



Embrace
S C I T T

Trainees who require additional support Policy

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Person(s) Responsible for Review:	Head of SCITT & Operational Leadership Group
Approved by:	Strategic Leadership Group
Adoption date:	02.10.2023
Signed on behalf of the Strategic Leadership Group:	

Ms Angela Holdsworth MBE

CEO & Accounting Officer

Embrace SCITT

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Head of SCITT Mr J Findlay-Pidcock



Embrace SCITT acknowledges that, at times, Trainees may struggle with the demands of the Initial Teacher Training programme for a number of reasons. For this reason, there are a number of proactive strategies in place in order to support Trainees' progress towards Qualified Teacher Status and teaching excellence.

1. Reasonable Adjustments

- 1.1. Embrace SCITT will utilise 'reasonable adjustments' where necessary to support Trainees to access the Embrace SCITT programme for a variety of reasons or barriers to access.
 - 1.1.1. ACAS define a reasonable adjustment as "changes an employer makes to remove or reduce a disadvantage related to someone's disability."
 - 1.1.2. When implementing action which constitutes a reasonable adjustment, Embrace SCITT will consider whether the adjustment:
 - 1.1.2.1. Will remove or reduce the disadvantage – we will talk with the person and not make assumptions.
 - 1.1.2.2. Is practical to make.
 - 1.1.2.3. Is affordable.
 - 1.1.2.4. Could harm the health and safety of others.
 - 1.1.3. Any Initial Teacher Training Programme is demanding and Embrace SCITT is not able to change the basic nature of the programme, e.g. attending centre- and school-based training and the activity associated with practising teaching.

2. Trainees' wellbeing & mental health

- 2.1. Trainee wellbeing is at the heart of all that we do at Embrace SCITT and across its Partnership.
- 2.2. The SCITT prioritises Trainee wellbeing through its systems, ensuring that Trainees have all that they need in order to achieve well.
- 2.3. Embrace SCITT acknowledges that Trainees are responsible for their own wellbeing and seeking support for their mental health where necessary.
- 2.4. Embrace SCITT will ensure that Trainees are given opportunities to better understand how they can manage their own wellbeing and mental health during the programme and beyond.
- 2.5. All Trainees will be allocated a number of Mentors who can support them in maintaining positive wellbeing, generally, these will be School-Based Mentors and Lead Mentors.
- 2.6. Embrace SCITT and its Partners will ensure that a suite of wellbeing support is available to Trainees including access to the Education Support Partnership <https://www.educationsupport.org.uk>.
- 2.7. Embrace SCITT acknowledges that, occasionally, the demands of any Initial Teacher Training programme can be overwhelming, particularly when there are additional challenges outside of the programme.
- 2.8. Where a Trainee declares that they have 'stress' which is being contributed to by the pressures and demands of the programme, Embrace SCITT leaders will instigate a 'Stress Risk Assessment' (SRA) (Appendix 1)
- 2.9. SRAs will be co-produced with the Trainee and Programme Leader / Head of SCITT.
- 2.10. SRAs will always be shared between the Trainee, Programme Leader and Head of SCITT.
- 2.11. SRAs will not be shared beyond this group, unless the Trainee expressly requests that this is done.

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3. Trainees with identified physical medical needs

- 3.1. Trainees are responsible for declaring any physical medical conditions that they may have.
- 3.2. Where physical medical conditions are declared, it may be appropriate for a Risk Assessment (RA) (Appendix 2) to be used to assess and begin to mitigate the risk to the Trainee, Schools (including staff and pupils) and Embrace SCITT staff.
 - 3.2.1. Programme Leaders are responsible for instigating a Risk Assessment (RA) using the Embrace SCITT proforma.
 - 3.2.1.1. *Programme Leaders may delegate the development of the RA to an appropriately trained person with the necessary experience or knowledge to ensure it will adequately meet the Trainee's needs.*
 - 3.2.2. A RA must focus on the impact of the medical needs on the Trainee's access to the Embrace SCITT programme, including centre- and school-based training.
 - 3.2.3. A RA will be written in collaboration with the Trainee, identifying mitigating actions which can decrease the risk to the Trainee, Partner Schools (including staff and pupils) and the Embrace SCITT team as much as possible.
 - 3.2.4. A RA will be reviewed when prompted by the Trainee or, if identified by a member of the Embrace SCITT team, including Lead Mentors.
 - 3.2.5. A RA will 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. This is to ensure the Trainee's safety at all times.
- 3.3. Trainees are responsible for declaring any changes to their medical conditions which may require a review of the RA. Failure to do so may result in action being taken under the 'Fitness to Train' Policy.
- 3.4. If a medical need prevents a Trainee from making appropriate progress towards the programme expectations despite reasonable adjustments, the Fitness to Train Policy may be applied.
- 3.5. Embrace SCITT has access to Occupational Health services and will refer, with the Trainee's permission, to this service to gain further information about how the SCITT can best support the Trainee.

