

Guidance for

Tutors

to support

 Learners/ Apprentices



**The Core values of Skills & Participation.**

All staff are required to demonstrate the core values of the Skills & Participation Service and act as an ambassador for the service to external partners and other Hampshire County Council departments. As a Senior Tutor you are expected to role model positive behaviours to your learners and colleagues.

* **ASPIRATIONAL** – act as a champion for all children and young people, and those living in the communities we serve.
* **DETERMINED** – hold the highest ambitions for the individuals we support and their futures.
* **EXCELLENCE** – work to the highest standards, always, in pursuit of our objectives and commit to the personal development of self and others.
* **COLLABORATIVE** – be open, inclusive, and constructive, recognising, and valuing diversity and the contribution of everyone is thinking and experience.
* **CREATIVE** – be open to new ideas and different ways of thinking to contribute to solution.

**This section gives details of key people to support your practice other than your direct line managers.**

**The Head of Service for Hampshire Achieves and Designated Safeguarding Lead for Hampshire Achieves - Dee John**

Hampshire Achieves is the name given to our single curriculum area within the Skills & Participation Service. Skills & Participation is part of our Ofsted Grade 1 Children’s Services at Hampshire County Council. We provide a range of directly delivered and sub-contracted learning programmes, including Apprenticeships, Traineeships, Supported Internships and Adult & Community Learning programmes at different venues across the county.

Our Service includes the delivery of a full education and enrichment programme to young people in specialist and secure settings, this includes Place to Learn, Bluebird House, Austen House, Swanwick Lodge and Leigh House.

**Development Manager of Learning & Learning Support** – **Debi Copeland**

This role leads the organisation and delivery of learning and learning support functions across the Hampshire Achieves curriculum offer, ensuring processes and resources are applied effectively to support learners’ access to the curriculum, positive progression, and success.

To be the professional lead for learner wellbeing and safeguarding, including PREVENT and British Values agenda, and for ensuring that equality, inclusion, and diversity are actively promoted, valued, and celebrated across all programmes.

**Key Responsibilities** relating to working together to support the learners

|  |
| --- |
| * Work with Education/Curriculum Managers to set targets and monitor performance of Learning Support staff (SC/LC) including those with SEND responsibilities.
 |
| * Work with Education/Curriculum Managers and Co-coordinators to ensure senior tutors are effectively planning and utilising learning support staff and resources to deliver positive outcomes for learners.
 |
| * Support the services operational quality assurance program by conducting Learning Walks and Observations and contributing to curriculum reviews
 |
| * Lead on self-assessment of learning and learner support contributing to the service wide self-assessment process
 |
| * To be responsible for the development, review and updating of associated learner and learning support policies and procedures, ensuring they represent the very best practice.
 |

**Safeguarding contacts:**

|  |  |
| --- | --- |
| Dee John dee.john@hants.gov.uk Mobile: 07784 264713  | Debi Copelanddeborah.copeland@hants.gov.uk Mobile: 07926077442 |

**Senior Tutors / Curriculum Co-ordinators**

To plan and deliver high quality curriculum provision, inspiring and supporting learners to engage, attain and progress. As an educational professional, to work to the highest standards, commit to your own professional development and work collaboratively to secure continuous improvement and a successful experience for all learners.

To provide an education that will prepare learners for a successful future by ensuring; the curriculum offer has a clear intent, that curriculum delivery is implemented effectively and that outcomes demonstrate positive impact.

**Key Responsibilities** relating to working together to support the learners

|  |
| --- |
| * Plan and deliver high quality development/education through session plans designed to directly meet the identified needs of learners, inspiring them to engage, attain and progress.
 |
| * Monitor the progress of learners, identify gaps in learning and response, and providing support to ensure all leaners secure positive outcomes.
 |
| * Develop and continually review session plans, individual/cohort profiles, and resources for learning, including digital materials, so that they directly respond to the identified needs of learners and comply with the relevant quality assurance regime, regulated framework and assessment requirements.
 |
| * Work collaboratively with Learning Support staff and ensure learning and learner support is well planned within the delivery of the curriculum and impacts positively upon learners’ engagement, attainment, and progress.
 |
| * Maintain accurate and up-to-date learner information and data records including fulfilling all relevant management information requirements. This includes learner and subject reports.
 |

**The Role of the Tutor**

To plan and deliver high quality curriculum provision, inspiring and supporting learners to engage, attain and progress. As an educational professional, to work to the highest standards, commit to your own professional development and work collaboratively to secure continuous improvement and a successful experience for all learners.

To provide an education that will prepare learners for a successful future by ensuring; the curriculum offer has a clear intent, that curriculum delivery is implemented effectively and that outcomes demonstrate positive impact.

|  |
| --- |
| * Plan and deliver high quality development/education through session plans designed to directly meet the identified needs of learners, inspiring them to engage, attain and progress.
 |
| * Monitor the progress of learners, identify gaps in learning and response, and providing support to ensure all leaners secure positive outcomes.
 |
| * Develop and continually review session plans, individual/cohort profiles, and resources for learning, including digital materials, so that they directly respond to the identified needs of learners and comply with the relevant quality assurance regime, regulated framework and assessment requirements.
 |
| * Work collaboratively with Learning Support staff and ensure learning and learner support is well planned within the delivery of the curriculum and impacts positively upon learners’ engagement, attainment, and progress.
 |

**The Role of the Learning / Skills Coach (though not currently part of Apprenticeship team)**

Learning/ Skills Coaches (LC/SC) support people with learning difficulties and disabilities and academic, social, emotional, and behavioural difficulties. Learning/ Skills coaches are part of the delivery through the Learning Support team.

Learning Support continues to provide direct support or guidance to tutors to support individual learners identified with a learning difficulty or disability. The additional support is required to help learners gain access to and progress towards successfully achieving their learning goals and objectives. It is hoped that this booklet will work towards supporting these aims.

Please note the role statements refer to the overall function of the Tutors/LC/SC. The responsibility statements refer to what the Tutors/LC/SC may be accountable for.

**There are seven key functions which define the support in the classroom environment:**

|  |
| --- |
| 1. To support those leading the learning (if team teaching)
 |
| 1. To promote learner independence and self determination
 |
| 1. To promote inclusion and participation
 |
| 1. To provide specialist and legislated support
 |
| 1. To provide high quality learning support
 |
| 1. To provide extra sessions to support achievement
 |

**This guidance has been created to support delivery to learners and ensure is suitable to all learners needs.**

**Effective use of support in the session:**

|  |
| --- |
| Tutors should plan for additional support in their sessions |
| Tutors should direct in session support as appropriate and in accordance with learners’ ILPs to ensure maximum impact on learners and progress |
| Tutor and support should liaise regarding the progress of learners and next steps – this may be done via the learner feedback paperwork |
| Support should know that their role in the session is vital and they will ensure they know the profiles of the learners they are working with |

**A key question you need to ask yourself as a tutor:**

*Have you enabled learners to learn more successfully and independently than if the support was not present?* If the answer is ‘**NO**’ then you need to go over the needs of the learner/s and initiate appropriate strategies to enable more effective learning.

**Some support suggestions:**

|  |
| --- |
| A strong tutor acts as a helicopter, surveying the scene and swooping into support rather than be attached to a learner all the time |
| The Tutor should ensure their own knowledge and understanding is current and enables them to support sufficiently |
| The Tutor needs to be able to use appropriate strategies to support learners |
| The Tutor must ensure target learners are engaged and stay on task, as well as being held to account |
| The Tutor must actively engage with learners at times when it is appropriate |
| The Tutor must use questioning to ensure learners’ understanding |
| The Tutor should promote learner independence – giving learners time to start before intervening. |
| You should scaffold the work if the learner is struggling but should not do the work for the learner |
| You should prompt learning where necessary  |

Frequently asked questions…

**As the tutor the following are some ground rule questions which you may be asked if you have support person (team teach). It is good practice to have answers to them!**

1. How should I be introduced?
2. Can I have a session plan?
3. How do you want me to work with other learners who have not been identified as needing support?
4. Can I give learners permission, or do I need to direct them to you?
5. Can I mark learners’ work?
6. What do I do about badly behaved learners?
7. Will I be expected to talk to parents?
8. How can I be effective? What do you want me to do?

**Responsibilities when supporting learners Examples of Good Practice**

|  |  |
| --- | --- |
| * All must be aware of learners SpLD
* Work within the overall curriculum objectives and the identified objectives for each learner
* Know learners learning needs and preferences of support
* Reviews are completed termly for most learners and a further review is completed towards the end of the academic year
* Utilise a range of learning support strategies using own knowledge of learners’ needs in the selection and adaption of tasks and resources that engage and motivate the learner
* Use assessment results to support individual learners
* Encourage learner choices in the way that learning takes place
* Manage groups of learners to maximise learning for all
* Communicate effectively and appropriately with learners for them to participate and understand
* Support the development of English & Maths
* Support learners in managing their own learning to promote independence
 | 1. Identify skills / needs of learners.
2. Profiles to state strategies.
3. Adapt learning resources if providing 1:1 support
4. Explain tasks and ideas clearly.
5. Use Q&A to check for further learning.
6. Provide constructive feedback and appropriate praise.
7. Support learners in their assessment and in selecting methods of assessment.
8. Profiles could be completed for supported learners – these are working documents so should be continually updated as the learner needs change
 |

**Supporting those leading learning Examples of Good Practice**

|  |  |
| --- | --- |
| * Liaise with relevant staff
* To be aware of who to liaise with and their roles
* Work as part of the team
* Always communicate effectively
* Contribute to the assessment of the learners and feed into reviews
* Contribute to pastoral process if able to
* Contribute to initial guidance and advice including induction of learners
* Liaise effectively with relevant outside agencies where necessary
* Discuss Session/ Lesson plans and ask Tutor for a copy
 | 1.Take part in planning and review meetings 2.Contribute to learners’ reviews and Individual Learning Plan (ILPs). 3.Assist in the adaption and preparation of resources if appropriate 4.Assist in evaluation activities |

**Education Health Care Plan** (separate sheet with more detail is available) further information can be found here: <https://www.gov.uk/education/support-for-special-educational-needs-and-disability-send>

An Education Health Care Plan is a statutory assessment awarded to learners with significant special educational needs. It entitles the named learner to specific provision or support in an education setting which must be adhered to.

Yearly reviews are undertaken of the plan to ensure that it is still appropriately supporting the learner and to revise as appropriate. Under the 2014 Code of Practice, Education Health Care Plans stay with learners until they are 25 years and therefore are of vital importance for supporting the learner’s future.

An EHCP will be applied for if a learner has significant or complex needs which need additional support, above the norm, to be met. Prior to an application, evidence will be compiled from specialist advisors such as the Educational Psychologist, Outreach workers, CAMHS and the Communication and Language Team.

**Apprentices may have special educational needs if they have a difficulty, or difficulties, that calls for special educational provision to be made for them to make progress.**

**Categories of need:**

**Cognition and Learning: This category includes MLD (Mild learning difficulty)**

|  |
| --- |
| Rate of progress is slow, and they are working substantially below that expected for children of a similar age. There may be a delay in language acquisition and difficulty with communication skills. There may be specific learning difficulties (SPLD) They may have difficulty understanding concepts, have poor short-term memory and processing difficulties. They may be socially and emotionally immature and have limited interpersonal skills. |
| **Supporting learners with cognition and learning needs** |
| * Use short instructions and give learners some time to understand what said / asked / set has been.
 |
| * Form small groups.
 |
| * Create classroom centers.
 |
| * Blend 'the Basics' with more specialized instruction.
 |
| * Rotate lessons.
 |
| * Try thematic instruction.
 |
| * Provide different levels of books and materials.
 |

**SPLD: Specific learning Difficulties, these may include:**

|  |
| --- |
| Dyslexia, Dyspraxia, Dyscalculia, ADHD, SEMH and many others that are mentioned below: this list is not exhaustive. |

**Dyslexia**

|  |
| --- |
| Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory, and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration, and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention |
| Dyslexia Support **Strategies that can be used –** further information can be found at <https://www.bdadyslexia.org.uk/services/training> Dyslexia Screening If Dyslexia is suspected, we offer a Screening tool on some centres/ provisions.  |
| * use a multisensory teaching approach where possible:
 |
| * allow extra time to complete tasks.
 |
| * give the learner thinking time before expecting an answer to a question.
 |
| * give manipulatives (things to touch and move around) where possible when working on maths.
 |
| * break larger texts tasks into smaller chunks.
 |
| * do not ask the learner to read aloud unless they are comfortable with this.
 |
| * provide the learner with a vocabulary book with key/subject specific words and meanings.
 |
| * encourage the use of a highlighter to highlight key information.
 |

**Mental Health**

|  |
| --- |
| Mental health issues can be present in several ways. Often, they are divided into mental health problems (acute but usually don’t last), mental disorders (emotional, conduct, hyperkinetic and other disorders) and mental illness (sever conditions such as depressive illness, eating disorders, and psychotic disorders). |
| **Supporting mental health in a session** |
| * Capture learner interest using a topic-based approach
 |
| * Use activities relevant to the learner
 |
| * Provide active learning opportunities
 |
| * Involve the learner in discussions about the work
 |
| * Encourage the learner to work with others
 |
| * Provide support through talking
 |

**Memory –** further guidance <https://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/01/WM-classroom-guide.pdf>

|  |
| --- |
| Cognitive strategies are techniques by which individuals may perform on a task at higher levels than otherwise expected, thereby accomplishing significant goals. Strategies compensate for age-related declines in processing speed and other cognitive domains by instead taking advantage of abilities that do not decline with age, thereby shifting cognitive performance demands away from those cognitive mechanisms that do decline with age. In terms of memory, strategies are conscious and unconscious attempts to organise information from the environment and direct retrieval processes  |
| **Strategies to share with learners** |
| * Focus their Attention to the task - Break the information into smaller chunks.
 |
| * Avoid Cramming, personalise tools and routines where possible
 |
| * Structure and Organize, provide written instruction, review regularly.
 |
| * Repeat information in a variety of ways, make connections to other concepts where able to
 |
| * Elaborate and Rehearse, provide oral clues, and write out key words
 |
| * Visualize Concepts, try visual and auditory memory games, present concepts in a variety of ways
 |
| * Relate new information to things they already know.
 |

**Dyspraxia**

|  |
| --- |
| A form of developmental coordination disorder (DCD) is a common disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech. DCD is a lifelong condition, formally recognised by international organisations including the World Health Organisation. DCD is distinct from other motor disorders such as cerebral palsy and occurs across the range of intellectual abilities. Individuals may vary in how their difficulties present and these may change over time depending on environmental demand and life experiences. An individual’s coordination difficulties may affect participation and functioning of everyday life skills in education, work, and employment. |
| **Supporting Dyspraxia**  |
| * Pay attention to writing utensils and paper.
 |
| * Consider alternatives to activities requiring handwriting.
 |
| * Adjust seating plans.
 |
| * Provide breaks in the schedule.
 |
| * Give plenty of extra time.
 |
| * Emphasize directions in step-by-step form.
 |
| * Pay attention to writing utensils and paper.
 |
| * Consider alternatives to activities requiring handwriting.
 |

**Autism Spectrum Disorder (ASD) –** Previously diagnosed as either Autism or Asperger Syndrome.

|  |
| --- |
| A neurological developmental disorder falling within the autistic spectrum affecting two-way social interaction, verbal, and non-verbal communication, may find change difficult and inflexibility of thought. People with ASD can find it more difficult to read signals which most of us take for granted (e.g. facial expression, tone of voice, body language) and therefore fail to recognise whether a person is happy, sad or angry. A person with ASD can find it very difficult to socially interact, communicate, form relationships, and respond to others and their environment appropriately. ASD is typically defined within certain categories of behaviours/characteristics; however, there are large individual differences among people with ASD, in relation to behaviours exhibited and the intensity of their disability. Therefore, there is no standard “type” of person with ASD  – some ASD people are high functioning, with speech and intelligence intact; conversely, ASD can result in and severe language impairment; some individuals with ASD can become highly fixated with repetitive routines/behaviours and rigid ways of thinking.  |
| **Supporting learners with AS related needs** |
| * Ensure learners are seated in a position which will make them feel comfortable
 |
| * Be aware that learners may prefer you to sit slightly away from them and to move into support, rather than being there constantly
 |
| * Use task plans to make the learning schedule clear for learners
 |

**Hearing Impaired (HI)**

|  |
| --- |
| The term ‘hearing impaired’ is used generally to describe all persons with significant hearing loss. There are 4 levels of deafness – mild, moderate, severe, or profound – is defined according to the quietest sound, measured in decibels, that you can hear. The quietest sounds people with mild deafness can hear are 25-39 decibels, while its 40-69 decibels for people with moderate deafness, 70-94 decibels for people who are severely deaf and more than 95 decibels for those who are profoundly deaf. |
| **Supporting HI learners** |
| * Ensure needs are met appropriate through specialist / adapted resource
 |
| * Visual aids
 |
| * Make deliberate choices about your positioning to the learners
 |
| * Use a wide range of communication options
 |
| * Make deliberate seating decisions
 |

**Visually Impaired (VI)**

|  |
| --- |
| VI defined broadly, as a person who is blind; who has an impairment of visual function which cannot be improved, by the use of corrective lenses, to a level that would normally be acceptable for reading without a special level or kind of light; who is unable, through physical disability, to hold or manipulate a book; or who is unable, through physical disability, to focus or move his eyes to the extent that would normally be acceptable for reading |
| **Supporting learners with VI** |
| * Ensure needs are met appropriate through specialist / adapted resource
 |
| * Repeat instructions
 |
| * Make deliberate choices about your positioning to the learners
 |
| * Make deliberate seating decisions
 |
| * Have consistent routines
 |
| * Use a wide range of communication options
 |

**Social, Emotional and Mental Health difficulties (SEMH) – further information can be found at** [**https://www.schoolplanner.co.uk/blog/semh-issues-in-the-classroom/**](https://www.schoolplanner.co.uk/blog/semh-issues-in-the-classroom/)

|  |
| --- |
| * Learners have social, emotional, or mental health difficulties which significantly affect their behaviour and regularly create barriers to their learning and that of others. They may have difficulties acquiring social and emotional skills necessary to succeed.
* Usual positive behaviour techniques and differentiated learning opportunities may not allow learner to make progress. Over time behaviours may result in withdrawal, poor relationships, non- cooperation, frustration, and poor progress

Learners are likely to demonstrate difficulties in managing and responding to their emotions |
| **Supporting in the classroom**  |
| * Address any bullying behaviours, whether the child is a victim or the instigator.
 |
| * Work in conjunction with parents/ carers to address classroom issues. A phone call can do a world of good.
 |
| * You should also consider opening a discussion with the learner after class and discussing their behaviour. They might be open to you and let you know what is wrong so you can take appropriate action.
 |
| * Differentiate - Try changing up the tasks you give them. Provide a rigid timeline to work with clear goals, and offer tasks as smaller, more easily digestible chunks.
 |
| * Be Predictable - Try to make your classroom and lessons a calm environment with a predictable structure. This predictability can help your more anxious learners to relax and focus on the task at hand. For example, you could start every lesson by outlining the goals and aims, then provide a whole-class plenary, set a task for individual work, and finish by wrapping up and outlining the main concepts you have introduce
 |
| * Praise Where Praise is Due - Remember to frequently praise positive behaviour and good work. Build them up and improve their confidence until they reach a level where they feel they can work independently.
 |
| * Adopt Proactive SEMH Strategies - Not every learner who struggles with SEMH issues will exhibit the symptoms above, and they could be difficult to identify.
 |

**Attention Deficit Hyperactive Disorder (ADHD)**

|  |
| --- |
| Is a common condition affecting several percent of school age children? It is more common in boys, but girls may currently be under diagnosed. ADHD is an impairment of either activity or attention control, or a combination of the two. A learner who has ADHD is likely to display the following behaviours/characteristics over a period of time: he/she will not settle to anything, have poor concentration span, an inability to organize activities or engage in tedious tasks requiring sustained attention and always appear on the go and impatient of others. |
| **Supporting ADHD in the session** |
| * Keep verbal instructions short and clear – use a task plan
 |
| * Give the learner time to think before reacting
 |
| * Avoid distracting stimuli, seat learners away from windows and doors
 |
| * Acknowledge learner’s strengths and praise them when they get it right
 |
| * Listen to them, they will respect this and are more likely to return the favor
 |
| * Show learners how to focus on finding solutions rather than finding someone to blame
 |
| * Set fair and consistent rules and manage these with the same sanctions and rewards for all learners
 |
| * Avoid change such as rearranging seating in the classroom and disrupting the schedule
 |

**Tourette’s syndrome**

|  |
| --- |
| Tourette’s syndrome is a hereditary, neurological disorder characterised by motor and vocal tics. Distress caused by tics, through embarrassment also attempting to control tics can cause stress and anxiety.Signs and symptoms: can include Involuntary tics: eye-blinking, shoulder-shrugging, arm-extending, throat-clearing, grunting, spitting, swearingLearners can appear not to listen attentively, talking incessantly and find difficulty organising work. |
| **Supporting in the session** |
| * Do not draw attention to the tics, ignore them
 |
| * Allow the learner to have ‘time-out’ periods to express their tics privately
 |
| * Allow the learner to sit near the door for and easy, non-disruptive exit
 |
| * Focus on the positive behaviour you want to reinforce
 |
| * Avoid confrontational situations, aim to divert the learner’s attention
 |
| * Be consistent when issuing sanctions
 |
| * Be consistent with approaches to all aspects of the learner’s life
 |
| * Create distraction free areas
 |
| * Set achievable tasks and provide immediate feedback
 |
| * Allow extra time for certain assignments to alleviate stress which may lead to more tics
 |
| * Provide visual cues where possible
 |
| * Avoid inferred meaning
 |

**Epilepsy**

|  |
| --- |
| Having epilepsy always means that you tend to have epileptic seizures. It is not necessarily a life-long diagnosis. Electrical activity is happening in our brain all the time. A seizure happens when there is a sudden burst of intense electrical activity in the brain. The epileptic activity causes a temporary disruption to the way the brain normally works, so the brain’s messages become mixed up. The brain is responsible for all the functions of your body. What happens during a seizure will depend on where in the brain the epileptic activity begins, and how widely and quickly it spreads. There are many different types of seizure, and each person will experience epilepsy in a way that is unique to them. |



**Supporting learners in the workplace**

**The role of supporting learners is in informing, advising, coaching, and mentoring**

|  |
| --- |
| You will find many strategies to support effective workplace learning. These might include the use of mentors, or the introduction of learning workbooks so learners can practice their new skills in another environment. Your strategies will depend on the constraints, time, and workplace.However, most persons who have implemented strategies to support learning have reaped significant benefits in terms of reducing the time spent in achieving the required level of competence, maintaining good learner morale, and maintaining productivity. |

**Sign posting**

|  |
| --- |
| **Please remember to sign post the learners to both internal and external support systems if they need support with mental health, stress etc.**  |

**These strategies may include:** The type of workplace learning will determine which of the below strategies you should use. This will support the young person on building the skills and qualities needed to successfully progress in the world of work.

|  |
| --- |
| * appropriate time to observe and talk to others
 |
| * use of co-workers to model or demonstrate tasks and activities
 |
| * use of internal experts, mentors, or coaches.
 |
| * Enough time to practice new tasks and skills job rotation improved communication.
 |
| * Support them to understand the need for timekeeping
 |
| * Personal appearance – use visual aids to support this
 |
| * Ability to work in a team
 |
| * Support how to have professional relationships with others
 |
| * Understand the regard for health and safety
 |
| * Use strategies to support their ability to follow instructions
 |
| * Work with them to enhance communication skills
 |
| * Support enthusiasm
 |
| * Promote initiative where appropriate
 |
| * Make Certain they can recognise commitment
 |
| * Work with them to acknowledge the need for good attendance
 |
| * Promote the learner’s strengths in the work placement
 |
| * Work together to identify what they could improve on.
 |
| * Could you give any tips to help them progress in the workplace?
 |

**Prompts to support the 3-way review:**

|  |
| --- |
| **Absence** |
| * if not taking AL remind of importance to take a break from work occasionally
* Any sick days - explore (gently)
 |
| **H&S / Safeguarding**  |
| * Where is the apprentice working now?
* Is a risk assessment in place
* Are there any changes to H&S procedures e.g. PPE, hygiene protocols?
 |
| **Apprentice** |
| * How are things with work?
	+ Fully occupied,
	+ feel properly supported,
	+ receiving direction
	+ what do you do if not sure about something?
* Taken on any new tasks or responsibilities
	+ How did it go?
	+ Will there be anything soon?
* Have you been able to apply any of your training? What?
* Are you using your mentor? How?
 |
| **Tutor** |
| * Progress with assignments and on OneFile
* Next training area and any workplace activity that will be needed to support this
* OTJ hours
* Organising observations inc. online observations
* Workplace evidence that is required
* EPA requirements e.g. Project.
 |
| **Employer** |
| * General impressions of how the apprentice is performing now
* Any comments or feedback that the training provider should be aware of regarding workplace behaviour
* New Challenges or tasks
	+ That are proposed for the apprentice
	+ That are coming up for the service team
	+ That HA can support through our training
* Any other requests for training support
 |

**To promote learner independence and self- determination**

|  |  |
| --- | --- |
| **Responsibilities:** * Encourage learners to manage their own learning
* Encourage learners to speak for themselves
* Support achievement through bite-size activities
* Contribute to learner self-esteem through constructive feedback
* Maintain a professional relationship
* Adhere to ethical codes of practice which support independent rights
* Use new and emerging technologies to support learning where possible
 | **Examples of Practice**1.Provide encouragement, feedback, and praise2.Maintain confidentiality3.Undertake disclosure where necessary and always in relation to Safeguarding |

**To promote inclusion and participation**

|  |  |
| --- | --- |
| **Responsibilities:*** Support and understand the identification of barriers that may affect inclusion
* Collaborate with other team members to ensure inclusion (assessment, objectives, tasks, and resources)
* Model good practice of equality, diversity, and inclusion
* Encourage and enable a team spirit amongst learners
* Adhere to legislative requirements and Challenge discriminatory behaviour
 | **Examples of Practice**1.Support discussion activities so all can contribute2.Check on all learning resources. Do they meet individual needs?3.Be aware of any risk assessments and/or care needs |

**To provide further specialist support**

|  |  |
| --- | --- |
| **Responsibilities: Use specialist knowledge to: -*** Inform team members of learner needs
* Support learners
* Contribute and implement learning activities
* Contribute to curriculum development Contribute and implement assessment methods
* Undertake CPD
* Support the CPD of others in relation to specialist support
 | **Examples of Practice** **1.**Use communication methods specific for needs of learners2.Provide supervision of practical activity if required3.Advise others of resources required e.g. coloured paper/overlay |

**To provide high quality learning support**

|  |  |
| --- | --- |
| **Responsibilities:** * Have high expectations of learners
* Support and encourage learners to meet requirements of attendance, punctuality and good behaviour
* Respond positively to observation/learning walk feedback
* Contribute to continual monitoring and improvement of quality in own practice
 | **Examples of Practice** 1.Keep up to date with new approaches to learning2.Share good practice within communities of practice3.Understand monitoring requirements |

****

**Strategies to use with learners**

|  |
| --- |
| * Do not pressurise learners, give them time to think about answers, etc.
 |
| * Give specific guidelines/instructions, as organisation can be a major problem
 |
| * Allow where possible the use of an IT device and/or spell checker if it is their normal way of working
 |
| * Be aware when planning sessions that learners with learning difficulties often have limited attention span
 |
| * Make sure learners take responsibility. Regardless of their learning difficulty, learners receiving support should take responsibility of their own learning, i.e. attempting their own notes in sessions, no matter how untidy their notes are
 |
| * Peers can take notes as a backup for the learner, not instead of the learner taking their own notes and any copies of your notes given to the learner should be signed and dated
 |
| * Get learners to highlight key words and use spider diagrams to help remember specific words
 |

**General guidance on providing effective learning support:**

|  |
| --- |
| * Encourage learners to think for themselves – use questioning to check understanding and encourage learners to engage in the session by thinking independently
 |
| * Avoid learners being separated or segregated to other learners – they should still have their peers accessible to them for paired or grouped activities in session
 |
| * Encourage learners to ask themselves questions and use questions rather than instruction – avoid relaying tutor instruction as this can create a dependence
 |
| * Take note of any tutor modelling so you can reinforce / complement as required – it is important that you support them in the ways demonstrated by the session tutor
 |
| * Focus learners on learning and understanding rather than just completing tasks – use questioning to support and remember to ask for what you want rather than what you do not want
 |
| * Minimise initial support to establish learner ownership of the learning – avoid the instructor role and move towards facilitating their learning
 |
| * Use chunking to support learner understanding – break down the learning into manageable chunks for learners
 |
| * Use your voice tone effectively – a low, clam tone will enable learners to work more effectively
 |

**Acronyms used within this Support guidance:**

* **LC** – Learning Coach
* **SC** – Skills Coach
* **HA** – Hampshire Achieves
* **PS** – Participation and Skills
* **SEN** – Special Education Needs
* **SpLD** – Specific Learning Difficulty
* **EHCP** – Educational Health & Care Plan
* **LDD –** Learning Difficulties/Disabilities
* **LAC/CLA/CIC** – Looked after Child/Child Looked After/Child in Care
* **VYP** – Vulnerable Young Person
* **SALT –** Speech and Language
* **ELSA –** Emotional and Literacy Support Assistant
* **SMART** – Specific, Measurable, Achievable, Recordable/Realistic, Time specific
* **CPD** – Continual Personal Development
* **ECM** – Every Child Matters