



AoC/DfE Survey: Further Education implementation of Special Educational Needs and Disability (SEND) reforms Summary

Type	Number of responses	Number of Colleges in England	Percent within type
General Further Education College	113	216	52%
Sixth Form College	30	93	32%
Specialist Designated College	11	27	41%
Total Colleges	154	336	46%
Independent Specialist Colleges (NATSPEC)	15		
Total Responses	169		

Region*	Number of responses	Number of Colleges in England	Percent within region
Eastern region	13	32	41%
East Midlands	13	22	59%
Greater London	16	50	32%
North East	10	20	50%
North West	26	56	46%
South East	25	58	43%
South West	14	27	52%
West Midlands	16	38	42%
Yorkshire and the Humber	21	33	64%
Total	154	336	46%

* excludes NATSPEC

6. From how many local authorities do you take students?	Number of responses	Percent
1	6	4%
2-5	107	63%
6-10	31	18%
More than 10	25	15%
Total	169	100%

AoC/DfE Survey: Further Education implementation of Special Educational Needs and Disability (SEND) reforms

Summary

7. Have you done any of the following in preparation for the special educational needs and disabilities (SEND) reforms? (Please tick one box in each row)	Yes	No	Planning to by the next term	Total
Assigned a governor as SEND lead	46	50	72	168
Assigned a member of the senior management team, as SEND lead, to be responsible for ensuring the reforms are implemented.	139	15	12	166
Ensured there is a designated member of staff to co-ordinate SEND activity who is familiar with the 0-25 SEND Code of Practice.	161	1	7	169
Identified the main lead to work with the local authority/authorities	166	0	1	167
Identified staff training needs in relation to implementing the reforms	117	8	44	169
Informed all staff about the SEND reforms	76	20	72	168
Identified main agencies/external expertise to work with in implementing the SEND reforms	146	8	12	166
Other	21	4	1	26
	Yes	No	Planning to by the next term	Total
Assigned a governor as SEND lead	27%	30%	43%	100%
Assigned a member of the senior management team, as SEND lead, to be responsible for ensuring the reforms are implemented.	84%	9%	7%	100%
Ensured there is a designated member of staff to co-ordinate SEND activity who is familiar with the 0-25 SEND Code of Practice.	95%	1%	4%	100%
Identified the main lead to work with the local authority/authorities	99%	0%	1%	100%
Identified staff training needs in relation to implementing the reforms	69%	5%	26%	100%
Informed all staff about the SEND reforms	45%	12%	43%	100%
Identified main agencies/external expertise to work with in implementing the SEND reforms	88%	5%	7%	100%
Other	81%	15%	4%	100%

AoC/DfE Survey: Further Education implementation of Special Educational Needs and Disability (SEND) reforms

Summary

8. How involved is your college with your MAIN local authority's implementation of the reforms? (Please tick one box in each row and focus your answer on how you work with the local authority where you are geographically situated, but use the free text box below to comment on how your college works with other local authorities).	Very involved	Reasonably involved	Involved a little	Not at all involved	Number of responses
Planning and commissioning SEND high needs places	71	74	18	4	167
Contributing to the local offer	85	57	21	0	163
Education, Health and Care (EHC) assessment and planning	48	61	44	14	167
Planning the transfer of children and young people from statements and Learning difficulty assessments (LDAs) to EHC plans	36	55	47	24	162
	Very involved	Reasonably involved	Involved a little	Not at all involved	Number of responses
Planning and commissioning SEND high needs places	43%	44%	11%	2%	100%
Contributing to the local offer	52%	35%	13%	0%	100%
Education, Health and Care (EHC) assessment and planning	29%	37%	26%	8%	100%
Planning the transfer of children and young people from statements and Learning difficulty assessments (LDAs) to EHC plans	22%	34%	29%	15%	100%

