

Occupational Health and Reasonable Adjustments Policy



Agreed by Executive Board: Nov 2024

Review date by Executive Board: September 2025

1. Key Principles

This policy should be read alongside the Equality and Diversity policy. The Tommy Flowers SCITT is committed to ensuring that trainee teachers on our course are fit to practice in teaching and that the appropriate reasonable adjustments are made to enable access to the course for trainees with a disability or need.

The Office of the Independent Adjudicator (OIA) guidance on Fitness to Practise states [ITT] providers have a duty:

- to ensure that students on a professional course are fit to practise in that profession, or will be when they complete the course;
- to protect present or future patients, clients, service users and members of the public;
- to safeguard public confidence in the profession;
- to comply with the requirements of professional/regulatory bodies; and
- to ensure that students are not awarded a qualification that permits them to practise a profession if they are not fit to do so.

2. Statutory expectations

The current regulations regarding the expectations of health and physical capacity in regard to teaching are found in three sources:

2.1. The Education (Health Standards) (England) Regulations 2003:

A relevant activity may only be carried out by a person if, having regard to any duty of his employer under Part II of the Disability Discrimination Act 1995(a), he has the health and physical capacity to carry out that activity.

The prescribed activities are:

- planning and preparing lessons and courses for children;
- delivering lessons to children; ('delivering' includes delivery via distance learning or computer-aided techniques)
- assessing the development, progress and attainment of children;
- reporting on the development, progress and attainment of children;
- an activity which assists or supports teaching;
- supervising, assisting and supporting a child;
- an administrative or organisational activity which supports the provision of education;
- an activity which is ancillary to the provision of education.

2.2. The Education (Specified Work and Registration) (England) Regulations 2012

The Education Regulations (2012) refers to specified work as:

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils including delivery via distance learning or computer aided techniques
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

2.3. The Teachers' Standards (2012)

The Teachers' Standards require that teachers can:

- **establish a safe and stimulating environment for pupils, rooted in mutual respect;**
- **manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;**
- **maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.**

Teachers must also have:

- **proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.**

3. Occupational Health Process

The focus of the Occupational Health process should be on determining the reasonable adjustment(s) (if any) that a **trainee** requires in order to have a realistic opportunity of completing a programme of ITT.

Under the terms of the Equality Act 2010, applicants may only be asked questions about their health and physical capacity to ensure adjustment(s) can be put in place to enable equality of access to the recruitment process. All applicants are invited to inform the TFSCITT if any adjustments are required for them to complete the recruitment process, including the interview and selection day.

The Occupational Health process should not begin until an applicant becomes a recruit having accepted a conditional offer and should be applied **consistently to all recruits**.

Upon accepting a conditional offer, all recruits are sent an electronic copy of the Health and Fitness to Teach questionnaire via Adobe Sign, which is directly related to the Trainee Teacher Role Description (Appendix 1) and the Work Pattern (Appendix 2).

The Health and Fitness to Teach questionnaire is reviewed by a qualified healthcare professional as part of the St. Paul's Catholic School Nursing team who will make one of four decisions:

1. The recruit is fit to teach.
2. The recruit is fit to teach but a welfare letter is sent, highlighting the support available to trainees whilst on our course.
3. The recruit would benefit from a welfare meeting.
4. The recruit requires an appointment with an Occupational Health provider to assess their fitness to teach and to make recommendations as to reasonable adjustments that the SCITT may make. The recruit is then invited to a welfare meeting.

If adjustment(s) are required, the TFSCITT must decide whether these are 'reasonable' and can be implemented. If the adjustment(s) required are not 'reasonable', the grounds for unreasonableness should be discussed with the **recruit** and the offer of a place on the programme withdrawn.

Welfare meetings are led by the St. Paul's Catholic School Business Manager or Healthcare Professional to outline the support available to TFSCITT trainees and to identify reasonable adjustments that can be offered to the trainee.

