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Change Log				
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8 <sup>th</sup> June 2021	<ul style="list-style-type: none"> <li>New Policy</li> </ul>	Capella Advisory Board	H. Lees 08/06/2021	<i>K.Smith</i>
5 <sup>th</sup> April 2022	<ul style="list-style-type: none"> <li>Delegate Support Specialist details added to policy</li> <li>Background and purpose – latest data used (2021)</li> <li>Paragraph relating to LSF added</li> <li>Appendix 1 updated to reflect current Delegate Support Processes</li> <li>Policy wording changed to refer to apprentices/delegates throughout</li> </ul>	A Russell 21/02/2022	A Russell 21/02/2022	K.Smith 04/04/2022
9 <sup>th</sup> January 2024	Updated following completion of 2023 Compliance Assurance review to: <ul style="list-style-type: none"> <li>reflect latest Delegate Support Specialists details</li> <li>reflect latest practice and process for apprentices and commercial delegates</li> <li>refer to latest national SEND Data</li> </ul>	H.Lees 5/12/23	H.Lees 09/01/24	<i>K.Smith</i>

### Capella Delegate Support Specialists

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### Background and Purpose

A UK Government report entitled “Special Educational Needs in England: June 2023” showed that 13% of pupils had special educational needs but no Education, Health and Care Plan (EHCP). The percentage of pupils with an Education, Health and Care plan was 4.3%. The most common type of need for those with an EHCP was Autistic Spectrum Disorder (ASD) with almost one in three pupils with an EHCP having been identified as having a primary need of ASD. For those requiring SEN support, the primary need identified was speech,

language and communication needs. This was followed by social, emotional and mental health needs and moderate learning difficulty.

With specific regard to apprentices information from the Strategic Development Network Webinar in April 2021 on “Supporting your apprentices with additional learning support needs” suggested that 20% of learners had additional needs and about 10% declared these at first contact. The Institute for Apprenticeships and Technical Education (IfATE) published data in March 2023 (Tackling inequalities and lack of diversity across apprenticeships and skills training) that suggested that just 8% of Level 4+ apprentices had declared a Learning Difficulty and Disability (LDD), compared with 14% of first-year undergraduates and 18% of working-age population.

As such, we recognise that apprentices/delegates may have learning needs that:

- Have or have not been formally assessed and/or diagnosed
- Have or have not been declared as part of their enrolment or at a later point in their Capella programme
- May change over the duration of their Capella programme.

Listed below are some examples of conditions for which apprentices/delegates may require learning support:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Hearing or sight impairments
- Mobility difficulties
- Autism
- Mental health difficulties
- Combination of multiple conditions

Capella is committed to:

- Creating processes and an environment that enables apprentices/delegates to share their needs and work collaboratively with us and others (including sub-contractors, End Point Assessment Organisations and external agencies where appropriate) to ensure needs are fully understood and met.
- For apprentices who meet the criteria for the Department for Education’s Learning Support Fund (LSF): applying to the LSF to obtain additional funding to support apprentices where the Equality Act 2010 definition of disability is satisfied for the apprentice. That is, where the apprentice has a physical or mental impairment that has a “substantial” and “long-term” negative effect on their ability to do normal daily activities and where they have a difficulty in learning which is significantly greater than the majority of persons of the same age and which directly impacts their ability to complete the apprenticeship (ie

they would not be able to complete the training programme without reasonable adjustments).

- For apprentices who do not meet the criteria for the Department for Education's Learning Support Fund (LSF) and for commercial delegates: Liaising with learners and employers to ensure that any necessary learning support/reasonable adjustments is provided (eg provision of adaptive technology etc).
- Avoiding the risks associated with stereotyping and recognising and building on positive aspects associated with learning needs, not simply seeing "disabilities".
- Sharing learning and best practice across all apprentices/delegates as part of our continuous improvement activities and to avoid the risk of stigmatising apprentices/delegates with additional needs.
- Continuously building Associate skills and confidence to deliver the best possible services for apprentices/delegates and employers.

The purpose of this policy is to set out the intentions and key tools that Capella uses to ensure it provides apprentices/delegates with appropriate learning support and to ensure that, where required, appropriate reasonable adjustments are made to ensure apprentices/delegates are not disadvantaged as a result of their learning needs, are supported to achieve their full potential and are able to complete their apprenticeship or commercial training programme successfully.

