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Leading learning and skills

# North West Action Plan for Provision for Learners with Learning Difficulties and or Disabilities.

Learning and Skills Council  
2007-2010

Of interest to Providers, Partners, Stakeholders and  
Learners and their parents/carers.



# Foreword

The Government has outlined its vision for improving the life chances of people with disabilities; by 2025 people with a disability will have the opportunities and choices to improve their quality of life and will be respected and included as equal members of society. The Learning and Skills Council (LSC) and the Further Education system have a major role to play in delivering this vision.

In this context I am now pleased to introduce for the North West Action Plan for Learners with Learning Difficulties. This plan sets out how the LSC in the North West intends to prioritise its actions, define the direction of travel over the next four years and support the Further Education System towards the achievement of the government's vision of inclusion. We welcome your feedback on the proposed plan.

Our vision is clear. The LSC has clearly outlined the destination that the FE system needs to reach. Our commitment is underlined by our actions. The LSC intends to invest £35 million through the regions to improve provision for this group of learners. We must now take up the challenge.



John Korzeniewski  
Regional Director

# Executive Summary

In November 2005, the Learning and Skills Council (LSC) published the findings and recommendations of the strategic review of its planning and funding of provision for learners with learning difficulties and/or disabilities across the FE system, Through Inclusion to Excellence.

The overarching recommendation of the report was that, in order to take forward its vision, the LSC should develop a national strategy for the delivery of provision to learners with learning difficulties and/or disabilities across the Further Education (FE) system. In response to that recommendation the LSC published its national strategy, Learning for Living and Work: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities, in October 2006. The strategy is the blueprint for LSC thinking and reiterates the organisation's intention to ensure that all of the 40 recommendations made in Through Inclusion to Excellence are fully explored and met.

Through Inclusion to Excellence:

Link: <http://readingroom.lsc.gov.uk/lsc/2005/research/commissioned/through-inclusion-to-excellence.pdf>

Learning for Living and Work. Link: [http://readingroom.lsc.gov.uk/lsc/National/Learning\\_for\\_Living\\_and\\_Work\\_Complete\\_2.pdf](http://readingroom.lsc.gov.uk/lsc/National/Learning_for_Living_and_Work_Complete_2.pdf)

## Developing this Plan.

This document outlines the plan for how the LSC will carry forward the national strategy in the North West region. The LSC for the North West established an external advisory group to support and steer the development of this plan. The consultation document, also produced with the support of the advisory group, was published in January 2007 and consultation closed in February 2007. The consultation drew more than 40 responses. We are grateful to those partners and stakeholders who contributed their valuable expertise and feedback to support the process and/or to respond to the consultation.

## Key Principles

Underpinning this plan are three key areas for development with our partners. We must

- 1) understand demand and develop provision that increases opportunities for learners with learning difficulties and or disabilities to learn in and about their own communities. We recognise that partnership working with other agencies to meet the varying and complex needs of this cohort is essential to this aim;
- 2) improve the quality of provision for this group of learners. Publicly funded provision must have purpose and deliver the skills required for living and working, whether these are for economic participation or the ability to live independently;
- 3) linked to the Leitch review,<sup>1</sup> improve the employment and skills agenda for this group of learners to increase economic participation through sustained employment. No individual should be excluded from the opportunities that the majority take for granted. We expect learning for learners who do not have difficulties or disabilities, to deliver progression. We must expect the same for learners with learning difficulties and or disabilities. Continued transition is central to this plan.

<sup>1</sup> Source Understand demand and develop provision that increases opportunities for learners with learning difficulties and/or disabilities to learn in and about their own communities. Link [www.hm-treasury.gov.uk/media/523/43/leitch\\_finalreport051206.pdf](http://www.hm-treasury.gov.uk/media/523/43/leitch_finalreport051206.pdf)

The plan reflects the national strategy and is structured in six themes. Each theme includes key actions to develop appropriate provision as follows:

## Communicating our Priorities

The LSC in the North West will gather the views of learners and potential learners with learning difficulties and/or disabilities on the provision that is available to them in their local area. The regional voice of the learner will be used to complement feedback on national policy to be gathered through the National Learners with Disabilities Panel and to inform review of the North West Plan.

## Planning

A key strand within the national strategy and this action plan is to work with providers and partners, in particular Local Authorities, Health Trusts and Connexions, to ensure planning for learning and training provision for learners with learning difficulties and/or disabilities is agreed and jointly funded where appropriate. To start this planning process we will undertake a strategic analysis of the demand for provision at local level.

During the lifetime of this plan we will promote collaborative working between providers to ensure that increased specialist support is available through local provision to enable more learners to access provision within their own communities.

We will focus regional investment to change funding to reshape provision to increase local opportunity for learning. Provision will focus on providing learners with the skills required to participate economically and in their communities.

## Quality

By autumn 2007 the LSC will have developed robust and transparent performance measures with regard to this cohort. In line with the LSC's drive to the quality of provision, from September 2008, inadequate provision for learners with learning difficulties and/or disabilities will not be purchased. This will include provision that does not offer clear progress to learners.

