


UHL Apprenticeship and Development Centre Reasonable Adjustments Policy

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Consultation	UHL Apprenticeship and Development Centre	
Version	V3	December 2025
Supersedes	V2.2	April 2024
Date of Original Approval	November 2018	
Next review Planned	December 2026 (usually triennial)	
Supporting Document(s)	<ul style="list-style-type: none"> • Reasonable Adjustments Policy (V2 December 2015) • Joint Council for Qualifications: Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments. 1 September 2025 to 31 August 2026 • The Equality Act (2010) • Religion and Belief Policy • ALS Guide • Highfield Reasonable Adjustments Policy (V2 2025) 	

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Document Amendment and Review Log

December 2023	V2.1 Change of name	13/12/2022	JS
April 2024	V2.2 Document branding updated	23/04/2024	JS
December 2025	V3 Policy check and refresh in light of new EIF and Trust EDI Strategy	01/12/2025- January 2026	JG/JAM/CB

1. Rationale

The University Hospitals of Leicester Apprenticeship and Development Centre is committed to delivering high quality standards and qualifications in a fair, honest and consistent manner to all its apprentices/learners. Apprentices/learners who have a permanent or temporary disability, specific learning need or medical condition or other inclusion need may require additional learning support to help them complete the programme. In order to make sure that their result reflects their achievement in the assessment they might also need a different assessment method or an adaptation to the usual one. The Centre is committed to putting into place reasonable adjustments to support these apprentices/learners.

2. Definitions of Reasonable Adjustments

2.1 What is reasonable is dependent on the individual circumstances, the nature of the request and the impact of any inclusion need or disability on the individual, cost implications and the practicality and effectiveness of the adjustment.

2.2 In line with awarding body requirements, adjustments to assessment must:-

1. Not make the assessment easier
2. Not give the apprentices/learners an unfair advantage
3. Be based on the individual need of the apprentices/learners
4. Be auditable and capable of being internally and externally quality assured
5. Preferably reflect the apprentices/learners normal way of working
6. Give a realistic indication to a current and future employer what the holder of the standard/qualification can do.

2.3 Additional Apprentices/learners Support (ALS) may be needed outside the assessments also. Appendix 1 is the form apprentices/learners are made aware of on induction to support them with their needs.

3. Requesting Reasonable Adjustments/Additional Apprentices/Learners Support (ALS)

3.1 In addition to conversations during initial assessment, enrolment and at review meetings, learners can request support at any point.

3.2 The template on Appendix 1 will help the apprentices/learners make the initial request for ALS. This can be accessed and submitted at any time throughout the programme to support changing needs.

3.3 Centre staff should ensure a change of details form is completed and submitted to the data lead to update the ILR (Individual Learning Record) for the Department for Education where identified needs are declared and agreed to be shared by the apprentice/learner.

3.4 Some reasonable adjustments are requested on a frequent basis and can be routinely accommodated. These include;

1. A low impact hearing or visual impairment
2. A physical disability / need such as that resulting in reduced restricted mobility or the need to move more frequently
3. Dyslexia
4. Dyscalculia
5. Dyspraxia
6. Asperger's
7. Attention Deficit Hyperactivity Disorder
8. Autism.

3.5 Should an alternative adjustment be needed e.g. high impact hearing impairment and a hearing loop these can be accommodated with sufficient notice. It is recommended that known adjustments are highlighted during the enrolment process wherever possible, or as they occur to enable the Centre to access the necessary items.

4. Additional Learning Support and Reasonable Adjustments

Apprentices/learners should be fully involved in any decisions about plans for adjustments/adaptations. This will ensure that individual needs can be met, the impact of interventions can be evaluated and consideration given to the specified assessment criteria for a particular qualification.

The Centre will support timely access to the requests wherever possible and access the Trusts Equality, Diversity and Inclusion lead, SEND Governor or external specialist for guidance as needed.

Apprentices/learners should be aware that a copy of their additional learning support requests will be kept in their apprentices/learners file (e and/or manual) until the end

of their course. Details will not be shared beyond the Centre team without permission. Agreeing for the Centre to share the inclusion or learning need details will not be a requirement to ensuring support is provided. The Centre will support all apprentices/learners with their inclusion needs with the ambition of seeing every learner/apprentice complete their programme wherever possible.

- 4.1 Reasonable adjustments for assessment may include, but are not limited to:
1. Coloured paper and/or coloured overlays
 2. Different font/print size for hand-outs
 3. Positioning of the apprentices/learners in the classroom to accommodate hearing or sight issues
 4. Providing suitable seating
 5. Breaking down activities to different chunks/levels
 6. Increased frequency of catch up's
 7. Providing slides in advance of the lesson
 8. Going over material in a 121
 9. Collecting evidence in a range of ways
 10. Additional breaks
- 4.2 Reasonable adjustments for examinations may include, but are not limited to:
1. The provision of special equipment
 2. The provision of a reader
 3. The provision of a prompter
 4. The use of ear defenders to reduce distraction
 5. A separate room
 6. Extra time allowance
 7. Rest breaks
 8. Assuring accessibility to the examination venue.

5. Procedure for checking and recording the need for reasonable adjustments

5.1 .The enrolment form and initial assessment conversations requires the apprentices/learners to highlight if they consider themselves to have a learning difficulty and/or disability and/or health problem and acknowledge if they need extra support throughout their course and/or special arrangements for assessments and/or examinations. There are also opportunities to declare other inclusion areas and potential needs e.g. care leaver, single parent, protected characteristic The apprentices/learners should declare a known condition or area for inclusion support at this point wherever possible.

5.2 If an inclusion need, medical condition or learning need emerges during the programme the apprentices/learners should raise it with their Centre staff at the earliest opportunity. This will enable a full review to be conducted, plans be put in place and support/evaluation to be arranged.

