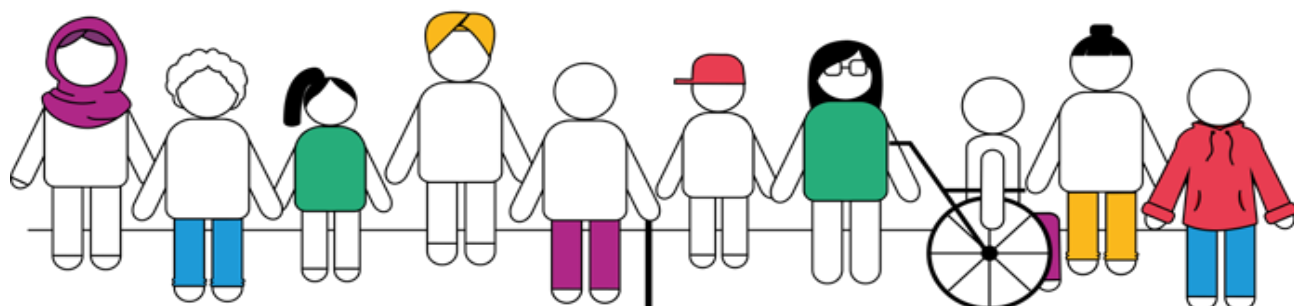


Supported Employer Engagement



College Guide to Support Employers Inclusive practice

For employers of Supported Interns / Apprentices / T Level placements

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Introduction

Our young people are the workforce of the future, who see the world in a different way can bring so many benefits to a business and the wider community.

This toolkit will explore:

- Developing an inclusive approach
- how all staff within an organisation has responsibility to take an inclusive approach
- practical approaches how to support a person with disability
- the supportive partnership between employer, the provider and the person
- a person's development of knowledge and skills

Using the guide

This guide is designed to create a culture of inclusivity across the organisation or company.

It will help inform the different types of disability and more importantly how to support all employees when working with a person who may have a learning difficulty and/or disability.

It will give a number of different strategies to support in the work environment.

It will inform approaches to support a person to develop within the workplace.

Creating an Inclusive working environment

- For a variety of reasons employers are likely to come across a person who have chosen not to notify them about their disabilities or difficulties. The person may not have a diagnosis or even be aware of their underlying disability or difficulty, but also may be living with the impact of a specific life event or a newly emerging condition.
- Therefore, to ensure we are inclusive to all people, it is vital that all employers aim to establish positive relationships and provide a safe and inclusive working environment for all, that all employees can access and feel equally valued.
- The benefits of this will also be that people with needs will be catered for by our usual working methods and will avoid any feelings of being singled out or an inconvenience, and what works well for a person with disabilities will likely work well for all.

Using Physical resources and information technology

Provide materials (meeting plans, documents, PowerPoints etc) in advance so that the person has an opportunity to become familiar with the materials, reduce anxieties about content and therefore make the most of the information. If you take this approach you can ask more of the person in the meeting and perhaps lead on an item because they have had time to prepare.

Provide materials online so that individuals can access them using appropriate software and adjusted settings to remove barriers to learning.

Use accessible text size 12+ point font for handouts and 28+ for PowerPoints (Arial or similar Sans Serif recommended), left aligned (not capitals) for easy reading. Enlarge photocopies and articles that are to be read. Pictures and diagrams need to be clear and readable.

Planning and Preparation in the workplace

Plan to deliver resources for meetings in a variety of formats that will be accessible to all needs. (e.g. if a video has a transcription all can benefit from it).

Consider colour: board markers (black can be difficult for many, red and green not too useful for those with colour blindness), printing handouts on a variety of coloured papers for all and setting alternative background colours on compute-based delivery. Buff or pale green are generically good colours for reducing contrast, but the person could be asked for their preferences.

Provide guidelines on organising, dating and filing notes (e.g. colour code) at the start of the employment. Don't assume they have this skill already.

- Plan into your schedule, times when you can sit back and observe what works for a person and what does not – and make sure this includes observing strengths as well as the things they find difficult.
- Build in opportunities to promote awareness of the importance of accepting and celebrating difference and incorporate diversity into everything you do.
- If there is flexibility in the learning environment, allow assessment and achievement to be performed in a variety of ways to give all people the best opportunity to demonstrate their individual skills and knowledge.
- Provide activity instructions on a photocopied sheet/ electronically so its separate and clear.
- Provide glossaries of useful, employment-related vocabulary.

Inclusive approaches at work

Maximise clarity of instructions and deliver information in manageable sections. Avoid jargon, ambiguous statements ('get on with your work', 'behave') or abbreviations unless they are explained.

- Allow enough time and pace verbal delivery to include all.
- In whole team discussions, repeat any questions so that everyone can hear and benefit from the question and the answer.
- Provide advanced notice of a change of task or meetings.
- Provide frequent feedback on work tasks and approach to learning to build confidence.
- Provide structured choice within the work you do.
- Be proactive in seeking feedback from the person on how included they feel and how the working environment could be improved.
- Don't assume you know what the implications of a difficulty and disability are; ask the person themselves what they find challenging and their strengths or goals. Especially as new elements arise, e.g. visits etc. Listen to what they say, they are the experts on the effects of learning difficulty and will be able to support you with what they need.

- Support the use of technology in the workplace. For example, digital voice recorders allow the person to reflect, revisit content and independently take slower-paced informed notes after the event. For some work you do of significance (visitors, important concepts being introduced, etc.) consider a single recording made available to all.
- Allow the person to process information by taking notes.
- Assess the strengths and interests of the person and build on them by giving them tasks that make them feel valued and hold their attention. Reduce the opportunity for any disruption or confusion.
- Be aware of and manage the physical environment – accessible spaces, sensory stimulus and distractions.
- Use clear ground rules as a tool for a safe learning environment, revisit them when necessary. Add to them if more specific guidance is needed.

