



Apprenticeships that are inclusive - an apprenticeship provider perspective.

Claire Gardner
Dynamic Training



Clarification of terminology.

- Used for explanation purposes only – all apprenticeships should be inclusive.
- For the purpose of this presentation – supported apprenticeships means providing apprenticeships to - individuals with special educational needs and disabilities – in adulthood referred as individuals with learning difficulties or disabilities and/or Autism.



Why encourage apprenticeships?

Apprenticeships might not be for everyone; however, they ensure a person learns the skills, knowledge, behaviours and values required in the occupation they have chosen.

Apprenticeships also encourage progression within the workplace – this could mean progressing to a higher-level apprenticeship, securing permanent employment, taking on more responsibilities, pay increase.



Post 16

More and more Individuals with learning difficulties, disabilities and/or Autism are undertaking employability routes:

Kickstart.

Supported Internships.

Traineeships.

Supported employment.

Other work-based programmes.

Many individuals are securing employment with inclusive employers – Apprenticeships help individuals to become competent in their chosen career and long term – could provide promotion and career progression for individuals with learning difficulties, disabilities and/or Autism. This is an aspiration we are eager to promote and help make a positive impact.

Sharing practice



Inclusive apprenticeship model



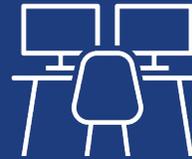
Preparation required for the employer.



Disability training for the applicable team



Inclusive recruitment practices



Risk assessment completed.
Adjustments and adaptations discussed.
Summary of the Vocational profile/pen picture.



Access to work scheme

Preparation required by Apprenticeship Providers



Gathering information
– Education Health
Care Plan if available,
Vocational Profile and
“getting to know the
apprentice” Planning
of programme
including End Point
assessment planning
and reasonable
adjustments for
delivery. Funding
required to deliver.



Identify if the
apprentice will need a
job coach?

If yes, link with local
supported
employment services



Link with any other
applicable
stakeholders /
services to provide
holistic approach



Our onboarding model.

Stage One: meeting with potential apprentice, employer and job coach if applicable covering starting point, reasonable adjustments, content of programme, information, advice and guidance, assessments including neurodiversity assessment and functional skills, and application.

Stage Two: From the information we gather – we build a bespoke programme for the first 6 months ensuring we are building on the apprentices starting point, ensuring functional skills delivery is planned if applicable and end point assessment preparation embedded and planning the delivery of End point assessment (EPA) with the chosen EPA Organisation - by completing a reasonable adjustment request in the first 6 months of commencement.

Reasonable Adjustment Guidance

reasonable-adjustment-matrix.pdf

File | C:/Users/claire.gardner/OneDrive%20-%20Dynamic%20Training%20UK%20LTD/Documents/Inclusive%20apprenticeships/reasonable-adjustment-matrix.pdf

1 of 3

Page view | Read aloud | Add text | Draw | Highlight | Erase



Institute for Apprenticeships
& Technical Education

Reasonable adjustment matrix

1. No known disability
2. Cognitive processing need such as dyslexia, dyspraxia; a need in executive function, visual processing speed, visual perception, literacy, numeracy, verbal reasoning, verbal memory, nonverbal memory
3. Social/ communication need such autistic spectrum condition
4. Long standing illness such as cancer, epilepsy, Crohn's, IBS, Chronic Fatigue
5. A mental health condition
6. A physical need such as crutches or wheelchair user, arthritis, paraplegia, quadriplegia, cerebral palsy
7. Hearing need
8. Visual need

Assessment method	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
Reasonable adjustment						
Extra time allowance	2,3,4,5,6,7,8	2,3,4,5,6,7,8	2,3,4,5,6,7,8	2,3,4,5	2,3,4,5,7	2,3,5,6,7
Scribe			2,6,8			
Reader			2,8			
Personal support worker in attendance	2,5,6,8	2,5,6,8	2,5,8	2,5,8	2,5,6,8	2,5,8
Timed rest breaks	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8
Bathroom breaks	4,6	4,6	4,6	4,6	4,6	4,6
Voice explanation	2,8	2,8				
BSL interpreter + extra time	7	7	7	7	7	7

Type here to search

8°C Clear 19:36 07/11/2021

Reasonable Adjustment Guidance

reasonable-adjustment-matrix.pdf

File | C:/Users/claire.gardner/OneDrive%20-%20Dynamic%20Training%20UK%20LTD/Documents/Inclusive%20apprenticeships/reasonable-adjustment-matrix.pdf

