AoC EAST MIDLANDS
Support for colleges in readiness for the SEN reforms
EMFEC 9 July 2014

A Local Authority’s Perspective
MAIN THEMES

Are these reforms welcomed?

Issues for Local Authorities and colleges
• Curriculum/the Local Offer
• Colleges’ role in the transition from school to adulthood
• High Needs/Element Three funding
TWO QUESTIONS

• Have the right issues been identified – and is anything missing?

• How better can local authorities and colleges work together to implement the reforms?
ARE THESE REFORMS WELCOMED?

• Focus on much better outcomes and preparation for adult life
• The central involvement of young people and their families in decision making
• The 0-25 perspective
• The key role for colleges
• Partnership working
• Greater emphasis on identifying needs, the right support and the impact of that support in securing agreed outcomes

BUT . . .
BUT . . . THREE KEY CHALLENGES

- Cost
- Capacity
- Consistency

- Curriculum/the Local Offer
- Colleges’ role in the transition from school to adulthood
- High Needs/Element Three funding
LOCAL AUTHORITY COSTS AND FUNDING

LEICESTER LA COSTS AND FUNDING FOR POST 16 SEN AND ELEMENT THREE.

- Cost of 16+ special school places
- EFA SEN Allocation
- Cost of 16+ Element Three
- EFA Element Three allocation

LEICESTER CITY COUNCIL BUDGET

- £85m cut
- £65m cut

Council Grant
Other Income
COLLEGE FUNDING

AN EAST MIDLANDS COLLEGE:
ANNUAL GRANT INCOME INDEXED AT 2009/2010

(Projected) (Projected) (Projected)
“The vast majority of young people with SEN are capable of sustaining paid employment with the right preparation and support . . . “

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>COLLEGE</th>
<th>WORK</th>
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<tbody>
<tr>
<td>Education</td>
<td>Work Experience</td>
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- Project Search (Support from Remploy)
- Embedded Employability
- Supported Internships
- City Deal and EU SIF
COLLEGES’ ROLE IN TRANSITION

<table>
<thead>
<tr>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
<th>Y14</th>
<th>Independent adulthood</th>
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<td>School</td>
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<td>College</td>
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Annual Reviews

Education Health and Care Plan

- Employment
- Independent living
- Good health
- Participation in society
ELEMENT THREE

The LSC Additional Learning Support methodology

- A key income source
- Audit driven
- Ticky boxy

But . . .

- Accurate identification of need?
- The right support?
- Impact?
- Value for money?
THE LEICESTER/LEICESTERSHIRE ELEMENT THREE MODEL 2014/2015

High needs students should have all their appropriate and reasonable additional educational support needs funded in full

• Bilateral agreements about unit costs.
## Example of Planned Costs for High Needs Interventions in 2014/2015

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Planned Cost 2014/2015</th>
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<tbody>
<tr>
<td>One-to-one support</td>
<td></td>
</tr>
<tr>
<td>Learning support assistant</td>
<td>£13.51 per hour (Including on-costs)</td>
</tr>
<tr>
<td>Note taker</td>
<td>£16.40</td>
</tr>
<tr>
<td>Speech and language therapist</td>
<td>£48</td>
</tr>
<tr>
<td>Small class size</td>
<td></td>
</tr>
<tr>
<td>Group of 8</td>
<td>£3.10 per hour</td>
</tr>
<tr>
<td>Additional initial and continuing assessment</td>
<td>£49.68 per hour</td>
</tr>
<tr>
<td>Management</td>
<td>£168 per student</td>
</tr>
<tr>
<td>Administration</td>
<td>£40 per student</td>
</tr>
</tbody>
</table>
SUPPORT NEEDS ASSESSMENT

• Circumstances and past history
• What curriculum the young person will follow at college,
• What the course is intended to enable the young person to learn and be able to do,
• How this contributes to his or her longer term aims (independent living/employment etc.),
• Why particular forms of additional support are needed to secure these aims, and
• Why so many hours a week of such forms of support are necessary.
**SOME ELEMENT THREE ISSUES**

<table>
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</tr>
</thead>
</table>

**School**

- Involvement in school transition reviews
- Extent of additional initial and annual assessment
- Person-centred

**College**

- Extent of support advocated
- Days per week
- E2 issues
- What is the extent of progress?
- Progress reviews

When is the plan achieved and ended? (Or how long is post-16 education?)
LEICESTER POST-16s WITH A STATEMENT

- **Custody**
- **NEET.**
- In education or training with S139A (Colleges and ISPs)
- In education or training. No 139A (Mostly special schools)
CAPACITY: COLLEGES

Much depends on funding. But, in colleges the skills of

• identifying appropriate support needs
• person-centred planning
• enabling better outcomes and greater independence
• progress reviews

DfE SEND Implementation Grant
CONSISTENCY

• Format of the Local Offer
• The EHC Process
• Element Three funding

• Within local authorities 0-16/16-25, Education and Finance
• Between all local stakeholders
• Between special schools, colleges and ISPs
• Between local authorities (Some Pathfinders)
IN CONCLUSION . . .

Much to welcome in the SEND reforms

• 0-25
• Preparation for adult life
• Key role for colleges
• Involvement of young people and families in decisions
• Partnership

It won’t be quick or easy

• Costs versus funding available
• Capacity in colleges, LAs and elsewhere
• Consistency

BUT WE’LL DO OUR VERY BEST
TWO QUESTIONS

• Have the right issues been identified – and is anything missing?
• How better can local authorities and colleges work together to implement these reforms?