## Funding

We will use investment to change funding in the region to instigate transformation of provision for learners with learning difficulties and/or disabilities. Funding will be targeted to support the priorities identified in the national strategy, which are:

- investing in provision: understanding demand and building capacity
- raising the quality of provision, including workforce development
- increasing participation in the economy and our communities through sustainable employment

## Working with Partners

The Children's Act 2004 places a duty on Local Authorities to make arrangements through which key agencies, including the LSC collaborate to improve the well being of children and young people. We will work towards aligning resources through Children's and Young People's Plans to secure outcomes that are jointly agreed with partners.

For purchasing provision for adults with learning difficulties and/or disabilities the LSC will adopt a joint commissioning approach with adult social services PCTs and Jobcentre Plus. We will ensure that the imperatives for collaboration to meet the learning needs of adults with learning difficulties and/or disabilities, who want to progress towards or within employment, are identified within Local Area Agreements.

## Learner Progression

Learner transition and progress is central to this plan. We will focus investment to change funding to pump-prime providers to deliver real work experience to learners with learning difficulties and/or disabilities and to link provision to supported employment opportunities.

## Vision

The Government's vision is that by 2025 disabled people will have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society.

In the Learning and Skills Council (LSC), our overarching vision is that by 2015, England will be an international exemplar in providing high quality education and training for post-16 learners with learning difficulties and/or disabilities.

In the North West region, we aim to be a national exemplar in this field by 2015.

Our vision is driven by the concept that learning provision for learners with learning difficulties and/or disabilities should deliver the skills for living and work. Publicly funded education must have purpose and aim and support individuals to strengthen their employment opportunities and to develop their skills to live independently.

## Disability in the North West

Producing precise information on the number of people with learning difficulties and/or disabilities in the population is difficult. The Disability Rights Commission (now the Commission for Equality and Human Rights) found that in 2005 in the North West there were

- 869,000 people of working age, (24% of the working age population) with a learning difficulty and/or disability;
- 2.7% of these adults had a learning difficulty;
- 100,000 children, including those aged 16-18 in education, with a learning difficulty and/or disability.

Source Disability Rights Commission Disability Briefing March 2006.

Link: [www.drc.org.uk/library/research/drc\\_disability\\_briefing/disability\\_briefing\\_march\\_2006.aspx](http://www.drc.org.uk/library/research/drc_disability_briefing/disability_briefing_march_2006.aspx)

There are 37,960 children and young people with statements of special educational need in the region. This represents 2.20% of the 0-19 population and is slightly above the national average of 2.05%. 4,424 young people aged 16-19 have a statement of special education needs.

The region has a slightly higher proportion of pupils who attend special schools than the national average – 1.26% of the 0-19 population attend special schools in the North West compared to 1.19% nationally. Source Regional Partnership North West, Strategic Plan 2006-2008.

Link: [www.rp-nw.org.uk/pages/viewpage.asp?uniqid=856](http://www.rp-nw.org.uk/pages/viewpage.asp?uniqid=856)

The valuing People White Paper estimates that there are about 210,000 (65,000 children, 120,000 adults of working age and 25,000 older people) with severe and profound learning disabilities. In the case of people with mild/moderate learning disabilities, estimates suggest a rate of around 25 per 1000 population- some 1.2 million people in England.

Prevalence of severe and profound learning disability is fairly uniformly distributed across the country and across socio-economic groups. In terms of expected changes, the number of people with severe learning disabilities is expected to increase by 1% per annum over the next 10 years.

Mild to moderate learning disability, however, has a link to poverty and rates are higher in deprived and urban areas. The number of people with severe and profound learning disabilities in some areas is affected by past funding and placement practices, especially the presence of old long-stay patients and people placed outside their original area of residence by funding authorities.

Source: valuing People White Paper 2001.

Link: [www.archive.official-documents.co.uk/document/cm50/5086/5086.htm](http://www.archive.official-documents.co.uk/document/cm50/5086/5086.htm)

## Mental Health

About 1 in 4 people will have mental health difficulties at some stage in their lives. Learners who are affected may need some form of flexible provision which reflects the episodic nature of mental ill health. Confidence and communication skills are often adversely affected. Some people with learning disabilities have additional mental health problems.

Adults with long-term mental health problems are one of the most excluded groups in society. People with Mental Health disorders represent the largest proportion of Incapacity Benefit Claimants

Source Mental Health Foundation:

Link: [www.mentalhealth.org.uk/information/mental-health-overview/statistics/](http://www.mentalhealth.org.uk/information/mental-health-overview/statistics/)

## Disadvantage

The Index of Multiple Deprivation (IMD) 2004 indicates that with a population of 6,805 million people (11.4 % of the UK), the North West has some of the highest levels of social deprivation in England. Liverpool is ranked as the most deprived local authority in England, followed by Manchester and then Knowsley. Source IMD

Link: [www.communities.gov.uk/index.asp?id=1128440](http://www.communities.gov.uk/index.asp?id=1128440)

## Economic activity amongst people with a learning difficulty and/or disability

The North West has a working age population 4,090,000. Disabled people in the North West have employment rates well below the regional average – the employment rate for disabled people is 28% (England average 34%), and for some black and minority ethnic communities 40% (England average 48%). 9% of the working age population is on Incapacity Benefit – at 400,000 this is the largest number of any region. People with a disability are twice as likely as non-disabled people to have no qualifications and to be at an additional disadvantage in the job market.