5.3 Support needs may change on a permanent or temporary basis during the programme. Whilst the learner/apprentice may feel able to discuss this, they may prefer to record it on appendix 1. The form should be shared with the Centre to enable the relevant support to be discussed, planned and implemented.. There may be times when this cannot be completed instantly and in these circumstances the Centre will advise the earliest date that this can be supported as soon as possible.

5.4 It is the responsibility of the Programme Leads and Assessment staff to check Individual Learning Records (ILR) and familiarise themselves with the needs of any apprentices/learners they teach/assess/coach. It is important that they ensure the required adjustments are implemented and effective. Programme leads should be familiar with the progression being made and ensure that those with learning needs/inclusion needs progress in line with those that don't. Reports to governors and programme boards will be the assurance measure. Staff should seek assistance from their line manager if they feel they need support to accommodate this or have any concerns

5.5 It is the responsibility of the administration team to ensure any additional apprentices/learners support forms received are shared with the relevant programme trainer/assessor and filed securely in the apprentices/learners file.

6. Awarding body requirements

In addition to following this policy staff need comply with any specific additional requirements of the awarding body. These are detailed below.

6.1 City and Guilds

- For City and Guilds the Centre doesn't need to make an application to put into place reasonable adjustments for qualifications that are internally assessed.
- All reasonable adjustments made in relation to internal assessments must be recorded on Form VQ/IA and held on file within the Centre for inspection by an awarding body.
- Form VQ/IA is available electronically at: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>.

- Where the Facilitator/IQA/Programme Lead is unsure if the reasonable adjustment proposed is in line with the guidance, they must notify the Centre Education Manager. It is the responsibility of the Centre Education Manager to contact City and Guilds should advice be needed.

6.2 Pearson

6.2.1 For Pearson qualifications that are internally assessed by the Academy:

- Can make reasonable adjustments that are in line with this policy
- The Centre Education Manager must record all reasonable adjustments made on form RA1
- The Centre Education Manager must keep all RA1 forms on the appropriate apprentices/learners' records
- Must make RA1 forms available to Pearson as required.

6.2.2 Pearson latest policies: <https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html>

6.3 Highfields

6.3.1 Highfields latest policies:

[https://centres.highfieldqualifications.com/Assets/Files/Highfield Reasonable Adjustments Policy.pdf](https://centres.highfieldqualifications.com/Assets/Files/Highfield_Reasonable_Adjustments_Policy.pdf)

7. Support

7.1 Centre staff have access to a wide range of support.

- 1) Staff can access generic guides and information on how to support the provision of additional apprentices/learners support
- 2) The Equality, and Diversity Lead for the Trust can provide relevant information, advice and guidance
- 3) Occupational Health can provide guidance
- 4) Amica can provide guidance
- 5) Specialist trainers can be procured to deliver training to staff and managers
- 6) The Centre lead for inclusion can provide support to learners and managers
- 7) UHL Connect has a range of information on
- 8) The Learning Disabilities nurse at UHL can provide guidance
- 9) The SEND governor can provide guidance
- 10) The higher education university or further education college working with UHL can provide support, guidance or formal learning support

- 11) Professional Learning and masterclass sessions through self, department or Trust
- 12) SEND qualification for development (e.g. West Nottingham College)
- 13) Cognassist system can provide guidance on how learners take in, process and retain information; their needs and tools to support strengthening any areas of challenge
- 14) Disability toolkit for managers
- 15) Sunflower Scheme
- 16) Hospital Housing
- 17) Hospital Hopper to support with transport
- 18) Reasonable adjustment guide for managers
- 19) Inclusion champions at UHL
- 20) Universal Families/Care Leaver support
- 21) NEET prevention
- 22) Role fit conversation processes for inclusion recruitment
- 23) Hospital accommodation is utilised to support apprentices who find themselves needing a home and there is an emergency housing leaflet that is on UHL Connect and the Safeguarding Lead has
- 24) There are food bank opportunities to connect to
- 25) Supporting young workers/learners leaflet is available for guidance
- 26) Sunflower badges for learners/staff
- 27) Access to support for managing learning basic needs has been provided when needed e.g. how to use oven, microwave and cook basic meal
- 28) Blogs to support citizenship, volunteering, community and other areas e.g. personal budgeting, understanding health (mental/physical/financial/social/dental etc.)
- 29) Groups at UHL for e.g. Differently Able networks, women's network, menopause support group are in place and accessed as needed
- 30) Study buddy has been introduced for learners who want to connect
- 31) Warm space in libraries is available
- 32) Library services support academic development
- 33) Core workbook A, B and C support employability skills, study skills and core skills
- 34) Maths and English support, self-directed learning or formal learning
- 35) Access to digital champions and in house development
- 36) Centre learning sessions available to encourage social engagement during learning/assignments
- 37) Wagestream service helps apprentices draw some of their earned wages if needed to prevent going to loan sharks.
- 38) Basic Skill Builder (BKSB) has tools within it to support high level guide to Dyslexia and Dyscalculia

Staff Guide: How to Use the Inclusion Enrolment Checklist (Developed to Support EIF 2025)

This guide supports all Learning & Development staff in effectively using the **Inclusion Enrolment Checklist** to ensure we identify learner needs early, comply with funding rules, and meet Ofsted EIF 2025 expectations.

Purpose of the Checklist

The checklist ensures that every learner's support needs, vulnerabilities, and inclusion factors are understood **at the point of enrolment**, so staff can:

- Provide timely and effective support
- Remove barriers to learning
- Meet legal and funding requirements
- Demonstrate strong inclusion practice for Ofsted

1. When Should Staff Use the Checklist?

Use the checklist during:

- **Initial enrolment conversations (please don't just hand the checklist to the learner)**
- **On boarding meetings**
- **Programme start sessions**
- **When a learner discloses new needs after enrolment**

Record information factually and sensitively. Remain aware of GDPR (see appendix C).

