

Impact on Adults with Learning Difficulties and/or Disabilities: Issues from the 2006/07 Planning Round

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Of interest to providers, local authorities, learning disability partnership boards and local partnerships involved in the provision of education, training and/or care to adults with learning disabilities

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This document publishes the results of a survey conducted by the Learning and Skills Council (LSC) in 2006 to gather qualitative and quantitative data on changes in education and training provision for adults with learning disabilities.

Press enquiries concerning this document should be directed towards the LSC Press and Communications Team.

Enquiries concerning this document should be directed towards the LSC National Office Learners with Learning Difficulties and/or Disabilities Team via LLDD@lsc.gov.uk

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Background

- 1 The Learning and Skills Council (LSC) has focused its funding on a number of key government priorities. The result of this is that further education (FE) colleges need to manage a reduced budget for adult provision. As part of this management process, colleges are examining the nature of adult provision that does not contribute to these priorities and/or introducing higher fees for programmes.
- 2 During early summer 2005, following the 2004/05 planning dialogue, press coverage suggested that there was widespread closure of programmes for adults with learning difficulties and/or disabilities. Despite a few limited cases, there was little information to indicate that provision for this cohort was at risk. The evidence cited was anecdotal. In parallel with this press coverage, the Department for Education and Skills (DfES) began to receive a number of parliamentary questions, and both the DfES and the LSC began to receive correspondence concerning this topic.
- 3 The LSC observed a trend within the correspondence, which suggested that the LSC would not fund non-accredited provision. To address this misperception, the LSC communicated that it continued to view high-quality learning provision for learners with learning difficulties and/or disabilities as a priority. In June 2005, this point was reasserted in correspondence regarding funding allocations to all FE college principals from David Russell, the LSC's Director of Resources. (This letter is available on the LSC's website at: <http://readingroom.lsc.gov.uk/lsc/2005/funding/streams/fe-funding-for-2005-06-academic-year.pdf>).
- 4 In November 2005, the LSC published *Through Inclusion to Excellence*. The report outlines the findings and recommendations of the independent strategic review, chaired by Peter Little OBE, of the LSC's planning and funding of provision for learners with learning difficulties and/or disabilities across the post-16 sector. In February 2006, the LSC published an analysis of the consultation

responses to *Through Inclusion to Excellence*. This document included a restatement of the LSC's public commitment to delivering the recommendations from the report. This vision was restated in *Learning for Living and Work* (2006), the strategy for LSC-funded provision for learners with learning difficulties and/or disabilities.

- 5 A key recommendation of the review was to ensure that the LSC should give greater prominence and clarity to provision for learners with learning difficulties and/or disabilities being a priority.
Transforming Learning and Skills: Our annual statement of priorities 2006/07 (LSC, 2005) publicly did this. It clearly states that the LSC will 'support all learners to meet their potential, narrowing the gaps in performance by people from different backgrounds'. This was reasserted in *Raising our Game: Our annual statement of priorities 2007/08* (LSC, 2006).
- 6 Throughout the period between summer 2005 and summer 2006, the LSC, DfES officials and ministers repeatedly and publicly stated their continued view of high-quality, specialist learning provision for learners with learning difficulties and/or disabilities as being a priority. In early summer 2006, however, the LSC and DfES began to receive a number of queries regarding decisions by FE providers to end or reduce the hours of programmes specifically for adults with learning difficulties and/or disabilities. Initial internal enquires indicated that the closure of provision was limited to a few isolated cases. It was, however, noted that some providers had taken the decision to rationalise the number of hours per week of some programmes.
- 7 The FE reform agenda, including *Through Inclusion to Excellence*, proposed that provision needs to be restructured to better meet the needs of learners and employers. This includes the restructuring of provision for both adults and young people with learning difficulties and/or disabilities.

8 Changes in provision (including withdrawing programmes) can be for valid and legitimate reasons. In these situations, the LSC will be fully aware of, and may have endorsed, the decision. Possible reasons for changes in provision for learners with learning difficulties and/or disabilities include:

- where provision needs to change in nature, that is, where programmes are insufficiently focused on learning or where more effective progression is needed
- local LSCs have asked providers to withdraw programmes as a result of the strategic reshaping of local provision to meet the needs of young people, adult learners and employers
- programmes being withdrawn because they are historically of poor quality.