The North West requires 80,000 additional people in employment to bring it up to the average for England as a whole and to achieve its vision of 'A dynamic, sustainable international economy which competes on the basis of knowledge, advanced technology and excellent quality of life for all'. There is a real need to get more adults, including those with learning difficulties and/or disabilities, who are not currently engaged in the labour market, into jobs.

Source North West Regional Economic Strategy 2006.

Link <http://www.nwda.com/pdf/RES06.pdf>

## Definition of Learners with Learning Difficulties and/or Disabilities

The learning provision funded by the LSC caters for the full range of learners who may require support or assistance to participate in learning, employment and/or community activity. The support needed can arise from a range of learning difficulties or disabilities, including:

- mental ill-health
- sensory impairment
- physical difficulties
- learning difficulties
- specific learning difficulties such as dyslexia
- medical conditions such as epilepsy
- communication disorders, including those that fall in the spectrum of autism
- profound and multiple learning difficulties
- emotional and behavioural difficulties

## Regional Structure

A second important recommendation of Through Inclusion to Excellence was that the LSC should put in place regional structures to enable regional strategic and operational oversight of the development of appropriate, coordinated, collaborative and consistent provision for learners with learning difficulties and/or disabilities. The following describes the regional and local structures adopted by the LSC.

The LSC now has in place in the North West the structure to deliver this plan at a regional level. The structure is led by a Regional Director, who is supported by several key post-holders responsible for provision for learners with learning difficulties and/or disabilities. The strategic lead in the region is the Director of Learning, Planning and Performance. Reporting to the Director of Learning Planning and Performance, the regional LLDD Manager provides the operational oversight and is supported by a team of advisers. This structure will lead on developing partnerships required at a regional strategic level.

These roles within the regional structure will link to the Area Directors and their teams within the five offices in the sub-regions, who develop and sustain local relationships with partner agencies and delivery partners, and who will communicate and drive the implementation of this strategic plan at local level. Local actions will also be informed and complemented by the work of the LSC's Economic Development Managers and Regional Director of Skills.

## Investment to Change

A third key recommendation of Through Inclusion to Excellence was that the LSC should commit to a policy of investment for change to achieve systematic transformation of provision for learners with learning difficulties and/or disabilities. In response the LSC nationally has identified additional investment funds which will be used to bring about change. This funding will be used to accelerate change in the North West to support the development of provision for learners with learning difficulties and or disabilities and the priorities are:

- investing in provision: understanding demand and building capacity
- raising the quality of provision, including workforce development
- increasing participation in the economy and our communities through sustainable employment

## Context

The Government White Paper published in November 2006, Further Education: Raising skills Improving Life Chances, introduces the term 'FE system' to refer to the post 16 learning sector. In the context of this document, FE system refers to a range of organisations including, but not exclusively, those funded by the LSC. This comprises:

- FE colleges/providers
- Independent specialist colleges and schools
- Independent training providers
- Large employers who contract with the LSC
- Learndirect/UFI
- Providers of personal and community development learning (PCDL), including Local Authorities
- Providers of learning and skills for offenders
- School sixth forms
- Special school sixth forms
- Providers in the voluntary and community sector.

## Accountability

The LSC consulted with partners and stakeholders in early 2007, to develop this plan. This plan has now been approved by the LSC regional Management Team and Management Board and will be monitored by the Regional Management Board of the LSC.

## Theme 1 Communication

### Key Principle 3

Increase economic participation through sustainable employment

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
<p>There must be clear communication to deliver this reform agenda. To realise our vision the sector must have a shared understanding of our position, intentions and our commitment to ensure the ongoing prioritisation of provision for learners with learning difficulties and/or disabilities. (Learning for Living and Work: Communication, 35)</p>	<p>Develop an internal Communication Plan that delivers a shared understanding of our commitment to the prioritisation of provision that meets the needs of learners with learning difficulties and/or disabilities and equips them to participate economically and in the community.</p> <p>The Communication Plan will promote clear understanding of what the LSC can deliver by</p> <ul style="list-style-type: none"> <li>Learners</li> <li>Parents and carers</li> <li>Pre 16 schools</li> <li>Providers</li> <li>Local Authorities</li> <li>Connexions</li> <li>Employers</li> </ul>	<p>Plan in place</p> <p>Awareness raising to providers through partnership teams.</p>	<p>LLDD Team.</p>	<p>Partnership teams.</p>	<p>Year 1</p>	
	<p>We will consult focus groups of learners or potential learners with learning difficulties and/or disabilities to advise on the ongoing review of the NW plan.</p>	<p>Report identifying learner feedback</p>	<p>LLDD Team</p>	<p>Policy and Planning Team</p>	<p>Year 1</p>	<p>Learner Involvement Strategy</p>

## Theme 2 Planning Links to Key Principle 1

Understand demand and develop provision that increases opportunities for learners with learning difficulties and/or disabilities to learn in and about their own communities.

