Where the tick boxes are highlighted in RED, these are significant factors that would indicate a clear social need requiring support. Where highlighted in AMBER there is likely a need that should be identified through further discussion with the Learning Support Specialist.

Where highlighted GREEN there may be a need but needs to be discussed with the Learning Support Specialist.

Learner Name:		Date Completing this form	
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Do any of the following apply to you? (Tick where relevant)

Learning History

I have difficulties with reading or writing		I have difficulties with Maths at a low level	
I had poor or erratic attendance at school or at College		I had difficulties getting on with teachers	
I had difficulties getting on with other students		I rarely attended school	

Home Environment and Support for Learning

I live on my own		I live on my own and have difficulties with my parents or legal guardians	
I live in temporary accommodation or have no fixed address (including sofa surfing or living with friends)		My family often moves to different locations and this may affect where I can learn	
I live with parent or guardian but I do not get along with them		I live with parent or guardian but I do not get along with their partners or friends	
A parent or my guardian would prefer me to get a job rather than be in education		A parent or my guardian would prefer me to get stay in education rather than get a job	
Where I live there are regular or often serious arguments or difficulties that affect me and this affects my ability to work or learn		Where I live there are regular or serious arguments or difficulties that affect others who live at home and this affects my ability to work or learn	
Where I live I have a care responsibility (including a child or relative you look after) and this affects my ability to work or learn		In my home there are individuals who are unemployed or have had difficulty being employed	
I have other family problems not indicated above		I have other problems in my peer group or amongst my friends that have an impact on my ability to learn	

Emotions and Feelings

I have difficulties with confidence or shyness (I see myself as having low confidence or I consider myself to be very shy)		I have low self-esteem (I think unfavourably of myself and my abilities)	
I have difficulties motivating myself (for example I struggle to get out of bed or be on time)		I have a low attention span and have difficulty focusing on a task for long periods of time (I get bored easily)	
I have significant worries about my health and wellbeing		I have difficulties managing my anger or frustration	
I regularly doubt myself or my actions		I have regular and / or significant mood swings	
I often feel anxious (for example in everyday situations)		I sometimes feel anxious but usually only in new situations	
I have difficulties communicating with people my age		I have difficulties communicating with people older than me	

Personal and Social Development Screener
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v2 (August 18)

Emotions and Feelings

I have difficulties communicating with people in positions of authority		I have difficulties communicating when in a group	
I feel panic or significant stress in new situations		I feel panic or significant stress in most situations	
I do not like taking instructions		I react badly to taking criticism	
I often feel "low" or "depressed"		When I feel "low" or "depressed" it is for significant periods of time	
I have other attitude or behavioural difficulties not indicated above		I can get angry when taking instructions	

Social Factors

I have had issues in the past with the police or other crime difficulties (for example any offending behaviour or have been a victim of crime) and this affects my ability to work or learn		I have had issues in the past or present with drugs, alcohol or other addiction and this has affected my ability to become employed or learn	
I have significant difficulties managing my money or have regular money worries		I currently rely on benefits or money from my parent or guardian	

Work Readiness Skills

I have little or no work experience		I have little or low practical skills	
I have little or no experience of attending job interviews		I have experience of job interviews but have been mostly unsuccessful	
I do not have an up to date CV		I have difficulties completing application forms	
I am worried by the prospect of work		I have applied for many jobs but not been offered interviews	
I do not feel I have sufficient grades or qualifications to achieve what I want to achieve		I have difficulty using computers or modern technology	

Sources:

Equality & Human Rights Commission

<https://www.equalityhumanrights.com/en>

Technical Guidance on Further and Higher Education

<https://www.equalityhumanrights.com/sites/default/files/equalityact2010-technicalguidance-feandhe-2015.pdf>

Education and Skills Funding Agency Funding Rules (various)

Apprenticeships (Cheynes Training)

Apprenticeship (employer Cheynes Training)

Adult Education Budget

www.gov.uk

British Dyslexia Association

<https://www.bdadyslexia.org.uk/about>

Cheynes Training works very closely with Lockhart Hawkins who are consultants in advice and compliance within the Education Sector who work with Funding Bodies, Agencies, Learning Partnerships and Consortia and Individual Learning providers improving quality and financial assurance. We have an exemplary track record of high performance and client satisfaction. The proposal above is confidential and not for sharing with third parties outside of officers of the client.

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