

# East Midlands' Strategy for LSC Funded Post-16 Provision for Learners with Learning Difficulties and/or Disabilities (LLDD)

Includes Appendix A:  
The East Midlands Context.  
Predicting the future  
demand for learning

March 2007

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# Identifying the key priorities for the planning and funding of provision for Learners with Learning Difficulties and/or Disabilities (LLDD) from 2007/08 to 2009/10.

## 1.0 Background



This document has been developed in consultation during the autumn of 2006 and provides the emerging vision and strategy to improve the choice and effectiveness of Learning and Skills Council (LSC) funded provision for Learners with Learning Difficulties and/or Disabilities (LLDD) in the East Midlands. The strategy is to be used to inform the collaborative planning dialogue between providers, the LSC, and partner agencies.

It takes forward the planning and development priorities of the national strategy for LSC funded provision across the Further Education system 'Learning for Living and Work: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities' from 2006/07 to 2009/10<sup>1</sup>, which implements the vision of 'Through Inclusion to Excellence: Report of the Steering Group for the Strategic Review of the LSC's Planning and Funding of Provision for Learners with Learning Difficulties and/or Disabilities (LLDD)'<sup>2</sup>.

To take forward the three national headline priorities for improvement (Investing in provision, Raising quality of provision, including workforce development and Increasing economic participation) requires the region, on an annual basis, to accurately assess the current capacity of the FE system to meet the learning and skills needs of LLDD, and to effectively plan and commission provision to meet future demand.

A common requirement of legislation and of cross government agendas is to ensure that provision and services are focussed upon the individual. The needs of LLDD are wide ranging and complex. No single agency, institution or provider can, or is able to, meet the learning and skills needs of all learners.

Therefore the effective analysis of supply and demand to support the collaborative planning and delivery of learning between providers, the LSC and partner agencies at a regional and local level is vital to success.

These activities require development time to build capacity and knowledge. This strategy should therefore be seen as a developing and collaborative agenda which will be delivered by a region-wide action plan that will be evaluated and built upon in consultation with providers and partners to provide a united understanding and clarity of purpose to ensure that all learners are enabled to achieve their maximum possible level of independence and activity in their communities and wherever possible in employment.

**Paul Williamson, Quality Planning and Performance Director, LSC East Midlands**

<sup>1</sup> Published October 2006

<sup>2</sup> Published November 2005

## 2.0 Executive summary

**The East Midlands Strategy for Post-16 LLDD sets out 11 action priorities across six themes for delivery.**

### 1. Strategic analysis

- i) By September 2007 the region will have a detailed analysis of demand for Post-16 learning and skills provision from LLDD.

### 2. Quality: the drive for excellence, improving choice and the response of learning to individual needs

- ii) Learning Entitlement - by September 2008 the LSC, with partners, will ensure the learning entitlement for adults and young people will include LLDD.
- iii) Positive progression - secure learning and progression for 16 - 24 year olds and enable learners aged 25 years and over to return to learning progression opportunities at key points in their lives.
- iv) Provision development - develop existing and implement new collaborative approaches between provision and providers - by September 2008 re-focus 'work preparation' and 'independent living skills' into models of learning with clear exit times linked to progress opportunities.
- v) Quality improvement - To further develop throughout 2007/08 the Peer Referencing Network to include a focus on provision for LLDD.

### 3. Centres of Excellence

- vi) Identify within 2007/08 Centres of Excellence for 16-24 year olds that link specialist provision and expertise with mainstream vocational and academic learning.

### 4. Investing in buildings and the learning environment

- vii) Investment in the learning environment - for all new capital proposals to consider the delivery of provision for LLDD.

### 5. Collaborative planning and communicating with stakeholders

- viii) Working and communicating with partners - by March 2007 establish a wider stakeholders group to monitor and evaluate progress and impact of the strategy and any resultant implementation plans.
- ix) Local LSC area teams - it is vital that in each local area there exists the appropriate strategic relationship with providers and partners.

### 6. Additional Learning Support - FE funding Allocations

- x) Place Additional Learning Support (ALS) funding into the LSC regional commissioning plan and business cycle at a strategic level alongside 16-18, 19+, and Skills for Life funding.
- xi) Implementation and evaluation - by the end of April 2007 produce the strategy implementation action plan for consultation with learners - progress reports to be published annually from November 2007.

## 3.0 The East Midlands' strategy

### 3.1 Defining the client group.

Within the Learning and Skills Act a person is described as having learning difficulties and/or disabilities if he or she:

- has a significantly greater difficulty in learning than the majority of persons his or her age; or
- has a disability that either prevents or hinders him or her from making use of facilities of a kind generally provided by institutions providing Post-16 education or training

This definition applies across all LSC funded learning activity.

### 3.2 Principles

Building upon the LSC's vision that by 2015 England will be an international exemplar in providing high quality education and training for Post-16 learners, driven by the concept of learning for living and work, the East Midlands region will provide access to Post-16 education and training for LLDD by creating:

- A healthy and safe learning environment
- Choices of enjoyable, stretching learning experiences that enable people to achieve their planned goals and secure their successful progression
- Opportunities to achieve social well being
- Opportunities to achieve economic participation and well being
- Levels of skills and competency that enable people to make a positive contribution to their community and society and to live as independently as their abilities and disabilities allow
- Learning that will promote and develop intellectual, emotional and social skills
- Learning that will be a creative and innovative process, which uses an individual's interests and the wider community in which they live and work as a learning context and resource.

### 3.3. Priorities for investment

Though development work will occur in other areas the East Midlands region will directly respond to the three key priority areas for investment identified in the national strategy:

- Investing in provision: understanding demand and building capacity
- Raising quality of provision, including workforce development
- Increasing economic participation through sustainable employment

### 3.4. Key outcomes of the strategy

The key outcomes of the East Midlands Region strategy also match those of the national strategy:

- improved choice in education and training
- increased access to quality provision
- improvements in the quality of teaching and learning
- increased participation in learning
- increased economic participation
- increased social inclusion, and
- increased levels of attainment, both in terms of progression and qualifications.

# 4.0 Themes for delivery

**In the East Midlands it is the intention of the LSC to deliver these outcomes and invest in the three national priorities for investment areas (see 3.3 on page 7) across seven themes.**

## 4.1 Theme 1: Strategic analysis

It is vital that the LSC and its partners have available a comprehensive understanding of the demand for Post-16 learning that decisions regarding planning and funding priorities can be based upon.

However, there exists fractured and limited information in regard to the learning and skills needs of young people. Additionally the volume of partner agencies that hold information regarding people with disabilities and/or learning difficulties, coupled with the significant differences in data collection specifications/learner definitions all contribute to the complexity of the analysis task.

The commissioning of a fit for purpose strategic analysis of demand becomes an urgent priority area of work for the LSC to address with its partners early in 2007 in order to:

- Identify the planning information and data requirements across the region in regard to young people and adults in order to provide an accurate description of the demand for learning across the 14–19, 19-25, and 25+ age groups
- Include data from Jobcentre Plus, the Department of Work and Pensions (DWP), Children's and Young People's Services, Connexions, Health and Adult Social Services
- Agree at a regional and local area level the scope and timing of the data/information exchange process with partners.
- LSC local area teams establish strategic planning processes between the LSC and partners in Children's and Young People's Services/Connexions and Adult Social Services
- Embed the information and data outcomes within the LSC and partner strategic business planning and funding cycles.

### 4.1.1 Action priority 1: Strategic analysis

In line with nationally led activity the East Midlands Region will have a detailed analysis of the demand for Post-16 learning and skills provision for LLDD by September 2007.

## 4.2 Theme 2: Quality

### The drive for excellence, improving choice and the response of learning to individual needs

It is important to recognise that the majority of learners with LLDD can, and should have; their education and training needs fully met within the general Post-16 sector.

It is also important to recognise that a demand led model of learning provides for a balanced picture of provision that includes access to specialist provision inside and outside of the region for the small volume of learners who require, and meet the criteria for, specialised learning opportunities that are not provided within other sectors of learning.

The LSC will invest in high quality, innovative and pioneering provision that supports individuals entering education and training to improve their lives, strengthen their career opportunities and develops their self confidence or the ability to live independently. It is most important that any gaps in local/regional provision are coherently addressed by the appropriate balance of mainstream and specialist provision.

### 4.2.1 Action priority 2: Learning entitlement

Therefore by September 2008 the LSC with partners will ensure that the region wide learning entitlements for adults and young people include LLDD.

The entitlements will be reviewed on an annual basis against the evaluation of the impact of implementing the regions LLDD strategy in each local area.

Our aim is to fund a range of high quality education and training opportunities which secure equality of access, participation and successful progression for learners with learning difficulties and/or disabilities.

### 4.2.2 Action priority 3: Securing positive progression

- Secures learning and progression for learners aged 16–24 years of age which recognises that learners with LDD may take longer to achieve qualifications, skills and adult status than their peers
- Enables learners aged 25 years and over to return to learning progression opportunities at key points in their lives
- Eliminates consistently poor, unnecessary and repetitive provision by September 2008
- Builds upon and expands existing high quality provision
- Commissions and develops new provision that responds to learner demand

- Good quality provision is learner centred and starts from a premise of identifying accurately the needs of the individual learner. Satisfactory provision is too often based upon a continual offer being made to learners regardless of changing needs. Change is required.

Therefore, driven by the concept of learning for living and work and ensuring that provision delivers successful progression for all learners, the East Midlands region prioritises the following:

### 4.2.3 Action priority 4: Provision development priorities

- Developing existing, and implementing new, collaborative approaches between providers and partners in order to:
- Improve learner choice of local/regional options across the FE system.
- Improve progression into community and/or economic participation.
- Provide supported transition into and out of Post-16 learning.
- Support employers to engage people with learning difficulties and/or disabilities.
- Provide expert resources and specialist support and establish practice sharing networks for smaller organisations to draw upon to improve their capacity to respond to learner demand. In particular the development of resources and expertise within the FE system to support young people with mental health support needs is an important priority.

**By September 2008 refocus 'work preparation' and 'independent living skills' programmes into models of learning with clear exit times linked to progression opportunities which enable people to:**

- Live more independently and active lives in their local communities
- Develop the skills to take up voluntary, part-time or full-time work opportunities.

