

Introduction

This briefing paper aims to describe the future development of the Learning for Living and Work Framework and how it will be tested in local areas. This activity is taking place at a time of significant educational reform, including the intention, as stated in the Schools White Paper 2010, to consult on the development of a national funding formula, and the forthcoming green paper of special educational needs and disability. The development of the Learning for Living and Work Framework is being undertaken by the YPLA working in partnership with local authorities.

Background

The Learning and Skills Council first developed the Learning for Living Framework in 2005 and initially implemented it in the East of England. Many local authorities in that area developed the framework alongside other developments such as personalised budgets, common assessment and increased respite support for parents. Local authorities outside of the East of England also developed new ways of providing for children and young people with additional needs, some using aspects of the Learning for Living and Work Framework. The Apprenticeships, Skills, Children and Learning Act (2009) placed enhanced duties on local authorities regarding the provision for young people with disabilities up to the age of 19 and to 24 for those with a learning difficulty assessment. In light of these changes the YPLA is considering how best to develop the framework, working with local authorities and the Local Government Association.

Purpose of further development and testing

We all want a system that empowers each individual with special educational needs, learning difficulties or disabilities to achieve their full potential in life through learning and work. Using practice led policy, the Young People's Learning Agency (YPLA), working with Local Authorities and stakeholders, is developing and testing an integrated assessment system that is learner-focused. It aims to be equitable across all areas of provision, focussing on the current LLDD process but seeks to ensure synergy with SEN procedures, working towards creating an integrated 0-25 system.

The YPLA and LGA seek your views on the development of a common assessment system for children and young people with additional needs which enables parents and young people to access educational provision in schools, colleges, work-based learning providers and in special schools and specialist colleges.

Assessment and funding should not be separate processes and the testing of the Learning for Living and Work Framework will consider how the information gathered through assessment can be used to determine the funding which is provided to institutions or to parents or young people to arrange their own provision. The evidence from the testing will influence the decisions made by the YPLA and DfE as they consider how best to integrate funding streams and as they develop policies in response to the forthcoming Special Educational Needs and Disability green paper. The testing will also examine how the framework contributes to ensuring that resources are used effectively and on an equitable basis.

Why is this being done now?

Existing assessment and funding systems for individuals with special educational needs, learning difficulties, disabilities (LDD) in Special Schools, Independent Specialist Providers (ISPs), FE Colleges and school sixth forms, have many differences and separate funding streams. This complexity is unhelpful and confusing and often means that learners experience differing levels of access to learning with funding, provision, support or service depending on:

- **Where they live** - The different types of provision and funding levels lead to a wide variation in the amount of funding available between areas. For example if the budgets for 16-19 special educational needs, high cost (over £5,500) additional learner support and ISP placements are combined and divided by the total 16-19 cohort, it shows a regional variation in the cost per head of £233 to £481 per learner.
- **Their status** - The experience a learner has when progressing through the current system is heavily influenced by whether or not they have a statement of SEN at age 16 and/or a learning difficulty assessment (LDA). This can determine who funds them, how much funding is available, the process and the institution they attend.
- **Their age** - Multiple agencies fund and support individual learners as they progress through the system: local authorities, through Children's Services, are responsible for those aged up to 19 or 24 if they have a learning difficulty assessment. Funding for educational provision is provided either by the local authority or YPLA, the former if provided within a Special School or School Sixth Form, the latter if the learner attends an academy or is aged over 16. The YPLA provides funding for local authority school sixth forms and special schools to the local authority. Those aged over 24 who remain in learning may be eligible to receive for funding for their learning costs from the Skills Funding Agency.
- **The type of provider they are with** - schools, colleges and independent providers are funded through different processes and at different rates, even if the programme and support provided are similar and in the same geographical area. Social care and support funding is provided by local authorities, through children's services and adult social care, working in partnership with local health colleagues. Support for young people attending independent specialist colleges is provided by the YPLA, often also by the local authority and health service.
- **Learner volumes** - The number of learners in the group of learners attracting high additional support is relatively small, around 20,000 nationally. As a result specialist provision is necessarily small in scale. This scale limits the viability of specialist institutions because they are constrained by the system to sub-divisions of the market.

This leads to young people, their parents or carers feeling that they are fighting against the system to secure appropriate education and training to contribute to the fulfilment of their aims and aspirations. The influence of these formal - and legally based - systems means that the learner must navigate different bureaucracies depending on the status and the type of institution they want to attend. This lack of transparency leads to a system that is unnecessarily complex and bureaucratic rather than individually focused.

How is the testing of the Learning for Living and Work Framework being undertaken?

In testing the framework the YPLA and local authorities are :

- Testing how the 'Learning for Living and Work Framework', contributes to establishing an integrated system to capture the needs and aspirations of learners to inform their learning pathway through to adult life. The testing encompasses key areas such as relevance, links to transition, appropriateness, accessibility, transparency, useability, and integration with SEN systems
- Involving staff in local authorities, including from 14-19, SEN, transition and Connexions teams; YPLA Inclusion teams, providers and learners through a mixture of events, workshops, and formal feedback mechanisms.

