

Supporting Trainees or Apprentices with Additional Needs Policy

No changes needed

Approved on	29th November 2023
Signature of Chair of Trustees	<i>Julie Winyard</i>

Change Record

Date of Change:	Changed By:	Comments:
10.7.25	JPT	No changes

Aims:

Essex and Thames Education is fully committed to ensuring that all trainees or apprentices fulfill their potential during and beyond their training with us. From time to time some trainees or apprentices will experience difficulties during their training. Whilst most are easily resolved some require more focussed and planned strategic support. This document outlines the varying level of additional support that is available for trainees or apprentices experiencing difficulties and the joint role of Essex and Thames Education and its partner schools in providing that support.

Range of support available:

- Additional pastoral support;
- Additional support for academic work;
- Additional support for voice;
- Additional support in school and for teaching;
- Absenteeism;

- Structures for referrals or deferrals;
- Assessing and responding to trainee or apprentice capability;
- Support for mental health issues.
- **Additional Pastoral Support.**

When trainees or apprentices require additional pastoral support either during their placements or due to factors that are external to the course but are impacting on the trainees or apprentices ability to successfully complete the course additional support will be made available.

Support available through The University

If trainees or apprentices have a disability that may affect their ability to study, in liaison with Essex and Thames Education the University's Student Support Services can provide help and advice. This includes invisible disabilities such as dyslexia or depression, as well as those that are visible, such as a mobility difficulty or medical condition. Anglia Ruskin University has a wide range of services trainees or apprentices may choose to access. The web page containing information on a range of learning, support, careers and development services available throughout the duration of the programme is detailed in the trainee or apprentice handbooks. There is guidance available that can be used by students to help put a stop to all forms of bullying and harassment occurring within the context of their studentship.

Additional support for academic work

In the cases of trainees or apprentices who require additional support with academic writing this may be available through subject lecturers. trainees or apprentices will either be identified by the academic team, who will offer additional one to one or small group support, or they will request support themselves. In the case of those trainees or apprentices who self nominate trainees or apprentices must approach the Academic Lead (eema@etpscitt.co.uk) who will then assess the needs of the trainee or apprentice and may then recommend additional support from the academic team. For those trainees or apprentices with EAL or SEN additional support will be provided through the Personal Tutor Team who will liaise with the Academic Lead to draw up a plan of support.

Additional support for voice

Prior to starting the course all trainees or apprentices undergo an initial voice assessment at interview. At this point some trainees or apprentices will be identified and their places may be offered on the condition that they attend voice training sessions run by Thames prior to the course starting in September. During the year there are three routes for referral for additional voice teaching; self-referral, referral by The Personal Tutor Team or referral by School Mentors. All referrals will be made to The CEO will assess the trainees or apprentices level of need and arrange for additional support as necessary.

Support on placement and with teaching

When a trainee or apprentice is experiencing difficulties in their classroom practice and requires more structured support The trainees or apprentices Personal Tutor will, in discussion with the trainee or apprentice and School Mentor, produce a support plan based on the proforma in this handbook. **Schools who have concerns about trainee or apprentice progress must follow the procedures outlined in Essex and Thames Education handbook. These concerns must be communicated to both The trainee or apprentice and the Personal Tutor involved as early as possible to enable Essex and Thames Education to introduce additional support if required.**

Support plans can be initiated at any time following the first half of term and no later than the final three weeks of the trainees or apprentices final teaching practice. Any support plans must be shared with the Academic Lead/ Wellbeing Lead as early as possible.

Absenteeism

The course is a very short one and to reach Qualified Teacher Status and a PGCE in one year is inevitably a demanding task. Attendance at all elements of the course is, therefore, a compulsory matter and not a voluntary one. In some cases trainees or apprentices accrue absences due to illness or external factors. Essex and Thames Education is fully committed to remaining as flexible as possible and will allow trainees or apprentices to complete additional days at the end of the course. Some trainees or apprentices may go on to take up their first posts as unqualified teachers and will complete their final weeks of practice within their employing school.

Structures for referrals or deferrals

In addition to the pass/fail of the QTS awards there are two further possibilities that may be considered by The Board, these are referrals and deferrals. Deferrals will only be considered in exceptional circumstances and will be at the recommendation of The CEO and The University.

