

Apprenticeships and SEND/LLDD learners

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One voice,

representing members' views,
making a difference



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What are LDD and SEND?

The range of LDD or SEND that an individual may have can vary hugely. They may include (but are not limited to):

- **Autistic Spectrum Conditions**, which includes Asperger's Syndrome and Autism.
- **Physical Disability**, including limitations on physical functioning, mobility, dexterity or stamina.
- **Learning difficulties and disabilities**, which covers a wide range of needs from moderate learning difficulties through to profound and multiple learning difficulties. Specific learning difficulties affect one or more explicit aspects of learning including a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Mental Health difficulties**, which can range widely in type, intensity and duration.
- **Sensory Impairment**, including vision impairment, hearing impairment or multi-sensory impairment
- **Speech, language and communication**, which may lead to difficulties with one or more of the different aspects of speech, language or social communication at different times of their lives.
- **Long-term health conditions** which significantly limit other facets of daily living, such as respiratory disorders, epilepsy, multiple sclerosis or cancer.



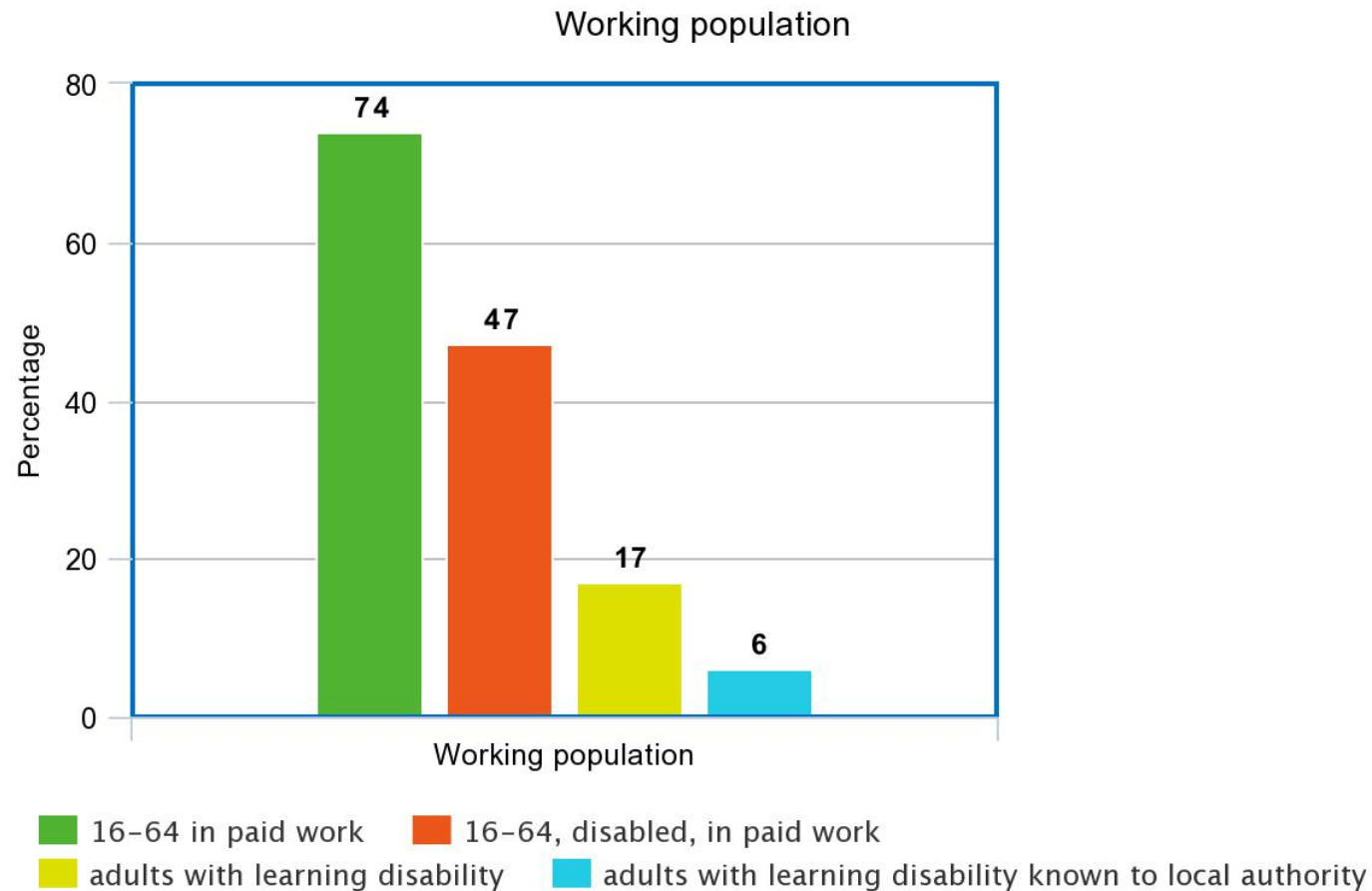
Some stats:

Mencap reported that:

- 74% of people aged 16 to 64 in the general population in England are in paid work (ONS 2016b).
- 47% of people aged 16 to 64 with any type of disability in Great Britain are in paid work (ONS 2016a)
- 17% of all adults with a learning disability in England are in paid work (Emerson and Hatton 2008)
- 6% of adults with a learning disability known to their local authority in England are in paid work (HSCIC 2015)

Some stats:

Mencap reported that:



meta-chart.com



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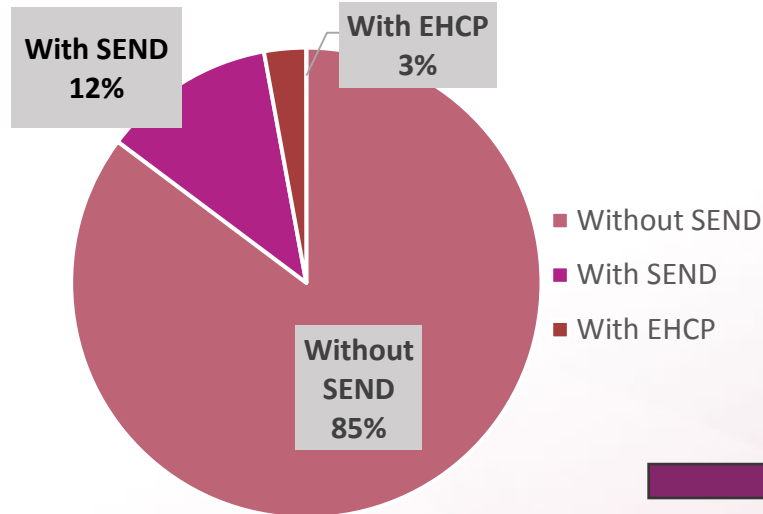


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Percentage of school pupils with SEND (0-16)



**That's 1 million
school pupils
with SEND, and
250 thousand
with an EHCP**

**Plus, nearly 100 thousand
young people aged 16-25
have EHCP's**

DfE school census data



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Education And Health Care Plans (EHCPs)

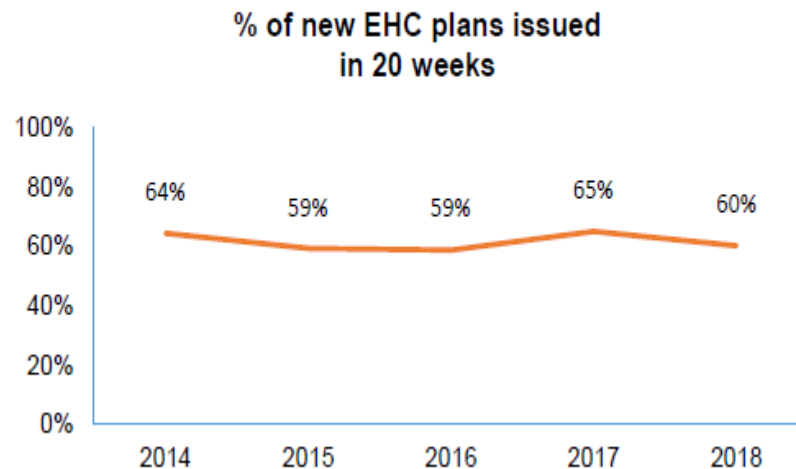
- Legal document issued by a local authority that describes special educational, health and social care needs.
- Details the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.
- All eligible up to and including age 24: remains in place until learner leaves education or the local authority decides that plan is no longer needed
- Parent/carers, provider or learner themselves (if over 16), can ask local authority to carry out an assessment.
- If LA refuses to carry out an assessment, must notify within 16 weeks.
- Final plan must be issued no more than 20 weeks after original request (but only 60% achieve this)

