

**EEC3: EPUT EDUCATION CENTRE:  
SPECIAL EDUCATIONAL NEEDS OR DISABILITY POLICY**



## EPUT EDUCATION CENTRE SEND POLICY

<b>POLICY REFERENCE NUMBER</b>	EEC 3
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<b>POLICY SUMMARY</b>	
<p>This policy, sets out clear guidance for those undertaking, supervising or supporting apprentices within EPUT Trust Education Centre. Definitions of ‘young person’, ‘apprenticeship’, ‘apprentice’ and ‘functional skills’ are provided, and the main principles of the apprenticeship programme model are detailed. The policy should ensure that all apprentices are treated fairly, and supervised appropriately, in order to maximise their chances of success within their apprenticeship programme. The policy aims to ensure a supportive and meaningful learning experience is offered to all apprentices undertaking an apprenticeship programme within the organisation.</p>	
<b>The Trust monitors the implementation of and compliance with this Policy in the following was:</b>	
<p>Reports to:</p> <ul style="list-style-type: none"> <li>• EPUT Education Board</li> <li>• People, Equality and Culture Committee</li> <li>• Internal and External Audits and Inspections- Ofsted /Awarding Bodies/ ESFA</li> </ul>	

**The Director responsible for monitoring and reviewing this policy is**

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Executive Director People & Culture**

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<b>Assurance Statement</b>
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This Education Centre SEND Policy is set out for use in conjunction with the Essex Partnership University NHS Foundation Trust (EPUT) Disability Policy and Reasonable Adjustments Procedure. Its use is for those Apprentices and Learners undertaking education programmes within the Trust. This guideline is to be used in conjunction with the Trust

<b>Equality and Diversity Statement</b>
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The EPUT Education Centre (EEC) is committed to ensuring that equality, diversity, and inclusion is considered in our decisions, actions and processes. All staff within the EEC have a responsibility to ensure that they adhere to the principles of equality, diversity, and inclusion in all activities. In drawing up this policy all aspects of equality, diversity, and inclusion have been considered to ensure that it does not disproportionately impact any individuals who have a protected characteristic as defined by the Equality Act 2010

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## 1.0 INTRODUCTION

Essex Partnership University NHS Foundation Trust Education Centre (EEC) is committed to being inclusive and accessible to all apprentices in all aspects of their academic and social life. Therefore, all Apprentices with Special Educational Needs or Disability (SEND) will be treated fairly and equitably. This policy and procedure articulates the Education Centre's commitment for ensuring apprentices with SEND receive a positive learning experience, and are supported to achieve their learning objectives, throughout the duration of their study with the Education Centre.

This policy and procedure is also intended to meet our obligations under the Equality Act 2010 and the Education Act 2011 and to ensure we provide a safe, effective and inclusive learning environment for all apprentices studying at the Education Centre.

The following policy applies to all applicants at application and interview stage and apprentices who are enrolled on an Apprenticeship Programme within the training provider delivery at any site of delivery.

It is specifically concerned with the educational impact of SEND on those undertaking apprenticeship programmes.

This policy and related procedures will be followed by all members of professional and academic staff who deliver apprenticeship programmes within the Education Centre at any site of delivery.

If an apprentice or applicant chooses not to declare a disability or specific learning difficulty at the point of application or on additional opportunities, this may limit the support that could otherwise be provided.

The Policy should be read in conjunction with its associated Procedures:

- Declaring a SEND
- When a Specific Learning Disability SpLD is suspected
- Withdrawing notification of a SEND
- Recording of Lectures and Seminars as part of a Study Needs Plan (SDNP).

## 2.0 DUTIES / RESPONSIBILITIES

This section describes the duties and responsibilities of staff members and apprentices. It comprises the following sections:

- Education Board
- Education Training and Apprenticeships Manager
- SEND Lead
- Apprenticeship Programme Leads or their nominee

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- Apprenticeship Programme SEND officer
- Apprenticeship Programme Tutors/ Assessors
- Approved Assessor
- Apprentices

The Education Centre ensures that there is a designated member (or members) of staff to provide advice to apprentices who declare a disability, and to staff who are working with an apprentice with disabilities.