Referrals will be considered in the following circumstances;

1. Where the trainee or apprentice has not achieved the necessary standards for professional competency and it is the opinion of The Recommending Board that additional practice is likely to enable the trainee or apprentice to achieve the required minimum standard.
2. Where the trainee or apprentice has failed one of the professional practices due to unforeseen circumstances, which were not disclosed at the time, and it is the opinion of The Recommending Board that additional practice is likely to enable the trainee or apprentice to achieve the required minimum standard.

Trainee or Apprentice Capability

There are several assessment points where trainee or apprentice professional competency is judged. As far as possible each judgment is moderated. Trainees or apprentices must reach the required standard at the end of each teaching practice in order to progress to the next. Trainees are typically supported as part of the cause for concern process and the procedures outlined in this document must be followed.

Trainee or Apprentices with mental health issues impacting on their ability to make progress

Trainees or apprentices with mental health issues needs are met in accordance with the guidance in the trainee or apprentice Mental Health Policy and the Cause for Concern Procedures..

Stages of Intervention for trainee or apprentices Experiencing Difficulties

In any term the cause for concern process can be activated, either by the school or by The Personal Tutor Team in order to provide additional support.

ROLES AND RESPONSIBILITIES

It is the responsibility of the Personal Tutor to oversee any additional support in school. Regular progress reports will be made to the relevant Programme Manager.

It is the responsibility of Essex and Thames Education **SLT** to:

- Define and communicate procedures and to ensure that they are applied in a consistent manner;
- Ensure that systems are in place for the proper induction of trainees or apprentices, and for day to day management of teaching practices, to ensure that processes are in place throughout the partnership to ensure that minor deficiencies in performance are dealt with effectively without recourse to the formal procedure.

It is the responsibility of the **Personal Tutor Team** to:

- Manage trainee or apprentice performance effectively ensuring that trainee or apprentices are aware of the standards expected of them;
- Ensure that, where necessary, trainee or apprentice cause for concern procedures are carried out promptly, fairly and equitably.

It is the responsibility of **Partner Schools** to:

- Be aware of and comply with all general rules and procedures referred to in their partnership agreements;
- Comply fully with any agreed procedures and to co-operate with the processes contained therein;
- Ensure that trainees or apprentices and Essex and Thames Education are aware of any concerns about trainee or apprentice performance **as early as possible**, and no later than three weeks before the conclusion of a practice.

Identified concerns

Where evidence emerges that a trainee or apprentice's progress has fallen below the minimum standards expected of them, this will be discussed with the trainee or apprentice, normally by the school mentor and personal tutor in the first instance. The Personal Tutor, will:

- Set out the nature and seriousness of the concerns in a support plan;
- Confirm any discussions/support;
- Give the trainee or apprentice the opportunity to comment and discuss concerns.

Monitoring

A monitoring period will usually be set out in the support plan and will normally be in blocks of two weeks to be fully reviewed at the end of each half term.

The Personal Tutor (in discussion with The School Practice Leader) will:

- Set targets for future progress;
- Agree any further support with the trainee or apprentice and the school;
- Make it clear how, and by whom, progress will be monitored and when it will be reviewed;
- Explain the consequences and process if no, or insufficient, improvement is made.

The period of monitoring will normally be half a term and in any case shall only be as long as is necessary to allow reasonable time for improvement and this will depend on the seriousness of the issues and individual circumstances. Regular contact will be maintained by The Personal Tutor throughout the monitoring period to review and support progress.

The Headteacher of the school hosting the practice reserves the right to terminate the practice at any time if they have reasonable cause to believe that the trainee or apprentice is having or is likely to have a negative impact on the wellbeing or academic progress of the pupils in the school.

The formal procedure

In the most severe cases, and where there has been insufficient improvement or the trainee or apprentice is having a negative impact on children's progress the process may be

suspended until either an end date for the training is agreed or an alternative placement can be found. In this instance an informal meeting will be held by The CEO and will be attended by the trainee or apprentice and The Personal Tutor.

Prior to this meeting the trainee or apprentice will be:

- Informed of the nature and details of the concerns;
- Informed of their right to be accompanied at the meeting by a representative;
- Supplied with a copy of the evidence which is to be considered at the meeting;
- Given an indication of the possible outcome which could be imposed if the concerns are found to be substantiated, e.g. a formal warning or termination of training.

If no resolution is agreed the Trainee may be referred to a Professional Suitability Panel.