



Leading learning and skills

Action for Inclusion

**The South East Learning and Skills
Council's Strategy for Learners with
Learning Difficulties and/or Disabilities**

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Action for Inclusion

The South East Learning and Skills Council's Strategy for Learners with Learning Difficulties and/or Disabilities

Overview

National Strategy

In November 2005, the LSC published *Through Inclusion to Excellence*, the findings and recommendations of the strategic review of the LSC's planning and funding of provision for learners with learning difficulties and/or disabilities across the post-16 learning system. The LSC has made a public commitment to delivering the report's recommendations and principles.

In October 2006, the LSC launched *Learning for Living and Work: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities*. This is the national strategy for LSC funded provision for learners with learning difficulties and/or disabilities across the post-16 learning system for 2006/07 to 2009/10. It includes a wide range of actions that will be taken forward nationally. The strategy is driven by the national vision:

That individuals' needs should be met through equitable and easily understood systems of planning, funding and placement, enabling all learners to achieve their goals and progress to the maximum possible level of independence and activity in their communities, and in employment.

The South East Learning and Skills Council Strategy *Action for Inclusion* is presented within the context of the national strategy and vision. It is intended to complement and supplement national action and not duplicate it, whilst bringing a regional and local dimension to bear on its implementation. The regional Strategy is based upon, and informed by, the research performed and evidence collected from learners, providers, and other agencies during that review process.

National Priorities

- The LSC's third Annual Statement of Priorities (October 2006) makes clear the importance of supporting all learners to meet their potential. This explicitly includes people of all ages with learning difficulties and/or disabilities. It highlights the key strategic priorities the LSC has for the learning and skills sector and the four priority work areas that will be consistent across each of the regions.

Development work and investment will also occur in other areas in order to meet identified need for particular cohorts of learners or skills areas.

The LSC's vision for provision for learners with learning difficulties and/or disabilities is driven by the concept of learning for living and work. The post-16 system's role is to support individuals entering education and training to achieve their ambition whether this is to improve their lives, strengthen their career opportunities and to develop their skills, or whether these are for economic participation, developing self-confidence or the ability to live independently.

SE Strategy Action for Inclusion

In order to work towards fulfilling the long term vision and applying the philosophy of *Inclusive Learning and Through Inclusion to Excellence* to a regional context, the South East LSC has set its vision for inclusion for people with learning difficulties and/or disabilities as:

To extend the choice of high quality learning opportunities for people with learning difficulties and/or disabilities, through embedding inclusive learning and building local provider capacity across the South East Region.

This will be achieved in a number of ways. The foundation for delivering the regional strategy will be support for the development of Action for Inclusion Provider Networks. These Networks will enable Providers to undertake development work in order to build capacity, accelerate change and extend good practice in the delivery of high quality inclusive learning within and across the region.

Networks will be established to lead on specialisms which have been identified as gaps in local provision. These include:

- Learners with profound and/or complex physical and sensory needs
- Learners with Autistic Spectrum Disorder, including Asperger Syndrome
- Learners with emotional and behavioural difficulties/mental health needs.

Networks will also lead on related aspects of delivery, including:

- Transition
- Local Residential Provision
- Employability
- Quality.

The outcomes of this development work will be to:

- Provide greater opportunities for learners to access local provision.
- Support the sharing of good practice and accelerate change in building capacity.
- Provide networks for the delivery and dissemination of professional development.

Within the framework set out in the national strategy, the SE strategy focuses on those recommendations of *Through Inclusion to Excellence* which are a priority for action for the South East LSC. Considerable work to review provision has taken place in local LSCs and as a result many effective strategies and projects are already in place. The Regional plan will build on that work. The strategy will continue to be developed in light of further research into needs at a regional and local level and in response to inspection reports. The plan will be reviewed and revised in response to work at a national level, particularly on collaborative working and approaches to funding. It will take into account the implications of national reports, such as “Being Having and Doing Theories of Learning and Adults with Learning Difficulties” recently published by the Learning and Skills Network, and the report on the Parliamentary hearings on services for disabled children.

The first section below offers a summary of regional priorities relevant to learners with learning difficulties and/or disabilities. The second section is a detailed implementation plan for delivering key national recommendations within the region. The third section is also a detailed implementation plan for delivering the regional strategy. Both implementation plans are work in progress, and subject to regular updating and revision.