### **The Education Board**

Has overall responsibility for ensuring all staff within the Education Centre comply with this policy. They are also responsible for review of funding and compliance within the SEND provision of Apprenticeship Programmes.

### **Education Training and Apprenticeships Manager**

Has responsibility for keeping up to date with policy changes within Government and the Sector. They will offer support and advice to the SEND Lead (SENDL) and Education Centre where needed.

### **Special educational needs and disability lead (SENDL)**

Has responsibility for:

- Reviewing and assessing SpLD assessment forms
- Organising Approved Assessor assessments where needed
- Meeting with apprentices who have a declared SEND to discuss and draw up a Study Needs Plan (SNP)
- Liaising with the Apprenticeship Programme Lead or their nominee to finalise SNP's
- Liaising with Apprenticeship Programme leads and/ or Apprenticeship Programme SEND officers within the Education team to ensure consistency and adherence to this Policy and related procedures
- Holding and maintaining confidential apprentice records relating to SEND, and liaising with members of staff on Apprenticeship Programmes to put in place the Study Needs Plan where necessary
- Monitoring the EPUT SEND email inbox and responding to emails in a timely manner
- Providing training, guidance and advice to staff

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- Keeping up to date with policy changes within Government and the Sector
- In liaison with Programme Leads and the Education Centre, keeping policies, procedures and guidance on SEND up to date
- Preparing timely reports and information for Apprenticeship Meetings and the Education Board. This will be in relation to compliance and review

### **Apprenticeship Programme Leads:**

Apprenticeship Programme Leads have a responsibility for reviewing the SNP drawn up by the SEND Lead and ensuring that they are appropriate and reasonable for their particular Apprenticeship Programme and the associated validating body. Along with the apprentice, they will then sign off the SNP.

They will ensure their tutors are conversant with issues relating to SEND, such as inclusive curriculum and learning. Apprenticeship Programme Leads must not put in place arrangements outside of this policy and related procedures.

### **Apprenticeship Programme SEND officer.**

This position is designated by the Apprenticeship Programme Leads. They have a responsibility for liaising with the SENDL where issues relating to SEND arise and where a SNP is being considered.

They are responsible for ensuring that any academic adjustments agreed on the apprentices' signed SNP's are put in place.

They must refer any apprentice who mentions a SEND to this SEND Policy and Procedures. This ensures that the apprentice gets timely and appropriate support and advice. Apprenticeship Programme SEND officers must not put in place arrangements outside of this policy and related procedures.

### **Apprenticeship Programme Tutors/Assessors**

Apprenticeship Programme Tutors/Assessors are responsible for the academic and pastoral support of apprentices, as part of the routine apprentice support process, an initial assessment must take place and a support plan collaboratively drawn up to support any difficulties which the apprentice may be experiencing with the academic side of the course, for example, related to general development of academic skills and not related to a SpLD. If the plan is in relation to an identified SEND then this should be referred to the SENDL as per the processes outlined.

### **Approved Assessor**

A suitably qualified provider of Specific learning Difficulties assessments as approved by the SENDL.

### **Apprentices**

Apprentices are responsible for ensuring they have informed the appropriate staff by following the formal process for declaring a SEND or requesting assessment for a SpLD

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where this is needed.

If an apprentice's condition deteriorates or improves, they have a responsibility for informing appropriate staff of this, following the Procedure outlined in Appendix 9.1 'When an apprentice declares a SEND'.

If an apprentice is given permission to record lectures, seminars, or other teaching sessions as part of their agreed Study Needs Plan, these must be handled appropriately and according to relevant data protection legislation. See Appendix 9.4. Procedure for Recording of Lectures and Seminars as part of a SNP.