**By September 2009 ensure that clear, flexible, learner-centred learning pathways are embedded within all level 2 and level 3 provision, in individual providers and/or in collaboration, in order to increase inclusive participation, achievement and progression into employment.**

- Make available a range of continuous professional development (CPD) opportunities/resources in the region to support the national objective of developing a fully qualified workforce by 2010. This will require a specific action plan.
- From 2007 onwards ensure that provision that either equips learners, or people who work with/support learners, to communicate or develop their specialised skills e.g. British sign language, is protected within the balance and mix of provision.
- Sharing effective and excellent practice across the FE system and partners (from schools to adult and voluntary/community services) is an important enabler in the development of innovative collaborative provision. Specialist college membership in the Regional Quality Improvement Partnership (RQIP) has been secured as an important step forward in ensuring that the quality improvement strategies are inclusive<sup>3</sup>.

#### 4.2.4 Action priority 5: Quality improvement

Throughout 2007/08 the LSC is to further develop the peer referencing network to include a focus on provision for LLDD in order to:

- Benchmark aspects of provision and identify appropriate performance indicators, share practice and expertise
- Inform the development of Equality and Diversity Impact Measures (EDIMs) for LLDD
- Review the impact of inspection/inspection frameworks upon the curriculum

By December 2007 the region will have an action plan to address the development priorities to improve the capacity of teaching and learning support relating to learners with learning difficulties and/or disabilities within the FE system. This work will be linked to the national developments occurring in CPD, the systems for teacher training and learning support and to the delivery of CPD by the centres for excellence in teacher training.

### 4.3 Theme 3: Centres of Excellence

Work is being undertaken at a national level to develop criteria under which providers can be formally awarded centre of excellence status for provision for LLDD. The first provider will be awarded centre of excellence status by December 2008.

#### 4.3.1 Action priority 6: Centres of excellence

The LSC in the East Midlands at a regional and local level is to identify within the 2007/08 opportunities to build upon existing high quality provision which could become centres of excellence for 16 – 24 year old learners that link specialist provision and expertise with mainstream vocational and academic learning in order to:

- Promote innovation and cross sectoral/partner working
- Improves progression in learning, into work and local communities
- Builds expert capacity in learning support across the FE system
- Provides a focus and facilities for professional development
- Shares and transfers effective practice
- Provides expert support to employers.

### 4.4 Theme 4: Investing in buildings and the learning environment

For the LSC to realise its vision of becoming an international exemplar in Post-16 provision then it is most important to ensure that all learners learn in fit for purpose facilities, equipped with up to date learning materials and equipment.

The LSC's regional capital strategy and local area capital plans are to include proposals that improve access and the learning environment with collaborative proposals between the FE system (inclusive of specialist and mainstream education and training providers) and local authorities being encouraged.

<sup>3</sup> East Midlands Regional Quality Strategy 2007/08

#### 4.4.1 Action priority 7: Investment in the learning environment

- All new capital proposals consider the delivery of provision for LLDD not only in terms of access but also in the design of the learning environment and the provision of specialist learning resources
- Consider the co-location of providers/provision including opportunities for joint capital developments with partners in Children's and Young People's Services maximising capital funding opportunities e.g. Building Schools for the Future/ 14 - 19 and skills academies
- Identify any opportunities with partners for the provision of semi independent living accommodation which would also operate as a teaching/learning facility, as part of a regional response to improve the successful transition of learners into their communities
- Identify any opportunities between providers and local authorities for the provision of enterprise and supported employment facilities with direct access to commercial "high street shop frontage".

### 4.5 Theme 5: Collaborative planning and communicating with stakeholders

The region has established a provider network with representation from specialist and FE colleges with a wide ranging remit including direct input into this strategy and its evaluation.

#### 4.5.1 Action priority 8: Working and communicating with partners

By March 2007 the LSC will establish a wider stakeholder group to monitor and evaluate progress and impact of the implementation of the regions strategy against an action plan. Representation will include:

- FE and specialist colleges
- Work based learning provider networks
- Personal, community and development learning provider
- Local authority Children's and Adult services/Connexions services
- Voluntary and Community Sector
- Jobcentre Plus
- Department for Works and Pensions (DWP)

The role of the region's local area teams is vital to the successful delivery of this strategy and to the delivery of improvement.

#### 4.5.2 Action priority 9: Local area team responsibilities

From 2007 onwards it is vital that in each local area there exist the appropriate strategic relationships with providers and partners in order to:

- Align planning and funding priorities with Children's and Young People's Services to deliver collaborative plans for improvement
- Maximise opportunities for capital collaboration
- Secure effective delivery of Information, Advice and Guidance at entry and during progression in learning
- Require providers to ensure their development plans improve participation and monitor and improve progression
- Set EDIMs targets within the provider development plans
- Communicate to providers the expectation that their fee remission policies will remit fees for LLDD.

## 4.6 Theme 6: Additional Learning Support Funding (ALS)

The LSC at all levels is increasingly aware of the need to plan the allocation of ALS more effectively, and to understand better how ALS can be used to increase retention and achievement.

The outcomes of two surveys conducted in the region in 2006 of ALS funding were shared with FE and specialist colleges in a joint event with the Association of Colleges (AoC) in October 2006.

The LSC at a national level is developing a new approach to the ALS funding allocations methodology. The region's FE and specialist colleges have indicated their willingness to contribute to the national work to evolve and/or pilot future funding options for ALS.

### 4.6.1 Action priority 10: ALS - Key points for action in the 2007/08 planning process

- Build upon success of the FE system in developing inclusion in mainstream education and training
- Place ALS into the LSC regional commissioning plan and business cycle at a strategic level along side of 16 - 18, 19+, and Skills for Life funding
- Move ALS into local strategic discussion between institutions and their local area LSC teams
- Collaborative planning with Children's and Young People's Services is essential to enable institutions to plans their ALS budget expenditure to meet need.

By the end of January 2007 the LSC in the East Midlands will have communicated to FE colleges how the LSC in this region intends to approach the planning and allocations process for ALS funds for 2007/08.

## 4.7 Theme 7: Implementation and evaluation

The LSC is to devise an action plan to implement the strategy in consultation with partners, providers and learners. A wider stakeholder group is to be established at a regional level to monitor the implementation of the action plan and to evaluate impact. The group will be informed by local area partnerships regarding delivery progress and the impact achieved upon learners, providers and partners.

Progress reporting will be conducted in the spring, summer and autumn of each year with a report on achievements within each academic year being published by November.

### 4.7.1 Action priority 11: Implementation and evaluation

- By the end of April 2007 the LSC in the East Midlands is to make available the final draft of the strategy implementation action plan for consultation with learners
- Progress reports are to be published annually from November 2007.

# Appendix A: The East Midlands' context predicting the future demand for learning

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# 1.0 The East Midlands' context predicting the future demand for learning

This section is aimed at providing a headline analysis against the information provided by the regional strategic analysis in terms of the flow through of young people from schools into the FE system, employment, Incapacity Benefit claimants and the overall population demographics.

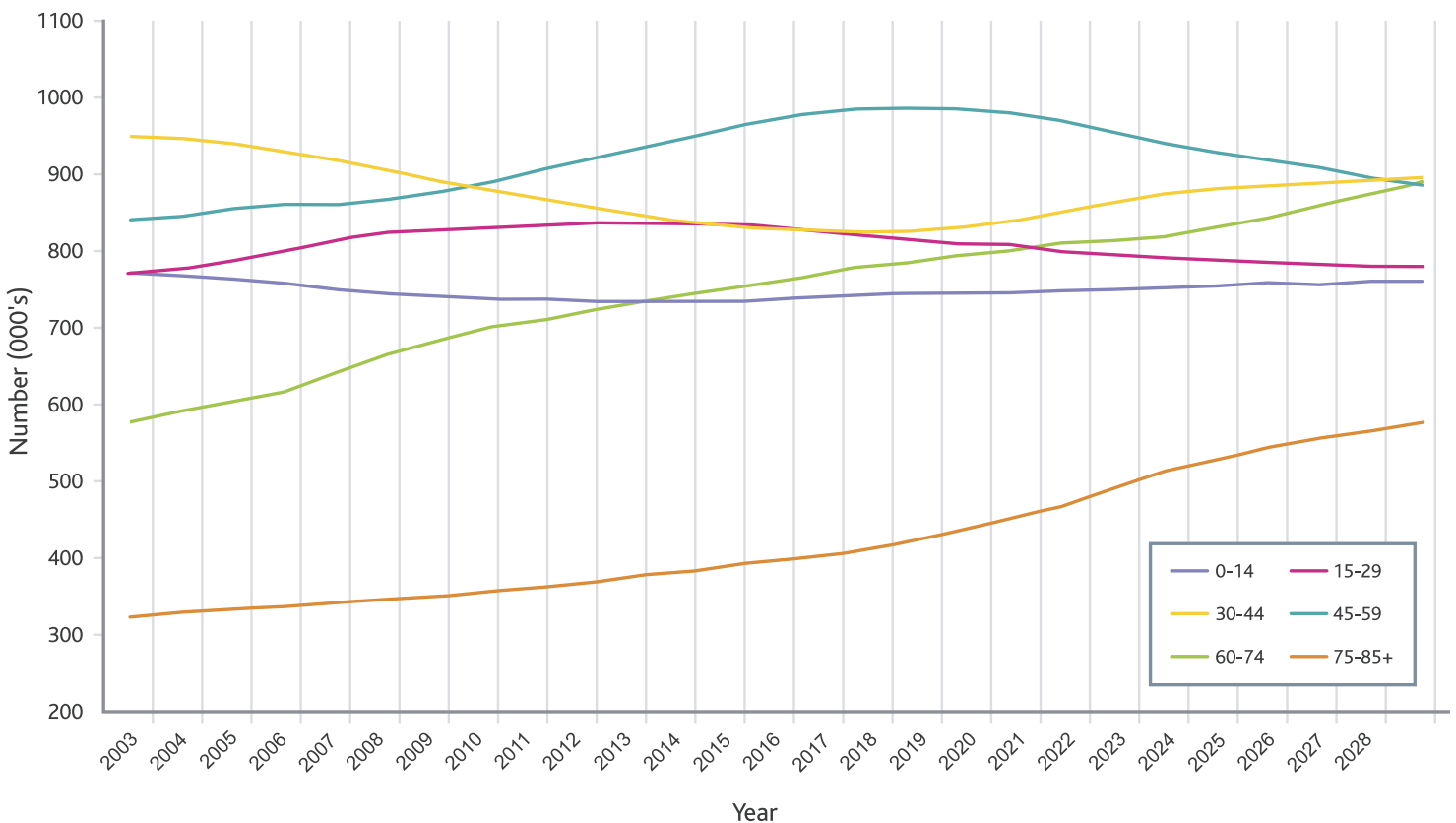
## 1.0 Population profile

The East Midlands has an 'ageing population'. From the lowest base in 2006, the 60+ age groups are projected to increase considerably to 2028. This increase is especially observed amongst the 60-74 age groups which are anticipated to increase above that of the 0-29 age groups in this period.

