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SEND Reform Organisational Effectiveness Guide

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Landex

Land Based Colleges
Aspiring To Excellence



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Introduction

The [Children and Families Act, 2014](#) brought new duties and responsibilities for the post-16 sector, local authorities and health and social care agencies requiring them to work together to improve outcomes and life chances for young people aged 16 - 25 with special educational needs and disability (SEND).

This guide and its companion self-assessment tool (an MS Excel™ worksheet) have been produced to help providers and local authorities to assess their current effectiveness in relation to implementing the Act and to drive improvements in provision.

Who is the guide and tool for?

The guide and the self-assessment tool are relevant to the whole organisation, so should not just be used by the manager of an organisation's high needs provision but by all staff that deal with learners with SEND – senior leaders, operational leaders, and practitioner teams across the breadth of provision.

Sections 1-3 will be relevant to every education organisation that provides for young people aged 16+ with SEND

Section 4 is primarily relevant to senior leaders and/or commissioners in local authorities.

What will usage of the guide and tool achieve?

Using the guide and self-assessment tool will enable organisations to:

- assess their current effectiveness;
- evaluate the progress they have already made;
- better understand their areas for improvement;
- improve and support the production of the self-assessment review (SAR);
- enable senior leaders to assess whole organisation strengths and areas for improvement;
- support partnership working between local authorities and providers;
- improve outcomes for young people.

Using the guide and self-assessment tool

This guide and its companion self-assessment tool are designed to be read and used on-screen as they contain a number of interactive elements.

The guide and tool cover the areas of:

- Leadership and management
- Study programme provision
- Work based learning provision
- Responsibilities for local authorities.

The guide incorporates extensive signposting to a range of related resources and key documents that will provide further support. It also offers a variety of good practice examples from across the sector.

Evaluating organisational practice

Throughout the guide, there are statements against which an organisation can evaluate their practice in relation to the expectations of the [SEND Code of Practice, 2014 \(updated 2015\)](#) using a RAG (Red, Amber, Green) rating – ideal for use in team meetings with focussed/key criteria.

The self-assessment tool allows an organisation to extend this initial RAG-rating to a more in-depth evaluation, to start planning improvements and to generate key statements for their annual self-assessment report (SAR) or position statements. The self-assessment tool will be most effective when completed as a group or team activity.

The self-assessment tool

 Double click to download the self-assessment tool

| Local Authority | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--------------------------|-------------------------|---|
| This section has been designed for completion by commissioners/managers within local authorities to aid preparation for area reviews and inspections of SEND provision and should be answered with post-16 (16-25) provision in mind. Leaders within education providers are also encouraged to review questions posed within this section in order to develop a mutually co-ordinated approach to meeting the needs of learners locally. | | | | | | | | | | |
| Work-based Learning | | | | | | | | | | |
| This section has been designed for completion by operational managers of work-based learning including Apprenticeships, Traineeships, Supported Internships etc. It is highly recommended that this is completed as a team exercise with both operational leaders and practitioners (assessors, trainers/trainers/VOL supervisors etc.). Linking back to exemplars, signposted reading within the SEND code of practice and beyond will further support teams in continuing improvement of practice and build recognition of practice that fully meets the code. | | | | | | | | | | |
| Study Programmes | | | | | | | | | | |
| This section has been designed for completion by operational managers of study programmes and/or class-based type learning. It is highly recommended that this is completed as a team exercise with both operational leaders and practitioners. Linking back to exemplars, signposted reading within the SEND code of practice and beyond will increase the shared understanding of SEND and act as a valuable source of CPD for practitioners that will aid recognition of good practice that fully meets the code and support continuing improvement of practice. | | | | | | | | | | |
| Leadership and Management | | | | | | | | | | |
| Considering the statements below will allow you to judge overall how well your organisation fully meets its responsibilities as outlined in the SEND Code of Practice. It is recommended that senior leaders and those with overarching responsibility for the provision complete this section after the Study Programmes and/or Work-based Learning sections have been completed by the operational leaders for those types of provision. This will allow senior leaders to reflect on the whole organisation's approach to SEND. It is also strongly recommended that the leadership team completing this section review the 'Local Authority' section and its guidance for effective practice as this will ensure that the organisation takes a holistic approach to SEND. | | | | | | | | | | |
| Consideration | | | | | | | | Commentary re RAG rating | Actions for improvement | Potential mapping to Ofsted for use in SAR (CL, L&M, P&HW, T&A) |
| 1. An organisation-wide SEND strategy and/or policy is in place, is reviewed annually and is shared with local authorities. This includes partnership working and access to specialist services. | | | | | | | | | | L&M |
| 2. The leadership team play an active role in building and maintaining an effective working relationship with each partnering local authority, leading to positive development of the Local Offer and stronger appropriate provision. | | | | | | | | | | L&M |
| 3. The organisation's curriculum offer and the support available for learners with SEND is accessible to all and is promoted on the Local Offer websites of all of partnering local authorities. | | | | | | | | | | L&M |
| 4. The structure of learning support services has changed to enable learners to access specialist services as an integral element of their programme. | | | | | | | | | | L&M |
| 5. Outcomes for SEND learners are reviewed formally, compiled annually and shared with appropriate local authorities and there is an action plan in place to close any identified achievement gaps. | | | | | | | | | | CL, L&M |
| 6. The named senior manager/lead for SEND/LO and/or SENCO is in place. | | | | | | | | | | L&M |
| 7. There is a senior leader with governance responsibility for SEND/LO who meets regularly with the SEND Lead/SENCO to review both provision and outcomes for learners and ensure compliance with the SEND Code of Practice. | | | | | | | | | | L&M, CL |

Section 1: Leadership and Management

All further education colleges, sixth form colleges, 16-19 academies, , independent training providers (ITPs), **independent specialist providers (ISPs)** and independent specialist colleges (approved under Section 41 of the [Children and Families Act, 2014](#)) have a **statutory** duty to identify, assess and support young people with **special educational needs and disabilities (SEND)**.

This section covers the three key duties for organisations as outlined within the [SEND Code of Practice](#):

- 1.1 Duty to cooperate
- 1.2 Duty to admit
- 1.3 Duty to make best endeavours.

Statements in the [self-assessment tool](#) under Leadership and Management will help organisations assess their practice in relation to their statutory duty.

Legislation

[Children and Families Act, 2014 \(The Act\)](#)

- Section 28: Co-operating with local authorities
- Section 29: Responsibilities of governing bodies
- Section 34: Duty towards young people with SEN who do not have a plan
- Section 41: Independent specialist schools and special post-16 institutions
- Section 43: Duty to admit if named in EHC plan
- Section 66: Best endeavours to secure special educational provision
- Section 77: Code of Practice

[The Equality Act, 2010](#)

Regulations

[Special Educational Needs and Disability Regulations, 2014](#)

[SEND code of practice: 0 to 25 years, 2014 \(CoP\)](#)

“Eight of the organisations visited did not have adequate strategies, experience or expertise to ensure that they were able to support their learners with profound and multiple learning difficulties or disabilities. These organisations were not able to provide the support and guidance necessary to enable learners to make adequate progress in their continued education and progression to adult life.”

Source: '[Moving Forward?](#)' (Ofsted, 2016)

1.1: Duty to co-operate

Section 28 of the Children and Families Act covers the reciprocal duty of the local authority and named organisations to co-operate on arrangements for young people with SEND.

Organisations that are co-operating fully and effectively with their local authorities will have reviewed their post-16 education and training provision to ensure there is sufficient breadth within their **study programmes** (including **supported internships**) and/or their work-based **apprenticeships** and **traineeships** to provide learning opportunities and appropriate support for learners with SEND. Learner achievements will be monitored and reviewed annually and there will be an action plan in place, and agreed with their local authorities, to fill any identified gaps in curriculum provision and/or support services.

Organisations will work with their local authority to enhance provision, where possible, to include activities that prepare young people for adulthood, arrangements for travel and social learning/leisure activities (CoP 4.3) and to ensure that detailed information about the provision is available to young people and parents through their own website and the local authority **Local Offer** web pages.

An **Education Health and Care plan (EHCP)** details the education, health and social care support to be provided to a young person with SEND. To achieve the **outcomes** of an EHCP, local authorities **must** work to integrate education provision with health and social care provision and organisations **must** co-operate fully with the local authority in this (CoP 3.13).

Provider Practice

Walsall local authority wanted to develop integrated five-day-a-week provision across education, health and social care that would help young people prepare for adult life. This was part of a wider focus to improve its local offer. The local authority opened discussions with Walsall College, alongside health, social care and employers. Working together, they developed tailored packages, based on a 'pick and mix' menu (including supported internships), that helps young people progress towards employment and other positive outcomes.

Source: 'Building partnerships between local authorities & providers over post-16 high needs provision: some lessons learned', AoC, 2016

Provider Practice

Dilston College is an independent specialist provider based in Northumberland working with several neighbouring authorities and general FE colleges. A partnership with Darlington local authority grew out of meetings that aimed to match the needs of young people to local provision. It became clear there was a gap in Darlington provision for the learning of independent living skills. Dilston partnered with Darlington College to extend their independent living training through a hub set up in the local community. The development of this facility has meant that young people benefit from both mainstream and specialist provision and can enjoy individually tailored, flexible programmes.

Source: 'Building partnerships between local authorities & providers over post-16 high needs provision: some lessons learned', AoC, 2016

Effective organisations will have reviewed the services they can offer internally and may work in partnership with other organisations, charities and community organisations or have commissioned external services to ensure that learners have access to necessary health and care services (e.g. speech and language therapy) alongside their education programme.

Residential colleges and independent post-16 specialist providers often work with several local authorities and, therefore, must build strong relationships to ensure that they are represented effectively and appropriately within each local authority's local offer.