### 3.0 DEFINITIONS

- **The Education Centre:** Essex Partnership University NHS Foundation Education Centre, including all satellite centres.
- **The Employer:** Refers to the apprentice employer in their wider professional role, distinct from the Apprenticeship Programme.
- **The Apprenticeship Programme:** The specific Apprenticeship Programme that the apprentice is enrolled on within the Education Centre.
- **Apprentice:** This refers to persons in their specific apprenticeship role enrolled on training with the Education Centre.
- **Disability:** The Education Centre adopts the definition of disability from the Equality Act, 2010: "A physical or mental impairment...that has a 'substantial' and 'long-term' negative effect on one's ability to do normal daily activities" (Equality Act, 2010).
- **Mental health conditions:** Such as a diagnosis of bipolar, anxiety, depression, PTSD and others will also fall under this policy in line with the definitions above.
- **Long-term health condition:** These are a sub-category of disabled people, and is illustrated in the second bullet point under 'disability' above.
- **Specific Learning Difficulty (SpLD):** Is a sub-category of disabled people, including any Assessed Learning Difficulty such as Dyslexia or Dyspraxia, or an uncategorised, but nonetheless evidenced, Learning Difficulty.

### 4.0 PRINCIPLES

#### **Inclusivity:**

We embrace equality, diversity and inclusivity (as defined through the related legislation and policy) and work to make our services and training as accessible and inclusive as possible.

#### **Equality in academic practice:**

Wherever possible, singling out individual apprentices will be avoided. For instance, where

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hand-outs are provided on coloured paper, all apprentices should receive the hand-outs in the same colour rather than making an individual feel conspicuous. Apprenticeship Programme teams will implement 'inclusive learning' wherever possible (Thomas & May, 2010). This benefits all apprentices and not just those with disabilities or learning difficulties, and avoids singling out individuals wherever possible and ensures no disadvantage.

Lecture notes and slides will be made available on E-portfolio system or another online platform. This enables apprentices with difficulties (and all apprentices) to revisit and retain the information more effectively.

### **Recruitment of apprentices with disabilities**

Apprenticeship Programme publicity, Apprenticeship Programme details and general information will describe the Education Centre's commitment to inclusivity and accessibility of Apprenticeship Programmes and training provision.

The entry requirements and admissions criteria for individual Apprenticeship Programmes are reviewed annually to ensure unnecessary barriers to applicants and apprentices with SEND are not present.

Applicants will be asked prior to interview if they need any reasonable adjustments to be made for the interview which will be made to accommodate the applicant's needs wherever possible.

Applicants who have an interview will have the opportunity to discuss disability during their interview. If an applicant declares a disability or health condition (such as a mental health concern's or diagnosis) on the application form or during interview, which affects their ability to work with patients (where this a requirement of the Apprenticeship Programme), this will be taken into account to protect both the patients' and applicant's interest. (See associated EPUT policies and procedures HR26 and CPG71)

### **Declaration of Disabilities:**

The Education Centre is committed to providing opportunities and clear processes for employees declaring disabilities. This is in line with EPUT's 'Reasonable Adjustments' procedure.

The Apprenticeship Programme will invite apprentices to declare disabilities at application and Initial Assessment and will clearly signpost ways of declaring a disability at any point on the Apprenticeship Programme thereafter.

If an apprentice has a disability which may impact on their learning and require reasonable adjustments to be made, the Education Centre recommends that they declare the disability as early as possible.

To declare a disability, apprentices must follow the process described in the Procedure 'Declaring a SEND' see Appendix, to ensure the Education Centre is able to put in place a Study Needs Plan (SNP) in a timely manner. Where the Education Centre is not informed of a disability using the standard procedure, this will likely affect the Education Centre's ability to provide a SNP and support.

Apprentices may declare a disability at any point on the Apprenticeship Programme, by

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following the process described in the Procedure 'Declaring a SEND', Appendix 8.1.

If during the Apprenticeship Programme, an apprentice suspects they have a Disability, then they must first discuss this with their manager in their wider role as employee of the Trust or with an alternative Employer. Certain steps may be taken, for example, referring the employee to Occupational Health for further assessment and for Reasonable Adjustments to be made. See the policy 'HR26 Employee Wellbeing, Sickness and Ill Health policy' and related procedures.