EHC plan contents

- An EHC plan does not stop because a young person begins an Apprenticeship. In these cases the EHC plan should:
 - ❖ name the Apprenticeship provider (with the provider's agreement), the employer and type of Apprenticeship;
 - ❖ set out the support that will be provided during both the training and the employment elements of the apprenticeship; and
 - ❖ specify what outcomes the support is designed to achieve.
- The EHC plan therefore operates in the same way as it would for a young person accessing any type of education or training.
- The provider should be helped and supported to work with the employer and ensure that support is available in the workplace.
- Access to Work applies to Apprenticeships because it is paid employment. Young people can apply for that support through Jobcentre Plus.

Some more stats:

The proportion of new EHC plans issued within 20 weeks has fallen...



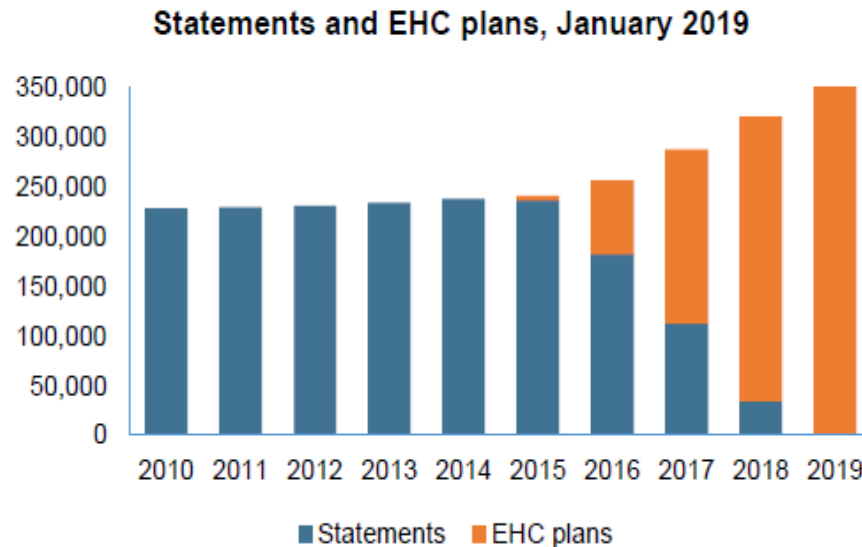
In 2018, 60% of new EHC plans were issued within 20 weeks.

This shows a decrease from 2017, when 65% of new EHC plans were issued within the 20 week time limit. This figure excludes exceptional cases where the local authority need not comply with the 20 week time limit if it is impractical to do so.

Source: DfE/ONS - Statements of SEN and EHC plans: England, 2019

Some more stats:

The total number of EHC plans has continued to increase...



