



**Grantham College**  
[www.grantham.ac.uk](http://www.grantham.ac.uk)

## Resource 6

# Vulnerable and Excluded Groups

## Introduction

This resource is one of a suite of six resources developed for the Traineeship Staff Support Programme. The Traineeship Staff Support Programme is commissioned and funded by the Education and Training Foundation and managed by the Association of Learning Providers (AELP). The aim of the programme is to design and deliver innovative and high quality professional development support, resources and materials which can be accessed by, and will benefit, the wider education and training workforce in order to improve outcomes from traineeship programmes for learners and employers.

### Project partners:

The resources have been developed by Grantham College in partnership with the following organisations:

Boston College  
East Midlands Centre for Excellence in Teaching Training (emCETT)  
Loughborough College  
Taylor ITEx  
North Warwickshire and Hinckley College  
South Leicester College  
EMFEC Group  
JISC East Midlands  
Magna Education and Training Associates

## Background to the resources

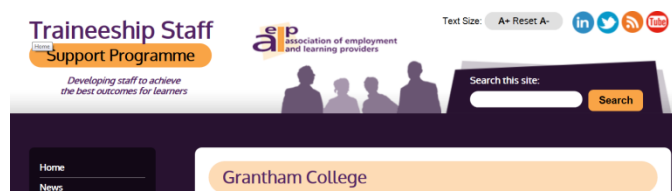
The resources have been produced to develop the confidence and skills of staff involved in the planning and delivery of traineeships.

The resources are interactive and include templates, checklists, flow charts, guidance and links to other sources of information and best practice.

The suite of resources covers the following themes:

- Introducing traineeships
- Employer engagement
- Employability skills
- Learner assessment
- Vulnerable and excluded groups
- Using technology.

There are also a number of case studies that have been gathered to support these themes, and these can be found at



<http://www.traineeship-staff-support.co.uk/content/grantham-college>

For further information about this project, contact Sarah Dakin, External Funding Manager, Grantham College at [sdakin@grantham.ac.uk](mailto:sdakin@grantham.ac.uk)

This resource on vulnerable and excluded groups has been developed to provide an overview of the traineeship programme, and specifically how learners with Learning Difficulty Assessments or Education, Health and Care Plans can be supported to actively engage and experience a successful traineeship programme. The resource is structured in the following way:

[Section 1: What is a traineeship?](#)

[Section 2: Access for young people with a Learning Difficulty Assessments or Education, Health and Care Plan](#)

[Section 3: Assessment of additional needs and planning support](#)

[Section 4: Learner recruitment](#)

[Section 5: Employer engagement and Support](#)

[Section 6: Funding](#)

[Section 7: Further support and guidance](#)

[Appendix A: Autistic spectrum disorder](#)

[Appendix B: Physical disability](#)

[Appendix C: Mental health](#)

[Appendix D: Learning difficulty](#)

[Appendix E: Social need](#)

[Appendix F: Sensory impairment](#)

## Section 1 – What is a traineeship

The traineeship was introduced in August 2013 to support young people aged 16-24 to develop the skills required to undertake an Apprenticeship and secure sustainable employment. Employers are the key to the development of traineeships as they will provide the high quality work experience required to support the learner into sustainable employment.

A traineeship consists of work preparation training, English and maths and a high quality work placement. A traineeship would last a maximum of six months. It is expected that the duration of a work placement would be for between 100-240 hours. Where a young person successfully progresses earlier than anticipated, this will be counted as completion of the traineeship. Recognised successful progression will be:

- Apprenticeship, employment, further education or training;
- completion of all agreed elements of the traineeship;
- completion of six months on the programme.

### Eligibility

Traineeships are available for young people aged 16-24 and for young people with Learning Difficulty Assessments or Education, Health and Care Plans up to age 25. Young people aged 16-19 are eligible for a traineeship if they have not yet achieved a Level 3 qualification. Those aged 19-24 are eligible if they have not yet achieved a Level 2 qualification. To be eligible, young people will be currently unemployed and have a reasonable chance of being ready for employment or an Apprenticeship within six months of engaging in a traineeship. Traineeships are not intended for the most disengaged young people who require very intensive support; young people who are already employed or those who already have the required skills and experience to start an Apprenticeship or find work.

### Qualifications and training

All young people undertaking a traineeship will be required to study English and maths, unless they have achieved a GCSE A\*-C in those subjects or, for those aged 19 and above, a GCSE A\*-C or a functional skills qualification at Level 2.