The TFSCITT will clearly inform, in writing, any recruit for whom a reasonable adjustment(s) is being offered that such adjustment(s) are for the purposes of teacher training and they cannot guarantee that the same adjustment(s) would be offered in future employment.

4. Example reasonable adjustments

The following are examples of possible reasonable adjustments that the SCITT and placement schools may make. This list is not exhaustive and provides useful ideas.

- making adjustments to premises;
- allocating some of the disabled person's duties to another person;
- assigning him or her to a different place of training;
- allowing him or her to be absent during working or training hours for rehabilitation, assessment or treatment;
- acquiring or modifying equipment;
- providing information in accessible formats;
- modifying procedures for testing or assessment;
- providing supervision or other support;

5. Unreasonable adjustments

The reasonableness of the TFSCITT making adjustment(s) is a question that must be considered objectively and must take into account a number of factors as follows:

- whether or not making the adjustment(s) would be effective in preventing the disadvantage;
- the practicability of the adjustment(s);
- the financial and other costs of making the adjustment(s) and the extent of any disruption caused;
- the extent of the TFSCITT's financial and other resources;
- the availability to the TFSCITT of financial or other assistance to help them make an adjustment(s);
- the type and size of the available placement schools.

6. Disability Access

We welcome applications from people who are disabled, have a Specific Learning Difficulty (SpLD) or a barrier to learning and all reasonable practical steps will be taken to ensure that barriers associated with access or equipment do not disadvantage those applicants and trainee teachers.

The main training building is situated at St. Paul's Catholic School. There is a large carpark with disabled parking spaces, a low ramp to the entrance door. Entrances to blocks are wide and are step-free. All of our partnership schools are committed to ensuring that those with disabilities are fully supported and making reasonable adjustments to support those with specific needs relating to a disability. Those with additional learning needs will be supported throughout the programme and school-based teams. Some placement schools are situated across more than one floor so trainees' mobility needs will be considered when allocating placements.

Disabled Students' Allowance: DSA is to cover the study-related costs a trainee may incur because of mental health problems, long term health problems, disability or SpLD and can be on its own or in addition to other standard Student Finance. Trainees should access current public guidance by visiting <https://www.gov.uk/disabled-students-allowance-dsa>.

Once eligibility for DSA is confirmed, Student Finance England will signpost trainees to contact an assessment centre to complete a 'Needs Assessment'. Applicants and trainees are asked not to book this until Student Finance England asks them to do so. The assessment will be paid for through any DSA entitlement students may receive and following the assessment a report will be provided listing support, equipment or resources you may be entitled to. Additionally, the report will signpost the suggested reasonable adjustments that are appropriate to meet the trainee's training needs. We

urge all trainees with a disability or SpLD who hold a previous or current Needs Assessment to make this available to the SCITT team prior to the start of the course, so that needs can be understood and reasonable adjustments made to support trainees in their learning journey.

7. Appendix 1: Role of a Trainee Teacher

This Trainee Teacher Role Description is set out by the National Association of School Based Teacher Trainers (NASBTT). The role of a trainee teacher during periods of school experience, acting within the statutory frameworks which set out a teacher's professional duties and responsibilities, is to:

1. Act at all times in accordance with the statutory frameworks which apply to teachers, having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of personal attendance and punctuality;
2. Recognise the need to safeguard pupils, in accordance with statutory provisions;
3. Be tolerant of and show respect for the rights of others including those with different faiths and beliefs;
4. Set high expectations which inspire, motivate and challenge pupils by establishing a safe and stimulating environment for pupils, rooted in mutual respect; setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
5. Demonstrate good subject and curriculum knowledge, with a secure knowledge of the relevant subject(s) and curriculum areas being taught; foster and maintain pupils' interest in the subject, addressing their misconceptions and misunderstandings; take responsibility for modelling and promoting high standards of literacy, articulacy and the correct use of standard English;
6. Read, critique, assimilate and use research and other relevant theoretical information and guidance to inform and improve practice;
7. Promote the value of scholarship and a love of learning by stimulating children's intellectual curiosity and demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils;
8. Plan and teach well-structured lessons, taking into account the needs of all pupils, including those with special educational needs; those with English as an additional language; those with disabilities and imparting knowledge and developing understanding through effective use of lesson time; using distinctive teaching approaches which enable pupils to be taught effectively according to their physical, social and intellectual stage of development;
9. Reflect systematically on the effectiveness of lessons and approaches to teaching; contributing to the design and provision of an engaging curriculum within the relevant subject area(s);
10. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils are acquiring;
11. Promote and be accountable for good pupil progress, attainment and outcomes;
12. Use relevant data to monitor pupil progress, set appropriate targets, and plan subsequent lessons; provide pupils with regular and timely feedback, both orally and through accurate marking, encouraging pupils to respond to the feedback they receive; reflect on the progress they have made and their subsequent emerging needs;
13. Make accurate and productive use of assessment within relevant subject and curriculum areas, becoming confident in the application of statutory assessment requirements and use of formative and summative assessment to secure pupils' progress;
14. Manage behaviour effectively to ensure a positive and safe learning environment; establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
15. Use behaviour management techniques which are appropriate to pupils' needs in order to involve and motivate them; exercising appropriate authority and acting decisively when necessary whilst maintaining good relationships with pupils;
16. Promote good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy;

17. Engage in wider professional responsibilities, making a positive contribution to the wider life and ethos of the school; developing effective professional relationships with colleagues and knowing how and when to draw on advice and specialist support;
18. Deploy support staff effectively and take responsibility for improving teaching through appropriate professional development, including responding to advice and feedback from colleagues;
19. Communicate effectively with individuals holding parental responsibility with regard to pupils' achievements and well-being.

8. Appendix 2: Work Pattern and Work Context

This work pattern and work context is set out by the National Association of School Based Teacher Trainers (NASBTT). This example applies for a 5-11 general primary teacher. Please note that amended work pattern and work contexts apply for teachers on alternative routes, depending on the age and subject (e.g. Physical Education or Sciences).

Work Pattern

	Occasional 0-33% of work time	Frequent 34-66% of work time	Constant More than 67% of work time
Vision (with or without glasses/lenses)			✓
Hearing (with or without hearing aids)			✓
Mobility (to monitor and intervene)			✓
Communication demands (phone/email/face-to-face)			✓
Clarity of speech with good voice projection			✓
Ability to concentrate/good memory			✓
Vigilance			✓
Memory			✓
Manual dexterity		✓	✓ (for PE and drama)
Sound judgement			✓
Working to tight deadlines		✓	
Working under significant stress		✓	
Dealing with challenging or distressing situations	✓		
Dealing with anxious/aggressive children	✓		
Supervising other adults		✓	

Work Context

	Occasional 0-33% of work time	Frequent 34-66% of work time	Constant More than 67% of work time
Up to 40 pupils aged 3-7, 5-11, 11-16 or 14-19 years			✓
In a classroom but with free movement allowed			✓
In a hall doing physical activity	✓		✓ (For PE or drama)
In a boundaried outdoor environment	✓		✓ (For PE)
In a public place	✓		
Primary: teaching all subjects including those involving physical activity			✓
Teaching basic skills such as speaking, reading, writing, drawing, cutting, etc.			✓
Clear speech - ability to pronounce all phonemes			✓
Pupils engaged in hazardous activities/using potentially dangerous equipment	✓		
Significant monitoring and intervention required			✓
Urgent monitoring and intervention		✓	
Managing personal care	✓		
Repetitive/complex tasks requiring attention to detail		✓	
Working in a team			✓
Lone worker	✓		

In addition, for secondary PE trainees:

Voice projection in outdoor environment			✓
Demonstrating advanced physical skills		✓	
Supervising/refereeing a game/match	✓		
Managing small groups of pupils off site	✓		

In addition, for secondary Science or Design and Technology trainees:

Pupils engaged in hazardous activities/using potentially dangerous equipment			✓
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