Section 1

Regional priorities

The LSC South East Regional Statement of Priorities for 2007/8 highlights key regional responses and priorities to National Priorities which underpin the South East Action for Inclusion Strategy. For Learners with Learning Difficulties and/or Disabilities, our Action for Inclusion strategy has the following priorities:

1. *National Priority: Raise the quality and improve the choice of learning for all young people to equip them with the skills for employment, further or higher learning, and for wider social and community engagement.*

For young people with learning difficulties and/or disabilities: invest to develop more high quality, learner-centred provision and increase the number of opportunities for learners to choose to study locally.

Regional context: Supporting Learners with Learning Difficulties and/or Disabilities to develop skills which help them progress to further learning and employment remains key – significantly about 14% of 16-18 learners in colleges are declared as having such needs and 3% of young people have a Statement of Education Need.

Regional priorities:

- Increase the range of high quality learning available for those with Learning Difficulties and/or Disabilities by embedding inclusive learning in mainstream provision, building local provider capacity and improving support for their transition and progression.
- Develop foundation learning and flexible mainstream provision for those who are NEET and who are not eligible or suited to E2E.

Key Partners

Working with Children's Trusts and Connexions to ensure regional and local priorities are embedded within Children and Young People's Plans, Local Area Agreements and other local strategies and plans will be critical.

2. *National Priority: Raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion.*

For adult learners with learning difficulties and/or disabilities, we will focus our investment to enable learners to participate as fully as they can in their communities. In taking this forward we will:

- challenge the continuation of courses that merely recycle or occupy learners and instead actively support programmes that enable individuals to progress to meet their aims and aspirations
- work with the DfES, the Department for Health, the Department for Work and Pensions and ministers to create national protocols for shared funding responsibilities. This will help ensure that agencies work collaboratively so that learners have access to appropriate provision which meets their needs and that the costs of this provision are shared appropriately.

Regional context: Despite high levels of economic activity rate and low levels of unemployment around 900,000 people are economically inactive in the South East, many with limited opportunities to improve their employability. Improvements are especially needed in skills and learning provision to improve economic inclusivity and to address social inequalities. In particular, some of black or minority ethnic heritage and many who are disabled are on low incomes and are poorly qualified.

Regional priority:

Develop a network of specialist and mainstream providers (Action for Inclusion Networks) to improve access and choice for young people and adults with Learning Difficulties and/or Disabilities, focussed on developing skills for independence and employability, in partnership with other agencies and in response to the recommendations in *Through Inclusion to Excellence* and the National Strategy Learning for Living and Work

Key Partners

Establishing learner orientated partnerships to implement actively these priorities is key, especially through strong links with National Institute of Adult Continuing Education (NIACE), other national organisations and Action for Communities regional networks. These partnerships will include colleges, other providers, Jobcentre Plus, the voluntary and community sector and local authorities.

3. *National Priority: Raise the performance of a world-class system that is responsive, provides choice and is valued and recognised for excellence.*

Regional context: Through coordination of curriculum and capital planning some providers may need to relocate provision to serve their learners better. The importance of improving collaborative arrangements has also been recognised, especially through the Strategic Area Reviews, across the region.

Regional priorities:

- Transform the provider infrastructure through review, collaboration, improved organisation and capital investment.
- Implement the five year £1.4 billion Regional Capital Strategy to deliver
 - the right facilities in the right place through coordinated planning of capital and curriculum;
 - inclusivity;
 - balanced economic, social and environmental sustainability;
 - ensure that provision is developed, through collaboration or structural changes, so that all young people can access a broad and varied curriculum, delivered in a range of settings, that offers dynamic, flexible and high quality learning and pathways to progression.

National Priority 4: Raise our contribution to economic development locally and regionally through partnership working.

We have an important job to do in helping socially and economically disadvantaged people to gain sustainable employment. Learning opportunities and qualifications can do much to narrow the gap between the most deprived communities and their neighbours. We will:

- aim to share resources with partners through local area agreements to remove barriers to employment, including increasing the number of supported employment opportunities for learners with learning difficulties and/or disabilities

Regional Context

This priority is addressed in part by actions to be delivered as part of the first three regional priorities and in part through the separate regional Action for Communities strategy

Establishing Need

Nationally, the agenda for inclusion is leading to greater integration of children with learning difficulties and/or disabilities into mainstream schools and units. This trend has continued in post compulsory education with more students and parents choosing inclusive provision. However, there continues to be a requirement in both schools and the post 16 sector to make specialist provision for some learners. The number of learners accessing specialist provision is significantly lower than those accessing mainstream provision. However both specialist and 'mainstream' providers have an

equally important part to play in supporting learners, particularly as demand continues to grow.

