

ENGLISH AND MATHS POLICY - APPRENTICESHIPS

POLICY STATEMENT

South West Association of Training Providers is committed to

- make sure that apprentices develop their mathematics and English skills in line with the level expected in their framework or standard and
- meet the required standard set by the Education and Skills Funding Agency (ESFA)/Department for Education (DfE).

Improving the level of skill of our students in Mathematics and English ensures that they are well prepared for their future employment.

PURPOSE AND SCOPE

The purpose of setting an English and Maths Policy is to ensure that:

- Swatpro delivers a whole organisation approach establishing these skills as an integral part of the apprenticeship programmes delivered across the partnership.
- Swatpro implements and reviews a centrally monitored set of procedures and quality systems that consistently support high quality E&M teaching, learning and assessment leading to good student outcomes and full compliance with the Apprenticeship funding and performance-management rules for training providers published by the ESFA.

PRINCIPLES

English and / or maths must be provided for all apprentices where they do not have prior attainment in these subjects at level 2.

The Department for Education (DfE) will fund all apprentices who began their apprenticeship training when aged 16-18 to achieve up to an approved level 2 qualification in English and maths where they do not already hold a suitable equivalent qualification.

They will also fund apprentices who began their apprenticeship training when aged 19+ to study towards up to an approved level 2 qualification in English and maths where they do not already hold a suitable equivalent qualification and they and their employer choose to complete it as part of the training plan.

English and maths will be paid by DfE and will not be deducted from the employer's apprenticeship service account or require employer co-investment.

Apprentices who began their apprenticeship training when aged 16-18

The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths.

Level 2 apprenticeships:

For level 2 apprenticeships, where a level 2 qualification in English or maths is not required for the apprenticeship and the apprentice does not already hold the acceptable qualifications for their standard, then Swatpro will adopt the following approach and can claim funding for an apprentice aged 16-18 in the following scenarios:

Where the apprentice aged 16-18 holds neither level 1 (Functional Skills level 1 or GCSE D to G or 3 to 1) nor level 2 (Functional Skills level 2 or GCSE A* to C or 9 to 4) approved qualifications:

- 1- The apprentice must study towards and achieve English and maths qualifications of at least level 1 (Functional Skills level 1 or GCSE grade 3 - 1). Once level 1 (Functional Skills level 1 or GCSE grade 3 - 1) is secured, apprentices must work towards level 2 English and / or maths (Functional Skills level 2 or GCSE 9 - 4) where there is time to make meaningful progress.
- 2- In recognition that a level 2 English and maths is at least two levels above the level of prior attainment, they are not required to attempt the level 2 assessment unless the provider is satisfied they are ready for assessment (for example from mock / practice attempts)

Where the apprentice aged 16-18 already holds approved level 1 qualifications:

The apprentice must start, continue to study, and take the assessments for a level 2 English and / or maths (Functional Skills level 2 or GCSE 9 - 4). This requirement must be fulfilled before the apprentice takes the end-point assessment. The apprentice should be assessed at level 2 for all three units of the English functional skills and the assessment for maths.

Level 3 and higher apprenticeships:

For all apprentices aged 16-18 undertaking a level 3 or higher apprenticeship, it is a requirement that they hold or achieve an approved level 2 in both subjects before they can successfully complete the apprenticeship.

The apprentice must commence tuition at the English and maths level immediately above the level at which they have been assessed at the start of their apprenticeship, in instances where this is lower than that required to take the end-point assessment.

Apprentices aged 19+ at the start of their apprenticeship training

The requirements for English and maths listed below above are now optional for apprentices aged 19+ at the start of their apprenticeship training. DfE will fund English and maths where the apprentice and their employer agree that this training should continue to be delivered as part of the training plan.

Swatpro must have a discussion with the apprentice and employer as part of the initial assessment , to agree whether they will study towards English and maths. Swatpro will record the decision within the training plan and this must be signed by employers.

Where it is agreed that an apprentice will study English and maths, Swatpro will deliver the necessary amount of training needed in readiness for the assessment(s). Apprentices must attempt the assessment(s) but will not be required to achieve English and maths to take the end-point assessment.

Where it is agreed that an apprentice will not undertake English and maths, this will be reflected in the training plan at the start of the apprenticeship.

SEN Learners: Exceptions to the regular English and maths minimum requirements, for people with special educational needs, learning difficulties or disabilities

Adjustments to the English and maths regular minimum requirements for apprentices with special educational needs, learning difficulties or disabilities can be met. These are outlined in the Apprenticeship-Funding Rules for main providers 2023-24 (paragraphs P43-46).

[Apprenticeship funding rules - GOV.UK \(www.gov.uk\)](https://www.gov.uk/apprenticeship-funding-rules)

Where an apprentice has a learning difficulty or disability which is a barrier to them achieving the English and / or maths requirements as described in paragraphs 48 to 50, Swatpro and partners should consider whether they should be offered the flexibility to achieve Entry Level 3 functional skills in the adjusted subject(s).

