



Embrace
S C I T T



Trainees with identified Learning Difficulties

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Signed on behalf of the Strategic Leadership Group:	

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*CEO
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Purpose

This policy aims to ensure that any Trainee or Apprentice who has a Learning Need (in particular Special Educational Need) is properly supported so that they are able to thrive and access the Embrace SCITT Initial Teacher Education programme and earn Qualified Teacher Status if they meet the required standard. This policy aligns with the Equality Act 2010 which identifies that learning difficulties can meet the definition of 'disability'. In response to this, we must ensure that reasonable adjustments are made in order to remove barriers to participation and engagement in our programmes.

We are committed to inclusive teacher education. We believe that difference enriches the profession and strengthens schools. Trainee teachers with learning difficulties bring valuable perspectives, strengths, and experiences to their training and to the pupils they teach. This policy sets out how we support trainees with learning difficulties, including ADHD, autism, dyslexia, dyspraxia, and related needs, to access training fairly and succeed while meeting the Teachers' Standards.

Our approach is rooted in high expectations, professionalism, and partnership. We focus on removing barriers to learning and practice, not lowering standards. All trainees are expected to work hard, engage fully with training, and collaborate with mentors and colleagues. In return, we provide thoughtful, structured, and responsive support.

Disclosure and Update

Disclosure of a learning difficulty is voluntary. We strongly encourage early disclosure, as this allows us to put effective support in place from the outset. Trainees may disclose at the point of application, during enrolment, or at any stage of the programme. We understand that needs and circumstances can change over time.

All information shared is treated sensitively and confidentially. We handle disclosures with professionalism and respect, and we work with trainees to agree what information is shared, with whom, and for what purpose.

Trainees are responsible for declaring any changes to their Special Educational Needs e.g. deteriorating eyesight. This may prompt a review of the ITSP.

Expertise

Colleagues at Embrace SCITT are highly skilled and experienced in working with children and young people with Special Educational Needs and Disabilities (SEND). They use this experience in order to ensure that they are able to think creatively to adapt the programme to support Trainees and Apprentices with a range of potential needs. Colleagues directly involved in the SCITT include the Trust CEO, a former Special School Headteacher and DfE system leader for SEND nationally, current and former Special School Leaders and regional DfE SEND system leaders and a qualified Specialist Teacher & Assessor (Specific Learning Difficulties).

A Graduated Approach

We have adopted a similar model to supporting Trainees and Apprentices who have/may have learning difficulties through a simple graduated approach, utilising our years of experience as Leaders of SEND in schools.

- i. **Assess:** During this phase, we receive voluntary disclosure of learning needs, we work with the Trainee/Apprentice to understand the impact this may have on their access to the training curriculum and assessment. If it is suspected that a Trainee may have a learning difficulty, Embrace SCITT may request that the Trainee undergo an assessment in order to better understand their needs and how the SCITT can support them. Assessments may be undertaken by Occupational

Health Specialists, Teachers of Learners with Special Needs or Specific Learning Difficulty Teacher/Assessors and/or Programme Leaders.

- ii. **Plan:** During this phase, we work with the Trainee/Apprentice to identify potential reasonable adjustments which may be useful in order to remove barriers and support them to access the programme. We document this in a document called an 'Individual Trainee Support Plan (ITSP)'. This is co-produced and shared with the Trainee/Apprentice.
- iii. **Do:** During this phase, we implement the agreed reasonable adjustments. We monitor the impact these are having on engagement and progress through the ITE curriculum.
- iv. **Review:** During this phase, we check in with the Trainee/Apprentice, their School-Based Mentor and Lead Mentor to find out if the reasonable adjustments are working or whether any tweaks, improvements or continuations are needed. Occasionally, it may be agreed that some of the previously agreed reasonable adjustments are no longer required. This will always be agreed with the Trainee/Apprentice. If required, we update the ITSP.

Individual Trainee Support Plans (ITSP)

Where a learning difficulty is identified, an Individual Trainee Support Plan (ITSP) will be initiated by the SCITT Leadership Team using the Embrace SCITT template.

An ITSP will:

- i. Be need focussed – rather than focussing on the name of a specific learning difficulty, we will focus on how this presents for the Trainee.
- ii. Focus on the impact of the declared learning difficulty on the Trainee's access to the Embrace SCITT programme, considerate of both centre- and school-based training requirements.
- iii. Identify suggested reasonable adjustments to overcome each identified difficulty.
- iv. Agree reasonable adjustments.
- v. Be shared, with the Trainee's permission, with relevant stakeholders, including (but not limited to); The Embrace SCITT team, Programme Leaders, centre-based training facilitators, the Trainee's Lead Mentor, school-based mentors, placement school Headteachers and the HEI provider.

Assessment and standards

All trainees are required to meet the Teachers' Standards to be recommended for Qualified Teacher Status. Reasonable adjustments support how trainees demonstrate their competence. They do not change the standards themselves. Assessment decisions are based on evidence of impact on pupils, professional behaviours, and sustained progress across the programme.

Monitoring and review

Support is not static. We review support plans regularly and adapt them as training demands change. We draw on evidence from observations, mentor feedback, progress reviews, and the trainee's own reflections. Our aim is to ensure support remains appropriate, effective, and proportionate.

Concerns and escalation

If a trainee feels that support is not working, or that agreed adjustments are not being implemented, we encourage early communication. Concerns can be raised with the school-based mentor, Programme Leader, or the SCITT leadership team. We address issues promptly and constructively, with the aim of resolving difficulties before they escalate.

Confidentiality

Information about learning difficulties is shared on a need to know basis only. We respect trainee autonomy and involve trainees in decisions about information sharing wherever possible.