In the majority of cases, functional skills will be the most appropriate qualification for learners to study in the first instance. As part of traineeships, young people can study these at Entry Level, Level 1 or Level 2 depending on their prior attainment and identified skills needs. We would expect young people to continue and complete these qualifications, together with any vocational qualifications they have begun, after the formal traineeship is complete. This could be part of their study programme or Apprenticeship for 16-19 year olds or through their entitlement up to Level 2 for those aged 19-24.

The content of the work preparation training will be up to providers and employers to agree.

The expected length of the work placement within a traineeship will be between 100-240 hours. Longer placements may be necessary to prepare some young people for work, but these would need to be based on clearly identified learner needs. For benefit claimants from 2014/15 the work experience element can be up to 240 hours (or extended if the offer of an Apprenticeship

place is accepted) at a maximum of 30 hours a week, and can be done over the duration of the traineeship if necessary.

Employers will offer a formal interview at the end of the work placement. This will either be an interview where a job vacancy has arisen or an exit interview with feedback where there is not a formal vacancy.

## Section 2 - Access to traineeships for young people with a Learning Difficulty Assessment or Education, Health and Care Plan

Individuals with additional needs are specifically mentioned in the 2014/15 Traineeship Framework for Delivery which states that:

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.

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.

Young people aged 16-24 with an Education, Health and Care (EHC) plan or Learning Difficulty Assessment (LDA) are eligible to access traineeships. A learner is able to start a traineeship up to the day before their 25<sup>th</sup> birthday.

Traineeships are not intended for the most disengaged young people who require very intensive support. Supported internships may be more appropriate for a young person with a Learning Difficulty Assessment, Special Educational Needs or Education, Health and Care plan who may have more complex needs and require additional time and in work support such as that from an expert job coach.

The table below identifies the main differences between traineeship and supported internships.

	Traineeships	Supported internships
Eligibility	Traineeships are available for young people aged 16-24 and for young people with Learning Difficulty Assessments or Education, Health and Care plans up to age 25. Young people aged 16-19 are eligible for a traineeship if they have not yet achieved a Level 3 qualification. Those aged 19-24 are eligible if they have not yet achieved a Level 2 qualification. To be eligible, young people will be currently unemployed and have a reasonable chance of being ready for employment or an Apprenticeship within six months of engaging in a traineeship	A young person must be aged between 16 and 24 and have a statement of special educational needs, a Learning Difficulty Assessment or Education, Health and Care plan. Increasingly, as EHC plans are implemented and supported internships become part of the Local Offer, it is likely that a young person's EHC plan will explicitly reference a supported internship as the most appropriate provision to support the achievement of the outcomes they have identified, where these are employment-related.

	Traineeships	Supported internships
Duration of programme	A maximum of six months	The duration of a supported internship is normally a year. It should last at least six months, depending on the needs of the learner, the needs of the employer and the point at which the opportunity for paid employment arises.
Work experience	100-240 hours in the workplace	Internships normally last for a year and include unpaid work placements of at least six months. A significant majority of the learner's time must be spent at the employer's premises.
Support	Appropriate to the needs of the individual	<p>Young people on supported internships are expected to require a higher level of support than those on a traineeship or Apprenticeship, and to be offered workplace support in the form of a job coach, as well as support for their non-workplace learning.</p> <p>On-going support should continue to be available (including Access to Work) should the employer offer the young person a job at the end of the internship or to support young people who do not achieve paid work to continue to work towards this end.</p>
Outcomes/ progression	<p>Recognised successful progression will be:</p> <ul style="list-style-type: none"> <li>• apprenticeship, employment, further education or training.</li> <li>• completion of all agreed elements of the traineeship</li> <li>• completion of six months on the programme.</li> </ul>	<p>There are no entry or completion requirements for supported internships, and each learning provider will work with their learners to develop a personalised programme that meets their needs and provides progression and stretch.</p> <p>The aim of supported internships is to prepare young people with complex needs for paid employment by:</p> <ul style="list-style-type: none"> <li>• supporting them to develop the skills valued by employers;</li> <li>• enabling them to demonstrate their value in the workplace; and</li> <li>• developing confidence in their own abilities to perform successfully at work.</li> </ul>

Outcomes/  
progression  
(continued)

Whilst the ideal outcome from a supported internship will be the offer of a paid job from an employer, possibly the employer who hosted the intern's work placement, other outcomes include:

- building up experience for a CV, demonstrating that the young person has the skills and willingness to work
- changing the perception of employers about employing people with learning difficulties and/or disabilities
- changing the perception of the young person's family that they can work
- improving skills in English and maths that enable the young person to be better prepared for work, including handling money, interacting with the public, and practising interview skills
- becoming independent travellers.

