**What employers can do and how providers can help**

Checklist

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| --- | --- | --- | --- | --- |
| Area of responsibility | What employers can do | How providers can help | Actions for the employer | Actions for the provider |
| Policy and planning | * Create a positive attitude towards students with SEND, e.g. in HR policies * Raise awareness of SEND across the organisation * Communicate the value of hosting placements for students with SEND * Set a target for the number of students with SEND on placements * Plan for placements with students with SEND, including any adjustments needed | * Advise on policy content * Provide input to awareness-raising events * Give examples of students with SEND successfully undertaking placements * Suggest how the placement can be tailored to a student with SEND * Advise on adjustments for individual students * Organise the student’s travel to and from the placement site |  |  |
| Student selection | * Develop a SEND-friendly recruitment and selection process * Give students the opportunity to learn about the placement * Provide information in accessible form * Understand the student’s needs * Help the student to make an informed decision about the placement by answering any questions they may have | * Identify students with SEND * Create opportunities for students to get to know the employer * Prepare students for interviews * Provide information about each student’s needs * Give the student time to consider the placement before making a final decision |  |  |
| Health and safety | * Carry out a risk assessment * Give students training onsite * Use enhanced supervision where appropriate | * Advise on risk assessment process for students with SEND * Provide input to training * Advise where enhanced supervision may be needed |  |  |
| Welfare and wellbeing | * Make it clear to staff that the welfare and wellbeing of the student are top priority * Tell the student about the organisation’s wellbeing policies and processes * Talk often to the student about how they are feeling * Follow up straightaway on any concerns * Check that the student feels comfortable before starting new tasks or giving them new responsibilities | * Provide contact details of staff and professional support teams * Communicate regularly with the line manager/mentor * Tell them straightaway if there are any issues * Support them if the student expresses any concerns about the placement |  |  |
| Placement support | * Train line managers and mentors how to support students with SEND * Enable them to make the appropriate adjustments, e.g. to working times and patterns, use of equipment, task selection etc. * Supervise the student carefully * Review the student’s progress regularly and often * Recognise and record their progress | * Provide input to training * Suggest what adjustments are appropriate for each student * Check the supervision arrangements * Take part in progress reviews * Respond straightaway to any questions or concerns from the student’s line manager/mentor * Arrange additional support for students with complex needs, e.g. job coach |  |  |