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links				
Understand and manage the demand for and supply of provision for learners with learning difficulties. Demand is fundamental to our planning and commissioning activities. By Autumn 2007 the LSC will have detailed needs analysis to inform this process. (Learning for Living and Work :Planning, 45)	Carry out a second phase of a needs analysis to identify the demand and supply of provision for learners with learning difficulties and/or disabilities.	Effective analysis of demand and supply and predictive trends to support planning of provision	LLDD Team	Partnership teams	Autumn Year 1	14-19 plans; Single Equality Scheme; Regional strategic analysis; Commissioning Plan				
	The needs analysis for learners with learning difficulties and/or disabilities in the region will build on phase one, the North West Review of Provision for Learners with Learning Difficulties aged 16-25, published early 2007. Phase two will explore the learning needs of adults with learning difficulties and/or disabilities.									
	The needs analysis will inform the 07/08 business cycle and the regional commissioning plan in December 07.						Policy and Planning Team	LLDD manager	Autumn Year 1	Commissioning Plan
	The needs analysis will inform a review of the NW plan for provision for learners with learning difficulties and/or disabilities.						LLDD Manager	LLDD advisers Partnership teams	Year 1	
	The LSC will work with SEN regional Partnerships to ensure that high level data is available to regional teams to inform planning of provision.		LLDD team	External partners	Year 1	SEN Regional Partnership plans				

## Theme 2 Planning Links to Key Principle 1

Understand demand and develop provision that increases opportunities for learners with learning difficulties and/or disabilities to learn in and about their own communities.

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
	<p>We will form data agreements with Local Authorities to link to data stored in the Children's database to ensure that post 16 learning providers are informed of the level of learning support requirements of young people moving through compulsory education</p> <p>We will continue to work with Job Centre Plus regionally and locally to understand the needs of and plan provision for people with learning difficulties and/or disabilities who are in receipt of benefits to support entry to the open/supported employment market.</p>	Agreements in Place	Partnership teams	LLDD team	Year 2	
			Skills for employment team	LLDD Manager Mental Health coordinator	Year 1	Welfare to Workforce Development Plans



## Theme 2 Planning Links to Key Principle 1

Understand demand and develop provision that increases opportunities for learners with learning difficulties and/or disabilities to learn in and about their own communities.

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
In autumn/winter 2007, the LSC will publish details of how investment to change funding will be used to achieve systematic transformation and increased supply of high quality, local provision. This will include national targets and attainments to support the realisation of the Learning for Living and Work: Planning Strategy (Learning for Living and Work: Planning, Key Outcomes).	<p>We will focus regional investment to change funding and on priority areas identified within phase one of the needs analysis and in line with priorities for this funding. Key strands will be:</p> <ul style="list-style-type: none"> <li>● make provision available that is delivered at a local level through developing local capacity and local partnerships, to meet the needs of this group of learners;</li> <li>● make quality improvements to provision for learners with learning difficulties and or/ disabilities, including challenging provision that is not delivering progression;</li> <li>● develop links to supported employment agencies to inform the curriculum offer in line with employer needs and support learners to make the transition to employment.</li> </ul>	Commissioning Plan 08/09	LLDD Team	Partnership teams	Year 1	Commissioning Plan
	Strengthen local partnerships between Local Authorities, Health Trusts and Connexions to ensure that planning for learning and training provision is jointly funded where appropriate.	Effective Partnerships developed	Partnership Teams	LLDD Team	Year 2	14-19 Plans Local Area Agreements
	Promote collaborative working between providers to ensure that increased specialist support is available through local provision to enable more learners to access provision in their own communities.	Good practice/peer groups to address needs of this cohort.	LLDD Team	Providers	Year 2	Framework for excellence.
	Communications strategy implemented regionally to ensure awareness, understanding and effective data gathering to inform planning.	Communications strategy	LLDD Team	Partnership teams Planning Teams	Year 2	14-19 plans