This has implications for the economy of the East Midlands. Older people with the skills that employers want are more likely to be economically inactive for reasons such as ill health or retirement. There will be a lower number of young people to replace the skills of a greater number of older people. Overall in the key areas of employment across the region there is a net recruitment demand driven by the need to "replace" the outgoing qualified workforce.

In order to reduce the "skills gap" young people will need to be educated to a greater and more diverse mix of skills and qualifications. Additionally older people will need to be supported to retrain to gain employment in the areas of growth, or stay economically active for longer. People with learning difficulties and/or disabilities must be equipped to participate in the economy at a level that is equal to their peers and provide an proportion of the potential workforce of the region that has yet to realise its full potential.

Figure 1: East Midlands' population projections<sup>4</sup>



<sup>4</sup> East Midlands Region Strategic Analysis October 2006

## 1.1 Young people

Overall the trends of school pupils with statements show a slight decline in volume across the region in 2006. The region is consistently below the national average of percentage of pupils who have a statement. Lincolnshire stands out with a consistently higher rate than the national average of statemented pupils (which continues to increase in volume). Nottingham and Nottinghamshire have particularly low levels of statemented pupils.

**Table 1: All Schools pupils with statements<sup>5</sup>**

|                      | 2004(2)          |                        |            | 2005(2)          |                        |            | 2006(2)          |                        |            |
|----------------------|------------------|------------------------|------------|------------------|------------------------|------------|------------------|------------------------|------------|
|                      | Total pupils     | Pupils with statements | %          | Total pupils     | Pupils with statements | %          | Total pupils     | Pupils with statements | %          |
| <b>England</b>       | <b>8,334,880</b> | <b>247,590</b>         | <b>3.0</b> | <b>8,274,470</b> | <b>242,580</b>         | <b>2.9</b> | <b>8,215,690</b> | <b>236,750</b>         | <b>2.9</b> |
| <b>East Midlands</b> | <b>715,920</b>   | <b>19,500</b>          | <b>2.7</b> | <b>710,730</b>   | <b>19,110</b>          | <b>2.7</b> | <b>703,770</b>   | <b>18,540</b>          | <b>2.6</b> |
| Derby                | 40,968           | 1,421                  | 3.5        | 40,882           | 1,301                  | 3.2        | 40,675           | 1,192                  | 2.9        |
| Derbyshire           | 121,812          | 4,030                  | 3.3        | 121,126          | 3,820                  | 3.2        | 119,696          | 3,519                  | 2.9        |
| Leicester            | 51,149           | 1,816                  | 3.6        | 50,538           | 1,705                  | 3.4        | 50,180           | 1,566                  | 3.1        |
| Leicestershire       | 102,680          | 3,086                  | 3.0        | 102,084          | 2,966                  | 2.9        | 101,080          | 2,920                  | 2.9        |
| Lincolnshire         | 108,604          | 3,726                  | 3.4        | 108,282          | 3,884                  | 3.6        | 107,668          | 3,910                  | 3.6        |
| Northamptonshire     | 113,684          | 3,352                  | 2.9        | 112,946          | 3,343                  | 3.0        | 112,034          | 3,357                  | 3.0        |
| Nottingham           | 44,229           | 664                    | 1.5        | 43,525           | 642                    | 1.5        | 42,853           | 627                    | 1.5        |
| Nottinghamshire      | 125,728          | 1,238                  | 1.0        | 124,341          | 1,287                  | 1.0        | 122,472          | 1,283                  | 1.0        |
| Rutland              | 7,069            | 165                    | 2.3        | 7,010            | 161                    | 2.3        | 7,116            | 161                    | 2.3        |

In regards to young people in maintained secondary schools/special schools the East Midlands has similar levels of pupils who have a Statement of Special Educational Needs (SEN), or at 'school action plus' compared to England, however there are some variations when local authorities are analysed.

- Nottingham has a high proportion of pupils who are at school action plus compared to the other local authorities (8.1% compared to 4.0%)
- Nottingham (26.6%), Leicester (19.6%) and Northamptonshire (18.1%) and have a high proportion of SEN pupils without statements compared to the region (15.3%)
- Nottingham (27.3%), Leicester (22.4%) and Northamptonshire (20.6%) and have the highest proportions of statemented/school action plus pupils.

<sup>5</sup> DfES January 2006

Table 2: Number of pupils with special educational needs at maintained secondary schools<sup>6</sup>

|                      | Total Pupils     | Pupils with statements | %          | SEN pupils - school action plus | %          | SEN pupils - school action | %           | Total SEN pupils without statements | %           | Total SEN      | %           |
|----------------------|------------------|------------------------|------------|---------------------------------|------------|----------------------------|-------------|-------------------------------------|-------------|----------------|-------------|
| <b>England</b>       | <b>3,306,780</b> | <b>73,840</b>          | <b>2.2</b> | <b>153,650</b>                  | <b>4.6</b> | <b>352,950</b>             | <b>10.7</b> | <b>506,610</b>                      | <b>15.3</b> | <b>580,450</b> | <b>17.6</b> |
| <b>East Midlands</b> | <b>295,960</b>   | <b>6,550</b>           | <b>2.2</b> | <b>11,910</b>                   | <b>4.0</b> | <b>31,290</b>              | <b>10.6</b> | <b>43,200</b>                       | <b>14.6</b> | <b>49,750</b>  | <b>16.8</b> |
| Derby                | 15,672           | 387                    | 2.5        | 682                             | 4.4        | 1,642                      | 10.5        | 2,324                               | 14.8        | 2,711          | 17.3        |
| Derbyshire           | 50,965           | 1,441                  | 2.8        | 1,738                           | 3.4        | 4,410                      | 8.7         | 6,148                               | 12.1        | 7,589          | 14.9        |
| Leicester            | 17,895           | 504                    | 2.8        | 1,330                           | 7.4        | 2,170                      | 12.1        | 3,500                               | 19.6        | 4,004          | 22.4        |
| Leicestershire       | 46,791           | 1,377                  | 2.9        | 1,463                           | 3.1        | 3,404                      | 7.3         | 4,867                               | 10.4        | 6,244          | 13.3        |
| Lincolnshire         | 48,323           | 1,286                  | 2.7        | 1,945                           | 4.0        | 4,575                      | 9.5         | 6,520                               | 13.5        | 7,806          | 16.2        |
| Northamptonshire     | 45,259           | 1,129                  | 2.5        | 1,873                           | 4.1        | 6,318                      | 14.0        | 8,191                               | 18.1        | 9,320          | 20.6        |
| Nottingham           | 13,625           | 96                     | 0.7        | 1,110                           | 8.1        | 2,511                      | 18.4        | 3,621                               | 26.6        | 3,717          | 27.3        |
| Nottinghamshire      | 55,022           | 243                    | 0.4        | 1,696                           | 3.1        | 6,061                      | 11.0        | 7,757                               | 14.1        | 8,000          | 14.5        |
| Rutland              | 2,412            | 89                     | 3.7        | 73                              | 3.0        | 197                        | 8.2         | 270                                 | 11.2        | 359            | 14.9        |

In the East Midlands overall, the higher proportion of need is for those pupils with 'moderate learning difficulties' (28.1%) and 'behavioural, emotional and social difficulties' (28.3%).

Leicester and Derby have particularly high proportions of learners with 'moderate learning difficulties' at 40.5% and 37.6% respectively. Nottingham, Nottinghamshire and Derby have high proportions of learners with 'behavioural, emotional and social difficulties' at 47.8%, 36.2% and 34.3% respectively.

The region is showing a demand, as a percentage of the overall cohort, above the national statistics in the following areas of primary type of need (see table 3):

Table 3: All schools - Department for Education and Skills January 2006

|                      | Moderate learning difficulty | Severe learning difficulty | Behaviour, emotional & social difficulties | Hearing impairment | Visual impairment | Physical disability | Autistic spectrum disorder |
|----------------------|------------------------------|----------------------------|--|--------------------|-------------------|---------------------|----------------------------|
| <b>England</b>       | <b>62,140</b>                | <b>2,980</b>               | <b>66,890</b>                              | <b>5,520</b>       | <b>3,070</b>      | <b>8,060</b>        | <b>10,200</b>              |
| <b>East Midlands</b> | <b>5,180</b>                 | <b>370</b>                 | <b>5,230</b>                               | <b>490</b>         | <b>310</b>        | <b>800</b>          | <b>1,050</b>               |
| Derby                | 402                          | 17                         | 367  | 34                 | 32                | 24                  | 26                         |
| Derbyshire           | 866                          | 66                         | 886  | 133                | 42                | 148                 | 168                        |
| Leicester            | 743                          | 29                         | 414  | 65                 | 35                | 45                  | 30                         |
| Leicestershire       | 831                          | 22                         | 510  | 108                | 66                | 159                 | 114                        |
| Lincolnshire         | 810                          | 42                         | 850  | 42                 | 43                | 131                 | 209                        |
| Rutland              | 26                           | 6                          | 38   | 3                  | 3                 | 3                   | 9                          |
| Northamptonshire     | 905                          | 85                         | 885  | 46                 | 48                | 136                 | 155                        |
| Nottingham           | 259                          | 27                         | 576  | 20                 | 8                 | 41                  | 100                        |
| Nottinghamshire      | 340                          | 72                         | 701  | 39                 | 32                | 113                 | 235                        |

<sup>6</sup> DfES January 2006

## 1.2 Adults

The Annual Population Survey 2005 identified that there are 19.4% of people of the working age population in the East Midlands who are disabled. 3.8% of the working age population are work-limited disabled only. Work limited disabled are defined as those people 'who have a long-term disability which affects the kind or amount of work they might do'.

The DWP collect data on the number of people claiming Incapacity Benefits (IB) and Severe Disability Allowance (SDA). In May 2005 6.8% of the working age population were claiming either IB or SDA - 5.9% of the working age population claim IB. The East Midlands has the fifth lowest proportion of claimants compared to the other 11 regions.

The proportion of the working age population claiming IB and SDA has decreased slightly from 6.9% in August 1997 to 6.8% in May 2005.

Nottingham City has the highest proportion of IB and SDA claimants at 11.2% (followed by Leicester City at 8.4%). Nearly 50% of those claiming IB and SDA in the East Midlands are aged over 50.