Further information on supported internships can be found at –



<http://www.preparingforadulthood.org.uk/supportedinternships>

**Provider practice** – it may be worth considering adapting some of the additional support elements from the supported internship for those learners who need some additional support but where a supported internship is not appropriate. For example, provide additional one to one support through the early stages of work placement.

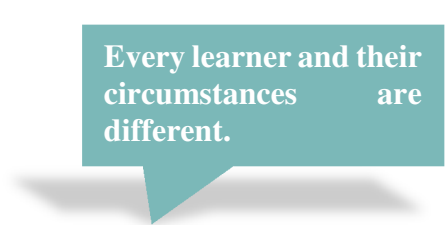
What is an additional need?



An additional need means any child or young person with a physical, sensory, communication, behavioural or learning disability, or a long-term or life-limiting condition. This may also include children or young people with emotional health and wellbeing needs where there is an impact on their daily life, including those with more significant mental health problems.

It is estimated that approximately 1 in 5 adults in the UK will have some kind of temporary or permanent learning difficulty during their lifetime. The additional needs that an individual may have can vary through very mild to moderate or more complex needs that may require reasonable workplace adjustments. [Appendices A to F](#) provide further detail on the following additional needs:

- autistic spectrum condition;
- learning disability;
- physical disability;
- mental health;
- social need;
- sensory impairment.



Every learner and their circumstances are different.

### How do you identify if someone has an additional need?

It may not be apparent that 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. Additional needs may not become apparent until you have worked with the individual for a period of time, or may not be noticed until a particular event triggers a chain reaction.

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

Some individuals will have formal documented support plans in place. Others will have 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. The local authority in which the individual is resident usually has responsibility for them.

**Statement** - A statement of special needs is a formal document detailing an individual's learning difficulties and the help that will be given between the ages of 4 -16 years. If an individual needs help at school, beyond what their teachers can reasonably provide, a 'statement of special 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 individuals 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 31<sup>st</sup> August 2014 as it will be replaced by the Education, Health and Care plan.

**Education, Health and Care plan (EHC plan)** – was introduced as part of the Children and Families Act 2014, the EHC plan will replace the Learning Difficulty Assessment. It will be the local authority's responsibility to establish a local framework for this purpose. It would be advised to contact your local authority as if you are supporting a learner 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?

Local authorities, in most areas, have staff who are responsible for supporting individuals with learning difficulties and disabilities from the ages of 0-25.

To obtain a copy of the above documents and to discuss the support that has been put in place you must obtain written, signed permission from the learner to contact the local authority or their previous learning establishment on their behalf. For learners under 18 you may also require consent from their parent/guardian.

It is advisable to identify your local contact at the local authority and speak to them directly, as they may have different procedures relating to the release of personal information.

## Section 3 - Assessment of additional needs and planning support

In addition to initial assessment processes, it is worth considering an independent and impartial specialist assessment and combining a number of different assessment techniques so that you can create a full and balanced picture of the individual.

For example:

Initial assessment + Special assessment + Discussion

### Specialist assessments

There are a number of different specialist assessments available, consideration should be given to the value these will add to your traineeship programme and how the assessment could be used to support the individuals planned progression.

Specialist assessments usually have a cost attached. Some training providers will have specially trained staff and will have developed their own in-house mechanisms for carrying out assessments or may purchase the services of an external specialist. It may be possible to obtain a referral through the NHS for a specialist assessment, however this can be a lengthy process and not necessarily fit in with the traineeship timeframe.

### Discussion

A lot of information can be obtained through discussion with the learner.

The questioning prompts below may assist 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 you?’
- 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 (such as from the Local Authority)?’

**Provider practice** - speak to the learner about how they like to learn and gather as much information as possible. They are living with their additional need and will have views on what is and isn't effective when supporting their learning. It will be useful to speak to their tutor from their last place of learning as they are likely to have built up a portfolio of different techniques that work and can also advise on triggers that can have a negative effect. Seek the permission of the learner in writing before you contact anyone to obtain personal information.

## Vocational profiling

Vocational profiling is a technique that has been perfected through Supported Employment to collect relevant information about the individuals' aspirations, interests, skills and abilities for work. Vocational profiling differs from more standard forms of initial assessment in that it focuses on:

- the world of work;
- learners' preferences for and past experience of employment;
- their strengths and abilities which would allow them to make a positive contribution in the workplace;
- their support needs in a working environment;
- gauging learners' understanding of different aspects of work and types of jobs available.