### Theme 3: Quality Links to Key Principle 2

Raise the quality of provision, including workforce development

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
In 2007/08 the LSC and partners will publish a proposed programme of activities to support the development of a fully qualified workforce that teach and support learners with learning difficulties and/or disabilities in the FE system (Learning for Living and Work: Quality, Key Actions)	We will implement the training support programme, currently under development in partnership with the Sector Skills Councils, Lifelong Learning UK, the Centre for Excellence in Leadership, Department for Education and Skills and LSC National Office, to develop the competencies and skills of staff in FE. Drawing on the lessons learnt in developing the Skills for Life workforce, we will use the qualification frameworks and training pathways that are currently under development to work with providers to share expertise and effective practice, particularly in the delivery of innovative teaching and learning.	By 2010 there will be a qualified workforce. Teachers and trainers will be qualified to teach and train. Specialist Learner support workers will be appropriately qualified.	LLDD Manager	Partnership teams	Commence Year 1	Learning for Living and Work
By September 2008, the LSC will not commission provision that is inadequate. This includes provision for learners with learning difficulties and/or disabilities (Learning for Living and Work: Planning, Key Actions)	<p>Providers have responsibility for improving performance. Rigorous self assessment should include assessment of provision for this group of learners.</p> <p>In line with Further Education: Raising Skills, Improving Life Chances any provider declared by the Inspectorate as being both unsatisfactory and with poor capacity to improve will have one year to demonstrate sufficient progress.</p> <p>We will adopt one of the four intervention options listed in Further Education: Raising Skills, Improving Life Chances where providers fail to improve provision for this group of learners.</p>	Provider Self Assessments	Partnership teams Providers	Provider Development Team	Commencing Year 1	Further Education: Raising Skills, Improving Life Chances

### Theme 3: Quality Links to Key Principle 2

Raise the quality of provision, including workforce development

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
	<p>We will carry out a regional analysis of the quality of provision based on Ofsted inspection grades. This will</p> <ul style="list-style-type: none"> <li>● Identify any gaps and areas of weakness for development.</li> <li>● be embedded into the Regional Quality Improvement Partnership (RQIP) priorities.</li> </ul>	Report	LLDD Team	Provider Development team Partnership Teams	Year 2	
By December 2008 the first provider will be awarded Centre of Excellence status for its provision for learners with learning difficulties and/or disabilities (Learning for Living and Work; Quality, Key Actions).	<p>Nationally the LSC will work with the Quality Improvement Agency and delivery partners to develop criteria under which providers can be formally awarded Centre of Excellence status. Once these criteria have been established, we will work with providers across the region to identify those who would be in a position to be the first to be awarded the Centre of Excellence status.</p> <p>In the longer term, the LSC will assess the performance of colleges and providers through the Framework for Excellence, to support learners' and employers' choices and decisions, assist improvements amongst colleges and providers and support accountability.</p>	One provider in the North West to achieve Centre of Excellence status	LLDD Team	Provider Development team Partnership teams	Year 2	
			Provider development Team	Partnership Teams LLDD Team	Year 3	Framework for Excellence

### Theme 3: Quality Links to Key Principle 2

Raise the quality of provision, including workforce development

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
	The Framework for Achievement will offer a flexible credit system that will promote the recognition of cumulative achievement. This will benefit learners with learning difficulties/ disabilities, as it will allow them to accumulate achievements appropriate to them and over a period of time.		Provider development Team	Partnership Teams LLDD Team	Year 3	Framework for Achievement
	The Foundation Learning Tier aims to establish an inclusive curriculum at pre-entry and entry level 1. We will encourage residential colleges to be included in pilots of the Foundation Learning Tier and to disseminate lessons learnt.	One Specialist College to trial the Foundation Learning Tier	Provider Development Team	Partnership teams LLDD Teams	Year 2	Foundation Learning Tier
	Providers will ensure that Recognising and Recording of Progress and Achievement (RARPA) is implemented to record learner progress and achievement where appropriate.		Partnership teams	LLDD Team	Year 1	RARPA
	Through the NW Independent Specialist Colleges network and Consortia of Colleges and other provider networks, we will promote partnership working and collaboration between specialist colleges and other providers within the FE system, to facilitate sharing of expertise.	Collaborative working arrangements between the 7 Independent Specialist Colleges and providers within the FE system	LLDD Team	Partnership Teams	Year 2	

## Theme 4: Funding Links to Key Principle 1

Understand demand and develop provision that increases opportunities for learners with learning difficulties and/or disabilities to learn in and about their own communities

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
<p>During 2006/07 the LSC will collect and analyse information from local authorities about the costs associated with supporting learners with learning difficulties and/or disabilities. This information will be used to inform the LSC's development of the planned approach for young people in the FE system. (Learning for Living and Work: Funding Key Actions and Outcomes).</p>	<p>Undertake an analysis of the current Additional Learner support funds at regional level to establish the costs associated with supporting learners within learning provision.</p> <p>Support the national analysis of information from local authorities through developing and strengthening local partnerships.</p>	Strategic Analysis	LLDD Team	Partnership Teams Policy and Planning Team	Year 2	
<p>The LSC will examine individualised budgets and the interaction with LSC funding. (Learning for Living and Work: Funding, 80)</p>	<p>We will work with Local Authorities that are pilot areas for individualised budgets and In Control Local Authorities, to examine the feasibility of producing joint individualised budgets, including entitlement to learning. This will establish clarity to ensure that the individual and the funding body are purchasing the service required, without duplication.</p>	Joint working in key Local Authorities.	LLDD Team	Partnership teams Policy and Planning Team	Year 1	Investment to Change Plan
<p>In 2008/09 new funding approaches will be implemented across Further Education Colleges and Work Based Learning. (Learning for Living and Work: Funding, Key Actions and Outcomes).</p>	<p>We Will Analyse the implications of the new funding arrangements for learners with Learning difficulties and/or disabilities in 08/09</p>	Outcome of analysis to inform communication strategy	LLDD Manager	Policy and Planning Team Partnership Teams	Year 1	LSC Consultation Document Towards World Class Provision in a Demand led system