**Table 4: Incapacity benefit and severe Disability Allowance across England May 2005 <sup>7</sup>**

|                          | All IB and SDA claimants | % Working age population | All IB claimants | % Working age population |
|--------------------------|--------------------------|--------------------------|------------------|--------------------------|
| North East               | 168,800                  | 11.1                     | 152,300          | 10.0                     |
| North West               | 421,000                  | 10.3                     | 382,100          | 9.3                      |
| Yorkshire and Humberside | 241,200                  | 7.9                      | 213,500          | 7.0                      |
| West Midlands            | 238,600                  | 7.5                      | 213,800          | 6.7                      |
| East Midlands            | 175,200                  | 6.8                      | 153,100          | 5.9                      |
| East of England          | 171,100                  | 5.2                      | 148,100          | 4.5                      |
| London                   | 299,300                  | 6.2                      | 273,800          | 5.7                      |
| South East               | 233,700                  | 4.7                      | 200,000          | 4.0                      |
| South West               | 185,700                  | 6.3                      | 160,400          | 5.4                      |
| <b>UK Total</b>          | <b>2,648,700</b>         | <b>7.5</b>               | <b>2,358,200</b> | <b>6.7</b>               |

The highest proportion of people who claim IB or SDA have mental ill health and behavioural difficulties (35.1%) followed by diseases of the musculoskeletal system and connective tissue (21.0%).

The Household Survey 2006 (IB) identified:

- A lower proportion of those claiming IB had undertaken training or learning in the last 12 months compared to residents in the East Midlands overall (14% compared to 50%)
- Those people claiming IB are less likely to identify skills needs.

The regional discrimination project 2005 identified:

- 20.5% of disabled respondents said that there were no barriers to them learning. The main barriers that disabled respondents face include lack of accessible premises, lack of access to education and training for the physically disabled and unsuitable learning environments.

<sup>7</sup> Source: DWP May 2005

### 1.3 Access to learning

The Regional Household Survey 2006 used the definition of those people claiming IB as being 'disabled'. 33% of people claiming IB had undertaken training in the last three years and 14% in the last 12 months (compared to 71% and 50% of residents in the East Midlands overall). Of those who claimed IB and had undertaken training or learning 41% had been studying towards a qualification. 22% of those claiming IB said that they were likely to undertake training or learning in the next 12 months, compared to 48% of respondents in the East Midlands overall.

Those people claiming IB are less likely than East Midlands residents overall to identify skills needs. 'This reflects the fact that some have been out of work for a significant length of time, which makes identifying skills needs more difficult, and that there is little prospect of needing new skills for either work or leisure purposes in the foreseeable future'.

20.5% of people said that they had no barriers to learning. Barriers that were identified are:

- Lack of accessible premises - 19%
- Lack of access to education and training for the physically disabled - 18.7%
- Unsuitable learning environments - 12.6%

42.2% of people would seek advice regarding re-training from Jobcentre Plus followed by 28.2% of people from their college.

### 1.4 Accessing employment

Looking after children and having a disability or suffering ill-health top the list of obstacles to employment and to obtaining a level 2 qualification.

The regional discrimination project 2005 identified:

- 44% of people surveyed who were disabled were not in employment because of their long term illness or disability
- In regards to looking for a new job and career, 55.3% cited negative attitudes of employers as a barrier.

The Regional Household Survey 2006 identified that 25.1% of disabled people who were interviewed were in paid employment. A further 8.3% took early retirement due to ill health or disability.

The most significant proportions of working disabled people interviewed were employed in the education or wholesale and retail trade, or repair of vehicles sectors (at 15.2% of disabled respondents).

39.8% of disabled people interviewed felt that they had been discriminated against at some point because of their disability. Of those that had felt that they had been discriminated against, 63.4% felt that this had been done in the workplace and 8.3% had been discriminated against when seeking work.

## 2.0 Post-16 learning and skills provision in the East Midlands

### 2.1 Specialist college provision.

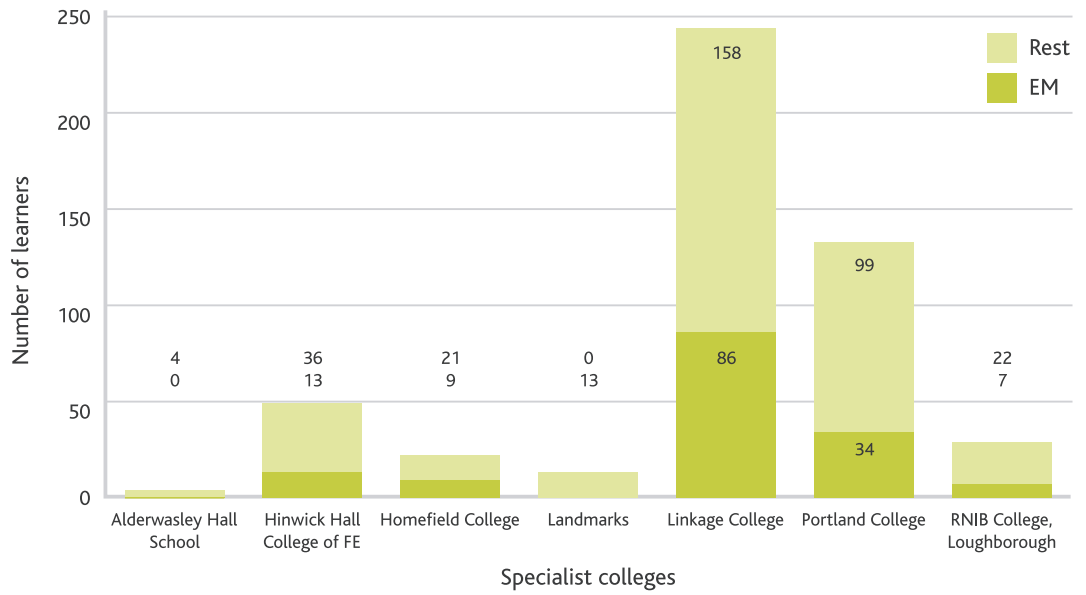
The region has a small but diverse volume of specialist colleges which cater for a broad spectrum of learners in day and residential provision. There is significant variance in the size and capacity of the specialist college network as seen in Figure 2 with Alderwasley Hall catering for 4-6 LSC funded learners and Landmarks with 13 or so through to Linkage College with over 200.

Table 5: Specialist Colleges in the East Midlands Region

| Specialist College         | LSC local area | Autistic spectrum disorder | Behavioural difficulties | Visually impaired | Chronic illness | Hearing impaired | Learning difficulties | Learning difficulties and disabilities | Mental health (mild to moderate) | Physical disabilities and associated learning difficulties | Speech & communication difficulties |
|----------------------------|----------------|----------------------------|--------------------------|-------------------|-----------------|------------------|-----------------------|--|----------------------------------|--|-------------------------------------|
| Alderwasley Hall School    | Derbys         |                            |                          |                   |                 |                  |                       |  |                                  |  | X                                   |
| Hinwick Hall College of FE | Northants      |                            |                          |                   |                 |                  | X                     | X                                      |                                  |  | X                                   |
| Homefield College          | Leics          | X                          | X                        |                   |                 |                  | X                     |  |                                  |  | X                                   |
| Landmarks                  | Derbys         |                            |                          |                   |                 |                  |                       | X                                      |                                  |  |                                     |
| Linkage Community Trust    | Lincs          | X                          |                          | X                 |                 | X                | X                     | X                                      | X                                | X  | X                                   |
| Portland College           | Notts          |                            |                          |                   |                 |                  |                       |  |                                  | X  | X                                   |
| RNIB College Loughborough  | Leics          | X                          |                          | X                 | X               | X                | X                     |  | X                                | X  |                                     |

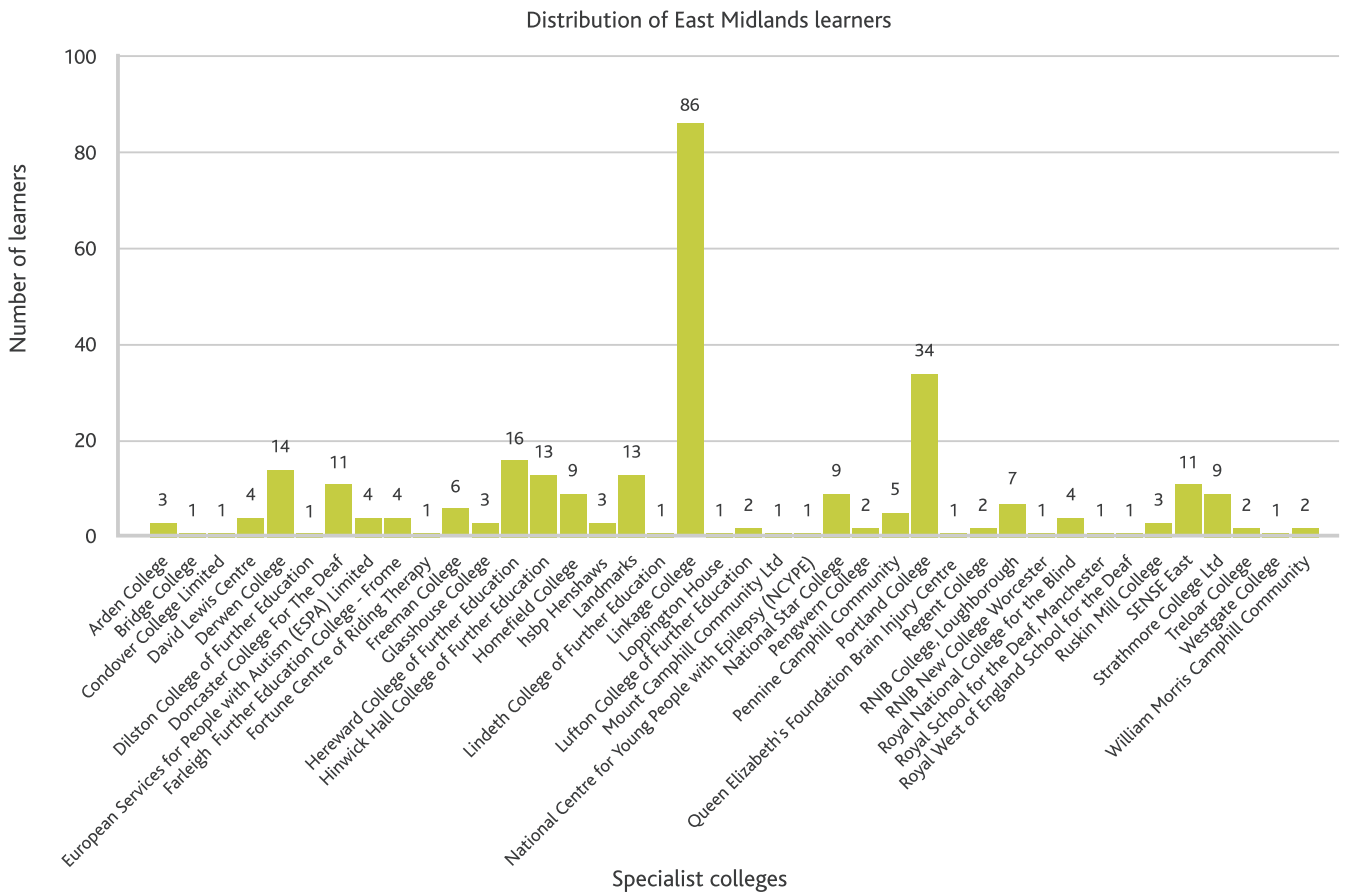
2.1.1 45% of learners placed within the regions specialist colleges reside outside of the region. Early indications in 2006/07 are that the overall volume of LSC funded learners in the regions specialist colleges has increased from 422 in 2005/06 to over 450 in 2006/07 (438 as of Nov 2006. Final volume will be confirmed in March 2007), a potential increase of 7%.

