Implementing the reforms in colleges

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Children and families act post-16

- It matters because it is about improving the life chances of young people with learning difficulties and/or disabilities
- Young people’s views & wishes are central
- Young people should participate in decision making
New duties for colleges

• To admit students who **name college on their EHCP**
• To **co-operate** with LAs – reciprocal
• To have regard to the **Code**
• To use ‘**best endeavours**’ for **all** students with learning difficulties or disabilities
Implementation pack

• Non-statutory departmental advice
• Outlines new duties
• Suggests some actions for colleges
• Considers workforce needs – on-going discussion with the PfA team

• Who has overall responsibility?
16 - 19 & 19 – 25 year olds

Young people have responsibility from 16
• What are the implications for colleges?

19-25 year olds can have more time in education to achieve their outcomes
• Ensure you have good information to support need for additional time
Duty to admit if named on plan

You should:

• Be **part of the discussion** – no surprises!
• **See the plan** – know about the young person’s aspirations and support needs

• Who will **oversee** this?
• How will the **information be shared**?
• Who joins up with **high needs funding** and **personal budgets**?
Duty to co-operate

- **Identifying and meeting needs**
- LAs must consult with providers about their **range of provision** and the **Local Offer**

- Do you know the **LA contacts** (host and others)?
- Who is **liaison person** at your end?
- What is your entry in the **LO(s)**?
Have regard to the Code

- Not a quick read!
- Applies to **all staff** across the college
- Post-16 throughout the code, but some specific sections

- Who has read the code – **all of it??**
- How will **key info** be shared?
- Your own **précis**?
- **Training sessions?**
Use ‘best endeavours’

• What else would we do?
• Use best endeavours to secure the special educational provision that the young person needs, above and beyond usual support (& alongside reasonable adjustments)
• With or without plans 16-25 (& 14-16)
• All staff across the whole college
Best endeavours 2

It means:

• Understanding **aspirations & outcomes**
• Getting students on the **right course**
• Providing the right **support**
• Monitoring **support and progress**
• Holding **annual reviews** (if EHCP)
• Supporting **transition onwards**
Study programmes

New **personalised** curriculum framework:

- **Main learning aim** either accredited or non-accredited – links to Natspec’s Rarpa work
- **Work experience** (and SIs)
- **English and maths** – literacy & numeracy - functional
The RARPA 5 stage process

1. Aims appropriate to individual learner or groups
2. Initial assessment to establish starting point
3. Identification of challenging learning objectives: initial, renegotiated and revised
4. Recognising & recording progress and achievement on programme (formative assessment): teacher feedback to learners, learner reflection, progress reviews
5. End-of-programme assessment - teacher & learner review of overall progress and achievement