Resources

Weston College: [Learning Support - Local Offer](#) and [SEND Reforms](#)

Somerset Choices: [SEND Education](#)

| How well do you cooperate with your local authority(ies)? | RAG rating | | |
|---|------------|---|---|
| | ● | ● | ● |
| 1. An organisation-wide SEND strategy and/or policy is in place, is reviewed annually and is shared with local authorities. This includes partnership working and access to specialist services. | | | |
| 2. The leadership team play an active role in building and maintaining an affective working relationship with each partnering local authority, leading to positive development of the Local Offer and stronger appropriate provision. | | | |
| 3. The organisation's curriculum offer and the support available for learners with SEND is accessible to all and is promoted on the Local Offer websites of all of partnering local authorities. | | | |
| 4. The structure of learning support services has changed to enable learners to access specialist services as an integral element of their programme. | | | |
| 5. Outcomes for SEND learners are reviewed termly, compiled annually, and shared with appropriate local authorities and there is an action plan in place to close any identified achievement gaps. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

Section 29 of the Children and Families Act covers the duty of organisations in relation to governance (CoP 7.22). Governors¹ (or senior staff where the organisation structure does not have a governing body) are responsible for ensuring that the environment is inclusive and that all staff are appropriately skilled and their knowledge kept up to date to enable them to interact appropriately with learners who have SEND.

The organisation should ensure that there is a named person with oversight of SEND provision to ensure that support is coordinated. This role is similar to that of a **SEN Coordinator (SENCO)** in schools. It is recommended that this person has appropriate experience and qualifications and contributes to the strategic and operational management of the organisation.

| How well does your organisation fulfil its duty to co-operate? | RAG rating | | |
|---|------------|--------|-------|
| | Red | Orange | Green |
| 6. The named senior manager/lead for SEND/LDD and/or SENCO is in place. | | | |
| 7. There is a senior leader with governance responsibility for SEND/LDD who meets regularly with the SEND Lead/SENCO to review both provision and outcomes for learners and ensure compliance with the SEND Code of Practice. | | | |
| 8. Staffing needs are regularly reviewed to ensure that sufficient skilled and trained staff are recruited in a timely manner to meet the support needs of learners with SEND/LDD and are in place for the start of each academic year. | | | |
| 9. The training needs of staff (in relation to SEND/LDD) are regularly reviewed, incorporated into an annual staff development plan and regular training delivery is attended by both curriculum and support staff together. | | | |
| 10. Staff within the organisation know who to go to for help and advice with regards to identifying and meeting learners' support needs. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

¹ In Further Education settings, it is important to have a Link Governor who understands the SEND reforms and how they are implemented within the organisation.

1.2: Duty to admit

Where a maintained school, FE or sixth form college or an independent school or specialist college is named in an EHCP then that organisation is **legally required** to accept that learner. Other organisations, such as private training providers, can also be named in an EHCP but they do not have a duty to admit that young person.

A young person has the right to request that a particular organisation be named within their EHCP. Where they do so, a local authority will consult with that organisation, which then has fifteen days to respond. After that time, the local authority has a duty to finalise the EHCP and name that organisation unless, through consultation, they determine that the placement with that organisation is unsuitable for the young person due to age, ability, aptitude or SEND, or that the placement is incompatible with an efficient use of resources or the efficient education of others ([Section 43 of the Act](#)) ([CoP 7.3](#)).




If an organisation has no prior knowledge of the potential learner, fifteen days is not a lot of time to assess whether the learner's educational and support needs can be met. Working closely with feeder schools in years 9 - 11 to provide taster or link programmes and mentoring opportunities ([CoP 8.25](#)) and, where possible, attending **annual review** meetings ([CoP 8.26](#)) will enable organisations to get to know potential learners and put them in a better position to respond within the fifteen-day timescale when a consultation letter is received. Where possible the organisation should have a 'tell us once' approach with schools to avoid young people and families having to repeat the same information unnecessarily ([CoP 8.25](#)).

Organisations (particularly large multi-site ones) should consider how such information (which may be gathered over a period of years) can be stored securely and accessed effectively to enable a timely response to a placement consultation. Having a single point of contact within an organisation to receive consultation letters and EHCPs, and ensuring that the local authority knows who this person is, will avoid delays with the consultation process.

Having clear and coherent information about each organisation's offer on the Local Offer website enables young people and parents/carers to be confident that their educational and support needs can be met by the organisation they wish to name within their EHCP.

Working in partnership with schools to offer transition activities enables an organisation to better prepare to meet a learner's needs and ensures a successful transition ([CoP 7.10](#)).

All young people should have equal opportunity to be considered for a programme of their choice against the stated entry requirements. Organisations have a duty under the Equality Act 2010 to ensure that they **do not** discriminate against, harass or victimise disabled young people and they **must** make **reasonable adjustments** to prevent them being placed at a substantial disadvantage. Application and admissions processes must ensure that fair consideration is given and that all applicants have an opportunity to declare whether they have a learning need, a disability or a medical condition that will affect their learning, and to have their needs assessed in a timely manner ([CoP 7.10](#)). To ensure that applicants do not experience any barriers to accessing learning opportunities ([CoP 7.17](#)), all staff involved with the admissions process should understand the four broad areas of need (communication and interaction; cognition and learning; social, emotional and mental health; sensory or physical) ([CoP 6.27](#)) and how these can be met through adjustments, specialist services, assistive technology and/or in-class support.

| How well does your organisation fulfil its duty to admit? | RAG rating | | |
|--|---|---|---|
| |  |  |  |
| 11. Leaders within the organisation are aware of the four broad areas of need as identified in the SEND Code of Practice. | | | |
| 12. Leaders within the organisation understand the different funding streams that are available to cover support costs and what should be provided as a core entitlement, where appropriate. | | | |
| 13. The consultation process prior to placement of a young person with SEND is both timely and effective. | | | |
| 14. All applicants have an opportunity to have their support needs assessed prior to starting their programme. | | | |
| 15. Good links are established with feeder schools/organisations to ensure a range of timely transition opportunities are available and learners make a supportive transition to post-16 opportunities. | | | |
| 16. Learners with SEND access programmes of study and/or work that are appropriate to their educational needs, that are developmental and progressive and, where a learner has an EHCP, that links to their EHCP outcomes. | | | |
| 17. Effective tracking systems are in place for identifying learners with SEND at application and/or admission stages. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

1.3: Duty to use best endeavours

Outlined in section 66 of the [Children and Families Act](#), the purpose of the duty to use **best endeavours** is to ensure that organisations provide the right support to learners with SEND.

This expectation was already in place for independent specialist schools and colleges (ISCs) as it is their primary purpose, but it was a new duty for FE and other post-16 organisations from September 2014.

All organisations should be aspirational for learners with SEND. Educational provision should recognise a learner's potential and be developmental from their individual respective starting point.

All learners should have an opportunity to be assessed/re-assessed at any time during their study. Organisations should have clear processes in place to assess and support a learner's vulnerabilities and to safeguard others should a learner's behaviour pose risk to them.

Effective organisations will follow the principles of **RARPA (Recognising and Recording Progress and Achievement)**. This requires thorough assessment practices, rigorous setting and monitoring of individual and challenging learning targets, and comprehensive procedures for assessing any non-accredited learning included within a learner's study programme.

For learners who require a **Personal Emergency Evacuation Plan (PEEP)** and/or a health care plan because of medical needs, organisations must ensure that these are in place at the start of their study.

No learner should be discriminated against and learners should have access to support as and when appropriate to their need. Leaders within an organisation should be mindful of this and have processes in place to monitor and evaluate.

“The years from 16 to 26 are crucial: 16 year olds with SEND have aspirations and confidence similar to their peers, but, by the age of 26, their hopes and confidence have often taken a severe knock.”

Progress is made when we see... “A mainstream expectation of success for SEND young people – end acceptance of poor outcomes for young people with SEND and support them to navigate successfully through education to employment, raising parental confidence in the chances of progression and success.”

Source: **‘Through Learning to Earning’, Transitions to Employment Group, 2016**

Resource

[RARPA resources](#), Excellence Gateway

Provider Practice

Provision for learners with high needs: Outstanding

“Assessment of learners’ needs is rigorous and comprehensive. Highly productive partnerships with specialist agencies in areas such as autism and mental health, and close cooperation with the local authority and social care services result in successful education, health and care plans. Learners and their families receive excellent advice and guidance, and learners’ transitions to college are managed carefully. They benefit from exceptionally well-designed programmes tailored to meet their individual needs. Support for learners is very well planned and highly effective. Skilled, dedicated teachers work very effectively with well-trained support staff to ensure that learners participate in activities as fully as they are able. As a result of the excellent support they receive, learners on mainstream courses feel safe and make very good progress. They develop essential study skills well and increase their confidence in their ability to learn independently and work alongside their peers.”

Quality of Teaching and Learning: Outstanding

“Additional learning support is well targeted and highly effective. Learners’ support needs are identified promptly and accurately. Learners with complex needs receive excellent additional support in discrete and mainstream provision. This helps them to work with increasing independence. Specialist additional support for learners struggling with their English or mathematics is very good and easily accessible. Guidance and resources to help teachers to support learners with, for example, dyslexia, emotional health difficulties or behavioural problems are very good and are used very well by teachers.”

Source: Truro and Penwith College, Ofsted report, 2016

Provider Practice

Barnet and Southgate College enhanced its services.

