***objection handling***

***SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES / lEARNING Difficulties or disabilities***

The following information will help you give suitable responses when a potential employer raises objections about offering an industry placement because the student “has learning difficulties or disabilities”.

| **Employer objection** | **Your response** | ***Where can you find further guidance?***  |
| --- | --- | --- |
| **We don’t think we could cope with students who have “Special Educational Needs or Disabilities”** (**SEND) – there are surely too many responsibilities and other issues to deal with.** | Students who may be classified as having SEND, could range from having dyslexia to having a physical disability, or to being on the autistic spectrum. We will invest time in preparing these students and make sure they are ready and fully supported to enter the workplace. You will be fully informed of the specific and practical needs of individual students. We will work with you and the student to implement any reasonable adjustments or risk assessments before the placement begins. We will continue to support you throughout the placement and any adjustments will be kept under review.  | [Supporting industry placements with students with SEND](https://employers.tlevels.gov.uk/hc/en-gb/articles/4403442966290-Supporting-industry-placement-students-with-Special-Educational-Needs-and-Disabilities) |
| **What if the SEND student can’t cope with the normal tasks and duties that the job demands?** | We will advise on tailoring a placement role to suit the talents of a particular individual. So, this might mean re-thinking parts of the role, so that students can learn, develop and demonstrate the skills, knowledge and behaviour in the way that suits them best. | You can find out more in general terms here: [Supporting industry placement students with special educational needs and disabilities](https://employers.tlevels.gov.uk/hc/en-gb/articles/4403442966290-Supporting-industry-placement-students-with-special-educational-needs-and-disabilities) |
| **We don’t have any experience of working with SEND staff so don’t know what else might be involved?** | We will help you identify any potential, extra support that students might need in their placement.This could include:* travel to and from the workplace.
* special equipment or adaptations such as computer apps or programmes designed to provide specific support, ensuring information is available in an accessible format.
* an independent mentor.
* a job coach for students with more complex needs, providing full-time supervision to help them become more confident and proficient at work.
* support from the student’s parents or carers.
* help in carrying out risk assessments and health and safety checks, with the individual student’s needs in mind.
* help with the important early days of the placement, to ensure that the student settles well and that you as the employer feel supported.
* help setting up any equipment, accessibility checks of the premises, and supporting introductions to the team members.
 | [Disability Confident and CIPD guidance](https://www.gov.uk/government/publications/disability-confident-and-cipd-guide-for-line-managers-on-employing-people-with-a-disability-or-health-condition) |
| **We might be able to offer a student with SEND a placement but not for the whole 315 hours.** | Students with SEND can spend up to one third of their placement hours working in our facilities (so long as it is relevant to the student’s T Level pathway and/or occupational specialism). This will help build the students’ confidence before undertaking the remainder of their placement hours with you as the external employer. |  [Industry placement delivery approaches](https://employers.tlevels.gov.uk/hc/en-gb/articles/10007415795602-Industry-placement-delivery-approaches) |