## Theme 4: Funding Links to Key Principle 1

Understand demand and develop provision that increases opportunities for learners with learning difficulties and/or disabilities to learn in and about their own communities

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
<p>Investment to change funds will be used to pump-prime provision. The key priority areas will be consistent across all regions. They are:</p> <ul style="list-style-type: none"> <li>● Understand need and develop local provision</li> <li>● Improve quality</li> <li>● Increase participation in the economy and in the community for this group of learners</li> </ul> <p>(Learning for Living and Work 23)</p>	<p>We will use investment to change funding in the region to instigate transformation of provision for learners with learning difficulties and/or disabilities. Funding will be targeted to support the priorities identified in the national strategy and the issues identified in the North West Regional Review of Learning for Learners with Learning Difficulties and/or Disabilities aged 16-19.</p>	<p>Investment to Change Plan</p>	<p>LLDD Team</p>	<p>Partnership teams</p>	<p>Year 1</p>	<p>ESF Plan 2008-2013. Welfare to Workforce Development Plans. North West Review of Provision for Learners with Learning Difficulties/and/or Disabilities, 16-25</p>



## Theme 5: Working With Partners Links To Key Principle 1 And Key Principle 3

Understand Demand And Develop Provision That Increases Opportunities For Learners With Learning Difficulties And/or Disabilities To Learn In And About Their Own Communities  
Increase Economic Participation Through Sustainable Employment

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
By the end of 2007 DfES and other government departments will have agreed and published a set of protocols for shared funding responsibilities and partnership working for provision for learners with learning difficulties and/or disabilities. (Learning for Living and Work: Working with Partners Key actions and Outcomes)	When national protocols are in place, we will agree joint planning and funding strategies with Local Authorities, Primary Care Trusts and Connexions, linking this to the Regional Commissioning Plan for 08/09.	Agreed strategies	LLDD Team	Partnership Managers	Year 2	
Agenda for change highlights the benefits of providers pursuing collective procurement arrangements to deliver value for money. The Children Act 2004 places a duty on Local Authorities to make arrangements through which key agencies collaborate and align budgets to improve the wellbeing of 16-25 year olds who have learning difficulties and/or disabilities The LSC is one of the key agencies identified in the act. (Learning for Living and Work; Working in Partnership 83)	Ensure that the imperatives for collaboration to meet the learning needs of this group of learners aged 16-25 are identified within Children's and Young Peoples Plans to secure jointly agreed outcomes and to develop local multi-agency packages of provision for learners with learning difficulties and/or disabilities..	The needs of his group are reflected in Children's and Young People's Plans	Economic Development Teams. Partnership teams	LLDD Team	Year 1	Children's and Young People's Plans

## Theme 5: Working With Partners

### Links To Key Principle 1 And Key Principle 3

Understand Demand And Develop Provision That Increases Opportunities For Learners With Learning Difficulties And/or Disabilities To Learn In And About Their Own Communities  
Increase Economic Participation Through Sustainable Employment

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
For purchasing provision for adults with learning difficulties and/or disabilities the LSC will adopt a joint commissioning approach with adult social services PCTs and Jobcentre Plus.,(Learning for Living and Work: Working in Partnership 86)	Ensure that the imperatives for collaboration to meet the learning needs of adults with learning difficulties and/or disabilities, who want to progress towards or within employment, are identified within Local Area Agreements. The LSC will seek to align resources to secure jointly agreed outcomes and to develop local multi-agency planning.	The needs of this group are taken into account in Local Area Agreements	Economic Development Teams Partnership Teams	LLDD Team	Commencing Year 1	Local Area Agreements
Links with Key Partners	For both young people and adults, Providers will seek to work collaboratively with local organisations to ensure that the holistic needs of learners with learning difficulties and/or disabilities are met by appropriate agencies. This will enable the shared delivery of skills for participation in local communities, such as self care and personal and social skills	Effective partnerships established. Person Centred provision delivered in collaboration.	Partnership Teams	LLDD Team	Commencing Year 1	
	Ensure that the needs of people with learning difficulties and/or disabilities to access appropriate provision that leads to employment or other positive outcomes is taken account of in City Strategies.	Needs identified in City Strategy Plans	Partnership Teams	LLDD Team, Skills Development Team	Commencing Year 1	City Strategies

## Theme 5: Working With Partners Links To Key Principle 1 And Key Principle 3

Understand Demand And Develop Provision That Increases Opportunities For Learners With Learning Difficulties And/or Disabilities To Learn In And About Their Own Communities  
Increase Economic Participation Through Sustainable Employment

