EAST SCITT

DEVELOPING TEACHERS OF THE FUTURE

PROCEDURE: Trainee Support and Personalised Adjustment Plans (PAPs)

Approved by: Strategic committee	**Date:** 26th June 2026
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1. Purpose This procedure outlines the practical steps EAST SCITT takes to identify trainee needs, implement reasonable adjustments, and monitor the effectiveness of support to ensure an equitable pathway to Qualified Teacher Status (QTS).

2. Stage 1: Identification and Disclosure

- **Pre-Course Disclosure:** All incoming trainees are sent the *Support and Inclusion Information Form* before the programme begins.
- **Occupational Health:** Information from "fitness to train" health checks is reviewed by the SCITT Director to identify potential physical or mental health requirements.
- **Ongoing Disclosure:** Trainees are encouraged to disclose new or changing needs at any point during the training year without fear of disadvantage.

3. Stage 2: The Initial Support Meeting

- If a trainee indicates a need on their information form or requests a discussion, a meeting will be scheduled with a member of the central team or a SCITT Tutor within 10 working days.
- **Objective:** To discuss the specific barriers to learning or well-being and identify potential reasonable adjustments.
- **Confidentiality:** The meeting is confidential. Information is only shared with placement schools if the trainee provides explicit consent in Section 6 of the information form.

4. Stage 3: Creating the Personalised Adjustment Plan (PAP)

A formal PAP will be co-produced with the trainee. It must include:

- **Specific Adjustments:** Practical adaptations for central training (e.g. provide materials in advance) and school placements (e.g. specific classroom equipment or flexible scheduling).
- **Well-being Strategies:** Integration of time-management and resilience strategies as outlined in the Well-being Policy.

5. Stage 4: Implementation in Placement Schools

- **Sharing Information:** With trainee consent, the SCITT team will share the relevant sections of the PAP with the School Mentor and Professional Lead.
- **Mentor Role:** Mentors are responsible for implementing the agreed adjustments in the school environment and modelling inclusive guidance.

- **Coaching:** Well-being coaching is integrated into the SCITT Tutor support of trainees. Tutors and mentors should raise any well-being concerns with the central team.

6. Stage 5: Monitoring and Review

- **Scheduled Reviews:** PAPs are not static; they will be reviewed formally at least once per term or following a change in placement.
- **Feedback Loops:** Impact is monitored through mentor evaluations of trainee teaching and reflections and through SCITT Tutor catch-ups to identify if adjustments are removing the intended barriers.
- **Adjustments:** If a trainee is not making expected progress, the PAP will be reviewed immediately to determine if different or additional support is required.

7. Related Documentation

- Inclusion Policy
- Well-being and Work-Life Balance Policy
- Equality and Diversity Policy
- Support and Inclusion Information Form