- Considering how an integrated assessment process contributes to a 'Resource Allocation System' to cost the support needs of a learner, including exploring the opportunity to create an individual budget for the learner
- Integrating Independent Specialist Providers (ISPs) onto the Individualised Learner Record (ILR)
- Considering how ISPs report on individual learner progress to local authorities
- Modelling the integration of ISPs into the national funding formula
- Considering the impact of the possible integration of the YPLA budgets for SEN and LDD and possible methods of distribution (post 16 SEN, high cost ALS and Placement budget)
- Exploring the variations in costs in different types of provision, across local authorities and regions, in order to understand the differences
- Engaging with the Individual Budget Pilot for families with disabled children to draw and build on approaches, experience and best practice
- Working with the National transition Support Programme to work with agencies and organisations involved in transition

KEY MILESTONES

Date	Activity
August 2010 onwards	<ul style="list-style-type: none"> ➤ All ISPs integrated into the ILR ➤ (funding continued via the Matrix and Placement Guidance for 2011/12)
September 2010 - end Jan 2011	<ul style="list-style-type: none"> ➤ YPLA modelling of possible combined budgets and possible methods of distribution
November 2010 - Feb 2011	<ul style="list-style-type: none"> ➤ YPLA analysis of unit costs across the 3 key budgets (SEN, ALS and Placement budget) to understand variations
Oct 2010 - end March 2011	<ul style="list-style-type: none"> ➤ Local Authority and stakeholder feedback on the framework ➤ Local Authority testing of the Framework (including the RAS)
Jan 2011	<ul style="list-style-type: none"> ➤ Review of the testing and feedback to date, to feed into the Green Paper team at the Department for Education (DfE) and help shape modelling and direction of travel.
February 2011	<ul style="list-style-type: none"> ➤ Modelling of the ISPs into the national funding formula using the LR02 of the ILR
March 2011	<ul style="list-style-type: none"> ➤ DfE Green Paper and formal consultation
April - end June 2011	<ul style="list-style-type: none"> ➤ Modelling of costs - using learner information collected through the test phase to model weightings and rates to enable calculation of the costs of support unique to the learner. ➤ Further testing of the RAS based upon the findings of the modelling ➤ Work with the Individual Budgets team of the DfE to explore opportunities for integration.
April - end June 2011	<ul style="list-style-type: none"> ➤ Amend the Framework and the RAS to respond to testing, feedback and direction from government
Post June 2011	<ul style="list-style-type: none"> ➤ Timescales to be determined by those of the Green Paper

Reporting

Progress reports on the testing process will be provided to:

- YPLA Board
- Department for Education LLDD Advisory Group (includes range of stakeholders; Aoc, NASS, NATSPEC, SKILL, Ofsted etc)
- LGA Children and Young People's Board and Additional Needs Expert Group
- ADCS
- Association of Colleges LLDD Group
- National Transition Support Programme
- DfE/YPLA/LGA Joint Systems Development Group

Appendix A

YPLA list of Local Authorities involved in the testing (as of 25 Jan 2011). Additional local authorities are also involved in providing feedback:

London

- 16 Local Authorities: Bexley, Brent, Croydon, Greenwich, Hillingdon, Lewisham, Newham, Richmond, Southwark, Sutton, Tower Hamlets, Camden, Enfield, Havering, Merton

West Midlands

- 5 local authorities: Worcestershire, Dudley, Sandwell, Walsall and Wolverhampton

North East

- 4 local authorities: Durham, Newcastle, Gateshead and North Tyneside

East Midlands

- 6 local authorities: Northamptonshire, Leicester City & Leicestershire, Nottingham City & Nottinghamshire, and Lincolnshire

Yorks & Humber

- 9 local authorities: City of York, East Riding, North Yorkshire, North Lincolnshire, North East Lincolnshire, Calderdale, Kirklees, Sheffield and Leeds

North West

- 20 local authorities: Cheshire East ; Warrington Borough Council ; Cumbria County Council; Bolton MBC; Bury MBC; Manchester City Council; Oldham MBC; Rochdale MBC; Salford City Council; Stockport MBC; Tameside MBC; Trafford MBC; Wigan MBC; Halton Borough Council; Liverpool City Council; St Helens MBC; Wirral MBC; Blackburn with Darwen Borough Council; Blackpool Borough Council; Lancashire County Council

East of England

- 2 local authorities: Hertfordshire and Cambridgeshire

South East

- 11 local authorities: Buckinghamshire, Hampshire, Medway, Oxford, Slough, Southampton, Surrey, West Berkshire, East Sussex, West Sussex, Windsor & Maidenhead

South West

- 14 local authorities: City of Bristol, Bath and North East Somerset, North Somerset, South Gloucestershire, Bournemouth, Dorset, Poole, Gloucestershire, Devon, Plymouth, Torbay, Wiltshire, Somerset, Swindon.