

Funding Guidance: Placement for Learners with Learning Difficulties and/or Disabilities at Specialist Providers 2008/09

March 2008

Of interest to everyone involved in delivering
LSC-funded provision

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Introduction and Context

Introduction

- 1 This guidance sets out the procedures and criteria by which the Learning and Skills Council (LSC) will determine how to fulfil its legal duties and powers in relation to securing the provision of education and training for learners with learning difficulties and/or disabilities.

with a personal or professional interest to discuss the implications. The Government and the LSC are clear that learners should not be disadvantaged while changes are being implemented. This is a particular priority for vulnerable people such as those with learning difficulties and/or disabilities. For this reason, the LSC is currently working closely with colleagues from DCSF, DIUS and the Association of Directors of Children's Services to ensure a seamless transfer of responsibilities for learners with learning difficulties and/or disabilities.

Context

The Learning and Skills Council

- 2 The Learning and Skills Act 2000 (the Act) was introduced to deliver the Government's vision of a coherent and transparent funding system for post-16 education and training that will:
 - be responsive to the demands of individuals, communities and employers; and
 - promote excellence, high quality and value for money.
- 3 The LSC exercises its responsibilities in the context of a number of government initiatives designed to promote equality of opportunity for individuals and to achieve social inclusion. Requirements are also placed on other agencies that contribute to the achievement of these aims. Some of the initiatives that relate to learners with learning difficulties and/or disabilities are summarised in Annex A.
- 4 In June 2007, the Prime Minister announced a series of machinery of government and other changes, including the creation of two new departments – the Department for Children, Schools and Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS) – which share responsibility for learning and skills at all ages. Bringing together all key aspects of policy affecting children and young people, including those with learning difficulties and/or disabilities, will strengthen the Government's support for children, young people and families through any future challenges.
- 5 Proposals for the new arrangements arising from the machinery of government changes will be subject to consultation later this year, including at regional events that will provide an opportunity for those

Section 13 of the Act

- 6 The Act requires the LSC to have regard to the needs of people with learning difficulties and/or disabilities when discharging its main duties. Under the Act, a person is described as having a learning difficulty and/or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of people of his or her age; or
 - has a disability that either prevents or hinders him or her from making use of facilities of a kind generally provided by institutions providing post-16 education or training.
- 7 The Act also imposes duties and powers in respect of securing boarding accommodation (referred to as 'residential provision' throughout this document, except in extracts from the legislation). These apply to the following three groups of potential learners with learning difficulties and/or disabilities.
 - Learners who are above compulsory school age but not yet 19: if it cannot secure facilities for education or training that are **sufficient** in quantity and **adequate** in quality for a person with a learning difficulty and/or disability who is over compulsory school age but not yet 19 without also securing residential provision, then the LSC **must** secure residential provision for him or her.
 - Learners who are aged 19 but not yet 25: if it cannot secure **reasonable** facilities for education or training for a person with a learning difficulty and/or disability who is aged 19 but not yet 25 without also securing residential provision, then the LSC **must** secure residential provision for him or her.

- Learners who are aged 25 and over: if it cannot secure **reasonable** facilities for education or training for a person with a learning difficulty and/or disability who is aged 25 or over without also securing residential provision, then the LSC **may** secure residential provision for him or her.
- 8 Facilities are **reasonable** if (taking account of the LSC's resources) the facilities are of such a quantity and quality that the LSC can reasonably be expected to secure their provision.
 - 9 The LSC also takes into account these provisions when considering whether to secure a day placement for a learner at a specialist provider.
 - 10 The provisions of the Act that relate to the LSC's duties towards learners with learning difficulties and/or disabilities are set out in full in Annex B.

Placements at specialist providers

- 11 Under Section 13 of the Act, the LSC has a duty to fund a residential placement at a specialist provider for those learners with learning difficulties and/or disabilities only where it is satisfied that it cannot secure the provision of education and training that meet the learner's needs unless it funds a residential placement. In the light of recent policy initiatives and ongoing development work, local and regional provision for learners with learning difficulties and/or disabilities is increasing; therefore, it is likely that the learning and support needs of an increasing number of learners with learning difficulties and/or disabilities can be met within general post-16 provision in their locality.
- 12 In considering requests for placements at specialist providers, the LSC expects that the agencies involved with the young person will have considered with that young person and his or her family or carers **all appropriate options for his or her post-16 education – including those already in place and those that are under development**. It is envisaged that these options will have been considered during transition planning (as per the *Special Educational Needs Code of Practice*, published by the Department for Education and Skills, which came into effect in January 2002) and through assessments carried out under Section 140 of the Act (the LSC must have regard to any assessment under Section 140). Evidence provided to support an application for funding a specialist residential placement must clearly demonstrate that local options have been fully considered and that these do not meet the learner's educational or training needs. This evidence should be part of the S140 assessment. The duty to arrange these assessments is imposed on the Secretary of State for Children, Schools and Families, and he has arranged for the assessments to be carried out by the Connexions Service (Section 140 of the Act is set out in Annex B).
- 13 Where a learner is under the age of 19 and has a statement of special educational needs (SEN), and the most appropriate placement is within a school, the learner remains the funding responsibility of the local authority. This includes transfers between schools within or outside the local authority area. Local authorities have a responsibility to continue to fund such learners until the end of the academic year in which they turn 19.
- 14 Funding for a placement (day or residential) will be considered following receipt by the LSC of a request on behalf of the learner by his or her referring agency (usually the local authority or Connexions). The details of this process are described in a later section of this guidance and involve the LSC working closely with all the agencies involved with the young person (the local authority, Connexions and others such as social services) as appropriate.
- 15 The LSC **will not** process any request that is submitted without sufficient supporting evidence. An S140 assessment must be carried out for a learner in respect of whom the local authority maintains a statement of SEN and who will leave school at the end of his or her last year of compulsory schooling. Applications submitted for funding for such learners without an S140 assessment will be returned to the referring agency and not progressed. However, for those without a statement of SEN, and/or who are under the age of 25, the LSC would still expect there to be a robust Connexions Service report as above.
- 16 Annex C to this guidance contains a list of all the specialist providers at which the LSC currently funds learners with learning difficulties and/or disabilities.
- 17 **While the LSC endeavours to take account of the wishes of learners and their families, it does not have a legal duty to fund the specialist provision of their choice if it is satisfied that it can secure adequate alternative provision locally.**

Consideration of Placements

All placements – residential or day

- 18 To secure funding for any placement at a specialist provider, it will be necessary to demonstrate, through relevant and up-to-date assessments, that specialist provision is **essential** to enable the learner to participate in education, and that local provision does not offer, nor can it make arrangements to put in place, the level of specialist support required to meet the learner's needs.
- 19 In all cases, the LSC will need to be satisfied that the proposed placement will meet the assessed educational needs of the young person and that the placement does not represent a disproportionate use of public funds. Further explanation of how LSC criteria apply to different age groups, in line with legislation, is given below.

Residential placements

- 20 In addition to the above factors, the criteria for considering residential placements will focus on establishing that residential provision is necessary in order for the learner to be provided with education and training that meet his or her assessed needs.
- 21 In circumstances where a learner requires a residential placement because he or she has medical or care needs that a local provider is unable to address in an educational setting, the LSC would expect to secure joint funding for the placement with social services and/or the relevant health authority. This is in line with the expectations of the Children Act 2004, which places a duty on local authorities to make arrangements for key agencies to co-operate to improve the well-being of children and young people, and to pool budgets in support of this.
- 22 In June 2007, the Government produced an inter-departmental strategy, *Progression through Partnership*. This signals the development of closer inter-departmental working, and the development of a joint programme of change. The strategy sets out to create more sustainable and seamless

services for people with learning difficulties and/or disabilities. The LSC is a key partner in supporting the delivery of this strategy.

Day placements

- 23 Where a placement request is for a day placement at a specialist provider, the LSC will consider the request in the context of paragraph 18: specialist provision must be essential in order to enable the learner to participate in education. **The placement must offer specialist support and/or equipment that is not available, and cannot be put in place, elsewhere.**

Placements Process

Principles

24 The LSC's procedures for considering placements at specialist providers are designed to ensure that all relevant information is taken account of and that decisions can be justified in the context of the LSC's statutory duties. The procedures are designed to be simple and transparent, deliver timely decisions and be consistent across the LSC.

Agencies involved in the process

25 The placements process recognises the key role of local authorities (working under children's trust arrangements), particularly in relation to those learners who have a statement of SEN maintained by the local authority under Section 324 of the Education Act 1996. The establishment of children's trusts in September 2005 has brought increased strength to the co-ordination of multi-agency activity to support young people. The Connexions Service plays a key role in relation to the preparation of assessments of the educational and training needs of learners with learning difficulties and/or disabilities.

26 The LSC's arrangements seek to utilise the information already available through local authorities and/or children's trusts, the Connexions Service, and any other agencies already involved with the learner. However, the LSC may need to seek additional information in cases where it considers there is insufficient information available for it to make a decision on whether or not to fund a specialist placement.

27 For this reason, for learners progressing directly from school, evidence regarding the current educational placement, any support provided and progress made towards educational goals will be of vital importance to the decision-making process.

28 Annex A explains the role of the Connexions Service with regard to education and young people with learning difficulties and/or disabilities. The LSC anticipates that each learner's Connexions personal adviser will play a key role in liaising with the LSC and other statutory agencies to ensure that appropriate provision can be secured.

Criteria

29 In relation to its duty towards learners below the age of 19, the LSC's criteria for a placement at a specialist provider are as follows:

- there is no local provision that is sufficient in quantity and adequate in quality which can meet the learner's education or training needs;
- the assessment of the learner's education or training needs demonstrates that an essential element can only be provided in a residential setting; or
- there is evidence that the learner has medical or care needs that cannot be addressed by local providers and which would prevent the learner from accessing education or training that was sufficient in quantity and adequate in quality to meet his or her needs.