4. Trainees with identified Special Educational Needs

- 4.1. Embrace SCITT is passionate about supporting Trainees with Special Educational Needs to achieve their potential through the removal of barriers to training, where this is possible.
 - 4.1.1. In this policy, a Special Educational Need is identified as a cognitive (e.g. dyslexia), sensory (e.g. hearing impairment), communicative (e.g. autism) or social and emotional (e.g. ADHD) difficulty which may make training to teach more challenging.
- 4.2. Students are responsible for declaring whether they have, or may have a learning difficulty.
 - 4.2.1. Students will be required to provide evidence of their disability or learning difficulty.
- 4.3. 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.
 - 4.3.1. Assessments may be undertaken by Occupational Health Specialists, Teachers of Learners with Special Needs or Specific Learning Difficulty Teacher/Assessors and/or Programme Leaders.
- 4.4. Where a learning difficulty is identified, an Individual Student Support Plan (ISSP) (Appendix 3) will be initiated by the Programme Leader using the Embrace SCITT template.

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4.4.1. An ISSP will:

- 4.4.1.1. Be need focussed – rather than focussing on the name of a specific learning difficulty, we will focus on how this presents for the Trainee.
- 4.4.1.2. 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.
- 4.4.1.3. Identify suggested reasonable adjustments to overcome each identified difficulty.
- 4.4.1.4. Agree reasonable adjustments using the criterion in Section 1 of this policy.
- 4.4.1.5. 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.

- 4.5. Trainees are responsible for declaring any changes to their Special Educational Needs e.g. deteriorating eyesight. This may prompt a review of the ISSP.
- 4.6. The ISSP will be reviewed as required in consultation with the Trainee, School-Based Mentor, Lead Mentor and Programme Leader.
- 4.7. Embrace SCITT has access to Occupational Health services and will refer, with the Trainee’s permission, to this service to gain further information about how the SCITT can best support the Trainee.
- 4.8. If a Special Educational Need prevents a Trainee from making appropriate progress towards the programme expectations despite reasonable adjustments, the Fitness to Train Policy may be applied.

5. Trainees not on track to achieve Qualified Teacher Status (QTS)

- 5.1. Embrace SCITT acknowledges that the journey to QTS can be difficult and that progress is not always linear. We are passionate about supporting Trainees through this journey to achieve their goals, providing appropriate and reasonable adjustments where required.
- 5.2. Trainees progress will be monitored rigorously via a combination of formal and informal progress reviews.
 - 5.2.1. Trainees’ progress will be reviewed formatively against the relevant End of Phase Expectations, linked to the taught programme for the phase the Trainee is working in. These expectations are cumulative in nature.
 - 5.2.2. Trainees will typically be formally observed teaching a maximum of once per week and a minimum of once per fortnight, unless Mentors and SCITT Leaders feel more frequent observations would be beneficial to provide shorter term goals and focus for improvement.
 - 5.2.3. Trainees will meet with School-Based Mentors a minimum of each week where progress towards targets will be reviewed, new targets established and a review of the Trainee’s overall progress is shared with Programme and SCITT Leaders.
 - 5.2.4. Trainees’ progress will be moderated a minimum of two times per year by a Lead Mentor and/or Programme or SCITT Leader.
 - 5.2.5. Trainees and Mentors will collaborate to complete a placement review in the penultimate week of each phase of training. This will provide detail against the End of Phase Expectations as to the Trainee’s Mastery of the ITT Curriculum.
- 5.3. Where there is repeated and/or sustained inconsistent demonstration of the End of Phase Expectations and/or Part Two of the National Teacher Standards, Programme and SCITT Leaders will initiate, in collaboration with the Trainee and Mentors, a Trainee Recovery & Improvement Plan (see Section 5 – Trainee Recovery & Improvement Plans (TRIPs) in the ‘Fitness to Train’ Policy.

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5.4. The Fitness to Train Policy will be adopted to support the Trainee henceforth.