The Action for Inclusion strategy has been developed based on information available in Local LSCs and other published documentation. It is widely recognised that precise data does not currently exist on all learner groups with disabilities. As part of the national strategy the DfES and LSC are working towards common definitions and terminology and to share data. However there is both national and local data available which indicates the scope of need in the South East, and this is summarised in Appendix 1. Some additional research will be undertaken to supplement current information.

Appendices 2 and 3 set out the process for establishing the Networks and the desired characteristics of a provider involved in the Networks respectively.

Section 2 Regional Implementation Plan: National Strategy

National Strategy reference /Through Inclusion to Excellence Key Recommendations	SE Actions/Activity	Targets/ outcomes/ Impact measurement	Timescale/ milestones	Lead	Implementation	Other SE Strategies and links
<p>1. Planning</p> <p>By 2008 the LSC will have detailed needs analyses of provision for learners with learning difficulties and/or disabilities across England.</p>	<p>1. Undertake region wide research within the ESF project (SEREG004):</p> <ul style="list-style-type: none"> • Use existing regional data, surveys, reports, and analyse existing reviews carried out at local level (eg StAR reviews) to scope need. • Analyse information on capacity including LLSC reviews, Directories, Inspection Information. <p>2. Commission research to provide up-to-date information to fine tune the regional approach and guide developments at local level by</p> <ul style="list-style-type: none"> • analysis of PLASC (Pupil level annual school census) data, and information collected through the transition process at local level; • analysis of specialist college placement data; • analysis of ILR data for 05/06. <p>3. Undertake review of the use of ALS in the region.</p>	<p>Strategic assessment of current capacity and future need at regional and local levels to inform regional strategies, for the development of provision, and the expectations of learners, employers and providers.</p>	<p>From 2007/08 include the priorities for this group of learners within plans for the strategic commissioning of provision</p> <p>ESF project research by Feb 07. PLASC research by March 07</p>	<p>LLDD Manager</p> <p>Director 14-19</p>	<p>ESF Project team; Consultant (LSN)</p> <p>LSC data analysis/ research bid Partnership Managers + Connexions LSC data analysis</p> <p>Planning & funding strategy group</p>	

National Strategy reference /Through Inclusion to Excellence Key Recommendations	SE Actions/Activity	Targets/ outcomes/ Impact measurement	Timescale/ milestones	Lead	Implementation	Other SE Strategies and links
<p>2. Planning/LSC Structures:</p> <p>A regional manager provides operational oversight and is supported by a team of Advisors. These roles will complement the Partnership Directors and their teams who develop and sustain local relationships with partner agencies and providers, and therefore drive implementation of this strategy at local level.</p> <p><i>Ensure that work and resources related to provision for learners with learning difficulties and/or disabilities, is fully integrated into local LSC business planning.</i></p>	<ol style="list-style-type: none"> 1. Develop strategic planning guidance for this area of work for local teams. 2. Develop operational guidance for the placement process in the new structure. 3. Plan and deliver training for local teams and regional LLDD team. 4. Review SE planning and funding documentation and disseminate to Local Teams. 5. Review all relevant documentation in line with National Office guidance 	<p>Understanding of responsibilities of new post holders.</p> <p>Understanding of the placement process within local teams integrated into business planning.</p>	<p>Guidance produced June 06</p> <p>2006/7</p>	<p>LLDD Manager</p> <p>Director 14-19</p>	<p>LLDD Regional Team</p> <p>Local LLDD quadrant</p> <p>Consultancy support</p>	