2. How to Work Through the Checklist

Follow these steps and ask colleagues for guidance if unsure. For some elements there may be no definitive answer so please ensure the learners needs are best represented.

Step 1: Identify SEND (section 1) and learning needs (section 2)

Ask the learner about:

- EHCP status
- Known learning difficulties
- Cognitive or processing challenges
- English, maths, or digital support needs

Log evidence where required.

Use the guidance for EHCP processes.

Step 2: Explore health & wellbeing (Section 3)

Check for:

- Mental or physical health concerns impacting learning
- Any required adjustments

Use the guidance for Cognassist indicators and prior learning gaps

Step 3: Consider safeguarding & vulnerability (Section 4)

Look for indicators such as:

- Care experience
- Young carer responsibilities
- Housing or financial instability
- Contextual safeguarding risks

Use the guidance for financial stability considerations

Step 4: Confirm social, emotional and behavioural needs (Section 5) and barriers to participation (Section 6)

Ask about:

- Prior behaviour support plans
 - Social communication difficulties
 - Support needed to manage behaviour or engagement
 - History of exclusions
- and
- Digital access
 - Travel issues
 - Work–life balance
 - Caring responsibilities

Step 5: Record any protected characteristic needs (section 7)

Only capture details where they directly affect learning support.

Step 6: Capture Language and Communication (Section 8) as well as Additional Context Factors (Section 9)

- Has the learner disclosed ESOL support needs, first language isn't English or communication support needs?

Step 7: Capture learner voice

Ask:

- “What support helps you learn best?”
- “Is there anything that would make learning hard for you?”

3. Using the Funding Compliance Guide

The tables in the checklist show:

- **What staff must collect** for DfE compliance
- **What must not be collected** (e.g., unnecessary or sensitive personal data)

Use these tables to:

- Avoid data breaches
- Prevent non-compliance
- Know what evidence to store in learner files

4. Recording and Storing Information

All information must be stored:

- In the learner file (as agreed in audit communications)
- In line with UHL data protection rules
- Clearly, consistently, and without subjective language

If information is missing, agree who will follow up, by when and diarise forward to check this has occurred.

5. When to Escalate

Escalate to:

- **Centre Safeguarding Lead** (Jude/Clara)– any safeguarding concerns
- **Centre SEND Lead** (Elaine/Clara) – complex support needs or EHCP clarifications
- **Centre Wellbeing Lead** (Debra/Clara/Jude)– mental health or financial concerns
- **Programme Lead** (Kate/Lesley/Rachel/Clara/Annabel)– if learning needs may impact progression
- Don't forget to update the Learner Profile as needed too.

6. Good Practice Tips

- Use open questions
- Give learners time to disclose
- Be sensitive and non-judgemental
- Avoid asking for unnecessary personal information
- Record facts, not assumptions.

7. Final Checklist for Staff

Before finalising enrolment:

- All sections of the inclusion checklist completed
- Evidence stored correctly
- Support plan drafted if needed (see template on appendix B)
- Referrals made (e.g. SEND, wellbeing, safeguarding)
- Tutor/coach informed of relevant needs
- Special processes followed (see appendix A)
- Diary actions added for follow up conversations on effectiveness of support needs.

Appendix A Special Processes Explained

★ EHCP Processes

If a learner has an EHCP:

- Request a copy if appropriate
- Review required support/adjustments
- Add key dates (annual reviews)
- Liaise with the local authority where relevant

★ Cognassist Indicators

If Cognassist is used:

- Review the cognitive indicators
- Translate indicators into practical support strategies
- Log how the tutor/coach will address each need
- Link to any learning support funding claims

★ Financial Stability Considerations

Only record financial information when:

- The learner discloses hardship
- Signposting is required (e.g., bursary, hardship fund, Wagestream)
- Funding rules require specific evidence

Never record detailed financial backgrounds unless strictly necessary.

Appendix B Additional Learning Support Record Template

Needs Assessment

Learner name: Click or tap here to enter text.

Date: Click or tap to enter a date.

<p>What has the learner noted they need support with/what is the trigger to review additional learning needs support? E.g. attendance, amber/red list, age, ESOL, SEND, other.</p>
<p>What additional learning need information/evidence is available (Cognassist, BKSB, EHCP, diagnosis reports, self-declaration, inclusion need, other)?</p>
<p>What is the expected duration of the learning support being requested? Will this be for the full duration or at certain points of the apprenticeship? Will it be one off help that supports whole programme or ongoing and varying support?</p>
<p>What adjustments and support are needed from the teaching staff to support the completion of the apprenticeship; what challenges or difficulties does the learner face? How will the reasonable adjustments help them progress (intent and impact)?</p>
<p>How would progress towards completion of the apprenticeship, be directly impacted without adjustments and support being put in place? Is an extended end date needed? What are the planned steps if the learner shows signs or becomes behind with their plan?</p>
<p>Will reasonable adjustments be required for End Point Assessment or Functional Skills tests? If yes, what adjustments are to be applied for & when will this happen?</p>

Learner consent

- Do you agree with the plan for additional learning support **YES** **NO** I don't wish to access anything right now.
- Are you aware that if your needs change during your programme you can reassess the support needs you have in place and adjust them? **YES** **NO**
- Do you give your consent for this to be shared with your employer? **YES** **NO**

Learner signature

Centre representative signature

Employer signature (if required)

Monthly review (example)

How are you? How has work been? How has learning been? What have been the highs and lows?
What support have you provided this month based on learner needs and how has this supported the progression towards the apprenticeship? Detail the reasonable adjustments that have been applied and the impact on the learner.
What interventions e.g. Cognassist tools, have been accessed/completed this month and how have they supported the progression of learning and had a positive impact on you? How do you know it was helpful? What would the month have looked like if you hadn't had access to tools? Does anything need changing/adapting/adding?
What support / reasonable adjustments do you plan to apply next month (resources, sessions, strategies from Cognassist to implement)? How do you hope/expect they will help with your learning progression? Who will you gain support from?