30 Taking into account the LSC's resources, for young people aged 19 to 25, the LSC's criteria for a placement at a specialist provider are as follows:

- there is no local provision that is sufficient in quantity and adequate in quality which the LSC can reasonably be expected to secure and which can meet the learner's education or training needs;
- the assessment of the learner's education or training needs demonstrates that an essential element can only be provided in a residential setting; or
- there is evidence that the learner has medical or care needs that cannot be addressed by local providers and which would prevent the learner from accessing education or training of such a quantity and quality that the LSC could reasonably be expected to secure and which would meet his or her needs.

31 The LSC will need to consider local provision, or packages of provision, to ensure that they neither offer, nor are able to make arrangements to put in place, the level of specialist support needed to meet the learner's education and training needs. This can include part-time learning provision as part of a wider package of provision and support.

32 For all placement requests, the LSC will require evidence demonstrating that the proposal for a placement has been made as a result of appropriate assessment and guidance involving collaboration between agencies. Again, this is in line with the provisions of children's trusts.

33 For all learners over the age of 19, including those over 25, the cost of the placement must be commensurate with the likely benefits to the learner.

Evidence

34 The LSC will need to be satisfied, on the basis of available evidence, that at least one of the criteria is met. It is essential, therefore, that the evidence provided in support of any placement request is up to date and appropriate to the request being made. Evidence will need to demonstrate the match between the placement, the learning and support needs, and the aspirations of the learner. Any assessment provided that is more than one year old will require a formal update.

35 Where relevant, the following documentation would be the source of such evidence (where there are several versions, only the most recent is usually required).

- A Connexions Service report, including the outcome of any assessments conducted under Section 140 of the Act. Where there is a duty for the learner to receive an S140 assessment, this is a **required** piece of evidence. In addition, the LSC would expect to see an S140 assessment for all learners under the age of 25. Reports must fulfil the requirements as set out in the Connexions Service guidelines; they must clearly identify the learner's needs and the provision required to meet those needs. Any reports that do not comply with the requirements will be returned to the Connexions Service for action.
- The most recent review of the learner's statement of SEN. Where a learner is progressing from any educational placement that is funded through a statement of SEN, this is a **required** piece of evidence.
- A school report, or a report from the learner's previous placement. Where learners are progressing from any type of educational placement, this is a **required** piece of evidence (it is critical that evidence is available to demonstrate the learner's achievements, as well as the support that facilitated and underpinned those achievements).
- A social services report. If the learner is currently in receipt of support from social services, this is a **required** piece of evidence. Where learners are not currently in receipt of support from social services, the referring agency should, where relevant, ensure that social services have an opportunity to assess the learner. The outcome of that assessment should then inform the placement decision.
- A medical or psychological report. Referring agencies should include any professional reports that are available and that will add value to the decision-making process. These may include details of interventional medical or therapeutic support that the learner requires, planned surgery, or a report from an educational psychologist.
- A report from a local provider. In order to support the criteria, it will be necessary to consider what local provision is available and whether or not it will, or could, meet the learner's needs. This is a **required** piece of evidence, and must show how the provider has assessed the learner's needs, the outcomes of those assessments and, where an offer of a place has been made, the detail of provision that will be put in place to meet the learner's needs. Where the local learning provision will form part of a wider package of provision and support, there must be clear evidence of the availability of all the individual elements and of how they will fit together to deliver a coherent programme to meet the learner's needs.
- A report from the specialist provider in respect of which the application is made, detailing the provision being offered and how this will meet the learner's assessed needs (see Annex D).
- Other relevant reports such as a probation service, advocacy service, respite service or disability employment adviser report.

Evaluation against the criteria

36 Where an application is based on the fact that local provision cannot address a learner's medical needs, there should be medical evidence to support this. For example, the learner may be in need of continuous, ongoing and on-the-spot medical and/or therapeutic support and/or supervision in order to be able to access an educational programme that is not available, or cannot be made available, in the learner's local setting.

- 37 Evidence must also show that the learner's educational and training needs can only be met in a specialist setting, and that other provision (or a package of other provision) cannot meet those needs. Evidence must demonstrate that:
- the programme of study identified for the learner addresses his or her needs in a way that can only be found in a specialist setting; and
 - there is a need for the development of essential skills such as communication, daily living, mobility and self-care in addition to educational learning which local provision or a package of provision cannot meet.
- 38 Evidence must demonstrate that the learner's needs cannot be met through any other setting, or combination of settings, within the learner's locality.
- 39 The ability of all providers to make support available for learners with learning difficulties and/or disabilities will need to be considered in light of the duties placed on providers by Part IV of the Disability Discrimination Act.
- 40 The LSC would not expect to fund a specialist residential placement where there is evidence that local provision can meet the learner's educational and training needs but the learner needs additional support to live in the local community. In these circumstances, the LSC considers that it is the responsibility of the local authority to ensure that the necessary support is available in the local community, or to fund the residential element of a residential placement.
- 41 Evidence must demonstrate how the proposed placement will build on the learner's achievements to date, and the impact it will have on his or her longer-term prospects, in terms of educational, employment and social aspirations.
- 43 The LSC **will not** process requests for placements more than one full academic year in advance of the start of the placement.
- 44 The LSC has designated officers with responsibility for considering placement requests made on behalf of young people. Annex E lists all current contacts at the LSC, and the local authorities covered within each area.
- 45 Once a learner has been assessed by the agencies involved as needing a placement at a specialist provider, and there is evidence to demonstrate that **all other options have been considered and why they have been discounted**, the referring agency is required to complete a form (see Annex F) summarising the request.
- 46 The referring agency should also seek the permission of the learner for whom a placement request is being made (and/or his or her parents and carers) for copies of all relevant supporting information to be shared with the LSC and the specialist provider as appropriate. This is to ensure that the specialist provider can make an informed assessment of the learner's learning needs and of the provision required to meet them. It also ensures that the LSC can review all appropriate documentation when considering the request. The referring agency must also ensure that the learner (and his or her parents or carers) is fully aware of the evidence that is submitted to the LSC in support of the request. He or she must also be given the opportunity to provide supplementary evidence in support of the request, should he or she wish to do so.
- 47 The LSC will liaise with the referring agency to convene a meeting for the purpose of considering placement requests. On occasion, it will be helpful for other agencies to be represented at these meetings as well. The LSC and the referring agency will agree this in advance.

Procedure

- 42 For placements commencing September 2008, the LSC would ideally expect to receive requests by 30 April 2008. Late applications may not be agreed in time for the start of the new academic year in September. Referring agencies should discuss any concerns over the timing of applications with their regional contact (see Annex E). This is to ensure that there is adequate time for consideration of the request, and to allow effective transition planning to take place to support the learner.

Providers

- 48 The list of specialist providers at which the LSC currently funds learners with learning difficulties and/or disabilities is given in Annex C. Where a request is made for a young person to attend a specialist provider that is not currently in receipt of funds from the LSC, the referring agency should make early contact with the LSC to discuss the proposed placement. The LSC will confirm whether or not the provider in question has made an application to be considered for specialist provider

status. Where this is not the case, an alternative specialist provider should be considered. Where an application by a provider is already under way, it may take up to 10 months to complete the process. All new specialist providers should offer high-quality learning provision that is not currently available either in the local area, regionally or nationally. New specialist providers can also be considered where the existing provider base does not possess sufficient capacity to deliver the volumes required. The provision should meet the needs identified in the regional strategy for learners with learning difficulties and/or disabilities. **If a provider fails to receive approval, the LSC would not usually consider a further application within 12 months.**

responsible for supporting the learner, for example if the proposed placement is within a school and the learner is under the age of 19 and has a statement of SEN.

- 52 The LSC will discuss the evidence required with the referring agency, in advance of the discussion forum. It is essential that all relevant information is available for the discussion forum.
- 53 The aim of the discussion forum is to ensure that: all information is available to all parties; all parties have the opportunity to participate in the process; there is an opportunity to ask questions; the LSC is able to make a fully informed decision; and all parties present understand the LSC's decision.

Insufficient information

- 49 There may be occasions when the initial application forwarded by the referring agency is supported by insufficient evidence to demonstrate that the request meets the criteria for funding. Following discussion with the referring agency, the LSC officer will agree what additional information is required prior to arranging a meeting to consider the request. As part of its duty to ensure appropriate use of public funds, the LSC cannot commit any funding without sufficient and robust evidence to support the relevant criteria.

Decisions not to fund placements

- 54 If, following the discussion forum, the LSC's decision is that it is not able to fund the placement, the learner and his or her family or carer may ask the LSC's independent appeals panel to consider the case. Further guidance on this procedure can be provided on request. It is expected that the referring agency will continue to support the learner and his or her family or carer throughout this process.

Placement meetings

- 50 The LSC will meet with the referring agency to discuss the request for funding. It may also be helpful if other key professionals involved in supporting the learner are present; these could be representatives from social services and/or the health authority. The learner, his or her family or carer, and the referring agency will all be notified in writing of the decisions made at placement meetings.

Discussion forums

- 51 If, following the placement meeting, it appears that the learner does not meet the criteria for funding on the basis of the information available, the LSC will invite all interested parties to a discussion forum. This will provide an opportunity for the learner, his or her family or carer, the referring agency and all other parties involved in the case to meet and discuss the relevant elements of the request. A discussion forum will not take place if the evidence clearly shows that other agencies are

On-programme Issues

Proposed programme

55 The LSC is aware of the need for arrangements to reflect individual patterns of learning and will consider each funding request in terms of:

- the proposed duration of the programme;
- how the programme builds on the learner's achievements to date; and
- how the programme will support the learner in making his or her transition beyond specialist provision. (The LSC does not expect to see transition from one specialist provider to another; it is expected that a placement at a specialist provider will enable the learner to develop the necessary skills and knowledge to allow him or her to progress beyond specialist provision.)