9 These factors outline the LSC's understanding of the reasons behind the changes in provision. These views, however, were based on a strategic overview of activities at local level, but not corroborated by quantitative or qualitative evidence. As such, the national picture across the sector in early summer 2006 was unclear because there was, at that time, insufficient local intelligence to determine the context for activity at local level. The LSC therefore decided to undertake an internal survey of provision for adults with learning difficulties and/or disabilities with the purpose of understanding and evidencing the local context behind any changes. At the same time, Bill Rammell, Minister of State for Higher Education and Lifelong Learning, through DfES, requested that the LSC further research this area.

10 A secondary reason for the survey was to determine whether FE providers were acting unilaterally to end provision without discussion with the LSC or consultation with local authorities, which might experience financial repercussions in providing alternative day care services. Actions of this kind would endanger the LSC's and also providers' legal compliance requirements; FE colleges have a

contractual obligation under the terms of the Financial Memorandum with the LSC to have regard to the LSC's legal responsibilities, including those for learners with learning difficulties and/or disabilities. In addition, as a condition of funding, FE providers should endeavour to provide for at least the same number of learners with learning difficulties and/or disabilities as in the preceding year, and/or at least to maintain the proportion of such learners in their overall enrolment total.

- 11 A third reason was to ensure that the public and media were accurately informed of the reasons for change. As such, when, or if, a programme for adults with learning disabilities is withdrawn or altered (for example by a reduction in hours), the changes in provision should not wrongly be ascribed to unwillingness on the part of the LSC to fund non-accredited provision, or lead to a perception that the provision is not a 'priority'.

Methodology

- 12 The survey was designed to capture both qualitative and quantitative data. A questionnaire was designed and this is included as Annex A to this document. The questionnaire was distributed in mid-summer 2006, via the regions, to local LSC areas. The first wave of responses provided an approximate 70 per cent coverage rate of local LSC areas. The initial return indicated that local activity was sound. This was reported in a comment piece, 'First class learning for all' authored by Melanie Hunt and published in *The Guardian* (19 September 2006).
- 13 Acknowledging that summer was a weak time for communication with colleges, it was determined that an additional follow-up by the regions would be undertaken in October 2006. This would ensure full coverage and provide an opportunity to clarify the original data received.
- 14 The data gathered as part of the survey was complemented by analysis of the Individualised Learner Record (ILR).

Headline Results

Survey results

15 The total numbers of learners affected where provision was discontinued is 2,960 (1,071 full-time and 1,889 part-time learners). Annex B provides a breakdown by LSC local area, with regional totals. This structure has been used as the full transfer to partnership team areas had, at the time of stage 1 of the survey, yet to be fully introduced.

Individualised Learner Record analysis

16 The above figures provide an overview, but do not offer any context. The data below outlines how the figures related to trends within wider participation.

17 The definition used within the FE system of someone with learning difficulties and/or disabilities is defined by the Learning and Skills Act 2000 as being a person who has:

(a) a significantly greater difficulty in learning than the majority of persons of his age, or:

(b) a disability which either prevents or hinders him from making use of facilities of a kind generally provided by institutions providing post-16 education or training.

18 Owing to the focus of the correspondence outlined in paragraph 6, the survey centred on discrete provision for adults with learning disabilities rather than the full cohort of learners with learning difficulties and/or disabilities. The LSC, however, does not have a single or collective set of definitions for adults with learning disabilities within current ILR definitions.

19 *Valuing People* (Department of Health, 2001) provides a definition of learning disability, which is outlined as including the presence of:

- *a significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence); with*
- *a reduced ability to cope independently (impaired social functioning); which started before adulthood, with a lasting effect on development.*

(Department of Health 2001: 14)

20 The basis for identifying learners within the ILR data was a combination of ILR definitions. These were used to act as the closest approximation of the learner cohort based on the above *Valuing People* definition. For the purposes of the survey, this included learners aged 19 and over who were studying at Level 1 or below in FE, declared against the following ILR definitions:

- multiple disabilities
- profound complex disabilities
- multiple learning difficulties
- severe learning difficulty.