If the employee is deemed to have a Disability, then the Programme Lead/ or nominated individual and the Education Centre would then be informed, using the procedure 'Declaring a SEND' Appendix 8.1.

If during the Apprenticeship Programme, an apprentice or member of the Education Centre Team suspects that they may have a SpLD that is not being effectively managed through the normal support procedures, then a more detailed assessment can be requested. This request will be assessed by the SENDL who will either undertake a review of the learning needs or authorise the request for a full assessment if the following conditions are met:

- The suspected SpLD must be having a demonstrable impact on their performance and/ or their learning. Evidence must be provided to support this, either from the apprentice or their tutor/ assessor, for example, meeting and managing the requirements of the academic Apprenticeship Programme.
- If any previous SpLD assessment has taken place this must be reviewed and consideration given to this in relation to relevance of current needs.
- Further assessment and a SNP is likely to favourably impact the apprentice's ability to fulfil the academic requirements of the Apprenticeship Programme.
- See the procedure 'When an SpLD is suspected' Appendix 9.2 for further details.

An apprentice may also withdraw a declaration to the Education Centre at any point, which may cease any previous arrangements that have been made to accommodate the declared disability, by following the process described in the Procedure 'Withdrawing notification of a SEND' Appendix 9.3. The information regarding the declaration will be archived. The core data record will be updated to record that the apprentice no longer consents to this information being used or shared to support their disability. This is in line with the Data Protection Act (2018) and the Freedom of Information Act (2000) and the Equality Act (2010).

If an apprentice declares a disability to the Apprenticeship Programme but states that they do not want or need a SNP, or a SNP is not judged necessary at that point in time, a formal record will be kept and the decision will be reviewed on an annual basis at the least.

### **Confidentiality:**

All apprentices have a right to privacy and confidentiality. This is in line with DATA PROTECTION ACT (2018) and the Freedom of Information Act (2000) and the Equality Act (2010). Records will be protected by security protocols as can reasonably be expected in line with the NHS data protection policy.



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Under the Data Protection Act (2018), the Education Centre will minimise the number of staff who receive and have access to information about an apprentices' disability and adjustments. This may require external agencies and Awarding bodies having access to limited information on a need to review basis Data Protection Act, 2018. This access will cease after inspections are completed.

Only people who need to know in order to ensure the adjustments are in place will be informed, and only the information that is needed to carry out the adjustment will be shared. This will be carried out in agreement with the apprentice.

Apprentice meetings with the SEND Lead or Apprenticeship Programme SEND officers or other members of staff will be conducted in a confidential environment and not in open-plan spaces or corridors. This may be online or face to face.

Anonymised data about declared disabilities may be analysed and shared for quality assurance and equality, fairness and inclusion purposes in line with Data Protection Act (2018) and Education Centre policies.

See '5.8 Apprentice responsibilities' for information regarding the recording of lectures/seminars or other teaching sessions.

### **Communication:**

All written communication with apprentices (such as emails, posters, web pages and letters) will be in 'Plain English' and will be primarily electronic to enable the use of assistive software. (<http://www.plainenglish.co.uk>)

### **Responsiveness to changing environment:**

The Education Centre will be open to, and seek out, new ways of providing services and support to apprentices with disabilities within a changing social and regulatory climate. For instance, where new policies, software or funding is developed and made available.

### **Apprentice responsibilities:**

Apprentices are responsible for ensuring they have informed the Education Centre by following the formal process for declaring a SEND (Section 8 below) where this is needed.

If an apprentice's condition worsens or improves, they also have a responsibility for informing appropriate staff of this, following the Procedure Statements (Section 10) below.

If an apprentice requires recording of lectures, seminars, or other teaching sessions as part of their agreed Study Needs Plan, these must be handled appropriately and according to relevant data protection legislation. All apprentices within the sessions will be required to agree and to have signed the relevant form on commencement re-ensuring that the recordings are for personal use and will not be shared, distributed or watched/listened to in a public space. It is a requirement to use equipment that encrypts the data as standard. See Procedure for Recording of Lectures and Seminars as part of a SNP, Appendix 9.4.