56 In considering each request, the LSC would want to be assured that the request had been made as a result of the learner having been appropriately assessed, having received appropriate guidance and having had all of his or her relevant learning opportunities evaluated.

Revised funding matrix

57 The funding methodology for specialist providers is outlined in Annexes G and H. Further technical guidance for providers is available and should be adhered to.

58 The LSC's funding reflects the comparable costs of a programme of study for a maximum of 38 weeks a year. The funding covers all elements of the programme and the support required by the learner to access the programme, including residential provision where appropriate. **The funding also covers the cost of the pre-entry assessment of the learner by the provider. No separate fees should be charged to the learner, or any agencies, in respect of this assessment.**

59 The funding levels are gross, and any third-party contributions will be deducted from the fee in accordance with the contract made between the LSC and the specialist provider. Contributions made by third parties in respect of any weeks over and above the LSC's 38-week funding period will not be

deducted. Referring agencies should, therefore, ensure that they make clear the purpose for which any third-party funding is offered. Providers are **required** to ensure that all contributions are appropriately declared.

60 Where providers believe that the support needs of potential learners are **exceptional** and fall **above** those described within the funding methodology, they must ensure that sufficient information, **in line with the requirements outlined in the Funding Technical Document**, is provided at the earliest opportunity. The LSC will not be able to make a decision on the placement request without sufficient information as to the learner's identified exceptional needs and the funding required to meet them. All such cases will be reviewed on an individual and exceptional basis. Evidence will be required to demonstrate the learner's exceptional needs rather than simply to justify the additional costs.

61 In addition, requests for exceptional funding in excess of £50,000 over the published funding levels outlined in Annex G will be subject to further independent national review. This may mean decisions take longer, but the idea is to support the LSC's responsibilities in terms of effective and proper use of public funding.

Learner reviews

62 Specialist providers are **required** to carry out a learner review at the end of the learner's first term of placement. In addition, annual reviews must be carried out for all learners. Review reports must be forwarded to the appropriate LSC contact. Further guidance on the content of the review reports is in Annex I.

63 All review reports must be received by the LSC no later than four weeks after their completion. It is important to note that these reports are used by the LSC to inform future funding decisions and to issue annual contracts for each learner. Providers must ensure that review reports are received in time for contracts to be created and agreed, and thus for payments to be released. Where learners are due to continue for a further academic year, it may, therefore, be helpful for these reports to be forwarded to the LSC no later than the end of May.

64 Within the learner review process, specialist providers may identify that the learner's support needs have changed, and thus a request to revise funding levels may be necessary. The LSC expects that learners' support needs will reduce in some cases as they make progress towards their individual learning aims. To support any request to change funding levels, specialist providers must complete an amended rationale (see Annex N) and forward it to the LSC with the appropriate review report and any other relevant evidence. Requests to change a learner's level of funding at any time other than through the above review process will **only be considered in exceptional circumstances**.

Transition planning

65 Transition planning is required to be an integral element of every learner's individual learning programme, as the purpose of any placement will be to support the learner to achieve his or her longer-term aims and objectives. In particular, the review report prepared by the specialist provider towards the end of the learner's placement **must** give a detailed indication of how the transition planning will be continued through the final period of the placement. Further guidance is included in Annex I. **The LSC will not consider any requests to extend learner placements where the primary focus is on the need for transition.**

Extension requests

66 The LSC would only expect to receive a request to extend the duration of an originally agreed placement **in exceptional cases**. For example, this request might be made if a learner requires extra time to complete a programme of study because unexpected issues have delayed his or her anticipated progress towards the achievement of the individual learning aims.

67 The LSC **will not** consider extension requests based solely on the need for further transition planning for the learner. Transition planning must be integrated throughout the duration of the learner's programme.

68 In conjunction with the specialist provider, the referring agency must forward any extension requests to the LSC as early as possible before the start of the proposed extension period and **no later** than the end of the penultimate term of the learner's existing placement. It is also expected that the referring agency will be able to demonstrate a thorough consideration of other local options for the learner.

Destination data

69 The LSC has a duty under the Act to present an annual report to the Secretary of State detailing its arrangements for complying with its general duty to promote equality of opportunity. This includes equality of opportunity between people who are disabled and people who are not. The report must also include an assessment of how effective the LSC's arrangements are in promoting equality of opportunity.

70 In order to comply with this requirement, specialist providers must complete a destination form (found in Annex J) whenever LSC-funded learners leave them. It is a contractual requirement that this form accompanies the learner's final review report.

Withdrawals

71 In line with the LSC's contract, the specialist provider must inform the LSC as soon as possible if a learner is no longer attending. In order to comply with this requirement, specialist providers are required to complete a withdrawal form (found in Annex K) as soon as a learner:

- is unable to remain at the provider through sickness or injury;
- is expelled or excluded;
- is absent from the provider without leave or good cause; or
- dies.

72 Specialist providers are asked to include a summary of the learner's progress to date and, if known, the destination of the learner on leaving the provider.

Other Guidance

Inspections

- 73 All LSC-funded provision will be subject to regular inspection against the criteria contained within the Common Inspection Framework 2005. The arrangements for this are available from the Office for Standards in Education (Ofsted).
- 74 In addition, other regulatory bodies may carry out inspections at some specialist providers.
- 75 The LSC will take account of such inspection outcomes in ensuring that it meets its statutory duty to secure provision for learners with learning difficulties and/or disabilities that is adequate in quality.
- 76 The Government and the LSC are determined to ensure that all provision in post-16 learning and skills should be at least satisfactory by 2008. Where provision is identified at inspection as being of poor quality, or where it fails to improve, the LSC will take the appropriate action. Further information is available at Annex A.

Links with specialist providers

- 77 Some further education providers will offer provision to learners who are funded by the LSC at specialist providers, either on a part-time or full-time basis. In such cases, the specialist provider is expected to pay an agreed fee to the further education provider for the learner's educational programme and any related support that the learner requires. Funding (including additional learning support) cannot be claimed by the further education provider for such learners, as they are already funded by the LSC at the specialist provider.
- 78 The LSC would not expect a further education provider to charge a fee to a specialist provider that exceeded the level of funding that the further education provider would have calculated for the learner, had the learner had been included in its individualised learner return to the LSC.

Annex A: Other Initiatives and Information

Learning for Living and Work

1 *Learning for Living and Work: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities* (published in October 2006) is the LSC's strategy for the planning and funding of provision for learners with learning difficulties and/or disabilities across the further education system. It is the result of a recommendation made in *Through Inclusion to Excellence* (the report, published in November 2005, of the review of the LSC's planning and funding of provision for learners with learning difficulties and/or disabilities across the post-16 sector) that the LSC should:

develop a national strategy for the regional/local delivery, through collaboration with partners, of provision for learners with learning difficulties and/or disabilities across the post-16 learning and skills sector that is high quality, learner-centred and cost-effective.

- 2 The policy intention behind *Learning for Living and Work* is that 'by 2015, England will be an international exemplar in providing high quality post-16 education and training for learners with learning difficulties and/or disabilities'. The strategy is a major force for transforming the further education system.
- 3 Through its regions, the LSC will have invested £35 million in three key priority areas by the end of 2007/08. These are:
- understanding demand and building capacity in provision;
 - raising the quality of provision, including through workforce development; and
 - increasing participation in the economy and our communities through sustainable employment.
- 4 Underpinning each of these key areas is the intention that social inclusion will be increased, skills will be improved, and people will have the opportunity to contribute to local communities and economies.

5 Under the themes of communicating our priorities, planning and quality, funding, working with partners and learner progression, *Learning for Living and Work* sets out 22 headline actions. Two of these commit the LSC to 'publish details of how the "investment to change" funds will be used to achieve systemic transformation and increased supply of high-quality, local provision', together with an evaluation of the 'progress and effectiveness with which the LSC has implemented the Learning for Living and Work Strategy'. This report will be published during summer 2008.

Further Education: Raising Skills, Improving Life Chances

- 6 The further education reform White Paper, *Further Education: Raising Skills, Improving Life Chances*, was published by the Department for Education and Skills (DfES) in March 2006. It builds on both the 14–19 education and skills White Paper and the Skills Strategy to set out a series of reforms that will raise skills and qualification levels for young people and adults in line with world standards. The proposed changes offer more choice for individuals, provide services tailored to meet individuals' needs, encourage new and innovative providers to enter the market, promote action to tackle poor quality and provide increased autonomy for high-performing providers.
- 7 The reforms will equip learners with high-quality skills to gain productive, sustainable employment and to achieve personal fulfilment. They will also ensure that employers are equipped with the skills to help their businesses to succeed in the competitive global economy. Together, the reforms will enable the further education system to achieve its full potential as the driver of economic growth and social mobility.

Progression through Partnership

- 8 One of the headline actions in *Learning for Living and Work* was that, 'during 2007, DfES and other government departments will have agreed and published a set of national protocols for shared funding responsibilities and partnership working'. *Progression through Partnership* was published in June 2007 and its ambition is to create more sustainable and seamless services for people with learning difficulties and/or disabilities. The strategy focuses on the essential need for DfES (now two departments), the Department of Health and the Department for Work and Pensions (DWP) to work closely together in helping young people and adults to achieve the education they want and need, to be able to live fulfilling lives in their local communities and, particularly, to enter the world of work.
- 9 A five-year joint programme of change has been developed, concentrating on three key areas: what further education and training is provided; the quality of that provision; and how it is funded. A joint delivery group is responsible for making this happen and links with wider delivery action around employment and day services. The group comprises key stakeholders, including the LSC, and will oversee the delivery plan, which will be published during summer 2008.