It 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. <http://www.iase.ie/pages/jobcoach/documents/VocationalProfile.pdf>



## Planning support needs

Developing a robust and flexible support plan for each learner with additional needs will ensure that all aspects of support have been considered. The support plan often forms part of the Individual Learning Plan (ILP).

## Planning to support the individual needs of the learner

Once you have completed the assessment process and captured the results, you can use them to build a robust support plan for the learner. This should be integrated within the Individual Learning Plan so that it is reviewed regularly and as a minimum this should include the following:

- the individual needs of the learner;

- 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 learner and should also include the work placement employer);
- if any changes have been made to the support arrangements and why.

## Possible classroom support ideas

Every learner will have different support needs, it may be necessary to obtain expert advice in this area. The following list provides some ideas:

- provide individual guidance and support through the induction process
- priority seating and a structured layout
- adjustable tables/ adapted seating
- use of relevant assistive technology
- access to a dedicated Learning Support Assistant
- access to a communicator/provide material in Braille or large font
- print material on coloured paper
- break tasks into smaller steps if required (consider the use of Training in Systemic Instruction)
- regular and brief 1:1 meetings for feedback and monitoring and to address any issues/concerns
- arrange 1:1 training in addition to group training
- help to prioritise tasks and activities
- considerations for absences when disability is exacerbated
- design a longer programme
- adjust assessment methods according to the individual's needs.

## Considerations for traineeship delivery models

There are a number of factors that must be considered when designing the delivery model of your traineeship programme. Providers should try to encompass maximum flexibility into the design to allow for adaptations to meet the needs of learners with additional needs.

### Use the results of initial assessment

Consider what the initial assessment results tell you and how you could use these.

Ofsted will look at whether you are carrying out robust initial assessments and how you are using the results to tailor the programme to the needs of the individual.

### Consult colleagues

When you are planning your traineeship model consult with both staff who have expertise in supporting learners and staff who will be involved in the delivery of the programme.

Discuss the support plan that you will be putting in place and encourage them to make suggestions for improvement.

### Consult employers

Providing a high quality, meaningful work placement is a crucial part of the traineeship programme, the employer that is matched with the learner will need to fully understand their support needs and will also need to feel they are receiving support from the provider.

### Speak to the learner's advisor

Learners may have an advisor or support worker that they link with through the local authority or Jobcentre Plus. It is good practice to speak to them about the programme that you have designed and seek their advice and feedback. They will know the learner quite well and will be able to highlight areas of concern and anticipate issues.

### Programme content check

- Will the individual be able to complete the planned duration of the traineeship and also develop important employability skills?
- Should the programme be shorter to maintain attention and motivation?
- Should the programme be longer to allow more time for completion? Is a supported internship more appropriate?
- Are the levels of the qualifications and activities appropriate to the ability of the learner?
- Is there sufficient time for the inclusion of functional skills in the programme?

## Section 4 - Learner recruitment

Developing effective learner recruitment and assessment processes is critical to a successful traineeship programme. Considering and planning for additional support needs will shape and enhance the design of your traineeship programme.

### Effective marketing and recruitment techniques

Strategies for attracting and recruiting learners with additional needs to traineeships are no different to when trying to attract any young person to provision. A lot of young people will respond positively to the following approaches:

- use modern images and graphics
- use simple language in small blocks of text
- provide links to social media
- use existing learners as case studies and to provide feedback on the programme design and content.

The Government has produced some guidance on accessibility that covers:

- accessibility standard
- accessibility testing
- accessibility statements and policies
- assistive technologies
- accessible formats
- accessible content.

It can be found at:



## Recruiting learners

The following methods have been particularly successful when recruiting learners with additional needs.

- Working closely with local Jobcentre Plus offices. They have dedicated advisers responsible for working with individuals with learning difficulties and disabilities called Disability Employment Advisers (DEA's).
- Linking with the Leaving Care and Learning Disability Teams within the local authority.
- Working closely with local support groups.
- Advertising and having a presence in places that parents/carers might access such as doctors surgeries, care settings and libraries.

## Involving parents/carers

It may also be beneficial to offer a parents/carers evening for learners prior to the commencement of the traineeship so that the details of the programme can be explained and questions answered. Employers may also attend and support this approach.