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### **Extenuating Circumstances (EC):**

If an apprentice with a disability or condition deteriorates, preventing them from submitting assignments on time, they should seek extenuating circumstances. However, ECs do not cover chronic, long-term conditions which should be adjusted for using this policy and procedure.

### **Library and Learning Resources:**

The Library provides equitable access to resources and a range of services for users wherever possible. Details of library services for apprentices with disabilities are provided on Apprenticeship Programme induction. HND Global for those apprentices on ais also available for apprentices who are using Ecordia.

## **5.0 MONITORING OF IMPLEMENTATION AND COMPLIANCE**

### **Training Requirements:**

The SENDL will attend training and/or relevant conferences to keep abreast of developments and changes in the social or regulatory climate and will ensure dissemination of this to Apprenticeship Programme SpLD officers and/or other relevant members of staff

All Education Centre clinical and administrative staff complete yearly training on the Data Protection Act (2018), the Freedom of Information Act (2000) and NHS Information Governance.

As part of the Education Centre staff induction, staff with a relevant role will be provided with training on this policy and associated procedures.

The Education Centre monitors the implementation of and compliance with this policy through the Centre's Education Board and Assessment Board.

This policy and associated procedures will be subject to review as per the agreed review schedule of Education Centre HR policies and as agreed by the Education Centre's Partnership Committee.

Compliance with this policy and associated procedures will be monitored as follows:

- Annual review of policies
- Centre Apprenticeship Meetings
- Education Board
- Apprentice survey feedback relating to relevant questions – the SENDL will be responsible for monitoring and reporting on relevant apprentice survey feedback
- Complaints – the SENDL will be responsible for acting on any relevant apprentice complaints relating to disabilities, which have been upheld.

## **6.0 POLICY REFERENCES / ASSOCIATED DOCUMENTATION (EXTERNAL)**

- The Freedom of Information Act (2000). [Online] Available at: <https://www.legislation.gov.uk/ukpga/2000/36/contents>

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- Education Act 2011. [Online] Available at: <https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- Equality Act 2010. [Online] Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Data Protection Act 2018. [Online] Available at: [http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted?\\_ga=2.179033447.215911605.1566977866-84767065.1547457692](http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted?_ga=2.179033447.215911605.1566977866-84767065.1547457692)
- Plain English Campaign. [Online] Available at: <http://www.plainenglish.co.uk/>
- Thomas, L. & May, H., (2010). Inclusive learning and teaching, London: Advance HE (Formerly Higher Education Academy).

### 7.0 REFERENCE TO OTHER POLICIES/PROCEDURES

- HR26- Employee Wellbeing, Sickness and Ill Health Policy and associated Appendices. [Online] Available at: [HR26 - Employee Well-being, Sickness & Ill-Health Policy.pdf \(eput.nhs.uk\)](#)
- EEC4- Education Centre Apprenticeship Policy

### 8.0 GLOSSARY

Term	Meaning
SEND	Special Educational Needs or Disability
SENDL	Special Educational Needs or Disability Lead
SpLD	Specific Learning Difficulty
SNP	Study Needs Plan
EC	Extenuating Circumstances

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## 9.0 APPENDICES

### Flow Chart of Procedure when an apprentice declares a SEND

**Step 1. Apprentice declares a SEND**  
SEND is declared and the Course and Employer are informed

- On enrolment form and/ or Initial Needs Assessment
- During course after SEND/ OH/ GP/ Other assessment

**Step 2. Line manager follows Employer policy**  
Line manager follows Employer policy in relation to SEND and makes any Reasonable Adjustments in the workplace. Line manager feeds back to Education Centre Team/ SENDL

**Step 2. Course Tutor / Assessor refers to SENDL**

- Confirms whether the apprentice has a formal report/assessment re their SEND.
- If yes, Informs Apprentice SEND Lead (SENDL).
- If no, follows the 'Procedure When a SpLD is suspected'

See relevant Employer policies.