Machinery of government changes

- 10 In June 2007, the Prime Minister announced a series of machinery of government and other changes, including the creation of two new departments – the Department for Children, Schools and Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS) – which share responsibility for learning and skills at all ages.
- 11 Bringing together all key aspects of policy affecting children and young people, including those with learning difficulties and/or disabilities, will strengthen the Government's support for children, young people and families through any future challenges.
- 12 The machinery of government changes will be subject to a full consultation, which will include regional events to ensure that those who have a personal or professional interest will be able to participate fully.

Disability equality

- 13 The Disability Discrimination Act 2005 amended the existing Disability Discrimination Act and included a duty for public sector authorities to promote disability equality.
- 14 The general duty placed upon the LSC is that it should eliminate discrimination and harassment, promote equality of opportunity between disabled and non-disabled people, and take into account people's disabilities – **even if this means treating them more favourably than non-disabled people.**
- 15 The LSC has set out its arrangements for disability equality in its *Single Equality Scheme: Our Strategy for Equality and Diversity*, effective from April 2007 to April 2010.

Connexions Service

- 16 Connexions personal advisers provide specific support for young people under the age of 25 with learning difficulties and/or disabilities. This support includes:
- attending annual school reviews for pupils with a statement of special educational needs (SEN) from Year 9 onwards (as per the SEN code of practice);
 - ensuring that young people with a statement of SEN, or who have learning difficulties and/or disabilities but no statement, receive an assessment under Section 140 of the Learning and Skills Act 2000 during their last year of compulsory education if they are expected to leave school to move into other post-16 education;
 - ensuring that an assessment is available for young people who have a learning difficulty and/or disability, with or without a statement of SEN, who are over the age of 16, but under the age of 25, who are receiving or are believed likely to receive post-16 education who either:
 - i. have already received an assessment but whose circumstances have changed to such an extent that a judgement is made by Connexions that a further assessment is needed to ensure their learning needs are met; or
 - ii. have not previously received an assessment, but whose circumstances are now judged by Connexions to mean that an assessment of their learning needs and the provision required to meet them is needed;

- supporting young people's transition between services; and
- working with other organisations and agencies to support and meet the needs of young people with learning difficulties and/or disabilities (including specialist assessment services and the LSC).

17 More information about the Connexions Service is available on the Connexions website: www.everychildmatters.gov.uk/youthmatters/connexions.

Every Child Matters and Youth Matters

- 18 Following the publication of *Every Child Matters* in September 2003 and *Youth Matters* in July 2005, children's trusts are being established in each local authority area. The *Every Child Matters* agenda proposes changes in policy and legislation in England to maximise opportunities and minimise risks for children and young people. It also proposes that all services should be more focused on the needs of children, young people and families.
- 19 Education, training and recreation are all included in the Children Act 2004 as contributing to 'well-being', and therefore key agencies include the LSC and Connexions. The Children Act also places a duty on local authorities to make arrangements for key agencies to co-operate to improve the well-being of children and young people and to pool budgets in support of this.

Helping people achieve their full potential

- 20 DWP published a consultation document, *Helping people achieve their full potential: Improving Specialist Disability Employment Services*, in December 2007. The consultation process aims to take account of the views expressed by a wide cross-section of stakeholders, particularly disabled people, employers and organisations representing the interests of disabled people.
- 21 The proposed reforms are designed to complement the wider 'welfare to work' reforms, including the national roll-out of the Pathways to Work scheme, the plans to introduce a more flexible New Deal for Disabled People and closer working with other government departments and external organisations.

22 The reforms focus on the following suite of support programmes and schemes:

- Job Introduction Scheme;
- Work Preparation;
- WORKSTEP;
- Jobcentre Plus disability employment adviser; and
- Access to Work.

23 The formal consultation period closed on Monday 10 March 2008.

Identifying and Managing Underperformance

- 24 In response to commitments made in the further education White Paper, *Further Education: Raising Skills, Improving Life Chances* (2006), the LSC, in January 2007, published *Identifying and Managing Underperformance*. This document outlined the criteria for taking action where underperformance is evident, the action that should follow and the support given to colleges and providers. It also introduced minimum levels of performance for further education and Apprenticeship provision. *Our Statement of Priorities: Better skills, Better jobs, Better lives* (2007) reiterates the LSC's commitment to eliminating inadequate provision by 2008.
- 25 In January 2008, the LSC published an updated version of *Identifying and Managing Underperformance*, which builds on and further clarifies the existing arrangements regarding LSC actions in relation to underperformance. Specialist providers do not come within the scope of minimum levels of performance relating to success rates, but underperformance will continue to be identified through other evidence, primarily from inspection. The updated *Identifying and Managing Underperformance* sets out LSC post-inspection activity and policy for all providers deemed to be inadequate.

Foundation Learning Tier

26 The Foundation Learning Tier is a programme of work to develop a more focused and strategic approach to Entry Level and Level 1 learning for young people aged 14 and over, within the Qualifications and Credit Framework (QCF) in order to raise participation, achievement and progression among learners at these levels. The QCF is a new

way of recognising achievement through the award of credits for units and qualifications. It is designed to ensure that a wider range of achievements can be recognised within a more inclusive qualifications framework; as such, Entry Level 1 within the QCF will recognise achievements currently known as 'pre-Entry'.

- 27 Within the Foundation Learning Tier, progression pathways will be the main organising structures. These are frameworks for learning, built from units and qualifications drawn from the Foundation Learning Tier (that is, Entry Level and Level 1 of the QCF). Each pathway will include three distinct components: vocational knowledge, skills and understanding; functional skills; and personal development. These components are supported by a wrap-around of information, advice and guidance, effective initial assessment, comprehensive ongoing review and provider collaboration. Progression pathways are specifically designed to promote progression as well as helping learners to achieve nationally recognised qualifications at Entry Level and Level 1 of the QCF.
- 28 Over time, the LSC will concentrate more of the funding identified for the Foundation Learning Tier on progression pathways. While not all qualifications at Entry Level and Level 1 within the QCF will need to be offered within a progression pathway, and learners may still choose to follow 'stand-alone' qualifications, those qualifications that are outside a progression pathway may not be an automatic priority for public funding. The LSC is currently exploring the scope, nature and volume of provision that it might support outside progression pathways, but within the Foundation Learning Tier (Entry Level and Level 1 of the QCF). Priorities for funding outside progression pathways will, however, continue to include Skills for Life provision, and provision for learners with learning difficulties and/or disabilities, but this provision must, in time, be drawn from the QCF.
- 29 From 1 August 2010, the LSC will not be expecting to fund any new enrolments on provision outside the QCF, including any residual National Qualifications Framework provision. During the period 1 August 2008 to 1 August 2010, the LSC will be funding a mixed economy of National Qualifications Framework/non-accredited provision and QCF provision, but will be planning a gradual shift of funding to QCF-only provision.
- 30 Further information on the Foundation Learning Tier can be found at:
<http://lsc.gov.uk/whatwedo/qfr.htm>.
- ## Ofsted
- 31 From September 2007 there have been changes to Ofsted inspection arrangements for independent specialist providers.
- 32 **Short inspections of the best colleges:** those 'outstanding' colleges not yet inspected in the current inspection cycle will be subject to a short inspection. Any concerns about the colleges may be identified through monitoring activities or other forms of intelligence. Colleges with a legacy category of 'good' will normally be subject to a light-touch inspection. However, inspection of 'satisfactory' and 'inadequate' colleges, depending upon their size, will involve larger teams over a longer period of time.
- 33 **Monitoring activities:** for 2007/08, three types of college monitoring activities have been identified for independent specialist providers. These will include a standard visit, a visit with re-inspection, and an enhanced visit. All providers will receive an on-site monitoring visit during each academic year regardless of their overall effectiveness grade, size or inspection status.
- 34 Standard monitoring visits apply to all providers and are run along similar lines to former annual assessment visits. Monitoring visits with re-inspection are made to colleges whose overall effectiveness is 'satisfactory' or better, but where a whole college aspect and/or sector subject area have been judged 'inadequate'.
- 35 Enhanced monitoring visits are made to colleges that have been judged 'inadequate' as a whole as a result of their previous inspection. Enhanced monitoring visits are also undertaken where colleges have been issued with a Notice to Improve by the LSC.
- 36 For all monitoring visits, progress judgements are made against each theme that is inspected and the following categories are used: no discernible progress; insufficient progress; reasonable progress; or significant progress. It is important to recognise that these indicators are not related to the four-point scale of judgements given at inspection. A risk assessment is conducted on all monitoring visits, and the findings shared with the provider.
- 37 **Self-assessment reports:** one of the outcomes from the consultation on proportionate inspections of further education colleges was a view from the National Learner Panel that all self-assessment reports should include a summary of learners' views. It has therefore been recommended that colleges

should reflect learners' views in self-assessment reports, through relevant sections and/or by providing a summary of their views as an appendix.

- 38 From April 2007, in addition to combining with the **Adult Learning Inspectorate**, Ofsted's remit has been expanded to include the children's service work of the **Commission for Social Care Inspection**. This includes the role of inspecting for those providers of residential educational provision for young people with learning difficulties and/or disabilities. In future, providers should be inspected under one process, and all provision will be evaluated in a holistic manner.