“The new learning disabilities centre of excellence at the Southgate Campus will be the best in London with dedicated, state-of-the-art specialist facilities that will serve our surrounding communities. This will enable students with learning difficulties such as autism and other complex support needs to be able to come and learn academic and employment skills within a supportive and inspirational building.” **Principal David Byrne**

“You are rightly proud of the provision for disabled learners and those with learning difficulties. You offer an extensive range of courses and programmes catering for a wide range of needs, including for learners with profound and complex learning difficulties and life-limiting conditions. You place a strong focus on work-related skills. Learners develop their confidence and skills very well and enjoy working with high-profile organisations such as the Royal Academy of Dramatic Art (RADA). Managers and staff put a strong emphasis on teaching learners how to keep themselves safe. The facilities for this provision are excellent.” **Ofsted, 2015**

Learners with an EHCP have a **legal entitlement** to an Annual Review. Organisations must ensure that these are timely and that they are conducted in a person-centred manner that keeps the learner's voice central to the discussion. Other appropriate persons must also have an opportunity to contribute and attend. These could include:

- local authority SEND teams/specialists
- health and social care professionals (as appropriate)
- curriculum and support teams
- parents/guardians (as appropriate and dependent on mental capacity (CoP Annex 1))
- careers information, advice and guidance (IAG) practitioners.

Where possible (and appropriate) parents/guardians should be fully involved in decisions about curriculum provision and support (CoP 8.15). However, not all learners will expect, or want, their parents/guardians to attend their review meetings. Organisations should ensure that they are aware of the learner's view and their ability to make these decisions.

Organisations must also ensure that learners with SEND have access to a coherent tutorial programme that prepares them well for adulthood including how to keep themselves safe within their community, online and from risk of radicalisation

Learners with SEND must have the opportunity to discuss how they will be supported (CoP 7.13) and any changes in support must be agreed with the learner (and their parents/guardians, where appropriate) (CoP 7.19). Learners should also have the opportunity to contribute their views towards the development of educational opportunities and support services.

Resources

'Making it personal 3', SEND gateway

Person-centred reviews, Helen Sanderson Associates

The Fusion Model of Support, HfT

Resource

Preparing for Adulthood, Information Pack & Resources, SEND delivery support

Provider Practice

Managers at Wiltshire College ensure that vulnerable students and those in need of additional support are looked after well; the promotion of safeguarding is excellent; managers have successfully introduced provision for students with high levels of need'

"Students and apprentices enjoy attending a college in which they feel safe and which successfully adapts its provision and services for learners in need of support or specific adjustments. They benefit from good pastoral support provided by a well-coordinated network of support staff including tutors, learning mentors and careers staff. Additional learning support for students with high levels of need, and for the majority of those with moderate learning disabilities, is very good.

Staff carry out a thorough initial assessment which accurately identifies students' skills and knowledge, including any additional learning needs, when learners start their course.

ICT Study programmes and apprentices

Students with additional needs are supported well by lecturers and specialist support staff; for example, staff respond well to students with autism who need time to work on their own by providing space for them to do this.

Catering

Specialist support workers provide students with good additional learning support in theory lessons and in the kitchens; a kitchen has been adapted well to ensure wheelchair users can take part fully in lessons."

Source: Ofsted report, 2015

The student referred to above was able to access and achieve professional catering qualifications at L1 and L2 because of the physical adaptations made to the training kitchen.

Organisations have the responsibility to ensure support is provided to manage disruptive behaviour so it does not adversely affect the learning of others. This may include a behaviour contract (CoP 6.33).

Learners with SEND who are aged 16-18 (or aged 19-24 with an EHCP) should follow a coherent study programme that provides stretch and progression and enables them to achieve the best possible outcomes for adult life (CoP 8.30).

All learners up to and including the age of 18 (and 19-24 where they have an EHCP) must have access to independent careers guidance (CoP 7.9 and section 8). Organisations must ensure that provision is made for this and signpost learners to internal and external services.

All learners with SEND should have access to meaningful work opportunities and information regarding their support needs should be shared with all relevant organisations (CoP 8.34).

Organisations should also be aware of external 'in-work' support, such as **Access to Work** that may help eligible learners on supported internship programmes.

Organisations should ensure that reasonable adjustments are used to individualise programmes (where appropriate) to reduce barriers to learning and ensure accessible provision is in place.

Organisations need to be ambitious for all their learners and have equally high aspirations for their learners, with and without SEND.

“An inclusive careers strategy – the forthcoming Department for Education careers strategy should address concerns about the disconnect between careers and disability advice. The National Careers Service, the Careers and Enterprise Company and partners (including Jobcentre Plus) should act to improve outcomes for young people with SEND.”

Source: Transitions to Employment Group recommendation, 2016

“We need better links between schools, colleges, universities and business, and greater support and reassurance to employers who can offer openings to disabled young people”

**Source: ‘Through Learning to Earning’,
Transitions to Employment Group, 2016**

Resource

[Access to Work, Gov.uk](#)

FUNDING

Organisations need to be aware of what funding may be available to help them meet the support needs of a learner. Educational Funding Authority (EFA) funding is available to meet the needs of learners aged 16-18 and learners aged 19-24 with an EHCP.

Organisations may also receive additional direct funding (Element 2 places) from the EFA to the value of £6,000 per learner, for a set number of learners (lagged funded).

Where learners have more complex needs (high needs), organisations will need to liaise with their local authority to agree a funding package to enable support needs to be met. Organisations may need to negotiate additional Element 2 funding from a local authority if they place more high needs students than allocated direct from the EFA. [Note that the high needs funding system is currently under review and it is recommended that the gov.uk website is monitored for updates].

If a learner has funding available through a **Personal Budget**, this will be specified on their EHCP and it will state clearly what the funding is expected to cover (CoP 3.38).

The Skills Funding Agency (SFA) provides funding for support for learners on apprenticeship and traineeship programmes and adult learners studying towards eligible qualifications. Organisations should approach the SFA should they require additional funding in order to meet a learner's support needs.

Learners aged 19+ taking out an **Advanced Learner Loan** to study a Level 3 or higher programme may apply to the organisation to receive an Advanced Learner Loan bursary for funds to cover learning support.

Organisations can apply to the SFA for exceptional learning support funds if a learner's support costs are in excess of £19,000 in an academic year.

It is expected that learners aged 19-24 requiring significant levels of support will have an EHCP and will, therefore, be funded through the EFA and their local authority.

Resources

[16 to 19 Funding: how it works](#), EFA

[High needs funding: operational guide 2017 to 2018](#), EFA

[Funding rules](#), SFA

[Advanced learner loans: an overview](#), SFA

Provider Practice

Provision for learners with high needs: Outstanding

“Learners with high needs make outstanding progress. They achieve their learning goals and develop very good social, personal and communication skills. Where appropriate, they achieve qualifications in English and mathematics. Learners on mainstream courses achieve vocational and academic qualifications relevant to their career aims. On completion of their programmes, learners progress successfully to higher-level courses, foundation degrees, supported internships, into work or on to adult provision. Assessment for learners is exceptionally thorough and teachers work closely with local specialist schools, parents and carers to support the learners’ move from school into college. Students from a local specialist school now attend one of the college sites every week to prepare them for transition to programmes at Derby College. Staff assess learners’ starting points accurately and plan a highly effective and appropriate individual programme of learning and support that meets each learner’s specific needs. Learners benefit from an excellent range of work placements that provide meaningful learning opportunities in vocational areas that interest them. Leaders use the funding for high-needs learners very effectively to enable learners to manage and regularly review their own needs. Support is reduced as learners become more independent over time. Learners use a very comprehensive range of assistive technology, aids and adaptations to support their independence.”




Source: Derby College, Ofsted report 2016

RESOLVING CONCERNS AND COMPLAINTS

Should a learner or parent/guardian wish to complain about the provision in place (programme and/or support), they should be able to do this directly to a practitioner or Principal/Senior Manager informally or, more formally, through the organisation's complaints process.

If the complainant is dissatisfied with the response they can then take up their complaint directly with the EFA or SFA (depending on the learner's age and programme) ([CoP section 11](#)). Leaders within effective organisations will monitor the frequency and nature of any complaints made by learners with SEND to be assured that no learner is subject to discriminatory practice.

Organisations have a duty to co-operate with local authorities, when asked to, by participating in **dispute resolution** meetings with learners and their families or by attending tribunals to explain what provision and/or support the organisation can offer. Ideally, the SEND lead/SENCO will attend these meetings on behalf of their organisation.

| How well does your organisation use its best endeavours to secure appropriate provision for the young person? | RAG rating | | |
|---|---|---|---|
| |  |  |  |
| 18. High quality teaching is available to all learners with SEND. | | | |
| 19. Timely consideration is given to the vulnerabilities of SEND learners and/or any risks posed by them to ensure that all learners are safeguarded whilst studying. | | | |
| 20. Leaders within the organisation ensure that PEEPs and Health Care plans are in place for every learner that needs them. | | | |
| 21. Reporting systems are used effectively to ensure that all appropriate funding is accessed. | | | |
| 22. Learners with SEND have their progress reviewed regularly with contribution from curriculum and support staff as well as parents/guardians and other agencies as appropriate (including employers). | | | |
| 23. All learners with an EHCP have access to an annual person-centred review in line with the legal requirement. | | | |
| 24. All learners with SEND can access impartial information, advice and guidance from a trained adviser. | | | |
| 25. The organisation analyses data in relation to complaints and raised concerns from learners with SEND or their parents/guardians and takes timely and appropriate action to resolve them. | | | |
| 26. Leaders within the organisation have a clear understanding of their responsibilities to comply with the guidelines for dispute resolution and attendance at tribunals as outlined within the SEND Code of Practice. | | | |
| 27. Positive destinations for learners with SEND are equal to, or better than, those for learners without SEND. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

Section 2: Study Programmes

This section is aimed at departmental/curriculum leads or managers and covers:

- 2.1 The creation and promotion of study programmes
- 2.2 Transition
- 2.3 Assessment of vulnerabilities and risk
- 2.4 Planning for learning
- 2.5 Work experience, personal and social development
- 2.6 Review and progression

2.1: The creation and promotion of study programmes

As outlined within section 4 of the [SEND Code of Practice](#), the provision that any organisation offers should be accessible through the local authority's **Local Offer** on their website. All **study programme** information should be up to date, accessible and mirror the organisation's own website information ([CoP section 4](#)).