9. Are you offering personalised study programmes to all students (whether or not they have SEND), taking advantage of the curriculum flexibilities in funding per student? (Please tick the box which best applies to your college).	Number of responses	Percent
Yes	100	59%
Yes, for most students, but not all	31	18%
Yes, for some students	34	20%
No	4	2%
Total	169	100%

10. Are you offering the following to students with SEND in the 2014/15 academic year? (Please tick all that apply)	Number of responses	Percent
Tailored study programmes which help students achieve good outcomes	160	95%
Maths and English tuition	156	93%
Supported internships	52	31%
Traineeships	50	30%
Apprenticeships	77	46%
Other	25	15%
Total	168	

AoC/DfE Survey: Further Education implementation of Special Educational Needs and Disability (SEND) reforms

Summary

12. How do you identify students' special educational needs? (Please tick all that apply)	Number of responses	Percent
Information from school	165	98%
Information from previous college	148	88%
Self-declaration	162	96%
Initial assessment	162	96%
Diagnostic assessment	156	92%
Prior attainment	130	77%
Discussion with the student (and family where appropriate)	168	99%
Education, Health and Care (EHC) plan or Learning difficulty assessment (LDA)	166	98%
Other	43	25%
Total	169	

13. How confident are you that your college puts the individual student at the centre of its SEND support, planning it with them, and tailoring it around their individual needs and aspirations? (Please tick one box in each row)	Very confident	Reasonably confident	Not very confident	Not at all confident	Number of responses
Students with EHC plans and LDAs	121	48	0	0	169
Students with SEND without EHC plans or LDAs	91	69	4	0	164
	Very confident	Reasonably confident	Not very confident	Not at all confident	Number of responses
Students with EHC plans and LDAs	72%	28%	0%	0%	100%
Students with SEND without EHC plans or LDAs	55%	42%	2%	0%	100%

14. How confident are you that your students have access to the range of special educational support needed to make good progress towards positive destinations (e.g. higher education, employment, independent living)? (This includes support from outside the college where needed). (Please tick one box in each row)	Very confident	Reasonably confident	Not very confident	Not at all confident	Number of responses
Students with EHC plans or LDAs	102	56	7	1	166
Students with SEND without EHC plans or LDAs	79	71	12	1	163
	Very confident	Reasonably confident	Not very confident	Not at all confident	Number of responses
Students with EHC plans or LDAs	61%	34%	4%	1%	100%
Students with SEND without EHC plans or LDAs	48%	44%	7%	1%	100%

AoC/DfE Survey: Further Education implementation of Special Educational Needs and Disability (SEND) reforms

Summary

15. How confident are you that students with SEND have had a good transition into your college (whether or not they had a statement of SEND or EHC plan at school)? (Good transition can include link programmes, taster courses, visits to school and college, and support for new students). (Please tick one box in each row)	Very confident	Reasonably confident	Not very confident	Not at all confident	Number of responses
Students with EHC plans or LDAs	96	68	4	1	169
Students with SEND without EHC plans or LDAs	64	88	11	1	164
	Very confident	Reasonably confident	Not very confident	Not at all confident	Number of responses
Students with EHC plans or LDAs	57%	40%	2%	1%	100%
Students with SEND without EHC plans or LDAs	39%	54%	7%	1%	100%

16. How confident are you that students with SEND have a good transition out of college into adult life (e.g. into employment)? (Please tick one box in each row)	Very confident	Reasonably confident	Not very confident	Not at all confident	Number of responses
Students with EHC plans or LDAs	44	87	36	2	169
Students with SEND without EHC plans or LDAs	38	91	35	1	165
	Very confident	Reasonably confident	Not very confident	Not at all confident	Number of responses
Students with EHC plans or LDAs	26%	51%	21%	1%	100%
Students with SEND without EHC plans or LDAs	23%	55%	21%	1%	100%