Demand-led funding

- 39 In *Learning for Living and Work*, the LSC stated its intention to develop a fit-for-purpose funding system that is learner-focused, equitable across all areas of the further education sector, including school sixth forms and Apprenticeships, and that provides appropriate levels of support for learning. This funding system was further illustrated in the consultation document *Delivering World-class Skills in a Demand-led System*, published in January 2007.
- 40 During 2006/07, the LSC commissioned a research project to review the funding for learners with learning difficulties and/or disabilities with a statement of SEN in line with these demand-led funding approaches.
- 41 During autumn 2007, recommendations from the consultation and the wider context were discussed with internal LSC colleagues, government departments and at external meetings with stakeholders, including the National Association of Specialist Colleges (Natspec) and the National Association of Independent and Non-Maintained Special Schools.
- 42 The LSC has now established an internal project management group and an external project advisory group, which is chaired independently, to oversee and advise on the developments of the new funding approaches. An encouraging general consensus to move forward in this area has been achieved.
- 43 The LSC launched these recommendations with the sector at a conference in February 2008, and this will be followed by a formal 12-week consultation, commencing in late March 2008.
- 44 In 2009/10 the LSC will introduce the standard funding system for all learners who have higher levels of support needs, including those in further education, Apprenticeships, independent specialist providers, special schools, school sixth forms and all other local-authority-funded providers.

Funding Technical Document

- 45 With the advent of the major changes to the funding methodology for 2007/08, the LSC has developed a more detailed technical document to support providers in working through this funding methodology. Providers should ensure that all key staff are aware of this document and understand how it can support funding assessments for the LSC. This document will be available on the LSC website and further guidance or support can be sought from regional contacts.

Data collection

- 46 At present, there is no requirement for independent specialist providers to complete individualised learner record (ILR) data to the LSC, as is the case with other types of providers, for example further education, work-based learning, and adult and community learning. The LSC is investigating the possibility of formalising the current data collection process, by asking independent specialist providers to submit data in the form of an ILR, in preparation for the introduction of a standard funding system for all learners who have higher levels of support needs in 2009/10 and the transfer of funding responsibilities to local authorities in 2010/11.

Data transmission

- 47 Where the LSC requires provision of information that includes personal data, it is essential that the information is sent securely to minimise the risk of loss resulting in a potential breach of privacy.
- 48 The current arrangements for sending the LSC information that includes personal data are posted on the LSC website at: www.lsc.gov.uk/providers.

Annex B: Legal Duties

The information in this annex is quoted from the Learning and Skills Act 2000.

Section 2 Education and training of persons aged 16 to 19

- (1) The Council must secure the provision of proper facilities for:
 - (a) education (other than higher education) suitable to the requirements of persons who are above compulsory school age but have not attained the age of 19,
 - (b) training suitable to the requirements of such persons,
 - (c) organised leisure-time occupation connected with such education, and
 - (d) organised leisure-time occupation connected with such training.
- (2) Facilities are proper if they are:
 - (a) of a quantity sufficient to meet the reasonable needs of individuals, and
 - (b) of a quality adequate to meet those needs.
- (3) In performing the duty imposed on it by subsection (1) the Council must:
 - (a) take account of the places where facilities are provided, the character of facilities and the way they are equipped;
 - (b) take account of the different abilities and aptitudes of different persons;
 - (c) take account of the education and training required in different sectors of employment for employees and potential employees;
 - (d) take account of facilities whose provision the Council thinks might reasonably be secured by other persons;
 - (e) make the best use of the Council's resources and in particular avoid provision which might give rise to disproportionate expenditure.
- (4) Provision is not to be considered as giving rise to disproportionate expenditure only because that provision is more expensive than comparable provision.
- (5) For the purposes of this section:
 - (a) education includes both full-time and part-time education;
 - (b) training includes both full-time and part-time training;
 - (c) training includes vocational, social, physical and recreational training;
 - (d) higher education is education provided by means of a course of any description mentioned in Schedule 6 to the Education Reform Act 1988.

Section 3 Education and training for persons over 19

- (1) The Council must secure the provision of reasonable facilities for:
 - (a) education (other than higher education) suitable to the requirements of persons who have attained the age of 19,
 - (b) training suitable to the requirements of such persons,
 - (c) organised leisure-time occupation connected with such education, and
 - (d) organised leisure-time occupation connected with such training.
- (2) Facilities are reasonable if (taking account of the Council's resources) the facilities are of such a quantity and quality that the Council can reasonably be expected to secure their provision.
- (3) In performing the duty imposed on it by subsection (1) the Council must:
 - (a) take account of the places where facilities are provided, the character of facilities and the way they are equipped;

- (b) take account of the different abilities and aptitudes of different persons;
 - (c) take account of the education and training required in different sectors of employment for employees and potential employees;
 - (d) take account of facilities whose provision the Council thinks might reasonably be secured by other persons;
 - (e) make the best use of the Council's resources and in particular avoid provision which might give rise to disproportionate expenditure.
- (4) Provision is not to be considered as giving rise to disproportionate expenditure only because that provision is more expensive than comparable provision.
- (5) For the purposes of this section:
- (a) education includes both full-time and part-time education;
 - (b) training includes both full-time and part-time training;
 - (c) training includes vocational, social, physical and recreational training;
 - (d) higher education is education provided by means of a course of any description mentioned in Schedule 6 to the Education Reform Act 1988.
- (6) References in this Part to post-16 education are to:
- (a) education falling within section 2(1)(a) or subsection (1)(a) above, and
 - (b) organised leisure-time occupation connected with such education.
- (7) References in this Part to post-16 training are to:
- (a) training falling within section 2(1)(b) or subsection (1)(b) above, and
 - (b) organised leisure-time occupation connected with such training.
- (a) to the needs of persons with learning difficulties, and
 - (b) in particular, to any report of an assessment conducted under section 140.
- (2) If the Council is satisfied that it cannot secure the provision of facilities for education and training which are sufficient in quantity and adequate in quality for a person with a learning difficulty who is over compulsory school age but who has not attained the age of 19 unless it also secures the provision of boarding accommodation for him, the Council must secure the provision of boarding accommodation for him.
- (3) If the Council is satisfied that it cannot secure the provision of reasonable facilities for education or training for a person with a learning difficulty who has attained the age of 19 but not the age of 25 unless it also secures the provision of boarding accommodation for him, the Council must secure the provision of boarding accommodation for him.
- (4) If the Council is satisfied that it cannot secure the provision of reasonable facilities for education or training for a person with a learning difficulty who has attained the age of 25 unless it also secures the provision of boarding accommodation for him, the Council may secure the provision of boarding accommodation for him.
- (5) A person has a learning difficulty if:
- (a) he has a significantly greater difficulty in learning than the majority of persons of his age, or
 - (b) he has 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.
- (6) But a person is not to be taken to have a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his home.

Section 13 Persons with learning difficulties

- (1) In discharging its functions under sections 2, 3, 5(1)(a) to (d) and (g) and 8 the Council must have regard:

Section 14 Equality of opportunity

- (1) In exercising its functions the Council must have due regard to the need to promote equality of opportunity:
- (a) between persons of different racial groups,

- (b) between men and women, and
 - (c) between persons who are disabled and persons who are not.
- (2) As soon as is reasonably practicable after the end of each financial year of the Council it must publish a report containing:
- (a) a statement of the arrangements made under subsection (1) and having effect in the year;
 - (b) an assessment of how effective the arrangements were in promoting equality of opportunity.
- (3) The report must also contain a statement of the arrangements which the Council has made, or proposes to make, under subsection (1) in respect of the financial year immediately following that referred to in subsection (2).
- (4) The Council must send a copy of the report to the Secretary of State.
- (5) "Racial group" has the same meaning as in the Race Relations Act 1976.
- (6) Disabled persons are persons who are disabled for the purposes of the Disability Discrimination Act 1995.
- (3) The Secretary of State may at any time arrange for an assessment to be conducted of a person:
- (a) who is in his last year of compulsory schooling or who is over compulsory school age but has not attained the age of 25,
 - (b) who appears to the Secretary of State to have a learning difficulty (within the meaning of Section 13), and
 - (c) who is receiving, or in the Secretary of State's opinion is likely to receive, post-16 education or training (within the meaning of Part I of this Act) or higher education (within the meaning of the Education Reform Act 1988).
- (4) For the purposes of this section an assessment of a person is an assessment resulting in a written report of:
- (a) his educational and training needs, and
 - (b) the provision required to meet them.
- (5) A local education authority must send a copy of a statement maintained by it under section 324 of the Education Act 1996 to the Secretary of State on his request.
- (6) In its application to Wales this section shall have effect with the following modifications (in addition to those specified in section 150):

- (a) the reference to Part I of this Act shall be construed as a reference to Part II, and
- (b) the reference to section 13 shall be construed as a reference to section 41.

Section 140 Assessments relating to learning difficulties

- (1) Subsection (2) applies if:
- (a) a local education authority maintains a statement of special educational needs for a person under section 324 of the Education Act 1996, and
 - (b) the Secretary of State believes that the person will leave school at the end of his last year of compulsory schooling to receive post-16 education or training (within the meaning of Part I of this Act) or higher education (within the meaning of the Education Reform Act 1988).
- (2) The Secretary of State must arrange for an assessment of the person to be conducted at some time during the person's last year of compulsory schooling.

Annex C: Specialist Provider Listing

There follows a list of specialist providers which are in receipt of Learning and Skills Council funding for the placement of learners with learning difficulties and/or disabilities. Please note that this information is correct as at December 2007 and is subject to change.

Certain specialist providers may have funding (or other) restrictions attached – for example, where the provider is newly approved, a school, or in response to inspection outcomes. These providers are indicated by italics. Please refer to your LSC contact to check any details. Any enquiries about new providers should also be referred to your LSC contact.