Potential learners need to understand the information and opportunities available to them. An organisation **must** ensure that the learners with **special educational needs and disabilities (SEND)** who apply to them have access to impartial careers advice offered either within the organisation by a trained Information, Advice and Guidance (IAG) advisor or via an external agency such as the [National Career Service](#).

Provider Practice

Sheffield Lifelong Learning, Skills and Communities considered each learner's potential, their support needs and their barriers to progression very effectively when planning their study programmes. Approximately one third of learners have emotional and behavioural disorders. Study programmes for these learners prepared them well to progress to mainstream education, training or employment over a one- to two-year period.

Each learner received a tailored programme that combined a vocational course, work experience placement, English and mathematics and enrichment activities, delivered by the organisation's own staff or local specialist organisations.

Progression rates were good, with three quarters of learners from this group moving onto further training, including at levels 1 and 2 in subjects such as music technology, vehicle maintenance and engineering.

Learners with autistic spectrum disorders followed similar programmes that were carefully tailored to take into account their support needs. The study programmes for the third group of learners, who had profound learning disabilities, focused on developing their practical and social skills to support their transition from school to greater independence in their adult life. Although they were mostly exempt from the English and mathematics qualification requirement, they made good progress in developing verbal and non-verbal communication skills.

Source: '[Moving Forward?](#)', Ofsted, 2016

Such advice should be available before, after, and throughout the learner's programme of study (CoP 8.27).

Learners aged 16 to 18 (and aged 19 to 25 where they have an **EHCP**) should have access to a study programme that provides stretch and progression and enables them to achieve the best possible **outcomes** linking to their aspirations for adult life.

It is expected that organisations will share each learner's high aspirations and plan study programmes that will provide them with meaningful and ambitious outcomes.

Organisations are expected to design study programmes that enable learners to:

- progress to a higher level of qualification;
- study English and maths;
- participate in meaningful work experience and non-qualification activity.

The majority of learners will find a study programme within an organisation's core offer (CoP 8.30).

Where appropriate, organisations should offer **personalised programmes** to meet individual learner need. This may be necessary for learners who find accessing a mainstream programme or campus difficult or whose skills and achievements make it difficult to fit into an established programme of study.

Provider Practice

At Myerscough College, a young person with high anxiety levels could not access the College campus and was offered a placement at CAST (a charity using fishing to engage people with various learning difficulties, disabilities and mental health issues).

CAST and the College transition team worked closely together to support the young person to work towards a level 2 study programme.

Provider Practice

"You have implemented the study programme well. Programmes meet the individual needs of each student well and provide them with an individual timetable. Work experience is well planned and students have appropriate external work experience linked to their interests and aspirations. English and mathematics are integrated well into the study programme. Students make good progress in improving their levels of ability. They successfully progress onto further training or into employment or voluntary work

Source: William Morris College, Ofsted report 2016

Provider Practice

At Wiltshire College, a learner, who was unable to attend a college campus, attended a riding centre that was accredited to offer BHS Stage 1 for two days a week and spent one day at a local centre for her English and Maths.

Achieving her BHS, she has progressed to a level 2 work based learning equine qualification plus level 2 English and maths at a college campus (and obtained paid employment at the riding centre at weekends).

Supported internships are a form of structured study programme for young people with an EHCP that are based primarily with an employer. They normally last for a year and include extended, unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme.

Students complete their personalised study programme that includes opportunities to study for relevant substantial qualifications, where appropriate, and English and maths to an appropriate level. Young people with EHCPs will retain their plan when undertaking a supported internship.

“A rapid expansion in Supported Internships – these work well for young people with moderate to severe learning difficulties. But they should be expanded, and offered by more employers and education providers.

Extend the internship approach to more students – Elements of the internship model (such as job coaches) can improve employment progression for students with milder impairments, making traineeships and apprenticeships inclusive and effective for all.”

Source: **Transitions to Employment Group, 2016**

Provider Practice

Many local authorities and organisations have now developed supported internship programmes. Wiltshire Council commissioned Wiltshire College and WEST (Wiltshire Supported Employment Team) to work in partnership and deliver a supported internship programme that started in 2014/15. More can be seen on the [Wiltshire Supported Internship video](#).

| How well does your organisation create and publicise appropriate study programmes for learners with SEND? | RAG rating | | |
|--|------------|--------|-------|
| | Red | Orange | Green |
| 1. Information about the study programme offer is available and published as part of the Local Offer. | | | |
| 2. Learners have access to effective, impartial careers advisors before, during and after study. | | | |
| 3. Bespoke study programmes are created where necessary to meet the aspirations and outcomes for learners with SEND. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

2.2: Transition

Organisations should have key staff to liaise with schools, other colleges and other support agencies to support the effective **transition** of SEND learners to their organisation.

This transition would ideally start from year 9 onwards and involve attendance at **annual reviews** for SEND learners. Effective organisations will have robust processes in place for storing information confidentially and good partnership arrangements so that the 'tell us once' process is followed.

An example of effective practice would be offering transition days and taster sessions to learners to sample the area of study and the study environment. Effective organisations will offer transition opportunities for the duration of an academic year and start these opportunities in year 10. For some learners who need a prolonged transition effective practice would be to create a personalised funded package of provision that enables the learner to attend their previous organisation alongside their new programme.

It is important to build strong links with feeder organisations to improve awareness of the potential SEND learners who could apply to attend a study programme at your organisation; this could include a key member of the learning support team attending cross-county **SENCO** meetings, or liaising regularly with head teachers in local schools.

Once an application has been received, it is best practice to offer the learner an interview with the curriculum team together with the learning support department to assess the suitability of their chosen study programme, their support requirements, and any **reasonable adjustments** that may be required.

An effective organisation will have good internal relationships and clear processes between co-ordinators of study programmes and learning support provision to be able to respond within the required consultation period of fifteen days whenever the organisation is named in an EHCP.

Where a 19+ learner has SEND but does not have an EHCP, it will be necessary to explore various funding arrangements (CoP 9.150/9.156).

Provider Practice

Wiltshire Council coordinates termly post-16 transition meetings that are attended by all the local special schools and both curriculum and Additional Learning Support representatives at the College. The agenda includes the local offer (post-16), transition arrangements and developments, and a SEND team update.

Provider Practice

In Lancashire, transitions locality meetings are held in all regions of the county with representatives from health, social care and education (as required) for year 9, year 10 and year 11 children and young people with SEND.

| How well does your organisation create transition opportunities for potential learners and facilitate open and transparent discussions about programme and support? | RAG rating | | |
|---|------------|---|---|
| | ● | ● | ● |
| 4. Taster sessions and/or transition days are offered in their chosen study area for prospective learners. | | | |
| 5. The consultation process prior to being named in an EHCP is timely and enables a transparent and open discussion about both study programme and support to take place. | | | |
| 6. Transition interviews to post-16 provision are timely to ensure successful transition and implementation of support. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

2.3: Assessment for vulnerabilities and support

Every curriculum area should ensure that all learners are assessed to identify any risk to themselves or others whilst studying. PEEPs and/or health care plans must be completed for all learners as appropriate.

Applicants with significant behaviour issues may require a prolonged transition in order to identify any additional requirements and to fully assess potential risks. Every organisation will have a behaviour management policy that should be followed to ensure that all learners are safeguarded.

| How well does your organisation assess for potential risk and ensure that appropriate measures are put in place prior to learner commencing study? | RAG rating | | |
|---|------------|--------|-------|
| | Red | Orange | Green |
| 7. Health care plans are in place for all learners with medical needs prior to commencement on programme and staff are appropriately trained. | | | |
| 8. PEEPs are in place for all learners who may have difficulty in evacuating a building. | | | |
| 9. Learners requiring individual risk assessments are identified and assessed to ensure their needs are met and that any potential risks are carefully managed. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

2.4: Planning for learning

For all learners it is essential to ensure there is a robust initial assessment to identify the learner's maths and English starting points and to recognise prior achievement.

For some learners, it may be appropriate to embed English and maths into their programme. For others, it may be necessary to extend the length of their programme and, for some learners, exemptions for maths and/or English may be required.

Organisations need to be ambitious with their targets for all learners and to have high aspirations and regard for their potential (CoP 7.37).

For learners to make progress and meet aspirational targets, the outcomes from their EHCPs should be shared with all **practitioners** (both teaching and support) involved with delivery. An effective organisation will ensure that there is good communication between curriculum, learning support and SEND specialists (both internal and external). This will require organisations having a system that enables the sharing and updating of all information regarding EHCP outcomes and that can be accessed by all staff who are working with these learners (CoP section 9).

Effective organisations will follow the principles of **RARPA (Recognising and Recording Progress and Achievement)**. This requires thorough assessment practices, rigorous setting and monitoring of individual and challenging learning targets, and comprehensive procedures for assessing any non-accredited learning that is included within a learner's study programme.

Provider Practice

"Tutors know their students well. They make good use of detailed initial assessments and comprehensive information from specialist agencies, parents, carers and local authorities to plan detailed, individual learning programmes. They work closely with well-trained support workers so that students can benefit as much as possible from the wide variety of learning activities offered."