Parents/carers also provide a useful source of information and support when establishing a learners personalised support plan. Ensure you obtain the permission of the individual to discuss their support needs, even though by speaking to their carers you will no doubt have the best interest at heart, it is important to remember they are adults and deserve the same level of confidentiality as any other learner.

## Enhancing referrals from Jobcentre Plus (JCP)

Jobcentre Plus can be a valuable source of referrals for traineeship programmes.

**18-24 Advisors** - Each JCP local office will have dedicated 18-24 advisors who are responsible for referring eligible individuals to appropriate provision and job opportunities, including traineeships. They will know the individuals personally and will have been working with them to try to understand their chosen career path.

**Disability Employment Advisors (DEA's)** - DEA's will have a caseload of individuals. They are responsible for supporting individuals to find a job or gain new skills and inform them about disability friendly employers, including those offering traineeships. They can also refer individuals to a specialist work psychologist or carry out an 'employment assessment', covering skills, experience and the kind of role the individual is interested in.



## Section 5 - Employer engagement and support

One of the best ways to ensure a successful traineeship programme 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 both the employer and the learner feel supported.

### Identifying employers

Matching the learner to the most appropriate employer and work placement opportunity is one of the most crucial success factors for the traineeship. Identify sympathetic employers who will be willing to work with you and the learner to design and deliver the most appropriate work placement.

Sympathetic employers are likely to have the following attributes:

- a 'two ticks' positive about disability employer;
- have existing 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 work placement a success.

### Managing employer expectations

It is important to be honest with the employer about the support needs of the individual and to manage their expectations as to the ability of the individual. Clearly explain the kinds of tasks that they will be best suited to, and those that they may require additional support with. Consider and discuss the different types of support that could be required.

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.

Present the employer with practical hints and tips for ways that they could support the learner. This will have been informed by your thorough initial assessment and the learner should have given their permission for you to disclose any personal information with the employer.

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

## What if it doesn't work out?

Many employers will be worried about making the commitment to traineeships, regardless of whether their learner has additional needs or not, because it is something additional to their workload and they will want it to run as smoothly as possible. They may also be worried that they do not have an appropriately trained staff mentor to support them or feel that their premises do not conform with DDA requirements.

Have a plan or agreement in place with your employer that if the placement doesn't work out after everyone giving their best, then alternative arrangements can be made and that both the employer and learner 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. We would suggest recommending that a member of staff could be allocated as a work buddy in the first instance and during the induction period which could be stressful for a young person with additional needs.

## Positive ways to introduce a learner with additional needs to an employer

During preliminary discussions with employers about the support needs of the work placement it is useful to help the employer to build up a picture of the learner.

If the individual has a CV then it can be useful to provide a copy for the employer.

Digital CV's, otherwise known as Video CV's (VCVs), are becoming an increasingly popular way to showcase what the learner is able to do and their personal skills in a positive way. A 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.

A pen portrait would be fairly short in length and would contain key information about the learner 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.

An informal chat with the learner and employer could be arranged, this could include a visit to the employer premises.

## Planning the placement tasks and activities

Working through the likely tasks, activities or project that the learner will be completing with the employer is a good way to help identify where there could be additional support need requirements and how these could be addressed.

### Provider practice - Training in Systemic Instruction (TSI)

Some organisations have undertaken staff development and training on TSI and this is then used when supporting additional needs in the workplace. TSI is an approach intended for those working directly with people with learning disabilities, to teach them how to enable people with disabilities, efficiently, to learn the skills associated with any given tasks. It does this by focussing attention on two key areas of support.

- The first main element prepares the trainers to concentrate on the steps of the tasks to be learned. Preparation involves the trainer learning the task to be trained from an 'expert' (i.e. someone already doing the job) until they can do it blindfolded and then listing the sequence of steps involved onto a Task Analysis (TA) sheet.
- The second main element involves the way we actually assist the person (i.e. train them). This involves providing assistance (through demonstrations and physical, gestural and/or verbal instructions) by using 'prompting hierarchies' when assistance becomes necessary, the trainer should start by providing the least 'powerful' forms of assistance and only increase the amount of support provided if it becomes necessary to do so.

Further information on TSI can be found at:

### Training in Systematic Instruction (TSI)

#### Alan Morgan and Dr Mark Kilsby

[Our TSI Course Home](#) [Upcoming TSI Courses](#) [About Us](#) [Our TSI Course Customers](#) [What is TSI?](#) [Contact US](#)

Training in Systematic Instruction (TSI) gives people working with (and for) vulnerable people the skills and knowledge to provide the expert support required to teach those people to learn the practical skills associated with work and all aspects of independent living.