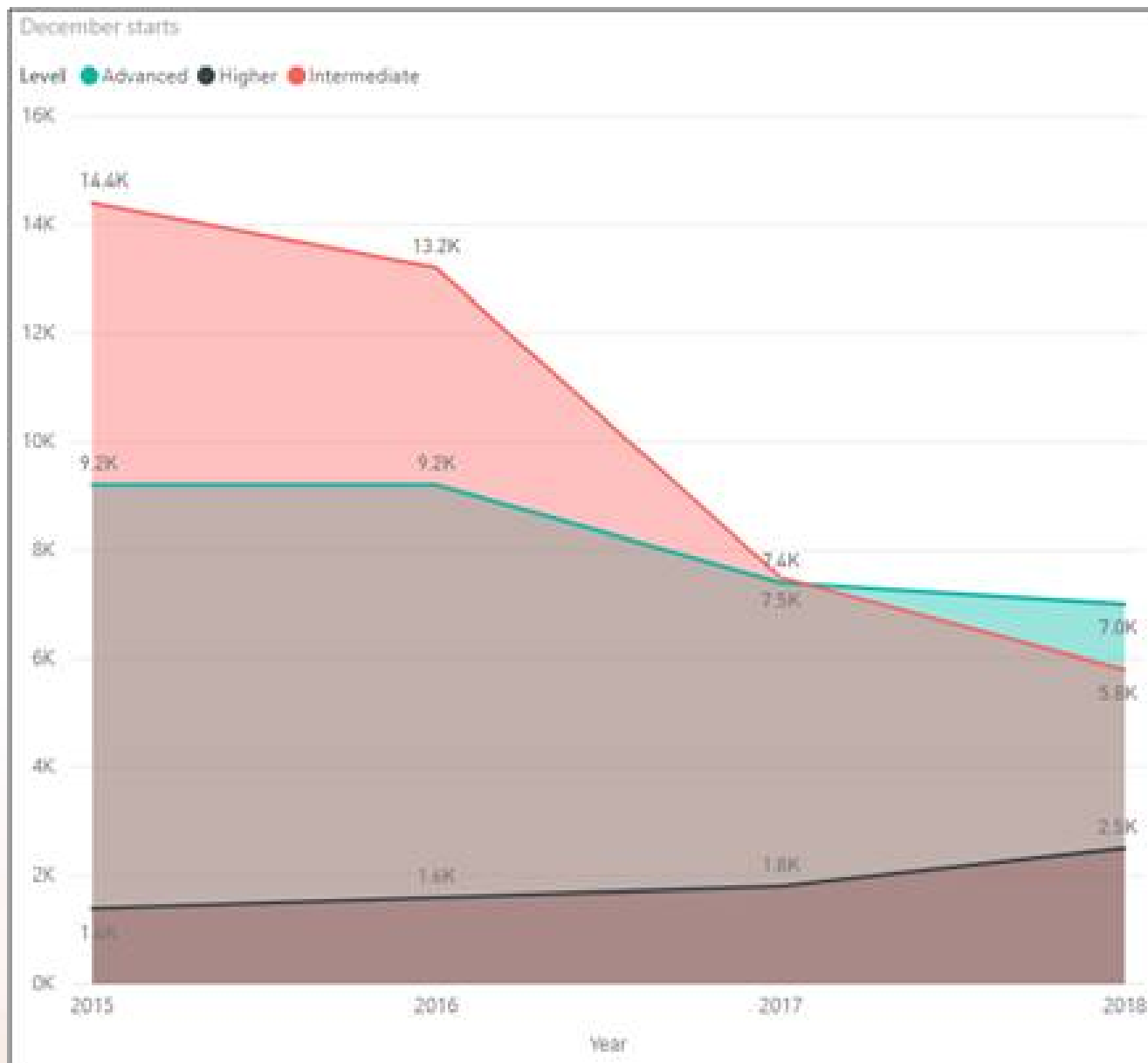
There were 354,000 children and young people with Education, Health and Care (EHC) plans maintained by local authorities as at January 2019.

This is an increase of 34,200 (11%) from 2018. This is driven by increases across all age groups, with largest percentage increases in the 0-5 (13%) and 20-25 age groups (32%).

The total number of children and young people with statements of SEN or EHC plans has increased each year since 2010.

- Around 16% of all EHC plans are issued to learners in FE.

Source: DfE/ONS - Statements of SEN and EHC plans: England, 2019



Maynard Taskforce:

- May 2016 - commissioned by Minister for Disabled People, Justin Tomlinson MP, and Minister for Skills, Nick Boles MP, to explore access to apprenticeships for those with learning disabilities.
- Paul Maynard MP was asked to chair the taskforce; other members included AELP, Mencap, CBI, Ambitious About Autism as well as 3 MPs – Chris Heaton-Harris, Steve Double and Cheryl Gillan.
- The taskforce made 14 recommendations, all of which were accepted by Government.
- A target has been set for a 20% increase in the proportion of LDD apprenticeship starts by 2020 - up from 9.9% in 2015/16 to 11.9% in 2020.

[Maynard report](#)



Recommendations included:

1	Government formulates, implements and subsequently evaluates a joint communications strategy to promote awareness, particularly of the funding and financial support available, and the positive business benefits of taking on someone with a learning disability.	New government communications and guidance products developed, including case studies and an employer toolkit. Apprenticeship Diversity Champions Network (ADCN) ensure best practice is publicised and shared amongst its members.
2	Government adjusts the minimum standard of English and maths required (to entry level 3) for a defined group of apprentices with learning disabilities who are able to meet the occupational standard but will struggle to achieve English and maths qualifications at the level normally required.	Legislation passed so that apprentices with an Education, Health and Care (EHC) Plan or legacy statement who have difficulties meeting the usual English and maths requirements are able to apply for an adjustment to Entry Level 3.
3	Government investigates potential changes to the method of assessments for English and maths for targeted groups as some people with learning disabilities may be able to demonstrate the minimum requirements in the workplace, but be unable to complete a formal assessment.	Anne Milton asked Mencap to explore this in a letter sent to the APPG on Learning Disability last summer. They have carried out a series of workshops to gather evidence and explore potential solutions. Mencap will include their findings in a report which will be presented to the APPG in July.

What NAS are doing:

Funding

- Additional Learning Support of up to £150 a month for training providers where an apprentice requires further learning support.
- £1,000 for larger employers and training providers for any 16-18 year olds or those 19-24 who have an EHC plan.
- 100% of training costs for small employers who take on 19-24 year olds with an Education, Health and Care Plan (EHCP).
- Access to Work can also provide financial assistance to support individuals in supported internships and traineeships to address barriers related to their disability. This could include a job coach, transport, or specialist equipment.

End-Point Assessments

- Guidance shortly due out on how the existing flexibilities around reasonable adjustments can be applied to End Point Assessments.
- This will suggest a range of adjustments that could be used for different types of LDD, and how organisations can work together more effectively.

What NAS are doing (2):

Pacesetters

- The Pacesetters act as an expert reference group, sharing good practice and feeding back on how, following the Maynard review, the system is working to support LDD apprenticeships.
- It comprises 21 organisations including employers, local authorities, special schools, Health Education England, voluntary sector organisations and sector experts. Many of these also have dual roles as training providers.

Resources

- Targeted resources for those with LDD and their families, including Easy-Read and audio version of guidance.
- Improved resources for schools, colleges, employers and training providers.
- Improving processes by working with those with LDD to identify barriers to successful applications.
- The 'Supporting Apprentices' mental health service operated by Remploy on behalf of the DWP, which provides a range of advice and support for apprentices with mental health difficulties.





Inclusive routes into employment:

Apprenticeships – a paid employment and training programme for 16-70 years olds. They include 20% off-the-job training, including English and Maths where necessary. They range from Level 2, which are the equivalent to GCSE's, up to Degree level qualifications. There are additional flexibilities available for those with learning difficulties or disabilities.

Traineeships - A flexible education and training programme for 16–24 year olds, qualified below Level 3 with little work experience but who could be “work-ready” after undertaking a traineeship. They last between 6 weeks and 6 months and are unpaid.

Supported Internships – For young people aged 16-24 with an EHC plan. Workplace based with a personalised study programme which includes English and maths. They are unpaid and last between 6 months and 1 year, with support from an expert job coach throughout.

T-Levels:

NAS are introducing a series flexibilities for the industry placements that will benefit students with LDD.

Part-time work – Occupationally relevant part-time work can be counted toward the total number of placement hours

Multiple Employers - Placements can be with up to two employers, carried out as day release, in one solid block, multiple smaller blocks or a mixture of any of these models, depending on what works for the provider, student and employer.

Work Taster days – Up to 35 hours of work taster activities can be counted towards a student's total number of placement hours in addition to those 2 employers.

Hours - Placement requirement of 315 hours (minimum) and average 350 rather than 45 – 60 days. This will allow for shorter days while still ensuring that students with SEND or caring responsibilities receive the full benefit of an external placement.