**Step 3. SENDL meets with apprentice**

- Meets with apprentice to discuss SEND.
- A proposed Study Needs Plan will be drafted with input from the apprentice ready to be sent to the Programme Lead.
- Following the meeting, the SENDL will email the apprentice to summarise the meeting outcomes. In the case that no SNP is needed or that the apprentice does not want an SNP, then this will be noted in the email to the apprentice and no further action taken.

**Step 4. Programme Lead or their nominee check SNP**

- The proposed SNP will be sent to the Programme lead or Nominee who will ensure the SNP is appropriate and reasonable for course requirements and the courses associated validating body and will liaise with the SENDL to finalise the document.

**Step 5. SENDL send SNP for signatures**

- The finalised version of the SNP will be sent to the apprentice and Programme lead or their nominee for agreement and sign off.

**Step 6. SENDL supports implementation of SNP**

- Once the SNP is signed off, the SENDL will liaise with the Programme Lead and/or Course SEND officer to support the implementation of SNP recommendations.
- The SENDL will support apprentices to access other agreed sources of support, for example, Access to Work.

**Step 7. SENDL books review meeting**

- Confirms date to review the SNP with student and Course Tutor / Assessor (usually annually or sooner if need be).
- If no SNP was needed or wanted by the apprentice, then a date will also be set to review this.

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### Step 8. Apprentice keeps Course informed

- 4 If at any point during the apprentice's studies, their SEND deteriorates or impacts them further, then their Course Tutor / Assessor should be informed and the SENDL contacted for a review of the SNP.

### Procedure when a SpLD is suspected:

If an apprentice or their manager/ supervisor/ tutor identifies that the apprentice may have a SpLD:

- **Step 1.** For apprentice to meet with their Apprenticeship Programme Tutor / Assessor to discuss identified difficulties, and to think together about what may be impacting their performance at this time. Review of any support plans in place to adjust if required.

If a SpLD is suspected, then discuss with the apprentice if this is something that they have noted affecting their academic performance in the past.

1. Has this been previously assessed?
  2. Are there any reports or assessments that have taken place prior to the Apprenticeship Programme that could be drawn upon to offer additional information?
  3. If so, and reports are available, then apprentice referred to the SEND Lead (SENDL) to consider reasonable adjustments. See Procedure 'When an apprentice declares a SEND (SEND)'
- **Step 2.** If SpLD suspected and no prior formal assessment has taken place, then apprentice can proceed to request a formal assessment. To do so, the following conditions must be fulfilled:
    - The suspected SpLD must be having a demonstrable impact on their performance on the training. Evidence must be provided to support this, either from the apprentice or their tutor/ assessor, for example, meeting and managing the requirements of the academic Apprenticeship Programme.
    - If any previous SpLD assessment has taken place this must be reviewed and consideration given to this in relation to relevance of current needs before an additional assessment is considered.
    - Further assessment leading to a SNP is likely to favourably impact the apprentice's ability to fulfil the academic requirements of the Apprenticeship Programme.
    - The apprentice will need to submit a request to proceed to assessment using the form 'Request for Specific Learning Difficulty (SpLD) Assessment' (See Associated Documents below).
  - **Step 3.** The form will be assessed by the SEND Lead (SENDL) to decide whether the conditions above have been fulfilled and a decision will be taken as to whether or not the request can proceed.
  - **Step 4.** In the event that these conditions are met, then an Education Centre approved

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assessor will be contracted to carry out an assessment. If the conditions are not met, then apprentice is referred back to their Apprenticeship Programme Tutor / Assessor to consider what other support may be helpful to them.

- **Step 5.** If the assessment finds that the apprentice has a SpLD, then Procedure 9.1. 'When an Apprentice declares a SEND' above should be followed.

### **Withdrawing declaration of an SEND:**

- **Step 1. Apprentice**  
May withdraw a declaration of a SEND at any time during their Apprenticeship Programme of study by emailing their Apprenticeship Programme Tutor / Assessor.
- **Step 2. Apprenticeship Programme Tutor / Assessor**  
Will inform the Apprenticeship Programme SEND officer and the SENDL.
- **Step 3. SENDL**  
Will withdraw any Study Needs Plan that have previously been made and inform all staff responsible for implementing the SNP to cease implementation, and to archive any related information.