National Strategy reference /Through Inclusion to Excellence Key Recommendations	SE Actions/Activity	Targets/ outcomes/ Impact measurement	Timescale/ milestones	Lead	Implementation	Other SE Strategies and links
<p>3. Quality:</p> <p>Using the investment monies identified above, the LSC will steadily reshape the local landscape by building on and expanding existing quality provision. Where required the LSC will also commission and develop new provision</p> <p><i>LSC should commit to policy of “investment for change” to achieve systemic transformation and increased supply of high quality, local provision for learners with learning difficulties and/or disabilities.</i></p> <p><i>LSC to develop inclusive measures of success, to be used by providers, and to be used by LSC in agreeing, monitoring and reviewing provider plans.</i></p>	<ol style="list-style-type: none"> 1. Set up regional Action for Inclusion Networks to support an increase in capacity to meet identified need for specific learner groups through new provision and/or support. 2. Ensure that capital bids process supports planned development as specified in the Action for Inclusion Networks. 3. Support new and continuing local LSC projects and networks. 4. Work with QIA to support providers with unsatisfactory provision. 5. Undertake review of existing LLDD quality/information networks in SE. Establish link/overview to ensure consistency with strategy. 6. Work with other national and regional agencies and initiatives to support providers in accessing high quality appropriate professional development opportunities. 7. Implement the MH proposals through work with the NIMHE/NIACE network. 8. Develop draft set of characteristics of IL provider. 9. Carry out consultation with all providers. 10. Feed into national developments. 	<ul style="list-style-type: none"> • Increased capacity to meet needs and aspirations of learners in local provision. • Reduction in reliance on specialist college placements outside of the SE. • Improvement in quality of provision. • % increase in outstanding and good. • % reduction in unsatisfactory. • Characteristics used across Networks to promote good practice 	<p>1st tranche of Networks to be established 2006/7</p> <p>Draft ready for wider consultation</p>	<p>Local LLDD quadrant</p>	<p>Partnership Teams Regional LLDD Team</p> <p>Consultancy support</p> <p>Providers Existing Network groups</p>	<p>Capital Plan</p> <p>QIA; RQIP AOSEC; NIMHE NIACE Regional Plan SfL Plan</p>

Example of Action Plan for the local implementation of recommendation 3: "investment for change" to achieve systemic transformation and increased supply of high quality, local provision for learners with learning difficulties and/or disabilities.

Focus of Network / Outcomes	Action measurement: e.g. numbers of learners who will benefit, inspection grades	Timescale /Milestones	Responsibility /Involvement
Learners with Aspergers/High Performing ASD. Increased access/provision for learners with ASD being successfully supported and achieving on mainstream provision	X New learners will be recruited & supported at: College A College B College C X Learners will complete their programmes at: College A College B College C X Learners will achieve their learning goals at: College A College B College C	Numbers to be recruited in 2007/08 Further targets to be set for 2008/09 July 2008 July 2008	Providers Partnership Teams
Learners with profound and complex needs. Increased access/provision for learners with PCLD)	New provision for learners with PCLD will be identified in the development plans of College D College E College F Provision will be established for learners at College D College E College F	January 2007 For 2008/09	Providers Partnership Teams
Increased provision to enable learners to access appropriate provision locally and/or because the learners need to learn within an extended curriculum that can only be delivered within a residential setting.	Local collaborative working to establish residential provision.	Feb 06 onwards	Providers Partnership Teams

National Strategy reference /Through Inclusion to Excellence Key Recommendations	SE Actions/Activity	Targets/ outcomes/ Impact measurement	Timescale/ milestones	Lead	Implementation	Other SE Strategies and links
<p>5. Working with Partners</p> <p>At local level the LSC will liaise with Local Authorities to encourage a joint commissioning approach. The needs of the young person will therefore be met, through multi-agency collaboration.</p> <p><i>Liaise with key partners, as appropriate, on transition planning for individual learners to help facilitate effective transition both into further education and training and, later, from that provision into employment (where appropriate) and/or their communities.</i></p>	<ol style="list-style-type: none"> 1. Liaise with Local Authorities/Children's Trusts and other agencies to adopt a strategic approach to joint commissioning. 2. Commission consultancy to build on the transition protocols developed in Berkshire to work towards a common system across the region – audit existing arrangements and facilitate new arrangements where appropriate. 3. Support transition groups. 4. Work with Connexions to support the adoption of the assessment pack produced on the East of England Improving Choice Pathfinder. 5. Promote progression into employment and the community - See section 4. 	<p>Increase in joint packages of support for individuals with high support needs.</p> <p>Effective transition from School to further education and training.</p>	<p>2006 onwards</p>	<p>Director 14-19</p> <p>LLDD Manager</p> <p>Quadrant responsibility</p>	<p>Partnership Teams</p> <p>Consultancy to support area teams</p>	