This highly acclaimed interactive course has been designed by Alan Morgan and Dr Mark Kilsby based on the work of Dr Marc Gold and Thomas Bellamy (USA) in late 1980s. Alan and



<http://www.systematicinstruction.com/>

## Section 6 - Funding

There are a range of different funding mechanisms available to support learners with additional needs participating in a traineeship.

### Disadvantage funding 16-19

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

Block 1- takes account of a learners' economic deprivation

Block 2- takes account prior attainment in English and maths



[http://readingroom.lsc.gov.uk/SFA/Funding\\_Rules\\_-\\_Traineeships\\_16-18\\_May\\_2013.pdf](http://readingroom.lsc.gov.uk/SFA/Funding_Rules_-_Traineeships_16-18_May_2013.pdf)

### High-needs students (HNS) funding (16-25)

Learners who are aged 16-25 and have an Education Health and Care plan (EHC) are eligible for HNS funding. This is for those learners that need more support than normal to get access to, progress towards and successfully achieve their learning goals.



Guidance

#### **16 to 19 education: high needs funding**

<https://www.gov.uk/16-to-19-education-high-needs-funding>

### Bursary fund (16-19)

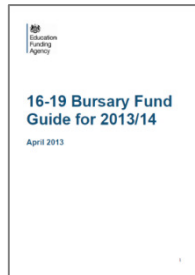
The bursary fund is paid directly to training providers who hold an Educational Funding Agency budget. Individuals who are eligible could be entitled to a bursary of up to £1,200 a year if their course lasts for 30 weeks or more (pro-rata for courses lasting less than 30 weeks) there are two elements:

Vulnerable groups:

- in care or care leaver;
- claiming Income Support or Universal Credit in their own right;
- receiving Disability Living Allowance or Personal Independence Payments and Employment Support Allowance (Universal Credit as a replacement for ESA) in their own right.

#### Discretionary:

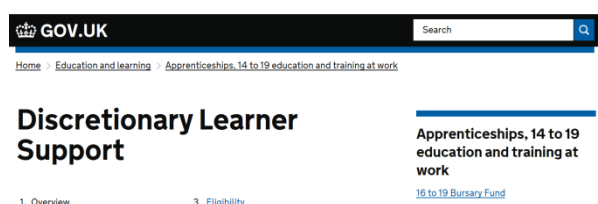
- awarded to young people that best fit the needs and circumstances of learners e.g. high cost of transport, meals, equipment.



[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239840/EFA-00044-2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239840/EFA-00044-2013.pdf)

### Discretionary Learner Support (19 to 24)

Learners will have access to Discretionary Learner Support (DLS) in line with the DLS Funding Rules, where the provider has an allocation and the learner meets the eligibility criteria. Learners will have access to DLS for all elements of the traineeship, except for providing necessary safety equipment as this should be provided by the employer, Jobcentre Plus or Department for Work and Pensions (DWP). Providers must not claim DLS if the learner is already receiving help from Jobcentre Plus with travel or childcare costs.



<https://www.gov.uk/discretionary-learner-support>

### 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 work experience placement because of their disability);

- the costs of support worker, including job coaches;
- specialist equipment for the 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.



## Section 7 - 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 learner and the employer, it is important to consider the needs of staff involved in the programme.

Staff may not feel confident with working with learners with additional needs, they may feel nervous about using incorrect or offensive terminology and there is a range of support that you can access on their behalf.

- Local authority training may be available from experts they employ.
- Specialist local training may be available from a local college or training provider.
- Free on-line resources are available from a number of national bodies, many of whom have extensive information, guides and resources on their websites.

### Autistic spectrum condition

The National Autistic Society: [www.autism.org.uk](http://www.autism.org.uk)

Disability Rights UK: [www.disabilityrightsuk.org](http://www.disabilityrightsuk.org)

### Physical disabilities

United Response: [www.unitedresponse.org.uk](http://www.unitedresponse.org.uk)

AbilityNet: [www.abilitynet.org.uk](http://www.abilitynet.org.uk)

JISC: [www.jisc.ac.uk](http://www.jisc.ac.uk)

### Mental health

Mental Health Foundation: [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

Mind: [www.mind.org.uk](http://www.mind.org.uk)

ACAS: [www.gov.uk/acas](http://www.gov.uk/acas)

### Learning difficulties

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Shaw Trust: [www.shaw-trust.org.uk](http://www.shaw-trust.org.uk)