Source: Glasshouse College, Ofsted report 2016

Provider Practice

Provision for learners with high needs: Outstanding

"Teachers take full account of learners' different needs in planning lessons. Teaching is lively, interesting, and engaging and learners make excellent progress, improve their independence and gain skills for employment. Teachers make very effective use of well-equipped accommodation and a wide range of specialist resources. They provide excellent sensory and practical experiences that highly motivate and inspire learners. Teachers have very high expectations for learners, ensuring that they participate fully and experience rich and varied learning."

Source: Truro and Penwith College, Ofsted report, 2016

Resources

[RARPA resources](#), Excellence Gateway

[16 to 19 study programmes: advice on planning and provision](#), Gov.uk

| How well does your organisation assess a learner's starting point and ensure that there is good communication between practitioners? | RAG rating | | |
|--|------------|--------|-------|
| | Red | Orange | Green |
| 10. A learner's starting point is thoroughly assessed and there is good communication between practitioners. | | | |
| 11. There are robust initial assessment processes in place for English and maths, and exemption is granted where applicable. | | | |
| 12. Learners with SEND work towards English/maths qualifications and/or targets appropriate to their achievements and abilities. | | | |
| 13. The communication between curriculum, learning support and SEND specialists is highly effective at all stages of a learner's programme. | | | |
| 14. Learners with SEND have access to high quality teaching that is differentiated for their needs and, where appropriate, includes assistive technology and specialist resources. | | | |
| 15. Study programme targets are outlined on Individual Learning Plans (ILPs) and, where appropriate, linked to EHCP outcomes. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

2.5: Work experience, personal and social development

Work experience is a core element of study programmes and provides learners with essential skills that will support their progression to adulthood.

Wherever possible, learners should have the opportunity to experience real-life situations through external placements.

Organisations should match learners carefully with available placements and ensure that honest conversations with the placement organisation/employer takes place and covers the learner's potential, abilities, interests and areas they want to develop. This should result in a more positive experience for both learner and employer (CoP 8.33).

Effective organisations will ensure learners are prepared for their work experience and ensure any additional support required is in place before placement.

Learners on supported internship programmes may be eligible for support from **Access to Work**.

Provider Practice

“Students make good progress towards independence in class and on work experience as a result of well-planned personalised employability-based learning.”

Source: Nash College, Ofsted report 2016

Provider Practice

Provision for learners with high needs: Outstanding

“Learners are very well prepared for employment through an outstanding supported internship programme. Managers have developed productive relationships with local employers who value the positive contributions learners make to their businesses. Learners are well trained in a range of job roles and a significant number of learners gain permanent employment through their work experiences. Staff work very well with local agencies to support learners’ transition to their next step in learning or to an independent life beyond college.”

Source: Truro and Penrith College, Ofsted report 2016

Resources

[Information for Employers](#), British Association for Supported Employment (BASE)

[Access to Work](#), Gov.uk

Integral to every study programme should be the opportunity to develop social and communication skills to prepare learners for adult life.

Such opportunities should be linked to personal targets for the learner that are monitored and reviewed regularly. They should also link to the Preparation for Adulthood outcomes:

- Employment;
- Living independently;
- Community inclusion;
- Health (CoP 7.38).

For some learners this may require an extension of the study programme, such as additional funded days or a personalised programme.

Other opportunities for further development of social and communication skills could be through accessible enrichment programmes. Examples of these might include inclusion within sport activities, student union, clubs and societies or enterprise.

Provider Practice

Three learners at Wiltshire College had individual study programmes where they attended a garden centre and cafe run by Shaw Trust for three days a week and spent one day a week on college premises for their English, maths and a tutorial.

For one learner this was a transition year into living and working within her community, as she had previously been educated in a residential special school. The other two (younger) learners required a programme that was more practical and a different learning environment from a college setting. The College worked closely with the Shaw Trust prior to their placement to ensure that the needs of the learners were well understood and could be supported.

Whilst the focus for each was on preparation for employment, one learner has now progressed to a further year of studying to work towards a Level 2 work based learning horticulture qualification.

Provider Practice

Provision for learners with high needs: Outstanding

“Learners enjoy sea adventures and rock climbing and take part in charity races such as the Ten Tors challenge across Dartmoor; others improve their motor skills and fitness through dance and drama. Learners at Penwith join in sports lunch clubs. Many across the college benefit from a nationally accredited home-cookery course. Teachers successfully incorporate activities that improve learners’ skills in English and mathematics in all practical activities, for example through checking recipes, reading maps or following workplace instruction.”

Source: Truro and Penwith College, Ofsted report 2016

| How well does your organisation prepare learners for adult life? | RAG rating | | |
|---|------------|---|---|
| | ● | ● | ● |
| 16. All learners with SEND have access to a meaningful external work placement opportunity that prepares them for independence and adulthood. | | | |
| 17. Learners with SEND receive appropriate support in understanding their responsibilities and expected behaviour within the workplace, prior to and during their placement. | | | |
| 18. Study programme leaders work collaboratively with employers to ensure work placement opportunities are safe, appropriate and have structured tangible outcomes that are incorporated into learner ILPs. | | | |
| 19. Personal development and social communication opportunities are integral within study programmes for learners with SEND, with targets that are regularly reviewed. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

2.6: Review and progression

Learners with an EHCP have a **legal entitlement** to an Annual Review. Organisations must ensure that these occur in a timely manner and all appropriate persons must have an opportunity to contribute and attend.

Effective practice will mean that reviews are conducted in a person-centred manner with all the staff involved ideally attending and contributing to the meeting so that learning outcomes can be reviewed and progression opportunities agreed.

For learners aged 16-17, it is expected that parents will continue to be fully involved in the process. However, under the Children and Families Act, 2014, the right to give views and make decisions applies directly to the young person rather than to their parents ([CoP 8.13 and 8.17](#)). Where parents/guardians have advocacy for the learner, engagement with decisions about the learner, their learning opportunities and support may continue until the age of 25.

Resources

[Person-centred reviews](#), Helen Sanderson Associates

[The Fusion Model of Support](#), HfT

| How well does your organisation review and ensure that learners with SEND have positive outcomes? | RAG rating | | |
|--|------------|--------|-------|
| | Red | Orange | Green |
| 20. Curriculum tutors, support staff and SEND specialists contribute fully to the annual review process of all learners with EHCPs. | | | |
| 21. Timely and effective communication with parents (where appropriate) enables a learner's progress to be regularly monitored and ensures any concerns that arise are addressed promptly. | | | |
| 22. Learners with SEND achieve their outcomes and have positive destinations and progression opportunities. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

Section 3: Work-based Learning

This section is aimed at departmental/curriculum leads or managers with responsibility for **work-based learning** programmes and covers:

- 3.1 Pathways to Employment
- 3.2 Planning for learning
- 3.3 Support available
- 3.4 Review and progression

Under Part 3 of the [Children and Families Act, 2014](#) (the Act), organisations offering work-based learning, including **traineeships** and **apprenticeships**, have a **statutory duty** to support all young people with **special educational needs and disability (SEND)**.

The introduction of the [SEND Code of Practice 0-25 years](#) (CoP) means that an organisation offering a work-based learning programme must show due regard to the CoP and must consider it when making decisions.

Part of the SEND reforms is for **all** educational programmes to contain a 'Preparation for Adulthood' component, with programmes based on what is important to the young person in the form of a person centred approach, so that they transition well into adulthood. Preparation for Adulthood has four **outcomes**: employment; living independently; community inclusion and health.

Resources

[‘Disability Confident’ employer scheme and guidance](#), DWP

[Preparing for Adulthood, Information Pack & Resources](#), SEND delivery support

[RARPA resources](#), Excellence Gateway

3.1: Pathways to employment

All young people should be helped to develop the skills and experience, and achieve the qualifications they need, to succeed in their careers. The vast majority of young people with SEND are capable of sustainable paid employment with the right preparation and support. All professionals working with them should share that presumption.

Organisations that offer courses that are designed to provide pathways to employment should have a clear focus on preparing students with SEND for work. This includes identifying the skills that employers value and helping young people to develop them (CoP 8.31).

For learners with SEND, apprenticeships and traineeships provide good opportunities to develop the skills necessary for sustainable employment.

- **Apprenticeships:** These are paid jobs that incorporate training and lead to nationally recognised qualifications. They provide ideal opportunities for learners with SEND to earn as they learn and gain practical skills in the workplace.
- **Traineeships:** Traineeships last a maximum of six months and benefit learners with SEND who need additional support towards accessing an apprenticeship or employment due to their substantial work experience element. As traineeships are currently open to young people aged 16 to 24, they fit in well with the SEND Code of Practice and the focus on preparation for adulthood.

Young people with **Education Health and Care plans (EHCPs)** can retain their plan whilst on an apprenticeship or traineeship and organisations must be aware of this and ensure that an individual learner's targets as outlined on the EHCP are incorporated into their programme.

Information regarding work-based learning opportunities should be part of the **Local Offer**. The Local Offer is a published document created by the Local Authority and sets out what provision is available, or is expected to be available, in one central place on a Local Offer website (CoP 4.1).

All learners up to and including the age of 18 (and 19-24 where they have an EHCP) must have access to independent careers guidance (CoP 7.9 and CoP Chapter 8). Organisations must ensure that provision is made for this and signpost learners to internal and external services. They should evaluate the information, advice and guidance provided for SEND learners regarding placements and whether placements meet learner aspirations.

| How clear is the information you provide SEND learners? | RAG rating | | |
|---|------------|---|---|
| | R | A | G |
| 1. Information about the work-based learning offer is available and published as part of the Local Offer. | | | |
| 2. Learners have access to effective, impartial careers advisors before, during and after placements. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

3.2: Planning for learning

Learners should be able to access appropriate support for their needs whilst studying/working. Before an offer of placement is made, it is important that there is a comprehensive initial assessment to identify the type and level of learning and support needs required.