Support in the workplace

- Speak to person to ensure you are aware of the disclosed needs and any support they require.
- Ask the person if they wish to share their support requirements as other staff involved can ensure the work environment is collaborative and inclusive.
- Work with other staff across the department for support strategies. There is a lot of experience and expertise available to support a young person

Attention Deficit Hyperactivity Disorder

My disability

Attention Deficit Hyperactivity Disorder (ADHD) is characterised by three core behaviours; inattentiveness, impulsiveness and over-activity, which are at a level inappropriate for the person's expected development.

It is the medical term used when they effect the person's development, behaviour and performance, family relationships or social interaction. ADHD is not a learning disability; most people with this condition are extremely intelligent, however it can affect other areas which can have an impact on learning.

Medication does not cure ADHD; it is like wearing glasses, it alleviates the symptoms while present. Medication can also have unwanted side-effects. A multi-faceted approach, including various talking therapies in the most effective way to manage the condition.

Attention Deficit Hyperactivity Disorder

How it might affect me

A person with ADHD may have difficulties with the following areas:

- Executive Functioning Tasks (organisation, planning, maintaining attention, focusing, concentration, making good decisions, impulse control, learning and remembering what has been learned).
- Inhibitory Mechanisms (keeping us from being hyperactive, saying things 'out of turn', self-regulating emotional responses).
- Limbic System (responsible for emotional changes, energy levels, sleep routines, memory and coping with stress).

This can impact on their personal and social life too, leading to poor self-esteem, high levels of frustration and inappropriate social skills. Negative patterns of behaviour can build up leading to some people also developing mood and conduct disorders.

Attention Deficit Hyperactivity Disorder

How you can help

Small adjustments in approach can have a significant effect on the long-term learning outcomes of a person with ADHD.

- Try to keep clear and consistently applied rules within the team
- Give the person frequent and immediate feedback or consequences about behaviours, so they can more easily link this with the act which caused this.
- Praise 'wanted' behaviour frequently to encourage it and provide positive reinforcement. Try not to react to 'unwanted' behaviour, instead, where it does not impact on other young person, or involve risk, ignore it to disempower it and divert the conversation. All behaviour is the person communicating a feeling, try to look and react to the feeling not the behaviour (bored, frustrated, anxious, trying to make friends etc).
- If a person regularly interrupts, you could agree a discreet gesture or word to let them know they are interrupting and support them to self-manage.
- If a person cannot be motivated to concentrate for the length of the meetings allow them a break so that they have an agreed exit processes and return time. They will diffuse the tension and minimise opportunities for confrontation, supporting the person to learn to self-manage.

- Allow some restlessness at work area. Sensory distractions like tactile manipulations (stress ball) and physical breaks to move around can help maintain focus.
- Give clear step-by-step instructions with visual organisational aids, breaking down tasks into manageable pieces.

Encouraging the person to write down important information in a designated place.

Encourage the person to use visual strategies, for example:

- Planners, organisers, timers, "to do" lists
- Visual calendars or wall planners
- Assistive technology such as smart phone planning applications

Autism

My disability

A person with Autism will likely experience difficulties in all the identified areas: communication, social understanding, interests and information processing, sensory processing. However, this will be on a spectrum, so each area will be affected by individuals in different ways.

Also, many young people will have strategies in place to support themselves or be experienced in masking the challenges they face whilst at work and only reveal these at home, or when it is unavoidable.

All areas of difficulty will likely be exacerbated when a person is feeling anxious, stressed and/or in unfamiliar environments.

Autism

How it might affect me

Autism is a complex neurodevelopmental disorder; it is a lifelong developmental condition that affects:

Communication: Differences in understanding and expressing communication and language. A person with Autism may be non-verbal or highly articulate, their use of language may mask their level of understanding.

Social understanding: Differences in understanding social behaviour and the feelings of others and self-management of emotions.

Interests and information processing: Differences in understanding concepts, generalising and managing transitions and passions for specific areas of interest, and the ability to absorb auditory information.

Sensory processing: Differences in how they experience sensory information heightened and lowered, including: touch, sight, hearing, smell, taste, vestibular (balance) and proprioceptive (body awareness).

Autism

How you can help

The most help for a person with Autism is going to be talking to them and finding out how they are affected by their condition.

By identifying what they find challenging and what their strengths are all employers can adjust their approach.

Generic strategies to support Autistic Spectrum Disorder include:

- Work with the person to find the most effective way to communicate with them. Some may prefer a written dialogue that gives them time for processing information and less social elements to navigate.
- Give clear and precise information in manageable chunks.
- Some people may have difficulty in initiating conversations, asking for help or problem solving so keep an eye out and check understanding.
- If a person has challenges with frustrations or anxieties, agree a time out process, this could help diffuse tension and support the person to learn to self-manage.
- Give a person time to adjust to transitions (e.g. team to team, task to task).

- Give clear guidance on appropriate times to discuss 'special interests' if these are dominating or distracting from work. Or use it as a tool to engage persons and encourage them to engage with peers.
- Make allowances, where possible, for routines and rituals that work to ease the young person's anxieties (e.g. lining up pens on a desk).
- Be understanding that socially 'inappropriate' actions are unlikely to be deliberate. Eye contact, body language, proximity, voice volume and intonation can be difficult to use and understand.
- Try and avoid figures of speech or sarcasm that might confuse young persons.
- Allow additional time for the person to process verbal instructions/questions.

Dyslexia

My disability

Dyslexia is a learning difficulty that mostly affects the skills involved in accurate and confident word reading and spelling. Dyslexia can also occur alongside other learning difficulties. It's estimated that up to 1 in every 10 to 20 people in the UK has some degree of Dyslexia.

People with Dyslexia are usually of average or above average intelligence, but tend to have specific learning difficulties with reading, spelling and writing. Math and musical notation may also be affected.

A person with Dyslexia may have a range of underlying difficulties, not immediately associated with reading and writing, including perceptual problems.