Access to Work: [www.gov.uk/access-to-work](http://www.gov.uk/access-to-work)

## Social needs

Citizens Advice: [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

Shelter: [www.shelter.org.uk](http://www.shelter.org.uk)

Money Advisory Service: [www.moneyadviceservice.org.uk/en](http://www.moneyadviceservice.org.uk/en)

## Sensory impairments

RNIB: [www.rnib.org.uk](http://www.rnib.org.uk)

Deafness Research: [www.deafnessresearch.org.uk](http://www.deafnessresearch.org.uk)

Action Deafness: [www.actiondeafness.org.uk](http://www.actiondeafness.org.uk)

Action for Blind People: [www.actionforblindpeople.org.uk](http://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.

Autism is a lifelong development 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 mean 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.

The table below shows some of the characteristics that individuals may have and these will need to be taken into consideration when planning learning. You will need to also understand the positive attributes that are sometimes displayed by learners and some of these are also listed.

Characteristics which may impact on learning	Positive attributes
<ul style="list-style-type: none"><li>• Difficulty organising thoughts / making decisions / formulating plans</li><li>• Lack of eye contact</li><li>• Difficulty concentrating</li><li>• Repetitive use of language</li><li>• Limited communicative functions</li><li>• Difficulty with social interaction</li><li>• Resistance to change / new situations</li><li>• Difficulty understanding other people's feelings and actions</li></ul>	<ul style="list-style-type: none"><li>• Attention to detail</li><li>• Task focused / methodical</li><li>• Reliable / dedicated</li><li>• Truthful and honest</li><li>• Good memory skills</li><li>• Good at following instructions</li></ul>

### Effective communication tips

- Should a learner approach you with difficulties, it is important to listen and allow them to express themselves without interrupting them by offering an opinion
- People with autism often have difficulty in comprehending and retaining verbal information, avoid giving long verbal instructions
- Use direct and precise explanations and check that the learner understands your instructions, asking them to repeat instructions back to you can be helpful
- Specific and detailed instructions can be written to enable the learner to review them
- Avoid using hypothetical or open ended questions, conceptualising can be an issue

- Ensure all relevant colleagues understand the potential for misunderstandings (if the individual's permission is given to disclose their condition).

## Appendix B

### Physical disability

Physical disabilities involve the partial or total loss of function in one or more parts of the body. Physical disabilities which affect mobility are generally either orthopaedic or neurological in nature. Orthopaedic 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.

The table below shows some of the characteristics that individuals may have and these will need to be taken into consideration when planning learning. You will need to also understand the positive attributes that are sometimes displayed by learners and some of these are also listed.

Characteristics which may impact on learning	Positive attributes
<ul style="list-style-type: none"><li>• Fatigue / pain</li><li>• Muscle tremors</li><li>• Paralysis</li><li>• Inability to sit in one position for a sustained length of time</li><li>• Negative side effects of medication</li><li>• Poor co-ordination</li><li>• Limited range of motion</li><li>• Limited physical exertion and stamina</li></ul>	<ul style="list-style-type: none"><li>• Good coping strategies</li><li>• Adaptable</li><li>• Desire to exceed expectation</li><li>• Determination</li><li>• Tenacity</li><li>• Ability to set and work towards long term goals</li></ul>

### Effective communication tips

- Should a learner approach you with difficulties it is important to listen and allow them to express themselves without interrupting them by offering an opinion
- Offer discretion and protect the learner's privacy
- Make eye contact and speak directly to the learner
- Where possible, sit down to speak to a learner using a wheelchair so that you are at the same level
- Let the learner know that you are keen to work together to find practical strategies that will allow them to perform their work duties and be part of the workplace
- Keep questions about the learner's disabilities to the effects at work and what support can be put in place to accommodate these effects, rather than questions about prognosis or irrelevant personal details
- Remember that there may be aspects of the individual's physical disability that may affect them at work which are not visible or apparent to others.

## Appendix C

### Mental health

Mental health problems affect the way people think, feel and behave, some of the most commonly diagnosed forms are depression, phobia, bipolar disorder, schizophrenia, attention deficit hyperactivity disorder (ADHD), anxiety, obsessive compulsive disorder and eating disorders. There are also commonly recognised behaviours that are strongly associated with mental health problems such as suicidal thoughts, panic attacks and self-harm. Although certain symptoms are common in specific mental health problems, no two people behave in exactly the same way when they are unwell.

The table below shows some of the characteristics that individuals may have and these will need to be taken into consideration when planning learning. You will need to also understand the positive attributes that are sometimes displayed by learners and some of these are also listed.