All individuals must be considered on a case-by-case basis and must satisfy all of the following **conditions**:

1. The apprentice has either an existing or previously issued education, health and care (EHC) plan (or one of the legacy equivalents: a statement of special educational need (SEN) or a learning difficulty assessment (LDA)), or the Swatpro/Swatpro partner ensures that a thorough and evidence-based assessment (which uses a combination of robust methods) of the individual apprentices' learning difficulty or disability has been completed in a formal and structured manner by an appropriate professional (for example, the head of special education needs (SEN), or an equivalent individual with suitable knowledge and expertise) and a barrier has been identified. Self-declaration of a learning difficulty or a disability is insufficient.
2. Swatpro/Swatpro partner and the employer expect the apprentice to achieve all other aspects of the apprenticeship requirements, become occupationally competent and achieve entry level 3 functional skills in the adjusted subject(s) before the end of their apprenticeship.
3. Swatpro/Swatpro partner is able to demonstrate that even with support, reasonable adjustments and stepping stone qualifications, the apprentice will not be able to achieve

English and / or maths to the level as described in paragraphs 48 to 50 within the timeframe projected for them to complete all the occupational elements.

4. Depending on the apprentice's individual circumstances and outcome of the Swatpro/Swatpro partner's judgement, the exception outlined above may apply to either English and maths (or both). If the exception applies to only one subject, the regular requirements for the non-adjusted subject will apply.
5. Swatpro/Swatpro partner must retain all elements of the judgement in the evidence pack.

Although the apprentice will be exempt from the regular English and / or maths minimum requirements, Swatpro/Swatpro partner must plan and evidence how the apprentice will access further literacy and numeracy development, including level 1 and level 2 courses, as part of their overall training provision, if appropriate. This rule only applies if the apprentice meets all of the criteria set out above.

The **judgement** must be formal and structured and conducted by an appropriate professional associated with Swatpro (or subcontractor), an individual with suitable knowledge and expertise.

It must include:

1. A judgement of the apprentice's current English and maths ability;
2. Information on how the learning difficulty or disability affects the apprentice's English and maths abilities and a clear indication of whether English and / or maths are affected;
3. A judgement of the apprentice's ability to meet the regular English and maths requirements even with appropriate support in place;
4. The creation of a recommended learning plan to enable the apprentice to achieve entry-level 3 functional skills in the adjusted subject(s) and, where appropriate, to continue to build on their literacy and numeracy skills by accessing further courses; and
5. A copy of an education, health and care (EHC) plan (or one of the legacy equivalents: a statement of special educational need (SEN) or a learning difficulty assessment (LDA)) or the evidence of the assessment as outlined under condition 1 above.

These flexibilities apply to new starts and to apprentices currently onprogramme where the learning difficulty or disability has been identified and evidenced as a barrier to them achieving the requirements stated in paragraphs

If the apprentice disagrees with the judgement outcome, Swatpro must provide a facility for the apprentice to request a second opinion and must ensure that a second SEN professional independently reviews the outcome.

Initial Assessment: Judgement of an apprentice's current level

Swatpro will aim to assess all apprentices at the beginning of their programme to provide a baseline of the apprentice's current level of attainment in maths and English, regardless of the evidence they can provide to prove prior attainment.

If an apprentice does not have acceptable evidence of previous attainment of English and / or maths the Swatpro must carry out an assessment of their current level using current assessment tools based on the National Standards for Adult Literacy and Numeracy: Functional Skills: English and Subject content Functional Skills: Mathematics.

The assessment outcome will be used to determine the level the apprentice must start working towards and does not remove the requirement to achieve the minimum required level in English and maths.

EVIDENCE PACK

- The evidence pack must contain evidence to support the funding claimed for English and maths and must be available to Swatpro staff and the ESFA/DfE if needed.
- All initial assessments for English and maths, including evidence of prior attainment.
- Details of how English and maths will be delivered, including a plan of delivery and evidence of delivery taking place against that plan and evidence of undertaking the assessment.
- Where applicable, provide a justification (not retrospective) about how they have arrived at the judgement as to whether the apprentice has enough time to make meaningful progress towards level 2 English and / or maths. This must be judged at an individual level.

SEN Learners

Where the apprentice is assessed as exempt from the normal English and maths requirements (see above Adjustments to the English and maths regular minimum requirements) you must also include some of the above, depending on the apprentice's exceptional case:

- Details which show a thorough and evidence-based individualised assessment (which uses a combination of robust methods) of the apprentices' learning difficulty or disability has been conducted and a copy of the authorisation by an appropriate professional;
- Evidence of how the apprentice's learning difficulty or disability affects their English and / or maths abilities;
- Evidence that support, reasonable adjustments, and access arrangements have been considered and the apprentice will not be able to achieve English and / or maths to the minimum level.
- The apprentice's recommended learning plan to achieve entry level 3 in English and / or maths (as appropriate); and
- Where applicable, the apprentice's education, health and care (EHC) plan (or one of the legacy equivalents: a statement of special educational need (SEN) or learning difficulty assessment (LDA)).

REDUNDANCY

If the apprentice is made redundant, they are allowed to continue with their English and/or maths up to and including level 2. Swatpro can continue to claim funds at the published apprenticeship English and maths rates.

An apprentice must not be funded from the adult education budget for English or maths.

REVIEW AND MONITORING

The policy is subject to annual review.

The implementation of the policy will be monitored through the annual cycle of quality and compliance monitoring.

Annex 1

Review of English and maths . Policy

Date	Reviewed by	Changes	Date of next review
10/8/21	J Wilkie	Formatted	
31/10/22	S Abbott	Change in funding rules.	
15/02/23	Pilar Diaz-Caneja	Principles, L3 and chart added as per funding rules 22-23	August 23
24/08/23	D Vickers	Added in link to Apprenticeship Funding Rules for 23-24 into L3 Apprenticeships section.	24/08/24
12/03/25	Pilar Diaz-Caneja	Flow chart deleted. Policy updated to include SEN flexibilities and reflect the DfE announcement for 19+	12/04/26