Learner consent – do you give your consent for this to be shared/discussed with your employer?

YES NO

Learner signature _____

Centre representative signature _____

Appendix C Funding Compliance Evidence

What to Collect

- Eligibility (right to work/residency)
- Prior attainment (certificates/PLR)
- Planned learning hours
- Evidence of prior learning (RPL)
- Employer contribution agreements (apprenticeships)
- Learning support evidence (if funding claimed)

Do Not Collect

- Financial details not linked to eligibility
- Personal history with no support purpose
- Protected characteristic data unless needed
- Medical details unrelated to adjustments

Funding Rules Guidance

For all learners, ensure compliance with ESFA funding rules by verifying eligibility, prior attainment, programme hours, and any required evidence (e.g., breaks in learning, prior learning recognition, employer contributions for apprenticeships). Collect only information that directly supports funding compliance or required documentation

What to Collect (Required for Funding / Compliance)	What Not to Collect (Not Required / Not Permitted)
Evidence of eligibility (right to work, residency)	Information not linked to funding or support (e.g., hobbies, personal opinions)
Prior attainment evidence (certificates, PLR)	Historic school data with no relevance (e.g., FSM history for adults)
Confirmation of programme hours / planned learning hours	Medical details that are not related to adjustments or safety
Evidence of prior learning (RPL) for apprenticeship funding	Excessive personal history not relevant to support or funding
Employer contribution agreements (for apprentices)	Financial status details not linked to bursaries or eligibility
Break-in-learning documentation	Any data collected “just in case” with no funding or support purpose
Eligibility for bursaries (16–19 only)	Unnecessary background checks beyond ESFA requirements
Learning support evidence (if funding is claimed)	Protected characteristic data unless needed for adjustments

Inclusion Checklist for Learner Enrolment (Aligned to EIF 2025)

This checklist ensures all key inclusion characteristics are identified at enrolment in line with Ofsted's 2025 Education Inspection Framework.

Learner Name:

Date of Completion:

1. Special Educational Needs and Disabilities (SEND)

- Learner has an EHCP

EHCP Processes: *Where a learner declares an EHCP, confirm it is current, request a copy where appropriate, and ensure reasonable adjustments and support needs are reflected in the Individual Learning Plan. Record any local authority involvement and key review dates to support ongoing compliance.*

- Learner has disclosed learning difficulties (e.g., dyslexia, dyspraxia)

Learner has noted

- Autism spectrum condition
 - ADHD or other attention-related needs
 - Previous SEND support in school or college
-

2. Learning Support Needs

- English support required
- Maths support required
- Digital literacy support needed
- Cognitive processing or memory challenges shared
- Cognassist Indicator Results identify cognitive support needs.
Screening Process: *Use Cognassist screening results to identify cognitive support needs (e.g., memory, processing, numeracy, literacy). Ensure indicators are logged clearly, translated into actionable support strategies, and linked to any learning support funding claims.*
- Requires assistive technology

- Evidence of prior learning gaps e.g. results from assessments, disclosures, or observations that show where a learner lacks expected knowledge or skills at the start of the programme. Learner disclosed attendance challenges in education.
-

3. Health & Wellbeing Factors

Learner has disclosed

- Physical health conditions affecting learning
 - Mental health support needs (e.g., anxiety, depression)
 - Medical conditions requiring adjustments
 - Support needed for emotional regulation
-

4. Safeguarding & Vulnerability

Learner has disclosed

- Care leaver or looked-after status
- Young carer responsibilities
- Housing or financial instability
- Contextual safeguarding concerns
- Other known vulnerabilities
- Low income family
- They have been known to the Youth Justice Service
- Previous NEET/unemployment status
- Free school meals were accessed in last 6 years

Note: Free School Meals (FSM) history is *not required* for adult learners; only relevant for 16–19 provision and within the last 6 years where it directly informs support or funding

Financial Stability Considerations: *If a learner discloses financial instability that may impact attendance, participation, or wellbeing, record this under vulnerability factors. Only collect what is necessary to signpost support (e.g., hardship funds, ESFA bursaries for*

16–19, or wellbeing referrals). Do not collect detailed financial information unless required for a specific eligibility check.

5. Social, Emotional & Behavioural Needs

Learner has disclosed

- Prior behaviour support plans
 - Social communication difficulties
 - Support needed to manage behaviour or engagement
 - History of exclusions
-

6. Barriers to Learning & Participation

Learner has disclosed

- Digital access limitations
 - Travel or attendance barriers
 - Work–life–study balance challenges
 - Caring or family responsibilities (include single parent responsibilities here)
-

7. Equality & Protected Characteristics (Support-Related Only)

Learner has disclosed

- Pregnancy/maternity considerations
 - Religious or cultural adjustments needed
 - Gender identity-related support needs
 - Disability-related reasonable adjustments
 - Age 16-18 (at risk of NEET)
-

8. Language & Communication

Learner has disclosed

- ESOL support needed
 - First language not English
 - Communication support (e.g., British Sign Language)
-

9. Additional Contextual Factors

- Prior attainment reviewed
 - Support needed for transition into programme
 - Occupational or workplace adjustments
-

10. Learner Voice & Self-Assessment

- What helps the learner learn best?
 - What, if anything, could make the learning hard for the learner?
 - Learner has self-identified additional needs
 - Learner feels safe and supported
 - Learner understands pathways to request help
-

11. Undiagnosed/No formal evidence

Please ensure you capture *functional* difficulties even without diagnosis.