Table 1: Adults with learning disabilities participation trends, 2002/03 to 2005/06.

	2002/03	2003/04	2004/05	2005/06
Learners	21,935	26,706	24,475	19,888

Note: Data is based on the number of adults with learning difficulties and/or disabilities recorded in F05 on the ILR. 2005/06 data is based on estimates from early data. Other data is validated.

21 Table 1 outlines the participation trends of this learner cohort over the past three years. According to the data, the number of adults with learning disabilities affected represents 14.9 per cent of this total learner cohort. This figure should, however, be treated with caution in the light of the high numbers of Not known/Information not provided/Other recorded on the ILR, which will include adults with learning disabilities (see Table 2).

Table 2: Adults with learning disabilities participation trends compared with ILR categories Not known/Information not provided/Other, 2002/03 to 2005/06.

	2002/03	2003/04	2004/05	2005/06
Learners	21,935	26,706	24,475	19,888
Unknown	122,322	117,944	101,402	92,786

Note: Data is based on the number of adults with learning difficulties and/or disabilities recorded in F05 on the ILR. 2005/06 data is based on estimates from early data. Other data is validated.

22 The provisional full-year outturn figures for 2005/06 for all adult learners show a decrease of 15 per cent compared with 2004/05. The figures between 2005/06 for all adults with learning disabilities (based on the definition outlined in paragraphs 19 and 20) show a decrease of 18.7 per cent compared with 2004/05. The statistical variation resulting from the relative small numbers of learners and the anticipated numbers of adults with learning disabilities included with ILR categories of Not known/Information not provided/Other indicate that although the decrease for all adults learners is at a lower rate than that for adults with learning disabilities, the rate is comparative and proportionate. Additional detail is available in Annex C.

Qualitative data

23 Qualitative data returns indicate that the reasons for change are sound. Themes in the qualitative data return confirmed the presuppositions outlined in paragraph 8.

Findings by Region

24 The findings, set out by region below, provide an overview of the total numbers of learners affected, that is, where discrete programmes for full-time and part-time learners have been discontinued. Learners where current programmes have had the number of hours reduced are also discussed. Qualitative data on activity that has affected 60 learners or more is also included below.

East of England

- 25 Over the region, 60 learners have been affected. In Hertfordshire, Cambridgeshire, Norfolk and Essex, no changes were reported. In Suffolk, one provider indicated a change to provision.
- 26 In March 2005, Suffolk College decided to withdraw provision for 60 adults with learning difficulties and/or disabilities. The college consulted with the LSC, adult social services and user groups. The provision was originally designed to be one year in length, but several learners had followed the same programme for five or six years. Consultants, as part of a review of the programme, highlighted lack of progression as a weakness.

East Midlands

- 27 Over the region, 457 learners have been affected (126 full-time and 331 part-time learners). In Leicestershire, Lincolnshire and Rutland and Nottinghamshire, no changes were reported. LSC Derbyshire and LSC Northamptonshire indicated that change had occurred.
- 28 Rutland College (administered by Tresham College in Northamptonshire) has discontinued provision where individuals were not progressing towards any recognised progression pathway, and who attended year after year without any form of transition or exit strategy.
- 29 The college is currently planning provision with Rutland County Council, Oakham Day Centre and Teamwork Kettering, linked to the LSC's partnership work with the Rutland Learning Disability Partnership Board. The college held extensive meetings with social services and care agencies during summer 2006.
- 30 Since 2003/04, LSC Derbyshire has been in dialogue with the University of Derby about reducing its out-of-area franchise provision (delivered in Barnsley and Sheffield) due to a number of factors including the quality of provision, that it is 'out of area' and lacks evidence of progression.