Section 3 Regional Implementation Plan: Regional Strategy

Regional strategy plan reference	Details / Focus of Project/Network	Impact measurement: specific outcomes eg, evidence of learner satisfaction; increase in number of learners with successful outcomes, raised inspection grades	Timescale
Quality; Capacity Building	<p>Provider led Action for Inclusion Networks to include capacity building for learners with:</p> <ul style="list-style-type: none"> Autistic spectrum disorder/Asperger syndrome Autistic spectrum disorder/learning difficulties Profound and complex/multiple needs Hearing Impairment LD + Challenging behaviour Emotional and behavioural difficulties Mental Ill health <p>Local collaborative working with partners to offer opportunities for independence training in a residential setting</p>	<p>Individual action/implementation plans with specific outcomes to be developed for each provider</p> <ul style="list-style-type: none"> • Increased capacity to meet needs and aspirations of learners in local provision • Target number of new learners to be recruited & supported; • Target number of new learners who will complete their programmes; achieve their learning goals and progress • Reduction in reliance on specialist college placements outside of the SE • Increase in collaboration and sharing good practice • 	2006 – 2008 Evaluation of first year in 2007
Quality; Capacity Building	Build on “Best of Both Worlds” project - specialist multi-disciplinary assessments for the FE sector	<p>Increase in opportunities for learners with complex disabilities to be supported in their local college</p> <p>More appropriate support evidenced by learner satisfaction</p> <p>Evidence of more effective use of ALS funds as a result of the assessments</p>	2006 - 8
Quality; Capacity Building	Development work with young people with neurological disorders.	Increase in opportunities for learners with neurological disorders particularly among the NEET group.	2006 - 8
Quality; Capacity Building	<p>Quality</p> <p>1.Review of existing Networks – local + Specialist Colleges Network</p> <p>2.Development of “hub and spoke” model to link existing networks; provide a structure for dissemination of National and Regional & work.</p>	<p>Understanding of national and regional strategy and priorities.</p> <p>Link to other agencies/initiatives.</p> <p>Best use of available resources.</p> <p>Opportunities for professional development.</p> <p>Raised Inspection Grades.</p>	2006 onwards
	RARPA Project	Dissemination of project:: RARPA implementation in FE LLDD & ISCs	2006

Regional strategy plan reference	Details / Focus of Project/Network	Impact measurement: specific outcomes eg, evidence of learner satisfaction; increase in number of learners with successful outcomes, raised inspection grades	Timescale /Milestones
Quality; Capacity Building	NIMHE /NIACE Network Action plan is being developed to shape the organisation and implementation of priorities. At a local level, learner forums will be established across the region and across the sectors, building on those already in existence, and drawing on the expertise of service users.	Working document for providers in the region in place. Improved learner access to provision and satisfaction monitored through learner forums.	
Quality; Capacity Building	Capacity building to improve support for visually impaired learners. RNIB to work with a lead college to develop the Liverpool model for supporting learners with VI in mainstream in Surrey and the south east.	Increased access to provision for learners with visual impairment through the delivery of high quality support in College X. Sharing of good practice with other local providers. Project Evaluation.	
Working with Partners	Development of multi-agency transition protocols.	Improved transition evidenced by learner and parent/ carer satisfaction. % increase in joint funded packages with Social Services and Health.	2006/07 2007/08
Working with Partners	Directories of provision + annual updates.	Information for learners, parents and carers and professionals.	Annual
Learner Transition	Use of brokerage to expand access to learning to enable progression to training and/or employment.	<ol style="list-style-type: none"> 1. Research and development report, the proposed model for brokerage with evaluation and recommendations disseminated widely. 2. 950 beneficiaries recruited to the brokerage and receive person centred IAG with analysis of current attainment and vocational interest. 3. 900 learners to have Individual Learning and Career Plans produced and supported to access brokered learning programmes which meet needs and build on existing skills and knowledge. 4. 900 learners progress and achievement to be subject to consistent and effective methods of recognising and recording (RARPA process). 5. 810 learners successfully complete their individually brokered learning programme. 6. 55% of beneficiaries progressing into a positive learning or employment destination. 7. 675 learners achieving their own defined learning goals. 8. An established multi-agency learning brokerage programme operating to Service Level Agreements in both rural and urban settings. 	July 2006 to 30th June 2008
Learner Transition	Progression to work (Sussex)	Intensive supported learning programmes for adults with moderate learning difficulties	May 2006 – March 2008

Appendix 1

Disability in the SE

Whilst difficult to source exact numbers, it is estimated that there are approximately 15,000 people with severe learning disabilities in the South East. There are also a further 1.2 million people nationally with mild to moderate learning difficulties, but no regional breakdowns exist. In addition, 3% of young people in South East schools have Statements of Educational Need as at 2003, a proportion that has not changed significantly since 1998. Within the region there is some variance, from 1.8% in Southampton, to 4.1% in West Berkshire.