17. How confident are you that your college is ready to be involved in the following aspects of EHC assessment and planning?	Very confident	Reasonably confident	Not very confident	Not at all confident	Number of responses
Annual EHC plan reviews held at school for prospective FE students	71	76	19	3	169
Hosting an annual EHC review of a student at your college	68	68	27	5	168
Writing advice for EHC reviews and assessments of students at your college, including recommending outcomes.	51	88	24	4	167
	Very confident	Reasonably confident	Not very confident	Not at all confident	Number of responses
Annual EHC plan reviews held at school for prospective FE students	42%	45%	11%	2%	100%
Hosting an annual EHC review of a student at your college	40%	40%	16%	3%	100%
Writing advice for EHC reviews and assessments of students at your college, including recommending outcomes.	31%	53%	14%	2%	100%

AoC/DfE Survey: Further Education implementation of Special Educational Needs and Disability (SEND) reforms

Summary

18. What have you done to ensure that your staff and governors are being prepared to implement the new SEND reforms? (Please tick one box in each row)	Yes, as part of ongoing planned CPD for staff	Yes, as a one-off	No, but planning to run these next term	No plans in place	Number of responses
In house training session/info for governors	18	37	82	32	169
In house training session for SMT	38	55	61	14	168
In house training session for all staff	43	25	72	25	165
In house training session for staff working directly students with SEND	111	18	30	5	164
Local authority-led training for staff	32	52	16	66	166
Other external training	55	43	10	55	163
Staff recruited with specialist qualifications in teaching students with SEND.	105	14	11	34	164
Existing staff gaining further qualifications (e.g. Level 5 Diploma in Teaching Disabled Learners)	69	8	19	59	155
	Yes, as part of ongoing planned CPD for staff	Yes, as a one-off	No, but planning to run these next term	No plans in place	Number of responses
In house training session/info for governors	11%	22%	49%	19%	100%
In house training session for SMT	23%	33%	36%	8%	100%
In house training session for all staff	26%	15%	44%	15%	100%
In house training session for staff working directly students with SEND	68%	11%	18%	3%	100%
Local authority-led training for staff	19%	31%	10%	40%	100%
Other external training	34%	26%	6%	34%	100%
Staff recruited with specialist qualifications in teaching students with SEND.	64%	9%	7%	21%	100%
Existing staff gaining further qualifications (e.g. Level 5 Diploma in Teaching Disabled Learners)	45%	5%	12%	38%	100%

19. Have you provided any of the following to inform students and parents about the reforms? (Please tick all that apply)	Number of responses	Percent
Information on college website	76	51%
Letter/email to prospective students/parents	35	23%
Letter/email to existing students/parents	34	23%
Posters around the college	15	10%
Information in prospectus	51	34%
Meetings with prospective students/parents	113	76%
Meetings with existing students/parents	85	57%
Other	19	13%
Total	149	

AoC/DfE Survey: Further Education implementation of Special Educational Needs and Disability (SEND) reforms

Summary

23. Are there any areas in which your college can provide good examples of changes you have put in place to implement the reforms? (Please note the DfE may use your good example in future communications) (Please tick all that apply)	Number of responses	Percent
Working effectively with the local authority	70	55%
Helping students make the transition from school to college	86	68%
Helping students make the transition from college into employment (including pathways to employment)	40	31%
Developing and implementing EHC Plans [or transferable good practice from LDAs (Learning difficulty assessments)]	18	14%
College involvement in the local offer	58	46%
Ensuring strong student voice in SEND support	41	32%
Sharing best practice through networks	51	40%
Workforce development (including person centred planning, and focus on positive destinations)	30	24%
Other	9	7%
Total	127	100%

25. Would you be prepared to host a visit from the Department for Education to discuss implementation of the reforms and how they are working in practice? (Note: although we will endeavour to visit as many colleges as we can, we have limited resources and may need to prioritise visits depending on college location/type).	Number of responses	Percent
Yes	122	75%
No	41	25%
Total	163	100%