Initial assessment should include the learner's levels and development requirements for maths and English. For some learners with SEND it may be appropriate to embed English and maths into their programme; for others, exemptions for maths and/or English may be required.

Effective organisations will follow the principles of **RARPA (Recognising and Recording Progress and Achievement)**. This requires thorough assessment practices, rigorous setting and monitoring of individual and challenging learning targets, and comprehensive procedures for assessing any non-accredited learning that is included within a learner's study programme.

Resource

[RARPA resources](#), Excellence Gateway

Learner support requirements may also include a **Personal Emergency Evacuation Plan (PEEP)** and any specific medical support that may be required, as well as personalised support to meet individual need ([CoP 8.24-8.25](#)). If a learner has an EHCP then this will advise organisations with regards to the learners support needs and due regard must be given to this.




Early assessment/consideration of a learner's support needs is essential as organisations may need to recruit and train additional support staff. The initial assessment may also establish a need for **reasonable adjustment** within the workplace (see next section). Organisations should work with the employer to assist them with planning for the start of the learner's placement.

Learners with SEND need to know where they can go to for support so it is essential that organisations ensure that the induction process includes **accessible information** on the internal and external support services available to them.

Organisations need to be aware that learners who have the same SEND diagnosis may require different support to meet their individual needs and that these needs may change over time. It is therefore important to review each learner's needs regularly.

Learners may not always initially declare that they have a SEND, so there should be systems in place to allow further disclosure in a safe and inclusive environment. A learner's SEND should not act as a barrier to their participation in the workplace.

Every organisation should have an established team that will oversee the support needs of learners with SEND, and be available to support both learners and practitioners. This team should support from interview onwards, throughout both study and work placement. Information regarding learners' needs should effectively transfer between all involved parties (including employers) to ensure a joined-up approach to the support package.

| How effective is your practice in assessing and identifying the support needs of learners with SEND? | RAG rating | | |
|---|---|---|---|
| |  |  |  |
| 3. Effective initial assessment processes are in place to ensure the learner receives timely and appropriate support. | | | |
| 4. Health care plans are in place for all learners with medical needs prior to commencement on programme and staff are appropriately trained. | | | |
| 5. PEEPs are in place for all learners who may have difficulty in evacuating a building. | | | |
| 6. Learners are informed and know how to access additional support to meet their needs. | | | |
| 7. There is regular and effective communication between work-based staff, employers, learning support staff and external specialists. | | | |
| 8. Appropriate adjustments are in place in both work and learning environments and the organisation and employer actively consider anticipatory duties. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

3.3: Support available

In addition to the support provided directly by an organisation, learners on work-based learning programmes may access a number of additional support options from external agencies. Together, these can help to deliver a comprehensive support package for the learner ([CoP 8.34-8.38](#)).

Reasonable adjustments may be required. Reasonable adjustment is a legal term introduced under the [Disability Discrimination Act, 1995](#). Employers have a duty to make reasonable adjustments where arrangements or physical premises place the disabled person at a substantial disadvantage in comparison with persons who are not disabled.

Most reasonable adjustments are relatively simple and inexpensive, such as:

- changing/modifying standard policy and procedures;
- physical adjustments to premises;
- acquiring or altering specialised equipment;
- providing supervision or additional support;
- offering flexible working hours or patterns;
- offering a flexible recruitment process;
- providing additional training;
- job carving;
- providing additional services, such as a sign-language interpreter;
- training staff to understand their responsibilities under the under the [Equality Act, 2010](#).

Resource

[‘Disability Confident’ employer scheme and guidance, DWP](#)

Learners may require access to specialist staff. These could be provided in-house or via a number of other agencies. For example:

- **Access to work:** **Access to work** is a grant from The Department of Work and Pensions that can help if a learner's health or disability affects the way they do their job. It provides the learner and employer with advice and support with extra costs that may arise.
- **Job coach and supported employment:** Fundamental to supported employment is the concept that everyone can gain employment with the support. Supported employment helps young people with SEND sustain open employment, ideally for sixteen hours a week. A **job coach** will build and maintain an effective rapport with SEND learners and ensure that SEND learners have appropriate assistance to enhance their chances of starting and sustaining work.
- **External support:** There are a number of external organisations who can work in partnership with providers to offer more specialist expertise to support SEND learners, such as:
 - [Children and Adolescent Mental Health Services \(CAMHS\)](#)
 - [Whizz Kids](#)
 - [Remploy](#).

Resource

[Access to Work](#), Gov.uk

Taskforce recommendations

- Promote awareness of funding and financial support available and the positive benefits of employing someone with learning difficulties or disability.
- Potential changes to the minimum standard of maths and English requirements to entry level 3.
- More clarity of information regarding Access to Work.
- DWP uses the Disability Confident campaign – both in terms of pledges and events – to encourage employers to drive demand and increase supply.
- BIS and DWP investigate and raise awareness of the range of non-traditional recruitment practices including working interviews, job carving roles, electronic portfolios and other digital options to help LDD apprenticeship applicants.
- BIS and DWP to consider the use of technology to support user-led strategies for apprentices with LDD (e.g., the Brain in Hand app).

Extracted from: [Paul Maynard taskforce recommendations, 2016](#)

| How effective is the provision of support throughout the programme? | RAG rating | | |
|--|------------|---|---|
| | ● | ● | ● |
| 9. Learners receive appropriate support in understanding their responsibilities and expected behaviour within the workplace, prior to accessing the workplace. | | | |
| 10. Learners on traineeships have access to a trained work/job coach. | | | |
| 11. Employers are effectively supported in understanding and meeting learner support needs in the workplace, including adaptations and access arrangements. | | | |
| 12. Learners and parents/guardians are guided and signposted to specialist support services external to the organisation. | | | |
| 13. Learners with SEND work towards English/maths qualifications and/or targets appropriate to their achievements and abilities. | | | |
| 14. Each learner's progress is regularly monitored and reasonable adjustments are made as appropriate. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

3.4: Review and progression

All learners with an EHCP have a legal entitlement to have their EHCP reviewed annually.

This is to ensure that the aspirations of the young person are being met, reflecting on outcomes and establishing, where appropriate, new targets. Reviews should measure progress against outcomes identified within the EHCP.

The review should be person-centred, taking account of the learner's aspirations, views, wishes and feelings (and, where appropriate, parental input). Organisations need to be aware of which learners have an EHCP and plan to ensure that timely reviews take place to which all agencies working with the learner can contribute.

When reviewing an EHCP for a young person aged over 18, the local authority must have regard to whether the educational or training outcomes specified in the EHCP have been achieved.

It is essential that organisations have monitoring systems in place so that they can track the progress of all learners with SEND to identify those who are doing better than expected and those who may be at risk. This then allows additional support to be added if required.

Monitoring systems should also identify the progression routes of learners with SEND and every effort should be made to narrow any gaps between achievement of those learners who declare SEND and those who do not.

Legislation

[Children and Families Act, 2014 \(The Act\)](#)

- Section 44: Reviews and re-assessments

Regulations

[Special Educational Needs and Disability Regulations, 2014](#)

- 2: Interpretation
- 18: Circumstances in which a local authority must review an EHC plan
- 19: Conduct of reviews
- 20: Review where the child or young person attends a school or other institution
- 21: Review of EHC plan where the child or young person does not attend a school or other institution

Resources

[‘Making it personal 3’](#), SEND gateway

[Person-centred reviews](#), Helen Sanderson Associates

[The Fusion Model of Support](#), HfT

| How effective are you at reviewing, measuring and tracking the achievements and progress of learners with SEND? | RAG rating | | |
|--|------------|-------|-------|
| | Red | Amber | Green |
| 15. Work-based teams actively contribute to annual reviews of EHCPs. | | | |
| 16. Learners with declared special educational needs make good progress in relation to their respective starting points. | | | |
| 17. Learners with SEND develop employability skills and achieve their personal, learning and work targets. | | | |
| 18. Learners with SEND achieve their outcomes and have positive destinations including sustained employment. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

Section 4: Local Authorities

This section relates to the duties and responsibilities of local authorities. It will help local authorities assess their progress with the implementation of the SEND reforms. It covers:

- 4.1 Local offer
- 4.2 Duty to co-operate
- 4.3 Information, advice and guidance
- 4.4 Education Health Care Plans
- 4.5 Joint commissioning
- 4.6 Appeals and mediation
- 4.7 Monitoring and reviewing progress.

The [SEND Code of Practice, 2014](#) (CoP) outlines additional duties and responsibilities for local authorities, with regard to post-16 provision for young people with **special educational needs and disabilities (SEND)**. These responsibilities were already in place for young people placed in **Independent Specialist Providers (ISPs)** up to the age of 18 and are now extended to all organisations providing post-16 education opportunities and for young people age 19-24.

“Despite the concerns that our report has highlighted, inspectors did see some strong performance from councils. In the best examples, local authority staff use their long-standing experience to commission provision for learners which supports individual needs. However, too many staff in other authorities lack this expertise, resulting in poor quality of support for high needs learner.”

Source: **'Moving Forward?', Ofsted, 2016**

Provider Practice

Blackpool Council have developed a document '[Reasonable Expectations of Educational Settings \(Post 16\) and Local Authority](#)' to support the planning of appropriate provision for children and young people with SEND and to act as a reference document when considering whether an individual might benefit from joining the education, health, care pathway.

4.1: Local offer

Chapter 4 of the Code of Practice states that local authorities **must** publish a **Local Offer**, setting out in one place information about provision they expect to be available across education, health and social care for young people in their area who have SEND, including those who do not have **Education, Health and Care (EHC) plans**.

