

Assessor Justification Reference

Copy-paste text for Access to Work and Disabled
Students' Allowance reports

How to use this document

Each section below provides ready-to-use justification text for a specific TWIP service. The text is written in the language commonly used in Access to Work (AtW) and Disabled Students' Allowance (DSA) assessment reports and can be inserted directly into recommendation rationales, support plans, or covering notes. Each section identifies the disability-related challenge the service addresses, the functional barriers it removes, and the evidential basis for recommending it over generic alternatives.

TWIP can be contacted at info@TheWorkInclusionProject.co.uk and provides a current price list at [TheWorkInclusionProject.co.uk/services/for-assessors/](https://www.TheWorkInclusionProject.co.uk/services/for-assessors/)

1. TWIP On-Demand Coaching Platform

Disability-related challenges addressed

This service addresses the intra-day barriers that disabled professionals face but that no conventional AtW provision reliably reaches. These include difficulties with task initiation, planning paralysis, executive dysfunction, communication anxiety, overwhelm arising from sensory or cognitive load, and the destabilising effects of fluctuating or fatigue-based conditions. These barriers do not arise on a scheduled basis: they occur throughout the working day, often in direct response to immediate professional demands. Without support at the moment of need, they result in productivity loss, presenteeism, and, over time, burnout and withdrawal from work.

A conventional Support Worker or scheduled 1:1 coaching session cannot respond to this pattern of need. By the time the next scheduled appointment occurs, the moment of difficulty has passed and the consequence — missed deadline, abandoned task, escalated anxiety — has already happened. The TWIP On-Demand Coaching Platform is specifically designed to fill this gap.

Recommended justification text (AtW and DSA reports)

The applicant experiences disability-related barriers throughout the working day, including [task initiation difficulties / executive dysfunction / communication anxiety / overwhelm from sensory or cognitive load — select as appropriate]. These barriers are not predictable in timing and cannot be addressed solely through scheduled interventions or periodic adjustments.

I recommend funding the TWIP On-Demand Coaching Platform. This service provides access to qualified specialist disability coaches throughout the working day on a drop-in basis, meaning that support is

available at the point of need rather than at a fixed appointment. This directly addresses the applicant's identified pattern of difficulty, which is time-sensitive and cannot be adequately met by a conventional Support Worker model or a scheduled coaching package.

The platform is delivered by coaches holding the Association for Coaching accredited Disability Work Coach qualification – the only specialist disability coaching credential in the UK – and includes access to structured self-guided resources and group support. The model is designed to build independent working capacity over time, in line with Access to Work's core objective of reducing reliance on funded support. It is significantly more cost-effective than equivalent hours of Support Worker provision.

The platform provides continuity through a named coaching team with knowledge of the applicant's professional context, disability profile and workplace situation. This reduces the cognitive burden of re-explaining difficulties at each contact and supports the development of a stable, productive enabling relationship.

2. Support Workers and Job Aides

Disability-related challenges addressed

In senior, complex and autonomous professional roles, disabled employees face cognitive, administrative and communication demands that cannot reliably be sustained without assistance. This may include managing high-volume correspondence, organising complex tasks, preparing documents, supporting research or administrative workflows, and compensating for the executive function difficulties, processing speed differences, or physical limitations that the disability creates in the professional context.

Support Worker provision, when it functions effectively, is the only reasonable adjustment capable of extending professional working capacity in this way. However, standard Support Worker arrangements fail at high rates. Causes include poor matching to the professional context, inadequate training in disability-informed practice, unclear management by employers who receive no guidance, and the absence of supervision structures that would catch and correct problems before they escalate. The human cost to the disabled employee when an arrangement breaks down is substantial.

Recommended justification text (AtW reports)

The applicant's disability creates barriers to independently sustaining the cognitive, administrative and communication demands of their role. These barriers cannot be removed by environmental adjustments alone and require direct Support Worker assistance to extend professional working capacity to the level required for effective performance.

