



AoC/DfE Survey: Further Education readiness for Special Educational Needs reforms Summary

Type	Number of responses	Number of Colleges in England	Percent within type
General Further Education College	119	218	55%
Sixth Form College	30	93	32%
Specialist Designated College	12	28	43%
Total Colleges	161	339	47%
Independent Specialist Colleges (NATSPEC)	17		
Other	1		
Total Responses	179		

Region*	Number of responses	Number of Colleges in England	Percent within region
Eastern region	12	31	39%
East Midlands	13	22	59%
Greater London	18	50	36%
North East	9	20	45%
North West	23	56	41%
South East	32	59	54%
South West	18	28	64%
West Midlands	22	40	55%
Yorkshire and the Humber	14	33	42%
Total	161	339	47%

* excludes 'Other' and NATSPEC

6. From how many local authorities do you take students?	Number of responses	Percent
1	6	3%
2-5	112	63%
6-10	38	21%
More than 10	23	13%
Total	179	100%

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7. How confident are you that your college will be ready to fulfil its new duties from 1 September (as required by the Children and Families Act)?	Very confident	Reasonably confident	Slightly confident	Not at all confident	Number of responses
Duty to co-operate with the local authority	103	68	7	1	179
Duty to admit a young person if your institution is named in an EHC (Education, Health and Care) plan	73	79	24	2	178
Duty to have regard to the Code of Practice (the latest draft was published 16 April 2014)	81	76	20	2	179
For mainstream providers only - duty to use your best endeavours to secure the special educational provision that a student with SEN needs	71	71	5	1	148
	Very confident	Reasonably confident	Slightly confident	Not at all confident	Number of responses
Duty to co-operate with the local authority	58%	38%	4%	1%	100%
Duty to admit a young person if your institution is named in an EHC (Education, Health and Care) plan	41%	44%	13%	1%	100%
Duty to have regard to the Code of Practice (the latest draft was published 16 April 2014)	45%	42%	11%	1%	100%
For mainstream providers only - duty to use your best endeavours to secure the special educational provision that a student with SEN needs	48%	48%	3%	1%	100%

8. How confident are you that you work effectively with your MAIN local authority in implementing the reforms?	Very confident	Reasonably confident	Slightly confident	Not at all confident	Number of responses
Planning and commissioning SEN (Special Educational Needs) high needs places	85	68	19	6	178
Contributing to the local offer	85	63	15	5	168
Implementing EHC (Education, Health and Care) plans including contributing to the planning process, being involved in EHC plan reviews, and understanding the timescales involved	43	83	30	21	177
Planning the transfer of children and young people from statements and LDAs (Learning difficulty assessments) to EHC (Education, Health and Care) plans	36	73	42	22	173
	Very confident	Reasonably confident	Slightly confident	Not at all confident	Number of responses
Planning and commissioning SEN (Special Educational Needs) high needs places	48%	38%	11%	3%	100%
Contributing to the local offer	51%	38%	9%	3%	100%
Implementing EHC (Education, Health and Care) plans including contributing to the planning process, being involved in EHC plan reviews, and understanding the timescales involved	24%	47%	17%	12%	100%
Planning the transfer of children and young people from statements and LDAs (Learning difficulty assessments) to EHC (Education, Health and Care) plans	21%	42%	24%	13%	100%

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9. Do you expect to be offering the following to students with SEN (Special Educational Needs) from September 2014?	Yes	No	Number of responses
Tailored study programmes	159	19	178
Supported internships	76	93	169
Traineeships	57	111	168
Apprenticeships	90	82	172
	Yes	No	Number of responses
Tailored study programmes	89%	11%	100%
Supported internships	45%	55%	100%
Traineeships	34%	66%	100%
Apprenticeships	52%	48%	100%

10. How confident are you that students with SEN (Special Educational Needs) will have a good transition into your college (whether or not they had an SEN statement or EHC (Education, Health and Care) plan at school), and a good transition out of college into adult life, e.g. into employment?	Very confident	Reasonably confident	Slightly confident	Not at all confident	Number of responses
Transition into your college	111	60	8	0	179
Transition from college into adult life e.g. employment	45	94	23	6	168
	Very confident	Reasonably confident	Slightly confident	Not at all confident	Number of responses
Transition into your college	62%	34%	4%	0%	100%
Transition from college into adult life e.g. employment	27%	56%	14%	4%	100%

11. How confident are you that your workforce will be fully prepared to implement the new SEN (Special Educational Needs) reforms from September?	Very confident	Reasonably confident	Slightly confident	Not at all confident	Number of responses
Confident that all staff are aware of the reforms and familiar with the expectations in the draft Code of Practice	24	97	38	20	179
Confident that workforce needs (e.g. person centred planning) have been identified and training has been delivered	40	75	43	15	173
	Very confident	Reasonably confident	Slightly confident	Not at all confident	Number of responses
Confident that all staff are aware of the reforms and familiar with the expectations in the draft Code of Practice	13%	54%	21%	11%	100%
Confident that workforce needs (e.g. person centred planning) have been identified and training has been delivered	23%	43%	25%	9%	100%

12. How active has your college been in telling students with SEN and their parents about the reforms?	Number of responses	Percent
Very active	21	12%
Reasonably active	70	39%
Slightly active	52	29%
Not at all active	35	20%
Total	178	100%

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13. How confident are you that your students with SEN and their parents are well informed about the reforms?	Number of responses	Percent
Very confident	16	9%
Reasonably confident	57	32%
Slightly confident	73	41%
Not at all confident	33	18%
Total	179	100%

14. In which of the following areas can your college provide examples of good practice? (Please tick all that apply)	Number of responses	Percent
Working effectively with the local authority	117	71%
Helping students make the transition from school to college	144	87%
Helping students make the transition from college into employment (including pathways to employment)	76	46%
Developing and implementing EHC Plans [or transferable good practice from LDAs (Learning difficulty assessments)]	34	21%
College involvement in the local offer	95	58%
Ensuring strong student voice in SEN support	84	51%
Sharing best practice through networks	86	52%
Workforce development (including person centred planning, and focus on positive destinations)	46	28%
Other (please specify below)	14	8%
Total	165	