2 of 3

Page view | Read aloud | Add text | Draw | Highlight | Erase


**Institute for Apprenticeships
& Technical Education**

Assessment method	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
Reasonable adjustment						
Assistive technology – voice recognition			2,4,6			
Assistive technology – screenreader			8			
Assistive technology – text to speech			2,4			
Flexibility with location				3,4,5,6	3,4,5,6	3,4,5,6
Flexibility of time of assessment	4	4	4	4	4	4
Flexibility within the method of assessment		6	3,4,5,6	3,4,5,6	3,4,5,6	3,4,5,6
Pre-recorded evidence / delivered by video link				2,3,4,5	2,3,4,5	
Permission to write notes						2,4,5
Permission to bring notes				2,4,5		2,4,5
Info presented in required format – size, font style, colour			2,8			

Type here to search

8°C Clear 19:38 07/11/2021



Our onboarding model.

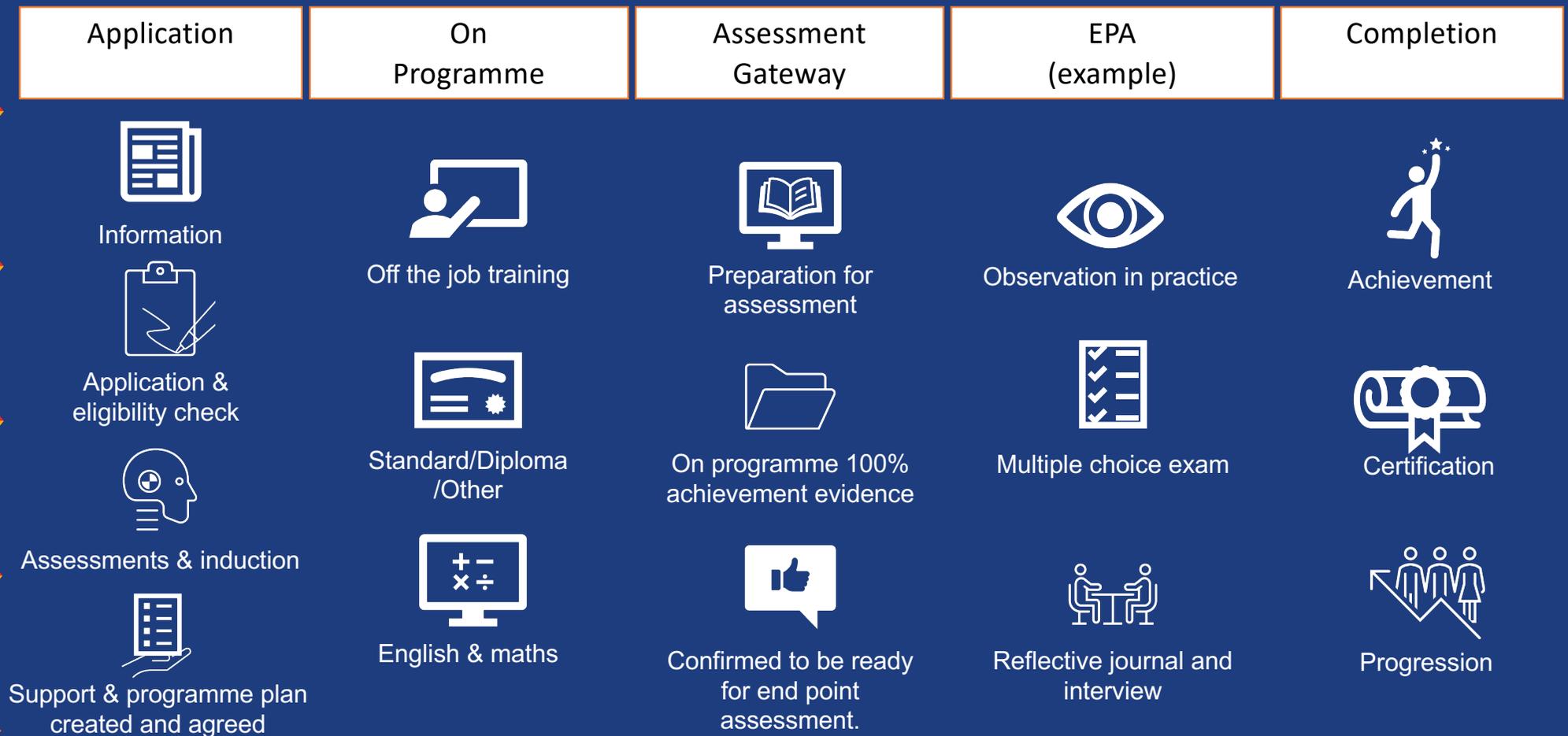
Stage 3

Agreed induction delivered, and programme plan discussed and agreed.