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
	The LSC will seek to improve its own and providers' links with Learning Disability Partnership Boards to broker a joint commissioning approach for adults with learning disabilities, to support progress towards employment.	Appropriate links established	Partnership Teams	LLDD Team Skill Development Team	Year 1	Learning Disability Partnership Boards
	We will work with local partnerships to consider ways in which Personal and Community Development Learning (PCDL) can meet the needs of this group of learners within the overall aim of making provision responsive to community needs. Such learning can lead to confidence building for the learner and lead into skills related activities.	Local plans to take account of the needs of people with learning difficulties and/or disabilities to access appropriate learning.	Skills Team	LLDD Team Partnership Teams	Commencing Year 1	Local Partnership Plans
	We will work with local partnerships to align PCDL with the wider recreational and cultural learning offer, e.g. sport and health related learning to ensure the total offer meets the needs of this group.	Local plans to take account of the needs of people with learning difficulties and/or disabilities to access appropriate learning	Skills Team	LLDD Team Partnership teams	Commencing Year 1	Local Partnership plans

## Theme 5: Working With Partners

### Links To Key Principle 1 And Key Principle 3

Understand Demand And Develop Provision That Increases Opportunities For Learners With Learning Difficulties And/or Disabilities To Learn In And About Their Own Communities  
Increase Economic Participation Through Sustainable Employment

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
	Partnership working with Jobcentre Plus through local and regional Welfare to Workforce Development groups is well established. We will work with Jobcentre Plus within these groups to secure appropriate provision increase shared resources, support benefit claimants to enter and sustain employment and to avoid unnecessary duplication This will include developing provider relationships with JC+ funded supported employment agencies.	Local and regional plans to take account of the needs of people with learning difficulties and/or disabilities to access appropriate learning.	Skills for Employment Team	LLDD Team Partnership teams	Commencing year 1	Welfare to Workforce development Plans
	Local Criminal Justice Area Groups led by the LSC are well established. We will work through these groups to ensure that the needs of young and adult offender/learners with learning difficulties and/or disabilities both in the custodial estate and in the community are taken into account. Particular support should be provided at all key transition points, including the interface between custody and community, local provision and employment agencies.	Partnership plans to take account of the learning needs of offender learners with learning difficulties and/or disabilities,	Skills for Employment Team	LLDD Team Partnership teams Mental Health Coordinator		Criminal Justice Area plans

## Theme 5: Working With Partners Links To Key Principle 1 And Key Principle 3

Understand Demand And Develop Provision That Increases Opportunities For Learners With Learning Difficulties And/or Disabilities To Learn In And About Their Own Communities  
Increase Economic Participation Through Sustainable Employment

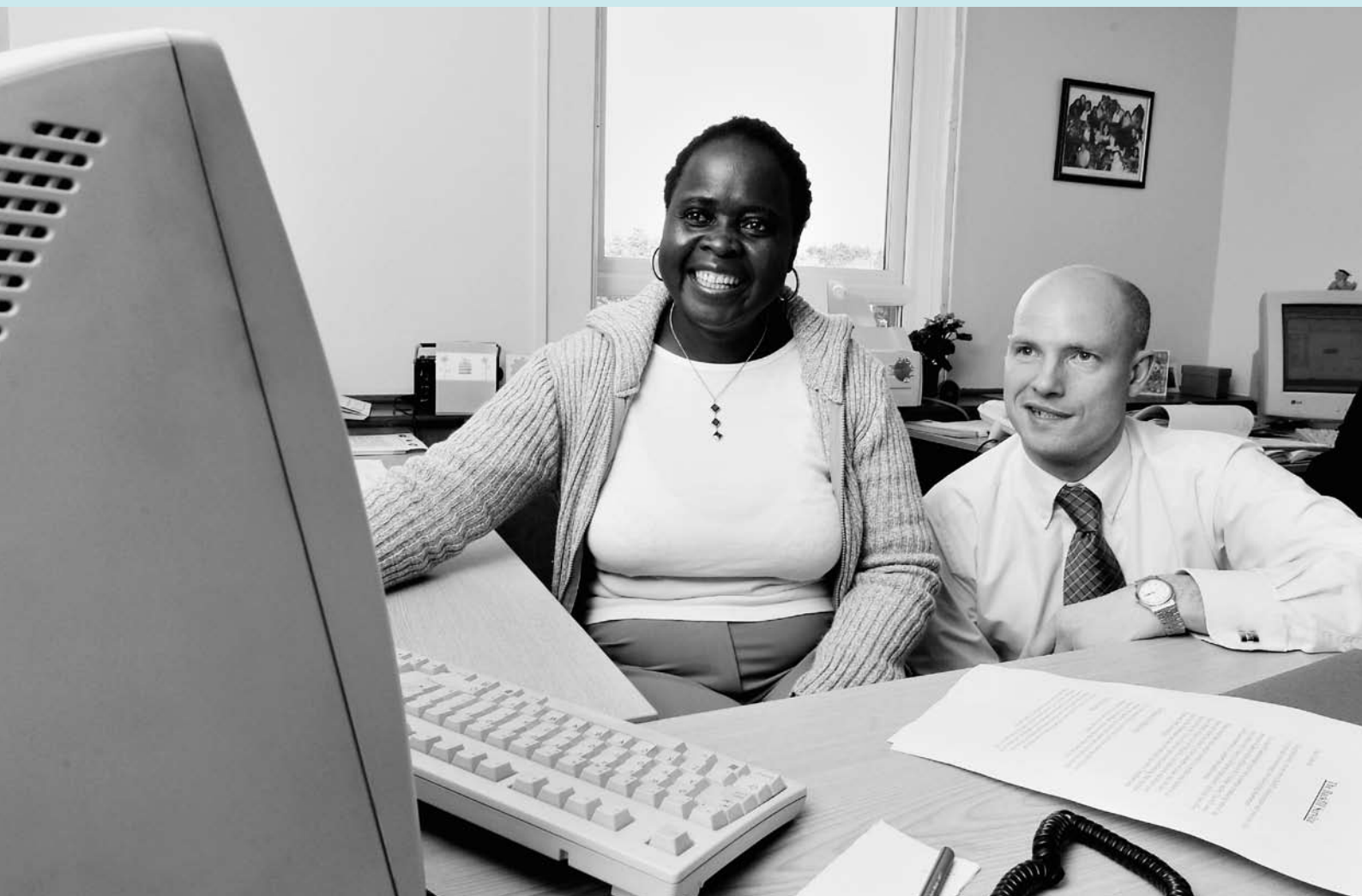
Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
	We will work with Aim Higher to ensure that the needs of learners with learning difficulties and/or disabilities who intend to make the transition to Higher Education are supported are supported to do so.	Plans to take account of the transition needs of learners with learning difficulties and/or disabilities.	14-19 Team	Partnership Teams LLDD Team	Commencing year 1	14-19 plans
	We will ensure that the needs of this group of learners for good quality learning related Information Advice and Guidance (IAG) are embedded in 14-19 plans and IAG strategies.	14-19 plans and IAG strategies and plans to take account of the needs of this group of learners	LLDD Team	Partnership Teams	Commencing Year 1	14-19 plans, IAG strategies and Plans.
	We will undertake a review of existing LLDD quality or information networks in the North West and establish links or an overview to ensure consistency of communication.	Mapping of Partnerships.	LLDD Team	Partnership Teams	Year 2	
	We will work with the RDA, Regional Skills Partnership and Sector Skills Councils to raise awareness of the Government's aim to improve the labour market status of people with learning difficulties and/or disabilities and incorporate this aim into the LSC communication plan.		Skills Team	LLDD Team	Year 1	Regional skills analysis. Regional skills Priorities