6. Trainees experiencing financial difficulties

- 6.1. Embrace SCITT understands that, from time-to-time, Trainees may experience financial difficulty.
- 6.2. As Trainee Teachers, Embrace SCITT Trainees can access the Education Support Partnership; a UK charity dedicated to the promotion and wellbeing of educational professionals (www.educationsupport.org.uk). This charity provides high-quality advice and guidance for education professionals regarding budgeting and available benefits which may be available to Trainee Teachers.
- 6.3. Trainee Teachers may be eligible for a Student Loan and/or Maintenance Grant from Student Finance. This is means tested and Students are responsible for applying for this directly from Student Finance.
- 6.4. Embrace SCITT has a designated 'Hardship Fund'. This ring-fenced allocation is budgeted to support Trainees experiencing severe financial hardship.
 - 6.4.1. Trainees can apply for a grant of up to £250.
 - 6.4.2. Applications for financial support through the Hardship Fund must meet the eligibility criterion as set out in the Hardship Fund policy.
 - 6.4.3. The conditions for which the Hardship Fund can be used may be found in the Hardship Fund policy.
 - 6.4.4. Applications for the Hardship Fund are reviewed by no less than three members of the Strategic Leadership Group (SLG). Typically, Trainees do not need to attend this meeting, unless they request to, or are invited by the SLG to provide further information.
 - 6.4.5. Successful applications will be paid no more than two working weeks after agreement by the SLG.
 - 6.4.6. Unsuccessful applicants will be provided with an explanation as to why their application was not successful and directed towards the Education Support Partnership and other relevant charities and/or services.

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Appendix 1 – Stress Risk Assessment

Trainee Name:		
Programme Leader / Centre:		
Programme:		
Date of Assessment:		
Lead Mentor:		
Present at the Discussion:	Name:	Role:
	Name:	Role:
	Name:	Role:

Reason for completion of the risk assessment:

Return to training following absence due to stress:	<input type="checkbox"/>	Trainee considers ITT programme is contributing to stress:	<input type="checkbox"/>
Referral from Mentor / Lead Mentor	<input type="checkbox"/>	Referral from Occupational Health	<input type="checkbox"/>

How to complete this risk assessment

The following table is divided into 6 categories; ***Demands, Control, Support, Role, Relationships and Change***. Within each of these 6 categories there is a list of brief questions which you indicate your preference ranging from 'never' to 'always'. The questions are underpinned by the Health & Safety Executive Management Standards (2004) and correlate to identify areas of perceived work pressures.

- Read the statements listed on the following page carefully. Place a tick in the box which best describes your perception in relation to that statement. Try to average your answer in relation to how you have been feeling over the ***past 2-3 weeks***.

How to use the results

Look carefully at each individual answer and for those answered 'Never', 'Seldom' and 'Sometimes' discuss with the member of staff to try and identify their concerns. Record your results in the 'Outcomes and complete the Action Plan'.

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Teachers of the World

		Never	Seldom	Sometimes	Often	Always
Change	I am provided with information to enable me to understand the reasons for programme demands					
	I am made aware of the probable impact of any changes to my role as a Trainee Teacher					
	I am given training to enable me to facilitate changes within my role					
	I am made aware of timetables for change to the programme and role					
	I have access to relevant support during change					
	When change is implemented, I feel equipped to deal with it					
Role	My employer provides information to enable employees to understand their role and responsibilities					
	My employer ensures that the different requirements it places upon me are clear, and that these are compatible with my role					
	There are adequate opportunities to raise concerns about any uncertainties or conflicts concerning my role and responsibilities					
	I have a good understanding of my role and what is expected of me during my duties					
	My current job role adequately reflects my current job description					
	I know the standards I have to meet in my job					
	I know what I am expected to achieve in my job					
Relationships	My employer promotes positive behaviours at work to avoid conflict and ensure fairness in the workplace					
	I share information relevant to my work with colleagues					
	My employer has policies / procedures to prevent or resolve unacceptable behaviour					
	I feel that managers deal appropriately with reports of unacceptable behaviour					
	There is a supportive team atmosphere and dynamics between the team are good					
	If I had a problem I feel that I would be able to approach my manager					
	The team works positively together					

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		Never	Seldom	Sometimes	Often	Always
Demands	My employer provides me with adequate & achievable demands in relation to the agreed hours of work					
	My skills & abilities are matched to the job demands					
	I feel empowered to use my full skills and potential abilities at work in the day to day tasks					
	I feel my skills and abilities are used to their full potential					
	In general my job is designed to be within my capabilities					
	My concerns about my work environment are addressed					
	I regularly only work my contracted hours					
Control	Where possible I have control over the pace of my work					
	My employer encourages me to use my skills and initiative to do my work					
	Where possible I am encouraged to develop new skills to help me undertake new and challenging pieces of work					
	I have a say when I can take my breaks					
	I am consulted over my work patterns and annual leave					
	I feel supported by my employer in line with friendly family policies					
	I have opportunities to express my ideas and points of view					
Support	My employer has policies & procedures to adequately support me					
	I feel supported by my manager or line manager					
	I feel able to support and encourage my colleagues					
	I know what support is available and how and when to access it					
	I know how to access the required resources to do my job					
	I have regular supervision and appraisal from my manager					
	I have the right equipment to do my job well					

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Outcomes & Action Plan:

	Identified issues	Agreed Actions
1.		
2.		
3.		
4.		
5.		