Dyslexia

How it might affect me

Features of dyslexia can be:

- Difficulties with blending sounds to read, say and spell words
- Reading things wrong and then not fully understanding
- Difficulties with remembering more than one thing at a time
- Difficulties constructing written sentences
- Difficulties finding words when talking to someone
- Difficulties with organisation and time-management
- Slower speed of information processing (need longer to think what to say, have difficulty with 'word retrieval'). Slower reading speed, especially if sensitive to light – may benefit from using a coloured overlay and changing screen background
- Time management and organisation, including completing activities
- Frustration at own difficulties which do not reflect their ability
- Concentration.

Dyslexia

How you can help

How you can help:

- Give a person time to read things properly and check that they have understood
- Offer reading support if needed, including technology if they prefer this support
- Provide words, and definitions of new words, for each new topic to learn in advance
- Provide pictures diagrams, audio and images, where possible to support learning key points
- Help them clear notes they can use for revision
- Separate marking of spelling, punctuation and written expression from content so that the young person's knowledge and understanding is acknowledged
- Provide hand-outs for discussions so that the persons have time to read through at their leisure. If reading is a real problem, provide handouts electronically and encourage reading with Text Help
- Provide activities instructions on photocopied sheet/electronically so it is separate and clear.
- Giving guidelines on organising, dating and filing notes (e.g. colour code) at the start of the employment
- Support the use of voice recorders or laptops if needed
- Ensure access arrangements are sorted out in good time if the person is eligible.
- Spatial orientation (knowing left from right, working out how a map relates to a picture).
- Sequencing and other organisational skills (how to put an assignment together logically and organise study time effectively).
- Fine motor control and co-ordination (legibility of handwriting)

Dyscalculia

My disability

Dyscalculia is often associated with dyslexia and other learning difficulties. It is identified as a specific difficulty with learning and retaining basic math skills and manipulating numbers or completing mathematical tasks. Because math is developmental, basic math skills need to be regularly reinforced.

A person with Dyscalculia may have a range of underlying difficulties such as:

- Spatial orientation (knowing left from right, working out how a map relates to a picture)
- Sequencing and other organisational skills (how to put an assignment together logically and organise study time effectively)
- Fine motor control and co-ordination (legibility of handwriting).

Dyscalculia

How it might affect me

Typical symptoms of dyscalculia can be:

- Difficulties with learning and retaining basic math methods
- Areliance on counting and defaulting to addition when presented with a sum or calculation
- Difficulties with navigation and orientation
- Difficulties with money and budgeting
- Difficulties with estimating, counting backwards and sequencing numbers
- Difficulties with telling the time and time management
- High levels of anxiety associated with math and number.

Dyscalculia

How you can help

- Use shapes, colour, objects, etc when teaching me to help me remember stages of a process
- Break complex calculations and instructions down into clear step by step stages
- Focus on functional math
- Allow the use of a calculator, where appropriate
- Allow additional time to complete math tasks
- Encourage me to visualise the mathematical problem
- Allow access to digital alternatives for telling the time
- Help me systematically learn math terms and symbols, e.g. personal math dictionary.

Dyspraxia

My disability

Dyspraxia is a development co-ordination disorder (DCD) which affects movement and coordination. It affects the way the brain processes information and the way messages in the brain are transmitted.

Emotional problems, immaturity and/or obsessive behaviour are also associated with Dyspraxia.

Dyspraxia

How it might affect me

The features of DCD can be:

- Difficulties with gross and fine motor skills, e.g. climbing stairs, catching or kicking balls, handwriting, using scissors, doing up buttons, etc.
- Appearing clumsy or difficulties with coordination
- Motor skills may be difficult to learn and retain
- Impaired or delayed speech
- Difficulty in planning and organising thoughts and ideas
- Appearing disorientated in the physical environment
- Difficulties with memory function, e.g. remembering where they left their keys, recalling or retaining information
- Difficulties with attention and concentration

Reading and Writing: Inaccuracy when copying words and/or numbers, listening to or reading instructions, understanding or making sense of information, decoding maps and charts, spelling, cohesion when writing assignments.

Multitasking: Listening and taking notes at the same time.

Emotional and sensory: Some people may have phobias, obsessive or immature behaviour, be sensitive to external stimulation e.g. different levels of light, sound and heat intensity and or experience extremes of emotions.

Dyspraxia

How you can help

How you can help:

- Get to know the individual support needs
- Give a person praise and don't compare them with others
- Allow them extra time to process information and complete tasks
- Prompt them to stay on track, as they may lose concentration easily
- Consider that persons may need adaptations to equipment or their working environment, e.g. pen—grips, use of technology or different seating arrangements.
- Teach organisational skills, diary, folder management.
- Ensure that where required assistance is given to the person to find his/her/ their way around, they may forget where they are supposed to be.
- Allow access to word processors/laptop/voice recorders etc.

Dyspraxia Visual Stress - Meares Irlen Syndrome

My disability

Visual Stress (also known as visual perception dysfunction, Meares Irlen Syndrome or Irlen Syndrome) is a very specific problem associated with the photoreceptors of the eye (cells in the retina) and how wavelengths of light are absorbed and processed by the brain.

It is important to seek advice from a qualified medical practitioner to exclude any medical conditions that might be causing the above symptoms and make sure that an up to date eyesight check with a fully qualified Optician/Optometrists has been completed before screening for visual stress.

Dyspraxia Visual Stress - Meares Irlen Syndrome

How it might affect me

Visual stress can lead to difficulties with:

- Reading accuracy and comprehension
- Processing written text
- Poor handwriting
- Difficulties with attention and concentration
- Light sensitivity and distortion/blurring of text
- Physical effects such as headache, eye strain, dizziness and nausea.

Dyspraxia Visual Stress - Meares Irlen Syndrome

How you can help

Strain or Fatigue: Feeling strain, tension, fatigue, sleepy, or headaches with reading and other perceptual activities.