The purpose of the local offer is to:

- provide clear, up-to-date and accessible information on what provision is available both within and external to local authority boundaries and how it can be accessed (this could be via a further education college or a national specialist organisation);
- make provision more meaningful by involving views of parents and young people (this should be linked to aspirations and reviewed regularly).

In setting out what they 'expect to be available', local authorities should include provision that they believe will actually be available (CoP 4.1-4.10).

Provider Practice

"Dilston College is an independent specialist provider based in Northumberland working with several neighbouring authorities and general FE colleges. A partnership with Darlington local authority grew out of meetings which aimed to match the needs of young people to local provision. It became clear there was a gap in Darlington provision for the learning of independent living skills. Dilston offered to partner with Darlington College by extending their independent living training through a hub set up in the local community. The development of this facility has meant that young people benefit from both mainstream and specialist provision and can enjoy individually tailored, flexible programmes."




Source: 'Building partnerships between local authorities & providers over post-16 high needs provision: some lessons learned', AoC, 2016

Resources

Examples of a Local Offer:

[Warwickshire County Council](#)

[Wiltshire Council](#)

| How well does your local authority meet its duties as outlined in Section 4 of the Code of Practice? | RAG rating | | |
|---|---|---|---|
| |  |  |  |
| 1. Local Offer information around opportunities for SEND learners is accessible and clear, including off-line, paper-based documentation. | | | |
| 2. Local Offer information links to all post-16 education organisations including work-based learning and training organisations. | | | |
| 3. The Local Offer includes support available for those with and without EHCPs. | | | |
| 4. The Local Offer is comprehensive and most young people aged 16-25 with SEND are able to study locally. | | | |
| 5. All post-16 organisations have actively cooperated with the local authority in drawing up and reviewing the Local Offer. | | | |
| 6. The Local Offer includes arrangements for travel, and refers to a transport policy that is published and reviewed annually. | | | |
| 7. Opportunities are in place for young people and their families to regularly discuss progress with regards to implementation of the reforms, including the development and review of the Local Offer. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

4.2: Duty to co-operate

In order that the Local Offer is comprehensive and ensures that the majority of learners with SEND have an opportunity to study locally, local authorities **must** work with local post-16 education organisations to review the curriculum offer and the availability of specialist provision (including resources and support). This is a reciprocal duty as these organisations have an equal duty to co-operate with their local authorities.

Effective local authorities will have mapped provision and, through commissioning processes, will be working with local organisations to plug both curriculum and specialist support gaps.

Local authorities also have a duty to ensure that, from year 9, **annual reviews** have a preparation for adulthood focus and allow learners time to explore their post-16 options and take up opportunities for tasters and transition activities (CoP section 8).

Local authorities have a duty to listen to the views of young people and their parents about their preferred post-16 organisation and, providing that organisation is listed on the Local Offer website, to consult with that organisation by March 31st at the latest of year 11 (CoP 8.3). Many local authorities will consult much earlier in the academic year to ensure that they meet this March 31st deadline. Local authorities then have time to finalise each learner's EHCP and name the organisation that has confirmed they can offer an appropriate programme that will meet the learners identified learning **outcomes** and provide the support the learner needs.

| How well does your local authority co-operate with all organisations delivering post-16 provision? | RAG rating | | |
|--|------------|---|---|
| | R | A | G |
| 8. The SEND Code of Practice has been reviewed with post-16 organisations with regards to teaching, curriculum and wider policies. | | | |
| 9. Consultations on draft EHCPs are timely and plans are forwarded to the named SEND contact at the organisation. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

4.3: Information, advice and guidance

The Local Offer **must** provide information to young people, parents and guardians regarding where information and guidance can be found. This should be in an accessible language and appropriate to meet individual needs of learner with SEND. Information must be free, provided in confidence, impartial and up-to-date. Information should be provided for provision within the local authority and beyond (CoP 2.19).

Information and advice provided should be regularly reviewed to ensure the views of young people help shape practice.

Local authorities **must** provide independent advocacy for young people undergoing transition assessments, provided certain conditions are met (CoP 2.15).

In addition, local authorities must also make the following information accessible relating to SEND matters and disability:

- the Local Offer
- personalisation and Personal Budgets
- law on SEND and disability, health and social care, through suitably independently trained staff
- advice for children, young people and parents on gathering, understanding and interpreting information and applying it to their own situation
- information on the local authority's processes for resolving disagreements, its complaints procedures and means of redress.

Local authorities should work with post-16 organisations, as well as other agencies, to support young people to access appropriate **study programmes** and make positive and well-informed choices that lead to progression (CoP 8.29-8.30).

Local authorities must identify training and supported employment options for post-16 SEND learners including **traineeships**, **supported internships**, and **apprenticeships**.

Information should also be provided regarding support to provide a smooth transition from education (CoP 4.46).

| How well does your local authority meet its duties for information, advice and guidance? | RAG rating | | |
|---|------------|---|---|
| | ● | ● | ● |
| 10. Families and young people with SEND have access to a source of independent information, advice and guidance and support. | | | |
| 11. There is a key contact within the local authority who is accessible and who can advise and support young people with SEND and their families. | | | |
| 12. Learners are able to access programmes of study and/or work that are developmental and progressive and meet the outcomes and aspirations outlined in their EHCPs. | | | |
| 13. Supported employment services are available to work with SEND learners in partnership within and after post-16 provision. | | | |

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4.4: Education Health Care Plans

Where appropriate, learners who had an LDA when leaving their previous education organisation or are still in receipt of support within education had the opportunity to have a conversion to an EHCP, should they wish to continue within education. The local authority should work with the post-16 organisation and any other agencies to determine whether a transfer is appropriate.

The Code of Practice provides a timeline of 1st April 2018 by which all such statements are converted to EHCPs. The most effective local authorities will manage this process in a timely fashion and have an effective system to ensure targets are met.

Effective local authorities **must** be compliant with the conversion/transfer process as outlined within the Code of Practice. This states that the transfer process from statement should be completed within fourteen weeks from referral.

Throughout the statutory process for education health care needs assessment and EHCP development, local authorities **must** work in partnership with the child and his or her parent or the young person (CoP 9.44).

For new applicants the EHCP process **must** take no longer than twenty weeks to complete from request to when the final plan is issued, unless exceptional circumstances prevail (CoP 9.42-9.43).

| How well does your local authority meet its duty to comply with regulations relating to EHCPs? | RAG rating | | |
|--|------------|--------|-------|
| | Red | Orange | Green |
| 14. Plans are progressing well to ensure that all young people with statements are transferred to an EHCP by 1st April 2018. | | | |
| 15. The transfer process for young people with a statement is completed within twenty weeks. | | | |
| 16. All new entrants to the system are assessed and issued (where appropriate) with an EHCP within twenty weeks. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

4.5: Joint commissioning

Local authorities have a duty, along with health services, to make joint commissioning arrangements about the education, health and care provision of young people to secure positive adult outcomes for young people with SEND (CoP 8.3 and section 3).

Clinical commissioning groups (CCGs) within local authorities must place young people and families at the centre of their planning, working with them to develop co-ordinated approaches to securing better outcomes.

Effective local authorities will have developed a shared vision and strategy to ensure that young people with SEND have pathways into employment, independent living, participation in society and good health. Where pathways require further development local authorities and CCGs should have a clear strategy in place setting out responsibilities, timescales and funding arrangements for this work (CoP 8.1).

Effective local authorities will work with post-16 organisations to ensure that links to professionals within the health and social care sector are in place, to ensure a continuity of support for learners post-16; or to advise with regards to commissioned services available for organisations to buy-in or access.

In order to develop new and/or local pathways for young people local authorities may consider arranging/facilitating training for staff within post-16 organisations.

“The effectiveness of commissioning arrangements for learners with high needs varied considerably. The organisations identified that individual local authorities had different approaches, which meant that learners attending from various local authorities often experienced a different offer and quality of provision within the same organisation.”

Source: **‘Moving Forward’**, Ofsted, 2016

Provider Practice

In 2014/15, Wiltshire Council commissioned a local special school to deliver training to staff from Wiltshire College to enhance their awareness of the needs of young people with Autism.

Local authorities must provide information about Personal Budgets as part of the Local Offer. This should include a policy on Personal Budgets that describes the services across education, health and social care that lend themselves to the use of a Personal Budget. Where the use of a Personal Budget has been agreed, the allocation of funding must be sufficient to secure the agreed provision specified within the EHCP and set out as part of that provision (CoP 9.95-9.124). This could include an arrangement where the local authority or organisation holds the funds and commissions the support specified within the plan (CoP 9.101).

| How well advanced are the joint commissioning arrangements within your local authority? | RAG rating | | |
|---|------------|--------|-------|
| | Red | Orange | Green |
| 17. Post-16 organisations link effectively with the Health and Social Care sectors to ensure that learners' outcomes, as outlined within their EHCPs, are met. | | | |
| 18. All learners with SEND in post-16 education have access to a range of professionals including those in the Health and Social Care sectors. | | | |
| 19. Effective relationships are in place to review and plan joint commissioned services. | | | |
| 20. The local authority monitors, recommends and/or delivers specific training where necessary to enable best outcomes for young people. | | | |
| 21. Joint commissioning arrangements are established to develop the availability and scope of personal budgets and support opportunities under the Local Offer. | | | |

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4.6: Appeals and mediation

The Local Offer **must** provide clear information on how to raise complaints or concerns regarding services within the local authority.

Local authorities **must** make known to parents and young people the possibility of resolving disagreements across education, health and social care through **disagreement resolution** and mediation procedures and education, health and social care organisations. They should have complaints procedures complete with details about appealing to the tribunal that should be made known to parents and young people through the local authority's information, advice and support Service (CoP section 2).