Figure 2: Learners placed at East Midlands specialist colleges <sup>8</sup>



2.1.2 Linkage College in Lincolnshire has 29% of the East Midlands resident learner cohort with Portland College catering for 11%. The remaining learners are placed throughout the national specialist college network.

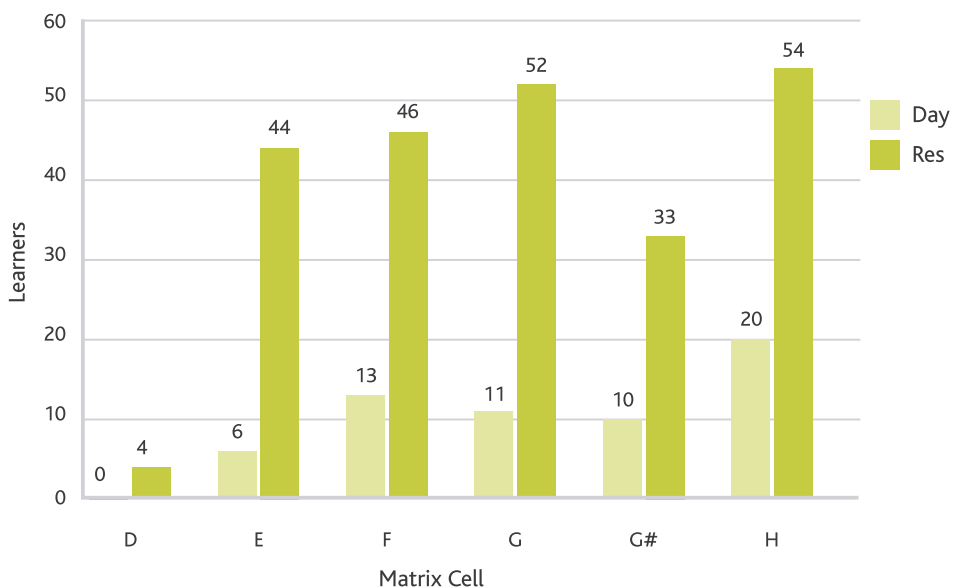
Figure 3: East Midlands Learners placed within the national specialist college network



<sup>8</sup> Extract from LLDD Allocations Management and Payment System (AMPS) Sep 06

2.1.3 It is reasonable to expect that the majority of learners placed with specialist colleges would be assessed on the matrix funding system at the higher levels, G to H, due to their high level and specialist support requirements. However there is a significant volume of learners with lower support needs (Matrix Category E) placed into specialist provision so that they can access the residential learning environment to develop their independence and personal skills.

Figure 3: EM Learners placed within the national specialist college network



## 2.2 FE College provision.

2.2.1 National policy drivers have prioritised the 16 - 18 year old learning cohort and have reduced the funding available for adult (learners aged 19+) learning. Between 2004/05 and 2005/06 there has been a 23% reduction in the number of adults participating in education and training in the East Midlands. This trend is planned to continue in 2006/07.

Table 6: Adult FE participation summary<sup>9</sup>

|                        | 2005/06<br>F05 <sup>10</sup> | 2006/07<br>F04 | % Change    | 2006/07<br>AMPS | Planned % change<br>2005/06 to 2006/07 |
|------------------------|------------------------------|----------------|-------------|-----------------|--|
| Derbyshire             | 77,399                       | 70,747         | -9%         | 43,144          | -39%                                   |
| Leicestershire         | 83,562                       | 60,072         | -28%        | 48,729          | -17%                                   |
| Lincolnshire & Rutland | 35,313                       | 21,836         | -38%        | 20,912          | -4%                                    |
| Northamptonshire       | 25,785                       | 20,653         | -20%        | 16,348          | -30%                                   |
| Nottinghamshire        | 93,439                       | 68,590         | -27%        | 59,378          | -13%                                   |
| <b>East Midlands</b>   | <b>315,498</b>               | <b>242,528</b> | <b>-23%</b> | <b>188,511</b>  | <b>-23%</b>                            |

<sup>9</sup> East Midlands Regional Performance Report V12

<sup>10</sup> Funding Out-turn date

**Table 7: FE Adult funding comparison of claims and 2006/07 planned allocations:**

|                        | 2004/05<br>F05 | 2005/06<br>F04 | % Change | 2006/07<br>AMPS | % Change | % Change<br>2004/07 |
|------------------------|----------------|----------------|----------|-----------------|----------|---------------------|
| Derbyshire             | 35,076,892     | 35,314,393     | 0%       | 27,017,951      | -23%     | -23%                |
| Leicestershire         | 45,572,285     | 43,099,501     | -5%      | 35,857,967      | -17%     | -21%                |
| Lincolnshire & Rutland | 15,867,089     | 13,137,142     | -17%     | 12,293,989      | -6%      | -22%                |
| Northamptonshire       | 17,919,745     | 15,981,825     | -11%     | 11,934,999      | -25%     | -33%                |
| Nottinghamshire        | 52,971,315     | 47,655,829     | -10%     | 42,145,436      | -12%     | -20%                |
| East Midlands          | 167,407,326    | 155,188,689    | -7%      | 129,250,342     | -17%     | -23%                |

The impact of adult funding policy upon LLDD has seen overall participation drop in 2005/06 by 8.5% compared to 2004/05. A contributory factor is the removal in 2005/06 of courses for part-time adult learners that was of a repetitive nature which may have kept people occupied year on year but did not provide progression in learning or successful transition into other community based activities.

An overall decline of 13.5% in 19+ participation is recorded in 2005/06. Part-time 19+ participation was the key influence in this reduction (reduced by 15%) although full-time 19+ participation reduced slightly too. Overall participation for 16-18 year olds increased by 13% due entirely to the increase in full-time learners.

2.2.2 The pattern of funding is different. Funding increased by 6.4% overall in 2005/06 from 2004/05. Adult funding decreased by 6%, 16-18 funding increased by 22%. As a proportion of the overall funding for LLDD, 16-18 funding has increased from 42% of the total in 2003/04 to 51% of the total in 2005/06.

**Table 8: Learner participation and funding comparison<sup>11</sup>**

| Year    | Return           | Age   | Total all learners | Total LLDD learners | Total all learner funding | Total LLDD funding |
|---------|------------------|-------|--------------------|---------------------|---------------------------|--------------------|
| 2003/04 | F05              | 16-18 | 51,659             | 5,152               | £151,742,045              | £22,966,748        |
|         |                  | 19+   | 329,730            | 25,518              | £154,888,239              | £31,761,752        |
|         | <b>F05 Total</b> |       | <b>381,389</b>     | <b>30,670</b>       | <b>£306,630,284</b>       | <b>£54,728,500</b> |
| 2004/05 | F05              | 16-18 | 53,202             | 6,352               | £173,047,879              | £30,251,556        |
|         |                  | 19+   | 315,498            | 27,638              | £167,407,326              | £37,770,109        |
|         | <b>F05 Total</b> |       | <b>368,700</b>     | <b>33,990</b>       | <b>£340,455,205</b>       | <b>£68,021,665</b> |
| 2005/06 | FO4              | 16-18 | 52,671             | 7,205               | £194,790,582              | £36,818,036        |
|         |                  | 19+   | 242,528            | 23,882              | £155,188,689              | £35,536,206        |
|         | <b>F04 Total</b> |       | <b>295,199</b>     | <b>31,087</b>       | <b>£349,979,271</b>       | <b>£72,354,242</b> |

As a percentage of the overall volume of learners participating in FE college provision LLDD has increased in both age groups year on year. The percentage of funding for learners is higher than participation (almost double) supporting the conclusion that the overall cohort is including more learners with higher levels of support needs.

<sup>11</sup> Extract from the FE provider drill down, regional performance report V12

2.2.3 **Key issue** for planning and commissioning provision. As provision is realigned to meet targets and to deliver progression it is essential that learners with LLDD aged 19–24 years of age are recognised as of the same priority as all learners aged 16–18 and that high quality provision for the cohort aged over 25 that secures successful progression is seen as a priority within the balance and mix of provision.

**Table 9: The volume of LLDD recorded by self declaration on the FE college individual learner record (ILR)**

|         | LLDD as % of total cohort learner volume |        |               |           |       |              |        |       |               |
|---------|--|--------|---------------|-----------|-------|--------------|--------|-------|---------------|
|         | Full-time                                |        |               | Part-time |       |              | Total  |       |               |
|         | 16-18                                    | 19+    | Total         | 16-18     | 19+   | Total        | 16-18  | 19+   | Total         |
| 2003/04 | 11.26%                                   | 20.67% | <b>13.74%</b> | 7.12%     | 7.22% | <b>7.22%</b> | 9.97%  | 7.74% | <b>8.04%</b>  |
| 2004/05 | 13.59%                                   | 25.03% | <b>16.50%</b> | 7.98%     | 8.07% | <b>8.07%</b> | 11.94% | 8.76% | <b>9.22%</b>  |
| 2005/06 | 14.78%                                   | 25.29% | <b>17.20%</b> | 10.05%    | 9.04% | <b>9.09%</b> | 13.68% | 9.85% | <b>10.53%</b> |

|         | LLDD as % of cohort funding |        |               |           |        |               |        |        |               |
|---------|-----------------------------|--------|---------------|-----------|--------|---------------|--------|--------|---------------|
|         | Full-time                   |        |               | Part-time |        |               | Total  |        |               |
|         | 16-18                       | 19+    | Total         | 16-18     | 19+    | Total         | 16-18  | 19+    | Total         |
| 2003/04 | 15.48%                      | 33.81% | <b>19.59%</b> | 10.65%    | 15.74% | <b>15.31%</b> | 15.14% | 20.51% | <b>17.85%</b> |
| 2004/05 | 17.87%                      | 39.10% | <b>22.46%</b> | 12.07%    | 16.57% | <b>16.18%</b> | 17.48% | 22.56% | <b>19.98%</b> |
| 2005/06 | 19.11%                      | 38.30% | <b>22.78%</b> | 15.17%    | 16.88% | <b>16.73%</b> | 18.90% | 22.90% | <b>20.67%</b> |

4.2.4 FE Colleges across the region are developing a range of provision to meet learner demand. Some of the institutions are accessing specific LSC development funding, which on occasion is part of an overall funding package which includes partner contributions. A summary table of examples is included in table 10.