This policy should be read in conjunction with Capella's:

- a) Health & Safety Policy, which sets out the intentions and key tools that Capella uses to ensure the health, safety and welfare of apprentices/delegates and Associates
- b) Equality, Diversity and Dignity at work policy, which sets out the intentions and key tools that Capella uses to ensure that equal opportunity considerations are incorporated into all our business activities, and to build an inclusive and supportive environment in which everyone is treated with dignity
- c) Privacy Policy, which details how Capella collects, uses and stores personal information
- d) Assessment Policy which details key tools for conducting Initial and in-programme assessments
- e) Functional Skills Policy which details key tools for planning Functional Skills delivery

This policy includes how we:

- Achieve commitment to the policy in our organisation (Intent)
- Promote the policy (Tools and Curriculum)
- Train our Associates in implementing the policy (Training)
- Obtain additional support and guidance when required (Contacts)

Appendices to this policy provide additional information on Delegate Support:

- Appendix 1 contains The Capella Delegate Support Reporting Procedure which is used to capture and record apprentices'/delegates' learning support needs, and to review and monitor the effectiveness of the learning support provided
- Appendix 2 contains information regarding the sharing of Delegate Support information with employers and other relevant parties
- Appendix 3 contains the Capella Delegate Support Specialist Contract Schedule

### Owners

All Capella Associates, Capella Advisory Board Members, Capella Training Delivery Sub-contractors and End Point Assessment Organisations used by Capella must be aware of and work within this policy. The Capella Managing Director ([kate.smith@capellaassociates.com](mailto:kate.smith@capellaassociates.com)) takes lead responsibility for deployment of this policy and has oversight of Capella's provision of learning support to apprentices/delegates.

### Intent

Capella aim to:

1. Provide a safe, supportive and fully inclusive environment where the learning needs and circumstances of all apprentices/delegates are understood and met in full, and that enables all apprentices/delegates to achieve their full potential and complete their apprenticeship or commercial training programme successfully.
2. Provide all apprentices/delegates with opportunities during the enrolment process, and throughout their Capella programme, to declare/discuss learning needs and/or disabilities and/or medical conditions which could affect their learning and for which they may require additional support.
3. Act swiftly, sensitively and inclusively if apprentices/delegates share any information regarding their learning needs with Associates.
4. Ensure the apprentice/delegate is at the centre of all discussions and actions relating to learning support, that they are involved and have a voice, they feel empowered, and that planned support fully recognises and builds on their strengths.
5. Work with apprentices/delegates who require learning support (and if appropriate their employer) to identify whether any specialist services and/or resources are required (eg assistive technology; specialist software and or hardware; note-takers; accessible information; Examination Access Arrangements etc).

6. Connect with community partners where wider engagement and support may be helpful (eg voluntary organisations).
7. Work with key Capella sub-contractors and End Point Assessment Organisations to ensure needs are fully understood and met.
8. Seek additional funding for learner support from relevant sources (eg Apprenticeship Learning Support Funding from the ESFA) where applicable.
9. Normalise the concept of learning support and work to address any stigmatisation, for example by sharing new resources with all learners not just those with additional needs, and by promoting Fundamental British Values and challenging any inappropriate behaviour.
10. Regularly review the needs of apprentices/delegates who require learning support including:
  - Discussions with apprentices/delegates regarding current and ongoing needs
  - Assessment of the support that has been provided and the impact it has had
  - Ensuring that information regarding apprentices'/delegates' learning needs is recorded accurately, and in a timely, secure manner.
11. Provide personalised, flexible and responsive support for apprentices/delegates so that they can successfully complete their Capella programme.
12. Stay abreast of changes in published guidelines and regulations relating to Special Educational Needs and Disabilities, including details of available-funding, and comply with all such regulations where they are applicable to Capella.
13. Challenge poor practices/behaviours if identified.
14. Ensure that “everyone is responsible” for fulfilling the purpose and aims of this policy.

### Tools

The key tools that Capella will use, to ensure that Capella provides all apprentices/delegates who require learning support with appropriate support, are listed below, in the area of operation to which they relate:

#### *Leadership / Policies / Procedures*

1. Annual review of this policy.
2. Annual communication of this policy to promote the importance of learning support and to ensure that all Associates, Advisory Board Members, Training Delivery Sub-contractors and End Point Assessment Organisations understand their responsibilities with regards to the provision of learning support to apprentices/delegates.
3. Programme information that makes apprentices/delegates and their employers aware of this policy including our intent.