I recommend that Support Worker provision be sourced through The Work Inclusion Project (TWIP). TWIP employs its Support Workers directly on proper employment contracts, with specialist training, ongoing CPD, and professional supervision. All employees have sector-relevant experience in academic, legal, financial or senior professional environments. TWIP also provides guaranteed cover for sickness and leave, removing the disruption and re-matching burden that falls on disabled employees when individual arrangements break down.

TWIP also manages all Access to Work administration, claim submission and employer compliance guidance associated with the award. This removes a significant administrative burden from both the applicant and their employer, reducing the risk of award non-compliance or underclaim.

Where budget constraints require the applicant or employer to use a non-specialist Support Worker, TWIP also offers specialist training for that Support Worker, covering disability-informed practice and professional workplace integration. This reduces the risk that an arrangement will fail through a lack of the Support Worker's knowledge and skills.

3. Workplace Training

Disability-related challenges addressed

Disabled employees are consistently disadvantaged not only by their impairment but by the way that impairment is managed – or mismanaged – by their employers. The evidence is clear that the manager relationship is the decisive factor in whether a disabled employee remains in work. Where managers lack the skills to communicate appropriately about disability, handle adjustment conversations competently, or support neurodivergent or mentally ill colleagues effectively, the result is increased anxiety, deteriorating working relationships, avoidable legal risk, and, ultimately, the disabled employee leaving their role.

Generic disability awareness training does not address this. Awareness of disability at a general level does not equip managers or HR practitioners with the practical skills to handle disclosure conversations, agree reasonable adjustments, support fluctuating conditions, or communicate effectively with neurodivergent employees. TWIP's workplace training is the only provision in the UK that addresses this gap through structured short courses in disability work coaching skills, delivered by practitioners with combined expertise in disability, employment law, HR, and management.

Recommended justification text (AtW reports – employer element)

The applicant's disability-related disadvantage at work is compounded by the absence of appropriately skilled management and HR support. Specifically, [the applicant's line manager / HR team] would benefit from training in how to communicate about disability effectively, manage adjustment conversations, and provide appropriate ongoing support. Without this, the risk is that well-intentioned but unskilled management will exacerbate the applicant's difficulties and create legal and HR risk for the employer.

I recommend funding TWIP's workplace training for the relevant manager(s) and / or HR team. TWIP's short courses in Disability Coaching Skills for Managers and HR are the only programmes of their type in the UK to be accredited by the Association for Coaching. They are designed and delivered by practitioners with direct expertise in disability, employment law, HR and management – not by generic equalities consultants – and focus on practical skill-building rather than awareness alone. Training is available for groups of up to eight or as individual learner places.

This investment directly supports the applicant's retention and performance by creating the informed management environment that their adjustments require to function effectively.

Recommended justification text (AtW and DSA – disabled employee training)

The applicant would benefit from structured training in understanding and navigating management and HR processes as a disabled person. Many disabled employees are disadvantaged not only by their condition but by an information gap: they lack practical knowledge of their legal rights, how to disclose effectively, how to approach adjustment conversations, and

how to navigate Access to Work. This training gap directly reduces their ability to advocate for themselves and access the adjustments and support they are entitled to.

I recommend funding TWIP's CPD-accredited taught courses for disabled professionals, specifically [select: Understanding Management and HR as a Disabled Person / Understanding Your Rights at Work / Disclosure at Work / Navigating Access to Work]. These are delivered online by trainers with direct disability and HR expertise, are available in cohorts matched to role seniority and complexity, and include recordings and resources for ongoing reference.

4. Specialist Job Coaching

Disability-related challenges addressed

Periods of transition are consistently the highest-risk periods for disabled employees in professional roles. These include starting a new role, receiving a new diagnosis, returning from a period of sick leave, accepting a promotion, and navigating performance concerns or workplace conflict arising from disability-related difficulties. During these periods, the demands on the disabled employee are at their most acute at precisely the moment that their usual coping strategies and support structures are least established or most disrupted.

Generic occupational health referrals or management-led adjustments do not provide adequate support during these periods for professionals in senior, complex or autonomous roles. In those roles, there is limited management oversight available to scaffold day-to-day work, professional demands are high, and the expectation is independent performance. Generic job coaching fails because it does not understand the professional demands, the disability profile, or the interaction between the two.