Declarations

Signed (Trainee):		Signed (Embrace SCITT):	
Name (Trainee):		Name (Embrace SCITT):	
Date:		Date of follow up review:	

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Appendix 2 – Risk Assessment Proforma

GENERAL RISK ASSESSMENT FORM			
PART A. ASSESSMENT DETAILS:			
Area/task/activity:			
Location of activity:			
Team/School name: Address & Contact details:	[Provider Name], Embrace SCITT C/o Embrace SCITT, The Sea View Trust Clod Lane, Haslingden, Lancashire, BB4 6LR	Name of Person(s) undertaking Assessment:	
		Signature(s):	
Programme Leader / Head of SCITT:	James Findlay-Pidcock, Head of SCITT	Date of Assessment:	
Signature:		Step 5 Planned Review Date:	
How communicated to staff:		Date communicated to staff:	
PART B1. HAZARD IDENTIFICATION AND CONTROL MEASURES:			
Step 1 Identify significant hazards List of significant hazards <i>(something with the potential to cause harm)</i>	Step 2 Identify who might be harmed and how Who might be harmed?	Step 3 identify precautionary measures already in place	
		Type of harm	Existing controls <i>(Actions already taken to control the risk)</i>

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I certify that the risk assessment above fully applies to the area/task/activity under assessment in [Provider Name], partnered with Embrace SCITT.

Signatures:

Name:	Signature:	Date:
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Risk Assessor:

Name:	Signature:	Date:
--------------	-------------------	--------------

If the control measures described are not in operation and further action is required or there are further local significant hazards please record these here, transfer any actions required to the Action Plan at Part C below and sign off below. Do not sign off above if further actions are required.

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PART B2. HAZARD IDENTIFICATION AND CONTROL MEASURES:			
Further significant hazards	Who might be harmed?	Type of harm	Existing controls <i>(Actions already taken to control the risk)</i>

I certify that the risk assessment above fully applies to the area/task/activity under assessment in [Provider Name], partnered with Embrace SCITT.

Signatures:

Name:	Signature:	Date:
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Risk Assessor:

Name:	Signature:	Date:
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PART C: ACTION PLAN (Step 4 Further action / controls required)						
Hazard	Action required	Person(s) to undertake action?	Priority	Projected time scale	Notes / comments	Date completed

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Appendix 3 – Individual Student Support Plan (ISSP) proforma

Individual Student Support Plan (ISSP)

In line with the Equality Act (2010), Embrace SCITT is committed to supporting students who identify as having a disability or learning difficulty. This ISSP is written collaboratively with the Student to discuss their difficulties and how these might be overcome by Embrace SCITT to encourage them to access the programme fairly. Students will be required to provide evidence of their disability or learning difficulty. Assessments may be undertaken by Occupational Health Specialists, Teachers of Learners with Special Needs or Specific Learning Difficulty Teacher/Assessors. ISSPs are shared with School-Based Mentors, Programme Leads and University Link Tutors to ensure they can best support each Student.

Student Information			
<i>Student Name</i>		<i>Programme</i>	
<i>DoB</i>		<i>Cohort</i>	
<i>Address</i>		<i>Declared Condition</i>	
		<i>Evidence source</i>	

Difficulties & Reasonable Adjustments				
<i>Difficulty</i>	<i>Identified by</i>	<i>Impact on access</i>	<i>Suggested Reasonable Adjustment</i>	<i>Suggested by</i>

Agreed Reasonable Adjustments (completed in consultation with the Programme Leader)

-

Declarations				
Student				
I declare that the information contained within this ISSP is accurate to the best of my knowledge. I understand that any attempt to mislead the provider, SCITT or HEI Partner may result in my expulsion from the programme. I consent to this information being shared with delivery partners of the ITE programme.				
<i>Name</i>		<i>Signature</i>		<i>Date</i>
Provider				
I declare that the information contained within this ISSP is accurate to the best of my knowledge. The SCITT will commit to supporting the above-named student to have fair access to the identified programme through the agreed reasonable adjustments.				
<i>Name</i>		<i>Signature</i>		<i>Date</i>