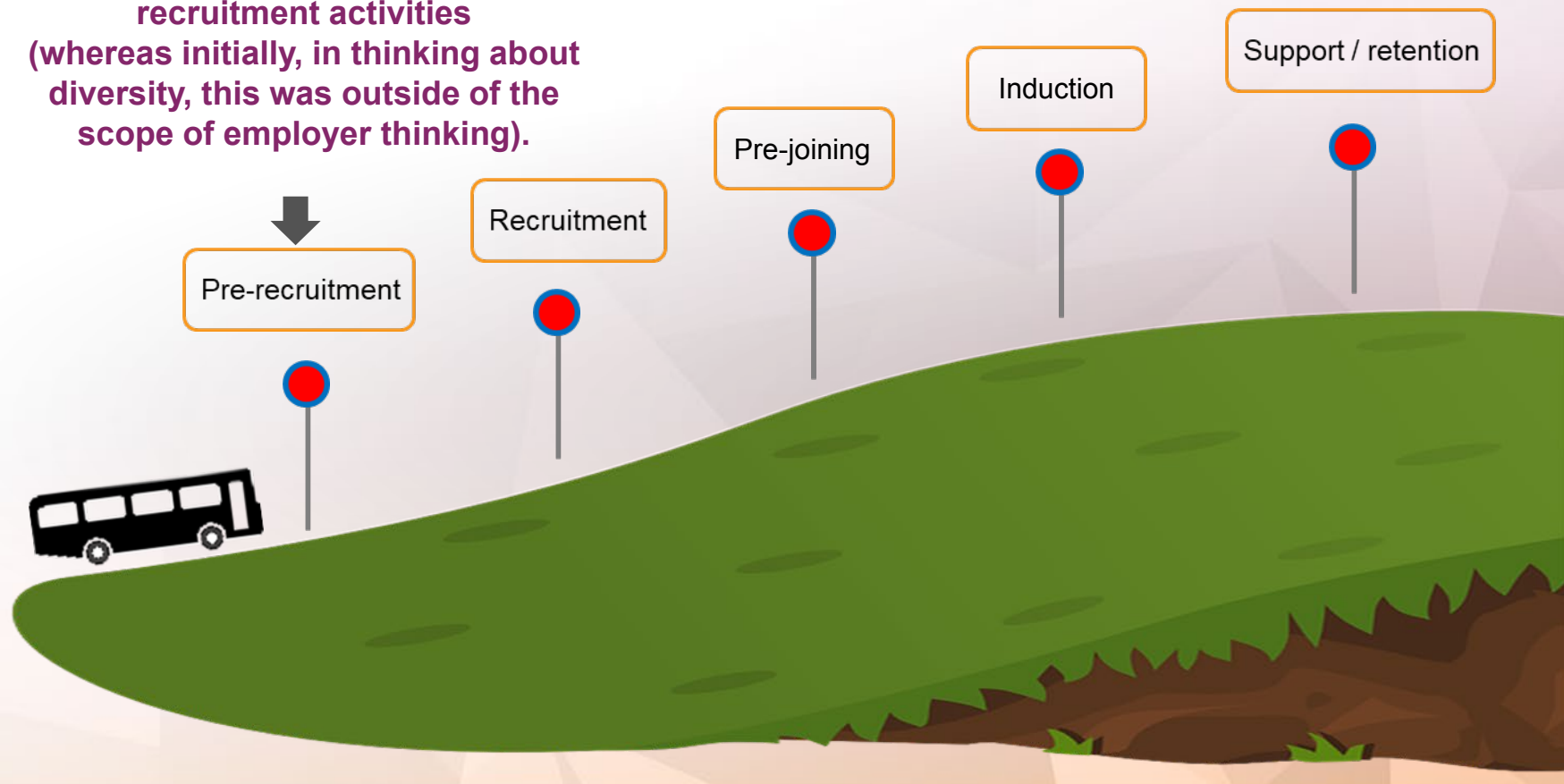
On-site facilities – A maximum of 105 hours can be spent at provider commercial facilities where it is in the best interests of the student and aligns to their learning and development needs. There will need to be documented evidence of need.

Travel – We are exploring ways to enhance physical access (travel) for those in remote locations, or who have SEND/LDD, or face cultural barriers to travel.

Widening participation in recruitment

Research identified five key intervention points when recruiting.

The first intervention point takes place prior to the start of recruitment activities (whereas initially, in thinking about diversity, this was outside of the scope of employer thinking).



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