Deprivation

The region is, overall, the least deprived in the UK, with only five percent of its communities being amongst the most deprived in the country. However, there are pockets of severe deprivation, mostly located on the coastal fringe of the region and in Kent. Looking just at education deprivation reveals a larger pattern of deprivation across the region, with pockets of educationally deprived communities in all six local LSC areas.

SEEDA's Corporate Plan identifies nine priority regeneration areas - i.e. areas of high deprivation, where moderate learning disability/difficulty are likely to be more prevalent:

- Thames Gateway Kent
- East Kent –including the former East Kent Coalfield
- Channel Corridor
- Coastal East Sussex (with Hastings and Bexhill as a special area within that)
- Brighton and Hove
- Coastal West Sussex
- Portsmouth and South East Hampshire
- Southampton
- The Isle of Wight

National Data on Learning Difficulty/Learning Disability

In 2001 the Government set out its plans and vision for those with learning disabilities in the White Paper *Valuing People*. This defined learning disability 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.

This definition encompasses people with a broad range of disabilities. Many people with learning disabilities also have physical and/or sensory impairments. The 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, lower estimates suggest a prevalence 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. 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.

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. This increase is due to:

- increased life expectancy, especially among people with Down's syndrome;
- growing numbers of children and young people with complex and multiple disabilities who now survive into adulthood;
- a sharp rise in the reported numbers of school age children with autistic spectrum disorders, some of whom will have learning disabilities;
- greater prevalence among some minority ethnic populations of South Asian origin.

Economic Inactivity

There are nearly a quarter of a million Incapacity Benefit Claimants of working age in the South East. This equates to nearly five percent of the working age population. Whilst many of these people are genuinely unable to work, there is a growing realisation that there may be a significant number who could re-enter the labour market with the right support. Given the tight labour market in the region it would seem highly desirable to re-engage as many of these people as possible.

The South East has the smallest share of the working age population claiming any Key Benefit, at only 8.9% compared to a GB average of 13.9%. There were, however, 228,000 people in the South East of working age claiming either Incapacity Benefit (IB) or Severe Disability Allowance (SDA) in 2003. This equates to 4.6% of the total working age population. Of the 228,000 claimants 58% were men and 42% women. The share of the working age population claiming IB in the South East varies considerably between local authority areas. Hastings has, for example, a rate of 10.4% of the working age population claiming IB, which is more than double the regional average. Other areas of high levels of claimants include: Thanet (9%); Isle of Wight (7.8%); and Brighton and Hove (7.5%). Conversely, Hart, Surrey Heath and Wokingham all have claimant rates that are below half the regional average.

Future Skills Needs

Employers in the South East continue to attach high importance to the acquisition of generic skills such as communication, customer handling, team working and problem solving. They also believe that the demand for these skills is likely to continue to increase over the next few years. Employees in higher order occupations generally require higher level generic skills than those towards the lower end of the spectrum who need lower level generic skills now and in the future.

Sources of information: Valuing People; the SE Needs Assessment LSC 2005; SEEDA corporate plan
(add website links)