Characteristics which may impact on learning	Positive attributes
<ul style="list-style-type: none"><li>• Mood swings</li><li>• Absence / non participation</li><li>• Difficulty handling stressful situations / time demands</li><li>• Poor self-esteem / lack of confidence</li><li>• Difficulty concentrating / retaining information</li><li>• Difficulty organising thoughts / making decisions / formulating plans</li><li>• Panic attacks / feelings of dread</li><li>• Difficulty in managing behaviour</li><li>• Difficulty in accepting constructive criticism or praise</li></ul>	<ul style="list-style-type: none"><li>• Like to feel needed or part of a team</li><li>• Reflective</li><li>• Empathy towards others</li><li>• Perfectionist</li><li>• Focused</li><li>• Creative / artistic</li><li>• Resilient</li><li>• Inner strength</li></ul>

### Effective communication tips

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

## Appendix D

### Learning difficulty

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. A learning difficulty can be as a result of medical, emotional or language problems and are much individualised. Examples could include dyslexia, dyspraxia and dyscalculia.

The table below shows some of the characteristics that individuals may have and these will need to be taken into consideration when planning learning. You will need to also understand the positive attributes that are sometimes displayed by learners and some of these are also listed.

Characteristics which may impact on learning	Positive attributes
<ul style="list-style-type: none"><li>• Limited communication functions</li><li>• Misunderstanding social situations</li><li>• Difficulty in understanding extensive and complex instructions</li><li>• Over-familiarity if boundaries aren't set or made clear</li><li>• Difficulty with social interaction</li></ul>	<ul style="list-style-type: none"><li>• Positive attitude to work</li><li>• Enthusiastic</li><li>• Eager to please / impress</li><li>• Dedicated</li><li>• Pride in their role</li></ul>

### Effective communication tips

- Always have face to face communication
- 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.
- Give positive instructions e.g. 'use black pen' rather than 'don't use red pen'
- Be prepared to demonstrate activities or tasks
- Check that the learner understands your instructions by asking them to repeat what you have said
- Introduce and reinforce clear boundaries with regards to interaction, times of work, clothing / uniform etc.

## Appendix E

### Social need

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; travellers; homeless people; those whose statutory education has been interrupted; those suffering from substance misuse; those with mental health problems or those with significant changes in personal circumstances e.g. relationship breakdowns, physical, emotional and sexual abuse.

The table below shows some of the characteristics that individuals may have and these will need to be taken into consideration when planning learning. You will need to also understand the positive attributes that are sometimes displayed by learners and some of these are also listed.

Characteristics which may impact on learning	Positive attributes
<ul style="list-style-type: none"><li>• Mood swings</li><li>• Anxiety / panic attacks</li><li>• Poor self-esteem / lack of confidence</li><li>• Poor / erratic attendance</li><li>• Difficulty in managing behaviour</li><li>• Fatigue / lethargy</li><li>• Personal hygiene issues</li></ul>	<ul style="list-style-type: none"><li>• Resilience</li><li>• Empathy towards others</li><li>• Determination</li><li>• Good practical skills</li><li>• Creative problem solving skills</li><li>• Eagerness to succeed and focused on end goal</li></ul>

### Effective communication tips

- Regular 1 to 1 contact
- If possible, introduce incentives, bonus scheme, opportunities for overtime
- Consider introducing a weekly planner of tasks
- Give precise, constructive feedback
- Write down and record agreed actions.

## Appendix F

### Sensory impairment

Sensory impairment is when one of your senses i.e. sight, hearing, smell, touch, taste or spatial awareness becomes less accurate. 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 Menieres disease), physical trauma, exposure to loud noise or genetics.

The table below shows some of the characteristics that individuals may have and these will need to be taken into consideration when planning learning. You will need to also understand the positive attributes that are sometimes displayed by learners and some of these are also listed.

Characteristics which may impact on learning	Positive attributes
<ul style="list-style-type: none"><li>• Disinterest, lacking attention/understanding (can be that impairment has not been disclosed)</li><li>• Take longer to learn and tire easily</li><li>• Possible difficulty in understanding extensive and complex instructions – not necessarily related to cognitive ability</li><li>• Possible difficulty in social interaction and misunderstanding social situations</li><li>• Important to identify what aid, if any which a learner already uses</li></ul>	<ul style="list-style-type: none"><li>• Good coping strategies</li><li>• Other senses often more acute</li></ul>

### Effective communication tips

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