Poor Depth Perception: Inability to accurately judge distance or spatial relationships. May be unsure or have difficulty with such things as escalators, stairs, ball sports, or driving.

A person with Meares Irlen will likely be assessed to use tinted filters worn as glasses, to reduce or eliminate perception difficulties and light sensitivity. Overlays and specific coloured paper may also support in the short term but are not ideal as they don't support looking at a white board or writing on anything other than the coloured pad.

Physical Disability

My disability

The term Physical Disability indicates a limitation of a person's physical functioning, mobility, dexterity or stamina.

This can include:

- Permanent disabilities
- Temporary illnesses
- A range of medical conditions

All of which will impact individuals differently and potentially fluctuate in different environments.

Some disabilities have a name such as Cerebral Palsy or Muscular Dystrophy. This is a generic term and everyone's experience of this will be vastly different. It's important to work with each young person/employee appropriately for their specific needs.

In the workplace a physical disability could affect a person's ability to:

- Communicate as well as have some speech and language difficulties
- Take notes or undertake practical tasks as they may have limitations in their strength and/or dexterity
- Travel short or long distances, they may use manual or power wheelchairs, crutches, walking frames or may just need extra time and to use the lifts when moving around the workplace
- Meet their own personal needs independently.

Physical Disability

How it might affect me

As all people I have differing needs, the most important thing is to communicate with the person as they are the best judge of how they are effected and what they need in terms of support.

A physical disability could affect a person's ability to:

- Process information – for example Cerebral Palsy or a stroke (Cerebral vascular accident).
- Speech and ability to communicate.
- Move joints, limbs etc that will impact their ability to take notes or undertake physical tasks in the workplace.
- Travel short or long distances, they may use manual or powerwheelchairs, crutches, walking frames or may just need extra time and to use the lifts when moving around the campus.
- To meet their own personal daily needs independently.

Physical Disability

How you can help

- Be aware of the young person's needs, and if they have a note taker, use a laptop or DVR (digital voice recorder) in class to capture notes
- Be aware of any access arrangements in place to ensure these are the person's normal way of working
- Always address the person and not the person with them if they are accompanied by a support worker
- Always position yourself in front of the person when speaking and try not to have long conversations when pushing a manual wheelchair where you are behind the young person
- Consider the access issues for the person— if you are not based on the ground floor – is there lift access?
- Can they safely evacuate the building in an emergency, and do they require a Personal Emergency Evacuation Plan?
- Consider the environment does the person require a height adjustable desk, alternative seating or positioning?
- If supporting a person to complete practical elements of employment work because they physically cannot, always ensure you communicate effectively with them so that they are in control of the work that is produced, and it is completed to their specification.
- Try not to make too many assumptions before you have discussed an individual's condition
- Patience is the key word. If you can create and maintain a relaxed atmosphere many problems will not even arise
- For Cerebral Palsy, people should be aware of any repeated involuntary movements
- If regular exercise is part of the normal routine, you may have to plan this into activities
- If you are arranging visits and trips, forward plan with your person to ensure they have the same opportunities and access as the rest of the staff and take advice on risk assessments if necessary
- If persons have a condition/ disability that affects their speech, always ask if the person to repeat what they have said, or re-frame the question if you have not understood. Never pretend. Don't be embarrassed, they will likely be used to the situation and their speech pattern will become more familiar in time
- Some people may require more time to answer questions or contribute in department debates
- Some people may become more tired in the afternoons due to their condition, and need to be aware of how to 'pace' their days at the workplace
- Please always ask and be discreet in your approach initially.

Epilepsy

My disability

Epilepsy is a neurological condition that affects about 1 person in every 200 and causes recurrent seizures that originate in the brain.

People can experience many different types of epileptic seizures, and you will need to find out what is normal for each individual.

Seizures can last for different amounts of time. Once a seizure is over the individual who will need to recover, this can take much longer than the seizure itself.

The majority of people with epilepsy respond well to treatment and can get on with their lives. However, some people with frequent seizures of any type may need constant supervision and support.

Personswith Epilepsy will usually have an individualised Care Plan.

Epilepsy

How it might affect me

The term Physical Disability indicates a limitation of a person's physical functioning, mobility, dexterity or stamina.

This can include, permanent disabilities, temporary illnesses and a range of medical conditions, all of which will impact individuals differently and potentially fluctuate in different environments.

There are three main types of seizures, which are:

- Primary generalised seizures
- Partial (focal) seizures
- Secondly generalised seizures

Primary generalised seizures – the whole brain is affected by the disruption to its usual activity and consciousness is lost. Seizures in the category include:

Absences – the person looks blank for a few seconds and may not respond when spoken to or realise they have had a seizure. This type of seizure can happen repeatedly and can be mistakes for daydreaming.

Tonic-clonic – the person stiffens, loses consciousness, convulses and may fall. Irregular breathing and/or incontinence may happen.

Tonic and atonic seizures or drop attacks – the person may stiffen and fall heavily or lose muscle tone and crumple to the ground.

Myoclonic – rhythmic, shock-like muscle jerks that can affect the whole body and can be strong enough to throw the person to the ground.

Partial (focal) seizures – only part of the brain is affected, and consciousness may be altered but not lost. Seizures in this category include:

Simple partial seizure – the person may experience unusual sensations and/or movement in one part of the body, e.g. tingling or twitching.

Complex partial seizures – awareness is disturbed or lost and the person may experience unusual feelings. They may be unaware of their surroundings and unable to respond when spoken to and their behaviour may appear strange.

Secondarily generalised seizures – the disruption starts in one part of the brain and spreads to the whole brain.

Status epilepticus is a condition in which seizures persist for 30 minutes or more. It can occur with all types of seizure but with tonic clonic seizures it is a medical emergency requiring immediate medical treatment. If a tonic clonic seizure lasts more than 5 minutes or if a second seizure occurs before the person has recovered, call for medical help.