12. Teaching/Assessment implications

Add the implications for **each** identified need so you know the *specific* adaptation expected.

Implication	Adaptation	Comments

13. Expected impact & review date

This will help you to show the *difference made* (retention, progress milestone, assessment readiness).

Expected Impact:

Date of next review:

Completed by:

Notes / Follow-Up Actions

- Initial support plan created' diarise forward for future conversations on effectiveness of support
 - Update /add to learner profile
 - Plan updates for the curriculum/assessment of learning
 - Referrals made (SEND, wellbeing, safeguarding centre leads)
 - Tutor/mentor notified of relevant needs
-

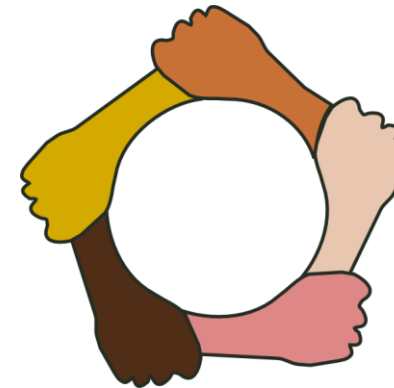
Appendix 3
Additional Apprentices/learners Support Request
ADDITIONAL TRAINING SUPPORT FOR LEARNERS REQUEST

This form should be used when additional support is required at a training event to ensure that a full contribution can be made. E.g. hand outs are required in large print, hearing loop system required.

Please complete with as much detail as possible and send it to the topic lead prior to the booked session to enable them to make advance preparations as necessary.

Learners name	
Learners contact number and email	
Managers name and contact number /email (if required)	
Date of booked session	
Programme/Topic booked	
Additional training support requested	

Additional Learner Support



Learner Guide

What is Additional Learner Support and who needs it?

As a member of the UHL team you are required to undertake both role related and mandatory training during your employment to help you perform your role safely. You may also be attending training for professional or personal development.

Here at UHL we try our best to make all of our training as interactive as possible and encourage all learners to take part throughout the session so that you can take away as much as possible from it. However, some of us need additional support during training sessions. For example, if you have difficulty with reading or writing or are partially sighted or have difficulty hearing, you may not feel able to join in and so may not get the full benefit from the session. If we are aware before the session that you need additional support, we can make every effort to provide it.

This brochure is designed to give you an idea of the areas where learners may feel they would like additional support during training, and what to do to request that support. If however there something else we haven't mentioned that you need please do tell us.

What can I get help with?



Hearing

- Induction Loop
- Lip reading
- British Sign Language



Sight

- Large print
- Larger keyboard
- Laptop software
- Separate laptop to show PowerPoint slides



Reading & Dyslexia

- Reading assistant
- Coloured paper to help with dyslexia
[Dyslexia friendly style guide - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)



Writing and Maths

- Support with writing and maths through assessment tools and free education sessions in work time
- Supported activities at the event
- Copy of PowerPoint slides so information already written down
- Extra hand outs with key messages or points.



Access/Mobility

- Wheelchair access
- Individual desk
- Back problems – stand up & walk around during the session



Language

- English may not be your first language

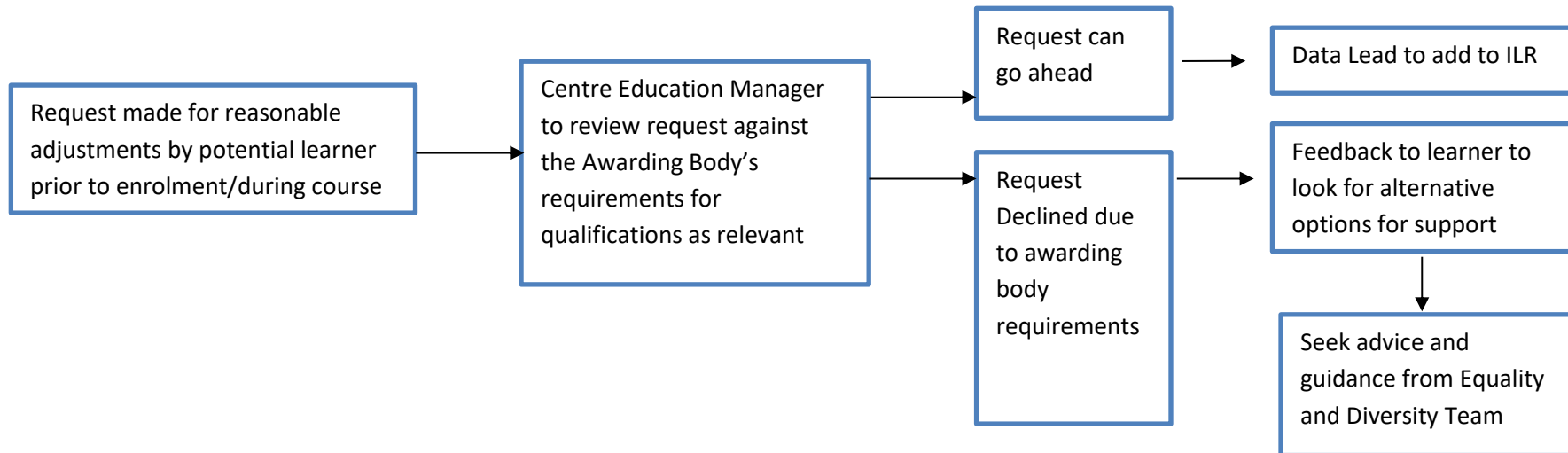
How can I get additional support?