Signature from the apprentice confirming agreement of plan and that the plan can be shared with employer.

The programme plan is reviewed with the apprentice/employer and job coach if applicable at month 4/5 and continuous for the duration of the apprenticeship.

The apprenticeship journey



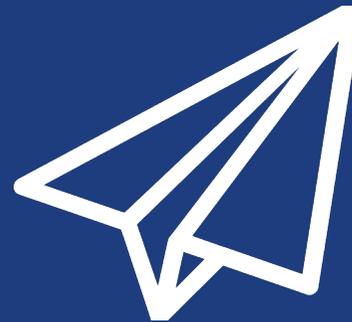
Additional considerations during the apprenticeship journey



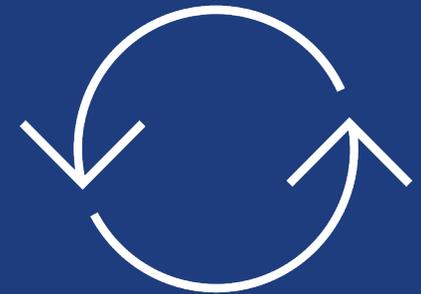
Additional support/
reasonable
adjustments reviewed
and implemented
throughout the journey



Liaison with the job
coach or mentor in the
workplace is
continuous, to ensure
curriculum plan aligns
to skills being
developed in the
workplace.



Early liaison with End
Point Assessment
(EPA) organisation



Review and update
support and
programme plan every
3 – 4 months

Liaise and meet
regularly with any
supporting services to
ensure effective
communication.



Flexibilities

English and Math's:

For apprentices at all levels with formally recognized special educational needs, learning difficulties or disabilities, who struggle to achieve the regular math's and/or English minimum requirement due to the nature of their difficulty or disability – achievement of Entry level 3 functional skills in English and/or Math's.



Incentives for Employers

Currently all employers regardless of size, will receive £1,000 for taking on an apprentice who is aged 16 to 18 years old, or under 25 with an education, health and care plan or has been in the care of their local authority.

The government has introduced new incentive payments to employers who employ a new apprentice between 1 April 2021 and Jan 2022.

Employers will receive:

£3,000 per apprentice, regardless of age There will be no limit on the number of incentive payments that an employer can claim, provided each apprentice meets the criteria, including being a new employee.



Apprenticeship funding Levy and non-Levy.

For levy paying employers (large employers) - annual pay bill of more than £3 million

(they pay 0.5% of their total annual pay bill) Levy paying employers access their funds through the online apprenticeship service. The funds in their accounts are available to spend on apprenticeship training.

For non- levy paying employers who reserve funds via their apprenticeship service account

For apprenticeships that start from 1 April 2021, the rate of co-investment is 5% of the total price of the apprentice's training, with the government covering the remaining 95% of the cost, up to the funding band maximum.

Every apprenticeship has a funding band – for example if an employer wanted to offer a level 3 business and admin apprenticeship the maximum funding is £5000.

An employer under an annual pay bill of £3million would contribute 5% towards the apprenticeship = £250.



Extra support for small employers

- The Government will fund all of the apprenticeship training costs, up to the maximum value of the funding band for the apprenticeship, for employers employing fewer than 50 people, if on the first day of their apprenticeship, the apprentice is:
 - Aged between 18-18 years old or
 - Aged between 19-24 years old and has either an EHCP provided by the local authority or
 - Has been in the care of their local authority.



Access to work

There is also additional funding to apprentices in their paid apprenticeship through Access to Work. Access to Work is a publicly funded employment support programme that aims to help more disabled people start or stay in work. It can provide practical and financial support for people who have a disability or long-term physical or mental health condition. Support can be provided where someone needs help or adaptations beyond reasonable adjustments. Apprentices with a disability can get help paying for support they may need because of their disability, and these include:

- Aids, equipment and adaptations in the workplace;
- Travel to and in work;
- Communication support at interviews;
- Support workers; • Job coaches; • Interpreters



Funding for apprenticeship providers.