Epilepsy

How you can help

Get to know the person and how their epilepsy does or doesn't affect them and how they'd like to manage it.

Be aware of their care plan and if you have any responsibilities within it.

Know a person's triggers and ensure they are supported to avoid them as much as possible at the workplace e.g. missed meals, response to stress or anxiety, illness, flashing lights.

If persons are missing everything you do due to their epilepsy, support with providing catch up work and helping them feel comfortable returning to the workplace.

If a person has a seizure at the workplace, work with them to ensure they feel comfortable returning to the workplace.

Further support:

The nurse at college will be able to advise all involved of any care plan requirement. Further training in Epilepsy is also available.

Watch the video below to learn what to do if a person is having a seizure and you do not have a care plan:
www.youtube.com/watch?v=7MPJauo4DdY

If it is a medical emergency, you need to dial 999.

Diabetes

My disability

Diabetes is a fairly common health condition, where a person's pancreas does not produce any insulin, or not enough, or where the insulin that is produced does not work properly. This causes the amount of glucose in your blood (blood sugar level) to be too high, because the body cannot use it properly.

There are two types of diabetes:

Type 1 diabetes:

Type 1 diabetes occurs when the body is unable to produce any insulin. Usually, it occurs before the age of 40, and especially in childhood. A common way of treating Type 1 diabetes is through daily insulin injections.

Type 2 diabetes:

Type 2 diabetes develops when the body can still make some insulin, but it is either not enough or does not work properly. It is usually controlled with a healthy diet and exercise and, in some cases, insulin.

Type 2 diabetes is far more common than Type 1. In the UK, around 90% of all adults with diabetes have Type 2.

During pregnancy, some women have such high levels of blood glucose that their body is unable to produce enough insulin to absorb it all. This is known as gestational diabetes.

People with diabetes will be advised to eat healthy, exercise regularly and carry out regularly blood tests to check blood glucose. Uncontrolled diabetes can lead to damage to the heart, eyes, feet and kidney.

Diabetes

How it might affect me

A person with Diabetes may experience:

- Excessive thirst.
- Needing the toilet frequently.
- Tiredness.
- Wounds that don't heal very quickly.
- Weight loss.

To manage their condition a person with Diabetes will need to:

- Have regular meals
- Exercise
- Treat hypos quickly (by eating sugary but not fatty food or drink).

How can it affect me?

Diabetes cannot be cured but you can control the symptoms in order to prevent health problems developing later on in life. Glucose or blood sugar levels need to be regularly checked in diabetes. If glucose levels get too low, a person could experience hypoglycaemia, or a hypo. Signs that someone is having a hypo could be hunger, shakiness, irritability or blurred vision.

Diabetes

How you can help me

If the signs are spotted quickly enough, the hypo can be treated by taking something high in sugar, such as a non-diet fizzy drink. If the person is unable to swallow, seek medical help quickly, rather than trying to force them.

Insulin cannot be taken by the mouth, but rather has to be injected. Two of the ways of taking it are:

Insulin pens – small needles in the form of a pen that can be carried around with you, to inject insulin at appropriate times, such as after eating.

Insulin pumps – a device that is attached to your body, via a small plastic tube that usually sits under your body. This provides continuous insulin and should not be disconnected for long periods of time

There is no special 'diabetic diet' although a healthy diet is important in controlling both forms of diabetes.

Chronic Fatigue Syndrome

My disability

Chronic Fatigue Syndrome (CFS) is a debilitating disorder characterised by extreme fatigue or tiredness that doesn't go away with rest and can't be explained by an underlying medical condition.

CFS can also be referred to as Myalgic Encephalomyelitis (ME) or systemic exertion intolerance disease (SEID).

Chronic Fatigue Syndrome

How it might affect me

A person with CFS may experience the following symptoms:

- Fatigue after physical or mental activities. This can last for more than 24 hours after the activity and is severe enough to interfere with daily activities.
- Loss of memory or concentration
- Chronic insomnia (and other sleep disorders, therefore feeling unrefreshed after a night's sleep
- Muscle pain
- Frequent headaches
- Multi-joint without redness or swelling

- Frequent sore throat
- Tender and swollen lymph nodes in your neck and armpits.

People are sometimes affected by CFS in cycles, with periods of feeling worse and then better again.

To manage their condition a person with Chronic Fatigue Syndrome will need to manage their exertion (physical and mental) throughout the day and week to ensure they rest accordingly and respond to how they are feeling.

Chronic Fatigue Syndrome

How you can help me

Support strategies:

- Be aware of the person's syndrome and make allowances, where possible, for attendance, no completion of work and fatigue in class
- Plan for rest periods during class/during the day or plan the day to fit with the person's support needs. A person with CFS may find mornings or long days more challenging.
- People' may need support with note taking and handouts provided, to reduce the exertion of note taking.
- Be open to the idea of combining the workplace and home learning and alternative delivery methods the person can access in their own time when they are feeling well.
- Offer and encourage the use of organisers, and other tools for time management and organisation, especially if a learner isn't attending everything you do and need to keep up with work.
- Allow for extended time assignments (special allowances) and ensure access arrangements are in place for exams.

Mental Health

My disability

Mental health encompasses a whole range of UNSEEN difficulties from mild anxiety, known to us all, to more serious and enduring conditions, managed by medication & therapy.

Some are temporary, triggered by the external circumstances including Stress, Anxiety & Depression.

Others are Genetic such as Psychosis (which leads to a temporary altered perception of reality).

Others include Obsessive Compulsive Disorder, Paranoia, Phobias, Eating Disorders & Post Traumatic Stress Disorder.

However, a lack of understanding leads to prejudice and fear, which is a huge hurdle, leading to isolation and rejection, compounding the problem.

Mental Health

How it might affect me

Spotting the signs & symptoms

As an employer you are not responsible for diagnosing mental health problems or expected to be a mental health expert, but you might notice behaviours or signs that a person is struggling.