### **Procedure for Recording of Lectures and Seminars as part of a SNP:**

- **Step 1.** Recordings of lectures, seminars or other teaching sessions may only be considered as part of an apprentices agreed SNP's.
- **Step 2.** Relevant data protection legislation must be followed at all times.
- **Step 3.** The apprentice will be required to sign a form 'Declaration form for Recordings of lectures, seminars or other teaching sessions' to agree to ensure that the recordings are for personal use and will not be shared, distributed or watched/listened to in a public space.
- **Step 4.** It is a requirement that the apprentice use recording equipment that encrypts the data as standard.
- **Step 5.** All members of the teaching session, including apprentices and the facilitator must be informed and consent to the recording before the recording is started. If a member objects, then no recording can be made.
- **Step 6.** If there is information of a confidential or sensitive nature, then the apprentice can be requested to suspend recording during these periods of the lecture/ seminar and/ or for the whole teaching session as necessary.

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**ASSOCIATED DOCUMENTS**

**1. Study Needs Plan (SNP) Template**

Name and SID	
DOB	
Date	
Assessor/ Course Tutor	
Apprenticeship Programme (i.e. which Apprenticeship Programme are you registered on)	
Overview of why a Study Needs Plan is being implemented.	

Study Need Adjustment	Who will implement this?	Date to complete	Date to review
<b>Apprentices Name and Signature</b>			
<b>SENDL Name and Signature</b>			
<b>Programme Leads Name and Signature</b>			

<b>Notification to withdraw SNP</b>	<b>Date to be withdrawn:</b>
Apprentices name and signature	
SENDL Name and Signature	
Apprenticeship Programme Leads name and signature	

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**2. Request for Specific Learning Difficulty (SpLD) Assessment'**

**Request for Specific Learning Difficulty (SpLD) Assessment**

*Please complete the form below, giving sufficient detail for the request to be assessed. The form will need to be submitted to the EPUT SEND Lead (SENDL)*

Name and SID	
Date	
Date of birth	
Place of work & nature of role	
Work contact details/ Manager	
Apprenticeship Programme (i.e. which Apprenticeship Programme are you registered on)	
Reason for assessment request Please give details of the educational/ learning difficulties which you and/or your tutor/ assessor have identified.	
Please give details of how these educational/ learning difficulties are impacting your learning on your Apprenticeship Programme. Please provide specific examples of evidence to support your request.	
In the past have you been assessed for educational/ learning difficulties?	Yes/ No If yes, when was this assessment carried out, who by? Please include details of assessment and any diagnosis or recommendations you received.
How do you think a SpLD Assessment leading to a Study Needs Plan would support your progress on the academic Apprenticeship Programme?	

***The following section will be completed by the EPUT SEND Lead (SENDL)***

Decision	Request supported/ request denied
Reason for decision	
Name of SENDL	
Signature of SENDL	
Date	



**EEC3: EPUT EDUCATION CENTRE:  
SPECIAL EDUCATIONAL NEEDS OR DISABILITY POLICY**

**3. Declaration form for Recordings of lectures, seminars or other teaching sessions**

***Declaration form for Recordings of lectures, seminars or other teaching sessions***

*Please complete the form below each time a teaching session is recorded and send a completed copy to the Team Administrator to add to your record.*

Title of teaching session to be recorded:	Date:
I confirm that my SNP's states that I can request permission to record lectures, seminars or other teaching sessions	Yes/ No
I confirm that the recordings are for personal use and will not be shared, distributed or watched/listened to in a public space.	Yes/ No
I confirm that the equipment used to record the teaching encrypts data as standard.	Yes/ No
I confirm that I have consent from all members of the teaching session to record this content	Yes/ No
I confirm that the recording will be paused or terminated if requested to do so due to the confidential or sensitive nature of the topic	Yes/ No
Name:	Signature: