

# Apprenticeship opportunities for individuals with learning disabilities, difficulties and/or autism



**An Employer Perspective**  
Webinar

24<sup>th</sup> November 2021

Good afternoon and welcome to today's webinar on providing apprenticeship opportunities to individuals with learning disabilities, difficulties and/or autism from an employer perspective.

## Agenda

**01 Welcome and introduction**

**02 Inclusive apprenticeships - Dynamic Training**

**03 Targeted Employment- Essex County Council Targeted Employment Team**

**04 Talent for Care Agenda - HEE**

**05 Supported apprenticeships - Hampshire Hospitals NHS Foundation Trust**

**06 Supported apprenticeship and supported employment - Ways into Work**

**08 Summary**

**09 Q&A with today's speakers**



I would like to introduce you to our speakers for today's webinar.

We have Jonathan Smith and Emma Wyatt who are going to talk to you about what they have been doing at Essex County Council in creating pathways for individuals with learning disabilities, difficulties and/or autism. Supporting the apprentices themselves, employers and the apprenticeship training providers.

We will also hear from Lucy Hunt who is the National Apprenticeship Programme Manager for Health Education England who is representing the employer voice, explaining why from HEE's perspective, apprenticeship opportunities for individuals with learning disabilities, difficulties and/or autism is so important.

In conjunction with Lucy, we will hear from Jude Davison and Ishbel Morrison who are from Hampshire Hospitals NHS Foundation Trust who lead on providing apprenticeships for individuals with learning disabilities, difficulties and/or autism from an employer's perspective.

Finally we will hear from Becky Lawson, Managing Director at Ways into Work. Ways into Work is a supported employment service and Becky will give you an overview of what they do and also share with you the supported employment model that can really help you as the employer move forward. At the end of the webinar, our speakers will answer any questions you have so please put your questions into the Q&A box as you think of them.

## Webinar summary

# Welcome

This webinar is to raise awareness and aspirations to drive inclusive apprenticeships forward.



The purpose of this webinar is to raise awareness and aspirations to drive inclusive apprenticeships forward. As more and more employers become disability confident and inclusive and the success of apprenticeships, we wanted to share with you today how you can ensure apprenticeships are accessible to all and highlight the support available to you, the employer.

Our examples to share with you today are from the education and health sectors, however, we would like to reinforce that there is a huge variety of apprenticeships out there, over three hundred actually and as a collective with the speakers today, we have supported individuals into such apprenticeships as facilities, customer services, boating building, property maintenance, personal trainer, animal care and welfare assistant, sports activator coach, adult care, early years, teaching assistant and many more.

## Clarification of terminology



- Used for explanation purposes only – all apprenticeships should be inclusive.
- For the purpose of this presentation – supported apprenticeships or inclusive apprenticeships means providing apprenticeships to individuals with special educational needs and disabilities in adulthood referred as individuals with learning difficulties or disabilities and/or autism.

Before we go into the webinar, I would just like to clarify some terminology that is going to be used today.

For explanation purposes only, all apprenticeships, of course, should be inclusive but you may hear the term inclusive apprenticeships or supported apprenticeships today throughout the webinar and basically what that means is that we are providing apprenticeships to individuals with special educational needs and disabilities or in adulthood referred to as individuals with learning disabilities, difficulties and/or autism.

## Definition of learning disabilities



### Learning disabilities: Mencap's definition

A learning disability is a reduced intellectual ability and difficulty with everyday activities, for example, household tasks, socialising or managing money which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people.

Again for the purposes of the webinar, we thought we would define what learning disabilities mean.

So, a learning disability from Mencap's definition is a reduced intellectual ability and difficulty with everyday activities, for example, household tasks, socialising or managing money which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people.

## Definition of learning difficulties

Learning disability is often confused with learning difficulties such as dyslexia or ADHD.

Mencap describes dyslexia as a “learning difficulty” because, unlike learning disability, it does not affect intellect.



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Mencap describes dyslexia as a “learning difficulty” because, unlike learning disability, it does not affect intellect.

## Why encourage apprenticeships?

Apprenticeships might not be for everyone; however, they ensure a person learns the skills, knowledge, behaviours and values required in the occupation they have chosen.

Apprenticeships also encourage progression within the workplace, this could mean progressing to a higher-level apprenticeship, securing permanent employment, taking on more responsibilities, pay increase.



So why are we encouraging apprenticeships for everyone?

It might not be right for everyone because it might not be the pathway they wish to take, however, apprenticeships do ensure that a person learns the skills, knowledge, behaviours and values required in the occupation they have chosen.

Apprenticeships also encourage progression within the workplace, this could mean progressing to a higher-level apprenticeship, securing permanent employment, taking on more responsibilities, pay increase.

## Post 16

More and more Individuals with learning difficulties, disabilities and/or autism are undertaking employability routes:

- Kickstart.
- Supported Internships.
- Traineeships.
- Supported employment.
- Other work-based programmes.

Many individuals are securing employment with inclusive employers

Apprenticeships help individuals to become competent in their chosen career and long term can provide promotion and career progression for individuals with learning difficulties, disabilities and/or autism. This is an aspiration we are eager to promote and help make a positive impact.



So within post sixteen education, more and more individuals with learning disabilities, difficulties, and/or autism are undertaking employability routes. So we have programmes such as:

- Kickstart, which I am sure you've all heard about.
- Supported Internships.
- Traineeships.
- Supported employment.
- Other work-based programmes.

Many individuals are securing employment with inclusive employers which is fantastic. Apprenticeships however, help Apprenticeships help individuals to become competent in their chosen career and long term can provide promotion and career progression for individuals with learning difficulties, disabilities and/or autism. This is an aspiration we are eager to promote and help make a positive impact

# 07 Targeted employment



**Jonathan Smith and Emma Wyatt**  
**Essex County Council**

I would now like to introduce you to Jonathan and Emma from Essex County Council Targeted Employment who are going to talk to you about what they have been doing within the council, creating pathways for potential apprentices with learning disabilities, difficulties and/or autism and the liaison and partnership working with employers, apprenticeship training providers and supported employment services.

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# Essex County Council Targeted Employment team

## Inclusive apprenticeships

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<https://youtu.be/Dg-1nefdtMQ>

### **Inclusive apprenticeships slide**

Good morning everyone, my name is Jonathan Smith and this presentation has been prepared by myself and my colleague Emma Wyatt. We are part of the Targeted Employment team within Essex County Council and work primarily with Special Educational Needs and Disabilities 16 – 25 job seekers unless it is an inclusive apprenticeship which we know, has an all age approach.

### **Targeted employment priorities slide**

Here at ECC we have four key priorities within our team's ethos. These are preparing for employment through education, developing an inclusive employer culture, inclusive pathways into opportunities and SEND job seekers and matching their aspirations to labour market information.

### **Targeted employment – inclusive apprenticeships slide**

Within ECC we are incredibly proud to have implemented inclusive apprenticeships as a viable and sustainable employment pathway for SEND job seekers based on their individual aspirations.

Here is a summary of our key successes on our journey so far and I just want to pick up on

a couple of points that Emma and I feel are particularly noteworthy. Within Essex County Council, we have now embedded inclusive apprenticeships on our entry to work programme and this pathway is encouraged as part of a hugely inclusive recruitment process moving forward.

### **Employer feedback slide**

Another good example would be the work we have undertaken with a local insurance broker. This work involved promotion of a neurodiverse workforce, vocational profiling and reasonable adjustments to support the onboarding process of an individual. One of the quotes we got back from Arma Karma and their director was that vocational profiling has been of huge benefit to both our apprentices and to our understanding of reasonable adjustments that can be put into place for new starters coming into our business. Not only has it been helpful in making us aware of an individual's support needs, it has also allowed us to have honest and open conversations about anxieties that are often faced when starting a new job.

### **Tom's apprenticeship journey slide**

One of our other success stories has been a young man called Tom who started his inclusive apprenticeship as a sports activator coach at level two and I think this slide emphasises some of the processes that we have to go through within the Targeted Employment team to ensure Tom's smooth transition onto this fantastic employment opportunity.

### **Tom's journey slide**

One of the quotes we got from the deputy head at Tom's school was "Employing Tom as an apprentice has really had a positive effect on our organisation. Seeing Tom move onto something new has also inspired other young people to consider employment and making the reasonable adjustments needed in terms of working hours and entry requirements has proved no problem at all. Tom's reduced hours works perfectly with my staff to both allow the delivery of high quality PE and therapeutic sessions and support Tom at the same time. I would definitely recommend this pathway to other employers."

### **Referral pathways, TE inclusive pathways to employment slide**

This slide showcases a number of transition pathways onto inclusive apprenticeships, however, this is not an exhaustive list. We see huge potential through working alongside our supported employment partners and our inclusive employer network that can further support the identification of job seekers.

### **Referral pathways slide**

Here at Essex County Council, we realise the importance of collaborative working and this visual emphasises some of the referral partners into our service.

### **Employers – where next slide**

We feel that Targeted Employment play a pivotal part in providing a brokerage service for employers, training providers and job seekers to ensure the success of our inclusive apprenticeships and would urge other local authorities to adopt a partnership approach. Having a centralised point of contact will support employers knowledge as well as increasing the variety and numbers of inclusive training providers that both understand this pathway and are willing to support the adjustments available to job seekers.

### **Our contact details slide**

We thank you all for listening and I hope this presentation has inspired you as to the value of this pathway. Please feel free to email the team at Targeted Employment for more information and thank you again for listening.

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## Essex County Council Targeted Employment team

### Inclusive apprenticeships from an employer perspective

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<https://youtu.be/gFHotfvjAtE>

So thank you so much for agreeing to talk to us.

I just wanted to have a quick chat about the impact in employing Tom has had on your organisation and how you've found that.

It's had a really positive impact. Obviously the students were aware of Tom and know Tom and to see him come back and re-establish the relationships he had in a different capacity has been really beneficial to them.

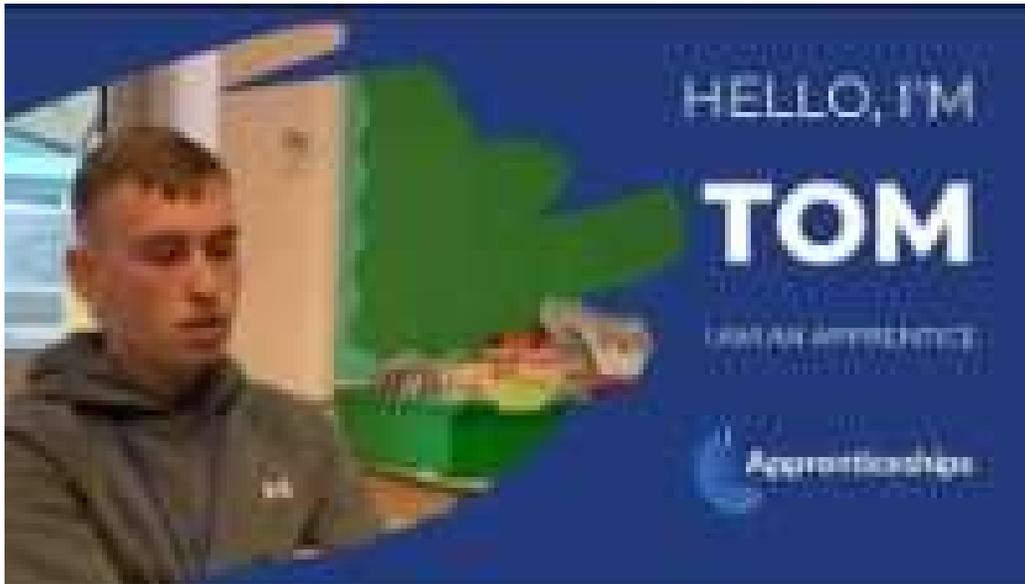
They've seen him move on to something new, obviously back here, but I think the other thing is that it has inspired quite a few of our students. They've asked what Tom is doing and kind of expressed an interest in something similar themselves which I have mentioned to other local authorities in annual reviews already. It is a really positive impact.

Fantastic, obviously for Tom, a thirty seven hour week with his additional needs and his health conditions it wasn't going to be a feasible opportunity, so do you think that maybe lengthening the time of his apprenticeship but shortening the hours has been quite good, but, as the employer have you overcome that flexibility and is it okay for you?

That's provided absolutely no problem with us as an employer to have him in for two and a half days a week. It works perfectly. With our PE teachers in classes, so he is able to support him and deliver high quality PE and he's also got involved in some therapy and it has worked superbly for us that he has Friday mornings to catch up on his work, we've been able to facilitate that and it works perfectly.

Brilliant, how do you think working with Essex County Council Targeted Employment Services has helped in facilitating this opportunity for Tom?

I think it has been a really thorough process to be honest with you, I've had a lot of meetings with yourself about deciding what it is he wanted to do over a good period of time, which has given him time to think and reflect, so consequently, we've decided on the programme he is working on, the activator sports coach and he's basically come in in September and he's not stopped since he's been here.



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<https://youtu.be/zEHhXWE0EMk>

Video contains subtitles

# 02 NHS Talent for Care agenda



**Lucy Hunte**  
**HEE**

It was really great to hear from Tom and Tom's employer and the impact that this apprenticeship has had on the employer and the apprentice himself.

So, I would now like to introduce you to Lucy Hunte who is the National Apprenticeship Programme Manager for Health Education England and Lucy is really representing the employer voice from the perspective of why inclusive apprenticeships are so important.



<https://youtu.be/rojXaBlkAR8>

Hello everybody I am Lucy Hunte, National Program Manager for apprenticeships at Health Education England and I'm delighted to be part of these really important webinars.

### **NHS apprenticeships - the year in figures**

I just wanted to give you a bit of context about why this is so important to us in the NHS. Obviously are the largest employer in England and we're estimated to contribute over 220 million pounds of levy each year.

We did just under 24,000 new apprenticeship starts during the pandemic, which I think is a fantastic achievement, and we also have 350 different job roles available across the NHS.

Just to give you some data from our 19/20, 32% of NHS apprentices are in the 20 to 29 age group, but if you look in terms of the 16 to 19, where we presume the majority of these internships into apprenticeships will be aimed, we have still got a lot of room for growth and in terms of disability, we have 9% declared of known disability so obviously a lot of room for improvement there.

### **Talent for Care Agenda slide**

So the Talent for Care Agenda at the heart of it is about widening participation and access, we want to make sure we have a diverse and inclusive workforce. The main aim of that is to

have a workforce that represents the communities we serve.

We've got Project Choice which is a HEE supported internship programme and really hope to have some more examples of progression onto apprenticeships from these fantastic young people. Apprenticeships are key for workforce development and retention in the NHS and we only expect our numbers to grow over the coming years. To be able to support individuals with learning disabilities, difficulties and/or autism into these apprenticeships will be so beneficial for everybody involved. We've already got some really great examples across the country and all the employers I have spoken to, talk of the real tangible benefits these individuals bring into their organisation.

### **Inclusive apprenticeships slide**

In terms of next steps, we want to make sure that all the NHS employers are able to access the support available. There seems to be a lot of misunderstanding, lack of understanding around the support that is out there so we would encourage them to work with their local colleges and independent training providers to be able to offer these opportunities and also to consider job carving to make sure that if you've got a candidate and the apprenticeship role is not quite right for them, to work with your provider to make sure it does become accessible.

We really need to make sure we have national high quality provision across the country and that's definitely where we have found some gaps at the moment. In terms of making sure these candidates can achieve, we want to make sure there are robust initial assessments in place and that the providers and employers are fully aware of the support that is going to be needed to help these people achieve their apprenticeship programmes. We want providers to be aware of additional funding and to be able to support employers to navigate them. Too often when we get referrals, we then try to find an apprenticeship provider and they are told no, it is going to be too difficult and it just doesn't progress and I think a lot of that is down to the fact that a lot of people are not aware of the reasonable adjustments and flexibilities that are already in place. So to do that we need to really share the success stories and the case studies. I know there are some fantastic examples in the NHS and other sectors and we really need to be raising the flag and shouting from the rooftops about the life changing opportunities these programmes can bring.

# 05 Supported Apprenticeships



**Ishbel Morrison and Jude Davison**

**Hampshire Hospitals NHS Foundation Trust**

Thank you Lucy.

I would now like to introduce you to Jude and Ishbel who are going to talk through how they have been supporting apprentices within Hampshire Hospitals NHS Foundation Trust from an employer perspective.



<https://youtu.be/pisuVccKuLI>

# Supported Apprenticeships at Hampshire Hospitals NHS Foundation Trust

## Employer Perspective

Andover War Memorial Hospital

Basingstoke and North Hampshire Hospital

Royal Hampshire County Hospital



Hello, my name is Ishbel Morrison and I am Lead for Supported Apprenticeships at Hampshire Hospitals NHS Foundation Trust. I am here with Jude Davison, Associate Director of Apprenticeships and we are going to talk about supported apprenticeships from an employer perspective.

Supported apprenticeships are apprenticeship programmes specifically for learners with learning disabilities, difficulties and/or autism.

## How was the learner and the employer prepared for the apprenticeship?



So how was the learner and employer prepared for the apprenticeship?

All the apprentices in this first cohort were graduates of the Project Choice programme. Now Project Choice is a year long supported internship programme that aims to give young people with learning disabilities, difficulties and/or autism the opportunity to experience work with the aim to get them work ready. In this way, the apprentices were already familiar with the work environment and in some cases were already in post before their apprenticeships commenced, so they knew their managers, their teams, the overall structure of the department they were in, which was quite beneficial.

Similarly, the managers and teams were already familiar with the learners so this created a good basis for the apprenticeship.

The team met with the manager and apprentice before the programme commenced, completed skills scans, talked through expectations, the apprenticeship structure, protected time off the job, EPA readiness and the training that went along with the various modules they would be studying. The team were also available to answer any questions the apprentice or employer had.

## **Partnership with the provider?**

### **What support did they offer?**



How do we work in partnership with the apprenticeship provider and what support did they offer us as an employer?

The provider planned and delivered a specific apprenticeship programme that matched the organisation's needs and which was also tailored to deliver it in a way and at a pace that our learners could best learn from. There were regular meetings with managers, drop-ins, regular meeting contact with the apprentices and additional support given, all of which was dependent on the individual's learning needs.

The provider made sure the apprenticeship was matched to the various job roles and was always responsive to additional communication needs. Much of the academic work was also completed at the employer's premises.

## **Do you access supported employment job coaches to support the apprentices?**



Do we access supported employment job coaches to support the apprentices?

At this moment no, due to our supported internship programme as a precursor to our apprenticeship, the learners had already developed enough work skills to not require a job coach. Our experience has shown that it is the academic side of the apprenticeship that requires more support. As this was our first cohort and very much a pilot for ourselves, we would definitely consider job coaches in the future for those learners unfamiliar to the trust, for those who haven't completed an internship or to help embed skills in a more practical way in the workplace.

## Key Messages

**Challenges** – but worth it

Social **responsibility**

Multiple **benefits** for all

Diversity and **inclusivity** in organisations



So what have we learned and what key messages would we like to share?

No doubt about it, it can be challenging for any employer to engage with supported apprenticeships due to systemic barriers, but, let's also face it, it is the right thing to do and the advantage outweigh any challenges. By making the initial investment and putting in place inclusive processes, employers are more likely to attract and retain greater talent.

Equality, diversity and inclusivity are high on everyone's national agenda and that is only going to increase over time, so it is important that employers work actively to break down barriers and ensure that a greater number of employees have access to apprenticeships.

# 06 Supported employment

**Becky Lawson**  
**Ways into Work**



Thank you Jude and Ishbel and what a fantastic video to showcase supported apprenticeships.

I would now like to introduce you to Becky Lawson from Ways into Work which is a supported employment service.

<https://youtu.be/rBoCfWJf1c4>

**Supported employment overview slide**

Good afternoon everybody, my name is Becky Lawson, I am the Managing Director of Ways into Work and I am here this afternoon just to talk a little bit about supported employment so we can start to think about how it fits in with supported apprenticeships.

**Clients by disability/barrier slide**

This next slide just shows the breakdown of clients we are working with. Almost fifty per cent of the people we are working with have a learning disability and the next largest group are people with autism. So we are generally working with people who are the furthest away from the labour market who are maybe experiencing some of the biggest barriers and who need the greatest support to get into work and stay there as well.

**Our impact slide**

But the great news is that we really know that supported employment works and I never get bored of talking about this slide. So almost 60% of the people we are supporting are in work which is really amazing, especially when you look at the national picture for people with a disability in general. People with a disability are thirty per cent less likely to be in work than those who aren't. When you start breaking down, some of those client groups I just mentioned, the national

percentage of people with a learning disability in employment is around six per cent and actually dropping at the moment, so this just shows that supported employment is a really effective model for getting people into work.

Importantly, it's not just about getting people into work, it's about keeping them there too. So the next point shows over ninety per cent of our clients have been in work for six months and in many cases much much longer, maybe ten years, twenty years, long before my time. So, it's really a model that not only gets people into work but keeps them there too.

There's a few other bits of useful information about our impact on this slide as well. We are working with around one hundred and sixty employers and this model is also about getting people into the right job for them so you can see we support people into a variety of roles as well.

The other thing I like to mention is about the percentage of people working more than sixteen hours per week. This is a bit of a DWP type of figure but what it shows us is that if people are working more than sixteen hours a week it means that they are probably going to be coming off their benefits in some way and it just shows again the more life changing impact we are having, we are not just getting somebody into work and keeping them on their benefits too, although that is right for some people, but for others, we are enabling them to progress and increase their independence and their social inclusion as well.

The last point on here is about the level of support that people require, so you can see there that the vast majority of people require much less than five hours of support per week and what that shows us is that we are not just keeping people in work by being there and holding their hand all the time, we are keeping them there by their own merit because they are a good job match but we are providing that support to make sure that job is maintained.

### **Supported employment values slide**

So a bit about the support employment model. This is a model that is used internationally and in the UK we have the British Association of Supported Employment who are kind of our trade umbrella organisation, if you like and what they have done is set out some values that underpin the supported employment model so that providers like us and others that you may work with, are clear on the ways in which they should be operating. I am not going to read all of these, I am sure you can read themself whilst I am talking but I just wanted to pick out a couple that I think are particularly important and what differentiates supported employment from all the other ways that we help people with disabilities or barriers to get into work.

Really importantly the supported employment service is all about getting people into real competitive jobs within the competitive labour market, so it's not about volunteering, it's not about training, it's about real life jobs that meet a business need and making sure people are rewarded competitively. Historically, we used to see a lot of people with disabilities volunteering for corporate organisations or maybe getting paid a token amount but this is about making sure that people are paid in line with their peers and receive the same benefits package as well.

This model is also about getting people into work at the earliest opportunity, so it doesn't

adhere to this concept of work readiness. I don't know about any of you but I've probably never been a hundred per cent ready for any job I have taken on and what we often hear in the special educational needs world is that we have to get people ready for work, but this model is all about saying let's identify people's aspirations, their strength, their potential and let's get them into work at the earliest opportunity and then let's support them with this place, train and maintain model to learn on the job and to provide them with the ongoing support that they need to maintain in that role.

The other thing that I think sets us apart in supported employment is how we work with employers. We see employers as an equal partner. We have to provide a service to our clients, the people with the disability or barrier but also to an employer too. If we are not meeting a business need through our service in providing an employer with a role that they need or several roles that they need and supporting that to work, then we can't support our clients either. It is really important that we understand our employers and work with them to meet their business needs too.

The last one there just to mention is about the ongoing development and I'll talk about this a little bit more in a moment. It's not just about getting someone a job and calling it good, a job for life really isn't a thing so much anymore, so it's about supporting people on that career journey, do they want more hours, do they to get a promotion, do they want to try something completely different so not just getting a tick in the box and moving on.

The last thing I will actually say on this slide is that it is all about the wider benefits of work too, so whilst we are supporting people to do the job and perform in a way that their employer needs them to, it is also about that social and economic inclusion that we all benefit from through work, it's not all about money although that's very important. It is also about the relationships we have at work and with our wider communities as well, so these are really important parts of supported employment.

### **Access to Work slide**

The other way that we help employers in particular and the clients we are supporting is by navigating Access to Work. You may or may not have heard of this, but it's a government which is kind of run through Job Centre Plus and it's aimed at bridging that gap for the barriers for people with a disability might be facing to help them get work and stay in work as well.

It's applied for by the individual and supported by the employer, so from an employer's point of view, it is about facilitating access to the individual and the workplace for assessment and support and in some cases for larger organisations, providing some financial contribution. You can see here the main types of support that are provided so it can be about communication, travel and it can be about equipment or support. Support is really the biggest area that we're involved with our clients and it's around providing all that in work support I was talking about. This is something that Access to Work will help us to pay for which is great.

### **Partnership working slide**

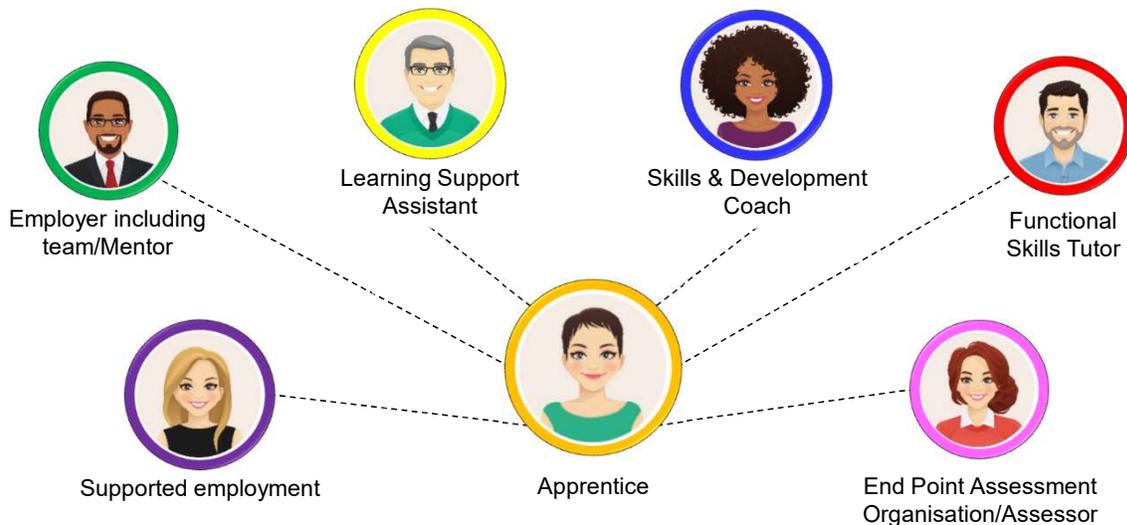
Partnership working is important in supported employment and you can see here, we're working with lots and lots of different stakeholders and those are just sort of heading titles really, you can be involved with lots of different people, really juggling all of those different relationships, but I guess the key things to mention are we are working with the individual most importantly, we are the supported employment provider, we have the employer and then in supported apprenticeships in particular, we have the education and training providers and we are working together as a team to make sure that that person has access to all the right support they need to flourish in that apprenticeship and that the employer has all the support that they need to enable that person to flourish. So it's really important that all of those partners are working well together.

You can see I have also mentioned Access to Work, that can sometimes be a little bit tricky to get your head around so that is something supported employment providers like us are very used to doing and are used to helping people navigate through that process so we can be a little bit of an intermediary there as well. Also the people we are supporting often have family involved and other health and social care professionals so again supported employment providers can help to manage all of those relationships as well.

### **Get in touch and resources slide**

I've just provided my contact details there and a couple of websites that might be useful for you.

## Inclusive apprenticeship model



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Thank you Becky. Just to link in and finally for our webinar, I would like to just briefly show you an inclusive apprenticeship model. As you can see the apprentice is at the centre and around the apprentice we have the services and individuals that will be involved in ensuring the apprenticeship is a successful journey.

We have the Learning and Support Assistant who is provided by the apprenticeship training provider who will provide extra support to the learner with their learning and we have the Skills & Development Coach who is the occupationally competent coach for the relevant apprenticeship who is supporting the learner through their whole apprenticeship duration and this includes the teaching, the coaching and the assessment.

We also have the Functional Skills Tutor who supports the apprentice with maths and English.

We have the End Point Assessment organisation with the End Point Assessor who we liaise with very early to ensure that reasonable adjustments are put in place as all apprentices require End Point Assessment at the end of their apprenticeship to give them an overall grade and as already listened to with Becky, we have the supported employment service who often provide the Job Coach and we work in partnership with the supported employment service to support the apprentice and the employer and as you can see with the employer, we also include the team and we advocate that a mentor is allocated to the apprentice as a go to but where the apprentice is placed within a team, it is really important to support the whole team.

# 09 Q&A



**With today's speakers**