- 31 Of the out-of-area provision, funding responsibility for the learners has been transferred to their home LSC. By 2007/08, it is envisaged that there will be only one franchise provider in Sheffield. There are currently talks with Sheffield Social Services, which is planning to deliver education to those learners in its care directly for 2007/08. Learner numbers, under direct delivery, also included out-of-area provision. It has been agreed for 2006/07 that this be reduced.
- 32 The franchise, outreach centre and direct delivery curriculum has been mainly focused on internally certificated programmes and non-accredited provision. The University of Derby has decided to reduce adult programmes to part-time programmes, which are much more structured around embedded key skills, vocational pathways and independent living.
- 33 The provision has been reprofiled to support learners to develop independent living skills and employment skills, and to improve progression into further learning, work or improved independence within the learner's community. It has affected 250 part-time learners.
- 34 As part of the survey, the region indicated that FE colleges in the East Midlands are universally reporting the pressure that their staff are experiencing in requests to enrol adults with disabilities who want to attend college part time essentially either to replace or enhance their leisure learning opportunities that would otherwise have been offered within social services day care centres. The general impression in the region is that the reorganisation of adult day care services has 'pushed' people towards their FE college at a time when colleges are reshaping their provision to move away from repetitive Pre-entry and Entry Level programmes towards offering programmes of high quality with clear progression routes and exit strategies.

Greater London

- 35 The London region has not been informed by providers of any learners that will not have access to education provision that was available in the previous academic year.

North East

- 36 Over the region, 782 learners have been affected (383 full-time and 399 part-time learners). In County Durham and Northumberland, no changes were reported. Tees Valley reported some minor changes in provision. In Tyne and Wear, two colleges were reported as having undertaken changes to provision: Gateshead College and Newcastle College.
- 37 Gateshead College has determined that several discrete programmes would be withdrawn due to a combination of poor achievement, low progression rates and appropriateness of FE funding. The college has worked closely with the Gateshead Learning Disability Partnership Board (GLDPB). This has resulted in GLDPB funding a work-related activities programme for students with learning difficulties for one academic year. The college is also expecting to run an independent living skills programme at Entry Level 3, where enrolled learners must be able to progress to a higher qualification. Alongside this, the college has advertised a part-time recreational programme.
- 38 Newcastle College has withdrawn some franchise provision. The reduction has focused on provision for adult learners where employability is not a realistic outcome. As part of the changes, the college has liaised with local social services, parents and other learning partners. Individuals who were attending programmes that have been withdrawn have been offered alternative programmes similar to those in which they previously took part.

North West

- 39 Over the region, 235 full-time learners and 53 part-time learners have been affected. In Cheshire and Warrington, Greater Merseyside and Lancashire, no changes were reported. In Cumbria and Greater Manchester, providers indicated change in provision.
- 40 Over the past three years, Lakes College, West Cumbria has contracted with Learning First for provision for the whole of the county (excluding learners that would attend Carlisle College). Following its funding allocation, Lakes College took the decision to contract only for provision in its locality. Approximately 140 learners in the south and south-east of the county are affected. Learners on the programme progress over an average of a three- to four-year period. Some learners have been placed in employment. Subsequently, it has become apparent that the majority of the learners are now based in day care centres.
- 41 LSC Cumbria and local social services are in discussion to determine an appropriate way forward. The current agreement is that a review would be undertaken to identify those who can learn independent living skills. These learners would be covered by the agreement with Lakes College and Learning First. For the remainder of the individuals, Cumbria Care would provide appropriate skills training.
- 42 As part of its funding discussions with South Trafford College, the LSC agreed that the college would focus on LSC priorities (in particular Skills for Life and full qualifications at Level 2) and would cease to deliver the adult community education (ACE) programme for adults over 25 with learning difficulties which does not lead to a qualification. Between 70 and 80 learners are affected. The course has no expected average duration and very few of the learners have progressed to further provision. Many have been following the course for three years or more.

- 43 Local social services, the LSC and all relevant partners have met to develop a short-term solution that would maintain similar ACE provision in 2006/07. All parties agree that the programme is no longer entirely appropriate to meet the learners' needs. The local social services will lead a small strategic working group, through the learning disability partnership board, to develop a model for provision for 2007/08 onwards. This is expected to be agreed (in consultation with learners and carers) in December 2006 and January 2007. This will enable the provision to be included in the LSC's planning discussions for 2007/08.
- 44 Salford College previously offered discrete provision for approximately 90 adults with learning difficulties and/or disabilities. Following an internal review, the college identified weak progress, with learners frequently moving sideways and many effectively repeating courses. As part of its work to address this weakness, the college refocused provision to enable learners to progress into employment. This was accompanied by a move towards the better integration of learners with a learning disability into mainstream provision.
- 45 Changes in the provision have successfully increased enrolments on vocation-related course. Owing to the changes, 53 individuals who were accessing old provision, who would be working at Pre-entry Level, do not have the opportunity to access appropriate learning and have returned to day care services.

South East

- 46 The South East region has not been informed by providers of any learners who will not have access to education provision that was available in the previous academic year.

South West

- 47 Over the region, 519 learners have been affected (207 full-time and 312 part-time learners) by changes in provision. In Gloucestershire,

no changes were reported. The remaining LSC areas all reported some changes.

- 48 Cornwall College has discontinued a range of programmes delivered through franchise providers. Some programmes represented a significant element of day care, with others used for social interaction as opposed to education. There is, and continues to be, high-level dialogue between Cornwall College and local social services. The changes in provision were as a result of a planned restructuring of provision. There were also concerns regarding lack of progression. A programme was typically two years in length. Often learners would complete the programme and progress laterally to a new programme at the same level. It was further identified that some of the provision would be best commissioned by social services. The programmes with clear progression routes have been retained. The latest information indicates that approximately 200 learners have been affected. This broadly maintains the proportion of provision for learners with learning difficulties and/or disabilities in the college.
- 49 Exeter College has withdrawn non-award-bearing provision and provision that does not offer progression routes. This has affected 60 learners.
- 50 Salisbury College has withdrawn its Pathways programme for adults with severe learning difficulties. The programme was accessed by 115 adults, the majority of whom are based in care homes. The college did not consult with the LSC. Following a review of the programme, it was recognised that it was delivering large elements of social care, and that it was providing limited opportunities for progression. Some 46 per cent of learners had been at the college for between 4 and 20 years and 19 per cent for between 10 and 13 years. Wiltshire County Council is working with the voluntary sector to provide a drop-in service in Salisbury which will provide these individuals with the opportunity to participate in community art,

literacy and IT. This initiative is being supported by the LSC, and funding has been set aside to contribute to transition arrangements.

- 51 Filton College has reduced franchise provision, which will affect 2 partner organisations and 132 part-time learners. The college will continue to offer provision via its main site, where learner numbers remain unchanged.

West Midlands

- 52 Over the region, 353 part-time learners have been affected where provision has been withdrawn or changed. The West Midlands region reported two substantive changes.
- 53 In the Black Country, Sandwell College stopped funding franchised provision, delivered through a care provider, for 103 part-time learners. The college has restructured its entire 'preparation for life' curriculum offer following a grade 4 at inspection in March 2006.
- 54 In Staffordshire, 200 learners at Stoke-on-Trent College have been affected, where a 40 per cent reduction occurred on a part-time 'practical arts' programme. It is considered that the reduction represents the element of the programme that acted as respite care. The college continues to run some of these courses, which include discrete provision. The continuing programmes have been revised to improve opportunities for progression.

Yorkshire and the Humber

- 55 Over the region, 118 learners have been affected where provision has been withdrawn or changed (30 full-time and 88 part-time learners). Humberside and North Yorkshire regions have not indicated any changes in provision. Both South Yorkshire and West Yorkshire have reported some changes.
- 56 Bradford College has made reductions within its community education programmes. In the majority of cases, these learners were attending centres as part of provision provided by other agencies, such as social services. Some evening classes have also

been reduced. As for a significant number of learners, progression was lateral, and as such progression opportunities had become exhausted.

- 57 Following the merger with Rother Valley College, Rotherham College undertook a review of provision for adults aged over 25 with learning disabilities. The review identified approximately 30 learners who had been on provision for over three years. Some had been on provision for between 10 and 20 years. As such, the college took the decision to that these learners should progress to more appropriate provision. This has allowed the college to increase places in provision for learners with learning disabilities aged between 16 and 24. Provision has also been focused to meet the vision of *Learning for Living and Work* (LSC, 2006).

Additional Information

- 58 The National Institute of Adult Continuing Education (NIACE) is also collecting information on alleged cuts in provision for adults with disabilities, and has agreed to share this with the LSC.
- 59 This did not identify any issues that differed from those identified in the LSC's survey.

Conclusions and Recommendations

- 60 The survey returns are clear that the perceived vision of a widespread 'crisis' in provision for adults with learning disabilities is misplaced. The perception is likely to have occurred as result of a number of isolated incidents that have received significant press coverage.
- 61 The trends in the data indicate that the majority of learners will have access to provision that was available in the previous academic year, or access to learning through alternative programmes. There will be 'mainstream' leisure programmes where there are high proportions of adults with learning difficulties and/or disabilities, but

the LSC's priority is to protect provision specifically aimed at, and designed for, learners with learning difficulties and/or disabilities.

62 Providers, in the main, have not acted unilaterally, but have rightly responded to the LSC's and the Government's priorities. The reassertion in *Raising our Game: Our annual statement of priorities 2007/08* (LSC, 2006) that learners with learning difficulties and/or disabilities are a priority will prevent any further misunderstanding regarding the prioritisation of provision for learners with learning difficulties and/or disabilities. This will be reinforced as part of the annual provider dialogue.

63 In addition, it needs to be underlined that the survey did indicate that a number of colleges had reorganised provision to be delivered on a part-time basis. This trend may be likely to continue. This process ensures that adults with learning disabilities retain the opportunity to continue learning, whilst also better linking to the concept of jointly funded, with local social services, packages of learning and care provision, as outlined in *Through Inclusion to Excellence* (LSC, 2006) and committed to by the LSC in *Learning for Living and Work* (LSC, 2006).

64 There are four recommended actions for the LSC to take forward.

- In March 2007, the 2005/06 final ILR data return takes place. An analysis should be performed based on final year data.
- The LSC should continue in its plans to commission the creation of new, fit-for-purpose ILR definitions. Once in place, this will enable the LSC to track the participation and attainment of this cohort of learners more easily.
- There should be future monitoring of the trends in discrete provision for adults with learning disabilities funded as personal, community and development learning (PCDL). The development of local planning partnerships is the foundation of the current reforms of PCDL. These partnerships (built from public, private,

voluntary, community or faith organisations) will lever in related budgets in, for example, health, sports and recreation and the cultural sector. PCDL partnerships will make changes to local provision based on an assessment of local needs and the quality of existing provision. In terms of funding, it is anticipated that the funding flows will remain largely unchanged for 2007/08. Joint learning and care programmes, however, may be at slight risk during the period of transition, and as such, the LSC will need to play a key role in supporting PCDL partnerships to continue to identify the needs of the full community, including adults with learning disabilities.

- 65 In the transition to the LSC's role in 'making the market', it will be important to continue to intervene where the market will not provide suitable, high-quality programmes with meaningful progression for this group of learners.

Annex A: Survey Questions

1. Please list the names of any FE providers within your local area who have closed and/or reduced the hours of a programme dedicated for adults with learning difficulties and/or disabilities.

2. If a programme(s) has (have) been closed, as part of the management process, has the FE provider been engaged in dialogue and consulted with:

- the LSC
- local adult social services
- current or prospective learners, and parents/carers
- others (please specify)?

3. Is this part of a planned restructuring of local provision, or strategic re-examination of local commissioning?

4. Is (are) the programme(s) learning focused or predominantly respite care?

5. How many learners are affected?

6. Is there an expected average length for the programme(s)? Have the learners been on the programme(s) for a considerable length of time without progressing?

7. If the action to end the programme(s) was not pre-planned, what is the FE provider's explanation for its decision?

8. Is the programme run directly by the FE provider, or is it sub-contracted?

9. What arrangements have been put in place by the provider to address transition issues for any current learners, for example alternative funding sources? How the LSC supporting this transition process?

Annex B: Breakdown of Data Returns

			Learner numbers	
Region	LSC area	College	F/T	P/T
East of England	Bedfordshire and Luton	No cuts reported.	0	0
	Essex	No cuts reported.	0	0
	Cambridgeshire	No cuts reported.	0	0
	Hertfordshire	No cuts reported.	0	0
	Norfolk	No cuts reported.	0	0
	Suffolk	Suffolk College	60	0
Regional total			60	0
East Midlands	Derbyshire	University of Derby	126	81
	Leicestershire	No cuts reported.	0	0
	Lincolnshire and Rutland	No cuts reported.	0	0
	Northamptonshire	Rutland College	0	250
	Nottinghamshire	No cuts reported.	0	0
Regional total			126	331
Greater London	London Central	No cuts reported.	0	0
	London East	No cuts reported.	0	0
	London North	No cuts reported.	0	0
	London South	No cuts reported.	0	0
	London West	No cuts reported.	0	0
Regional total			0	0

North East	County Durham	Derwentside College	20	0
	Northumberland	No cuts reported.	0	0
	Tees Valley	Bede College	24	0
		Stockton Adult Education	10	0
	Tyne and Wear	Gateshead College	121	75
		Newcastle College	8	324
Newcastle Council		200	0	
Regional total			383	399
North West	Cheshire and Warrington	No cuts reported.	0	0
	Cumbria	Lakes College	140	0
		Carlisle College	15	0
	Greater Manchester	South Trafford College	80	0
		Salford College	0	53
	Greater Merseyside	No cuts reported.	0	0
Lancashire	No cuts reported.	0	0	
Regional total			235	53
South East	Berkshire	No cuts reported.	0	0
	Hants and the Isle of Wight	No cuts reported.	0	0
	Kent and Medway	No cuts reported.	0	0
	Milton Keynes, Oxfordshire and Buckinghamshire	No cuts reported.	0	0
	Surrey	No cuts reported.	0	0
	Sussex	No cuts reported.	0	0
Regional total			0	0

South West	Bournemouth, Dorset and Poole	No cuts reported.	0	0	
	Devon and Cornwall	North Devon College	14	0	
		Cornwall College	0	180	
		South Devon College	18	0	
		Exeter College	60	0	
	Gloucestershire	No cuts reported.	0	0	
	West of England	Filton College	0	132	
	Wiltshire and Swindon	Salisbury College	115	0	
Regional total			207	312	
West Midlands	Birmingham and Solihull	No cuts reported.	0	0	
	The Black Country	Sandwell College	0	103	
	Coventry and Warwickshire	No cuts reported.	0	0	
	Herefordshire and Worcestershire	Herefordshire College	0	20	
	Shropshire	No cuts reported.	0	0	
	Staffordshire	Stoke-on-Trent College	0	200	
		Cannock College	0	30	
Regional total			0	353	
Yorkshire and the Humber	Humberside	No cuts reported.	0	0	
	North Yorkshire	No cuts reported.	0	0	
	South Yorkshire	Rotherham College.	0	0	
	West Yorkshire	Park Lane College	30	0	
		Bradford College	0	88	
Regional total			30	88	
			Totals	1,071	1,889
			Total	2,960	

Note: Where survey responses have indicated approximate numbers, for example, 20 –30, the higher number has been recorded..

Annex C: Individualised Learner Record Data

	2004/05 (F04) – numbers at Level 1 or below	2004/05 (F04) – numbers with an unknown learning aim	2004/05 (F04) – total numbers	2005/06 (F04) – numbers at Level 1 or below	2005/06 (F04) – numbers with an unknown learning aim	2005/06 (F04) – total numbers	Difference between 2004/05 and 2005/06 data
Multiple disabilities	9,429	1,498	10,927	7,662	1,806	9,468	1,459
Profound complex disabilities	1,251	307	1,558	1,060	312	1,372	186
Multiple learning difficulties (excluding learners who have multiple disabilities or profound complex disabilities)	2,807	397	3,204	2,671	392	3,063	141
Severe learning difficulty (excludes learners who have multiple disabilities or profound complex disabilities)	8,576	2,038	10,614	7,512	1,812	9,326	1,288
Total	22,063	4,240	26,303	18,907	4,322	23,229	3,074
	2004/05 (F04) – numbers at Level 1 or below	2004/05 (F04) – numbers with an unknown learning aim	2004/05 (F04) – total numbers	2005/06 (F04) – numbers at Level 1 or below	2005/06 (F04) – numbers with an unknown learning aim	2005/06 (F04) – total numbers	Difference between 2004/05 and 2005/06 data
Other (learners having a disability and/or learning difficulty not included in above categories)	137,598	16,338	153,936	122,641	22,789	145,430	8,506
Not known/Information not provided (both disability and learning fields)	18,148	9,770	27,918	21,279	3,255	24,534	3,384
Total	155,746	26,108	181,854	143,920	26,044	169,964	11,890

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