Recommended justification text (AtW and DSA reports)

The applicant is at a point of professional transition [describe: new role / new or recent diagnosis / returning from sick leave / promotion / performance concerns / workplace conflict]. Their disability creates specific barriers to managing this transition independently, including [select as appropriate: difficulties with executive function, managing professional identity alongside disability, navigating workplace relationships and adjustment processes, sustaining performance under increased demand]. These barriers are not addressed by the applicant's employer through existing provision.

I recommend funding a programme of Specialist Job Coaching through The Work Inclusion Project (TWIP). TWIP's job coaching is delivered by coaches with direct sector-relevant professional experience in [academia / law / finance / senior leadership – select as appropriate] alongside the Association for Coaching accredited Disability Work Coach qualification. This combination – professional domain expertise and specialist disability coaching – is what generic job coaching providers cannot offer and what this applicant's situation requires.

The programme runs for up to 26 weeks on a reducing-support model, designed to align with Access to Work's expectation of progressively reducing funded assistance. Professionally maintained records are kept throughout, suitable for AtW review and reporting purposes. Where it would assist the working relationship, TWIP can also provide co-coaching with the applicant's line manager or HR representative.

Expected outcomes include reduced absence and presenteeism, sustained employment avoiding costly disability-related disputes, and measurable improvement in professional self-management capacity. Following the intensive job coaching period, continuing support is available

through TWIP's On-Demand Coaching Platform at reduced cost, ensuring that gains made during coaching are consolidated rather than lost.

5. One-to-One Coaching

Disability-related challenges addressed

Reasonable adjustments change the environment. They do not, and cannot, develop the internal professional self-management strategies that disabled employees need to perform effectively within imperfect environments. For disabled professionals in senior and autonomous roles, there is a consistent and unmet need for coaching that is specifically designed for their disability profile rather than adapted from mainstream provision built on assumptions of consistent capacity, neurotypical communication, and a predictable relationship between effort and output.

Where those assumptions do not hold — as they do not for disabled professionals with physical or fluctuating conditions, chronic illness, neurodivergence, or mental ill health in demanding roles — mainstream executive or professional coaching fails. It fails because the strategies do not fit the disability profile, because the disability goes unacknowledged within the coaching framework, and because the professional is left with generic approaches that do not address what is actually limiting their performance. Disabled employees in complex roles are disproportionately likely to leave employment during periods of change: not because their disability worsened, but because they lacked the specific professional self-management strategies to navigate those moments.

Recommended justification text (AtW and DSA reports)

The applicant's disability creates barriers that extend beyond what workplace adjustments can address. Specifically, the applicant requires support to develop disability-specific professional self-management strategies that will enable them to perform effectively in their role despite

the difficulties their condition creates. These include [select as appropriate: managing fluctuation and unpredictability / building sustainable strategies for fatigue and physical limitation / developing cognitive and emotional strategies for neurodivergent working patterns / navigating the relational and professional identity challenges of disability in a senior role].

I recommend funding a structured 1:1 coaching programme through The Work Inclusion Project (TWIP), specifically the [select: Managing Disability at Work / Managing Chronic Illness at Work / Managing Neurodivergence and Mental Ill Health at Work / Enabling Strategies for New Roles and Promotions] programme. These are the only structured, accredited coaching programmes in the UK designed specifically for disabled professionals in senior and autonomous roles.

Coaching is delivered by coaches holding the Association for Coaching accredited Disability Work Coach qualification, the only specialist disability coaching credential in the UK. This ensures that the coaching relationship is grounded in genuine disability expertise rather than general coaching practice adapted post hoc. The programme targets the specific self-management challenges that are most consistently unaddressed by generic provision and produces measurable outcomes in professional performance, self-management capacity, and reduced HR burden.

Where it would support the working relationship or adjustment process, co-coaching with a colleague, line manager, or HR representative is also available as part of the programme.

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Italic passages are ready for copy-paste inclusion in AtW or DSA assessment reports. Bracketed [select] instructions indicate where the assessor should choose the option most appropriate to the individual.