It is crucial that the region takes forward the momentum being produced at this time from government and LSC policy drivers to build upon existing developments and to plan carefully with partners continued development of learner centred provision that increases the capacity of FE colleges to secure the successful progression of a broad range of learners.

2.2.5 **Key Issue** for the planning and commissioning process. It is important that local area and regional teams use the 2007/08 business cycle to plan the funding and development of provision with providers and partners in order to target any

development funding towards priority provision developments whilst providing sustainability to existing development projects through the core funding processes and individual provider funding baselines.

**Table 10: A sample of medium to large colleges with emerging specialisms and/or provision for LLDD**

| FE colleges          | LSC local area   | Autistic spectrum disorder | Aspergers | Behavioural difficulties | Visually impaired | Chronic illness | Hearing impaired | Learning difficulties | Learning difficulties and disabilities | Mental health (mild to moderate) | Physical disabilities and associated learning difficulties | Speech & communication difficulties |
|----------------------|------------------|----------------------------|-----------|--------------------------|-------------------|-----------------|------------------|-----------------------|--|----------------------------------|--|-------------------------------------|
| Chesterfield College | Derbyshire       | X                          | X         | X                        | X                 |                 | X                | X                     | X                                      | X                                | X  | X                                   |
| West Notts College   | Nottinghamshire  | X                          | X         | X                        | X                 | X               | X                | X                     | X                                      | X                                | X  | X                                   |
| Derby College        | Derbyshire       | X                          | X         | X                        | X                 | X               | X                | X                     | X                                      | X                                | X  | X                                   |
| Leicester College    | Leicestershire   | X                          | X         | X                        | X                 | X               | X                | X                     | X                                      | X                                | X  | X                                   |
| Northampton College  | Northamptonshire | X                          | X         | X                        |                   |                 |                  | X                     |  | X                                |  |                                     |

## 2.3 Additional Learning Support (ALS) funding

2.3.1 There is not a clear consensus in colleges about the aims and purposes of ALS. While individual colleges can justify the provision they make, the absence of such a consensus makes it difficult to judge whether the pattern of provision meets need or whether the allocations are equitable.

2.3.2 An analysis of the Individual Learner Record (ILR) shows that in 2004/5 19,395 learners aged 16+ in the East Midlands received support through ALS at a total cost of £30,525,046. As a proportion of total expenditure on FE colleges ALS amounted to 8.96% compared with a national average proportion of 7.30%.

More than 90% of ALS funds allocated to the East Midlands are distributed across the 20 general further education colleges and four sixth-form colleges in the region.

**Table 11: Total funding (£) for ALS by local LSC area - East Midlands**

|                        | 2002-03    | 2003-04    | 2004-05    | % change |
|------------------------|------------|------------|------------|----------|
| East Midlands region   | 24,847,003 | 27,267,431 | 31,180,134 | 25.5%    |
| Derbyshire             | 4,099,056  | 5,918,214  | 6,884,120  | 67.9%    |
| Nottinghamshire        | 9,420,985  | 9,082,047  | 10,617,342 | 12.7%    |
| Lincolnshire & Rutland | 2,136,546  | 3,254,718  | 2,888,632  | 35.2%    |
| Leicestershire         | 6,140,764  | 6,712,078  | 7,080,871  | 15.3%    |
| Northamptonshire       | 3,049,652  | 2,300,374  | 3,709,169  | 21.6%    |

**Table 12: Total proportion of ALS funding received by providers from total funding**

|                        | 2003-04 | 2004-05 |
|------------------------|---------|---------|
| East Midlands region   | 9.0%    | 9.0%    |
| Derbyshire             | 8.9%    | 10.0%   |
| Nottinghamshire        | 10.1%   | 9.9%    |
| Lincolnshire & Rutland | 8.4%    | 7.4%    |
| Leicestershire         | 8.3%    | 7.9%    |
| Northamptonshire       | 8.3%    | 8.8%    |
| National               | 7.3%    | 7.3%    |

2.3.3 In 2004/05, 19,395 learners in the East Midlands received support through ALS. Since 2002/03, the region has experienced an overall increase in learner numbers for ALS of 4.9% (below the national average of 9.8%), however the trend across the region has been varied. While Derbyshire, Northamptonshire, Lincolnshire, Rutland and Leicestershire all had increases in the level of ALS support, Nottinghamshire on the other hand recorded a large drop of 23.4%.

ALS for learners aged 19 years and over fell across the region between the three years by 4.1%. It is apparent that this fall was mainly as a consequence of the large drop in the ALS 19+ learners in Nottinghamshire (31.9% drop). Interestingly, Derbyshire instead noted a significant rise (78.9%), therefore it is clear that demand patterns are emerging across the region and each local LSC area is experiencing quite distinctive changes.

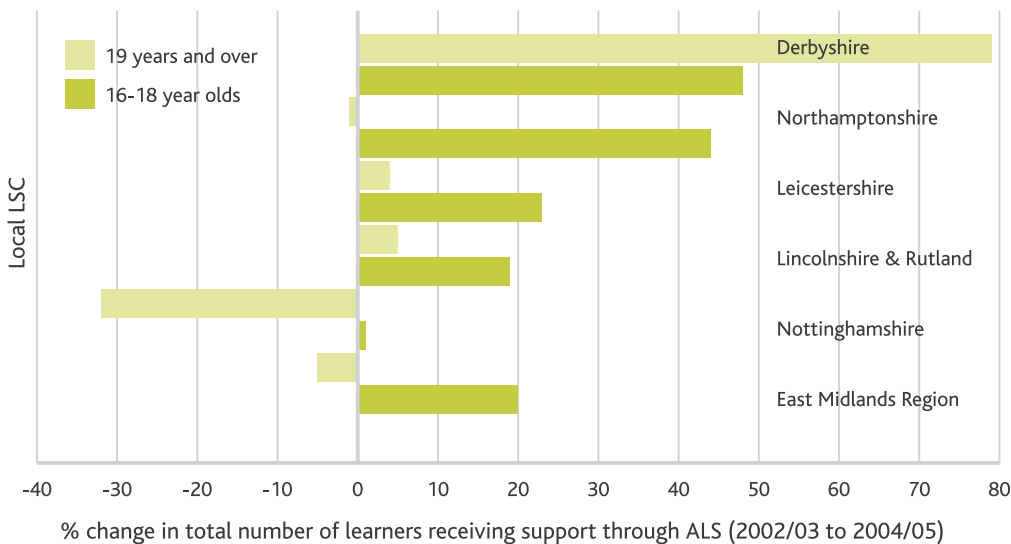
Adult 19+ female and male learners requiring ALS have dropped since 2002/03 by an average of 13.3% and 10.9%. There have also been falls in adult ALS learners of Asian or Asian British (39.8%), Black or Black British (34.7%) and any other (46.6%) which raises potential equitable access issues for provision.

**Table 13: Total number of learners receiving ALS by local LSC area - East Midlands**

|                        | 2002-03 | 2003-04 | 2004-05 | % change |
|------------------------|---------|---------|---------|----------|
| East Midlands region   | 18,482  | 18,662  | 19,395  | 4.9%     |
| Derbyshire             | 2,490   | 3,276   | 4,097   | 64.5%    |
| Nottinghamshire        | 7,885   | 6,525   | 6,237   | -20.9%   |
| Lincolnshire & Rutland | 1,489   | 2,115   | 1,684   | 13.1%    |
| Leicestershire         | 4,347   | 4,640   | 4,801   | 10.4%    |
| Northamptonshire       | 2,271   | 2,106   | 2,576   | 13.4%    |
| National               | 198,025 | 205,240 | 217,437 | 9.8%     |

Source: ILR 2002/03 - 2004/05

**Figure 5: Total percentage change in total number of learners receiving support through ALS by age group - East Midlands (2002/03 to 2004/05)**



2.3.4 Comparing learners from the 20% of wards identified as the most deprived with those from the 20% identified as least deprived, the former are 53% more likely to receive ALS than the latter. Overall the likelihood of receiving ALS increases with social deprivation.

Receipt of ALS is linked with the level of course being undertaken. A learner on a level 1 programme is around 2.2 times as likely to receive ALS as one on a level 3 programme: a learner on a level 2 programme is around 1.5 times as likely to receive ALS as one on level 3.

There is substantial variation in the cost of support proposed by individual institutions. There was more consistency in the type of support offered by colleges; the largest element was teaching staff time followed by learning support assistants (LSAs). The differences in cost result from differences in pay rates. Some colleges appear to use specialist staff at a relatively high cost while others may use less skilled and cheaper support staff.

2.3.5 The current pattern of expenditure on ALS may be able to be substantially predicted from data held on the ILR in relation to numbers of students, their level and their degree of disadvantage.

At the same time there is a need for joint planning between specialist and mainstream provision to meet the needs of those who require complex or highly specialised support by developing collaborative provision between colleges, specialist providers and stakeholders outside the LSC.

2.3.6 The following planning issues emerge for early action within the 2007/08 business cycle:

- Investigate the feasibility of implementing a formulaic approach to ALS funding allocations that, for the majority of learners provides consistency and equity. It would also reduce bureaucracy by removing the need for it to be audited
- Investigate the feasibility of providing equity for the smaller volume of learners with LLDD with highly specialised or complex needs who require expensive forms of support being delivered by a mechanism outside the general formula with perhaps funding held regionally to reflect the uneven and sporadic incidence of such need.

## 2.4 Work Based Learning (WBL) and Entry to Employment (e2e)

### 2.4.1 Programme scope of WBL

WBL as a funding stream covers the following activities

- Entry to employment (e2e)
- Apprenticeships and Advanced Apprenticeships
- Non framework National Vocational Qualifications (NVQ) only learning programmes

Apprenticeships are the preferred WBL route for those aged 16-24 who are capable of achieving at levels 2 and 3. Within this priority is given to:

- 16-18 year olds in the guarantee group
- 19-24 in an extended guarantee group
- 16-18 outside guarantee and those 19-24 with disabilities.

The LSC regards WBL modes of learning to be a key way of meeting priority sector skills needs because of its emphasis on vocational skills linked with employment, together with flexibility of delivery. WBL apprenticeship frameworks are designed by Sector Skills Councils, sector bodies and employers.