These might include:

- Tearful or frequently upset
- Avoiding friends or social events
- Not enjoying activities, they enjoyed before
- Unable to carry out normal tasks or handle daily stresses
- Restless
- Changing their eating habits
- Abusing alcohol or drugs
- Angry for prolonged periods of time
- Having paranoid thoughts
- Self-harming
- Talking about suicide

Mental health refers to the way we think, feel and act. Everybody has mental health, the same way everybody has physical health, and we need to look after it.

If you go through a period of poor mental health, you might find that the ways you're frequently thinking, feeling or reacting can become difficult, or even impossible, to cope with.

1 in 4 adults and 1 in 8 people experience a mental health problem.

If you are concerned about a person's wellbeing, try to stay calm and have a conversation with them, or where appropriate their next of kin.

Mental Health

How you can help me

- Facilitate TRUST in your working relationship
- Be patient and demonstrate empathy: lack of understanding can lead to prejudice, resulting in isolation & compounding the problem
- Encourage realistic individual steps to build self esteem
- Use mind mapping to set small long-term goals
- Weekly Diary Management
- Allow 'Time Out' option to self-manage mood and anxiety
- Do not put under the spotlight
- Allow presentations in small departments
- Negotiate deadlines
- Be alert to individual strengths and capitalise on them to build confidence
- Be consistent and resilient
- Constantly reinforce a positive vision of their future
- Be aware of professional boundaries
- The one to watch: destructive behaviours. The result of low self-esteem, can lead to sabotage of opportunities for success because it is unknown territory

Create a safe space for them to open up

This should be somewhere they feel comfortable and you are unlikely to be distracted.

Listen

Let them know that this time is for them to talk, and you are there for them. Try not to offer solutions right away and ask what they think could help.

Be open

Some people find it difficult to talk about mental health and wellbeing. Being open and gently encouraging conversations helps mental health to become an everyday topic that people are more comfortable to talk about.

Be honest

They may have questions about mental health and wellbeing, and you may not have all of the answers. Be honest about not knowing and agree how you will follow up.

If a person is in crisis:

- Suicide risk assessment
- Mental Health Assessment under 25: call Point 0800 977 4077 / email: help@point-1.org.uk
- Give them The Samaritans number. Call 116 123 24hrs a day.

Encourage them to seek help

Encourage the person to speak to their next of kin or to a GP, about how they are feeling. You might also signpost them to support in your local area. Inform a person where possible that you are required to pass any concerns on.

Moderate Learning Difficulty

My disability

Moderate Learning Difficulties (MLD) can also be known as GLD – a global learning delay or difference. This is not a specific but a generic learning difficult which relates to a general delay in learning, it can affect everyone in a number of different ways.

A moderate learning difficulty is not a medical diagnosis, but a range of assessments can be carried out to

determine whether a learning difficulty is present, such as literacy/numeracy diagnostics or tests, psychometric testing, IQ tests, and educational psychology assessments.

It can be difficult to recognise someone with MLD, as its presentation can be confused with ‘bad’ behaviour, autism, or Specific Learning Differences. MLD can also be diagnosed alongside other disabilities.

Moderate Learning Difficulty

How it might affect me

Personswith MLD could present some or all of the following traits:

- Basic understanding of words/sentences.
- Poor understanding of words and pictures, word association.
- Low confidence/self-esteem.
- Lacking appropriate or immature social skills, or completely the opposite.
- May find it easier to ‘show’ rather than ‘tell’.
- May struggle with cognitive processes – such as memory, keeping attention, decision making and understanding language.

- May not understand levels of seriousness, consequences or not responding well to instructions. E.g. looking both ways when crossing the road.
- Individuals may have heightened phobias or anxieties.
- May appear immature for age.
- May struggle with organisation.
- May have slow speech or poor vocabulary.
- Could be involved in bullying.

Moderate Learning Difficulty

How you can help me

Strategies for working with persons with MLD:

- Speak to the person and listen to their needs. They probably have their own strategies and are aware of what their strengths and weaknesses are.
- Encourage independence at all opportunities and avoid over dependence on support.
- Provide hand-outs.
- Break tasks down into manageable sections, 1 or 2 instructions at a time.
- Give full explanations using simple language.
- Praise effort and reassure.
- Allow extra time for tasks, assessments if necessary.
- Revisit and recap prior learning regularly to allow extra opportunities to reinforce learning.
- Consider multi-sensory delivery and flexible assessment such as witness testimonies, video recording – especially where formal accreditation is not necessary.

Deaf and Hard of Hearing

My disability

Deaf or Hard of Hearing can be temporary or permanent, present since birth or onset at a later age.

A person who have notified that they have a Hearing Impairment could range from British Sign Language users to those who have become deaf and use speech

and lip-reading, from profoundly deaf persons who do not use hearing aids, to those that have hearing aids or a cochlear implant.

It is vital to understand individual persons needs as a different people will be affected in different ways.

Deaf and Hard of Hearing

People who are Deaf/Hearing Impaired will likely have difficulty:

- Hearing the verbal input of the lecture.
- Accessing information/instructions correctly.
- Taking notes while also listening to/ watching other information.
- Participating in department discussions
- Acquiring subject specific vocabulary
- English metaphors, jokes etc.
- Difficulties with written English.
- Lip-reading.
- Mixing with their peer department.

- Working in a room with background noise (for example the 'hum' of a computer, machinery).
- Working in a poorly lit room.

Deaf and Hard of Hearing

How you can help me

- Consider a range of ways of explaining activities or giving instructions so that misunderstanding is avoided.
- Ensure the individual can see the person speaking, as they may find it helpful to read lips or body language.
- Some people may become inattentive when others are speaking, owing to a difficulty in following speech. They may have difficulty in noisy conditions e.g. when a lot of people are talking at the
- Particular attention needs to be paid to safety wherever you are. Remember that warnings that rely on hearing, such as fire alarms, shouted instructions, or car horns, may be ineffective. You may find it useful to pair to person up with a hearing 'buddy'.
- For lip-reading make sure you have good lighting, avoid putting your hands in front of your face or looking away at a screen, give adequate breaks, to enable the deaf

that the listener is directed to face whoever is talking.