Local authorities **must** make disagreement resolution services available to parents and young people. Use of the disagreement resolution services is voluntary and has to be with the agreement of all parties. The service, while commissioned by it, must be independent of the local authority – no-one who is directly employed by a local authority can provide disagreement resolution services (CoP 11.1-11.6).

Where a decision cannot be agreed regarding the provision for a learner with SEND, then support should be made available to parents and young people to ensure that they understand where they are in the complaints process and why decisions are made. This should be supplied by the local information and advice support service (CoP section 2).

Local authorities **must** make information regarding mediation options available to parents and young people before tribunal. Any mediation service **must** be independent of the local authority. The local authority **must** attend any mediation meetings within thirty days. If the local authority cannot reach mediation around a disagreement that can go to tribunal within thirty days, then it must inform the mediator. The mediator adviser **must** then issue a certificate within three days.

Mediation will not always lead to complete agreement between the parties and if the parent or young person still wants to appeal to the tribunal following mediation they must send the certificate to the tribunal when they register their appeal (CoP 11.28).

| How well does your local authority handle concerns, complaints and access to mediation services? | RAG rating | | |
|--|------------|--------|-------|
| | Red | Orange | Green |
| 22. Local Offer information includes how to raise a concern and/or make a complaint about services. | | | |
| 23. Mediation services are available for those who require it and certificates are issued for those who wish to go straight to tribunal. | | | |

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4.7: Monitoring and reviewing progress




Local authorities **must** ensure that EHCPs are reviewed annually and that the reviews focus on the achievement and progress made in relation to the outcomes specified within each learner’s plan (CoP 9.166-9.171).

All organisations delivering post-16 provision have a reciprocal duty to work with their local authorities to enable them to meet their monitoring and review duties effectively.

Reviews must be completed with the young person and their parent/guardian and they **must** take account of their views. The objectives of the review are to:

- monitor progress made towards educational targets and confirm progress and achievement;
- identify whether the stated outcomes are still relevant to the learner or whether new targets should be set;
- identify whether further support is needed.

A decision may also be made as to whether there is still a need for the EHCP.

| How well does your local authority meet its duty to monitor and review the progress of SEND learners? | RAG rating | | |
|---|---|---|---|
| |  |  |  |
| 24. Progress and development of young people with SEND are robustly monitored, tracked and reported to improve outcomes and destinations. | | | |

Complete your evaluation and plan improvements using the [self-assessment tool](#)

Glossary of terms

A

Advanced Learner Loan
Access to Work
Accessible Information
Annual Review
Apprenticeship
Assistive Technologies

B

Best Endeavours

C

Child and Adolescent Mental Health Services (CAMHS)
Clinical Commissioning Groups (CCG)

D

Disagreement/dispute Resolution

E

Education, Health and Care Plan (EHCP)

I

Individual Risk Assessment
Independent Specialist Provider (ISP)

J

Job Coach

L

Learning Difficulty Disability (LDD)
Local Authority
Local Offer

M

Mental Capacity
Multi-Sensory Impairment (MSI)

O

Outcome

P

Personal Budget
Personal Emergency Evacuation Plan (PEEP)
Personalised Programmes
Practitioners
Preparation for Adulthood

R

Recognising and Recording Progress and Achievement (RARPA)
Reasonable Adjustment

S

Special Educational Needs Coordinator (SENCO)
Special Educational Needs and Disability (SEND)
Study Programme
Supported Internship

T

Traineeship
Transition Planning

W

Work-based Learning

| | |
|--|--|
| Advanced Learner Loan | Government-funded loans to help learners aged 19 or above pay tuition fees. |
| Access to Work | A grant from the Department for Work and Pensions to pay for practical support for young people and adults who have a disability, health or mental health condition so they can work |
| Accessible Information | Information that is easier to understand for people with sensory impairments and learning disabilities. |
| Annual Review | The review of an Educational Health and Care plan that the local authority must make every 12 months (minimum). |
| Apprenticeship | Paid jobs that incorporate training, leading to nationally recognised qualifications. |
| Assistive Technologies | Any product, device or piece of equipment, or specialist software, that is used to maintain, increase, or improve the functional capabilities of individuals with disabilities and/or learning difficulties. |
| Best Endeavours | Ensure that as an educational provider, you give the right support and provision for students with SEND. This means doing everything you can to meet children and young people's SEND requirements. |
| Child and Adolescent Mental Health Services (CAMHS) | These services assess and treat young people with emotional, behavioural or mental health difficulties. |
| Clinical Commissioning Groups (CCG) | Responsible for health provision and co-operate with the local authority in jointly commissioning services for young people with learning disabilities or medical conditions. |
| Disagreement/dispute Resolution | A method for disputing groups to make an agreement. |
| Education, Health and Care Plan (EHCP) | An EHCP (or EHC plan) details the education, health and social care support to be provided to a child or young person who has SEN or a disability. |

| | |
|--|---|
| Individual Risk Assessment | Identifies specific risks to and/or from an individual and the measures that are required to reduce or eliminate these risks. |
| Independent Specialist Provider (ISP) | Offers specialist educational facilities for children and young people with more complex and/or particular learning difficulties or disabilities. |
| Job Coach | A person who helps individuals with career goals, professional development and long-term workplace success for example on a supported internship programme. |
| Learning Difficulty Disability (LDD) | A term used in educational settings to describe the broad spectrum of additional learning needs. |
| Local Authority | A governing or administrative body for a county whose responsibilities include education and social care. |
| Local Offer | A document giving young people with SEND (and their families) information about what support services regarding SEND provision are available within their local area or educational institution. |
| Mental Capacity | Some young people will not have the mental capacity to make certain decisions. In such cases, that decision will be taken by a representative on their behalf. |
| Outcome | What the learner is expected to achieve at each stage of their learner journey. |
| Personal Budget | An amount of money identified by the local authority to deliver provision set out in an EHCP where the parent or young person is involved in securing that provision. |
| Personal Emergency Evacuation Plan (PEEP) | The careful planning for the emergency evacuation of any learner who may need assistance in an emergency due to a disability, mobility, sensory impairment or a temporary condition that might hinder their evacuation. |
| Personalised Programmes | An individualised or personalised programme of study based around an individual's needs and requirements in situations where a young person cannot access a standard study programme. |

| | |
|---|---|
| Practitioners | Anyone involved in the education and support of young people - includes teaching staff, vocational staff and learning support staff. |
| Preparation for Adulthood | Helping young people to realise their ambitions in relation to higher education and/or employment, independent living, participating in society and being as healthy as possible in adult life. |
| Recognising and Recording Progress and Achievement (RARPA) | A five-stage process for delivering good assessment, teaching and learning that ensures that students' progress and achievements are monitored and recorded. |
| Reasonable Adjustment | Colleges must do what is necessary to ensure young people are not seriously disadvantaged and enable young people to develop, learn, participate and achieve the best possible outcomes. |
| Special Educational Needs Coordinator (SENCO) | A term used mainly within school settings to refer to the designated person who coordinates the assessment and support for children and young people with additional learning needs. |
| Special Educational Needs and Disability (SEND) | A young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. |
| Study Programme | 16–19 Study Programmes are designed to provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans. |
| Supported Internship | Structured study programmes for young people with an EHCP, based primarily with an employer. |
| Traineeship | Education and training programme with work experience, focused on giving young people the skills and experience they need to help them compete for an apprenticeship or other jobs. |
| Transition Planning | Planning between school and post-16 organisations so that they can prepare to meet the learner's needs and ensure a successful transition from one to the other. |
| Work-based Learning | When young people study on a supported internship, traineeship, apprenticeship or other programme based largely within the work place. |

Useful websites and resources

Legislation

[Children and Families Act, 2014](#)
[SEND Code of Practice, 2015](#)
[The Equality Act, 2010](#)
[Special Educational Needs and Disability Regulations, 2014](#)

Quality assurance and improvement

[Ofsted inspections of further education and skills providers](#)
[Local area SEND inspection framework](#)
[‘Moving Forward?’ \(Ofsted, 2016\)](#)
[‘Through Learning to Earning’ \(Transitions to Employment Group, 2016\)](#)
[‘Building partnerships between local authorities and providers over post-16 high needs provision - some lessons learned’ \(AoC, 2016\)](#)

SEND support and resources

[Achievement for All website](#)
[Children and Adolescent Mental Health Services \(CAMHS\)](#)
[Council for disabled children resources](#)
[Department for Education SEND Newsletters](#)
[KIDS: Working with disabled children, young people and their families](#)
[nasen: helping everybody achieve](#)
[National Development Team for Inclusion \(NDTi\)](#)
[NATSPEC: member organisation for post-16 specialist provision](#)
[Preparing for Adulthood, Information Pack & Resources \(SEND delivery support\)](#)
[SEND Gateway](#)
[Whizz-Kidz: working to transform the lives of disabled children](#)

Supported employment and internships

Learner success stories (Preparing for Adulthood website)

Job Coaching or Supported Employment (Crown, 2010)

Supported employment and job coaching: best practice guidelines (Crown, 2011)

Providing supported internships for young people with an EHC plan (DfE, 2015)

Help and support for young disabled people to find and stay in work (DWP, 2016)

Supported Internships (DfE, 2014)

Access to Work provider guidance (DWP, 2016)

How to support young people with SEND into work (NDTi, 2016)

Employer resources

Employer toolkit: Supporting accessible and inclusive Apprenticeships (NIACE, 2015)

Access to Work: factsheet for employers

British Association for Supported Employment

Remploy

Improving employment opportunities

'Through Learning to Earning' (Transitions to Employment Group, 2016)

Paul Maynard taskforce recommendations (2016)

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