2.4.2 Participation WBL Apprenticeship and NVQ programmes. The total volume of LLDD decreased in 2005/06 compared to 2004/05, although the overall proportional participation remained the same. Volumes reduced in 16-18 and in 19+ provision.

2.3.3 In 2004/05, 19,395 learners in the East Midlands received support through ALS. Since 2002/03, the region has experienced an overall increase in learner numbers for ALS of 4.9% (below the national average of 9.8%), however the trend across the region has been varied.

While Derbyshire, Northamptonshire, Lincolnshire, Rutland and Leicestershire all had increases in the level of ALS support, Nottinghamshire on the other hand recorded a large drop of 23.4%.

**Table 14: Overall Apprenticeship and NVQ programme participation in 2005/06 <sup>12</sup>**

| Area                       | Average In learning figure | Learners self declaring LD/D | % Of LLDD |
|----------------------------|----------------------------|------------------------------|-----------|
| Derbyshire                 | 4,510                      | 276                          | 6%        |
| Nottinghamshire            | 5,344                      | 364                          | 7%        |
| Lincolnshire & Rutland     | 2,604                      | 103                          | 4%        |
| Leicestershire             | 3,285                      | 205                          | 6%        |
| Northamptonshire           | 3,117                      | 207                          | 7%        |
| <b>East Midlands total</b> | <b>18,860</b>              | <b>1,154</b>                 | <b>6%</b> |

**Table 15: Overall Apprenticeship and NVQ programme participation in 2004/05**

| Area                       | Average In learning figure | Learners self declaring LD/D | % Of LLDD |
|----------------------------|----------------------------|------------------------------|-----------|
| Derbyshire                 | 4,673                      | 316                          | 7%        |
| Nottinghamshire            | 5,600                      | 353                          | 6%        |
| Lincolnshire & Rutland     | 2,793                      | 96                           | 3%        |
| Leicestershire             | 3,708                      | 224                          | 6%        |
| Northamptonshire           | 3,208                      | 212                          | 7%        |
| <b>East Midlands total</b> | <b>19,982</b>              | <b>1,201</b>                 | <b>6%</b> |

### 2.4.3 Participation in the e2e programme.

Overall participation of LLDD in e2e has increased between the two years although at a lower percentage than all learners 13% increase in LLDD against 24.5% overall). The increase is wholly recorded in 16–18 participation with only a very small volume of learners participating in the programme aged 19 to 24 years (48 learners in total of which 14 are LLDD).

Policy has driven down the funding, and therefore the participation of learners in the 19 to 14 year old age group which is of particular disadvantage to the LLDD cohort, who respond and progress better in a flexible vocational environment than in an academic setting.

<sup>12</sup> ILR data from period 12 July 2006

#### 2.4.4 Key Issue for the planning and commissioning process.

Regional and local area teams are to consider increasing the volume of e2e programme places for the 19–24 year olds LLDD cohort in the 2007/08 business planning cycle.

**Table 16: Overall e2e programme participation in 2005/06**

| Area                       | Learners starting the programme | LLDD starting the programme | % of LLDD starts |
|----------------------------|---------------------------------|-----------------------------|------------------|
| Derbyshire                 | 1,627                           | 208                         | 13%              |
| Nottinghamshire            | 922                             | 165                         | 18%              |
| Lincolnshire & Rutland     | 468                             | 111                         | 24%              |
| Leicestershire             | 799                             | 97                          | 12%              |
| Northamptonshire           | 684                             | 82                          | 12%              |
| <b>East Midlands total</b> | <b>4,500</b>                    | <b>663</b>                  | <b>15%</b>       |

**Table 17: Overall e2e programme participation in 2004/05**

| Area                       | Learners starting the programme | LLDD starting the programme | % of LLDD starts |
|----------------------------|---------------------------------|-----------------------------|------------------|
| Derbyshire                 | 1,108                           | 131                         | 12%              |
| Nottinghamshire            | 836                             | 152                         | 18%              |
| Lincolnshire & Rutland     | 528                             | 141                         | 27%              |
| Leicestershire             | 523                             | 75                          | 14%              |
| Northamptonshire           | 619                             | 86                          | 14%              |
| <b>East Midlands total</b> | <b>3,614</b>                    | <b>585</b>                  | <b>16%</b>       |

**2.4.5 Apprenticeship completion rates.**

The region has seen significant increases in both 16-18 and 19+ overall framework completion rates between 2003/04 and 2005/06. Completions averaged in 2005/06<sup>13</sup> at 52% for 16 - 18 year old learners and 48% for 19 - 24 year old learners. Framework completions in 2005/06 for LLDD are slightly below the level of their peers at 47% overall.

2.4.6 Positive outcomes from e2e. LLDD are achieving positive outcomes at a rate above that of their peers (45% against 38.8%)<sup>14</sup>. Positive outcomes (PO) are defined as progression into:

- Further learning
- Employment with learning
- Employment without learning.

**Table 18: Positive progression from the e2e programme**

| Area                       | Total learners achieving a PO | LLDD achieving a PO | Total learners not achieving a PO | Total LLDD not achieving a PO | All learners PO rate % | LLDD learners PO rate % |
|----------------------------|-------------------------------|---------------------|-----------------------------------|-------------------------------|------------------------|-------------------------|
| Derbyshire                 | 506                           | 55                  | 872                               | 116                           | 34.2                   | 42                      |
| Nottinghamshire            | 346                           | 78                  | 592                               | 103                           | 34.8                   | 47                      |
| Lincolnshire & Rutland     | 265                           | 66                  | 251                               | 71                            | 33.3                   | 47                      |
| Leicestershire             | 288                           | 33                  | 504                               | 65                            | 46.9                   | 44                      |
| Northamptonshire           | 297                           | 33                  | 420                               | 44                            | 45.7                   | 38                      |
| <b>East Midlands total</b> | <b>1,702</b>                  | <b>265</b>          | <b>2,639</b>                      | <b>399</b>                    | <b>38.8</b>            | <b>45</b>               |

**2.4.7 Key issue.** The WBL providers with the LSC local area teams are to build their capacity to support the volume and scope of support needs of LLDD. This development should be seen not only as an individual provider responsibility but also in the context of WBL network wide approach to develop areas of expertise in the delivery of more specialised support.

<sup>13</sup> East Midlands Report on Work Based Learning (Nov 06)

<sup>14</sup> ILR extract from Regional Performance Report V13, Oct 06

## 2.5 Adult and Community Learning (ACL) - now Personal, Community and Development Learning (PCDL).

PCDL is learning for personal development, cultural enrichment, intellectual or creative stimulation and for enjoyment. It is also community-based learning developed with local residents and other learners to build the skills, knowledge and understanding for social and community action. There is no requirement that learners must

necessarily progress to other learning or achieve accreditation. Prior to 2006/07 Adult and Community Learning (ACL) preceded PCDL.

By its very nature PCDL presents an ideal opportunity to access a pathway into learning for many adult LLDD from within their local communities. Data regarding participation, funding and success with regard to ACL provision is sparse in scope across the region and remains an area of development.

### 2.5.1 Participation.

In 2005/06 the total volume of learners participating in ACL provision reduced by 30% (and by 24% across PCDL, First Steps, the Family Learning programmes and Neighbourhood Learning in Deprived Communities)<sup>15</sup>. Against this the volume of learners with LDD decreased in volume but increased as a proportion of the overall cohort (from 5% to 9%).

Table 19: 2005/06 participation in ACL<sup>16</sup>

| Area                       | All learners total | LLDD learners total | % LLDD participation |
|----------------------------|--------------------|---------------------|----------------------|
| Derbyshire                 | 11,173             | 1,329               | 12                   |
| Nottinghamshire            | 9,044              | 1,204               | 13                   |
| Lincolnshire & Rutland     | 6,527              | 526                 | 8                    |
| Leicestershire             | 14,094             | 892                 | 6                    |
| Northamptonshire           | 8,753              | 341                 | 4                    |
| <b>East Midlands total</b> | <b>49,591</b>      | <b>4,292</b>        | <b>9</b>             |

Table 20: 2004/05 participation in ACL<sup>17</sup>

| Area                       | All Learners total | LLDD learners total | % LLDD participation |
|----------------------------|--------------------|---------------------|----------------------|
| Derbyshire                 | 11,941             | 1,068               | 9                    |
| Nottinghamshire            | 11,023             | 1,171               | 11                   |
| Lincolnshire & Rutland     | 11,104             | 707                 | 6                    |
| Leicestershire             | 22,126             | 1,076               | 5                    |
| Northamptonshire           | 14,248             | 741                 | 5                    |
| <b>East Midlands total</b> | <b>70,442</b>      | <b>4,763</b>        | <b>7</b>             |

2.5.2 ACL provision makes a small contribution in terms of learners studying towards full level 2 and 3 and Skill for Life qualifications. Current data sources do not have the capacity to measure progression into further learning from First Steps, NLDC or Family Learning which are programmes that do provide learners with progression opportunities including activities that count towards Public Sector Agreement (PSA) targets.

2.5.3 **Key issue.** Within the provider planning dialogue and commissioning processes for 2007/08 Local Area Teams are to ensure that LLDD are a priority group of learners within all of the community based programmes and that participation is representative of the overall population demographics, the data for which is available down to ward level.

<sup>15</sup> Report on LSC Funded Adult 919+) Learning and Skills Provision in the East Midlands Region Nov 06.

<sup>16</sup> CO2 data extraction from Regional Performance Report V13 Oct 06

<sup>17</sup> CO3 data extraction from Regional performance Report V13 Oct 06

# 3.0 Quality and Inspection Outcomes

## 3.1 Inspection.

Inspection is now more risk based and depending upon the outcome of the Annual Assessment Visit (AAV, Ofsted only) providers may only receive a "light" touch inspection on a small number of areas of learning and leadership and management. In some instances of excellent or very good provision the inspection cycle may be in excess of every four years, although this remains an area under discussion.

Self-assessment has become very important. The providers self assessment report (SAR), and its associated grades, will be used by the LSC to identify areas of concern, or providers who appear not to be improving very quickly (coasting at satisfactory), as well as identifying good practice.

The providers SAR/quality improvement plan should now include an update on progress of implementing the three year development plan and provide information/plans on implementing improvement in the future. They provide important contributions to the local area strategic discussions with providers.

Peer benchmarking and the formation of provider/partner forums at a regional and local level (e.g. LLDD, equality/diversity and sector focussed groups) are providing a framework and more opportunities to promote the effective sharing of good practice and to support providers to improve in high priority sector specific areas.