Support required by an apprentice for them to meet the learning requirements of the apprenticeship.

This may include apprentices with 'diagnosed' Learning Difficulties and Disabilities (LDD)

Apprentices with 'undiagnosed' LDDs; and apprentices who do not have an LDD but require additional support in order to meet the learning requirements of the apprenticeship.

The key here is that the apprenticeship provider must demonstrate robustly that an apprentice requires additional support to successfully complete their apprenticeship.



GENERAL- ADDITIONAL LEARNING SUPPORT (ALS)

Will be fixed at a monthly rate of £150 to meet costs associated with learning aids and adaptations.

To access Additional Learning Support the provider must:

Carry out a thorough assessment to identify the support the apprentice needs;

Deliver support to meet the apprentice's identified needs, and review progress and continuing needs, as appropriate;

Record all outcomes in the evidence pack and keep evidence of the assessment of the needs; and report in the individual learning record (ILR) that an apprentice has a learning support need.



Earnings Adjustment Statement.

If the cost of Additional Learning Support exceeds the fixed monthly rate of £150, the provider can claim additional funding (up to £19,000) from the ESFA on the Earnings Adjustment Statement

Additional Learning Support funding is used in a range of ways by providers to support apprentices with learning support needs. Most are related to either the cost of staff time or specific equipment, for example Paying for extended or more frequent skills and development coach visits. • Providing specialist equipment if needed. • Enabling additional time on exams/tests.



Exceptional Learning Support (ELS)

Is for all learners with an identified learning difficulty or disability as described in the following rule:

Apprentices who need significant levels of support to start or continue learning can get access to exceptional learning support if their support costs more than £19,000 in a funding year.



Please join our Inclusive
Provider group on LinkedIn.

<https://www.linkedin.com/groups/13978268/>

Apprenticeship training provider webinar



FULLY-FUNDED
WEBINAR

EDUCATION & TRAINING
FOUNDATION

PROVIDING APPRENTICESHIP OPPORTUNITIES TO INDIVIDUALS WITH LEARNING
DISABILITIES/DIFFICULTIES AND/OR AUTISM.
FROM AN APPRENTICESHIP TRAINING PROVIDER PERSPECTIVE

17th
NOVEMBER

12:00 - 13:00

DELIVERED BY

 **Dynamic**
Training

Apprenticeship training provider webinar

Who should attend

Apprenticeship training providers and supported Internship providers who are keen to enable progression opportunities into apprenticeships for their interns.

Webinar summary

During the webinar, speakers will provide insight into topics such as reasonable adjustments and the supported model of apprenticeship delivery. You will also find out about available funding to support individuals undertaking their apprenticeships and hear from guest speakers as to how they are ensuring apprenticeship opportunities for individuals with learning disabilities/difficulties and/or Autism.

To book your place, please follow the link to the Education and Training Foundation website, where you can access the booking system.

[17/11/2021 @ Online - ETF Centres for Excellence Employer Spokes - Providing Apprenticeship Opportunities to Individuals with Learning disabilities/difficulties and/or Autism - From an Apprenticeship Provider Perspective](#)

Employer webinar



FULLY-FUNDED
WEBINAR



PROVIDING APPRENTICESHIP OPPORTUNITIES TO INDIVIDUALS WITH LEARNING
DISABILITIES/DIFFICULTIES AND/OR AUTISM.
FROM AN EMPLOYER PERSPECTIVE

**24th
NOVEMBER**

12:00 - 13:00

DELIVERED BY



**Dynamic
Training**



Employer webinar

Who should attend

Employers

Webinar summary

A webinar focusing on the employer perspective and how as an employer, you can ensure your apprenticeship opportunities are inclusive for individuals with learning disabilities/difficulties and/or Autism. During the webinar, you will hear from a local authority engaging with employers, find out about the support and funding available to you as an employer and hear from apprentices about how their employer has supported them.

To book your place, please follow the link to the Education and Training Foundation website, where you can access the booking system.

[24/11/2021 @ Online - ETF Centres for Excellence Employer Spokes - Providing Apprenticeship Opportunities to Individuals with Learning Disabilities/difficulties and/or Autism - From an Employer Perspective](#)