4. Ensuring that all information relating to apprentices'/delegates' learning needs is captured robustly, shared only with parties who need to know and that it is stored securely (in one or more of the following: OneFile, password-protected Delegate Support Log, a Capella SharePoint area that has limited access as documented in the Capella User List).
5. Maintaining and regularly reviewing the Delegate Support Log to ensure all necessary actions have been taken and to identify any trends or systemic issues that require action (as prompted by the Standard Agendas for the Capella SLT Meeting and the Capella Advisory Board Meeting).
6. All Associates working within the Capella Code of Conduct.
7. Appointing nominated Delegate Support Specialists who have a separate Contract Schedule setting out key aims and tasks as shown in Appendix 3.
8. Checking for updates in published guidelines and regulations as prompted by the SLT Meeting Standard Agenda.

### *Training*

1. Ensuring that all Associates, Apprenticeship Training Delivery Sub-Contractors and End Point Assessment Organisations who work directly with apprentices/delegates are aware of this policy.
2. Ensuring that all Associates, Apprenticeship Training Delivery Sub-Contractors and End Point Assessment Organisations consider any new/additional training needs relating to the provision of learning support that they may have as part of their annual Contract Review; and that appropriate steps are taken to address these training needs in a timely manner.
3. Specialist training for nominated Delegate Support Specialists.
4. Awareness training delivered via Capella Team Meetings and/or Standardisation meetings to continuously build understanding of SEND and key areas such as dyslexia.
5. Conducting quarterly analysis of data in the Delegate Support Log to identify common areas of disability and learning support to inform plans for upskilling Associates, any systemic adjustments to provision for all apprentices/delegates, and to share learning and best practice.

### *Programme set-up and management*

1. Encouraging and developing open, supportive relationships with all Capella apprentices/delegates and other stakeholders so as to create opportunities for discussions and appropriate planning regarding learning needs as part of the enrolment process and throughout Capella programmes.
2. Recognising that the following are potential indicators of apprentices/delegates who may need additional support: struggling with the programme, falling behind, missing sessions.



3. Using documented processes to check for and capture learning support requirements (actual or potential) and related information:
  - a. H&S Checklist (CL12) for employer nominated Delegate Support contact
  - b. Enrolment process for declaring known needs and “getting to know you” questions to explore wider aspects.
  - c. Progo (CL3) for known/declared needs identified prior to or during delegate enrolment.
  - d. Delegate Support Log (BP60) for individual apprentice/delegate details
  - e. Delegate Support Details (BP59) to support the Initial conversation and subsequent planning/actions.
4. Contacting the apprentice/delegate as soon as a learning need is identified in order to arrange for the Capella Delegate Support Specialist to conduct an Initial Conversation with the apprentice/delegate and then complete subsequent steps as appropriate using “Delegate Support Details” (BP59)
5. Where appropriate, arranging regular calls for the Delegate Support Specialist and the apprentice/delegate to review progress, status and any actions required to ensure ongoing effectiveness of support, liaising with the relevant trainers and Programme Managers to implement any necessary actions relating to Capella provision.
6. Following the guidelines and process set out in Appendix 1.

### *Contacts*

1. Capturing, and sharing information regarding apprentices'/delegates' learning support requirements with others as required (eg employers; sub-contractors who provide aspects of training delivery, End Point Assessment Organisations) on a strictly “need to know basis” to ensure appropriate action is taken to support apprentices/delegates, whilst ensuring compliance with the latest legislation and guidance in relation to Data Protection at all times.

### *Curriculum and supporting resources*

1. Since all Capella apprentices and-commercial delegates have a contract of employment with their employer (with whom Capella contracts), it is expected that their employer will provide any necessary learning support equipment/resources that may be required unless the apprentice is eligible for LSF Funding, in which case this will be applied for by Capella. In all cases, Capella will work directly with the apprentice/delegate to agree requirements, tailor/adjust our programme resources and plans to meet these requirements and liaise with the employer regarding provision of the learning support equipment/resources where necessary.
2. Capella will apply to the DfE for Apprenticeship Learning Support Funding for eligible apprentices.

3. The Programme Management Team and/or Delegate Support Specialists will build/maintain a list of potential resources as part of the Delegate Support Log
4. All programmes will include the teaching of 'British Values' to help ensure a healthy, positive learning environment where differences are respected and valued.

### Monitoring of the Policy

Delegate Support is reviewed multiple times per year as driven by the Capella SLT Meeting Standard Agenda and the Capella Advisory Board Standard Agenda.

Incidents, issues and concerns appertaining to Delegate Support are regularly monitored by Capella's Programme Managers and the Delegate Support Specialist(s), and these are captured in Capella's Delegate Support Log.

### Review and Updates

This policy will be reviewed every 12 months, or more frequently if required following identification of any issues/concerns and/or publication of new guidelines/legislation/official communications.