## 3.2 Minimum Levels of Performance.

Inspection alone does not validate quality; success rates are important too and through the new framework for excellence new minimum standards of performance are being determined.

These will form one aspect of performance measurement on the journey towards introducing the framework for excellence within a set of interventions that will be taken in the different circumstances where quality is poor or at serious risk. Importantly, this confirms that the introduction of new minimum levels of performance will be a critical consideration in our strategic commissioning process from 2007/08 and beyond.

The proposals adopt methodologies for short and long courses with provision being assessed against each sector subject area. It is envisaged that for 2007/08 formal performance assessments will be conducted against long qualifications in the first year. Currently the proposals would include the following FE institutions in the region in regard to their long provision, and provide the LSC with the opportunity to tender out their adult provision:

## 3.3 East Midlands region Specialist Colleges

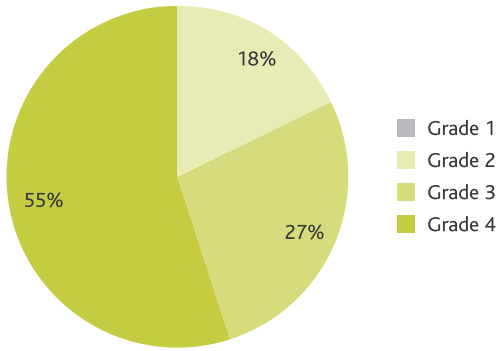
All seven of the regions independent specialist colleges have been inspected. Only one institution has been inspected under the new common inspection framework.

The sector has the highest proportion of Inspection grades at grade 4 in leadership and management and the lowest overall proportion of provision above satisfactory in any of the regions learning sectors.

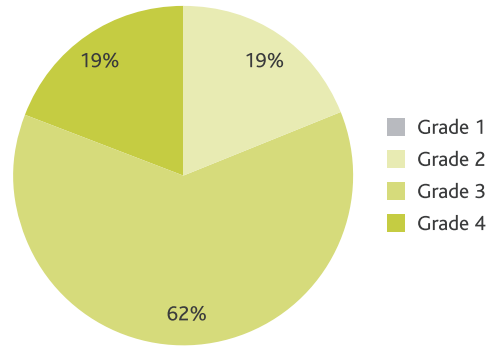
### 3.3.1 Key Issues.

- Through the regional quality Improvement partnership (where the sector is represented) it is important that a specialist college peer benchmarking and review process is established
- All specialist colleges are directly and fully integrated into the LSC Business process
- Specialist expertise is communicated to, and made available to, the FE, WBL and adult learning sectors.

**Figure 5: Independent specialist college leadership and management inspection grades**



**Figure 6: Independent specialist college areas of learning inspection grades**



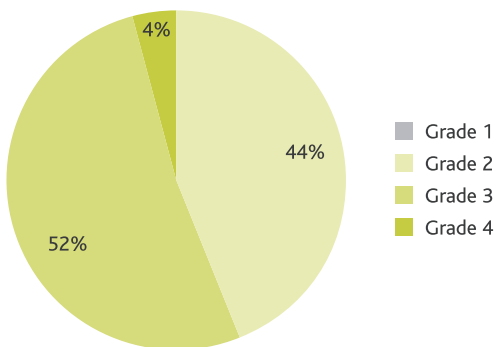
**3.4 FE Colleges**

A total of 26 FE providers have been inspected under the old and new common inspection framework (CIF). A significant proportion of learners are in grade three provision (45%), with 8% being in unsatisfactory. Leadership and management performance is better, where 4% of providers are unsatisfactory.

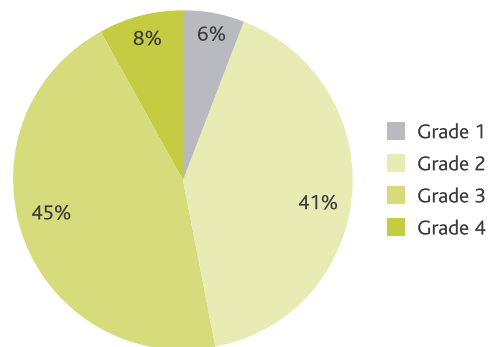
Inspections under the new CIF indicate that all providers inspected between September 2005 and July 2006 are satisfactory or above in both leadership, and management and areas of learning with one college awarded grade 1 in continuous improvement (one of the new management measures). It is worth noting that although it would appear that 10% of the inspections are grade 1, only three colleges have been inspected during this period.

**Figure 7: FE College Inspection outcomes**

FE providers - all inspections  
leadership and management grade only



FE providers - all inspections  
Areas of learning



### 3.5 Work Based Learning (WBL)

As a proportion of the whole network over 50% of WBL provision on inspections to date has been judged to be good in management and leadership, with 9% of provision being judged as inadequate (seven providers out of 83 providers). One provider received outstanding judgements in leadership and management. 50% of the provision in the areas of learning was judged to be good.

Whilst the overall percentages of provision that have been graded good and above are higher across the WBL network when compared to the FE colleges, and thus the overall percentage of satisfactory provision is less, over a third of provision in leadership and management/areas of learning remains satisfactory.

Figure 8: WBL Inspection outcomes under the new CIF

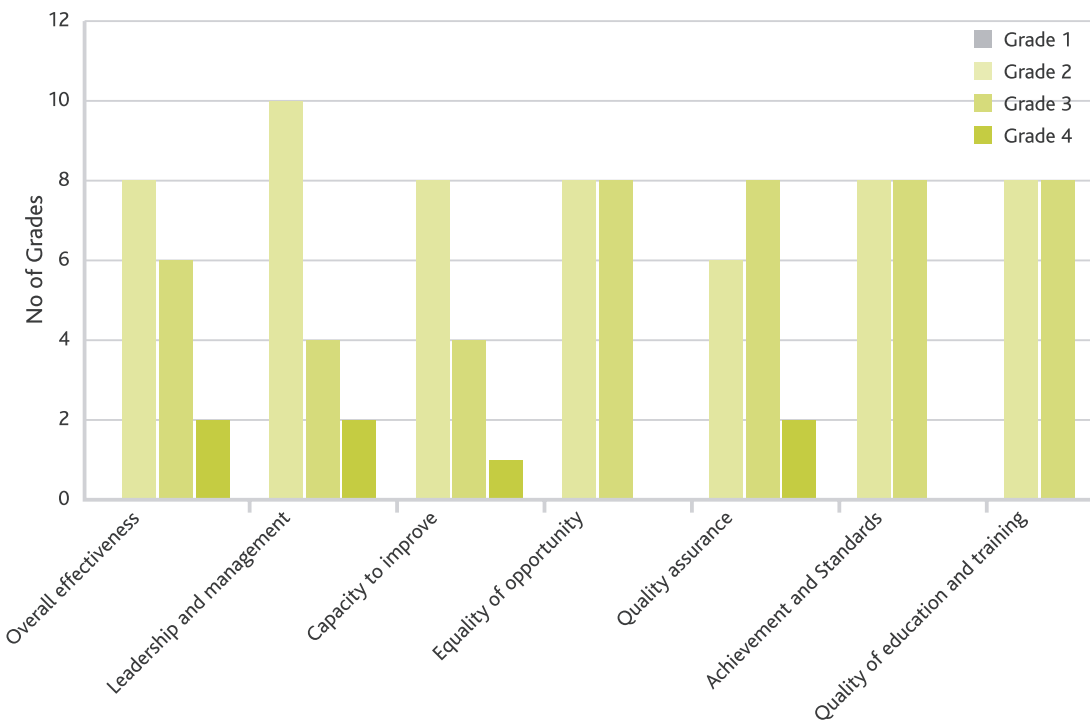
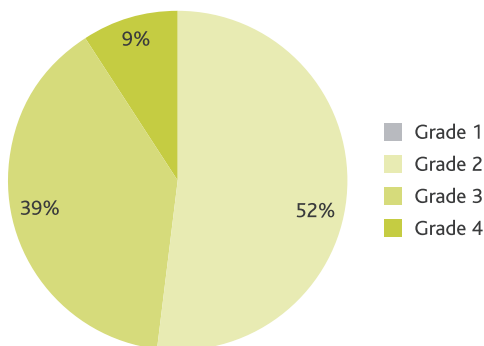
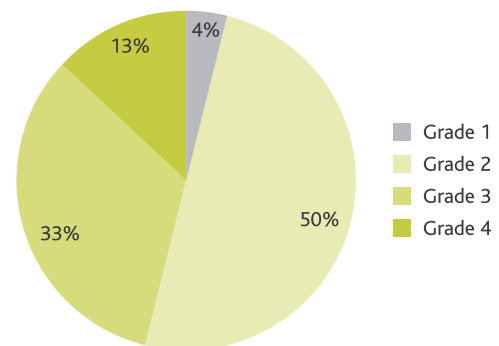


Figure 9: WBL Inspection grades

WBL leadership and management grades



WBL areas of learning grades



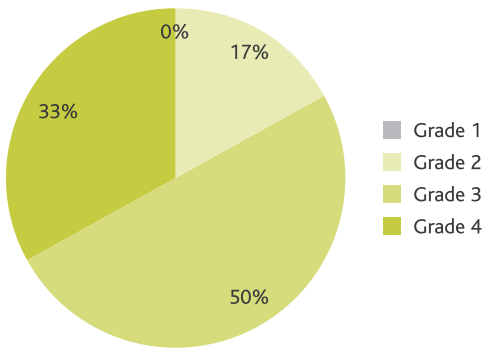
### 3.6 Personal, Community and Developmental Learning (PCDL)

All 12 PCDL (formerly ACL) providers have been inspected since 2004 (under the old and new CIF). One third (33%) of the leadership and management grades and 13% of the area of learning grades are unsatisfactory.

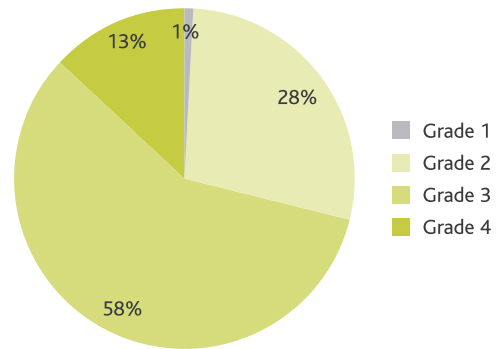
Inspections since the introduction of the new framework have continued judging high proportions of provision at grade 4 and have increased inadequate judgements in the areas of learning to 31% and 54% in management. This trend is indicating that the quality of PCDL provision, and the capacity of the sector to improve, is behind the FE and WBL sectors.

Figure 10: PCDL Inspection outcomes

PCDL providers - all inspections leadership and management grades only



PCDL - all inspections areas of learning



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