

SEND Guidance for Construction



What is SEND?

Special Educational Needs and Disabilities – used to describe learning difficulties or disabilities that make it harder for young people to learn.

What is SEMH?

Social, Emotional or Mental Health - mental health difficulties are becoming more prevalent in young people. This can sometime become a barrier to a young person’s ability to undertaken day to day activities and can result in a SEND diagnosis.



What is ADHD?

Attention Deficit/ Hyperactivity Disorder is a neurodevelopmental condition that affects a person’s ability to pay attention, control impulses and manage hyperactivity.

What is an EHCP?



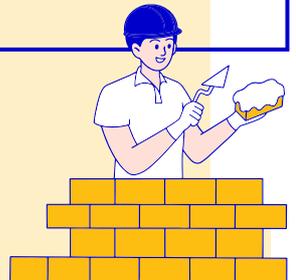
Education, Health and Care Plan - some students with SEND/SEMH may have an an EHC Plan. This is a document that outlines their individual needs and states what extra type of support is needed to help them fulfil specific objectives.

Breaking Down Barriers - use the following table for some solutions to possible concerns you may have prior to working with a young person with SEND



Breaking Down Barriers

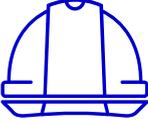
Possible Concern	Solution
<p>I may say something wrong or use the wrong term and that may upset someone.</p>	<p>LCB staff can help you understand the right terminology.</p> <p>In general, avoid defining the student by their 'condition' instead use positive and non-judgemental language. e.g. say a 'student with a disability/autism' rather than calling them autistic or disabled.</p>
<p>What if the student doesn't understand what I am saying?</p>	<ul style="list-style-type: none"> • Focus on using plain, simple language • Avoid jargon and overly technical language • Don't use acronyms or abbreviations • Keep tasks short • Check the student has understood what you have said
<p>Our office isn't very accessible</p>	<p>Before any student comes to site, one of the LCB staff members will visit site and undertake a 'risk assessment'. This will look at a range of areas including access to the site or office including bright lights or a noisy office.</p>
<p>Regular visits will disturb my staff</p>	<p>If you are concerned about disturbing staff by having lots of school visits, you could film a virtual tour of the site, meeting some staff along the way?</p>
<p>It's too complicated and will require lots of pre-planning and paperwork</p>	<p>If you have organised site visits with LCB before then your usual risk assessment can be used.</p> <p>For site visits, you can speak with LCB staff beforehand about what any presentations, talks and tours may include.</p> <p>For work experience, LCB will provide you with the 'Student Support Profile' which gives you the students background and any additional support needs.</p> <p>It is a good idea to form a plan of what the student will be doing whilst with you, which LCB can support with. The plan can then be communicated with the student so they know exactly what they will be doing which will help minimise any anxiety.</p>



Possible Concern	Solution
<p>Making special adjustments is going to be very expensive</p>	<p>Most construction companies hold public and employer’s liability insurance. There is no need to take out any extra insurance.</p> <p>Sometimes LCB may ask for a ‘reasonable adjustment’ for a student on work experience, this can often be quite simple such as a larger computer screen or an adjustable seat or allowing them to use headphones.</p>
<p>We lack sufficient internal expertise in supporting people with SEND</p>	<p>You are not expected to have any specific expertise; this will be provided through LCB staff and the LCB Student Support Profile.</p> <p>It is advised that employees working with SEND students are used to young people and have the patience to adjust to the additional needs of the student.</p> <p>If you are providing work experience, it may be a good idea to meet a LCB staff member and the student before their placement, which will help you understand the student and their additional needs.</p>

Engagement Opportunities

Type of Engagement	Overview	Things to Consider	Requirements
<p>Careers/ Employability Advice</p> 	<p>Provide details about the roles in your company – either delivering a workshop at college or hosting it on your site/office</p>	<p>Think about which roles are most relevant depending on which students are in attendance and the level of course they are studying</p>	<ul style="list-style-type: none"> • Do you have any resources you could create or share to provide information about entry-level jobs or different career routes you or your staff have taken? • Think about how to make them relevant to the college audience – describe the job, the kind of skills they might need, what a typical day might look like

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 <p>Site Visit</p>	<p>Students and staff visit your office/site for a talk and tour to learn about what your company does and what projects you are undertaking as well as meet some staff and find out what their roles are</p>	<p>Which part of your work would be visually interesting and allow some level of engagement?</p>	<ul style="list-style-type: none"> • Site visit risk assessment and copy of insurance certificate and health and safety details
<p>Interview Practice</p> 	<p>Advise on how to prepare for an interview and run some mock interviews</p>	<p>Consider doing this in stages, firstly run a session about the interview process and how to prepare. Then go into college to deliver some mock interviews at LCB</p>	<ul style="list-style-type: none"> • Prepare some questions in collaboration with LCB to ensure they are pitched at the right level • Be prepared to give some gentle feedback, perhaps giving more detailed feedback to LCB staff • Always think of some positives to say, as well as some constructive advice
<p>Mentoring</p> 	<p>Recruit mentors from within your organisation to spend time speaking or meeting with students to encourage aspiration and support their career development</p>	<ul style="list-style-type: none"> • Which of your staff have the right skills to mentor a student? • What kind of mentoring could you offer? This could be job related (helping a student who is interested in a specific role or career path) or developing skills such as employability, teamwork etc. • How frequent? This is often one hour a month for a set period of time 	<ul style="list-style-type: none"> • The mentor will require a DBS check and specific risk assessment • LCB will help match employees to students • A quiet space for the mentoring - at college, your workplace or via Teams.

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<p>Work Experience</p> 	<p>Mainstream schools often ask for a 2-week work experience placement; however SEN students can benefit more from having 2-3 days a week over a week or longer</p>	<ul style="list-style-type: none"> • Do you have a team/department that could accommodate this type of more-intensive support? • What tasks could they do that would be meaningful for the student and also help you? 	<ul style="list-style-type: none"> • An assigned mentor/supervisor for student • Necessary documents completed and sent to Training Provider (Employers Liability Insurance) • Ability to provide any necessary adjustments according to student needs
<p>Inclusive Apprenticeship</p> 	<p>These are the same as standard apprenticeships but are aimed at people with cognitive, physical, mental health or sensory disabilities.</p>	<ul style="list-style-type: none"> • If you already have an apprenticeship programme, could you identify at least one role that is specifically for someone with support needs? • You will need to have an identified role, job description, appropriate pay-scale. 	<p>You will need to review the full requirements for providing a supported apprenticeship. Help and support will be provided by LCB.</p>