This policy is reviewed in line with the statutory requirements laid out in the following documents:

- 0-25 SEND Code of Practice (2014) (last updated April 2020) ([www.gov.uk/government/publications/SEND-Code-of-Practice-0-25](http://www.gov.uk/government/publications/SEND-Code-of-Practice-0-25) )
- Disability Discrimination under the Equality Act 2010



**Appendix 1: Procedure to capture and record apprentices'/delegates' learning support needs, and to review and monitor the effectiveness of the learning support provided****Note that further details are included in “Delegate Support Details” (BP59)**

1. If apprentices/delegates indicate on their enrolment form or during the enrolment call that they have a learning need, the Delegate Support Team will confirm that they will be contacted by a Delegate Support Specialist to understand their needs and jointly agree an action plan. Template emails are available via the Shared Email Templates in Outlook and will be sent following the enrolment call to confirm next steps. If a learning need has been identified, plans for the initial conversation should be arranged and ideally the call will be made before programme Launch. “Delegate Support Details (BP59)” sets out guidelines for the call and related actions.
2. Where a Support Plan is required, the Delegate Support Specialist will arrange a Teams call with the Lead Trainer to jointly agree the plan. A call between the Delegate Support Specialist and the Lead Trainer will be scheduled quarterly to review the plan. Regular communication via email will also take place.
3. Where a learning need has been identified prior to Launch, the documents below will be updated/processed by the Delegate Support Team.
  - Progo (CL3) “app admin” sheet updated to show that a need has been identified/declared.
  - Launch Prep email for the Lead Trainer populated to show that a need has been identified/declared, and that a call has been made and Delegate Support Details (BP59) have been completed/uploaded.
  - “Delegate Support Details” (BP59) to capture details and ensure next steps are completed in full.
  - Delegate Support Log (BP60) to capture a summary of details and ensure regular reviews are scheduled.
4. For apprentices/delegates who indicate at a later point in their programme that they have a learning need, the Delegate Support Specialist will be asked, by the Lead Trainer or Programme Manager, to update the Delegate Support Log, and make contact with the apprentice/delegate to agree plans for the initial conversation as soon as the need is identified.
5. Details of apprentice/delegate support needs will be communicated by the Delegate Support Specialist to the Lead Trainer and Programme Manager, who will communicate these via email to the others involved in programme delivery/management/assessment/End Point Assessment, to enable appropriate actions to be implemented.
6. During the lifetime of the programme, the nominated Delegate Support Specialist will schedule regular 1:1 calls with apprentices/delegates who require learning support to ensure their learning needs are being met and to ascertain if any additional support is required. The Support Plan Review worksheet in the “Delegate Support Details” (BP59) will be updated to capture details and ensure next steps are completed in full.

7. If the criteria for claiming Apprenticeship Learning Support Funding (LSF) has been met then the funding documents will be completed and processed by Capella.

**Appendix 2 – Sharing of Delegate Support information with Employers and other relevant parties**

Capella will only share Delegate Support information with an apprentice's/delegate's employer or another relevant party (eg a sub-contractor who is providing training to delegates on Capella's behalf, or an End Point Assessment Organisation) where the apprentice/delegate has given their consent for Capella to do so and this consent will be documented on "Delegate Support Details – Initial Conversation" (BP59).

Supporting information relating to agreed actions, owners and dates will be captured on the "Delegate Support Details – Support Plan Review" (BP59).

Further information regarding the sharing of personal information is available in Capella's Privacy Policy.

### **Appendix 3 – Capella Delegate Support Specialist Contract Schedule**

The Delegate Support Specialist role includes:

- Being fully familiar with and working within Capella’s Delegate Support policy
- Supporting an annual review of the Delegate Support policy
- Arranging and completing initial conversations and follow-up reviews with apprentices/delegates (as per “Delegate Support Details” BP59)
- Helping to develop the Delegate Support Plan and working with the Programme Manager and others to ensure the plan is implemented and all actions as per “Delegate Support Details” (BP59) are completed in full.
- Completing and submitting funding application documentation
- Supporting a monthly and quarterly review of the Delegate Support Log and providing relevant information for the Capella Team meeting and Advisory Board
- Providing support and advice for apprentices/delegates and other stakeholders
- Keeping own SEND training up to date
- Collating and sharing good practice relating to Delegate Support and SEND
- Helping to promote excellent outcomes for all apprentices/delegates
- Supporting activities linked to promoting/delivering Education Inspection Framework (EIF) requirements, in particular those relating to Behaviour and Attitudes
- Supporting ad hoc requests for help/assistance