Arden College
 Beaumont College
 Bridge College
 Coleg Elidyr
 Conover College Limited
Dame Hannah Rogers School and FE Unit
 David Lewis College
 Derwen College
 Dilston College of Further Education
 Doncaster College for the Deaf
 Dorton College of Further Education
ESPA Colleges
 Fairfield Opportunity Farm
 Farleigh Further Education College, Frome
 Farleigh Further Education College, Swindon
 Fortune Centre of Riding Therapy
 Foxes Academy
 Freeman College
 Glasshouse College
 Hereward College of Further Education
Hinwick Hall College of Further Education
 Homefield College
Hope Lodge School (Aspin House)
 hsbp Henshaws College
 Landmarks

Langdon College
 Lindeth College of Further Education
 Linkage Community Trust
Loppington House
Lufton College of Further Education
 Mount Camphill Community
 Nash College of Further Education
 National Centre for Young People with Epilepsy
 National Star College
 Northern Counties College
 Oakwood Court
 Orchard Hill College of Further Education
 Pengwern College
 Pennine Camphill Community
 Portland College
 Queen Alexandra College for the Blind
 Queen Elizabeth's Foundation Brain Injury Centre
Regent College
 RNIB College, Loughborough
RNIB New College, Worcester
 Royal National College for the Blind
Royal School for the Deaf, Manchester
Royal West of England School for the Deaf
 Ruskin Mill College
 SENSE East
St Elizabeth's College
St John's College, Brighton
 Strathmore College
 Treloar College
 Tyne and Wear Autistic Society (Thornbeck College)
West of England School (for Children with Little or No Sight)
 Westgate College
 William Morris Camphill Community

Annex D: Assessments by Specialist Providers

- 1 Specialist providers are asked to consider carefully each request for assessment that they receive. Specialist providers should always make it clear to the learner that an assessment by a provider does not lead to an automatic agreement for the LSC to fund his or her placement. Providers should ensure that learners undergoing assessment are aware of LSC criteria and procedures. The LSC expects specialist providers to ensure that all processes are clear and transparent. It may also be helpful for the specialist provider to discuss the learner with the referring agency, prior to undertaking an assessment. This will ensure that the learner's expectations are not unfairly raised in cases where local provision may be able to meet his or her needs.
- 2 In addition, specialist providers must be clear about the terms and conditions that will be applied to any offers made to learners. **For example, the LSC does not expect providers to operate any 'first funded, first placed' policies.** The LSC considers that this can potentially disadvantage learners through no fault of their own. Should providers choose to offer learners a place on a waiting list, they must be clear about this.
- 3 **As a minimum**, the pre-entry assessment report of a learner by a specialist provider must include the following:
 - confirmation of when the learner assessment took place, its duration and its content and any supporting evidence that has been considered to inform the assessment;
 - the start and end date of the proposed placement;
 - a statement that clearly outlines how the provision matches the educational needs of the learner, including identification of the skills that the learner needs to acquire across the curriculum. This must include the initial identification of relevant and realistic education goals, as well as a clear definition of the learner's primary learning goal. It must also include details of accredited (awarding body and syllabus) and non-accredited programme aims and the expected timescales for achievement. The report must stipulate whether any elements of the provision will be the responsibility of another provider (for example, a further education college);
- a clear outline of the support that will be put in place for the learner, both to enable the achievement of learning aims, and to support his or her personal care and/or medical needs. Providers will find it helpful to refer to the Funding Technical Document to support this requirement;
- assessments by specialists, as appropriate (speech and language therapists, for example);
- a form (found in Annex N) identifying the individual support required by the learner, and thus the appropriate funding level.
- 4 Information from the pre-entry assessment report will be used to create the part of the contract between the LSC and the provider which specifies the learner's support needs and his or her learning goals. For this reason, it is essential that the minimum requirements detailed above are adhered to. If sufficient information is not supplied, there could be unnecessary delays in consideration of the funding request.
- 5 The assessment must clearly demonstrate a match between the learner's needs and the support available to meet those needs. It should not be a generic description of the support generally available within the provider.

Annex E: Learning and Skills Council Contact Details

Please note that these contact details are subject to change.

North East Region

LSC Tyne and Wear

Moongate House
5th Avenue Business Park
Team Valley, Gateshead
Tyne and Wear NE11 0HF

Contact: Paula Martin-King
LLDD Regional Manager
0191 492 6432

Contact: Barbara Young
0191 492 6488
Local authority areas: Gateshead, Newcastle, North Tyneside and Northumberland.

Contact: Lynda Smith
0191 492 6347
Local authority areas: Hartlepool, Middlesbrough, Redcar and Cleveland, and Stockton on Tees.

Contact: to be confirmed
Local authority areas: Durham, Darlington, South Tyneside and Sunderland.

North West Region

LSC Greater Manchester

9th floor, Arndale House
Arndale Centre
Manchester M4 3AQ

Contact: Margaret Pritchard
LLDD Regional Manager
0161 261 0474

Contact: Sandra Blackmore
0161 261 0407
Local authority areas: Manchester, Bury and Wigan.

Contact: Donna Sutton
0161 261 0334
Local authority areas: Rochdale, Bolton, Oldham, Tameside, Trafford, Salford, Stockport, Cheshire and Warrington.

LSC Cumbria
Venture House, Regent's Court
Guard Street
Workington
Cumbria CA14 4EW

Contact: Sue Little
01900 733 336
Local authority areas: Cumbria and Lancashire.

LSC Greater Merseyside

14th Floor
The Plaza, Old Hall Street
Liverpool L3 9QI

Contact: Diane Saxon
0845 019 4150
Local authority areas: Halton, Knowsley, Liverpool, Sefton, St Helens and Wirral.

Yorkshire and the Humber Region

LSC West Yorkshire

Mercury House
4 Manchester Road
Bradford BD5 0QL

Contact: Claire Hemingway
LLDD Regional Manager
01274 444 025

Contact: Adele Hainsworth
01274 444 026
Local authority areas: South Yorkshire, Calderdale and Kirklees.

Contact: Richard Stockton
01274 444 186
Local authority areas: City of York, North Yorkshire and Bradford.

Contact: Georgia Wright
01274 444 053
Local authority areas: Leeds, The Humber and Wakefield.

East Midlands Region

LSC Leicestershire
17a Meridian East
Meridian Business Park
Leicester LE19 1UU

Contact: Karen Johnson
LLDD Regional Manager
0116 228 1950

Contact: Chris Fuller
0116 228 1812
Local authority areas: Lincolnshire and Rutland, Northamptonshire, Nottinghamshire and Nottingham City.

Contact: Lisa Hawes
0116 228 1887
Local authority areas: Leicestershire, Leicester City, City of Derby and Derbyshire.

West Midlands Region

LSC Birmingham and Solihull
NTI Building
15 Bartholomew Row
Birmingham B5 5JU

Contact: Mel Evans
LLDD Regional Manager
0121 345 4647

Contact: Katie Webb
0121 345 4548
Local authority area: Birmingham.

LSC Black Country
Unit 7, Castle Court
2 Castlegate Way
Dudley DY1 4RH

Contact: Cheryl Taylor
0121 345 4846
Local authority areas: Dudley, Sandwell, Walsall and Wolverhampton.

LSC Coventry and Warwickshire
Oak Tree Court
Binley Business Park
Harry Weston Road
Coventry CV3 2UN

Contact: Clare Charlesworth
024 7644 6005
Local authority areas: Coventry, Warwickshire and Solihull.

LSC Shropshire
Suite G1, Hollinswood House
Stafford Court
Stafford Park
Telford TF3 3DD

Contact: Sarah Sweeney
01952 235 539
Local authority areas: Shropshire, Herefordshire and Worcestershire, Telford and The Wrekin.

LSC Staffordshire
Festival Way, Festival Park
Stoke-on-Trent
Staffordshire ST1 5TQ

Contact: Mary Brookes
01782 463 057
Local authority areas: Staffordshire and Stoke-on-Trent.

East of England Region

LSC Essex
Redwing House
Hedgerows Business Park
Colchester Road
Chelmsford CM2 5PB

Contact: Carole Prance
LLDD Regional Manager
01473 883 003

Contact: Suzanne Davis
01245 550 051
Local authority areas: Essex, Southend, Suffolk and Thurrock.

LSC Suffolk

Felaw Maltings
42 Felaw Street
Ipswich IP2 8SJ

Contact: Liz Rowland
01473 883 012
Local authority areas: Hertfordshire, Bedfordshire
and Luton.

LSC Norfolk

Lakeside 500
Old Chapel Way
Broadland Business Park
Norwich NR7 0WG

Contact: Sara-Jane Sturman
01603 218 884
Local authority areas: Norfolk, Peterborough
and Cambridgeshire.

South East Region

LSC Thames Valley

Pacific House, Imperial Way
Reading
Berkshire RG2 0TF

Contact: Mike Dalton
LLDD Regional Manager
0118 908 2137

Contact: Ayfer Orhan
07764 650 304
Local authority areas: Bracknell Forest, Reading, Slough,
West Berkshire, Windsor and Maidenhead, Wokingham,
Buckinghamshire, Milton Keynes and Oxfordshire.

LSC Kent and Medway

26 Kings Hill Avenue
Kings Hill
West Malling
Kent ME19 4AE

Contact: Kalpana Majithia
0118 908 2143
Local authority areas: Kent and Medway.

LSC Surrey

48–54 Goldsworth Road
Woking
Surrey GU21 6LE

Contact: Janine Brockwell
01483 803 278
Local authority area: Surrey.

LSC Sussex

Princes House
53 Queens Road
Brighton BN1 3XB

Contact: Georgina Marnier
01273 783 527
Local authority areas: Brighton and Hove, East Sussex
and West Sussex.