Complete the Request Form on the back of this brochure and send it the trainer or department who is leading this session. For core mandatory training and induction this would be the Learning@uhl-tr.nhs.uk.

If you need support in a way that is not listed please still complete the request form so we can assess your request.

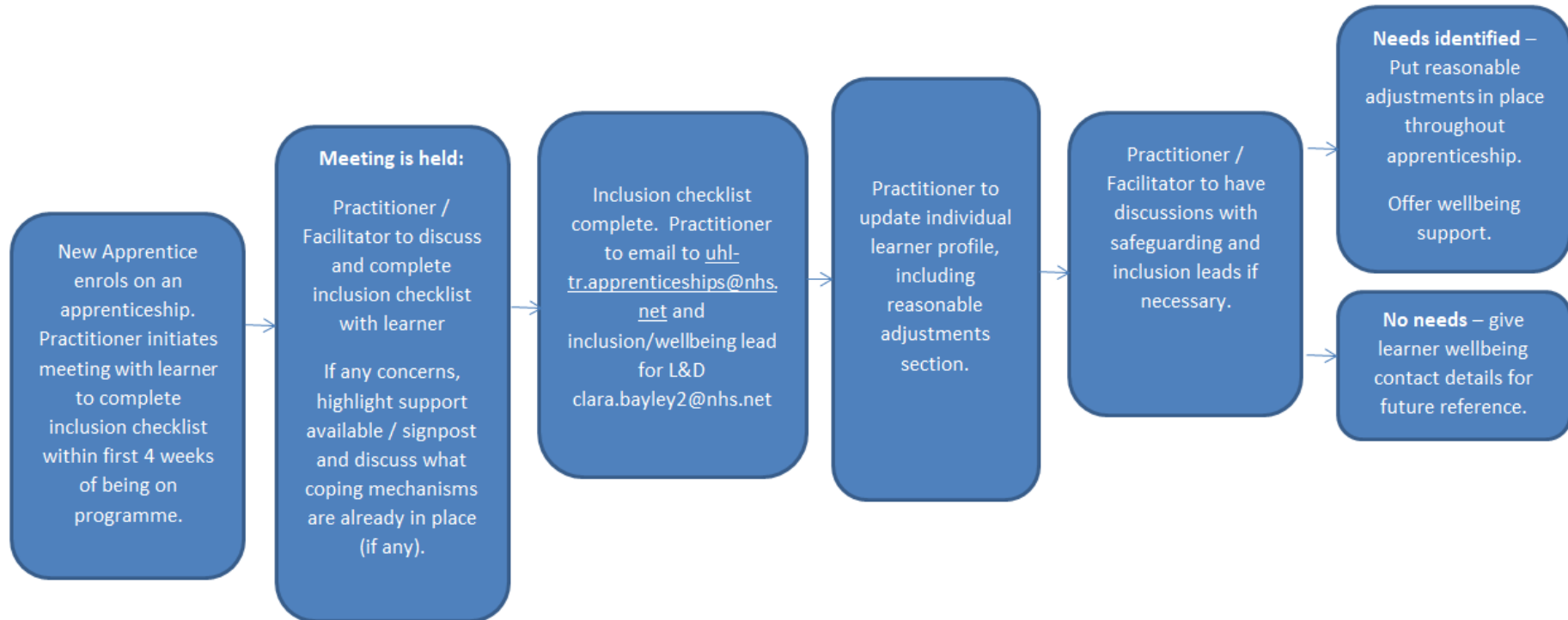
Thank you.

Appendix 4 Support Requests Processing Flow



NB: It is recommended that programme leads conduct termly checks to ensure the ILR and the support being provided to learners aligns.

UHL Apprenticeship and Development Centre; Inclusion Checklist



NB: it is recommended that interventions are routinely evaluated to check effective. Themes for learners and programmes should be fed into the programme boards.

Appendix 6

A Young Workers Safety and Responsibilities

It is useful to talk these through with your young apprentice as part of their induction. It will help to create a culture of safe working and learning environment. Ensure your apprentice has a named mentor to support them with positive learning and bridge the skills gaps the individual may need in the job role. Please ensure a young person risk assessment is in place (see Young People at Work Health and Safety Policy).

Turn up on time

Although it sounds simple enough the young learner may not automatically realise the impact of absence on their employment status, their colleagues or the service you are providing for the Trust.

Dress Appropriately

What was appropriate in their last employment or education establishment may not be suitable to ensure we provide a professional image of the Trust and keep the young person safe. Ensure both you and the apprentice understand the dress code policy and have timely confidential conversations with the young person if they need help interpreting it with their choices of outfits and accessories for work.

Do the Job Properly

Be clear about what they need to do, to what standard, how they should do it and where they go for help. It could be that the job is a lot more mundane or monotonous than they expected so it is useful to prepare them for this and support them developing strategies in resilience to cope. If targets are set ensure the apprentice knows what the target is, how they will know that it has happened and the impact of it not happening.

Follow the Rules of the Organisation

Ensure they know how to access policies and procedures for both their employer and their education provider. Signpost them to key policies they should read as part of their induction, highlighting the impact of what happens when they aren't followed and talk through any queries they may have on them.

Treat Colleagues and Customers (Internal e.g. staff and External e.g. patients) with Respect

Ensure they understand the importance of respecting equality and diversity and the Trusts values and behaviours. They should be clear about what bullying is and how to address it if they come across it themselves or another colleague raises it with them.