Appendix 2

Action for Inclusion Networks – Implementation Year 1

1. Since the beginning of the year Local LSCs have been identifying and approaching providers who have the capability to build on expertise in their own organisations and to lead developments in a small cluster of other organisations. These are currently FE Colleges, sixth form colleges, and a Specialist Independent College. However it is hoped to include work-based learning and adult and community learning providers, including the voluntary sector.
2. The SE Regional Inclusive Learning Strategy Group has agreed a number of Networks. Organisations will be invited to participate by Partnership Managers.
3. All participating organisations will be asked to work towards fulfilling the Characteristics (Appendix 3) This would include support by their senior management for the individual members of staff who would be taking part.
4. Each Lead Provider will appoint a Network Leader, who should be an experienced and well regarded professional in their field who will be responsible for
 - Development work in their own organisation.
 - Attending regional workshops and feeding back to the local and regional LSC.
 - Convening and running Network group meetings/workshops.
 - Updating the network on regional and national developments.
 - Advising and supporting other Network members on a group, and where appropriate, an individual basis.
 - Contributing to the evaluation of the work.
5. The role could also include
 - Attending training events.
 - Arranging training events.
 - Delivering specific staff development on their specialism.
6. Participating Providers would be expected to
 - Carry out development work in their own organisation.
 - Participate in network meetings.
7. The regional LSC would lead and support the Network by:
 - Providing training for the Network Leaders including regional and national issues and initiatives, funding, multi-agency working, managing change.
 - Offering ongoing support to Network Leaders and the Networks.
 - Providing resources, such as presentations and information packs to the Network.
 - Funding some cover and admin costs for the Lead Providers.
8. Providers participating in the Network could be given the option of buying in additional support from the Network Leaders.

Appendix 3

South East Regional LSC Action for Inclusion - Provider Characteristics

The Review's outcomes could be successfully embedded through a whole organisational approach, in which support for learners with learning difficulties and/or disabilities is not an afterthought, but is central in all policies, procedures and practices.¹

Characteristics of a post-16 provider which support this approach and is proactive in promoting access and inclusion for people with disabilities are:

1. A committed, strategic approach demonstrated by:
 - 1.1. Mission statement
 - *Which enables inclusion; reviewed in light of the regional Action for Inclusion Strategy.*
 - 1.2. Involvement of the Corporation/Directors
 - *Adoption of an Inclusion Strategy/Disability Equality Scheme for the organisation.*
 - *Governor/Director with responsibility/monitoring role.*
 - *Agenda item at Corporation/Board meetings.*
 - *Included in Governor training.*
 - 1.3. Strategic planning
 - *Strategic aims in 3 year development plan.*
 - *Strategic planning which will increase capacity to meet local need.*
 - *Strategic planning which responds to changes in legislation and the national, regional and local LSC policies.*
 - *Strategic level multi agency planning, including children's and adult social services, LDPBs, health agencies, schools, Connexions Service.*
 - *Strategic planning which involves employers.*
 - *Consultation includes learners and parents/carers and their representatives.*
 - 1.4. Strategic management
 - *A senior manager has responsibility for overseeing and monitoring the effectiveness of delivery for learners/trainees with disabilities and ensuring that delivery represents value for money.*
 - *Implementation of the strategy is part of the organisations operational plans.*
 - *The organisation's policies and procedures are reviewed in light of the Through Inclusion to Excellence Strategy.*
 - *MIS data is used to monitor access and outcomes for disabled learners/trainees.*
 - *Staff development/training plan addresses the needs of all staff in the organisation in their roles with applicants/learners/trainees with disabilities.*

¹ Strategic Review of LSC provision for Learners with Learning Difficulties and/or Disabilities (LLDD) across the post-16 sector – Interim Report

2. An approach which enables and proactively encourages access for people with disabilities and complies with disability legislation, demonstrated by:
 - 2.1. Accessible publicity and marketing
 - *Application/interview procedures.*
 - *Liaison with other agencies including children's and adult social services, health agencies, schools, Connexions Service.*
 - *Transition procedures are adopted based on the SE Transition Protocols.*
 - 2.4. Policies and procedures which enable access on programme.
 - *Appropriate support in accessing the curriculum.*
 - *Appropriate support in work experience.*
 - *Appropriate support in enrichment and leisure activities and other services available to the organisation's learners/trainees.*
 - *Support for progression.*
3. An approach which ensures the quality of delivery to disabled learners/trainees, and a culture of continuous improvement by the organisation in this aspect of their work, demonstrated by:
 - 3.1. Quality judgements
 - *Inspection grades that are satisfactory or above and identified strengths.*
 - *Independently confirmed judgements in SAR - grades that are satisfactory or above and identified strengths.*
 - 3.2. Response to learners with disabilities embedded in the organisation's policies and procedures.
 - *SAR procedures and documentation.*
 - *QA procedures and documentation including lesson observations and feedback from learners.*
 - *Implementation of RARPA.*
 - 3.3. Well trained/appropriately qualified staff
 - *Access to staff development/training and appropriate accredited training for specialist staff teaching and supporting learners/trainees with disabilities.*
 - *Staff development/training for all staff which ensures understanding of the organisation's Strategy and approach to inclusion, and compliance with Disability legislation.*