LSC Hampshire and Isle of Wight

Eagle Point
Little Park Farm Road
Segensworth
Hampshire PO15 5TD

Contact: Lucy Rylatt
01489 558 641
Local authority areas: Hampshire, Isle of Wight,
Portsmouth and Southampton.

South West Region

LSC Devon and Cornwall

Foliot House
Budshead Road
Plymouth PL6 5XR

Contact: Matthew Garbett
LLDD Regional Manager
0117 372 6499

Contact: Vacant
Local authority areas: Cornwall and Isles of Scilly, Devon,
Plymouth, Torbay.

LSC West of England

St Lawrence House
29–31 Broad Street
Bristol BS1 2HF

Contact: Susanne Larcombe
0117 372 6464
Local authority areas: Bath and North East Somerset,
Bristol, North Somerset, South Gloucestershire,
Gloucestershire.

LSC Bournemouth, Dorset and Poole

Provincial House
25 Oxford Road
Bournemouth
Dorset BH8 8EY

Contact: Jill Stanley
01202 652 661
Local authority areas: Bournemouth, Dorset, Poole,
Swindon, Wiltshire, Somerset.

London Region

LSC London Central

Centrepoint
103 New Oxford Street
London WC1A 1DR

Contact: Ben Finnigan
LLDD Regional Manager
020 7294 0825

For all local authority areas, please contact:

Ambrose Hudson 020 7904 0717

Linda Gooch 020 8929 8473

Kathleen Moss 020 7904 0703

Mark Wilson 020 7904 0751

Annex F: 2008/09 Placement Request: Summary Sheet – All Learners

(Reference: REP/080047)

Confidential

To be completed by the referring agency **prior** to the placement meeting and returned to the relevant LSC contact.

1. Referring agency

Agency name (*please print*):

Address and postcode:

Contact name:

Telephone:

Email:

2. Learner details

Learner's name (*please print*):

Date of birth: / /

Address and postcode:

Telephone:

Nature of disability:

Ethnicity code (*insert appropriate code*):

Gender:

Parent or guardian's name:

Address (*if different from above*):

Home local authority:

Current or most recent provider:

Learner's highest educational achievement to date:

3. Provider details

Provider's name (*please print*):

Address and postcode:

Contact name:

Telephone:

Email:

Is the request for day placement

or residential

Programme start date: / /

Programme end date: / /

4. Evidence required at the placement meeting (where applicable)

The referring agency should ensure that **all** relevant information is made available for review prior to the meeting. Please ensure that copies of all relevant documentation are available for all other agencies, as required.

Please note that the referring agency should ensure that it has the consent of the learner (and/or his or her parent or guardian) to share all of the following documentary evidence with the relevant agencies. In addition, **the learner and his or her family should be made aware of the content of any evidence being given to the LSC.**

Please indicate which of the following documents are attached (*please tick*):

- | | | | |
|---|--------------------------|---|--------------------------|
| Section 140 report | <input type="checkbox"/> | Most recent school report | <input type="checkbox"/> |
| Connexions reports | <input type="checkbox"/> | Transition plan | <input type="checkbox"/> |
| Most recent care plan or other relevant social services documentation | <input type="checkbox"/> | Most recent educational psychologist's report | <input type="checkbox"/> |
| Most recent medical report | <input type="checkbox"/> | Most recent link course reports | <input type="checkbox"/> |
| Local provision consideration | <input type="checkbox"/> | | |
| Confirmation letter from specialist provider | | | <input type="checkbox"/> |
| Specialist provider rationale of support (see Annex N) | | | <input type="checkbox"/> |
| Copy of pre-entry assessment carried out by provider | | | <input type="checkbox"/> |
| Consent letter signed by learner and/or by parent/carer/advocate | | | <input type="checkbox"/> |
| Letter to confirm funding from social services or other agency | | | <input type="checkbox"/> |

Other (*please list and label*):

5. Provider status

Is the requested provider currently funded through the placements process (see list in Annex C)?

Yes No

6. To be signed by the referring agency

Signed:

Date: / /

Position:*

**This should be a senior authorised officer from the referring agency*

Ethnicity codes for question 2

11	Asian or Asian British – Bangladeshi
12	Asian or Asian British – Indian
13	Asian or Asian British – Pakistani
14	Asian or Asian British – any other Asian background
15	Black or Black British – African
16	Black or Black British – Caribbean
17	Black or Black British – any other black background
18	Chinese
19	Mixed – white and Asian
20	Mixed – white and black African
21	Mixed – white and black Caribbean
22	Mixed – any other mixed background
23	White – British
24	White – Irish
25	White – any other white background
98	Other
99	Not known

Annex G: Support Bands – Rates for 2008/09

This is the funding for the revised approach that will be used for all learners within specialist providers from September 2008 onwards. Further information is available in Annex H.

Band	Day	Residential
D	£13,186	£26,689
E	£17,841	£36,249
F	£22,495	£42,303
G	£32,696	£49,069
H	£45,247	£68,829

Annex H: Contact Hour Ranges

For further information, providers should refer to the Funding Technical Document.

Band	Education and independent living skills (expected hours per week)	Care and therapy (expected hours per week)	Total volume (expected hours per week)
Day learners			
D	4–6	0–1	5
E	6–8	0–1	7
F	8–10	0–2	9
G	11–15	0–3	14
H	11–21	0–13	20 (maximum 30)*
Residential learners			
D	7–10	4–6	13
E	8–12	5–7	15
F	10–20	5–10	22
G	14–20	10–14	31
H	18–29	14–25	44 (maximum 50)*

* Maximum average weekly hours funded within the band – greater hours would ordinarily qualify for exceptional support

The 'expected hours' give a benchmark for the split between the two main categories. The 'total volume' is an absolute minimum standard that must be adhered to. Flexibility will exist between the two main categories.

Annex I: Review Reports – Minimum Requirements

- 1 In general, review reports should be completed at the end of the learner's first term and also in the summer term of each subsequent year of funding, including the learner's final period of funding.
- 2 Please find below a list of the **minimum** information that the LSC would expect to be included in all review reports.
- 3 Where it is the practice of the provider to produce extensive review reports, it would be beneficial if a summary could also be produced along the guidelines identified in this list.
- 4 The following should be provided as a minimum:
 - the learner's personal details (name and date of birth);
 - the programme start date and programme end date;
 - confirmation that the learner's support needs are still as identified within the Learner Schedule and whether any support or funding changes (increased or decreased) have been identified;
 - input from specialists – for example where learners are seen by speech and language therapists, physiotherapists, and so on;
 - confirmation that the learner is still following the programme as outlined in the Learner Schedule – all changes must be clearly identified, as these details are part of the specialist provider's contractual delivery requirements;
 - an outline of achievements and/or progress made towards the objectives identified in the Learner Schedule – the report must include an update on **all** elements of the learner's agreed programme;
 - an outline of targets – both academic and non-academic – for the forthcoming period of study; and
 - an update on how the programme is supporting the learner to make his or her transition beyond specialist provision – the LSC does not expect to see transition from one specialist provider to another; it is expected that a placement at a specialist provider will equip learners with the necessary skills and knowledge to allow them to progress beyond specialist provision. Where the learner is nearing the end of his or her placement, the update must include opportunities and support for the learner to consider alternative provision (further education, higher education, voluntary work, and so on). It should also include opportunities for input and guidance from other agencies (guidance counsellors, social services, medical practitioners, the Connexions Service, and so on).
- 5 All review reports must be signed and dated and returned to the relevant LSC contact.
- 6 Providers are reminded that review reports are used to inform the issue of Learner Schedules for subsequent academic years. Providers must ensure that reviews are provided in a timely fashion, or payments could be delayed in subsequent years.

Annex J: Record of Learner Destination

(Reference: REP/080047)

Confidential

To be completed by the specialist provider and returned to the relevant contact at the LSC within four weeks of the learner's leaving date, together with the learner's final review report, which will detail all achievements made (full and partial).

1. Provider details

Name of provider (*please print*):

2. Learner details

Learner's name:

Date of birth: / /

3. Destination

Has the learner had access to independent careers advice?

Yes

No

If yes, was this via the learner's home Connexions Service or the provider's local Connexions Service?

Home

Local

Give details of the learner's destination on completing the programme by ticking the appropriate box below.

Education or employment

Another programme at this provider *(please give details)*

Another further education provider *(please state which)*

A higher education institution *(please state which)*

Employment *(please give details)*

Work-based training *(please give details)*

Other *(please give details)*:

Social or residential

Day care

Long-term residential placement

Learner returning home

Independent living

Supported independent living

Other *(please give details)*:

4. Signature

Signature

(Principal/owner/proprietor of provider)

Date / /

Please return this form to the relevant contact at the LSC within four weeks of the learner’s leaving date (for contact details see Annex E).

Annex K: Withdrawal Notification for LSC-funded Learners at Specialist Providers

This form should also be completed if a learner completes their programme earlier than planned.

(Reference: REP/080047)

Confidential

For completion by the principal/proprietor/owner.

Name of provider (*please print*):

Learner name:

Date of birth: / /

Start date: / /

Agreed funding end date: / /

Last date of attendance: / /

Withdrawal date: / /

Reason for withdrawal (*please insert appropriate code from attached list*):

Details (*please include all relevant information, for example dates, times, action taken and links to any serious incidents*):

If a third party has been involved, please give further details:

Declaration

I am aware of the LSC's policy regarding recovery of fees in accordance with the LSC's contract with specialist providers.

Name (*please print*):

Principal/proprietor/owner (*delete as appropriate*)

Signed:

Date: / /

Please return the original to the relevant contact at the LSC.

Codes to use to indicate the reason for learner withdrawal

The code corresponding to the reason for withdrawal should be taken from the following list and entered on the form in the box provided.