Complete their learning programme in a timely manner to the expected standards

Be sure you know what they are expected to do, support them in doing it and ask how things are going. Apprentices have to have a minimum of 20% of their working time learning things that will support their education programme. Make sure you have a robust plan to support this and allow them access to activities, learning events and shadowing that will support them to reach their full potential. They may also need additional time off to pass their functional skills, link embedding this into their role so you can support their achievements wherever possible.

Speak Up and Stay Safe—Safe Learning Environment Charter

Hospitals are environments with a range of risks. Ensure your young person knows how to stay safe online, when moving between home and work, whilst at work and what to do if they have any concerns. If there are any safeguarding concerns at home, work or when learning—even peer to peer concerns—please ensure these are reported to the Safeguarding Lead and training provider immediately so they can be reviewed and supported.

Supporting Young Learners in the Workplace



Manager Guide

Supporting Young Learners in the Workplace

A young learner is an apprentice who has been employed by the Trust to undertake an Apprenticeship Education Programme. These staff are typically classed as someone under 19 but could be staff under the age of 24 if they have limited or no previous work experience.

Different age profiles can have different approaches to work. It is worth understanding and discussing these with your team and peers to see what benefits this can bring to your department and what pitfalls you could come across so you can plan to avoid them.

It is worth considering what the culture is in your department/service also. Do you have a culture that can attract, motivate and retain top talent? Does the culture allow for optimising productivity? Is the culture agile and able to meet any changing needs of the Trust and different ways of working? What are your existing team members values and behaviours, timekeeping, performance and dress code like?

Be clear before the apprentice starts on what your expectation of breaks, sickness procedures, annual leave, health and safety and safeguarding are. Have you got all relevant risk assessments in place? If under 18 do you have a DBS? Do you know who your safeguarding and health and safety lead is and get support if you need it.

What Can You Do to Help ?

1. Provide an Effective Induction

An induction for a young worker usually requires more planning, different details on similar topics and an increased amount of flexibility within it. Developing an understanding of what a working day will require and the Manager's/Trust's expectations is very important. Do not assume they know how to perform tasks, find things, can orientate themselves. Take them on a tour of the campus, show them how the scanner and photocopier works, explain what GDPR means and where the confidential waste can be found. Ensure they know how to use your software and help them gain access to shared areas. Help them to understand shared area etiquette. Escort them on the hopper for a journey and help them interpret the timetable, find bus stops. Help them to see how they help the Trust to meet it's objectives.

2. Prepare Your Team

Ensure your team know what an Apprenticeship Education Programme is, how they can help the young person settle in, especially if they are new, and what safeguarding risk assessments are in place to enable them to keep the young learner safe. Ensure the team are aware of what is appropriate behaviour at work, regardless of a persons age, and how to manage or escalate any concerns they have.

3. Manage Workplace Expectations

As with all staff an apprentice should be clear about how their and the teams workload is distributed and managed. They will need to know where to go for help on different things. They should be clear on what is going well and what they need to develop on and have an understanding on what performance management is. Be clear about probationary targets. Plan in and have regular catch ups.

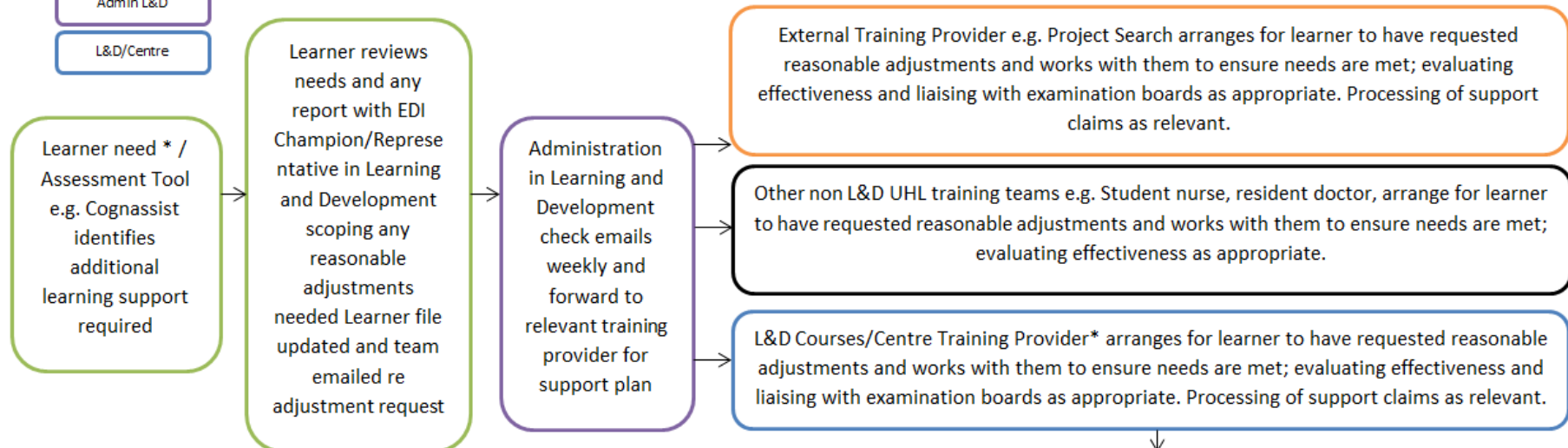
The apprentice will need to know what the acceptable behaviours are in the area of work e.g. how we speak to each other, that banter is not acceptable, mobile phone and internet usage should be reserved for unpaid breaks. They will need to be shown and supported in developing the right professional standards on how we communicate internally and externally both verbally and electronically. They may need help to know what a well written professional email looks like, be shown how the phone should be answered and what to do with messages. It is important too that they know how to raise concerns if something doesn't feel right or think something has gone wrong. It shouldn't be expected that a theoretical session on values and behaviours or customer service is sufficient to support this. Examples of what it means in your area of work will help the apprentice settle in more quickly and get to grips with the world of work in the NHS and your department.