## Theme 5: Working With Partners

### Links To Key Principle 1 And Key Principle 3

Understand Demand And Develop Provision That Increases Opportunities For Learners With Learning Difficulties And/or Disabilities To Learn In And About Their Own Communities  
Increase Economic Participation Through Sustainable Employment

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
During 2007 the LSC will, with QIA and the inspectorate, commission an analysis of the benefits to learners and the financial benefits associated with provider co-location.	We will ensure that regional and local capital plans and strategies consider the needs of learners with learning disabilities and/or difficulties. We will work at a regional and local area level to identify the potential for co-location between appropriate providers within the FE system, where it will better meet learner needs.	Capital plans to take account of the needs of this group of learners.	Partnership Teams	LLDD Team	Year 1	Regional Capital Strategy



## Theme 6 Learner Progression Links to Key Principle 3

Increase economic participation through sustainable employment

Priorities	Actions	Targets/Outcomes Impact measures	Led by	Supported by	By when	Other NW Strategy & links
<p>The FE system will move away from programmes that do not have clear progression outcomes and intentions. Providers must adhere to a vision of the FE system as not being an endpoint for learners, but part of a route map to social and economic participation. (Learning for Living and Work 96 By September 2010 the LSC will no longer fund work-preparation funding for learners with learning difficulties and/or disabilities that do not focus on learning in the workplace and supported employment.</p> <p>During 2007/08 the LSC's National Employer Service will work with LSC regions to pilot the supported employment model with large employers</p>	<p>Focus investment to change funding to pump-prime the following developments:</p> <ul style="list-style-type: none"> <li>● providers will offer individuals genuine work-based learning and placements, as part of vocational or work preparation programmes. Embedded skills for life will be a feature of these arrangements where applicable;</li> <li>● support Work Preparation programmes to link to supported employment opportunities in small and medium employers, to complement the national initiative. Such programmes will deliver the skills and knowledge to assist people into part time or full time employment. Where appropriate, voluntary work may be an appropriate outcome to enable individuals to play a full part in their communities;</li> <li>● work towards links between supported employment organisations and Train to Gain to facilitate the continued development of people with learning difficulties and/or disabilities entering employment.</li> </ul>	<p>Learners will access work based learning placements</p> <p>Links between providers and supported employment organisations established</p> <p>Links between Train to Gain and supported employment organisations established</p>	<p>LLDD Team</p> <p>LLDD Team</p> <p>LLDD Team</p>	<p>Partnership Managers</p> <p>Partnership Teams</p> <p>Partnership Teams</p>	<p>Year 2</p> <p>Year 2</p> <p>Year 2</p>	<p>Investment to Change Plan Skills for Life Strategy</p>





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