- A Alternative provision found
- B Learner no longer wishes to attend
- C Learner deceased
- D Learner failed to start
- E Learner unable to stay through injury
- F Learner found employment
- G Learner absent without leave
- H Learner excluded
- I Learner unable to stay through illness
- J Learner unhappy
- K Other
- L Early completion

Destination data

Please note that, in most cases, a destination data return is required where a learner has withdrawn from a programme before the funding end date agreed by the LSC.

Review reports

All withdrawal forms should be accompanied by a final review report for the learner.

Serious incidents

Where a withdrawal has taken place as a result of a serious incident, please note that this **must** be reported separately to the relevant LSC contact within 72 hours of the incident being made known to the provider (in accordance with the LSC's contract with specialist providers).

Funding

Please note that notification of learner withdrawals is a contractual requirement. This ensures that appropriate amendments are made to funding in line with the LSC contract.

Annex L: Request for Placement Extension 2008/09

(Reference: REP/080047)

Confidential

For completion by the referring agency in conjunction with the specialist provider.

1. Referring agency

Name (*please print*):

Address:

Contact name:

Telephone:

2. Learner details

Learner's name (*please print*):

Date of birth: / /

Details of any **changes** to the learner's personal details since the original placement request was considered:

Details of the learner’s learning difficulty and/or disability **if this has changed** since the original placement request was considered:

Details of the learner’s additional support requirements arising from his or her learning difficulty and/or disability **if these have changed** since the original placement request was considered:

Current funding band:

Is the current placement day?

Or residential?

Will the extension continue at this level of support? Yes No

If not, the provider must complete a new Rationale of Support form (see Annex N).

3. Programme information

Provider (*please print*):

Original programme start date: / /

End date: / /

Current funding end date: / /

Achievement or qualification gained, or progress made to date (against the objectives identified in the individual learning plan):

4. Proposed extension

Start date: / / End date: / /

Is the proposed extension day? Or residential?

Details of the programme aims or qualification aims for the extension request (please demonstrate how these will contribute to the learner's longer-term career, vocational or educational objectives and transition planning):

Will any part of the learner's provision be made by another provider (for example a further education college)?

Yes No

If yes, please complete the following.

Provider name (*please print*):

Contact name:

Telephone:

Programme to be completed:

How many days each week will the learner attend this provider?

What alternatives were considered for the learner at the end of his or her current placement, other than the extension now sought? This should include the consideration of alternative provision. (Evidence should include review reports detailing transition planning.)

5. Funding information

If the extension is supported, the placement will be funded within the LSC's agreed fees for 38-week placements.

Where another funding body is contributing towards the current placement, please detail any agreements for funding the extension request, including whether the agreement is definite or provisional:

6. Agreements

Please indicate whether the extension request has the support of any of the following (*please tick*):

	Yes	No	Not relevant
The learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/advocate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connexions/careers adviser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

Where the answer is 'no' or 'not relevant', please provide details:

7. Additional documentation

Please indicate which of the following documents are attached (*please tick*):

- | | | | |
|---|--------------------------|---|--------------------------|
| Connexions report | <input type="checkbox"/> | Transition plan | <input type="checkbox"/> |
| Most recent care plan or other relevant social services documentation | <input type="checkbox"/> | Most recent educational psychologist's report | <input type="checkbox"/> |
| Most recent medical report | <input type="checkbox"/> | Most recent link course report | <input type="checkbox"/> |
| Letter to confirm funding from social services or other agency | <input type="checkbox"/> | Review report | <input type="checkbox"/> |

Other (*please list and label*):

8. Signature

The form should be signed by a senior authorised officer from the referring agency.

I confirm that this extension request has the support of the referring agency.

Signature:

Name (*please print*):

Position:

Date: / /

Please return this form to the relevant LSC contact (for contact details see Annex E).

Annex M: Useful Information

Contacts

Connexions Service

Moorfoot

Sheffield S1 4PQ

Tel: 080 800 13 2 19

Website: www.connexions-direct.com

Department for Children, Schools and Families (DCSF)

Sanctuary Buildings

Great Smith Street

London SW1P 3BT

Tel: 08700 012 345

Fax: 01928 794 248

Email: info@dcsf.gsi.gov.uk

Website: www.dcsf.gov.uk

Department for Industry, Universities and Skills (DIUS)

Castle View House

East Lane

Runcorn WA7 2GJ

Tel: 0870 0010 336

Email: info@dius.gsi.gov.uk

Website: www.dius.gov.uk

Equality and Human Rights Commission

Helpline

Freepost MID 02164

Stratford-upon-Avon CV37 9BR

Tel: 08457 622 633

Fax: 08457 778 878

Email: info@equalityhumanrights.com

Website: www.equalityhumanrights.com

Learning and Skills Network (LSN)

Fifth floor, Holborn Centre

120 Holborn

London EC1N 2AD

Tel: 0845 071 0800

Email: enquiries@LSNeducation.org.uk

Website: www.lsneducation.org.uk

Qualifications and Curriculum Authority (QCA)

83 Piccadilly

London W1Y 8QA

Tel: 020 7509 5555

Fax: 020 7509 6666

Email: info@qca.org.uk

Website: www.qca.org.uk

Quality Improvement Agency (QIA)

Quality Improvement Agency

Friars House

Manor House Drive

Coventry CV1 2TE

Tel: 0870 162 0632

Fax: 0870 162 0633

Website: www.qia.org.uk

Association of National Specialist Colleges (Natspec)

27 Surrey Road

Bishopston

Bristol BS7 9DJ

Website: www.natspec.org.uk

Office for Standards in Education (Ofsted)

Royal Exchange Buildings

St Ann's Square

Manchester M2 7LA

Tel: 0845 64 04 040

Email: enquiries@ofsted.gov.uk

Website: www.ofsted.gov.uk

Valuing People

The Valuing People Support Team works across England.

For information about the leads for different regions, visit the website:

www.valuingpeople.gov.uk

Skill: National Bureau for Students with Disabilities

Head Office, Chapter House

18–20 Crucifix Lane

London SE1 3JW

Tel: 020 7450 0620

Fax: 020 7450 0650

Minicom: 0800 068 2422

Email: info@skill.org.uk

Website: www.skill.org.uk

Useful resources

Care Standards Act (2000)

www.hmso.gov.uk/acts/acts2000/20000014.htm

Department for Children, Schools and Families

16–19 Transport Support website:

www.dcsf.gov.uk/financialhelp/16-19transport

Learning and Skills Council (2006)

Funding Guidance for Further Education in 2006/07

<http://readingroom.lsc.gov.uk/lsc/2006/funding/streams/nat-fundingguidanceforfe200607-pu-apr2006.pdf>

Learning and Skills Council (2006)

Through Inclusion to Excellence: An Analysis of the Responses

<http://readingroom.lsc.gov.uk/LSC/2006/research/consultation/nat-throughinclusiontoexcellenceananalysisofresponses-re-July2006.pdf>

Learning and Skills Council (2006)

Learning for Living and Work: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities

www.lsc.gov.uk/Publications/Latestdocuments/Detail.htm?id=9a690caf-c5a9-48a1-afa7-5d3240cc8fa4

Department for Education and Skills (2006)

Further Education: Raising Skills, Improving Life Chances

www.dcsf.gov.uk/consultations/downloadableDocs/6514-FE%20White%20Paper.pdf

Every Child Matters

www.everychildmatters.gov.uk

Youth Matters

www.dcsf.gov.uk/publications/youth

Progression through Partnership

www.dcsf.gov.uk/publications/progressionthroughpartnership

Learning and Skills Council (2007)

Single Equality Scheme: Our Strategy for Equality and Diversity

<http://readingroom.lsc.gov.uk/lsc/National/nat-singleequalityscheme-30apr07.pdf>

Annex N: Learners with Learning Difficulties and/or Disabilities Placement Request: Rationale of Support

(Reference: REP/080047)

Confidential

To be completed by the provider. Please ensure that you follow the appropriate guidance notes when completing this form.

Learner's name (*please print*):

Provider:

Date of birth: / /

Proposed programme start date: / /

Proposed end date: / /

Rationale

Learning difficulties and/or disabilities	
Description of the learner's learning difficulties and/or disabilities	

Tuition/independent living skills	Hours per week
<p>[Name] requires:</p> <ul style="list-style-type: none"> • XXX hours education enabler (inc. tutorial support and teaching assistant) • XXX hours education delivery (tutor) • XXX hours independence • XXX hours delivery of social, creative and leisure activities • XXX (free text) 	

Care and therapy	Hours per week
<p>[Name] requires:</p> <ul style="list-style-type: none">• XXX hours personal care• XXX hours doctor/medical specialist support• XXX hours nursing support• XXX hours support with personal activities of daily living skills• XXX hours of physiotherapy• XXX hours of counselling• XXX hours emotional support• XXX hours behavioural support• XXX hours speech and language therapy• XXX hours hydrotherapy• XXX hours intervention for learner safety• XXX hours other therapy• XXX (free text)	

Equipment
<p>Please outline learner's equipment needs, detailing for which items funding is being sought (<i>please use separate sheet if necessary</i>):</p>

Summary			
Total number of hours per week:			
Number of weeks per year:			
Funding band:			
Completed by:		Date:	
Position:			

Please return this form to the relevant contact at the LSC.

Note

Where providers believe that a learner's support needs are **exceptional** and beyond those accommodated in support band H, they should approach the appropriate area office of the Learning and Skills Council, **prior to offering a place to the learner**, to discuss the case. Cases will be reviewed on an individual and exceptional basis. Evidence will be required to demonstrate the learner's exceptional support needs, rather than simply being a justification based on cost.