- Some people may need to use other aids such as 'signing' to help their communication, for instance, Makaton or British Sign Language. You will need to check with the person concerned, as they may well have developed their own range of signs.
- Depending on the type of hearing loss, speech may be difficult for you to understand. This will become easier as you get to know the person concerned. Don't forget, that to the individual concerned, what they are saying makes perfect sense.

Blind or Sight Impaired

My disability

Blind or sight impairment is an eye-sight difficulty that is not correctable by wearing glasses, contact lenses or surgery.

80% of what we learn is thought to be gained through vision. Vision is the coordinating sense, reinforcing information gained from other senses and provides us with a wealth of information instantaneously.

It aids our motivation, memory and concentration, helping us anticipate, and reinforce information gained from other senses. Because of the individual nature impairments, it is vital we communicate with the persons so that we can fully understand their challenges and support in the appropriate way.

Blind or Sight Impaired

How it might affect me

- Reading and writing tasks, e.g. books, hand-outs, signs, proof reading, copying and seeing from the board etc.
- Mobility and orientation around campus and to and from the workplace. For example: difficulties with judging distance, speeds, depth perception, moving in crowds, difficulty reading signage, increasing risk of the falls or bumping into things, persons may use a cane or guide

- dog for support.
- Social interaction, including department work participation and making friends, for example, difficulties such as recognising on non-verbal and visual features, expressions and behaviours, knowing who is in the department, when to speak and turn taking.

Blind or Sight Impaired

How you can help me

Support strategies for persons with Visual Impairments – Accessing information and communication:

- Always discuss with the young person/ employee about the eye condition and the extent to which help is needed. Ask for any advice or practical tips they may have to offer.
- Don't worry about saying 'nice to see you.' Blind and partially sighted people use these phrases too.
- Use lots of verbal descriptions and try to avoid phrases such as 'over there.' Use

directional instructions, 'walk to your left', 'towards me' etc.

- Use touch appropriately when you meet and greet someone to let them know you
- Accessing information, they will likely have a reduced opportunity to access incidental learning
- Practical tasks for example, travelling, cooking
- Adapting to the physical environment e.g. changing light and weather conditions, coping in busy chaotic areas.
- Many aspects of day to day life may require more effort, time, planning, concentration, and/or adaptive skills/ equipment or technology to undertake safely, and therefore increase the levels of tiredness the person experiences.

- There are a variety of aids available, such as magnifying lenses; large print publications; Braille transcriptions; audio descriptions; electronic reading aids and screen readers, all available from RNIB or local societies for the blind
- During many activities, verbal instructions and a 'running commentary' from a work buddy or instructor could be helpful
- Always find out what aids are required for each individual; everyone will have different needs. For example, it is important not to just produce Braille documents when the person requires something in Large Print or audible format
- Some people will use white canes for mobility and orientation, so others need to understand and be aware of them.

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et someone and 'sign off' when you leave them

- Always let them know who else is around and whether they are in a small or large group.
- Arrange a guided walk around your meeting place and any new venues and inform them of any changes.
- When you are leading or guiding, ask the person if they require help and then ask them to grip your arm, just above the

elbow. Walk at their pace, tell them where you are going and point out any obstacles or key points on the way.

Toolkit 1

Inclusion business sense

SEND young people are a valuable resource

- save on recruitment time and costs
- access to a wider labour pool
- skills matching
- staff retention
- absences and late improvement
- stay longer in job
- take fewer days off

Culture

- inclusive environment
- increase staff morale
- champion diverse work force
 - positive impact of work environment and staff
- disability confident
 - attributes - polite, keen, willingness, positive attitude

Consumer and Community

- reputation
 - embracing inclusion translates to greater staff and customer loyalty, meaning more referrals to new customers.
- reflection of diverse community
 - inclusion allows you to appeal to more people. Inclusion can become part of your branding and marketing
 - take Corporate Social Responsibility further and embed best practices into all parts of your organisation

Financial benefit

- greater employee productivity and efficiency.
- greater employee retention and morale.
- avoid penalties and legal action.
- access a bigger customer base: when you are better able to address the needs of your diverse customers, you can enjoy the purchasing power of the disabled population.

Foster talent and creativity

- diverse ways of thinking and ways of being led to innovation.
- innovation helps you get the edge and become market leaders.
- a workforce that represents the diversity of your customers is more likely to design with their needs in mind.

It's better for everyone

- inclusion and 'universal design' make things better for everyone, not just disabled people.
- when you take down barriers, you remove the need to put in extra work for individualised solutions, which can lead to exclusion or even humiliation.
- anticipating diverse needs allows you to welcome all as equals: recognising the intrinsic value of each person and what

Toolkit 2

Questions answered

they contribute.

Q) Will I need to give extra time to spend with someone who has additional needs?

A) We do ask you to identify a workplace mentor for all our persons.

Q) How can take on a person when I have staff shortage and can't recruit?

A) An additional pair of hands will drive productivity, strengthen your recruitment pipeline and address skills shortage.

Q) Will the person have the skills I am looking for?

A) Everyone has their own skills and attributes. Match the right young person. Common business sense decision.

Q) How will the person fit in?

A) You will have staff at work already with a disability. Your staff and the person will add value and bring richness.

Q) What adjustments will I need to make?

A) You will only be required to make reasonable adjustment as you would do with any member of staff

Q) Will I need to be trained in disability as I don't have the skills or knowledge to help?

A) We have a tool kit guide for employers to inform you about different types of disability and how you can help. We have trained staff to advise, so you are not on your own.