Process for Learners Requesting Additional Learning Support

KEY

- Learner
- Non L&D UHL
- Training Provider
- Admin L&D
- L&D/Centre

**Learners may present with actual needs (e.g. certificate) or believed needs (without certificate); at enrolment or during learning. Both and all are valid and should be acknowledged and supported for inclusion. Certificated needs should be explored to ensure changes to practices nationally have been reflected in their reasonable adjustments. Please recommend re assessment as needed. Should guidance on what is needed to support a learner be needed, advise on what reasonable adjustments can be provided or if the Centre representative wants support please connect with EDI Centre Champion and/or a range of Centre specialists including Occupational health, Equality Diversity and Inclusion Team, Differently Able Governor, SEND Governor. Connections are in place with DMU for learning support too. Cognassist and other tools may be useful to support identifying needs too.*



The Centre will record the request on the learner-file. It will be kept for the duration of the programme and the external requirements of file retention only post programme completion. The L&D team will securely store the form online for the duration of the programme/course requested.

- *If this is a one off course the form will be deleted after the event unless the learner requests it is kept on file until they inform us otherwise.*
- *If it is for ongoing classroom based mandatory training course the team delivers it will be stored for ongoing referral until the individual asks for it to be removed/destroyed when either their needs change or they leave the Trust.*

In both instances there is no opportunity to record the ALS need on the learning management system which means it is the learner's responsibility to remind training providers of its existence prior to any future bookings.

V5.2 20262101

Reasonable Adjustment Guide

Some reasonable adjustments are requested on a frequent basis and can be routinely accommodated. Ask the individual what tools and strategies they already have in place to support themselves for all of these. If they are unsure seek advise.

A low impact hearing or visual impairment

Provide well lit, quiet learning environments.

Reduce any background noises

Ensure good visibility of the speaker; avoid backlighting.

Offer written copies of instructions and session content.

Use clear speech, natural lip movement, and single speaker discussions, not slow speaking. Not over talking

Allow assistive tech: large print materials, subtitles on any videos, hearing loops.

Give extra processing time for discussions or instructions.

Provide notes/info before the session so that the info can be processed

Offer a named point of contact for wellbeing support.

A physical disability such as that resulting in reduced restricted mobility

Provide accessible training rooms, step free access, suitable seating.

Allow flexible movement breaks.

Offer remote or hybrid attendance if needed.

Ensure accessible toilets, parking, or room proximity.

Adjust practical tasks to enable alternative methods of demonstration.

Offer a named point of contact for wellbeing support.

Dyslexia

Provide coloured overlays/paper, larger fonts, or alternative fonts (Arial/Calibri).

Offer session materials in audio, easy read, or video format.

Allow extra time for reading, writing, and assessments.

Use clear, structured instructions.

Give instructions one at a time, sometimes breaking in down on paper or visually draw it

Reduce heavy reading loads; break content into smaller chunks.

Permit use of text to speech or spellchecking software.

Encourage headphones when working as this will block out any outside noise

Offer a named point of contact for wellbeing support.

Dyscalculia

Allow extra time for numeracy tasks.

Provide visual aids, number lines, calculators (where appropriate).

Break down processes into step by step instructions.

Offer alternative assessment formats where possible.

Use practical examples rather than abstract numerical tasks.

Offer a named point of contact for wellbeing support.

Dyspraxia

Allow extra time for written or practical tasks requiring coordination.

Reduce need for fast copying or handwriting—allow typing instead if suitable. (Post its are helpful for notes) also speaking into equipment and recording sessions

Provide printed materials, colour coded often helps and supports organisation

Break practical tasks into structured sequences.

Routine is very important, you must do what you say you are going to do

Use ergonomic tools such as pen and pencil grips

Paper at an angle rather than flat so slant boards to support wrist angle

Be aware of seating, possibly provide foot stool. People with dyspraxia often have a weakness in wrists and ankles and suitable seating and footstool often help to take pressure of joints.

Provide notes/info before the session so that the info can be processed

Appropriate movement breaks to support concentration, sometimes it can be 20 minutes

The least distractions the better, so often work better on a 1-1 basis

Encourage headphones when quiet working as this will block out any outside noise

Offer a named point of contact for wellbeing support.

Asperger's

Provide clear structure, predictable routines, and advance notice of changes.

Offer quiet learning spaces or reduced sensory environments.

Use literal, unambiguous language; avoid using figure of speech terms (piece of cake = very easy etc.).

Allow extra processing time before responses.

Provide instructions in visual, step based formats.

Give options for reduced group work or structured participation.

Offer a named point of contact for wellbeing support.

Attention Deficit Hyperactivity Disorder –

Allow movement breaks and the ability to stand/work flexibly.

Provide shorter, focused tasks with regular checkins.

Reduce distractions: quieter environments, front seating.

Provide instructions both verbally and in writing.

Offer timers or task management support.

Allow extra time for assessments.

Break larger assignments into realistic time guided chunks.

Offer a named point of contact for wellbeing support.

Autism

Provide sensory friendly environments (low noise, low glare).

Offer visual timetables, prompt cards, or step by step guides.

Enable flexibility in communication styles—written questions, reduced group discussion.

Permit pre-session preparation time or pre-reading.

Avoid unexpected changes; pre-warn about changes to rooms/times etc.

Offer social communication support (Practitioner/Facilitator or wellbeing lead).

Noise cancelling headphones when quiet working or ear buds as not so obvious

Would you allow fidget objects, so feel less overwhelmed would support concentration and can also feel included in a session

Offer a named point of contact for wellbeing support