Toolkit 3

Recruitment approaches

Refining job descriptions:

- understanding and conveying clearly how ‘difference’ would benefit the role
- inclusive language

Reaching out to a broader pool of talent:

- targeted advertising
- promoting your I&D practice loud and clear

Application forms available in different formats:

- braille
- audio file

Alternative methods of assessment:

- stick to clear and necessary criteria
- task related testing
- job trials

Alternative ways of capturing application form information:

- assistive tech built into online platforms
- video
- audio recording

Language choice when asking if the applicant needs support:

- “we want all our staff to thrive in their roles”
- “what can we do to support you to thrive”

Share interview questions with all candidates in advance.

Ask if they need any reasonable adjustments when inviting for interview:

- offer a range of time slots that may suit better
- offer suggestions of adjustments that are available for interview
- provide examples of past adjustments

An identified workplace mentor

Mentoring principles

1. Mentoring requires a trusting, confidential relationship based on mutual respect.
2. Mentoring relationships must involve clear boundaries.
3. Mentoring involves a definite time commitment.
4. Mentoring is intended for enhancing specific growth goals of a mentee, not for organisational requirements (such as employee evaluation).
5. The purpose of mentoring must be mutually established by the mentor and mentee with clearly defined goals/outcomes.
6. Mentors should be an effective role-model.
7. Performance assessments to be of high quality.
8. Mentees must be encouraged to “raise the bar” for themselves as their insights and skills increase.
9. The relationship ends when the mentee is able to operate independently.
10. Give value to the mentee without receiving extrinsic reward.

Toolkit 4

Mentoring approaches and benefits

The roles of the person undertaking mentoring use skills such as active listening, questioning, guiding and supporting.

Mentors should consider

- Likely challenges and how to face them
- Boundaries and issues of confidentiality
- Active listening and communication skills
- The skills and qualities required
 - An outline of the process and expectations for the person

Benefits of a workplace mentor

- Help to develop and promote talent
 - Positive impact on the personal and professional development
 - Increased self-reflection or critical reflection of their own practice.
 - Support for progression, enabling the person to develop their practice.
- An effective mechanism for supporting challenge.
 - Mentoring can be an appropriate response to support an individual to address significant issues that might inhibit progress.
 - Alternatively, it might be used to accelerate the development of a person deemed to have significant potential.



The role of a mentor

It is important to establish boundaries that you both feel comfortable with.

These could include:

- Operating within limits of own competence
- Respecting each other's time and responsibilities
- Establishing a non-exploitative relationship
- Examining a mechanism for resolving problems
- Deciding what you, the person is prepared to talk about
- Not intruding into areas, the person wishes to keep private
- Working within the law and the Data Protection

Toolkit 5

Questioning Techniques



Act

Open Questions

Allow more expression and open up the conversation.

T - Tell me... (an example of that?)

E - Explain to me... (why you did that?)

D - Describe to me... (how you tried to do that?).

Closed questions

Help you 'close' off conversation, by limiting the response to yes or no (or a very short answer).

Reflective questions

Used to reflect what you have

heard & offers the opportunity to check your understanding. Very useful when lots of information has been shared or you

have been listening for some time.

Hints and tips

Use the inclusive guide to help consider and prepare your approach

Toolkit 6

Common issues

Common issue 1

Behaviour seen - the person keeps forgetting to come in for meetings

Behaviour expected – perhaps the expectations are too high

Behaviour agreed -



Common issue 2

Behaviour seen – the person is not used to formal way of communicating in business

Behaviour expected - the person expected to understand the NVQ terminology

Behaviour agreed -

Behaviour expected – the person is focused on areas of work

Behaviour agreed -

Common issue 5

Behaviour seen – the person is struggling with the NVQ / written work

Behaviour expected - the person to do well in all areas of the work

Behaviour agreed -

Common issue 3

Behaviour seen – the person forgets instructions for tasks and duties

Behaviour expected – the person to appreciate and understand that some aspects of the work can be repetitive and mundane

Behaviours agreed -

Hints and tips

- Plan what you want to cover
 - Be prepared to agree behaviours and what you need from the person
 - Refer to the inclusive guide as some of the issues might be related to a learning difference or disability.

Common issue 4

Behaviour seen – the person keeps using mobile phone when on duty at work

Welfare and Wellbeing

Employer support for a person

- Getting advice on simple adjustments
- Helping you to understand what support you can offer
- Getting advice on creating a support plan to get the person back on track

Toolkit 7

Welfare and Wellbeing



Wellbeing

- We understand the importance of a healthy and productive workforce, particularly with young people.
- We can signpost you and your person to a free service to help them overcome any difficulties they are experiencing at work due to stress, anxiety or depression, so they can remain a valuable asset to your company.

Safeguarding

If a person tells you about possible abuse or harm:

- Listen carefully and stay calm.
- Reassure them that by telling you, they have done the right thing.
- Inform the person that you must pass the information on, but that only those that need to know about it will be told. Inform them of whom you will report the matter to.
- Note the main points carefully.
- Do not investigate concerns or allegations yourself, but report them immediately to your point of contact at college who will alert the Safeguarding Officer at college

Prevent Duty

- Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

- The following sources may also be useful for further information:
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- Let's Talk About It <http://ltai.info/what-is-prevent>

Radicalisation

"The process by which a person comes to support terrorism or forms of extremism that support terrorism"

- Are you worried about a person who might be showing a hatred for people from other faiths, ethnicities, people groups or countries? Worried about what they might do?
- Talk to the Safeguarding Team
- You can also get help and advice from <http://www.ltai.info/>

E- Safety

- Are you being trolled or harassed online?
- Are their pictures and posts private?
- Did you know Facebook can change security settings without telling you?
- Does your person really know who they are talking to online?
- Are their passwords and logons secure?
- If your person needs some help to keep safe online talk to your tutor/assessor.

Name of contact:

.....

T: add telephone number

M: add mobile number

E: add email

W: add web address

Talk to our Safeguarding Team call/txt add mobile number